

CPSE 602 - Child Soc-Emo Assess + Interv

Winter 2020

Section 001: 185 MCKB on M W from 9:00 am - 10:50 am

Instructor/TA Info

Instructor Information

Name: Ellie Young

Office Location: 340-L MCKB

Office Phone: 801-422-1593

Office Hours: Mon 11:00am-12:30pm

Or By Appointment

Email: ellie_young@byu.edu

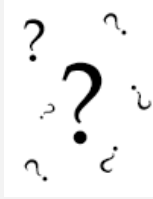
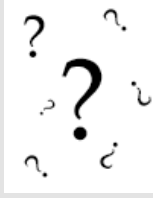
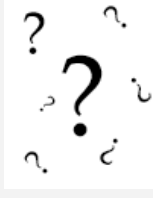
Course Information

Description

NASP Domain	Course Objectives	Learning Activities
Domain 1: Data-Based Decision Making and Accountability	<p>When presented with an individual referral question for a student with social-emotional, and behavioral concerns, students will use the problem solving model to identify the problem, analyze why the problem is occurring, develop interventions, and then evaluate intervention outcomes</p> <p>Students will appropriately apply the criteria for identifying children with Educational Disabilities (specifically, Behavior or Emotional Disorders and Other Health Impaired) found in IDEA.</p>	<ul style="list-style-type: none">• Psycho-educational R Reading Sum• Counseling Intervention Project• Psychological Assessment v 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 Activ• Intervention Project• Performance• Exams 2, 3, a
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">• Intervention Project• Exam 1

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Materials

	Item	Price (new)	Price (used)
	Child Psychopathology <i>Required</i> by Mash, E	105.00	78.75
	Solution Focused Counseling In Schools 3E <i>Required</i> by Murphy, J	78.60	44.25
	DBT Skills in Schools for Emotional Problem <i>Required</i> 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 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.

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 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

Due: Wednesday, Jan 08 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?
 3. How can I use them in my work?
 4. What questions do I still have?

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

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

Student Information Sheet Winter

Due: Wednesday, Jan 08 at 5:00 pm

Student Information Sheet.602.2020.docx [Download](#)
Reflection Paper 2

Due: Monday, Jan 13 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.

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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

Due: Wednesday, Jan 22 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.

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

Exam 1-Population-based mental health services

Due: Monday, Jan 27 at 8:00 am

Reflection Paper 4

Due: Monday, Jan 27 at 8:30 am

Reading Activities

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

Report Reading Summary

Due: Wednesday, Jan 29 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.

Intervention Project--Problem Identification

Due: Wednesday, Jan 29 at 11:59 pm

Students will complete a school-based project in their practicum site that address social, emotional, or behavioral learning. The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a targeted, evidence-based invention with measurable outcomes that aligns with the referral concern. The project will also include outcome data. You must document collaboration with appropriate school personnel and parents/guardians. Students will use the 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. The counseling process should last approximately 8 weeks. You will turn in the case study in four separate sections.

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

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

Case Study Template.Ellie.docx [Download](#)

NEW-2018-NASP_Case_Study_Rubric.pdf [Download](#)

Reflection Paper 5

Due: Monday, Feb 03 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.
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- A reflection paper that answers these questions
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 2. Why are they important?
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1. What progress did I make on a) my intervention project and b) my assessment project?
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3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Reflection Paper 6

Due: Monday, Feb 10 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.
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7. What questions do I have for ELY?

Psych Report--Part 1

Due: Monday, Feb 10 at 11:59 pm

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

Psychological Assessment with Report

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

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

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

Your report must include at least two interventions with an empirical basis. You must include enough detailed information that another person could implement

the intervention. For example, rather than stating the student should learn social skills, you will identify specific social skills, prepare a lesson outline and stipulate how outcomes will be measured. You must include most, if not all, of the following elements in your assessment and report:

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

Intervention Project--Problem Analysis

Due: Tuesday, Feb 18 at 11:59 pm

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

Case Study Template.Ellie.docx [Download](#)

NEW-2018-NASP_Case_Study_Rubric.pdf [Download](#)

Reflection Paper 7

Due: Thursday, Feb 20 at 8:30 am

Reading Activities

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Counseling notes.1

Due: Friday, Feb 21 at 11:59 pm

Provide your counseling notes from your practicum site. The notes will be graded based on how thoroughly you documented the following:

Date

Students attending

Topics discussed

Notes on the effectiveness of the time

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

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

Reflection Paper 8

Due: Monday, Feb 24 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.

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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

Due: Monday, Mar 02 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.

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Exam 2--ADHD and Conduct Disorders

Due: Monday, Mar 02 at 9:00 am

Reflection Paper 10

Due: Monday, Mar 09 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.

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

Performance Exam

Due: Wednesday, Mar 11 at 11:59 pm

Reflection Paper 11

Due: Monday, Mar 16 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.

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4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Reflection Paper 12

Due: Monday, Mar 23 at 8:30 am

Reading Activities

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- A handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
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5. What do I wish I would have known how to do?
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Intervention Project--Intervention

Due: Wednesday, Mar 25 at 11:59 pm

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

Case Study Template.Ellie.docx [Download](#)

NEW-2018-NASP_Case_Study_Rubric.pdf [Download](#)

Reflection Paper 13

Due: Monday, Mar 30 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.

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7. What questions do I have for ELY?

Reflection Paper 14

Due: Monday, Apr 06 at 11:59 pm

Reading Activities

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

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

Psych Report--Part 2

Due: Wednesday, Apr 08 at 11:59 pm

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

Psychological Assessment with Report

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

the assessment results to answer the referral questions and to develop empirically-based interventions. You will turn in the report in two parts.

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

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

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

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

Intervention Project--Evaluation

Due: Friday, Apr 10 at 11:59 pm

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

Case Study Template.Ellie.docx [Download](#)

NEW-2018-NASP_Case_Study_Rubric.pdf [Download](#)

Course and Instructor Evaluations

Due: Wednesday, Apr 15 at 11:59 pm

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.

Professionalism

Due: Wednesday, Apr 15 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

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

Counseling notes.2

Due: Wednesday, Apr 15 at 11:59 pm

Provide your counseling notes from your practicum site. The notes will be graded based on how thoroughly you documented the following:

Date

Students attending

Topics discussed

Notes on the effectiveness of the time

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

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

Exam 3 & 4--Anxiety and Depression

Due: Monday, Apr 20 at 1:00 pm

Final Exam

Due: Monday, Apr 20 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.

Point Breakdown

Categories	Percent of Grade
Exams	36.59%
Professionalism and Attendance	4.88%
Activities	10.67%
Capstone Assignments	35.06%
Reflection Papers	12.8%

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim 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 Misconduct Policy, reporting requirements, and resources can be found at <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 Employment Office at 801-422-5895, D-285 ASB 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>; for more immediate concerns please visit <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.

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 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.

Schedule

Date	Class Discussion Topics	Readings (Before Class)
M Jan 06 Monday	The need for universal social-emotional-behavioral instruction Paradigms of mental health in educational contexts Review of counseling skills Introduction to course Course Intro Jan 6 & 8 2020.ppt Download	
W Jan 08 Wednesday		https://casel.org/wp-content/uploads/analysis-child-development-1.pdf http://nirn.fpg.unc.edu/learn-implement these pages: Implementation Science Defined Implementation Defined Implementation Stages Implementation Drivers Complete Module #1: https://nirn.fpg.unc.edu/module1 Available on LS in the Content Area The best mental health programs serve all students. John E. Desrochers Early Predictors of Escalating Internalizing Problems Across Middle Childhood Navigating SEL from the Inside Out
M Jan 13 Monday	Providing Universal Prevention and Intervention Services Universal Services Jan 13 and 15.pptx Download	Best Practices in Population-Based Behavioral Health Services Using Screening Data to Assess Risk for All Students Screening for Intensive Intervention

	Cortland: Prayer/Devotional	<p>Secondary Schools Helping Traumatized Children Learn Getting More from Social Skills (Sa</p> <p>All readings are in Learning Suite (Required Readings) or available through the Library as reserved readings</p>
W Jan 15 Wednesday		
M Jan 20 Monday	Martin Luther King Jr Day	
T Jan 21 Tuesday		
W Jan 22 Wednesday	<p>Understanding ADHD and Interventions BASC-3 Administration and Interpretation Counseling Notes Universal SEL Jan 22.pptx Download Mindfulness Introduction.pptx Download</p>	Mash & Barkley Chapter 2
	Erin: Prayer/Devotional	
M Jan 27 Monday	<p>Understanding ADHD and Interventions ADHD Jan 27 and 29.pptx Download</p>	<p>Best Practices Chapter 86—Assessment of Meds School-Based Intervention Strategies Best Practices in Assessing and Intervening in Executive Skills</p> <p>All of these should be available on the Reserves page.</p>
	Taylor: Prayer/Devotional	
W Jan 29 Wednesday		
M Feb 03 Monday	<p>Solution-Focused Counseling</p> <p>Leah: Prayer/Devotional ADHD Applications and Solution-focused counseling Feb 3 & 5.pptx Download</p>	Solution Focused Counseling book
W Feb 05 Wednesday		
M Feb 10 Monday	<p>Conduct Disorders BASC 3 & Conners</p> <p>Carly: Prayer/Devotional</p>	<p>Mash & Barkley Chapter 3 The Relevance of Callous-Unemotional Traits Working With Youth With Conduct</p>

	Feb 10 and 12, 2020.pptx Download	Eva R. Kimonis, Julia Ogg, & Sara
W Feb 12 Wednesday		
M Feb 17 Monday	Presidents Day	
T Feb 18 Tuesday	Monday Instruction No Class NASP--You are expected to read Mash and Barkley Chapter 11 and turn in a reading reflection paper	Mash & Barkley Chapter 11--Autism
W Feb 19 Wednesday		
Th Feb 20 Thursday		
F Feb 21 Friday		
M Feb 24 Monday	Solution-Focused Counseling Conduct Disorder and remaining SFC.pptx Download Tina: Prayer/Devotional	Solution Focused Counseling book
W Feb 26 Wednesday		
M Mar 02 Monday	Anxiety Disorders Sheryl: Prayer/Devotional https://padlet.com/EllieLYoung/tze9p2sb3t0z	Mash & Barkley Chapter 8 https://www.kqed.org/mindshift/430-help-de-escalate-interactions-with-defiant-students
W Mar 04 Wednesday		
M Mar 09 Monday	Obsessive –Compulsive Spectrum Disorders Leah: Prayer/Devotional https://padlet.com/EllieLYoung/tze9p2sb3t0z	Mash & Barkley Chapter 9
W Mar 11 Wednesday		

M Mar 16 Monday	Suicidal and Nonsuicidal Self-Injurious Thoughts and Behaviors Carly: Prayer/Devotional	Mash & Barkley Chapter 7 Treatment of Non-Suicidal Self-Injury: Review and Implications for Schools (Available on library course reserve; see instructor)
W Mar 18 Wednesday		
M Mar 23 Monday	DBT Skills in Schools Kari: Prayer/Devotional	DBT in Schools Chapters 1-3
W Mar 25 Wednesday		
M Mar 30 Monday	Child and Adolescent Depression Tina: Prayer/Devotional	Mash & Barkley Chapter 5
W Apr 01 Wednesday		
M Apr 06 Monday	Pediatric Bipolar Disorder	Mash & Barkley Chapter 6 Temper Dysregulation Disorder (or
W Apr 08 Wednesday	Class discussion on sleep disorders.	Review power point [The Negative Effects of Sleep Disorders...] in Box: https://byu.app.box.com/folder You should have received an invitation to this folder. You are welcome to review all the slides and count this as practicum time. Please review just 7-17 and 21-28 to prepare for class. Listen to the audio of each slide.
F Apr 10 Friday		
M Apr 13 Monday	DBT Skills in Schools, Chronic Absenteeism, and Child Sexual Behavior in Schools Cortland: Prayer/Devotional	DBT Skills in Schools Lessons 1-30 Divided among classes Every one read lessons 1-5
W Apr 15 Wednesday	Topics to be determined	

M Apr 20 Final--11:00 a.m to 2:00 pm
Monday 185 MCKB

T Apr 21
Tuesday