



School Psychology 523 - Fall 2021

Counseling and Interventions in Schools

Instructor: Mason Rivers, Ed.S., NCSP rivers@lclark.edu 503-430-4326
Class Day and Time: Section 1: Tuesdays 5:30 - 8:45 PM (September 7 - December 7)
Section 2: Thursdays 5:30 - 8:45 PM (September 9 - December 16, no class on November 25th)
Class Location: TBD
Office Hours: Phone or Zoom by appointment

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 ecological and social-justice oriented conceptualization and intervention.

Credits: 3 semester hours

Course goals and objectives: Candidates will gain;

- An understanding of various theoretical orientations and counseling methods with children and adolescents most applicable in school settings (e.g., Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Solution-Focused Brief Therapy, Mindfulness, Motivational Interviewing, Skills Development, Behavioral Approaches, etc.).
- An understanding of and ability to demonstrate core counseling skills (e.g., rapport building, clinical interviewing, validation, active listening, etc.)
- An understanding of social-emotional, behavior, and mental health concerns presented in children and adolescents, specifically related to DSM-5 and IDEIA classification systems.
- An understanding of developmental, social, and cultural influences on diagnoses and interventions in school systems.
- The ability to identify student needs, outline an appropriate treatment plan, and progress monitor student outcomes through a social-justice and equity lens.
- The ability to demonstrate the Professional Standards associated with the School Psychology program at Lewis & Clark College.

Required Texts:

- Plotts, C. A., & Lasser, J. (2020). *School psychologist as counselor: A practitioner's handbook* (2nd ed.). National Association of School Psychologists.
- Tobin, R. M., & House, A. E. (2016). *DSM-5 diagnosis in the schools*. The Guilford Press.

Optional Texts:

- Bernard, M. & Terjesen, M. D. (Eds.). (2020). *Rational-emotive and cognitive-behavioral approaches to child and adolescent mental health: Theory, practice, research, applications*. Springer.
- Ellis, A., & MacLaren, C. (2005). *Rational emotive behavior therapy: A therapist's guide* (2nd ed.). Impact Publishers.
- Joyce-Beaulieu, D., & Sulkowski, M. L. (2020). *Cognitive behavioral therapy in K-12 school settings: A practitioner's workbook* (2nd ed.). Springer Publishing Company.
- Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). The Guilford Press.
- Rathus, J. H., & Miller, A. L. (2015). *DBT skills manual for adolescents*. The Guilford Press.
- Rizvi, S. L. (2019). *Chain analysis in dialectical behavior therapy*. The Guilford Press.
- Rollnick, S., Kaplan, S. G., & Rutschman, R. (2016). *Motivational interviewing in schools: Conversations to improve behavior and learning*. The Guilford Press.
- Sklare G. B. (2014). *Brief counseling that works: A solution-focused therapy approach for school counselors and other mental health professionals* (3rd ed.). CORWIN.
- Vernon, A. (2002). *What works when with children and adolescents: A handbook of individual counseling techniques*. Research Press Publishers

Course Requirements:

IN-CLASS ACTIVITIES/PARTICIPATION

Active class participation is essential to the success of this class, and the impact the course will have on candidates. Candidates are expected to attend class prepared to discuss all previously assigned activities (readings, videos, assignments, etc.). In-class activities may include large and small group discussion, reflective journaling, small group presentations, small group and individual analysis and practice of concepts presented in class, competency checks, and any additional activities at the discretion of the instructor. Any in-class activity intended to result in a product that is not completed in-class, may become a between class assignment.

BETWEEN CLASS READINGS/VIDEOS/ASSIGNMENTS

Each week, readings, videos, and other activities will be posted to Moodle. Candidates are expected to complete all required activities and encouraged to complete optional or additional activities. Whether an activity is required or optional will be made clear by the instructor and in Moodle.

PRACTICE SESSIONS

Each week, candidates will participate in approximately one hour of small group practice. This time is intended to practice counseling skills and techniques covered in the course. Candidates are expected to attend on time, participate through the entirety of the time, and turn in any products associated with practice assignments.

FINAL PORTFOLIO

By the end of the course, candidates will turn in a portfolio to document their knowledge, mastery, and competency of the course content. The portfolio will focus around a candidate generated case study and will include various artifacts from concepts learned in the course informed by one of the counseling modalities covered in the course (CBT, REBT, DBT, SFBT, or MI). Artifacts in the portfolio could include a counseling eligibility assessment, IEP goals, pre-session planning documents, post-session reflection notes, a formal treatment plan, a recorded example of a skill being taught or utilized in a session, a progress monitoring tool, IEP goals, a termination of services plan, and any other artifacts determined by the instructor and candidate.

Grading:

Final course grades will be based on the candidate's demonstration of knowledge, mastery, and competency of the course content. Candidates may demonstrate the aforementioned through activities embedded in lectures, in-class activities and discussion, in-class & between class competency checks, demonstration of skills during practice sessions, and their final portfolio or any additional methods agreed upon by candidate and instructor.

Candidates who demonstrate proficiency in all course objectives by the end of the term will receive an final grade of A. Candidates who demonstrate a mixture of proficient and nearly proficient on course objectives by the end of the term may receive an A- or B+, depending on the number of course objectives rated as nearly proficient. Candidates who demonstrate developing or lower on any course objective by the end of the semester will receive a B or lower, and may be at risk of needing to retake the course depending on the number of objectives rated developing or basic.

Rubrics for each course objective will be provided in Moodle; utilizing the scale outlined below:

0 - Not observed 1- Basic 2 - Developing 3 - Nearly Proficient 4 - Proficient

Professional Conduct and Academic Integrity Policy: All Lewis & Clark candidates 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. 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 Dean of Students. It is very important for candidates to learn how to describe readings and research findings in their own words. APA guidelines should be followed in all written assignments.

CTSP Department Attendance Policy: 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 class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits). In case of extreme hardship and also at the discretion of the instructor, a grade

Lewis & Clark
Graduate School of Education and Counseling

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. Candidates are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Disability Services Statement: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Changes: The instructor reserves the right to make appropriate changes in the syllabus and course schedule/sequence. It is the candidate's responsibility to keep updated on course information if he/she/they is absent.

Communication: E-mail is the preferred method of communication with the instructor. I will typically respond to candidate inquiries within 48 hours on weekdays. Any changes to class times, candidate expectations, assignments, etc. will be communicated via the announcements section on Moodle. Please make sure that you are subscribed to the announcements and receive them as appropriate.
