

Instructor/TA Info

Instructor Information

Name: Ellie Young

Office Location: 340-E MCKB

Office Phone: 801-422-1593

Office Hours: Mon 11:15am-12:30pm

Or By Appointment

Email: ellie_young@byu.edu

Course Information

Description

The course is designed to provide explicit practice and understanding of counseling skills used in school settings.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
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. 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 all 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, they will buy you that candy bar.

Participation Policy

Students are expected to attend class each week and be prepared to discuss the readings. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism

grade. Students who miss more than one class period may have their grade lowered one full letter grade, which will be determined by the professor on a case-by-case basis. Students are expected to be in class,

ready to learn when class begins.

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

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

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

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

Attendance Policy

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

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Classroom Procedures

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Contact Information and Office Hours

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

Assignment Descriptions**Student Information**

**Jan
15**Due: Monday, Jan 15 at 5:00 pm

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

Readings Jan 22

**Jan
22**Due: Monday, Jan 22 at 8:59 am

Describe one aspect or idea in the readings that surprised or intrigued you.

Share one lingering question from the readings.

Readings Jan 29

**Jan
29**Due: Monday, Jan 29 at 8:59 am

How were the ideas in today's readings similar to ideas you have learned in other classes?

Case Conceptualization #1

**Jan
29**Due: Monday, Jan 29 at 11:59 pm

See examples and template in Content

Readings Feb 5

**Feb
05**Due: Monday, Feb 05 at 8:59 am

What are the next steps for you after reading the assignment? What would you like to do, read, or learn more about?

Treatment Plan #1

**Feb
05**Due: Monday, Feb 05 at 11:59 pm

See examples and template in Content

Counseling Goals-Beginning of Semester

**Feb
19**Due: Monday, Feb 19 at 11:59 pm

Identifying personal counseling goals

Readings Feb 20

**Feb
20**Due: Tuesday, Feb 20 at 8:59 am

What did you assume about today's readings before beginning the reading? How were your assumptions accurate or inaccurate?

Readings Feb 26

Feb Due: Monday, Feb 26 at 8:59 am

26

What are you *sure* you understand about today's readings?

Student Presentation #1 Counseling Scenario

Feb

26

Due: Monday, Feb 26 at 11:59 pm

With an assigned partner, create a counseling scenario (can be either individual or group counseling), and role play the situation with your partner or create a group activity that provides ways for class members to practice counseling skills and get constructive feedback. Your presentation should last between 30-45 minutes.

Each partner will turn in a one-page paper that includes the following:

1. Counseling Skills to be Practiced
2. Summary of counseling scenario
3. Strategies for giving effective feedback to peers
4. What you learned from this assignment

Readings March 4

Mar

04

Due: Monday, Mar 04 at 8:59 am

How did your understanding about counseling strategies change while (or after) doing the readings?

Case Conceptualization #2

Mar

04

Due: Monday, Mar 04 at 11:59 pm

See examples and template in Content

Readings March 11

Mar

11

Due: Monday, Mar 11 at 8:59 am

What are two ways you can use the readings when you interact with students, teachers, or caregivers at your practicum site?

Treatment Plan #2

Mar

11

Due: Monday, Mar 11 at 11:59 pm

See examples and template in Content

Counseling Skills Goals--Mid-semester Check in

Mar

11

Due: Monday, Mar 11 at 11:59 pm

Readings March 18

Mar

18

Due: Monday, Mar 18 at 8:59 am

Describe how the ideas in the reading connect with ideas that you already know.

Describe how the ideas in the reading connect with ideas that you already knew.

Readings March 25

Mar
25

Due: Monday, Mar 25 at 8:59 am

Who should I share this information with? Who would benefit and why?

Readings April 1

Apr
01

Due: Monday, Apr 01 at 8:59 am

If you could speak with the author, what would you tell them that they did well? What could they improve?

Readings April 8

Apr
08

Due: Monday, Apr 08 at 8:59 am

Did this give you a new perspective, challenge your point of view, or introduce you to new techniques, skills, processes?

Student Presentation #2 Review Counseling Curriculum

Apr
15

Due: Monday, Apr 15 at 11:59 pm

With an assigned partner, select a published counseling curriculum or book and critically evaluate the curriculum. Create a 45 minute class presentation that includes the following in a power point that will be shared with class mates:

1. Name of curriculum, author, publisher and other identifying information
2. Evidence base supporting curriculum
3. Who is the curriculum for (e.g., elementary, secondary, students with anxiety)
4. Share your critical evaluation of the curriculum (e.g., benefits, cautions, concerns)
5. Demonstrate a lesson from the curriculum. Other students in the class will roll play being participants in the counseling session or group session.

Student Ratings

Apr
15

Due: Monday, Apr 15 at 11:59 pm

I value your feedback about the course. Please share what worked and what didn't work in the comments to help me improve.

Counseling Goals--End of Semester

Apr
15

Due: Monday, Apr 15 at 11:59 pm

Professionalism

Apr
22

Due: Monday, Apr 22 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 a.m.

University Policies

Honor Code

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

Preventing Sexual Misconduct

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

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

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

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

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

Student Disability

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

Academic Honesty

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

work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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.

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>).

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.

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

Professor Expectations

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Schedule

Date	Topic and Guiding Questions	Readings to be Completed	Assignments
Week 1			
M Jan 08 Monday	Start of Classes Organize class outcomes and activities to achieve outcomes.		Counseling Goals- Beginning of Semester Opens Student Information Opens
Sa Jan 13 Saturday			Readings Jan 22 Opens
Week 2			
M Jan 15 Monday	Martin Luther King Jr Day		Student Information Closes Readings Jan 29 Opens
T Jan 16 Tuesday			Devotional: Elder K. Brett Nattress
Week 3			
M Jan 22 Monday	What Solution Focused Counseling Strategies can I use in counseling this week?	Review Solution Focused Counseling chapters 1-6 Student Presentation #1: Merna and Savanna	Readings Jan 22 Closes Readings Feb 5 Opens
F Jan 26 Friday			
Week 4			

M Jan 29 Monday	What Solution Focused Counseling Strategies can I use in counseling this week?	Review Solution Focused Counseling chapters 7-13 Student Presentation #2: Merna and Savanna	Case Conceptualization #1 Readings Jan 29 Closes
W Jan 31 Wednesday			
Week 5			
M Feb 05 Monday	What are the logistics and strategies for effectively organizing and running groups in school settings?	DBT Readings: Review chapters 1-3 (pp. 1-46) Student Presentation #1: Wilson, Molly, and Angie	Readings Feb 5 Closes Treatment Plan #1 Counseling Skills Goals--Mid-semester Check in Opens Readings Feb 20 Opens
Week 6			
M Feb 12 Monday			Readings Feb 26 Opens
Week 7			
M Feb 19 Monday	Presidents Day		Counseling Goals-- Beginning of Semester Closes Readings March 4 Opens
T Feb 20 Tuesday	Monday Instruction What are Dialectics and Wise Mind? DBT Readings: Review Lessons 2 and 3 (pp. 59-78)	Student Presentation #1: Ana and Kaiya DBT Readings: Review Lessons 2 and 3 (pp. 59-78)	Readings Feb 20 Closes
Week 8			
M Feb 26 Monday	What strategies are helping for teaching distress tolerance?	Student Presentation #2: Wilson, Molly, and Angie DBT Readings: Review Lessons 6 through 9 (pp. 103-143)	Readings Feb 26 Closes Readings March 11 Opens
T Feb 27 Tuesday			Forum: Freeman A. Hrabowski
W Feb 28 Wednesday			
Week 9			
M Mar 04 Monday	What strategies are helpful for teaching distress tolerance?	DBT Readings: Review Lessons 10 through 12 (pp. 144-171) Student Presentation #1: Lauren & Gail	Case Conceptualization #2 Readings March 4 Closes Readings March 18 Opens

		#1: Lauren & Gail	
Week 10			
M Mar 11 Monday	What strategies are helpful for teaching emotional regulation?	DBT Readings: Review Lessons 15 through 18 (pp. 185-228) Student Presentation #1: Katie and Peyton	Counseling Skills Goals--Mid-semester Check in Closes Readings March 11 Closes Treatment Plan #2 Readings March 25 Opens
Week 11			
M Mar 18 Monday	What strategies are helpful for teaching emotional regulation?	Student Presentation #2: Ana and Kaiya DBT Readings: Review Lessons 19 through 22 (pp. 229-266)	Readings March 18 Closes Readings April 1 Opens
Week 12			
M Mar 25 Monday	Teaching Students Self-Compassion	Student Presentation #2: Katie and Peyton TBD	Readings March 25 Closes Readings April 8 Opens
Week 13			
M Apr 01 Monday	Teaching Students Self-Compassion	TBD Student Presentation #2: Lauren & Gail	Readings April 1 Closes
Week 14			
M Apr 08 Monday	Acceptance and Commitment Therapy in Schools	TBD	Readings April 8 Closes Counseling Goals--End of Semester Opens
W Apr 10 Wednesday			
Week 15			
M Apr 15 Monday	Acceptance and Commitment Therapy in Schools	TBD	Counseling Goals--End of Semester Closes Student Ratings
W Apr 17 Wednesday	Last Day of Class Final Exam: 220 MCKB 11:00am - 2:00pm		
Th Apr 18 Thursday	Exam Preparation Day		
F Apr 19 Friday	Final Exam Day		
Sa Apr 20 Saturday	Final Exam Day		
Week 16			
M Apr 22 Monday	Final Exam Day		Professionalism