

Instructor/TA Info

Instructor Information

Name: Ellie Young
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TA Information

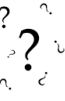
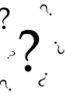
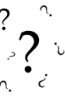
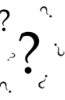
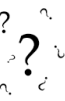
Name: Samantha Heder
Email: samantha.heder@gmail.com

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: Interventions and Mental Health Services to Develop Social and Life Skills	<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: Preventive and Responsive Services	<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>Solution-Focused Counseling in Schools 3e - Required by Murphy, J</p>	78.60	44.25
 <p>Assessment of Disorders in Childhood and Adolescence 5e - Required by Youngstrom, E</p>	88.00	66.00
 <p>Executive Skills in Children and Adolescents 3e - Required by Dawson, P</p>	44.00	33.00
 <p>What to Do When You Worry Too Much - Optional by Huebner, D</p>	16.99	12.75
 <p>What to Do When Your Temper Flares - Optional by Huebner, D</p>	16.99	12.75



What to Do When Your Brain Gets Stuck - Optional
by Huebner, D

16.99 12.75

Grading Scale

Grades	Percent
A	95%
A-	93%
B+	90%
B	87%
B-	85%
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 an email with the name of your favorite candy bar in the subject line, if you are the first student to send an email, Ellie will buy you that candy bar.

Participation Policy

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, which will be determined by the professor on a case-by-case basis. Students are expected to be in class, ready to learn at 8:00 a.m. or 9:00 a.m. depending on the day.

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.

Attendance Policy

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, which will be determined by the professor on a case-by-case basis. Students are expected to be in class, ready to learn at 8:00 a.m. or 9:00 a.m.

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

Aug 31	Due: Wednesday, Aug 31 at 11:59 am
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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 02 Due: Friday, Sep 02 at 5:00 pm

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

Class Recording Release Form

Sep 02 Due: Friday, Sep 02 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 07 Due: Wednesday, Sep 07 at 11:59 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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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 19 Due: Monday, Sep 19 at 11:59 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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- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
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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?

Exam 1-Population-based mental health services

Sep 21 Due: Wednesday, Sep 21 at 8:00 am

Reflection Paper 4

Sep 26 Due: Monday, Sep 26 at 11:59 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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7. What questions do I have for ELY?

Report Reading Summary

Sep 30 Due: Friday, Sep 30 at 11:59 pm

Ask your supervisor to review two of his or her de-identified psycho-educational reports or summaries that focus on a student with a behavioral or emotional concern.

Read the reports and write a 2 page reflection paper summarizing the strength of the reports, and what you learned from reading the reports.

Identify the following:

- a) who is the intended audience (i.e., parents, teachers, psychologists, etc.)
- b) how the referral question guided the assessment process
- 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 03 Due: Monday, Oct 03 at 11:59 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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5. What do I wish I would have known how to do?
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Psych Report--Part 1

Oct 03 Due: Monday, Oct 03 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 Ellie

Oct

05

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

Reflection Paper 6

Oct

10

Due: Monday, Oct 10 at 11:59 am

Reading Activities

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Counseling Case Study-Problem Identification

Oct

10

Due: Monday, Oct 10 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 \(plugins/Upload/fileDownload.php?fileId=829d30ec-Fstg-SCvs-Znrt-ejpc02e608f51&pubhash=o_O62aVJ8M-_BMFCxtOq7e23Z7CyvzQPi0z-bEULdMTna_dSJfbvB-J73TXjy0X-WqSvpZMib3lIK3tsOw5Xg=\)](#)

Case Study Rubric for Students.docx [Download \(plugins/Upload/fileDownload.php?fileId=4168e314-MjsJ-wpcY-m4vF-efaec112a160&pubhash=S_B1M5t5aGJKbZUa0echgr9lregkOzHgpXsEbgloDsVisq7UR8lpLzt5JO_CKj-d3VnsYxs9HATLjhnD1IM2UA=\)](#)

Exam 2-ADHD and Conduct Disorders

Oct

14

Due: Friday, Oct 14 at 11:59 pm

Reflection Paper 7

Oct

17

Due: Monday, Oct 17 at 11:59 am

Reading Activities

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Counseling notes.1

Oct

19

Due: Wednesday, Oct 19 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

24

Due: Monday, Oct 24 at 11:59 am

Reading Activities

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Counseling Case Study--Problem Analysis

Oct

26

Due: Wednesday, Oct 26 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 \(plugins/Upload/fileDownload.php?fileId=829d30ec-Fstg-SCvs-Znrt-ejc02e608f51&pubhash=o_062aVJ8M-BMFCxtOq7e23Z7CyvZQPi0z-bEULdMTna_dSJfBvB-J73TXjy0X-WqSvpZMib3lIK3tsOw5Xg=\)](#)

Case Study Rubric for Students.docx [Download \(plugins/Upload/fileDownload.php?fileId=4168e314-MjsJ-wpcY-m4vF-efaec112a160&pubhash=S_B1M5t5aGJKbZUd0echgr9lregkOzHgpXsEbgIqDsVisq7UR8jPlzt5JO_CKj-d3VnsYxs9HAAtLJhnD1IM2UA=\)](#)

Reflection Paper 9

Oct

31

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Reflection Paper 10

Nov

07

Due: Monday, Nov 07 at 8:30 am

Reading Activities

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Reflection Paper 11

Nov
14

Due: Monday, Nov 14 at 8:30 am

Reading Activities

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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 12

Nov
21

Due: Monday, Nov 21 at 11:59 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

Nov
28

Due: Monday, Nov 28 at 11:59 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 30 Due: Wednesday, Nov 30 at 10:00 pm

Counseling Case Study--Intervention

Nov 30 Due: Wednesday, Nov 30 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 \(plugins/Upload/fileDownload.php?fileId=829d30ec-Fstg-SCvs-Znrt-ejc02e608f51&pubhash=o_062aVJ8M-_BMFCxtOq7e23Z7CyVzQPi0z-bEULdMTna_dSJfBvB-J73TXjy0X-WqSvpZMib3lIK3tsOw5Xg==\)](#)

Case Study Rubric for Students.docx [Download \(plugins/Upload/fileDownload.php?fileId=4168e314-MjsJ-wpcY-m4vF-efaec112a160&pubhash=S_B1M5t5aGJKbZUd0echgr9lregkOzHgpXsEbglqDsVisq7UR8lpLzt5JO_CKJ-d3VnsYxs9HATLjhnD1IM2UA==\)](#)

Counseling notes.2

Dec 05 Due: Monday, Dec 05 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 14

Dec 05 Due: Monday, Dec 05 at 11:59 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?

Psych Report--Part 2

Dec
07

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. Your work 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.

Counseling Case Study--Evaluation

Dec
07

Due: Wednesday, Dec 07 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 \(plugins/Upload/fileDownload.php?fileId=829d30ec-Fstg-SCvs-Zhrt-ajc02e608f51&pubhash=o_062aVJ8M- BMFCxtOq7e2327CyVzQP10z-bEuLdMTna_dSjFBvB-J73Tjy0X-WgSvpZMib3llK3tsOw5Xg==\)](#)

Due: Wednesday, Dec 07 at 11:59 pm

Case Study Rubric for Students.docx [Download \(plugins/Upload/fileDownload.php?fileId=4168e314-MjsJ-wpcY-m4vF-efaec112a160&pubhash=S_B1M5t5aGJkbZUd0echG9lregkOzHgpXsEbgIqDsVisq7UR8lplzt5JO_CKj-d3VnsYxs9HAtLJnnD1IM2UA==\)](#)

Professionalism

Dec
07

Due: Wednesday, Dec 07 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.

Course/Instructor Ratings

Dec
11

Due: Sunday, Dec 11 at 11:59 pm

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

What I Learned in this Class

Dec
14

Due: Wednesday, 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.

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents 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 a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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.

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.

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.

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

Email

Please email the professor using this email address: ellie_young@byu.edu or rebecca_winters@byu.edu. I do not check mail or messages on Learning Suite.

If I do not respond to your email within 48 hours, you are welcome to email me again.

I often do not respond to emails on weekends or after 7:00 pm so plan accordingly.

Professor Expectations

Out of respect for your fellow students, your professor, and the educational process, and so as ensure that students' attention and concentration are not challenged, all non-essential technology/devices (e.g., tablets, iPads, Kindles, smart watches, Bluetooth earbuds, etc.) must be turned off or to silent before entering the classroom. Cell phones may be left on vibrate for emergency notification purposes or for urgent personal matters. If you expect such a phone call, please inform me before class and quietly excuse yourself when you receive it. Photos, conference calling, audio recording, video recording, video streaming and the like may not be undertaken in class without prior permission. If permission is granted, any distribution of the audio or video recording is prohibited. Disruptions caused by these devices, even inadvertent ones, will result in a deduction of 3% of your final grade for each instance observed by your classmates or instructor.

Laptops and tablets may be utilized to access readings and handouts. Notetaking via such technology is permissible; however, keep in mind that: 1) research has shown that handwritten notes are superior to typewritten notes (Mueller & Oppenheimer, 2014), and 2) the temptation to multitask is likely to challenge your attention and others' attention around you (Sana, Weston & Cepada, 2013). Technology use for ANY non-class purpose is NOT permitted (i.e., texting, instant messaging, scheduling, conversation, gaming, emailing, or other social media posting, etc.) so be sure to turn off pop-ups and notifications. Disruptions caused by these devices, even inadvertent ones, will result in a deduction of 3% of your final grade for each instance observed by your classmates or instructor.

At the end of each semester, CPSE department faculty reviews the progress of each CPSE student in the following areas: knowledge, skills, and disposition. Your efforts, performance, and attitudes in this course will directly influence your departmental evaluation. For example, if your writing does not demonstrate graduate-level writing skills or you have consistently weak performance on quizzes or other assignments, you may be given a marginal or unsatisfactory rating in the knowledge area. If you are not responsive to feedback about your skills or do not demonstrate improvement in a skill area, this will be reflected in your skills evaluations. Lastly, if your assignments are submitted past the deadline, you come to class late, do not participate in class discussions, or do not demonstrate commitment to the course and program, your disposition evaluation will be negatively affected. If you are given a less than satisfactory rating, resources will be identified to help you address the concerns.

Schedule

Date	Class Objectives	Readings	Assignments & Exams
Week 1			
M Aug 29 Monday	<p>MTSS & Emotional/Behavioral Supports</p> <p>Guiding Questions:</p> <p>What are the guiding principles for identifying students with Emotional Disturbance?</p> <p>How can school psychologists work to implement universal strategies that may prevent students from experiencing emotional disturbance?</p>		<p>Class Recording Release Form Opens Student Information Opens</p>

W Aug 31 Wednesday	<p>MTSS & Emotional/Behavioral Supports</p> <p>Guiding Questions:</p> <p>What are the guiding principles for developing and implementing universal emotional and behavioral supports?</p>	<p>Best Practices: Systems Level Services-Chapter 11. Population-Based School Mental Health Services</p> <p>Best Practices: Data-based Decision Making and Collaborative Decision Making Chapter 7. Best Practices in Universal Screening</p> <p>Getting More from Social Skills (Available in Learning Suite Content Tab. Authors: Sabey and Ross)</p> <p>Optional Reading: BEST PRACTICES IN UNIVERSAL SOCIAL, EMOTIONAL, AND BEHAVIORAL SCREENING: AN IMPLEMENTATION GUIDE</p>	<p>Reflection Paper 1</p>
F Sep 02 Friday			<p>Class Recording Release Form Closes Student Information Closes</p>
Week 2			
M Sep 05 Monday	Labor Day		
W Sep 07 Wednesday	<p>MTSS & Emotional/Behavioral Supports</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>Complete Module #1: https://nirn.fpg.unc.edu/modules-and-lessons</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> <p>Read either Suldo or Taylor.</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 (Should be available from Course Reserves--if not, contact Ellie for a copy of the article)</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>Reflection Paper 2</p>
Week 3			

M Sep 12 Monday	<p>MTSS & Emotional/Behavioral Supports</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>	No Readings	
W Sep 14 Wednesday			Exam 1-Population-based mental health services Opens
Th Sep 15 Thursday			
F Sep 16 Friday			
Week 4			
M Sep 19 Monday	<p>ADHD Assessment and Intervention</p> <p>Guiding Questions:</p> <p>What are guiding principles for completing high quality evaluations that integrate social-emotional-behavioral measures?</p> <p>What is ADHD? What do we include in assessments when we suspect ADHD?</p>	<p><i>Assessment of Disorders Textbook:</i></p> <p>Chapter 1--Intro to Evidence-Based Assessment (Skim this chapter--focus on p. 12 & 13, and 16-20, and the conclusion)</p> <p>Chapter 5--ADHD (p. 93-131)</p>	Reflection Paper 3
W Sep 21 Wednesday	ADHD Assessment and Intervention		Exam 1-Population-based mental health services Closes
Week 5			
M Sep 26 Monday	<p>ADHD Assessment and Intervention</p> <p>Guiding Questions:</p> <p>How do we support students who have attention problems and executive functioning challenges?</p> <p>What are guiding principles for completing interviews?</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>Best Practices in Classroom Interventions for Attention Problems (Chapter 23 in Student Level Services [Orange/yellow book])</p> <p>Best Practices in Linking Families and Schools to Educate Children with Attention Problems Chapter 36 in Systems Level Services [Blue book].</p>	Reflection Paper 4
W Sep 28 Wednesday			
F Sep 30 Friday			Report Reading

			Report Reading Summary
Week 6			
M Oct 03 Monday	<p>Conduct Disorders Assessment and Intervention</p> <p>Guiding Questions:</p> <p>What are conduct disorders? How do we assess and intervene?</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 (Course Reserves)</p> <p>Choose 1 of the following:</p> <p>Kyranides et al 2018 - Preventing Conduct Disorder and Callous Unemotional Traits: Preliminary Results of a School-Based Training Program (Course Reserves)</p> <p>DeLisi et al 2021 - Trauma, Psychopathy, and Antisocial Outcomes: Distinguishing Trauma Events from Trauma Reactions (Course Reserves)</p>	Psych Report--Part 1 Reflection Paper 5
W Oct 05 Wednesday			Consultation about case studies and psych report with Ellie Exam 2-ADHD and Conduct Disorders Opens
Week 7			
M Oct 10 Monday	<p>Solution Focused Counseling</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>	Counseling Case Study-Problem Identification Reflection Paper 6
W Oct 12 Wednesday	Solution Focused Counseling		
F Oct 14 Friday			Exam 2-ADHD and Conduct Disorders Closes
Week 8			
M Oct 17 Monday	<p>Anxiety</p> <p>Guiding Questions:</p> <p>What are the theoretical foundations of anxiety disorders?</p> <p>What is included in an evidence-based evaluation? Why should these measures and interviews be included?</p>	<p><i>Assessment of Disorders Textbook:</i></p> <p>Chapter 10--Anxiety Disorders (p. 269-306)</p> <p>School-Based Anxiety Treatments for Children and Adolescents (2012) - Herzig-Anderson et. al Located under Content on LS</p>	Reflection Paper 7
W Oct 19 Wednesday			Counseling notes.1
Week 9			
M Oct 24 Monday	<p>Anxiety</p> <p>Guiding Questions:</p> <p>What are best practices when assessing a student when we suspect OCD?</p> <p>What is Tourette Syndrome? How do we support children with TS in school settings?</p>	<p><i>Assessment of Disorders Textbook:</i></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> <p>Optional: What to do When Your Brain Gets Stuck (available for check out through the testing vault or from Ellie)</p>	Reflection Paper 8
W Oct 26 Wednesday	Anxiety		Counseling Case Study--Problem Analysis
Week 10			

M Oct 31 Monday	<p>Anxiety</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>https://www.kqed.org/mindshift/43049/20-tips-to-help-de-escalate-interactions-with-anxious-or-defiant-students</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>Reflection Paper 9</p> <p>Exam 3-Anxiety Opens</p>
W Nov 02 Wednesday			
Week 11			
M Nov 07 Monday	<p>Solution Focused Counseling</p> <p>Guiding Questions:</p> <p>What specific Solution Focused Counseling skills can I use in my work as a counselor and consultant?</p>	<p>Solution Focused Counseling chapters 7-13.</p>	<p>Reflection Paper 10</p>
W Nov 09 Wednesday	<p>Solution Focused Counseling</p>		
F Nov 11 Friday			
Week 12			
M Nov 14 Monday	<p>Guiding Questions</p> <p>What is depression?</p> <p>What does a comprehensive assessment for depression include?</p> <p>How does a comprehensive assessment for depression 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>Reflection Paper 11</p>
W Nov 16 Wednesday			
F Nov 18 Friday			
Week 13			
M Nov 21 Monday	<p>Guiding Questions</p> <p>What is depression?</p> <p>What does a comprehensive assessment for depression include?</p> <p>How does a comprehensive assessment for depression help us to identify specific interventions, strategies, and supports?</p>	<p>Reading: MDD Screeners in school.</p>	<p>Reflection Paper 12</p>
W Nov 23 Wednesday	<p>No Classes</p>		
Week 14			

M Nov 28 Monday	<p>Guiding Questions</p> <p>How do school-based mental health practitioners identify students who have characteristics of Bipolar disorder Temper Dysregulation?</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><i>Assessment Disorders Textbook:</i></p> <p>Chapter 8--Bipolar Spectrum Disorders (p. 192-244)</p> <p>Temper Dysregulation Disorder: https://www.nimh.nih.gov/health/topics/disruptive-mood-dysregulation-disorder-dmdd/disruptive-mood-dysregulation-disorder.shtml#:~:text=Disruptive%20mood%20dysregulation%20disorder%20(DMDD,impairment%20that%20requires%20clinical%20attention.</p>	Reflection Paper 13
W Nov 30 Wednesday			Counseling Case Study-- Intervention Exam 3-Anxiety Closes
Week 15			
M Dec 05 Monday	<p>Non-Suicidal Self Injury</p>	<p><i>Assessment Disorders Textbook:</i></p> <p>Chapter 8--Self-Injurious Thoughts and Behaviors (p. 245-268)</p> <p>Read one of the following:</p> <p>Dazzi, Gribble, Wessely, & Fear (2014) - Does Asking about Suicide and Related Behaviors Induce Suicidal Ideation</p> <p>Berman & Silverman (2017) - How to Ask about Suicide? A Question in Need of an Empirical Answer</p> <p>(Both located under Content in Learning Suite)</p>	Counseling notes.2 Reflection Paper 14
W Dec 07 Wednesday			Counseling Case Study-- Evaluation Professionalism Psych Report-- Part 2
Su Dec 11 Sunday			Course/Instructor Ratings
Week 16			
M Dec 12 Monday	<p>First Day of Fall Final Exams (12/12/2022 - 12/16/2022)</p>		
W Dec 14 Wednesday	<p>Final Exam: 341 MCKB 11:00am - 2:00pm</p>		What I Learned in this Class