

CALIFORNIA STATE UNIVERSITY NORTHRIDGE
Michael D. Eisner College of Education
Department of Educational Psychology & Counseling
SCHOOL PSYCHOLOGY PROGRAM

EPC 603 Clinical Research and Program Evaluation (3)
Thursday 7:00 PM – 9:45 PM
EDUCATION 2119
Fall 2024

COURSE SYLLABUS

INSTRUCTOR: Shereen Allison, Ph.D.
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OFFICE HOURS: Office hours are Tuesdays 12-2 by appointment, Education 2241

CATALOG DESCRIPTION:

Title: EPC 603. Clinical Research and Program Evaluation (3)

Prerequisites: EPC 600 or equivalent. Admission to program for the Master of Science in Counseling, School Psychology option.

Catalog Description: Introduces quantitative and qualitative clinical research methods, including randomized clinical trials, efficacy and effectiveness studies, program evaluation, client outcome, clinician effectiveness and evidence-based practice strategies. Emphasis placed on conducting research and evaluating outcomes with children, couples, families, diverse clients and vulnerable populations. Also covers federal, state and private foundation agendas, systems of access and channels for funding mental health research.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, students - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of professional knowledge and skills.
- We value the use of evidence for the purposes of monitoring student growth, determining the impact of our programs and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative and reflective thinking and practice

INSTRUCTIONAL PHILOSOPHY

This course is intended for graduate students; hence classes are structured so that students are provided with opportunities to learn and engage in research. Instruction intends to provide tools that students can utilize to further their professional and academic goals. Students are encouraged to think about developing components of their proposal for their graduate project or thesis.

The School Psychology program is designed to train future school psychologists as scientist-practitioners. That is, candidates will learn to provide services from an ecological perspective using theory and research to provide services based on best practices. In this class, School Psychology candidates will learn specific skills in single case research in order to use the problem-solving case study model to evaluate the effectiveness of their services with their clients. In addition, School Psychology students will learn to understand research in order to understand what has been found to be effective in order to incorporate into their practice. They will also gain research knowledge by focusing on how to develop a program evaluation proposal.

SOURCES OF THE LEARNING OBJECTIVES

The learning objectives and outcome measures for the school psychology program have been derived from these guidelines and standards:

- The National Association of School Psychologists
- The California Commission on Teacher Credentialing

- The California State Board of Behavioral Science (BBS)
- Student Learning Objectives developed by the Faculty of the Department of Educational Psychology and Counseling, CSUN

Program Goals and Learning Objectives

Program Goal 4: Assessment and Problem Solving Data Based Decision Making:

Provide knowledge and skills in assessment and problem solving data-based decision making to monitor progress and evaluate outcomes for students, families, schools, and/or consumers.

SLO 5: Evidence Based Practice, Program Evaluation, and Research:

School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their knowledge and ability to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. (NASP Domain 9: Research and Evidence-Based Practice; CCTC SPPE 9)

Program Goal 5: Consultation and Collaboration: Provide knowledge and skills on promoting family, school, and community collaboration and consultation.

SLO 7: Problem Solving Data Based Decision Making and Response to Intervention:

School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their knowledge, skills, and competence to use the problem-solving model to make data-based decisions as they gather, measure, and evaluate data to look at student, family, schools, and/or consumer's outcomes. (NASP Domain 1: Data Based Decision Making; CCTC SPPE 1)

COURSE LEARNING OBJECTIVES

Domain 1 (CCTC SPPE 1): Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 9 (CCTC SPPE 9): Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

SPECIFIC COURSE LEARNING OBJECTIVES

1. Conduct a review of the literature in order to understand characteristics on well-implemented evidence-based school wide programs and ability to differentiate high quality from inadequate research.
2. Describe the methodological differences, effectiveness research, efficacy research, and program evaluation.
3. Identify the differences between experimental, qualitative, predictive, single case research, and mixed method designs in terms of evaluating effective outcomes.
4. Identify appropriate methods for program outcome evaluation in education.
5. Identify standard ethical considerations in research and specific issues when working with diverse and vulnerable populations.
6. Report evaluation data in person and/or in writing to a specific audience at the school site.
7. Review statistics and skills to use the Statistical Package for the Social Sciences (SPSS) for data processing and analysis for decision-making.
8. Understand the development, implementation, improvement, and evaluation of programs that support effective pupil learning, wellness, prevention, intervention and other mental health programs at the individual, group, and systems levels.
9. Demonstrate skill in evaluating programs and in interpreting findings to other educators and to the public.
10. Demonstrate an understanding and effective use of the APA format.

POLICIES AND RESOURCES

Attendance

All students are required to attend every class and to **participate** in class activities.

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. If an emergency arises, the student is to contact the instructor at shereen.allison@csun.edu or through the Canvas.

Students are expected to come to class prepared by completing all assigned readings, finishing assignments on time and being prepared to give an oral report on assignments at the assigned date. Students must participate in classroom discussions and may be called upon if they do not participate. Periodically, feedback mechanisms (exit tickets, polling, Kahoot etc.) will be utilized during class sessions and contribute towards attendance/participation points.

The student is responsible for obtaining missed information and for completing assignments on time. It is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Commitment to Diversity

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Groups are only effective if everyone treats each other with respect. You are encouraged to communicate your thoughts, but please also allow others in your group to also express their thoughts. You will be surprised how much you can learn by mutual respect for each other's ideas, even if you are knowledgeable about a subject.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor as soon as possible. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Request for Grade of Incomplete

Incompletes will only be considered in accordance with university policy. For more information, review <https://www.csun.edu/admissions-records/grade-incomplete>. This policy requires that you have completed a substantial portion of the work in the course, (e.g., only one or two assignments need completion) and cannot complete due to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf) and in accordance with the joint decision by the student and the instructor. Students have one year to make up the incomplete before the grade turns to an "F".

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the first two weeks of class. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, (818) 677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Due Dates and Times

Assignments are expected to be turned in on time per syllabus. Generally, due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing from the instructor for serious medical necessity or personal necessity. Readings are important to complete before class meetings.

Assignment Instructions

Instructions vary with each assignment. Please ask for clarification if you are uncertain. Assignments are intended to afford practice, not simply to compile a stack of paper. Generally, there is no single correct answer so focus on the process.

Assignments are to be turned in using Canvas online course unless alternative method has been approved or indicated.

Policy on Cheating and Plagiarism

Academic integrity, including student honesty, is taken seriously in the educational psychology and counseling department. Consequently, please know that academic dishonesty, cheating, fabrication, facilitation of academic dishonesty, and plagiarism will lead to a student receiving a fail in the assignment, exam, activity, and/or class. No use of CHATGPT or similar apps. Please note that dishonesty can result in being recommended for disciplinary action. University policy requires professors to report all dishonest, unethical student behavior to university administration for documentation and review, and the school psychology faculty strictly adhere to university policy in this regard. Please refer to the CSUN catalog for further information (California State University, Northridge "Appendix C, Policies on Nondiscrimination and student conduct" in University Catalog <http://www.collegesource.org/displayinfo/catalink.asp>).

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a first offense. See guidelines regarding plagiarism. A definition and examples of plagiarism, students can refer to the APA Publication Manual.

Statement on Use of Artificial Intelligence (AI)

Using an AI-content generator such as ChatGPT to complete assignments without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.

Learning to use AI responsibly and ethically is an important skill in today's society. Be aware of the limits of conversational, generative AI tools such as ChatGPT.

- Quality of your prompts: The quality of its output directly correlates to the quality of your input. Master "prompt engineering" by refining your prompts in order to get good outcomes.
- Fact-check all of the AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a sentence or two to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies.

- Do Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.

Useful Links

CSUN's Computer Support
<http://www.csun.edu/helpdesk/>

Request for Incomplete Grade
www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services
<http://www.csun.edu/dres/studentservices/index.php>

Writing Center
<http://www.csun.edu/lrc/>

CSUN Student Conduct Policies
<http://www.csun.edu/studentaffairs/policies/conduct.htm>

Research and Library Assistance
<http://library.csun.edu/ResearchAssistance/AskUs>

Additional Resources noted in Canvas course under the Resource button on the homepage

COURSE REQUIREMENTS

Required Textbooks

Gravetter, F. & L. Forzano (2018). *Research Methods for the Behavioral Sciences*, Boston, Cengage Learning Inc 6th Edition. ISBN #1337613312

Fitzpatrick, J. L., Sanders, J. R., Worthen, B. R., & Wingate, L.A., (2023). *Program evaluation: alternative approaches and practical guidelines*, Pearson, 5th Edition. **E-book only** ISBN #978-0137547586

Hunley, S., McNamara, K. (2010). *Tier 3 of the RTI Model: Problem Solving Through a Case Study Approach*. NASP/Corwin

READINGS Books can be bought from Amazon.com, CSUN Follett books store, etc.

Recommended Resources

Burns, M. K., Riley-Tillman, T. C., Rathvon, N. (2017) *Effective School Interventions*. New York/London: The Guilford Press.

American Psychological Association, (2009), *Publication manual of the American Psychological Association* (6th Ed.), Washington, D.C.

Method Of Instruction

This is a graduate course. Students should review the weekly agenda and carry out all specified activities, including readings and assignments.

This graduate seminar course will include lecture, experiential activities, in-class dialogue, group activities, assignments and presentations.

Ethical Standards For Conducting Research

Students should consult the standards most appropriate for their focused areas of research. Professional organizations that have articulated ethical guidelines include the following:

- National Association of School Psychologists (2020)
- American Counseling Association (2014)
- American Educational Research Association (2011)
- American Psychological Association (2016)
- American Association for Marriage and Family Therapists (2015)
- National Board for Certified Counselors (2016)

SIGNATURE ASSIGNMENT

Each course in the program has a **signature assignment** that is consistent across sections and designed to ensure that students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and are used to measure student learning outcomes in the program and to provide faculty with information about effectiveness of the curriculum.

COURSE ASSIGNMENT OVERVIEW

Assignment 1. Research Article Critique SPPE 9.0

The purpose of this assignment is to review an article from the perspective of a problem solver and/or researcher. The first goal is to look at the standard way researchers write up a study. The second goal is to refresh your understanding of the most commonly used descriptive parameters and inferential statistics used in research. The third goal is to understand the relationship between the scientific process and school psychology practice. Follow the directions for Assignment 1: Research Article Critique, to be reviewed during the second session.

Assignment 2. RTI Data Based Decision Case Study/Single Case Research SPPE 1.0, 1.5, 9.0, 9.1, 9.3, 9.5

Students will design a Rtl Single Case Research Case based on their fieldwork Problem Solving and Data Based Intervention Case Studies, which will involve identifying the issue, identifying the data procedure, and describing the data analysis. Students will describe the development, improvement, and evaluation of the child's program and how the child's program supports effective pupil learning and/or behavior. Follow the directions for **Assignment 2: RTI Data Based Decision Case Study/Single Case Research**.

This assignment coordinates with **PBO 1.1: DATA BASED CASE STUDY BASED ON THE PROBLEM SOLVING MODEL ACTIVITY**: Begin a Problem Solving Data Based Case Study (PSDBCS) intervention with a student and **PBO 3.1 ACADEMIC INTERVENTION AND INSTRUCTIONAL SUPPORTS ACTIVITY**: In collaboration with others, use baseline data from your Problem Solving Data Based Case Study (DBCS) (PBO1) to develop a plan to implement, monitor, and evaluate an academic intervention and/or service (see rubric Attached to syllabus). Your plan must include data gathering plan, hypothesis, goal, GAS, and assessment tool. Write a brief summary of the problem area, data gathering plan, hypothesis, goal, GAS, and assessment tool, intervention, monitoring, and evaluation plan.

See PBO 1.1 and 3.1 included within the EPC 659EC: Practicum for School Psychology Performance Based Outcomes for more information.

Assignment 3. Program Evaluation Proposal (Group Project) SPPE 9.0,9.1,9.3, 9.4

The program evaluation proposal should be for a program or school wide project, such as school safety, wellness, or behavioral or learning program. Students will work in groups of 2-3 individuals together to develop the Program Evaluation Proposal. Presentations will be done by group. **Write-ups must be done by each individual.**

The Program Evaluation Proposal should follow the project or thesis guidelines in the Department of Educational Psychology and Counseling's, *Guide for Culminating Experience*, or a program evaluation process selected from your text. The proposal must be in APA format and will be limited to a maximum of 10 pages.

This signature assignment will be evaluated in two ways: Using the Assignment 3 Rubric and the Signature Assignment Rubric in APPENDIX A at the end of this syllabus.

The sections or chapters in the program evaluation proposal are similar to the first two assignments in that they follow a professionally accepted sequence. In the program evaluation proposal this is the sequence is as follows:

I. INTRODUCTION

This Introduction chapter includes the reasons for the program evaluation, including a description of the program, and the purpose of this investigation. Include the what and why this program evaluation proposal is being developed.

II. LITERATURE REVIEW

The Literature Review chapter delineates the 4-5 major supporting points found in the professional literature that relate to the purpose of the program evaluation. Include related research and program evaluations.

III. METHOD

The Method chapter describes the proposed evaluation plan, including the proposed sample, the evaluation methodology/research design, the assessment measures, the parameters and statistics measures to be collected and analyzed, the procedures for implementation, and expected outcomes.

IV. RESULTS

The Results chapter section should delineate the parameters and statistics to be used and why. This section should also include proposed tables, graphs, or other ways where the data will be inserted.

V. CONCLUSION

This Conclusion chapter should include a *Summary* outline, a *Discussion* outline, and anticipated *Future Research*.

VI. REFERENCES

Include all citations included in the proposal.

VII. APPENDICES

If you have supplementary information, add appendices for such items as program information, survey or questionnaires.

GRADES

A = 934 - 1000	B+ = 866 – 899
A - = 900 - 933	B = 834 – 864
	B- = 800 -- 833

ASSIGNMENT SUMMARY WITH POINTS AND DUE DATES

(Dates may change. Notification will be made by email or on Canvas.)

DIRECTIONS	ASSIGNMENTS	POINTS	DATE DUE
Assignment 1	Research Article Critique	100	9/12/24
Assignment 2	RTI Data Based Decision Case Study/Single Case Research	400	Draft 1: 10/3/24 Draft 2: 11/7/24 Final Version: 12/5/24
Assignment 4	Program Evaluation Proposal		10/17/24
	3a Write-Up	300	11/14/24
	3b Presentation	100	11/14/24 11/21/24
Weekly	Attendance and Participation	100	Weekly
	TOTAL POINTS	1000	

ASSIGNMENTS and CLASS ACTIVITIES

WEEK	DATE	CLASS ACTIVITIES	ASSIGNMENTS for Following Class
1	08/29/24	<ol style="list-style-type: none"> 1. Class Overview 2. Introductions & Ice breakers 3. Syllabus Review 	<p>Hunley & McNamara, Chapter 1,2</p> <p>Gravetter & Forzano, Chapter 1</p>
2	09/5/24	<ol style="list-style-type: none"> 1. Agenda Review 2. Discussion of Readings 3. Research Article Critique Activity <p><i>Scientific method, quantitative and qualitative research and how it applies to RTI model and data-based evaluation of interventions (SPPE 1.0, 9.0, 9.1, 9.2, 9.4)</i></p>	<p>Hunley & McNamara, Chapter 3,4,5</p> <p>Gravetter & Forzano, Chapter 2</p>
3	09/12/24	<p>Assignment 1 Research Article Critique Due</p> <ol style="list-style-type: none"> 1. Agenda Review 2. Discussion of Readings/Class Activities <p><i>Research ideas and hypotheses, facilitating response to intervention in schools, Problem Identification and Analysis.(SPPE 1.0, 9.0,9.1,9.2, 9.3)</i></p>	<p>Hunley & McNamara, Chapter 6,7</p> <p>Gravetter & Forzano, Chapter 3</p>
4	09/19/24	<ol style="list-style-type: none"> 1. Agenda Review 2. Discussion of Readings/Class Activities <p><i>Single case design, RTI Intervention, measurement, descriptive research. (SPPE 1.5, 9.0, 9.3, 9.4)</i></p>	<p>Hunley & McNamara, Chapter 8, 9, 10</p> <p>Gravetter & Forzano, Chapter 13.4</p>

5	09/26/24	1. Agenda Review 2. Discussion of Readings/Class Activities <i>Evaluating Single Case Study Outcomes, Graphing and Analysis (SPPE 1.0, 1.5, 9.0, 9.2, 9.3, 9.4)</i>	Work on Draft of RTI Data Based Single Case Research Find Group of 2-3 for Program Evaluation- Sign up online at:
6	10/03/24	<p style="text-align: center;">CLASS CANCELED</p> <p>Assignment 2 RTI Data Based Single Case Research DRAFT 1 DUE (turn in on CANVAS)</p>	Fitzpatrick, Chapters 1,2,3 <ul style="list-style-type: none"> Continue working on Data-based case Study Identify partner and program to evaluate.
7	10/10/24	1. Agenda Review 2. Discussion of Readings/Class Activities <i>Introduction to Program Evaluation (SPPE 1.0, 9.0, 9.1, 9.3, 9.4)</i>	Fitzpatrick, Chapters 4,5,6 <ul style="list-style-type: none"> Continue working on Database case Program Eval Proposal due 10/17/24 (Only need to provide program name, reviewer names and sign up for presentation date)
8	10/17/24	<p style="text-align: center;">CLASS CANCELED FOR CASP</p>	Fitzpatrick, Chapters 7,8,9 Reminders: <ul style="list-style-type: none"> Program Eval Proposal Due by Sunday, 10/19/24 by 7 pm Assignment 2 Due 11/7/24 Assignment 3 Write-up DUE: 11/14/24 Presentation 11/14/21 or 11/21/24
9	10/24/24	1. Agenda Review 2. Discussion/Class Activities 3. Questions about assignments <i>Graphing Review and Practice</i> <i>Intro to SPSS (SPPE 9.0)</i>	Fitzpatrick, Chapters 10,11,12 <ul style="list-style-type: none"> Continue working on Database case Continue working with Program Evaluation with group

10	10/31/24	<ol style="list-style-type: none"> 1. Agenda Review 2. Discussion of Readings/Class Activities <p><i>Program Evaluation continued (SPPE 1.0, 9.0, 9.2, 9.3,9.4)</i></p> <p><i>Be ready to share your program evaluation idea</i></p>	Fitzpatrick, Chapters 13,14
11	11/07/24	<p>Assignment 2 RTI Data Based Single Case Research Draft 2 DUE</p> <ol style="list-style-type: none"> 1. Agenda Review 2. Discussion of Readings/Class Activities <p><i>Options for Study Design, Sampling, and Cost Analysis, Collecting and Making Sense of Evaluative Information: Data Sources and Methods, Analysis, and Interpretation (SPPE 1.0, 9.0, 9.2,9.3, 9.4)</i></p>	<p>Fitzpatrick, Chapters 15,16</p> <p>Assignment 3 Program Evaluation Writeup DUE 11/14/24</p>
12	11/14/24	<ol style="list-style-type: none"> 1. Program Eval Write-up DUE (SPPE 9.3) 2. Program Eval Presentations 	Fitzpatrick, Chapters 17,18
13	11/21/24	Program Eval Presentations SPPE 9.3 (Cont'd)	

13	11/28/24	NO CLASS Thanksgiving Recess	Continue working on Database Case
14	12/05/24	ASSIGNMENT 2- DATA BASED SINGLE CASE RESEARCH DUE SPPE 1.5, 9.0, 9.1, 9.2, 9.3, 9.4) Discussion of Cases and Review	
15	12/12/24	Final (if needed)	

SPPE Index

Standard	Introduced	Practiced	Assessed
SPPE 1.0	Pg 13, 14, 15	Pg 12,16	Pg 15, 16
SPPE 1.5	Pg 13, 14, 16	Pg 12,16	
SPPE 9.0	Pg 13, 14, 15, 16	Pg 12	Pg 15, 16
SPPE 9.1	Pg. 13, 14	Pg. 12, 14, 16	
SPPE 9.2	Pg. 13, 14, 15	Pg. 12,16	
SPPE 9.3	Pg. 13, 14, 15,	Pg. 12,16	Pg 15, 16
SPPE 9.4	Pg 13, 14, 15, 16	Pg. 12, 16	Pg 15, 16