

Instructor/TA Info

Instructor Information

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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)
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	<u>Child Psychopathology - Required</u> by Mash, E	105.00	78.75
	<u>Solution Focused Counseling In Schools 3E - Required</u> by Murphy, J	78.60	44.25
	<u>DBT Skills in Schools for Emotional Problem - Required</u> by Mazza, J	46.00	34.50

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, 6th 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.

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

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. Notifying the instructor in a timely manner when you are unable to attend class is also part of the 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

Jan
13

Due: Wednesday, Jan 13 at 8:59 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.

- A 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?

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

4. What questions do I still have?
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 Sheet Winter

Jan
13

Due: Wednesday, Jan 13 at 5:00 pm

Student Information Sheet.602.2021-1.docx [Download \(plugins/Upload/fileDownload.php?fileId=31a92a2e-a2ei-TpcE-gNd-3Mb378ebd6ac&pubhash=Ebk-j218lddnnjEGnp8Mr1leOJQ731-Yct36gU_s4hu1y82IDbNQ8YCiDGAS_NPskRclituJkruy155-byjmA==\)](#)

Complete this form and upload to Learning Suite.

Reflection Paper 2

Jan
20

Due: Wednesday, Jan 20 at 8:30 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.

- A 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 3

Jan
25

Due: Monday, Jan 25 at 8:30 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.

- A 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?

Individual Capstone Assignment-Plan

Jan
29

Due: Friday, Jan 29 at 11:59 pm

This assignment will be individually created by the student and instructor.

This assignment will be to develop a plan of applying your learning.

The plan should include the following:

Learning Outcomes: What do you want to learn and how will you show that you know it?

Learning Application: How will you show that you can apply the theoretical ideas in field-based settings?

Learning Evaluation: How will your learning be evaluated? Develop a rubric to evaluate your project.

Exam 1-Population-based mental health services

Feb
01

Due: Monday, Feb 01 at 8:00 am

Reflection Paper 4

Feb
01

Due: Monday, Feb 01 at 8:30 am

01

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.

- A 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?

Report Reading Summary

Feb
03

Due: Wednesday, Feb 03 at 11:59 pm

Ask your supervisor to review two of his or her psycho-educational reports 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. Try to determine a) who the intended audience is (i.e., parents, teachers, psychologists, etc.) b) how the referral question guided the assessment process, and 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

Feb
08

Due: Monday, Feb 08 at 8:30 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.

- A 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

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 6

Feb
17

Due: Wednesday, Feb 17 at 8:30 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.

- A 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 7

Feb
22

Due: Monday, Feb 22 at 8:30 am

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. At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety

- A 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 2-ADHD and Conduct Disorders

Feb
22

Due: Monday, Feb 22 at 11:00 am

Reflection Paper 8

Mar
01

Due: Monday, Mar 01 at 8:30 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.

- A 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:

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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 9

Mar
08

Due: Monday, Mar 08 at 8:30 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.

- A 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?
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4. What questions do I still have?

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

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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!)
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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

Mar
15

Due: Monday, Mar 15 at 8:30 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.

parents/teachers could use these ideas.

- About 5-7 quiz questions with answers
- A 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

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 11

Mar
22

Due: Monday, Mar 22 at 8:30 am

Reading Activities

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- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

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2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

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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?

Mar

29 Due: Monday, Mar 29 at 8:30 am
Reflection Paper 12

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.

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

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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!)
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7. What questions do I have for ELY?

Exam 3-Anxiety

Mar

29

Due: Monday, Mar 29 at 10:00 am

Extra credit--social justice

Apr

01

Due: Thursday, Apr 01 at 11:59 pm

Recently, Terisa Gabrielson had a guest lecturer speak about assessment and social justice. You may watch the entire presentation and write a one page summary for extra credit (5 points).

Please do not share the link with others and use for any other purpose than your own learning.

<https://zoom.us/rec/share/eDHkGS9uVp9CgXYmf6Y-rpVmfsa2P4c0G0rB4fUhuFipBNrdAVyp85tB5GxGKtj0.Osgod9JxPI77eqUn> (<https://zoom.us/rec/share/eDHkGS9uVp9CgXYmf6Y-rpVmfsa2P4c0G0rB4fUhuFipBNrdAVyp85tB5GxGKtj0.Osgod9JxPI77eqUn>)

Access Passcode: CPSE647@SocialJustice

Reflection Paper 13

Apr

05

Due: Monday, Apr 05 at 8:30 am

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.

- A 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?
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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?
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6. What am I going to do next week?
7. What questions do I have for ELY?

Capstone Project

Apr 07 Due: Wednesday, Apr 07 at 11:59 pm

Individually determined by student and faculty

Reflection Paper 14

Apr 12 Due: Monday, Apr 12 at 11:59 pm

Reading Activities

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- 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

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2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

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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?

Course and Instructor Evaluations

Apr
12

Due: Monday, Apr 12 at 11:59 pm

Three points will be awarded for completing course evaluations. When you complete the evaluations, please release your name so that your points can be recorded.

Professionalism

Apr
14

Due: Wednesday, Apr 14 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.

Exam 4-Depression

Apr
19

Due: Monday, Apr 19 at 2:00 pm

Final Exam

Apr
19

Due: Monday, Apr 19 at 2:00 pm

Write a 2 page paper that explicitly describes who you learned in the class and how you will use the course content.

The final is required for all students. Those who do not complete the final will only earn a B+ in the class.

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

attention in any way and encourages reports by students who experience or become aware of sexual harassment. 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. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1082 (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.

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

from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work or submitting the work as one's own individual work without proper attribution is a serious form of plagiarism. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data

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

Email

Please email the professor using this email address: ellie_young@byu.edu. I do not check mail 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

area, this will be reflected in your skills evaluations. Lastly, if your assignments are submitted past the deadline, you consistently weak performance in quizzes or discussion boards, not demonstrate an 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 Discussion Topics	Readings
Week 1		
M Jan 11 Monday	<p>The need for universal social-emotional-behavioral instruction</p> <p>Paradigms of mental health in educational contexts</p> <p>Review of counseling skills</p> <p>Introduction to course</p>	
W Jan 13 Wednesday		<ul style="list-style-type: none"> • Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf Download (Only re • The best mental health programs start with all students .pdf Download • Wan.2018.Early Predictors of Escalating Internalizing Problems Across Middle Childhc • Taylor.2017.Promoting Positive Youth Development Through School-Based Social and of Follow-Up Effects.pdf Download • Durlak Social Emotional Learning and Academic Outcomes.pdf Download <p>Complete Module #1: https://nirn.fpg.unc.edu/modules-and-lessons</p>
Week 2		

W Jan 20 Wednesday M Jan 18 Monday	Providing Martin Luther Universal King Day Prevention and Intervention Services	All readings are in Learning Suite (Content Page--Required Readings) or available th Best Practices in Population-Based School Mental Health Services Using Screening Data to Assess Risk and Identify Students Screening for Intensive Intervention Needs in Secondary Schools Helping Traumatized Children Learn Getting More from Social Skills (Sabey and Ross)
Week 3		
M Jan 25 Monday	Tier 1 and Tier 2 and Social Emotional Learning	Mash & Barkley Chapter 2
W Jan 27 Wednesday	Understanding ADHD and Interventions BASC-3 Administration and Interpretation Counseling Notes	
F Jan 29 Friday		
Week 4		

M Feb 01 Monday	Understanding ADHD and Interventions	<p>All of these should be available on the Library Resources link in Learning Suite.</p> <p>Best Practices Chapter 86—Assessing the Effects of Meds</p> <p>School-Based Intervention Strategies for ADHD</p> <p>Best Practices in Assessing and Improving Executive Skills</p>
W Feb 03 Wednesday		
Week 5		
M Feb 08 Monday	Solution-Focused Counseling	Solution Focused Counseling book--Chapters 1-6
W Feb 10 Wednesday		
Week 6		
M Feb 15 Monday	Presidents Day	
T Feb 16 Tuesday	<p>Monday Instruction</p> <p>Conduct Disorders</p> <p>BASC 3 & Conners</p>	<p>Mash & Barkley Chapter 3</p> <p>Available through Course Reserves</p> <p>The Relevance of Callous-Unemotional Traits to Working With Youth With Conduct Problem</p>
W Feb 17 Wednesday		
F Feb 19 Friday		
Week 7		

M Feb 22 Monday	Catch up day	Mash & Barkley Chapter 11--Autism.
W Feb 24 Wednesday		
Week 8		
M Mar 01 Monday	Solution-Focused Counseling	Solution Focused Counseling book--Chapters 7-13
W Mar 03 Wednesday		
Th Mar 04 Thursday		
Week 9		
M Mar 08 Monday	Anxiety Disorders	Mash & Barkley Chapter 8 https://www.kqed.org/mindshift/43049/20-tips-to-help-de-escalate-interactions-with-anxious
W Mar 10 Wednesday		
Week 10		
M Mar 15 Monday	Obsessive –Compulsive Spectrum Disorders	Mash & Barkley Chapter 9
W Mar 17 Wednesday		
Week 11		
M Mar 22 Monday	Suicidal and Nonsuicidal Self-Injurious Thoughts and Behaviors	Mash & Barkley Chapter 7 Available through Course Reserves Treatment of Non-Suicidal Self-Injury: Critical Review and Implications for School Application (instructor)
W Mar 24 Wednesday		
Week 12		

M Mar 29 Monday	DBT Skills in Schools and Non-Suicidal Self-Injury	<p>DBT in Schools--Every one read chapter 1 (beginning on p. 3) and lesson 1 (beginning on</p> <p>If your last name begins with a letter A-F, preview lessons 2 through 10.</p> <p>If your last last name begins with a letter G-L, preview lessons 11 through 20.</p> <p>If your last name begins with a letter M-Z, preview lessons 21-30.</p> <p>Rather than write a typical reading summary/reflection paper, write (in bullet points) three ic you have.</p>
W Mar 31 Wednesday		
Th Apr 01 Thursday		
Week 13		
M Apr 05 Monday	Child and Adolescent Depression	Mash & Barkley Chapter 5
W Apr 07 Wednesday		
F Apr 09 Friday		
Week 14		
M Apr 12 Monday	<p>Pediatric Bipolar Disorder</p> <p>Final Exam: 355 MCKB 11:00am - 2:00pm</p>	<p>Mash & Barkley Chapter 6</p> <p>Temper Dysregulation Disorder: https://www.nimh.nih.gov/health/topics/disruptive-mood-dysregulation-disorder.shtml#:~:text=Disruptive%20mood%20dysregulation%20disorder%20(DMDD,imp</p>
W Apr 14 Wednesday	<p>Class discussion on sleep disorders.</p> <p>DBT Skills in Schools, Chronic Absenteeism, and Child Sexual Behavior in Schools</p>	<p>DBT Skills in Schools</p> <p>Lessons 1-30 Divided among class</p> <p>Every one read lessons 1-5</p>
Week 15		

M Apr 19 Monday
