

CPSE 602 Winter 2015
Social-Emotional Assessment and Intervention of Children and Adolescents
MCKB 160 Mondays & Wednesdays 9:00 to 10:50
Brigham Young University

Instructor

Ellie Young, Ph.D., NCSP
340 MCKB
422-1593
ellie_young@byu.edu

Office Hours: Mondays and Wednesdays 11:00-12:00. By appointment as needed.

Course Objectives

1. Students will demonstrate competency in designing, providing, and evaluating preventive, early intervention universal services for youth with emotional and behavioral concerns.
2. When presented with an individual referral question for a student with social-emotional, and behavioral concerns, students will develop hypotheses related to the referral question. Students will develop means of testing the hypotheses through data collection in order to answer the referral question. Students will summarize their work through writing high quality reports that effectively communicate to parents, teachers, and youth.
3. Students will demonstrate competencies in integrating assessment information that leads to effective, evidenced-based interventions. These interventions will incorporate both environmental and individual interventions. Students will develop and implement means of monitoring the progress of interventions.
4. Students will appropriately apply the criteria for identifying children with Educational Disabilities (specifically, Behavior or Emotional Disorders and Other Health Impaired) found in IDEA.
5. Students will demonstrate through role-plays and various critiques their counseling and consulting skills. Students will respond to feedback about their counseling skills to demonstrate growth and insight about their role as counselors.
6. Students will be able to describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence social, emotional, and behavioral concerns in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude and behaviors towards persons and families with mental health disorders or social/emotional behavioral concerns.

NASP Domain	Objective	Learning Activities	Assessment of Learning

Required Textbooks

- Mash, E. J., & Barkley, R. A. (2014). Child Psychopathology, Third Edition. New York, NY: The Guilford Press.
- Murphy, J. J. (2008). Solution-Focused Counseling in Schools, Second Edition. Alexandria, VA: American Counseling Association.

- Creed, T. A., Reisweber, J., & Beck, A. T. (2011). *Cognitive Therapy for Adolescents in School Settings*. New York, NY: The Guilford Press.

Suggested Textbooks (Available for checkout in the Testing Vault)

- DePaul, G. J. & Stoner, G. (2003). *ADHD in the Schools: Assessment and Intervention Strategies*.
- Goldstein, A. P. (1999). *The PREPARE Curriculum, Revised Edition*
- Merrell, K. W. (2008). *Helping Students Overcome Depression and Anxiety: A Practical Guide, 2nd Edition*
- Wagner, A. P. (2005). *Worried No More*.
- Merrell, K. W. & Gueldner, B. A. (2010). *Social and Emotional Learning in the Classroom*
- Dawson, P. & Guare, R. (2010). *Executive Skills in Children and Adolescents, 2nd Edition*

Evaluation of student learning

Participation, Attendance, and Professionalism

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 9:00 a.m. 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.

Student Information Sheet

Students will complete the student information sheet at the end of this syllabus.

Course Evaluations

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

Biofeedback Experience

Students must attend one session at the biofeedback lab on campus and write a one-page report summarizing what they learned from the experience. Please include your reflections about how this will help you as a school psychologist. For more information see this website: <https://caps.byu.edu/biofeedback>

Reflection Papers

For each class period students will write a 2-page reflection paper (double spaced). Please upload the attachment to Learning Suite by 8:30 a.m. each Monday morning. We will spend approximately 5-10 minutes at the beginning of each class discussing these reflection papers.

Approximately two pages of the reflection paper should focus on the reading content and questions. Possible questions include the following:

- Find a video of the big ideas in the chapter and write a 1-2-page paper about the ideas/theory/strategies used and specify how those connect with the foundational ideas in that chapter
- Make up a case study and write about how to potentially approach the situation using the ideas in the chapter
- Write a pro/con list for the big ideas including thoughtful criticisms and justifications for your ideas
- Write a summary of the theory using two to three of these questions:
 1. What was an idea or concept which you feel is important and which you agree with? Briefly explain why you feel this way.
 2. What was an idea or concept which you feel is interesting, but which you disagree with? Briefly explain why you feel this way.
 3. Briefly describe how an idea, concept, or technique/method in the readings might have some applied value to the work you will do in the future? What is most compatible? What is the least?

4. What did you wonder about or wish you knew more about regarding this reading?

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 papers will be graded as pass/pass plus/fail.

Report Reading Summary

Read and review 2 of his or her psycho-educational reports that focus on a student with a behavioral or emotional concern. 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.

Exams

Students will complete four written exams throughout the semester. The exams will require students to apply and integrate the theories, models, and principles in the readings and class discussions. The exams will probably be take home assignments that will consist of case studies, essay or short answer questions.

Students will complete two performance exams individually with the instructor. For this evaluation the student will be given a scenario and will role-play counseling responses. These can be completed any time after March 1, 2015.

If a student earns below 80% on any exam, they will be required to complete additional learning activities that will be developed in collaboration with the professor.

Intervention Project

Students will complete a school-based project in their practicum site that address social, emotional, or behavioral learning. The project must include a group/environmental intervention that focuses on early intervention or prevention. This project must include initial, baseline data collection, a targeted, evidence-based invention with measurable outcomes. The project will also include outcome data. You must document collaboration with appropriate school personnel and parents/guardians. Students will use the NCSP case study structure to summarize and report the results of this project; the project will be evaluated based on the rubric inherent in the NCSP case study structure. Data should be collected for a minimum of 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.

Psychological Assessment with Report

You will complete a full-battery assessment process for a student with behavioral/social-emotional concerns. You will be required to write one 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 report must include evidence of applying the consultation and collaboration skills you have mastered. The report will be graded using the rubric available on Learning Suite. 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.

You will be required to write a professional quality report suitable for giving to parents and other professionals. 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. Even though there are specific due dates listed above, please assume that you will rewrite the report until it meets the standards of a professional quality report. 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.

Activity	Number	Point Value	Total
Professionalism	1	10	10
Student Information Sheet	1	5	5
Course Evaluation	1	5	5
Biofeedback Experience	1	10	10
Reading reflection papers	12	3	36
Report Reading Summary	1	10	10
Written Exams	4	varies	120
Performance Exams of Counseling Skills	2	15	30
Intervention Project <ul style="list-style-type: none"> • Problem Identification (12.5 points) • Problem Analysis (12.5 points) • Intervention (12.5 points) • Evaluation (12.5 points) 	1	50	50
Psychological Assessment and Report Part 1 <ul style="list-style-type: none"> • Child identifying information, reason for referral, assessment procedures, and review of records 	1	25	25
Psychological Assessment and Report Part 2 <ul style="list-style-type: none"> • Interview summaries, observations, test results, summary, recommendations/interventions, signatures, and data summary 	1	25	25
Total			326

Grade	% of Points Earned
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	79-76

C-	75-74
D	73-70

Course policies and procedures

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 will be due during the first 10 minutes of class on the dates listed on the schedule.

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.

You may submit some of your assignments electronically, which is the professor's preference. 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.

Please provide me with a working email address. There may be times when changes to assignments or readings will be necessary. Most likely, I will notify students of these changes via email. You will be responsible for checking your email and responding to any course changes.

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.

Departmental Student Evaluations:

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 effected. If you are given a less than satisfactory rating, resources will be identified to help you address the concerns.

In addition, students in the school counseling psychology program or the counseling psychology program who earn less than 70% of the points available for the course will be required to repeat and pass the course.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities:

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policies and procedures. You should contact the Equal Employment Office at 422- 5895, D-282 ASB.

SCHEDULE of Learning Activities and Assignments

Week	Topic	Readings	Assignments Due
Jan 5 & 7	Paradigms of mental health in educational contexts Review of counseling skills Introduction to course		Student Information Sheet
Jan 12 & 14	Providing Universal Prevention and Intervention Services	Reading 1--The best mental health programs start with all students. John E. Desrochers Reading 2--Best Practices in Population-Based School Mental Health Services Reading 3—Using Screening Data to Assess Risk and Identify Students	Consider making appointment for biofeedback session (422-3035)
Jan 19 & 21 (Jan 19 is holiday)	Understanding ADHD and Interventions BASC-2 Administration and Interpretation	Mash & Barkley Chapter 2	Exam 1
Jan 26 & 28	Understanding ADHD and Interventions	Reading 4-- School-Based Intervention Strategies for ADHD Reading 5—Best Practices Chapter 86—Assessing the Effects of Meds	Report Reading Summary Intervention Project Problem Identification
Feb 2 & 4	Solution-Focused Counseling	Chapters 1-5	Biofeedback Experience
Feb 9 & 11	Conduct Disorders Conners 2	Mash and Barkley Chapter 3	Exam 2

Week	Topic	Readings	Assignments Due
Feb 17 & 18	Autism Spectrum Disorders	Mash & Barkley Chapter 11	Performance Exam 1
Feb 23 & 25	Solution-Focused Counseling	Chapters 6-10	Psych Report Part 1
March 2 & 4	Child and Adolescent Depression	Mash & Barkley Chapter 5	Intervention Project Problem Analysis
March 9 & 11	Pediatric Bipolar Disorder	Mash & Barkley Chapter 6	
March 16 & 18	Suicidal and Nonsuicidal Self-Injurious Thoughts and Behaviors	Mash & Barkley Chapter 7 Reading 6-- Treatment of Non-suicidal Self-Injury: Critical Review and Implications for School Applications	Exam 3
March 23 & 25	Cognitive Therapy for Adolescents in School Settings	Chapters 1-3	Intervention Project Intervention
March 30 & April 1	Anxiety Disorders	Mash & Barkley Chapter 8	
April 6 & 8	Obsessive –Compulsive Spectrum Disorders	Mash & Barkley Chapter 9	Psych Report Part 2
April 13	Cognitive Therapy for Adolescents in School Settings	Chapters 4 & 5	Course evaluations (please submit your name) Intervention Project Evaluation
Final—Monday April 20 11-1	Summary and Review		Exam 4 Performance Exam 2

Student Information Sheet
CPSE 602
Winter 2015

Name:

Degree Program:

Email:

What do you expect to learn in this course?

What questions do you bring to this class?

What instructor activities, methods, styles help you learn best?

What concerns do you have about this course?

What demands do you have on your time that may challenge you in meeting the objectives of the course? (Are you working? Family demands? Experiencing significant life changes? Other?)

I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

Name