

Instructor/TA Info

Instructor Information

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Name: Ellie Young

Office Location: 340-E MCKB

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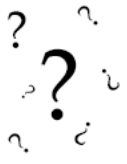
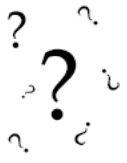
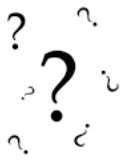
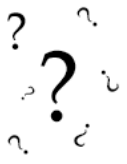
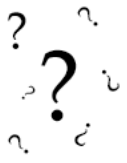
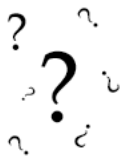
Email: ellie_young@byu.edu

Course Information

Description

NASP Domain	Course Objectives	Learning Activities
Domain 1: Data-Based Decision Making and Accountability	<p>When presented with an individual referral question for a student with social-emotional, and behavioral concerns, students will use the problem solving model to identify the problem, analyze why the problem is occurring, develop interventions, and then evaluate intervention outcomes</p> <p>Students will appropriately apply the criteria for identifying children with Educational Disabilities (specifically, Behavior or Emotional Disorders and Other Health Impaired) found in IDEA.</p>	<ul style="list-style-type: none"> • Psycho-educational Report Reading Summary • Counseling Case Study Project • Psychological Assessment with Report
Domain 4: Mental and Behavioral Health Services and Interventions	<p>Students will demonstrate competencies in integrating assessment information that leads to effective, evidenced-based interventions. These interventions will incorporate both environmental and individual interventions.</p> <p>Students will demonstrate through role-plays their counseling skills. Students will respond to feedback about their counseling skills to demonstrate growth and insight about their role as counselors.</p>	<ul style="list-style-type: none"> • Reading Activities • Counseling Case Study Project • Performance Exam • Exams 2, 3, and 4
Domain 6: Services to Promote Safe and Supportive Schools	<p>Students will demonstrate competency in designing, providing, and evaluating services for students in a multi-tiered system of support (MTSS) that address social-emotional and behavioral needs.</p> <p>Students will describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence social, emotional, and behavioral concerns in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude and behaviors towards persons and families with mental health disorders or social/emotional behavioral concerns.</p>	<ul style="list-style-type: none"> • Counseling Case Study Project • Exam 1

Materials

Item	Price (new)	Price (used)
 <p><u>Solution-Focused Counseling in Schools 4e - Required</u> by Murphy, J</p>	86.60	65.00
 <p><u>Assessment of Disorders in Childhood and Adolescence 5e - Required</u> by Youngstrom, E</p>	119.00	89.25
 <p><u>Executive Skills in Children and Adolescents 3e - Required</u> by Dawson, P</p>	45.00	33.75
 <p><u>What to Do When You Worry Too Much - Optional</u> by Huebner, D</p>	16.99	12.75
 <p><u>What to Do When Your Temper Flares - Optional</u> by Huebner, D</p>	16.99	12.75
 <p><u>What to Do When Your Brain Gets Stuck - Optional</u> by Huebner, D</p>	16.99	12.75

Grading Scale

Grades	Percent
A	95%
A-	93%
B+	90%
B	85%
B-	83%
C+	80%
C	75%
C-	70%
D+	65%

D	60%
D-	58%
E	0%

Grading Policy

Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. No late written assignments will be accepted unless you have discussed the issue with the professor before the due date (discussion implies a two-way conversation).

Assignments must be typewritten and double-spaced with 10- or 12-point font with one-inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 7th edition.

Submit your assignments electronically on Learning Suite, unless the professor directs you otherwise. All reports must be submitted electronically. Please be aware of confidentiality issues and maintain the confidentiality of students and families with whom you are working and change the names of students in reports or other written work.

Please refer to persons with disabilities by naming the person before the disability, e. g. "the person with depression" rather than "the depressed person" or "the ADHD child." If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

When you are finished reading the syllabus, send Ellie and Rebecca an email with the name of your favorite candy bar in the subject line, if you are the first student to send an email, they will buy you that candy bar.

Learning Outcomes

Preventive and early intervention services

1. Students will demonstrate competency in providing preventive and early intervention services for youth with emotional and behavioral concerns.

Universal screening process

2. Students will demonstrate understanding of the importance, efficiency of implementing a universal screening process for youth with emotional and behavioral risk factors or concerns. Students will use screening data to develop appropriate prevention or intervention strategies. Students will monitor the effectiveness of intervention strategies by collecting data and making modifications as needed.

Hypotheses related to referral question

3. When presented with a referral question, students will develop hypotheses related to the referral question. Students will develop means of testing the hypotheses through data collection in order to answer the referral question. Students will summarize their work through writing high quality reports that effectively communicate to parents, teachers, and youth.

Integrating assessment information

4. Students will demonstrate competencies in integrating assessment information that leads to effective, evidenced based interventions. These interventions will incorporate both environmental and individual interventions. Students will develop and implement means of monitoring the progress of interventions.

Identifying children with educational disabilities

5. Students will appropriately apply the criteria for identifying children with educational disabilities (specifically, Behavior or Emotional Disorders and Other Health Impaired) specified in IDEA.

Diversity issues

6. Students will be able to describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence social, emotional, and behavioral concerns in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude and behaviors towards persons and families with mental health disorders or social/emotional behavioral concerns.

Participation Policy

Students are expected to attend class each week and be prepared to discuss the readings. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism grade. Students who miss more than one class period may have their grade lowered one full letter grade, which will be determined by the professor on a case-by-case basis. Students are expected to be in class, ready to learn when class begins.

Although Zoom attendance is an option, students are expected to be present in class on campus unless there are extreme and unusual circumstances (such as illness, childcare difficulties, emergency transportation issues). If you are not a rural student, you must ask permission from the instructor(s) before class begins in order to participate remotely. Please put forth your best effort to be in class each day and actively contributing to the learning experience.

Professionalism points will be awarded to those students who constructively solve problems and communicate effectively with the professor and peers.

Responding to cell phones and using a laptop for non-class purposes during class times are a few of the examples of behavior that may result in a lower professionalism grade.

Professionalism also includes resolving differences with a professional, proactive style that focuses on taking responsibility for learning, listening with understanding of different points of view, and accepting outcomes that may not be preferred.

Attendance Policy

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Students are expected to attend class each week and be prepared to discuss the readings. Notifying the instructor in a timely

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Classroom Procedures

Professionalism points will be awarded to those students who constructively solve problems and communicate effectively with the professor and peers. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism grade. Responding to cell phones and using a laptop for non-class purposes during class times are a few of the examples of behavior that may result in a lower professionalism grade. Professionalism also includes resolving differences with a professional, proactive style that focuses on taking responsibility for learning, listening with understanding of different points of view, and accepting outcomes that may not be preferred.

Teaching Philosophy

Students and the instructor will be expected to abide by BYU's Honor Code and support others in their efforts to be disciple scholars. Be especially aware of referencing the work of others and avoiding plagiarism. Should concerns arise, please meet individually with me.

Please be respectful of office hours. I am happy to meet with students and enjoy doing so. I intend to work from home several days each week and may not be available for student consultation beyond office hours or at previously scheduled appointments.

I welcome your constructive feedback and ideas about the assignments, classroom discussion and presentations, exams, or other elements of the course. If you have ideas that would improve how our community of learners functions, please meet with me. If aspects of the course are not making sense to you or are not meeting your needs please visit with me to problem solve rather than admire the problem behind the scene. This is a professional skill that should be demonstrated frequently as a graduate student. Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas politely. Diversity of thought enriches learning and will be respected. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or point values.

Assignments

Assignment Descriptions

Reflection Paper 1

Sep
11

Due: Monday, Sep 11 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Student Information

Sep
13

Due: Wednesday, Sep 13 at 5:00 pm

This form helps the instructor to understand student learning needs and expectations.

Class Recording Release Form

Sep
15

Due: Friday, Sep 15 at 5:00 pm

Form used for collecting a FERPA release from students for sharing the recording of their class to students in other sections of the course.

Reflection Paper 2

Sep
18

Due: Monday, Sep 18 at 9:59 am

Reading Activities

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3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Reflection Paper 3**Sep
25**

Due: Monday, Sep 25 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

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2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Exam 1-Population-based mental health services**Oct
02**

Due: Monday, Oct 02 at 8:00 am

Reflection Paper 4**Oct
02**

Due: Monday, Oct 02 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
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7. What questions do I have for ELY?

Report Reading and Interview Summary

Oct
06

Due: Friday, Oct 06 at 11:59 pm

Ask your practicum supervisor to review one of his or her de-identified psycho-educational reports or summaries that focus on a student with a behavioral or emotional concern. Then, take 20-30 minutes to talk with your supervisor about how this type of psychoeducational evaluation is completed in their district. Pertinent interview questions may include the following:

1. What does your process typically look like for evaluating students with emotional/behavioral concerns?
2. What components do you find most helpful when completing such evaluations? Do you have any "go-to" assessment measures?
3. What guidelines do you have from your district with regards to psychoeducational report-writing? How would you describe a standard report for a student with emotional/behavioral concerns?

After reading the report and completing your interview, please write a 2 page reflection paper summarizing the strength of the reports, and what you learned both components of this assignment.

When writing about the report that you read, be sure to identify the following:

- a) how the referral question guided the assessment process
- b) how were the results integrated together?
- c) how the assessment process determined the interventions and outcomes.

This is not an attempt to criticize or critique your supervisor, so please be sensitive to their potential feelings of being graded by you. This is an opportunity to learn how to write reports by reading reports.

Reflection Paper 5

Oct
09

Due: Monday, Oct 09 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

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Psych Report--Part 1

Oct
09

Due: Monday, Oct 09 at 11:59 pm

Use the CPSE report rubric (available in Content) to guide your writing. Be sure you include every assessment that is required. Psychological Assessment with Report

You will complete a full-battery assessment for a student with behavioral/social-emotional concerns and write a traditional report. The report will document your skills in refining referral questions, developing hypotheses, designing multifaceted assessments to answer referral questions, and finally interpreting the assessment results to answer the referral questions and to develop empirically-based interventions. You will turn in the report in two parts.

Part 1 will include the child identifying information, reason for referral, assessment procedures, and review of records.

Part 2 will include interview summaries, observations, test results, summary, recommendations/interventions, signatures, and data summary.

Your report must include at least two interventions with an empirical basis. You must include enough detailed information that another person could implement the intervention. For example, rather than stating the student should learn social skills, you will identify specific social skills, prepare a lesson outline and stipulate how outcomes will be measured. You must include most, if not all, of the following elements in your assessment and report:

1. Archival records review that includes attendance history, number of schools attended, and other important educational components
2. Standardized checklists completed by both parents and teachers
3. Two to three structured student/classroom observations
4. Student, parent, teacher interviews completed in person
5. Academic/Cognitive Assessment including a curriculum-based evaluation
6. Social Skills Assessment (e.g., SSRS)
7. Functional Behavior Assessment
8. Evaluation and documentation of strengths of student and family
9. Interventions (at least two evidence-based interventions that are developed collaboratively with the teacher or parent). The interventions must include both self-monitoring (if the student is old enough), direct instruction of a replacement skill, and a plan for determining the effectiveness of the intervention with data. One of the interventions must address an environmental factor that influences or maintains ineffective behavior.

Consultation about case studies and psych report with instructor

Oct
11

Due: Wednesday, Oct 11 at 11:59 pm

Meet with Ellie or Rebecca to review plans for case study and psych report

Reflection Paper 6

Oct
16

Due: Monday, Oct 16 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types

of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

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Counseling Case Study-Problem Identification

Oct
16

Due: Monday, Oct 16 at 11:59 pm

Students will complete a school-based project in their practicum site that will demonstrate that they can use the problem solving model to address a social, emotional, or behavioral learning concern.

The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a targeted, evidence-based invention with measurable outcomes that aligns with the referral concern. The project will also include outcome data.

You must document collaboration with appropriate school personnel and parents/guardians. Students will use the case study rubric and template to summarize and report the results of this project; the project will be evaluated based on the case study rubric available in Content in Learning Suite.

The counseling process should last approximately 8 weeks. You will turn in the case study in four separate sections.

Before you begin this project, seek instructor approval by scheduling a time to meet individually with the instructor to discuss your intervention.

Use the following to complete the case study (available in Content):

Case Study Template.Ellie.2022.docx [Download \(plugins/Upload/fileDownload.php?fileId=cd76759a-ubWx-2Q9l-Pozq-3F2a1d7ea6d4&pubhash=R7oYtl-acAIBYdxpsrkHdLF3djkt2cTBIMYRdfQ0pxMmXJUko9vkJp5Fnu38rj6xua6OtQMNB8hPRM1ZgOsFQ==\)](#)

Case Study Rubric for Students.docx [Download \(plugins/Upload/fileDownload.php?fileId=e9b8d646-e19l-pS0G-0fbw-QXec5c64d664&pubhash=oNZEKZuPdnMAaRurQAt9VbbhndP4rTaRIHo3sIQslqwPcfreCIWFgQtoildoDZWfEY_rAsKu9V_CaJiLRdD1bg==\)](#)

Exam 2-ADHD

Oct
18

Due: Wednesday, Oct 18 at 11:59 pm

Reflection Paper 7

Oct

23

Due: Monday, Oct 23 at 9:59 am

Reading Activities

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Counseling notes.1

**Oct
25**

Due: Wednesday, Oct 25 at 11:59 pm

Provide your counseling notes from your practicum site.

The notes will be graded based on how thoroughly you documented the following:

Date

Students attending

Topics discussed

Notes on the effectiveness of the time

Follow up (include needed communication with parents/teachers/administrators)

Notes on how to prepare for the next session with this group or individual

You can also review how to write notes by reviewing the SOAP notes document in CONTENT in LS.

Reflection Paper 8

**Oct
30**

Due: Monday, Oct 30 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

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Counseling Case Study--Problem Analysis

Nov
01

Due: Wednesday, Nov 01 at 11:59 pm

Students will complete a school-based project in their practicum site that will demonstrate that they can use the problem solving model to address a social, emotional, or behavioral learning concern.

The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a targeted, evidence-based invention with measurable outcomes that aligns with the referral concern. The project will also include outcome data.

You must document collaboration with appropriate school personnel and parents/guardians. Students will use the case study rubric and template to summarize and report the results of this project; the project will be evaluated based on the case study rubric available in Content in Learning Suite.

The counseling process should last approximately 8 weeks. You will turn in the case study in four separate sections.

Before you begin this project, seek instructor approval by scheduling a time to meet individually with the instructor to discuss your intervention.

Use the following to complete the case study (available in Content):

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Case Study Rubric for Students.docx [Download \(plugins/Upload/fileDownload.php?fileId=e9b8d646-eI9I-pS0G-0fbw-QXec5c64d664&pubhash=oNZEKZuPdnMAaRUrQAt9VbbhndP4rTaRIHo3sIQSlqwPcfreCIWFgQtoildoDZWfEY_rAsKu9V_CaJiLRdD1bg==\)](#)

Reflection Paper 9

Nov
06

Due: Monday, Nov 06 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.

- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Reflection Paper 10

Nov
13

Due: Monday, Nov 13 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Exam 3-Anxiety

Nov
13

Due: Monday, Nov 13 at 11:59 pm

Reflection Paper 11

**Nov
20**

Due: Monday, Nov 20 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Exam 4-Depression

**Nov
22**

Due: Wednesday, Nov 22 at 2:00 pm

Reflection Paper 12

**Nov
27**

Due: Monday, Nov 27 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Reflection Paper 13

Dec
04

Due: Monday, Dec 04 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Counseling Case Study--Intervention

Dec
06

Due: Wednesday, Dec 06 at 11:59 pm

Students will complete a school-based project in their practicum site that will demonstrate that they can use the problem solving model to address a social, emotional, or behavioral learning concern.

The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a targeted, evidence-based intervention with measurable outcomes that aligns with the referral concern. The project will also include

outcome data.

You must document collaboration with appropriate school personnel and parents/guardians. Students will use the case study rubric

and template to summarize and report the results of this project; the project will be evaluated based on the case study rubric available in Content in Learning Suite.

The counseling process should last approximately 8 weeks. You will turn in the case study in four separate sections.

Before you begin this project, seek instructor approval by scheduling a time to meet individually with the instructor to discuss your intervention.

Use the following to complete the case study (available in Content):

Case Study Template.Ellie.2022.docx [Download \(plugins/Upload/fileDownload.php?fileId=cd76759a-ubWx-2Q9l-Pozq-3F2a1d7ea6d4&pubhash=R7oYtl-acAIBYdxpsrkHdLF3djkt2cTBIMYRdfQ0pxMmXJUko9vkJp5Fnu38rj6xua6OtQMNB8hPRM1ZgOsFQ==\)](#)

Case Study Rubric for Students.docx [Download \(plugins/Upload/fileDownload.php?fileId=e9b8d646-e19l-pS0G-0fbw-QXec5c64d664&pubhash=oNZEKZuPdnMAaRUrQAt9VbbhndP4rTaRIHo3slQSlqwPcfreCIWFgQtoildoDZWfEY_rAsKu9V_CaJiLRdD1bg==\)](#)

Reflection Paper 14

Dec

11

Due: Monday, Dec 11 at 9:59 pm

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Counseling notes.2

Dec

11

Due: Monday, Dec 11 at 11:59 pm

Provide your counseling notes from your practicum site.

The notes will be graded based on how thoroughly you documented the following:

Date

Students attending

topics discussed

Notes on the effectiveness of the time

Follow up (include needed communication with parents/teachers/administrators)

Notes on how to prepare for the next session with this group or individual

You can also review how to write notes by reviewing the SOAP notes document in CONTENT in LS.

Psych Report--Part 2

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Use the CPSE report rubric (available in Content) to guide your writing. Be sure you include every assessment that is required. Psychological Assessment with Report

You will complete a full-battery assessment for a student with behavioral/social-emotional concerns and write a traditional report. The report will document your skills in refining referral questions, developing hypotheses, designing multifaceted assessments to answer referral questions, and finally interpreting the assessment results to answer the referral questions and to develop empirically-based interventions. You will turn in the report in two parts.

Part 1 will include the child identifying information, reason for referral, assessment procedures, and review of records.

Part 2 will include interview summaries, observations, test results, summary, recommendations/interventions, signatures, and data summary.

Your report must include at least two interventions with an empirical basis. You must include enough detailed information that another person could implement the intervention. For example, rather than stating the student should learn social skills, you will identify specific social skills, prepare a lesson outline and stipulate how outcomes will be measured. You must include most, if not all, of the following elements in your assessment and report:

1. Archival records review that includes attendance history, number of schools attended, and other important educational components
2. Standardized checklists completed by both parents and teachers
3. Two to three structured student/classroom observations
4. Student, parent, teacher interviews completed in person
5. Academic/Cognitive Assessment including a curriculum-based evaluation
6. Social Skills Assessment (e.g., SSRS)
7. Functional Behavior Assessment
8. Evaluation and documentation of strengths of student and family
9. Interventions (at least two evidence-based interventions that are developed collaboratively with the teacher or parent). The interventions must include both self-monitoring (if the student is old enough), direct instruction of a replacement skill, and a plan for determining the effectiveness of the intervention with data. One of the interventions must address an environmental factor that influences or maintains ineffective behavior.

Professionalism

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Students are expected to attend class each week and be prepared to discuss the readings. Students who miss *more than one* class period may have their grade lowered one full letter grade. This will be determined by the professor on a case-by-case basis. Students are expected to be in class, ready to learn at 9:00 or 8:00 a.m. depending on the day.

Students' participation and attendance will also be reflected in their professionalism points. Professionalism points will be awarded to those students who constructively solve problems and communicate effectively with the professor and peers. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism grade. Responding to cell phones or using a laptop for non-class purposes during class times are a few of the examples of behavior that may result in a lower professionalism grade.

Counseling Case Study--Evaluation

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Students will complete a school-based project in their practicum site that will demonstrate that they can use the problem solving model to address a social, emotional, or behavioral learning concern.

The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a

targeted, evidence-based intervention with measurable outcomes that aligns with the referral concern. The project will also include outcome data.

You must document collaboration with appropriate school personnel and parents/guardians. Students will use the case study rubric and template to summarize and report the results of this project; the project will be evaluated based on the case study rubric available in Content in Learning Suite.

The counseling process should last approximately 8 weeks. You will turn in the case study in four separate sections.

Before you begin this project, seek instructor approval by scheduling a time to meet individually with the instructor to discuss your intervention.

Use the following to complete the case study (available in Content):

Case Study Template.Ellie.2022.docx [Download \(plugins/Upload/fileDownload.php?fileId=cd76759a-ubWx-2Q9I-Pozq-3F2a1d7ea6d4&pubhash=R7oYtl-acAIBYdxpsrkHdLF3djktN2cTBIMYRdfQ0pxMmXJUko9vkJp5Fnu38rj6xua6OtQMNB8hPRM1ZgOsFQ==\)](#)

Case Study Rubric for Students.docx [Download \(plugins/Upload/fileDownload.php?fileId=e9b8d646-eI9I-pS0G-0fbw-QXec5c64d664&pubhash=oNZEKZuPdnMAaRUrQAt9VbbhndP4rTaRIHo3slQSIqwPcfreCIWFgQtoildoDZWfEY_rAsKu9V_CaJiLRdD1bg==\)](#)

What I Learned in this Class

Dec
14

Due: Thursday, Dec 14 at 2:00 pm

Write a meaningful two page paper that summarizes what you learned in this class. Consider focusing on guiding principles, key ideas, surprises, and what you still want to learn in this content area.

Course/Instructor Ratings

Dec
15

Due: Friday, Dec 15 at 11:59 pm

We value your feedback about course and instructional activities. Your constructive comments are especially helpful.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of

every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is

motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Weekly Topic and Guiding Quest	Weekly Readings	Assignments/tests Due
Week 1			
Th Aug 24 Thursday			
Week 3			
T Sep 05 Tuesday	Start of Classes		
W Sep 06 Wednesday	Guiding Questions: (Ellie) What is the medical model of assessment and intervention? What do the Utah State SPED Rules tell us about evaluations for students suspected of Emotional-Behavioral Disability?		Class Recording Release Form Opens Student Information Opens
Week 4			

M Sep 11 Monday	<p>MTSS & Emotional/Behavioral Supports (Ellie)</p> <p>Guiding Questions:</p> <p>What is implementation science and how can understanding implementation science help me as a school psychologist?</p> <p>What does the research literature tell us about the connection between social-emotional-behavioral supports and academic outcomes?</p> <p>How can school psychologists engage other educators when effectively implementing social-emotional-behavioral supports and strategies?</p> <p>How are the outcomes of school-wide and Tier 2 strategies measured?</p>	<p>Implementation Science Overview Overview Document</p> <p>Implementation Science Video (~ 6 minutes)</p> <p>Increasing Implementation science literacy to address the research-to-practice gap in school psychology. (Available in library resources.)</p> <p>Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf Download (Only read pp 12-26)</p> <p>The best mental health programs start with all students .pdf Download</p>	Reflection Paper 1
W Sep 13 Wednesday			Student Information Closes
F Sep 15 Friday			Class Recording Release Form Closes
Week 5			

M Sep 18 Monday	<p>MTSS & Emotional/Behavioral Supports (Ellie)</p> <p>Guiding Questions:</p> <p>What are the guiding principles for developing and implementing universal emotional and behavioral supports?</p>	<p>Getting More from Social Skills (Available in Learning Suite Content Tab. Authors: Sabey and Ross)</p> <p>Suldo et al. (2014). The Impact of School Mental Health on Student and School-Level Academic Outcomes: Current Status of the Research and Future Directions (Available in library resources)</p> <p>Taylor.2017.Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions- A Meta-Analysis of Follow-Up Effects.pdf Download</p> <p>Optional Reading: BEST PRACTICES IN UNIVERSAL SOCIAL, EMOTIONAL, AND BEHAVIORAL SCREENING: AN IMPLEMENTATION GUIDE</p>	Reflection Paper 2
W Sep 20 Wednesday			Exam 1-Population-based mental health services Opens
Week 6			
M Sep 25 Monday	<p>Introduction to Emotional/Behavioral Assessment (Rebecca)</p> <p>Guiding Questions:</p> <p>What are the regulations governing emotional/behavioral evaluations in the state of Utah? What components must be included?</p> <p>What are guiding principles for completing high quality evaluations that integrate social-emotional-behavioral measures?</p>	<p><i>Assessment of Disorders Textbook:</i></p> <p>Chapter 1--Intro to Evidence-Based Assessment</p> <p>Chapter 5--ADHD (p. 93-131)</p>	Reflection Paper 3

W Sep 27 Wednesday	<p>ADHD Assessment Strategies (Rebecca)</p> <p>Guiding Questions:</p> <p>What are some evidence-based tools that can be used to assess ADHD?</p> <p>How can we best support students who have attention problems and executive functioning challenges?</p>		
Week 7			
M Oct 02 Monday	<p>ADHD Intervention Strategies (Rebecca)</p> <p>Guiding Questions:</p> <p>How do challenges with executive functioning impact classroom performance?</p> <p>How do we support students who have attention problems and executive functioning challenges?</p>	<p>Best Practices in Classroom Interventions for Attention Problems (Chapter 23 in Student Level Services [Orange/yellow book])</p> <p>Dawson & Guare, Chapters 2 and 3 (p. 11-28)</p> <p>Best Practices in Assessing the Effect of Psychotropic Medications (Chapter 25 in Systems Level Services [Blue book])</p>	<p>Exam 1-Population-based mental health services Closes</p> <p>Reflection Paper 4</p>
W Oct 04 Wednesday			
Week 8			
M Oct 09 Monday	<p>Solution Focused Counseling (Ellie)</p> <p>Guiding Questions:</p> <p>How can I use the foundational skills in Solution Focused Counseling in practicum as a counselor and consultant?</p>	<p>Readings:</p> <p>Solution Focused Counseling Chapters 1-6</p>	<p>Psych Report--Part 1</p> <p>Reflection Paper 5</p>
W Oct 11 Wednesday			<p>Consultation about case studies and psych report with instructor</p> <p>Exam 2-ADHD Opens</p>
Week 9			

M Oct 16 Monday	<p>Solution Focused Counseling (Ellie)</p> <p>Guiding Questions:</p> <p>How can I use the foundational skills in Solution Focused Counseling in practicum as a counselor and consultant?</p>	<p>Readings:</p> <p>Solution Focused Counseling chapters 7-13.</p>	<p>Counseling Case Study- Problem Identification Reflection Paper 6</p>
W Oct 18 Wednesday			Exam 2-ADHD Closes
Week 10			
M Oct 23 Monday	<p>Anxiety Assessment (Rebecca)</p> <p>Guiding Questions:</p> <p>What are the theoretical foundations of anxiety disorders?</p> <p>What is included in an evidence-based evaluation of anxiety? Why should these measures and interviews be included?</p>	<p>Assessment of Disorders Textbook:</p> <p>Chapter 10 (Anxiety Disorders pp. 269-326)</p> <p>Chapter 11 (Pediatric Obsessive-Compulsive Disorder (p. 307-326)</p> <p>Tourette Syndrome and Managing Tics in the Classroom (2016) - published by NHS. Located under Content in LS</p>	Reflection Paper 7
W Oct 25 Wednesday	<p>Anxiety Assessment (Pediatric OCD & Tic Disorders; Rebecca)</p> <p>Guiding Questions:</p> <p>What are best practices for assessing a student when we suspect OCD?</p> <p>What is Tourette Syndrome? What are tic disorders? How do we support children who present with tics in school settings?</p>		Counseling notes.1
Week 11			

M Oct 30 Monday	<p>Anxiety Intervention (Rebecca)</p> <p>Guiding Questions:</p> <p>What are the guiding principles of addressing students' anxiety in school settings?</p> <p>What are three examples of the application of these guiding principles?</p>	<p>Dawson & Guare: Chapter 6--Read at least 5 Specific Teaching Routines to Promote Executive Skill Development (p. 75-108) Note skill #16 directly addresses anxiety. Choose lessons that relate to the students you are currently working with.</p> <p>Dawson & Guare: Chapter 12</p> <p>Optional: What to do When Your Brain Gets Stuck (available for check out through the testing vault or from Ellie)</p> <p>School-Based Anxiety Treatments for Children and Adolescents (2012) - Herzig-Anderson et. al</p> <p>Located under Content on LS</p> <p>https://www.kqed.org/mindshift/43049/20-tips-to-help-de-escalate-interactions-with-anxious-or-defiant-students</p>	Reflection Paper 8
W Nov 01 Wednesday			Counseling Case Study-- Problem Analysis
Week 12			
M Nov 06 Monday	<p>Depression Assessment (Ellie)</p> <p>Guiding Questions</p> <p>What is depression? What is bipolar disorder? What are the differences and similarities?</p> <p>What does a comprehensive assessment for depression or bipolar disorder include?</p> <p>How does a comprehensive assessment for depression or bipolar disorder help us to identify specific interventions, strategies, and supports?</p>	<p><i>Assessment Disorders Textbook:</i></p> <p>Chapter 7--Depression (p. 159-191)</p> <p>Chapter 8--Bipolar Spectrum Disorders (p. 192-244)</p> <p>Reading: <u>MDD Screeners in school.</u></p>	Reflection Paper 9 Exam 3-Anxiety Opens
W Nov 08 Wednesday			

Week 13			
M Nov 13 Monday	<p>Depression and Bipolar Interventions (Ellie)</p> <p>Guiding Questions</p> <p>What are the guiding principles for addressing depression or bipolar disorders in schools?</p> <p>What is the role of school psychologists when students are identified with bipolar disorder?</p> <p>What instructional strategies can be effective when working with students with bipolar or temper dysregulation disorders?</p>	<p><u>Temper Dysregulation Disorder</u></p> <p><u>Tips to De-escalate</u></p> <p>Dawson & Guare: Chapter 12</p> <p>Emotion regulation, coping, and decision making: Three linked skills for preventing externalizing problems in adolescence. (Available in library resources)</p>	<p>Exam 3-Anxiety Closes</p> <p>Reflection Paper 10</p>
W Nov 15 Wednesday			Exam 4-Depression Opens
Week 14			
M Nov 20 Monday	Case Consultations (Rebecca - - Ellie available by appointment)		Reflection Paper 11
T Nov 21 Tuesday	Friday Instruction		
W Nov 22 Wednesday	No Classes		Exam 4-Depression Closes
Week 15			
M Nov 27 Monday	<p>Disruptive Behavior Disorders Assessment and Intervention (Rebecca)</p> <p>Guiding Questions</p> <p>What is conduct disorder? What is oppositional defiant disorder?</p> <p>How do school school psychologists assess and intervene when conduct disorder or ODD are suspected?</p>	<p><i>Assessment of Disorders Textbook:</i></p> <p>Chapter 6--Conduct Disorders (p. 93-131)</p> <p>The Relevance of Callous-Unemotional Traits to Working with Youth with Conduct Problems (Available in library resources)</p> <p>Kyranides et al 2018 - Preventing Conduct Disorder and Callous Unemotional Traits: Preliminary Results of a School-Based Training Program (Found under Content on Learning Suite)</p>	Reflection Paper 12
W Nov 29 Wednesday			
Week 16			

M Dec 04 Monday	<p>Psychosis Assessment and Intervention (Rebecca)</p> <p>Guiding Questions</p> <p>What do pediatric psychotic symptoms look like? How do we distinguish them from other disorders or characteristics of childhood?</p> <p>What are best practices for managing childhood psychosis, particularly in schools and communities?</p> <p>How do we determine when a higher level of care is needed, and what options are available? How should we go about exploring those options?</p>	<p>Assessment of Disorders Textbook:</p> <p>Chapter 20 - Early-Onset Schizophrenia</p> <p>Diagnostic Challenges in Children and Adolescents with Psychotic Disorders (Reimherr & McClellan, 2004). Article located under Content on Learning Suite.</p>	Reflection Paper 13
W Dec 06 Wednesday	Case Consultations		Counseling Case Study-- Intervention
Week 17			
M Dec 11 Monday	<p>Sexualized Behavior (Ellie) & Elimination Disorders (Rebecca)</p> <p>Guiding Questions</p> <p>What does sexual behavior development typically look like across childhood and adolescence? How can school psychologists assist when sexualized behaviors become a concern requiring assessment or intervention?</p> <p>What strategies are appropriate for addressing childhood elimination disorders at home and at school?</p>	<p>Kellogg, N. D. (2010). Sexual behaviors in children: Evaluation and management. <i>American family physician</i>, 82(10), 1233-1238. Published under Content on Learning Suite</p> <p>Pediatric Elimination Disorders - Ortiz & Stratis, Chapter 11, pgs. 199-216 (2015) - Published under Content on Learning Suite</p>	Counseling notes.2 Reflection Paper 14
W Dec 13 Wednesday			Counseling Case Study-- Evaluation Professionalism Psych Report--Part 2
Th Dec 14 Thursday	<p>Last Day of Class</p> <p>Final Exam: 341 MCKB 11:00am - 2:00pm</p>		What I Learned in this Class

F Dec 15 Friday	Exam Preparation Day		Course/Instructor Ratings
Week 18			
M Dec 18 Monday	Final Exam Day		
T Dec 19 Tuesday	Final Exam Day		
W Dec 20 Wednesday	Final Exam Day		