

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology Program
SPSY 523: Counseling & Interventions in Schools
Fall 2023

Instructors:	Elena Diamond, PhD, LP, NCSP Jennifer Twyford, PhD, LP, NCSP
Class Day and Time:	Section 01 & 02: Mondays 1:00pm – 4:15pm
Course Dates:	Section 01 & 02: 9/11/23 – 12/11/23
Class Location:	Section 01 & 02: York 116 (York 121 as a breakout space)
Office Hours:	By appointment
Office Location:	Dr. Diamond - Rogers 335; Dr. Twyford - Rogers 426
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Indigenous Land Acknowledgement

We honor the indigenous people on whose traditional and ancestral homelands we stand: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River.

It is important to acknowledge the ancestors of this place and recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants -- past, present, and future.

Course Description: This course will address the social-emotional and behavioral needs of students in schools, and strategies to support student well-being. Content will include identification, diagnosis, treatment planning, intervention, and progress monitoring; developmental, social, and cultural influences on diagnoses and interventions; and an ecological and social-justice-oriented approach to case conceptualization and intervention.

Prerequisites: None

Restrictions: Admission to School Psychology Program

Credits: 3 semester hours

Required Texts:

- Tobin, R. M. & House, A. E. (2020). *DSM-5 diagnosis in the schools*. Guilford.
- Plotts, C. A. & Lasser, J. (2020). *School psychologist as counselor* (2nd ed.). National Association of School Psychologists.
- Additional course materials will be posted via Moodle or available in the library or linked in the course scheduled below.

Course Format: This course is broadly divided into 3 main learning areas related to counseling and interventions: (1) application of theories and skills to cases, (2) building foundation knowledge and skills, and (3) practice and development of skills. Class time will be divided

between these three learning goals and will include lecture, in-depth discussion of weekly readings and course content, application to case vignettes, discussion of your observations in the schools, role plays and practice, presentations, and guest speakers. Your instructors are facilitators of your learning. You will get out of this course what you put into it; it is expected that students are leaders in their own learning. Ask questions. Be curious. Dive deeper. Listen. Own your learning. Support others' learning.

Course Objectives: According to the National Association of School Psychologists (NASP) Practice Model, the following domains related to service delivery are addressed in this course:

- Domain 2: Consultation and Collaboration
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice

Course Requirements

Attendance: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of overall class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Field-Based Experience: You may be drawing from your school-based practicum placements experiences and opportunities to facilitate your learning in this course and connect to course concepts.

Course Activities

All course activities are designed to promote your mastery of useful knowledge, skills, and ability to think critically about the previously described course goal and objectives. All submitted work should look professional, be submitted on time, and be appropriately organized. If you are late to class on the day that an assignment is due, that assignment is considered late.

- **Readings:** Reading the designated material prior to class should greatly facilitate your mastery. Readings were carefully chosen and designed to promote the development of your knowledge, attitudes, and skills in school-based counseling and intervention.
- **Class Participation:** Your primary reason for participating in class discussions is to sharpen your understanding of course concepts and promote others' understanding as well. Any time the discussion is unclear to you, please ask for clarification. You may also use class time to revisit reading material that may have been difficult for you. Class time will also be used to develop your counseling and intervention skills. Be prepared to be engaged in the class activities, especially role play and practice opportunities.

- **Assignments:** In addition to weekly readings and class participation, there will be weekly written reflections and 2 major written assignments/projects.
- **Weekly Reflections:**

Description: Before *the next class meeting*, write a reflection on your learning for the week. Each week during the class meeting, students will be given a reflection prompt based on an in-class activity. Students will be given time to respond to the prompt in class, and then will be asked to continue their reflection on their own time outside of class to more fully respond to the prompts. Students will submit a well articulated reflection response via moodle prior to the next weekly class meeting. Depending on the particular prompt, your reflection can include content covered by readings, videos, class discussion, lecture, and or are connected to things you may also have experienced at your practicum site. Content for your reflections can also include: (a) personal insights, experiences, emotions related to the week's class discussions, readings, and activities; (b) application: discuss how the course content relates to your understanding of school-based counseling and intervention practices, and (c) challenges: Reflect on any challenges or questions that emerged during the week and propose potential solutions or areas for further exploration.

Purpose: The goal of the assignment is to: (a) enhance self reflection: promote personal and professional growth by encouraging self-awareness and self-evaluation; (b) apply course concepts: demonstrate your ability to connect course materials, discussions, and readings to your practical experiences and observations, (c) develop critical thinking: encourage you to think critically, analyze information, and consider alternative perspectives, (d) facilitate discussion: provide material for in-class discussions and promote peer learning, and (e) to create continuing professional development goals as our

Requirements: Reflections are to be a 1-2 pages, 12 pt Times New Roman font, 1" margins, double spaced. Please submit on Moodle prior to the following class meeting time.
- **Resource Handouts for Teachers, Parents, and Students**

Description: You will review NASP Best Practices and/or evidence based practice peer-reviewed articles for working with a special population or topic that interests you. Create a one-page resource handout for each of the **three** target audiences: teachers, parents, and students. Your handouts should include practical information, strategies, and resources that are tailored to the needs and perspectives of each group. Sections of your handouts may include: characteristics, developmental issues, interventions, tips, summary, resources, etc. Use clear, concise language and format the handouts in an engaging and visually appealing manner. You may incorporate concepts, theories, and interventions discussed in the course to support your recommendations in the handouts. Choose a specific topic within the field of school psychology, counseling, or interventions that is relevant and beneficial for teachers, parents, and students. Please see the special topics list at the end of this syllabus. Ensure that the chosen topic is current and aligns with the needs of educational settings.

Purpose: The goal of this assignment is to build your competency and practice to conduct thorough research on your chosen topic, including relevant theories, best practices, empirical evidence, and to provide psychoeducation. This will be an important skill as a school-based mental health leader to identify and disseminate important social, emotional, and behavioral

health information to stakeholders. You will not be able to provide direct Tier 3 services to all students, but you can find practices, such as creating resources like these to synthesize and share valuable information. The Resource Handout Paper assignment is designed to help students develop their skills in creating informative and accessible resource handouts for various stakeholders in the educational setting, including teachers, parents, and students, while also deepening your knowledge on a topic of interest relevant to the work of a school psychologist. This assignment will enable students to apply their knowledge of counseling and intervention strategies to provide valuable guidance and support to these key stakeholders..

Requirements: You will submit **three** well-organized and polished one-page resource handouts, each one addressing one of the target audiences (teachers, parents, and students). Please ensure clarity, professionalism, and correctness in both content and presentation. Clearly demonstrate an understanding of counseling and intervention principles and their application in the educational context. Properly cite all sources used in APA 7th edition style and include a reference list at the end of your paper to acknowledge the sources you consulted. You will also be graded on:

- Thoroughness of research and understanding of the chosen topic.
- Clarity and relevance of content to the specific needs of teachers, parents, and students.
- Integration of course concepts and counseling/intervention principles.
- Use of proper citation and adherence to APA style.
- Overall presentation and professionalism of the resource handouts.

• Therapeutic Game Project

Description: You will be expected to develop a game that *utilizes and/or teaches* therapeutic strategies taught in this course. The game should provide an opportunity for the client to engage in practicing the learned technique (e.g., you introduced the cognitive model, now you are going to play a game so that the client can engage in practicing identifying elements of the cognitive model and so forth). You will be given examples of games that CBT therapists use to help you in the development of your own game. IN CLASS: You will set up your game. Then we will get into small groups and briefly play each game. Everyone will have an opportunity to lead their game. After each group member has led their game, groups will move on and play other games. Peer feedback will be completed for each game.

Purpose: In this class we are learning and practicing basic counseling skills. The process of developing the game allows you to think through how to effectively teach and/or reinforce through practice, a particular skill to a client (e.g., problem-solving skills); it encourages them to think through the entire process and how to convey that process to the client. Sometimes, teaching a concept or skill to another person further develops your own understanding or skill.

Requirements:

- Create an outline of the key components of your game (see assignment guidelines and rubric for details)
- Create all supporting written materials (e.g., instruction manual, goals/objectives, theoretical framework, etc)
- Develop all the components to physically play the game (e.g., game pieces, board, or other relevant materials)
- Facilitate your game during the final class meeting

- Please see the additional assignment description and rubric for more information.

Course Assignments and Evaluation Criteria

In addition to building a foundational knowledge base, the requirements of this course are designed to enhance competence in core professional skills (i.e., writing, speaking, and listening) and core counseling skills (e.g., basic attending, case conceptualization, foundational knowledge, adaptation of interventions) that are routinely used by school psychologists. The following assignments will be used to evaluate student performance over the course of the semester :

1. Weekly Reflections (10 pt x 12 weeks) = 120 points
2. Special Topics Resource Handouts = 75 points
3. Therapeutic Game Outline = 35 points
4. Therapeutic Game Final Project = 65 points

Total Points Possible = 295 points

*Please submit all written work via Moodle except for physical components of the game.

Grading: The criteria below will be used to assign final grades for the course. It is based on the percentage of points earned divided by the maximum points possible for the course (e.g., Final Grade = Total Points Earned/ 295 Total Points Possible). The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. Retaking a course may have unforeseen consequences regarding timely completion of the program. Each of the assignments or grading areas has been given a maximum point value and some general evaluation criteria. Your grade for the course will be based on the total number of points you earn, in connection with the following breakdown of 100% of possible points. Grades will be assigned based on the following scale (%):

A+ = 99 - 100	B+ = 87-90	C+ = 76-78	< 70 = F
A = 94 - 98	B = 83-86	C = 73-75	
A- = 91- 93	B- = 79-82	C- = 70-72	

Regarding timeliness of assignments, it is expected that all work will be completed and turned in on the assigned due dates by the minute that class begins. If submitted online one minute after class begins, the assignment is considered late. Points will be deducted for late work (-10% per calendar day late), unless negotiated with the instructor in advance of the due date. As instructor of this course, I reserve the right to establish absolute dates beyond which late work will not be accepted. I will be reasonable in these matters in the event of illness or related significant personal matters that may require submitting work late. Incompletes will be given only under special circumstances, in accordance with Lewis & Clark policy. If you have a request, please reach out to me. Let me know what you need (i.e., clarification, a resource, an extension, etc.) so that I may assist you.

Quality of Work. It is expected that you will put forth your best effort for each assignment. This is a graduate-level, professional course. Expectations are in alignment with this.

Course and College Policies

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy and the college's student rights and responsibilities. Plagiarism, that is, using research without citations, or using a created product without crediting the source, will result in a deduction of at least 50% of the assignment grade for each instance, failure of the course, and/or being reported to the college for additional discipline. It is very important for students to learn how to describe readings and research findings in their own words. For this course, plagiarism will be defined as **four or more consecutive words taken directly from a reading without the use of quotation marks**. Each instance of plagiarism will result in a deduction of 50% of the total points. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual/creative statements made by authors to emphasize a point. Excessive use of quotes will result in point loss.

Disability Services Statement: If you have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email access@lclark.edu with any additional questions or concerns.

Submission of Assignments: Timely completion of assignments and tasks is also a professional expectation. In practice, school psychologists who submit late reports, progress notes, and other records potentially jeopardize student care by delaying the communication of medically and educationally relevant information that is necessary for planning and access to services. In addition, adherence to details is critically important related to the federal protections and rights for students, especially those with disabilities. Thus, I expect that you will turn assignments in on time.

Therefore, I will not accept any late assignments for full credit. To receive a grade of "pass" in this course, all assignments must be completed, regardless of whether points are earned. All assignments are due by **the start of class time in Pacific Standard Time** on the dates that are identified in the syllabus. Written assignments are to be **uploaded to Moodle in .doc or .docx or Google doc formats, or in the format related to the assignments (e.g., pptx, Google slides, pdf, Jamboard, etc.)**.

Late Assignments: All late assignments will be deducted 10% of the possible points for each day it is late. All students are expected to submit classroom assignments by posted due dates and to complete the course according to the published class schedule. Should a student need additional time to complete an assignment he or she must contact the course professor before the due date so the situation can be reviewed and a resolution determined. In some special circumstances, extensions to due dates may be given. Not all delayed assignment requests will be approved; leisure trips to areas without Internet access, wanting more personal time with family, forgetting assignments and leaving needed course materials at home or at the office cannot be considered valid reasons for missing course work. Unavoidable and non-negotiable military or civilian work assignments and health emergencies are generally considered valid reasons. Requests must be submitted for each potential extension need. Blanket permission for late work cannot be given. If a student is unable to complete the course work due to a university approved reason, a grade of

incomplete in the course may be given. Please see university policies for details. If course accommodations are needed, please see Student Support Services Statement above.

Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if they are absent.

Communication: E-mail is the preferred method of communication. Please check your lclark.edu email address regularly. I will typically respond to student inquiries within 24 hours on weekdays and will convey any changes in class, via email or via Moodle.

Writing Center: The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: https://college.lclark.edu/academics/support/writing_center/.

Technology: Please see the graduate school's recommendations for technology for online and hybrid classes <https://graduate.lclark.edu/academics/covid-19/educational-technology/>.

Because our class format may change based on county or state guidelines, as well as individual students who may need to quarantine, I would recommend all students have the technology recommended for online learning.

This will be a paperless class. Please plan on bringing copies of handouts (either electronically or printed out) to class with you. This begins with the syllabus; a paper copy will not be distributed. You will likely find it useful to bring either a tablet or laptop to class. All assignments are to be submitted electronically via Moodle. For ease of tracking and organization, I will not accept work emailed or handed to me in person.

Work Load: Strong organization and planning on the part of students is necessary to properly manage the heavy workload typical of a graduate program. Plan to spend a minimum of 2-3 hours outside of class for every 1 hour in class. In other words, for a 3-credit class, students are expected to spend 6-9 hours per week on course-related work in addition to the scheduled class time.

College Policies: This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification. In addition to the college academic integrity policy, the use of AI software is not permitted for any assignment or activity in this course without the prior approval of the instructor. Violation of this policy will be considered a violation of the Graduate School's Academic Performance standards.

Classroom Etiquette

Confidentiality: Any personal disclosures are considered confidential and should not be shared with others outside of the classroom.

Phones and Laptops: Students are expected to use technology appropriately. Please refrain from checking email, texting, working on other assignments, etc., during class time. It is usually quite obvious when someone is using their laptop for something other than notes and can be very disheartening for instructors (who have feelings too).

Food & Drink Policy: Eating and drinking is permitted as long as it is not distracting to the learning of those around you. Use your judgment.

Expectations for Respectful Discourse and Discussion Norms: Both Lewis & Clark and our School Psychology program strive to create a learning environment that is respectful of the rights and dignity of all members of our learning community. We value and respect the perspectives and diversity of our students in regard to ethnicity, nationality, gender, sexual orientation, socioeconomic status, religion, age, and ability status, just as we respect and value these differences in our students, families, and schools that we (or will) serve. Thus, it is critical that classroom discussions include *respectful* dialogue about any issue that impacts the lives of our students, and the individuals, families, and communities that our students serve. We will be exploring many topics that are complex and emotional, about which we will have strong opinions. I expect there will be differing opinions among students. Disagreement and debate are healthy ways to develop critical thinking skills and take multiple perspectives. In order to do so in a constructive manner, we will develop norms as a class. I expect that you will give each other feedback, constructive criticism, and support in a manner that is professional, respectful, and collegial. I also expect you to conduct yourself professionally. If your behavior disrupts the learning of others or is deemed inappropriate, I reserve the right to excuse you from the class meeting, remove you from the course, or report your behavior to the appropriate college authorities.

Recording Class: If we are to meet on Zoom at some point due to unforeseen circumstances, the instructor may record Zoom class sessions. I will notify you before the recording and you can choose to be off camera.

Tentative* Course Schedule

*Schedule will likely change based on the learning needs of the students in the course. Changes will be discussed and announced in class or via email and/or Moodle. Readings and workload may not be evenly throughout the course, please plan ahead and accordingly.

Date	Topics	Reading/Videos	Assignments Due
Week 1 9/4	No Class--Labor Day		
Week 2 9/11	Course overview and expectations	Review Syllabus Revisit Ch.7 Jacobs (Law & Ethics text) and NASP ethical codes <u>Oregon Department of Human Services Mandatory Reporting Video</u>	
Week 3 9/18	Role, process, and MTSS DSM v IDEA	Ch. 1-3 Plotts & Lasser Ch. 2-4 Tobin & House	Reflection Due
Week 4 9/25	Culturally Responsive Case Conceptualization SMART goals and IEPs	BP Foundations - Ch. 4 (Jones) <u>Case Conceptualization (Hass et al., 2021)</u>	Reflection Due
Week 5 10/2	Basic Counseling Skills	Key Counseling Skills Explained	Reflection Due
Week 6 10/9	Cognitive Behavioral Therapy: Part 1	Ch.9 Tobin & House Ch. 8 Plotts & Lasser	Reflection Due
Week 7 10/16	DBT Guest speaker: Jim Hanson	PPS DBT Program Evaluation Therapeutic Game Outline	Reflection Due

Week 8 10/23	Cognitive Behavioral Therapy: Part 2	Ch. 8 Tobin & House	Reflection Due
Week 9 10/30	Executive Functioning	BP Student level Services - Ch.19 Dawson	Reflection Due
Week 10 11/6	Motivational Interviewing Guest speaker: Dr. Kristin Katz	<p>MI:</p> <p>Sims et al. (2017)</p> <p>Strait (2018)</p> <p>Rollnick et al (2016) Ch. 1 Conversations about change</p> <p>Rollnick (2016) Ch 2 What is MI</p> <p>Miller & Rollnick (2013)</p> <p>The Spirit of MI</p> <p>Rollnick (2016) A Conversation Map</p> <p>Substance Abuse: Ch. 10 Plotts & Lasser Ch. 14 Tobin & House</p>	Reflection Due
Week 11 11/13	Positive Psychology SFBT	<p>BP Student level Services - Ch. 14: Moloney et al.</p> <p>Brief Counseling that Works in the Schools</p>	Reflection Due Resource Handouts Due
Week 12 11/20	No Class Meeting	Complete an asynchronous training related to intervention and counseling. See moodle for ideas.	Reflection Due
Week 13 11/27	Clinical Application		Virtual Training Reflection and Application Paper Due
Week 14 12/4	Helping the Helper: Self-Care	Diamond et al. (in press)	Reflection Due Therapeutic Game Documents Due

		Ch. 12 Plotts & Lasser	
Week 15 12/11	Final Week: Facilitation of Games		Reflection Due Bring all game materials to class
Enjoy Winter Break!			

Resource Handouts: Special Topics Suggestions

Below are some examples of specific interventions, as well as some examples of clinical needs, where you look up EBT for the clinical presentation. See also effectivechildtherapy.org for some evidence based practices related to these areas.

Natural disasters
Trauma Recovery at school
Separation anxiety
Social Phobia in Adolescents
Tourette's and Tic Disorders
Non-suicidal self-injury (self-mutilation, cutting, burning, etc.)
Gender Identity
Gender dysphoria
Early-onset schizophrenia
Sleep problems
Children with chronic illness
Bullying
Eating disorders
Pediatric obesity
Children of Divorce
Toilet training and elimination disorder
Sleep-related problems (e.g., bedtime compliance, night terrors, insomnia)
Autism Spectrum Disorders
Sibling rivalry
Substance use or misuse
Lying
Bipolar spectrum disorders and Disruptive Mood Dysregulation Disorder
Pain management
Gaming addiction, Screen Time, Social Media, and/or cell phones
Selective mutism and/or school refusal

Intervention to learn more about:

TF-CBT (Trauma-focused CBT)
Parenting program: STEP
Parenting program: Incredible Years
Positive Parenting Program