

## Pupil Personnel Services School Counseling Performance Expectations Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For transition plans and program review, please identify indicating an "I" in which course each competency is **introduced** and link to the appropriate place in the syllabus within that course that demonstrates that this is occurring. For Program Review, please also indicate a "P" for **practice** and "A" for **assess** and link to the appropriate places in the syllabi to demonstrate where these activities occur. (For an example, refer to the instructions for Program Review under the Course Matrix section on the CTC's website.). Please note that these notations may occur under more than one course heading.

Please find [course syllabi](#) included at the end of this document.

**I\*** means that this has been identified as an area of need and faculty is currently developing Introductory competencies

<b>SCPE 1: Foundations of School Counseling Professional Standards</b>  <b>Beginning School Counselors:</b>	PPS60010A: Practicum	PPS60090L Life Span Development	PPS60160: Hist of Sprtt Svcs & Soc Psych in Ed Stngs	PPS60020A: Practicum	PPS60220: School Sfty, Violence Prevent, Crisis Int.	PPS60250: Methodology of Educational Research	PPS60030A: Practicum	PPS60100: Miltcitr Children, Adolesc., & Their Fam.	PPS60290: Behavior Management in the Classroom	PPS60040A: Practicum	PPS60240: Family, School, & Community Collab	PPS60450: Career Counseling	PPS65700: Individual Counseling	PPS60310: Consult, Program Development, and Eval	PPS65800: Grp Counsel, Leadership, and Interv.	PPS60140: Curric Inst & Acadmc Accom & Mod Inter	PPS72150: Soc Emo and School Based Mental Health	PPS60360: School Counsel: Prof Roles: Comp Exam	PPS65520: Psychopathly and Psychopharmacology	PPS7220: Counseling Law and Ethics	PPS72100A: Field Work / Internship	PPS72250: Addictions Counseling	PPS72100B: Field Work / Internship	PPS72300: Advanced Multicultural Counseling	PPS72110A: Field Work / Internship	PPS72350: Crisis/Trauma Counseling	PPS72110B: Field Work / Internship	PPS72400: Adv. Counseling / Ther Techniques
1.1 Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems							I*						I-		I-													
1.2 Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.			I*	I*																								
1.3 Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-												I-			I-													

<i>Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).</i>																												
<i>1.4 Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.</i>				1*						1*																		

<p><b>SCPE 2: Professionalism, Ethics, and Legal Mandates</b></p> <p><b>Beginning School Counselors:</b></p>		PPS60010A: Practicum
		PPS60090L: Life Span Development
		PPS60160: Hist of Sprtt Svcs & Soc Psych in Ed Stngs
		PPS60020A: Practicum
		PPS60220: School Sfty, Violence Prevent, Crisis Int.
		PPS60250: Methodology of Educational Research
		PPS60030A: Practicum
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		PPS60290: Behavior Management in the Classroom
		PPS60040A: Practicum
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	PPS72100A: Field Work / Internship	
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	PPS72100B: Field Work / Internship	
	PPS72300: Advanced Multicultural Counseling	
	PPS72110A: Field Work / Internship	
	PPS72350: Crisis/Trauma Counseling	
	PPS72110B: Field Work / Internship	
	PPS72400: Adv. Counseling / Ther Techniques	
2.1 Develop and apply an ethical decision-making process.	--	





<b>SCPE 3: Student Academic Development</b>  <b>Beginning School Counselors:</b>	PPS60010A: Practicum	PPS60090L Life Span Development	PPS60160: Hist of Sprtt Svcs & Soc Psych in Ed Stngs	PPS60020A: Practicum	PPS60220: School Sfty, Violence Prevent, Crisis Int.	PPS60250: Methodology of Educational Research	PPS60030A: Practicum	PPS60100: Miltctrl Children, Adolesc., & Their Fam.	PPS60290: Behavior Management in the Classroom	PPS60040A: Practicum	PPS60240: Family, School, & Community Collab	PPS60450: Career Counseling	PPS65700: Individual Counseling	PPS60310: Consult, Program Development, and Eval	PPS65800: Grp Counsel, Leadership, and Interv.	PPS60140: Curric Inst & Acadmc Accom & Mod Inter	PPS72150: Soc Emo and School Based Mental Health	PPS60360: School Counsel: Prof Roles: Comp Exam	PPS65520: Psychopathly and Psychopharmacology	PPS7220: Counseling Law and Ethics	PPS72100A: Field Work / Internship	PPS72250: Addictions Counseling	PPS72100B: Field Work / Internship	PPS72300: Advanced Multicultural Counseling	PPS72110A: Field Work / Internship	PPS72350: Crisis/Trauma Counseling	PPS72110B: Field Work / Internship	PPS72400: Adv. Counseling / Ther Techniques
3.1 Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.			*	*		*	*		*																			
3.2 Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless,																												

foster and probation youth, California High School Proficiency Exam (CHSPE).																										
3.3 Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.			!																							
3.4 Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.			!																							
3.5 Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).	!		!																							
3.6 Knowledge and understanding of state and local academic standards, grading policies and state testing.								!																		
3.7 Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.								!																		



<p><i>3.8 Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.</i></p>		<p><u>1*</u></p>	<p><u>1*</u></p>																							
<p><i>3.9 Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.</i></p>							<p><u>1</u></p>																			

<b>SCPE 4: Student College and Career Development</b>  <b>Beginning School Counselors:</b>	PPS60010A: Practicum	PPS60090L: Life Span Development	PPS60160: Hist of Sprtt Svcs & Soc Psych in Ed Stngs	PPS60020A: Practicum	PPS60220: School Sfty, Violence Prevent, Crisis Int.	PPS60250: Methodology of Educational Research	PPS60030A: Practicum	PPS60100: Miltctrl Children, Adolec., & Their Fam.	PPS60290: Behavior Management in the Classroom	PPS60040A: Practicum	PPS60240: Family, School, & Community Collab	PPS60450: Career Counseling	PPS65700: Individual Counseling	PPS60310: Consult, Program Development, and Eval	PPS65800: Grp Counsel, Leadership, and Interv.	PPS60140: Curric Inst & Acadmc Accom & Mod Inter	PPS72150: Soc Emo and School Based Mental Health	PPS60360: School Counsel: Prof Roles: Comp Exam	PPS65520: Psychopathly and Psychopharmacology	PPS7220: Counseling Law and Ethics	PPS72100A: Field Work / Internship	PPS72250: Addictions Counseling	PPS72100B: Field Work / Internship	PPS72300: Advanced Multicultural Counseling	PPS72110A: Field Work / Internship	PPS72350: Crisis/Trauma Counseling	PPS72110B: Field Work / Internship	PPS72400: Adv. Counseling / Ther Techniques
4.1 Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.															-													
4.2 Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.		-																										
4.3 Knowledge of state and local graduation requirements, and provisions for marginalized populations.		-																										
4.4 Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state		-																										



4.9 Knowledge and understanding of local and national career and job market trends.																																				
4.10 Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.												!																								
4.11 Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).												!																								
4.12 Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.												!																								
4.13 Demonstrate ability to develop four and six-year academic and post-secondary planning				!																																
4.14 Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.				!																																

<b>SCPE 5: Social/Emotional Development</b> <b>Beginning School Counselors:</b>	PPS60010A: Practicum	PPS60090L Life Span Development	PPS60160: Hist of Sprtt Svcs & Soc Psych in Ed Stngs	PPS60020A: Practicum	PPS60220: School Sfty, Violence Prevent, Crisis Int.	PPS60250: Methodology of Educational Research	PPS60030A: Practicum	PPS60100: Mltictrl Children, Adolesc., & Their Fam.	PPS60290: Behavior Management in the Classroom	PPS60040A: Practicum	PPS60240: Family, School, & Community Collab	PPS60450: Career Counseling	PPS65700: Individual Counseling	PPS60310: Consult, Program Development, and Eval	PPS65800: Grp Counsel, Leadership, and Interv.	PPS60140: Curric Inst & Acadmc Accom & Mod Inter	PPS72150: Soc Emo and School Based Mental Health	PPS60360: School Counsel: Prof Roles: Comp Exam	PPS65520: Psychopathlgy and Psychopharmacology	PPS7220: Counseling Law and Ethics	PPS72100A: Field Work / Internship	PPS72250: Addictions Counseling	PPS72100B: Field Work / Internship	PPS72300: Advanced Multicultural Counseling	PPS72110A: Field Work / Internship	PPS72350: Crisis/Trauma Counseling	PPS72110B: Field Work / Internship	PPS72400: Adv. Counseling / Ther Techniques
<i>5.1 Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.</i>													-															
<i>5.2 Model and demonstrate essential counseling skills in group counseling within psychoeducational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing</i>															-													

<i>empathy, and providing non-judgmental support to students.</i>																									
<i>5.3 Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a nonjudgmental and inclusive manner.</i>					!																				
<i>5.4 Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.</i>					!																				
<i>5.5 Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.</i>					!																				
<i>5.6 Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.</i>					!																				
<i>5.7 Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the</i>					!																				

<i>individual, group, or school community before, during, and after crisis response.</i>																										
<i>5.8 Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.</i>			<a href="#">!</a> *																							
<i>5.9 Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.</i>																								<a href="#">!</a>		
<i>5.10 Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.</i>																								<a href="#">!</a>		
<i>5.11 Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.</i>																								<a href="#">!</a>		
<i>5.12 Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as</i>																								<a href="#">!</a>		

<i>school clubs, sports, and other extracurricular activities.</i>																										
<i>5.13 Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.</i>																								!		
<i>5.14 Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.</i>																								!		
<i>5.15 Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.</i>			!																							



<b>SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement</b>  <b>Beginning School Counselors:</b>	PPS60010A: Practicum	PPS60090L Life Span Development	PPS60160: Hist of Sprtt Svcs & Soc Psych in Ed Stngs	PPS60020A: Practicum	PPS60220: School Sfty, Violence Prevent, Crisis Int.	PPS60250: Methodology of Educational Research	PPS60030A: Practicum	PPS60100: Miltctrl Children, Adolec., & Their Fam.	PPS60290: Behavior Management in the Classroom	PPS60040A: Practicum	PPS60240: Family, School, & Community Collab	PPS60450: Career Counseling	PPS65700: Individual Counseling	PPS60310: Consult, Program Development, and Eval	PPS65800: Grp Counsel, Leadership, and Interv.	PPS60140: Curric Inst & Acadmc Accom & Mod Inter	PPS72150: Soc Emo and School Based Mental Health	PPS60360: School Counsel: Prof Roles: Comp Exam	PPS65520: Psychopathly and Psychopharmacology	PPS7220: Counseling Law and Ethics	PPS72100A: Field Work / Internship	PPS72250: Addictions Counseling	PPS72100B: Field Work / Internship	PPS72300: Advanced Multicultural Counseling	PPS72110A: Field Work / Internship	PPS72350: Crisis/Trauma Counseling	PPS72110B: Field Work / Internship	PPS72400: Adv. Counseling / Ther Techniques
6.1 Understanding of theories of individual and family development across the lifespan.		I																										
6.2 Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum.		I																										
6.3 Knowledge of systemic and environmental factors affecting human development, function and behavior.		I																										
6.4 Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.																												



<i>6.10 Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement.</i>		!	!																									
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<b>SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access</b> <b>Beginning School Counselors:</b>	PPS60010A: Practicum	PPS60090L Life Span Development	PPS60160: Hist of Sprtt Svcs & Soc Psych in Ed Stngs	PPS60020A: Practicum	PPS60220: School Sfty, Violence Prevent, Crisis Int.	PPS60250: Methodology of Educational Research	PPS60030A: Practicum	PPS60100: Mltictrl Children, Adolesc., & Their Fam.	PPS60290: Behavior Management in the Classroom	PPS60040A: Practicum	PPS60240: Family, School, & Community Collab	PPS60450: Career Counseling	PPS65700: Individual Counseling	PPS60310: Consult, Program Development, and Eval	PPS65800: Grp Counsel, Leadership, and Interv.	PPS60140: Curric Inst & Acadmc Accom & Mod Inter	PPS72150: Soc Emo and School Based Mental Health	PPS60360: School Counsel: Prof Roles: Comp Exam	PPS65520: Psychopathly and Psychopharmacology	PPS7220: Counseling Law and Ethics	PPS72100A: Field Work / Internship	PPS72250: Addictions Counseling	PPS72100B: Field Work / Internship	PPS72300: Advanced Multicultural Counseling	PPS72110A: Field Work / Internship	PPS72350: Crisis/Trauma Counseling	PPS72110B: Field Work / Internship	PPS72400: Adv. Counseling / Ther Techniques	
<i>7.1 Understand and demonstrate the school counselor’s role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.</i>					—																								
<i>7.2 Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.</i>												—																	
<i>7.3 Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.</i>												—																	

7.4 Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.			!																						
7.5 Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.			!																						
7.6 Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity.																!									
7.7 Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies.			!		!																				
7.8 Understand and apply theories and principles of equity with the education context of the purpose of													!												

<p><i>creating more safe, secure and nurturing learning environments that promote and support student success.</i></p>																												
<p><i>7.9 Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students.</i></p>			!																									
<p><i>7.10 Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.</i></p>			!																									
<p><i>7.11 Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.</i></p>														!														

<b>SCPE 8: Program Development</b>  <b>Beginning School Counselors:</b>	PPS60010A: Practicum	PPS60090L Life Span Development	PPS60160: Hist of Sprtt Svcs & Soc Psych in Ed Strngs	PPS6020A: Practicum	PPS60220: School Sfty, Violence Prevent, Crisis Int.	PPS60250: Methodology of Educational Research	PPS6030A: Practicum	PPS60100: Mltictrl Children, Adoles., & Their Fam.	PPS60290: Behavior Management in the Classroom	PPS6040A: Practicum	PPS60240: Family, School, & Community Collab	PPS60450: Career Counseling	PPS65700: Individual Counseling	PPS60310: Consult, Program Development, and Eval	PPS65800: Grp Counsel, Leadership, and Interv.	PPS60140: Curric Inst & Acadmc Accom & Mod Inter	PPS72150: Soc Emo and School Based Mental Health	PPS60360: School Counsel: Prof Roles: Comp Exam	PPS65520: Psychopathly and Psychopharmacology	PPS7220: Counseling Law and Ethics	PPS72100A: Field Work / Internship	PPS72250: Addictions Counseling	PPS72100B: Field Work / Internship	PPS72300: Advanced Multicultural Counseling	PPS72110A: Field Work / Internship	PPS72350: Crisis/Trauma Counseling	PPS72110B: Field Work / Internship	PPS72400: Adv. Counseling / Ther Techniques	
<i>8.1 Understands the organization and structure of schools as part of district, county, and state educational systems.</i>							—																						
<i>8.2 Plan, develop, implement, and evaluate a comprehensive school counseling program and the program’s role connected with the overall school plan.</i>				—																									
<i>8.3 Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in</i>						—																							

<i>traditional and alternative educational systems.</i>																																
<i>8.4 Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment.</i>							↓																									
<i>8.5 Understand the interrelationships among prevention and intervention strategies within school organization and the community.</i>							↓																									
<i>8.6 Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.</i>							↓																									
<i>8.7 Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs.</i>							↓																									



<b>SCPE 9: Research, Program Evaluation, and Technology</b>  <b>Beginning School Counselors:</b>	PPS60010A: Practicum	PPS60090L Life Span Development	PPS60160: Hist of Sprtt Svcs & Soc Psych in Ed Stngs	PPS60020A: Practicum	PPS60220: School Sfty, Violence Prevent, Crisis Int.	PPS60250: Methodology of Educational Research	PPS60030A: Practicum	PPS60100: Miltcrl Children, Adolesc., & Their Fam.	PPS60290: Behavior Management in the Classroom	PPS60040A: Practicum	PPS60240: Family, School, & Community Collab	PPS60450: Career Counseling	PPS65700: Individual Counseling	PPS60310: Consult, Program Development, and Eval	PPS65800: Grp Counsel, Leadership, and Interv.	PPS60140: Curric Inst & Acadmc Accom & Mod Inter	PPS72150: Soc Emo and School Based Mental Health	PPS60360: School Counsel: Prof Roles: Comp Exam	PPS65520: Psychopathly and Psychopharmacology	PPS7220: Counseling Law and Ethics	PPS72100A: Field Work / Internship	PPS72250: Addictions Counseling	PPS72100B: Field Work / Internship	PPS72300: Advanced Multicultural Counseling	PPS72110A: Field Work / Internship	PPS72350: Crisis/Trauma Counseling	PPS72110B: Field Work / Internship	PPS72400: Adv. Counseling / Ther Techniques
9.1 Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).								---																				
9.2 Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs.						---																						
9.3 Ability to differentiate between and ability to interpret valid and reliable results.						---																						
9.4 Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school						---																						

<i>counseling and other educational programs in terms of student outcomes.</i>																														
<i>9.5 Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.</i>												!																		
<i>9.6 Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources.</i>												!																		
<i>9.7 Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.</i>												!																		
<i>9.8 Possess knowledge, understanding, and experience with at least one student information system.</i>												!																		

## PPS PROGRAM SYLLABI:

### PPS 60010A: Practicum – School Settings

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Integrate practicum in the school districts with didactic and interactive course experiences.	Application	Standard 2,11	Standard 21	Standard 17, 20	Week 2 Discussion: Researching Schools
<b>CLO2:</b> Assess your own personal and professional growth.	Application	Standard 8,14	Standard 21	Standard 17	Week 3 Discussion: Strengths, Weaknesses, & Experiences
<b>CLO3:</b> Analyze the process of education from a systems perspective.	Engagement	Standard 3, 7, 13	Standard 28	Standard 18, 20	Week 4 Discussion: School Psychology Week 5 Discussion: School Counseling Week 6 Discussion: Change Agent

### Week 1: Introductions & Commission on Teacher Credentialing (CCTC)

#### Learning Objectives

1.1 Determine the process and procedures for obtaining a Certificate of Clearance.	CLO2
1.2 Analyze various school districts to identify a good fit for your practicum placement.	CLO1

**Activities and Resources**

<b>Readings</b>	1.1, 1.2
<b><i>Credential Handbook (Both Candidates)</i></b>	
Read the entire handbook.	

<b>Preparation: Interviews</b>	N/A
<p><b>Begin</b> researching individuals to conduct the following interviews:</p> <ul style="list-style-type: none"> <li>• School Psychologist by the beginning of Week 5</li> <li>• School Counselor by the beginning of Week 6</li> </ul> <p><b>Note.</b> You will need to conduct these interviews in order to participate in the Weeks 5 and 6 discussions, regardless of which program you are in.</p> <p><b>Utilize</b> the following questions for both interviews:</p> <ul style="list-style-type: none"> <li>• How did you choose this specific career path of school psychology or counseling since careers in mental health are such a diverse field?</li> <li>• How would you describe school psychology or counseling to someone who doesn't know the first thing about the field?</li> <li>• What are your thoughts on educationally related mental health services?</li> <li>• All psychologists or counselors participate in internships and field work. Talk about your experience doing an internship and field work. What was it like? What did you take away from it that you still use today?</li> <li>• What do you love most about this career?</li> <li>• What do you find to be most challenging about this career?</li> <li>• What advice would you offer to people who are considering pursuing a career like yours?</li> </ul>	

**Note.** Edit out the word psychology or counseling based in the person you are interviewing.

### Assignments

Assignment: Certificate of Clearance	1.1
<p><b>Carefully</b> read the State of California Commission on Teacher Credentialing: Certificate of Clearance (COC) located at: <a href="http://www.ctc.ca.gov/credentials/leaflets/cl900.pdf">http://www.ctc.ca.gov/credentials/leaflets/cl900.pdf</a>.</p> <ul style="list-style-type: none"><li>• Complete the Live Scan form and process to obtain a fingerprint card for COC.</li><li>• Complete the Direct Web Application of COC.</li></ul> <p><b>Submit</b> a note to your course instructor stating you have completed Live Scan and the Direct Web Application by Sunday.</p> <p><b>Note.</b> If you already have your clear credential, submit a screen shot of the CCTC website verifying your credential.</p>	

## Week 2: Practicum Handbook

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### Learning Objectives

2.1 Determine the process and procedure for completing your practicum.	CLO1, CLO2, CLO3
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### Activities and Resources

Readings	2.1
<p><i>Practicum Handbook</i></p> <p><b>Read</b> the entire handbook.</p>	

<b>Preparation: Interviews</b>	N/A
<b>Continue</b> working on your interviews. You should have identified individuals to interview by this week and have started the process of scheduling the interviews.	

<b>Preparation: Practicum Placement</b>	N/A
<b>Identify</b> school districts or school sites where you would like to conduct your practicum.	
<b>Begin</b> to communicate with districts where you would like to conduct your practicum to determine what each district's policies and procedures are regarding practicum students.	
<b>Note.</b> A practicum placement must be obtained by Week Eight of this course.	

### Assignments

<b>Assignment: Practicum Placement</b>	2.1
<b>Compose</b> a note to your instructor about your progress in obtaining a practicum placement:	
<ul style="list-style-type: none"><li>• Indicate if you have a site that has agreed to take you.</li><li>• Indicate if you have just begun the process of looking for a practicum site.</li><li>• Indicate if you are waiting for a response from a site.</li></ul>	
<b>Submit</b> the note by Sunday.	

## **Week 3: Practicum Liability Insurance**

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### Learning Objectives

3.1 Analyze the role liability insurance plays in ensuring a well-rounded practicum.	CLO1, CLO2, CLO3
3.2 Determine the process and procedures for obtaining liability insurance.	CLO1, CLO2, CLO3

**Activities and Resources**

<b>Readings</b>	3.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
<i>School Counseling in the 21st Century (School Counseling Candidates)</i>	
Ch. 1: The School Counseling Profession	

<b>Activity: Liability Insurance</b>	3.2
<b>Research</b> practicum liability insurance through your respective association: NASP or ASCA. You are strongly encouraged to have practicum liability insurance upon the start of your practicum.	
<b>Note.</b> Some districts may require you to have liability insurance prior to beginning your practicum.	

<b>Preparation</b>	N/A
<b>Continue</b> working on the following:	
<ul style="list-style-type: none"> <li>• Practicum placement</li> <li>• Interviews</li> </ul>	

## Assignments

<b>Discussion: Practicum Placement</b>	3.1, 3.2
<p><b>Respond</b> to the following prompts, in one paragraph or less, in the Practicum Placement discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What are you looking for in your practicum placement?</li><li>• Share any advice or experience you may have in obtaining liability insurance.</li></ul> <p><b>Reply</b> to a classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p><b>Note.</b> Replying to a classmate is not a requirement, but feel free to comment to each other, thus building your professional network.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 4: MOU

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### Learning Objectives

4.1 Analyze the role a MOU plays in ensuring a well-rounded practicum experience.	CLO2, CLO3
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### Activities and Resources

<b>Readings</b>	4.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	



**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

*School Counseling in the 21st Century (School Counseling Candidates)*

Ch. 2: Toward a Comprehensive Model for Professional School Counseling

<b>Activity: MOU</b>	4.1
<b>Research</b> what an MOU is on your own.	

<b>Preparation</b>	N/A
<b>Continue</b> working on the following: <ul style="list-style-type: none"><li>• Practicum placement</li><li>• Interviews</li></ul> <b>Note.</b> The School Psychologist interview needs to be complete by the beginning of Week 5.	

### Assignments

<b>Assignment: MOU Request</b>	4.1
<b>Request</b> on MOU, if you are ready, by sending an email to <a href="mailto:dolazaba1@alliant.edu">dolazaba1@alliant.edu</a> . <b>Include</b> the following information in your email: <ul style="list-style-type: none"><li>• The name of the district where you will conduct your practicum.</li><li>• The name and email address of the contact person at the district who handles MOUs.</li></ul> <b>Submit</b> a copy of your sent email to Canvas by Sunday.	

**Note.** If you are not ready to request an MOU, submit a note indicating you are still search in for a school or district to conduct your practicum.

## [Week 5: Introduction to School Psychology](#)

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### Learning Objectives

5.1 Analyze the roles of a School Psychologist in schools as a system.	CLO1, CLO3
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### Activities and Resources

Readings	4.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
<i>School Counseling in the 21st Century (School Counseling Candidates)</i>	
Ch. 3: Accountability and Assessment in School Counseling	

Preparation	N/A
Continue working on the following:	
<ul style="list-style-type: none"><li>• Practicum placement</li><li>• School Counselor Interview</li></ul>	
<b>Note.</b> The School Counselor interview needs to be complete by the beginning of Week 6.	

## Assignments

<b>Discussion: School Psychologist Interview</b>	5.1
<p><b>Interview</b> a School Psychologist using the following interview questions:</p> <p><b>Respond</b> to the following prompts in the Schooling Experience discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• How did you choose this specific career path of school psychology since careers in mental health are such a diverse field?</li><li>• How would you describe school psychology to someone who doesn't know the first thing about the field?</li><li>• What are your thoughts on educationally related mental health services?</li><li>• All psychologists participate in internships and field work. Talk about your experience doing an internship and field work. What was it like? What did you take away from it that you still use today?</li><li>• What do you love most about this career?</li><li>• What do you find to be most challenging about this career?</li><li>• What advice would you offer to people who are considering pursuing a career like yours?</li></ul> <p><b>Respond</b> to the following prompts, in one-paragraph, in the School Psychologist Interview discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What is your understanding of the roles of a School Psychologist in schools as a system.</li><li>• Support your conclusions with your text readings and interview.</li></ul> <p><b>Reply</b> to a classmate's post, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p><b>Note.</b> Replying to a classmate is not a requirement, but feel free to comment to each other, thus building your professional network.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post!' or 'I agree!'</p>	

## Week 6: Introduction to School Counseling

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### Learning Objectives

[PPS School Counseling Program Standards and Performance Expectations](#)

January 2022

6.1 Analyze the roles of a School Counselor in schools as a system.	CLO1, CLO2, CLO3
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Activities and Resources

<b>Readings</b>	6.1
<p><i>Best Practices in School Psychology (School Psychology Candidates)</i></p> <p><b>Read</b> at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.</p> <p><i>School Counseling in the 21st Century (School Counseling Candidates)</i></p> <p>Ch. 4: Legal and Ethical Responsibilities in School Counseling</p>	

<b>Preparation</b>	N/A
<p><b>Continue</b> working on your practicum placement.</p>	

Assignments

<b>Discussion: School Counselor Interview</b>	5.1
<p><b>Interview</b> a School Counselor using the following interview questions:</p> <p><b>Respond</b> to the following prompts in the Schooling Experience discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• How did you choose this specific career path of school counselor since careers in mental health are such a diverse field?</li> <li>• How would you describe school counseling to someone who doesn't know the first thing about the field?</li> <li>• What are your thoughts on educationally related mental health services?</li> <li>• All counselors participate in internships and field work. Talk about your experience doing an internship and field work. What was it like? What did you take away from it that you still use today?</li> </ul>	

- What do you love most about this career?
- What do you find to be most challenging about this career?
- What advice would you offer to people who are considering pursuing a career like yours?

**Respond** to the following prompts, in one-paragraph, in the School Psychologist Interview discussion forum by Wednesday:

- What is your understanding of the roles of a School Counselor in schools as a system.
- Support your conclusions with your text readings and interview.

**Reply** to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Note.** Replying to a classmate is not a requirement, but feel free to comment to each other, thus building your professional network.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 7: Practicum Agreement & Log of Hours](#)

### [Learning Objectives](#)

7.1 Analyze the role that the practicum agreement and log of hours plays in ensuring a well-rounded experience.	CLO1
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### [Activities and Resources](#)

<b>Readings</b>	7.1
<p><b>Best Practices in School Psychology</b> (<i>School Psychology Candidates</i>)</p> <p><b>Read</b> at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.</p>	

<b>School Counseling in the 21st Century</b> ( <i>School Counseling Candidates</i> )	
Ch. 5: Advocacy in School Counseling	
<b>Practicum Handbook</b>	
<ul style="list-style-type: none"> <li>• Practicum Agreement</li> <li>• Log of Hours</li> </ul>	

<b>Preparation</b>	N/A
Follow-up with districts regarding practicum placement, if you have not done so already.	

[Assignments](#)

<b>Assignment: Goals</b>	7.1
<p><b>Write</b> three goals you wish to accomplish during your first semester of practicum.</p> <p><b>Submit</b> your goals as a Word document by Sunday.</p>	

[Week 8: Evaluation Forms](#)

[Learning Objectives](#)

8.1 Analyze the role self and supervisor evaluations play in ensuring a well-rounded practicum experience.	CLO1
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[Activities and Resources](#)

<b>Readings</b>	8.1
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<p><b>Best Practices in School Psychology</b> (<i>School Psychology Candidates</i>)</p> <p><b>Read</b> at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.</p>
<p><b>School Counseling in the 21st Century</b> (<i>School Counseling Candidates</i>)</p> <p>Ch. 6: Leadership and Collaboration in School Counseling</p>
<p><b>Practicum Handbook</b></p> <p>Evaluation Form</p>

[Assignments](#)

<b>Assignment: Practicum Placement Follow-up</b>	CLO2
<p><b>Compose</b> a note to your instructor about your progress in obtaining a practicum placement:</p> <ul style="list-style-type: none"> <li>• Indicate if you have a site that has agreed to take you.</li> <li>• Indicate if you have just begun the process of looking for a practicum site.</li> <li>• Indicate if you are waiting for a response from a site.</li> <li>• <b>Submit</b> the note by Sunday.</li> </ul>	

[Rubrics](#)

**Discussion Rubric**

	<b>Exemplary 4 points</b>	<b>Good 2 points</b>	<b>Needs Improvement 1 point</b>
<b>Initial Response to the Forum Topic</b>	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.

(x 1.5)			
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## PPS60090: Life Span Development

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Apply major theories related to human development across the lifespan to real-world scenarios.	Application	Standard 2, 11	Standard 21	Standard 17, 20	Week 2: Mental Health Pamphlet
<b>CLO2:</b> Evaluate biological and contextual factors influencing human development across the lifespan.	Engagement	Standard 2	Standard 21, 29	Standard 17	Course Project–Weeks 2 & 3
<b>CLO3:</b> Interpret strategies for promoting optimal human development across the lifespan.	Leadership, Application	Standard 2, 5, 9	Standard 19, 21	Standard 21, 22	Week 5: Social & Emotional Development Outline Course Project–Weeks 6 & 7
<b>CLO4:</b> Analyze the role of a school psychologist and school counselor as it relates to the study of human development across the lifespan.	Leadership, Application	Standard 11	Standard 29	Standard 21	Week 8: Course Reflection Paper
<b>CLO5:</b> Explain diversity issues and special needs related to human development across the lifespan.	Dedication, Application	Standard 3	Standard 21, 23	Standard 21	Course Project–Week 4

## Week 1: Life-Span Perspective & Biological Beginnings

### Learning Objectives

1.3 Describe the main theories of human development.	CLO1, CLO2
1.4 Explain some of the ways heredity and environment interact to produce individual differences in development.	CLO2, CLO3, CLO5

1.5 Characterize the course of prenatal development and its hazards.

CLO2, CLO5

### Activities and Resources

#### Readings

1.1, 1.2, 1.3

#### ***A Topical Approach to Life-Span Development***

- Ch. 1: Introduction
- Ch. 2: Biological Beginnings

#### ***YouTube***

**View** the following videos:

- [“Anatomy and Physiology of Embryological Fetal Development”](#) [49:15]
- [“Twins: Research into Nature and Nurture”](#) [27:07]

#### **Preparation: Course Project**

N/A

As part of this course you will work in groups to create a website for parents about lifespan development from childhood to adolescence that provides information, resources, and tools about what to expect and different ways to approach biological, behavioral, and cognitive changes.

This project will span the entire course and, as a group, submit the progress made in various weeks of the course. Below is a basic outline of everything that needs to be included in your website.

**Review** specific directions for each week’s submissions in the week they are due:

- Week 1: Basic layout with various pages of your website identified and built
- Week 2: Video that discuss the major changes that occur in the body from birth through death
- Week 3: Fact page about fine and gross motor milestones.
- Week 4: Presentation about intelligence, giftedness, and intellectual disabilities

- Week 6: Recommendations for parents and schools about moral development
- Week 7: Parenting styles and their probable outcomes
- Week 8: Pamphlet about death and grieving

### Assignments

<b>Discussion: Nature vs. Nurture Debate</b>	1.2, 1.3
<p><b>Respond</b> to the following prompts, in approximately one paragraph, in the Nature vs. Nurture Debate discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What do you think about the nature vs. nurture debate?</li><li>• During fetal development and early childhood, how important are heredity and environment?</li></ul> <p><b>Include</b> rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Theories of Human Development Chart</b>	1.1
<p><b>Create</b> a one-to two-page chart summarizing the theories of Freud, Erickson, Piaget, Vygotsky, Skinner, Bandura, and Bronfenbrenner.</p> <p><b>Ensure</b> your chart contains a clearly defined section and bulleted information about each theorist.</p> <p><b>Submit</b> your chart as a Word document by Sunday.</p>	

<b>Assignment: Course Project–Website Outline</b>	N/A
<p><b>Schedule</b> a time to meet with your group to review the components of the Course Project.</p> <p><b>Create</b> a basic shell for your website using an online tool such as <a href="#">Weebly</a>, <a href="#">Google Sites</a>, <a href="#">Wix</a>, or other tool with which you are familiar.</p> <p><b>Submit</b> a working link to your shell by Sunday.</p>	
<p><b>Faculty Note</b></p> <p>You will need to edit this assignment to create the groups and add students to the groups. Canvas allows you to have students self-select their group, automatically create groups with random assignment, or manually create groups so you can place students in groups.</p> <p><b>View</b> the "<a href="#">Groups: Creation and Management (Instructors)</a>" video [6:00] from the Canvas video guides.</p> <p><b>Note.</b> If you decide to manually create and assign students to groups, make sure to post an announcement identifying the groups by the end of the day Monday of Week 1.</p>	

## [Week 2: Physical Development, Aging, & Health](#)

### Learning Objectives

2.2 Explain major changes in the body through the lifespan.	CLO2, CLO5
2.3 Determine methods for school psychologists and school counselors to support students through brain changes during their lifespan.	CLO2, CLO3, CLO4
2.4 Describe developmental changes in health.	CLO2

## Activities and Resources

Readings	2.1, 2.2, 2.3
<p><b><i>A Topical Approach to Life-Span Development</i></b></p> <ul style="list-style-type: none"><li>Ch. 3: Physical Development and Biological Aging</li><li>Ch. 4: Health</li></ul>	
<p><b><i>Alliant Library</i></b></p> <ul style="list-style-type: none"><li>Bagshaw, S. (2016). <a href="#">what English teachers need to know about teenage brains</a>. <i>English In Aotearoa</i>, (89), 26-30.</li><li>D'Arcangelo, M. (2003). <a href="#">On the Mind of a Child</a>. <i>Educational Leadership</i>, 60(7), 6.</li></ul>	
<p><b><i>PBS Frontline Video</i></b></p> <p><a href="#">"Inside the Teenage Brain"</a> [52:52]</p>	

## Assignments

Discussion: Aging	2.1
<p><b>Respond</b> to the following prompts, in approximately one paragraph, in the Aging discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>What are the four main biological theories of aging?</li><li>What do centenarians have in common?</li><li>To what age do you think you will live? Why?</li></ul> <p><b>Include</b> rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Assignment: Mental Health Pamphlet

2.2

**Create** a resource pamphlet for school based mental health practitioners that includes the following information:

- Two- to three-paragraph summary of brain development in children ages 3–22.
- Resource list of a combination of five research based resources with a short description:
  - Alliant's online library
  - Reputable teaching videos
  - At least one research-based program that would assist school counselors and psychologists in understanding and addressing issues of brain development in school-aged children.

**Utilize** Word or an online tool such as [Lucidpress](#) or [Canva](#) to make your pamphlet.

**Submit** your pamphlet by Sunday. If you used an online tool submit a working link to your pamphlet.

### Assignment: Course Project–Biological and Health Changes Presentation

2.3

**Create** a short presentation or video about the major changes that occur in the body from birth through death.

**Include** biological changes and changes in health.

**Reference** Ch. 3 & 4 of *A Topical Approach to Life-Span Development* and two outside sources in your presentation or video.

**Embed** the presentation or video in your Course Project Website.

**Submit** a working link with directions to the location of the presentation or video by Sunday.

**Note.** If you create a presentation, consider using Slide Share or Prezi to easily embed the presentation in your website. If you create a video, ensure it is in a format that can be easily played such as MP3 or MP4.

**Faculty Note**

You will need to edit this assignment to link it to the group set created in Week 1.

## **Week 3: Motor Development & Cognitive Development**

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### Learning Objectives

3.3 Explain the development of fine and gross motor skills.	CLO1, CLO2, CLO3, CLO4
3.4 Evaluate Piaget and Vygotsky's theories of cognitive development.	CLO1
3.5 Apply Piaget and Vygotsky's theories to the educational setting.	CLO1, CLO4

### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3
<b><i>A Topical Approach to Life-Span Development</i></b>	
<ul style="list-style-type: none"><li>• Ch. 5: Motor, Sensory, and Perceptual Development</li><li>• Ch. 6: Cognitive Developmental Approaches</li></ul>	
<b><i>Alliant Library</i></b>	
Powell, K. C., & Kalina, C. J. (2009). <a href="#">Cognitive and social constructivism: Developing tools for an effective classroom</a> . <i>Education</i> , 130(2), 241-250.	

### **Online Resources**

- “[Kids and Developmental Milestones: Fine Motor Skills](#)” video [4:44] from FOX8 posted April 11, 2016 by Web Staff.
- “[Baby Milestones: Motor Development](#)” video [7:26] from YouTube.

### **Assignments**

<b>Discussion: Piaget &amp; Vygotsky’s Theories</b>	3.2, 3.3
<p><b>Respond</b> to the following prompts, in approximately two paragraphs, in the Piaget &amp; Vygotsky’s Theories discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What are the similarities and differences between Piaget and Vygotsky’s theories?</li><li>• How will you use Piaget and Vygotsky’s theories in your professional practice?</li></ul> <p><b>Include</b> rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Course Project–Milestones Fact Sheet</b>	3.1
<p><b>Develop</b> a one-page fact sheet for parents about fine and gross motor milestones that can be downloaded from the Course Project Website.</p> <p><b>Include</b> information about healthy activities for children that encourage good fine and gross motor development.</p> <p><b>Reference</b> information from the textbook, videos, and at least one other resource of your choosing.</p>	



**Submit** a working link with directions to the location of the fact sheet by Sunday.

**Faculty Note**

You will need to edit this assignment to link it to the group set created in Week 1.

## **Week 4: Information Processing, Intelligence & Language Development**

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### Learning Objectives

4.2 Explain the Information-Processing approach to development.	CLO1
4.3 Analyze attention, memory, thinking, and metacognition in relation to the educational process.	CLO1, CLO2, CLO4, CLO5
4.4 Explain the characteristics of intellectual disability, giftedness, and creativity.	CLO1, CLO5
4.5 Describe language development through the lifespan.	CLO2, CLO4
4.6 Determine the biological and environmental contributions to language skills.	CLO2, CLO3, CLO5

### Activities and Resources

<b>Readings</b>	4.1, 4.2, 4.3, 4.4, 4.5
<b><i>A Topical Approach to Life-Span Development</i></b>	
<ul style="list-style-type: none"><li>• Ch. 7: Information Processing</li><li>• Ch. 8: Intelligence</li><li>• Ch. 9: Language Development</li></ul>	

### **Alliant Library**

- DeNisco, A. (2016). [Why aren't more black students identified as gifted?](#) *District Administration*, 52(4), 16.
- Allen, J. K., Robbins, M. A., Payne, Y. D., & Brown, K. B. (2016). [Using Enrichment Clusters to Address the Needs of Culturally and Linguistically Diverse Learners](#). *Gifted Child Today*, 39(2), 84-97.

### **Online Resources**

- “[Information processing model: Sensory, working, and long term memory | MCAT | Khan Academy](#)” video [7:33] from YouTube.
- “[The Neuroscience of Memory - Eleanor Maguire](#)” video [1:07:12] from YouTube.
- “[The birth of a word](#)” a TED Talk video [19:52] by Deb Roy from TED2011.

## Assignments

<b>Discussion: Educational &amp; Development Constructs</b>	4.1, 4.2
<p><b>Respond</b> to the following prompts, in approximately two paragraphs, in the Educational &amp; Development Constructs discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What are the characteristics of and interrelationships between attention, memory, thinking, and metacognition?</li><li>• What do you think about the Information-Processing Theory?</li><li>• How will you use these constructs in your professional practice?</li></ul> <p><b>Include</b> rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Language Development Resource</b>	4.4, 4.5
<p><b>Develop</b> a one-page parent resource detailing typical language development.</p> <p><b>Include</b> information about how parents may provide an enriched environment for optimal language development.</p> <p><b>Reference</b> information from the resources provided this week.</p> <p><b>Submit</b> your resource as a Word document by Sunday.</p>	
<b>Assignment: Course Project–Intelligence Presentation</b>	4.3
<p><b>Create</b> a short presentation or video about intelligence that includes the following information:</p> <ul style="list-style-type: none"><li>• Properties of intelligence</li><li>• Giftedness</li><li>• Intellectual disabilities</li></ul> <p><b>Reference</b> information from the resources provided this week.</p> <p><b>Embed</b> the presentation or video in your Course Project Website.</p> <p><b>Submit</b> a working link with directions to the location of the presentation or video by Sunday.</p> <p><b>Note.</b> If you create a presentation, consider using Slide Share or Prezi to easily embed the presentation in your website. If you create a video, ensure it is in a format that can be easily played such as MP3 or MP4.</p>	
<b>Faculty Note</b>	
You will need to edit this assignment to link it to the group set created in Week 1.	

## **Week 5: Emotional Development, Attachment, Identity & Personality**

### Learning Objectives

5.2 Explain the development of emotion through the lifespan.	CLO2, CLO5
5.3 Explain the development of attachment.	CLO2, CLO3, CLO4, CLO5
5.4 Determine the key facets of identity development.	CLO1, CLO2
5.5 Explain the development of personality in adulthood.	CLO1, CLO2

### Activities and Resources

<b>Readings</b>	5.1, 5.2, 5.3, 5.4
<p><b><i>A Topical Approach to Life-Span Development</i></b></p> <ul style="list-style-type: none"> <li>Ch. 10: Emotional Development and Attachment</li> <li>Ch. 11: The Self, Identity, and Personality</li> </ul>	
<p><b>Online Resources</b></p> <p><b>Listen</b> to "<a href="#">Science of Sadness and Joy: 'Inside Out' Gets Childhood Emotions Right</a>" from Health News from NPR posted on June 13, 2015 with Jon Hamilton and Neda Ulaby.</p> <p><b>Read</b> the following article: Karen, R. (1990). <a href="#">Becoming Attached</a>. <i>The Atlantic</i>.</p> <p><b>View</b> the "<a href="#">Bruce D. Perry: Social &amp; Emotional Development in Early Childhood</a>" video [1:00:27] from YouTube.</p> <p><b>Note.</b> It is recommended that you watch "Inside Out" from Disney Pixar. If you have a Netflix account, this movie is available as DVD only.</p>	

## Assignments

<b>Discussion: Childhood Emotions</b>	5.1
<p><b>Respond</b> to the following prompts, in approximately one paragraph, in the Childhood Emotions discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Do you think the NPR broadcast “Science of Sadness and Joy: ‘Inside Out’ Gets Childhood Emotions Right” correlates well with the information from your textbook? Where do you see the correlations?</li><li>• If you have seen the movie, what are your personal reflections about this movie and its use in describing and processing emotions with children?</li></ul> <p><b>Include</b> rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Discussion: Attachment</b>	5.2
<p><b>Respond</b> to the following prompts, in approximately one paragraph, in the Attachment discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Do you think the article <i>Becoming Attached</i>, written in 1990, is still relevant and accurate today? Why or why not?</li><li>• How might poor attachment or attachment disorders impact a child’s ability to participate in the educational process?</li><li>• How might you support teachers with students who are teaching students with attachment-related issues?</li></ul> <p><b>Include</b> rationale from the textbook, other provided resources, and personal experience to support your position.</p>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Assignment: Social &amp; Emotional Development Outline</b>	5.1, 5.2, 5.3, 5.4
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**Outline** the presentation given by Dr. Bruce Perry in the video “*Bruce D. Perry: Social & Emotional Development in Early Childhood.*”

**Include** three- to four-paragraphs discussing the information you found most relevant to your future career as school psychologist or school counselor.

**Submit** your outline and discussion as a Word document by Sunday.

<b>Assignment: Personality Reflection Paper</b>	5.3, 5.4
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**Take** the [Big Five Project Personality Test](#).

**Write** a one-page reflection paper on the results of the personality test.

**Include** the following in your reflection:

- A description of the key facets of identity development.
- An analysis of the accuracy and usefulness of the personality test based on the results.

**Submit** your reflection paper as a Word document by Sunday.

## **Week 6: Gender, Sexuality & Moral Development**

### Learning Objectives

6.2 Analyze biological, social, and cognitive influences on gender.	CLO2, CLO4, CLO5
6.3 Explain the development of sexuality through the lifespan.	CLO2, CLO4, CLO5
6.4 Analyze theory and research on moral thought, behavior, feeling, and personality.	CLO1, CLO2
6.5 Determine the impact of parents and schools on moral development of children.	CLO2, CLO3, CLO4

### Activities and Resources

<b>Readings</b>	6.1, 6.2, 6.3, 6.4
<b><i>A Topical Approach to Life-Span Development</i></b>	
<ul style="list-style-type: none"> <li>Ch. 12: Gender and Sexuality</li> <li>Ch. 13: Moral Development, Values, and Religion</li> </ul>	
<b><i>Alliant Library</i></b>	
<ul style="list-style-type: none"> <li>Goldberg, A. E., &amp; Garcia, R. L. (2016). <a href="#">Gender-typed behavior over time in children with lesbian, gay, and heterosexual parents</a>. <i>Journal of Family Psychology</i>, 30(7), 854-865.</li> <li>Tolman, D. L., &amp; McClelland, S. I. (2011). <a href="#">Normative Sexuality Development in Adolescence: A Decade in Review, 2000-2009</a>. <i>Journal of Research on Adolescence</i> (Wiley-Blackwell), 21(1), 242-255.</li> </ul>	
<b><i>Online Resource</i></b>	
View the " <a href="#">Rick Weissbourd - Promoting Moral Development in Schools - GoodWork Conference 2013</a> " video [7:50] from YouTube.	

## Assignments

<b>Discussion: Gender Development</b>	6.1, 6.2
<p><b>Respond</b> to the following prompts, in approximately one paragraph, in the Gender Development discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What do you see as the most important factor in gender development- biological, social, or cognitive? Why?</li><li>• Why will an understanding of gender development will be important in your professional practice?</li></ul> <p><b>Include</b> rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Gender &amp; Moral Development Paper</b>	6.3
<p><b>Write</b> a one- to-two-page reflection on your own gender, sexual, or moral development over a five-year period.</p> <p><b>Include</b> a two-paragraph factual overview of the three spheres:</p> <ul style="list-style-type: none"><li>• Gender development</li><li>• Sexual development</li><li>• Moral development</li></ul> <p><b>Reference</b> the textbook and other relevant journal articles in your paper.</p> <p><b>Submit</b> your reflection as a Word document by Sunday.</p>	



<b>Assignment: Course Project–Theories of Morality Chart</b>	6.4
<p><b>Create</b> a chart for parents and schools that addresses moral development in children that can be downloaded from the Course Project Website.</p> <p><b>Include</b> at least four sections in your chart:</p> <ul style="list-style-type: none"> <li>• Two sections describing Piaget and Kohlberg’s Theories of Morality</li> <li>• One section that outlines recommendations for parents</li> <li>• One section that outlines recommendations for schools</li> </ul> <p><b>Reference</b> the textbook and video resources provided this week in your chart.</p> <p><b>Submit</b> a working link with directions to the location of the chart by Sunday.</p>	
<p><b>Faculty Note</b></p> <p>You will need to edit this assignment to link it to the group set created in Week 1.</p>	

## [Week 7: Families, Lifestyles, Parenting, Peers & the Sociocultural World](#)

### Learning Objectives

7.2 Analyze the impact of parenting on children’s development.	CLO1, CLO2, CLO4
7.3 Explain the role of friendship through the lifespan.	CLO2, CLO4
7.4 Summarize the social aspects of aging.	CLO2, CLO5

## Activities and Resources

Readings	7.1, 7.2, 7.3
<p><b><i>A Topical Approach to Life-Span Development</i></b></p> <ul style="list-style-type: none"><li>Ch. 14: Families, Lifestyles, and Parenting</li><li>Ch. 15: Peers and the Sociocultural World</li></ul>	
<p><b><i>Alliant Library</i></b></p> <ul style="list-style-type: none"><li>Abbott, J. (1872). <a href="#">Gentle punishment of disobedience</a>. In, <i>Gentle measures in the management and training of the young; or, The principles on which a firm parental authority may be established and maintained, without violence or anger, and the right development of the moral mental capacities be promoted by methods in harmony with the structure and the character of the juvenile mind</i> (pp. 43-59). New York, NY, US: Harper &amp; Brothers.</li><li>Mendez, M., Durtschi, J., Neppl, T. K., &amp; Stith, S. M. (2016). <a href="#">Corporal punishment and externalizing behaviors in toddlers: The moderating role of positive and harsh parenting</a>. <i>Journal Of Family Psychology</i>, 30(8), 887-895.</li><li>Hart, T. (2016). <a href="#">All You Need Is — One Good One</a>. <i>Lesbian News</i>, 41(9), 20.</li><li>Toepoel, V. (2013). <a href="#">Ageing, Leisure, and Social Connectedness: How could Leisure Help Reduce Social Isolation of Older People?</a>. <i>Social Indicators Research</i>, 113(1), 355-372.</li></ul>	
<p><b><i>Online Resources</i></b></p> <p>Nunes, F., &amp; Mota, C. P. (2016). <a href="#">Parenting styles and suicidal ideation in adolescents: Mediating effect of attachment</a>. <i>Journal of Child and Family Studies</i>, doi:10.1007/s10826-016-0611-6</p>	

## Assignments

Discussion: Parental Styles	7.1
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**Respond** to the following prompts, in approximately two paragraphs, in the Parental Styles discussion forum by Wednesday:

- Compare the article readings this week with the parenting information in the textbook.
- What is the impact of parental styles on a child's participation in the educational process?
- How might you support parents in your professional practice?

**Include** rationale from the textbook, other provided resources, and personal experience to support your position.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

<b>Assignment: Friendship Paper</b>	7.2, 7.3
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**Write** a 1- to 2-page paper that explains the role of friendship throughout the lifespan.

**Address** the social aspects of ageing and protective factors and behaviors.

**Reference** the textbook, the article by Toepoel, and two additional sources.

**Submit** your paper as a Word document by Sunday.

<b>Assignment: Course Project–Outcomes of Parenting Styles</b>	7.1
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**Create** an illustrated visual chart describing the four parenting styles and their probable outcomes.

**Utilize** Word or an online tool such as [Lucidpress](#) or [Canva](#) to make your illustration.

**Include** 3- to 4-sentences at the bottom of the chart explaining the style most likely to result in positive outcomes across settings.

**Submit** your illustration by Sunday. If you used an online tool submit a working link to your pamphlet.

**Faculty Note**

You will need to edit this assignment to link it to the group set created in Week 1.

## [Week 8: School, Achievement, Work, Death, Dying & Grieving](#)

### Learning Objectives

8.2 Determine the key aspects of achievement and the dangers of an inappropriate over-emphasis on achievement by educators.	CLO2, CLO3, CLO4, CLO5
8.3 Explain death and the attitudes about it at different points in development.	CLO2, CLO3
8.4 Determine ways school counselors and school psychologists may assist a bereaved student cope with the death of another person.	CLO1, CLO2, CLO3, CLO4

### Activities and Resources

<b>Readings</b>	8.1, 8.2, 8.3
<b><i>A Topical Approach to Life-Span Development</i></b>	
<ul style="list-style-type: none"> <li>Ch. 16: Schools, Achievement, and Work</li> <li>Ch. 17: Death, Dying, and Grieving</li> </ul>	

### **Alliant Library**

Traeger, J. (2011). [Supporting Your Grieving Child](#). *Journal of Palliative Medicine*, 14(1), 116-117.

### **Online Resources**

**Explore** the following websites:

- [Educators and Self-Injury](#)
- [Coalition to Support Grieving Students](#)

**Read** the following articles:

- Nadworny, E. (2015). [Grief in the Classroom: 'Saying Nothing Says a Lot'](#). NPR Ed from NPR.org.
- Schonfeld, D. J., & Demaria, T. (2016). [Supporting the Grieving Child and Family](#). *Pediatrics*, 138(3), e1-e12.

### **Race to Nowhere**

**View** the "[Race to Nowhere](#)" video overview [2:26] from YouTube.

**Explore** the [Race to Nowhere: Transforming Education from the Ground Up](#) website.

**Note.** It is recommended that you watch "Race to Nowhere" documentary. If you have a Netflix account, this movie is available free to stream.

## **Assignments**

<b>Discussion: Achievement Culture</b>	<b>8.1</b>
<p><b>Respond</b> to the following prompts, in approximately two paragraphs, in the Achievement Culture discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• How are achievement and the issues of an achievement culture discussed in Race to Nowhere interrelated with self-injury and suicide?</li><li>• How will this information be useful to you in the future as a practicing school psychologist or school counselor?</li></ul>	

**Include** rationale from the textbook, other provided resources, and personal experience to support your position.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

<b>Assignment: Course Reflection Paper</b>	CLO3, CLO4
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**Write** a one-page reflection paper of your learning throughout the lifespan development course.

**Include** the following in your reflection:

- Three key points you learned from the course
- How you will use that information in your career as a school psychologist or school counselor

**Reference** the textbook, journal articles, videos, and any other resources relevant to your comments.

**Cite** your resources using APA format.

**Submit** your reflection as a Word document by Sunday.

<b>Assignment: Course Project–Conceptualizing Death</b>	8.2, 8.3
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**Create** a resource pamphlet for parents about death and the attitudes about it at different points in development.

**Include** information about the ability to conceptualize and understand death from childhood thru adolescence.

**Provide** strategies for the following:

- How parents may support their child through the grieving process.
- What school personnel can do to help support the family.

**Utilize** Word or an online tool such as [Lucidpress](#) or [Canva](#) to make your pamphlet.

**Submit** your pamphlet by Sunday. If you used an online tool submit a working link to your pamphlet.

### Faculty Note

You will need to edit this assignment to link it to the group set created in Week 1.

### Bibliography

1. Abbott, J. (1872). Gentle punishment of disobedience. In, *Gentle measures in the management and training of the young; or, The principles on which a firm parental authority may be established and maintained, without violence or anger, and the right development of the moral mental capacities be promoted by methods in harmony with the structure and the character of the juvenile mind* (pp. 43-59). New York, NY, US: Harper & Brothers. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=psych&AN=2009-19226-004&site=ehost-live&scope=site>.
2. Allen, J. K., Robbins, M. A., Payne, Y. D., & Brown, K. B. (2016). Using Enrichment Clusters to Address the Needs of Culturally and Linguistically Diverse Learners. *Gifted Child Today*, 39(2), 84-97. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=113829454&site=ehost-live&scope=site>.
3. Bagshaw, S. (2016). what English teachers need to know about teenage brains. *English In Aotearoa*, (89), 26-30. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=119544980&site=ehost-live&scope=site>.
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6. Goldberg, A. E., & Garcia, R. L. (2016). Gender-typed behavior over time in children with lesbian, gay, and heterosexual parents. *Journal of Family Psychology*, 30(7), 854-865. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=118695041&site=ehost-live&scope=site>.
7. Hart, T. (2016). All You Need Is — One Good One. *Lesbian News*, 41(9), 20. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ulh&AN=114253284&site=ehost-live&scope=site>.
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9. Nunes, F., & Mota, C. P. (2016). Parenting styles and suicidal ideation in adolescents: Mediating effect of attachment. *Journal of Child and Family Studies*, doi:10.1007/s10826-016-0611-6. Retrieved from <http://rdcu.be/n6XW>.
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11. Schonfeld, D. J., & Demaria, T. (2016). Supporting the Grieving Child and Family. *Pediatrics*, 138(3), e1-e12.
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13. Tolman, D. L., & McClelland, S. I. (2011). Normative Sexuality Development in Adolescence: A Decade in Review, 2000-2009. *Journal of Research on Adolescence* (Wiley-Blackwell), 21(1), 242-255. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=58121351&site=ehost-live&scope=site>.
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## Rubrics

### Discussion Rubric–1 Paragraph (Weeks 1, 2, 5, & 6)

	<b>Exemplary 100%</b>	<b>Good 67%</b>	<b>Needs Improvement 33%</b>
<b>Initial Response to the Forum Topic</b> (3 points)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to First Peer’s Response to the Forum Topic</b> (1 point)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
<b>Feedback to Second Peer’s Response to the Forum Topic</b> (1 point)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

### Discussion Rubric–2 Paragraphs (Weeks 3, 4, 7, & 8)

	<b>Exemplary 100%</b>	<b>Good 67%</b>	<b>Needs Improvement 33%</b>
<b>Initial Response to the Forum Topic</b> (4 points)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to First Peer’s Response to the Forum Topic</b>	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.



(1 point)			
<b>Feedback to Second Peer's Response to the Forum Topic</b> (1 point)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

**Theories of Human Development Chart/ Mental Health Pamphlet/ Language Development Resource**

Category	Exemplary 100%	Good 75%	Needs Improvement 50%	Poor 25%
<b>Alignment of Theory and Practice</b> (2 pts)	Clear evidence of connection to theory or research. Frequent and clear references are made to facts, concepts, and cited resources. Students and teachers will learn from this project.	Adequate evidence of connection to theory or research. Students and teachers are likely to learn from this project.	Some evidence of connection to theory or research. Students and teachers may learn from this project.	No evidence of connection to theory or research. Students and teachers are not likely to learn from this project.
<b>Subject Knowledge</b> (2 pts)	Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.	Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct.	Some subject knowledge is evident. Some information is confusing, incorrect, or flawed.	Subject knowledge is not evident. Information is confusing, incorrect, or flawed.
<b>Originality</b> (1 pts)	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.

**Course Project–Website Outline**

Category	Exemplary 100%	Good 75%	Needs Improvement 50%	Poor 25%
<b>Originality</b> (2 pts)	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.

**Course Project–Biological and Health Changes Presentation/ Milestones Fact Sheet/ Intelligence Presentation/ Social & Emotional Development Outline/ Theories of Morality Chart/ Outcomes of**

**Parenting Styles/ Conceptualizing Death**

Category	Exemplary 100%	Good 75%	Needs Improvement 50%	Poor 25%
<b>Alignment of Theory and Practice</b> (1.5 pts)	Clear evidence of connection to theory or research. Frequent and clear references are made to facts, concepts, and cited resources. Students and teachers will learn from this project.	Adequate evidence of connection to theory or research. Students and teachers are likely to learn from this project.	Some evidence of connection to theory or research. Students and teachers may learn from this project.	No evidence of connection to theory or research. Students and teachers are not likely to learn from this project.
<b>Subject Knowledge</b> (1.5 pts)	Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.	Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct.	Some subject knowledge is evident. Some information is confusing, incorrect, or flawed.	Subject knowledge is not evident. Information is confusing, incorrect, or flawed.
<b>Originality</b> (1 pts)	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.

**Personality Reflection Paper/ Gender & Moral Development Paper/ Friendship Paper/ Course Reflection Paper**

	Above Standards 100%	Meets Standards 75%	Approaching Standards 50%	Below Standards 25%
<b>Focus or Thesis Statement</b> (1 point)	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
<b>Selection of Considerations &amp; Evidence</b> (2 points)	The most important considerations for this issue are identified and discussed objectively. Many references and examples from current professional sources are cited.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports a position on the issue. Includes a few citations.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports a position on the issue. A significant consideration is missed or evidence is very weak.	Considerations are not relevant or not explained.
<b>Transitions</b> (1 point)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are unclear.	The transitions between ideas are unclear OR nonexistent.
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that

(1 point)				distract the reader from the content.
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## **PPS60160: History of Supportive Services and Social Psychology in Educational Settings**

<b>California School of Education (CSOE)</b>		<b>California Commission on Teacher Credentialing Pupil Personnel Services Program Standards</b>			<b>Supporting Assessment</b>
<b>Course Learning Outcomes (CLO)</b>	<b>Conceptual Framework (L.E.A.D.)</b>	<b>Generic</b>	<b>School Counseling Credential Specialization (as applicable)</b>	<b>School Psychology Credential Specialization (as applicable)</b>	<b>Assessment Title</b>
<b>CLO1:</b> Identify historical influences of general education, the field of school psychology and school counseling.	Engagement	Standard 13	Standard 17 & 28	Standard 18 & 19	Week 8: Research Paper
<b>CLO2:</b> Determine the impact of educational policies, federal and state laws, statutes and case law on schools.	Engagement	Standard 1	Standard 19 & 29	Standard 19	Week 8: Research Paper
<b>CLO3:</b> Analyze the effect of major educational components within school systems on how school psychologists and school counselors work with teachers, students, parents, school staff, administrators and outside agency personnel.	Application	Standard 10 & 13	Standard 18	Standard 18	Week 8: Research Paper
<b>CLO4:</b> Identify regulations regarding credentialing, organizational and professional identity, training and practitioner growth, as well as professional organization.	Leadership	Standard 6	Standard 17	Standard 17 & 23	Week 8: Research Paper
<b>CLO5:</b> Interpret the legal and ethical expectations and guidelines of the school psychologist and school counselor professional roles.	Application	Standard 6	Standard 18	Standard 19	Week 4: Educational Philosophy Paper & Week 8: Research Paper
<b>CLO6:</b> Evaluate your impact on the direction of school psychology and school counseling on educational trends within the beginning of the 21st century.	Dedication	Standard 8	Standard 20 & 28	Standard 22	Week 8: Research Paper

## **Week 1: Origins of Contemporary School Psychology & School Counseling**

### Learning Objectives

1.6 Analyze major events that shaped American general education.	CLO1
1.7 Determine the impact of compulsory education in America.	CLO1, CLO2
1.8 Identify the three main sources of public school law, constitution and amendments, legislative statues, and case law.	CLO1, CLO2

### Activities and Resources

<b>Readings</b>	1.1, 1.2, 1.3
<p><b><i>Ethics and Law for School Psychologists</i></b></p> <ul style="list-style-type: none"> <li>Ch. 1: Ethics in School Psychology: An Introduction</li> <li>Ch. 2: Law and School Psychology: An Introduction</li> </ul>	
<p><b><i>History &amp; Social Foundations of American Education</i></b></p> <ul style="list-style-type: none"> <li>Ch. 1: Introduction: Applying History to Education Today</li> <li>Ch. 2: Shaping the Schools: Philosophical, Social, and Psychological Foundations</li> </ul>	
<p><b><i>Lecture</i></b></p> <p><b>View</b> the “Three Main Sources of Public School Law” lecture [8:05].</p>	
<b>Readings from Optional Texts</b>	1.1, 1.2, 1.3

### ***School Psychology***

- Ch. 1: Introduction to the Field of School Psychology
- Ch. 2: Historical Development of School Psychology

### ***School Counseling Principles***

Ch. 1: The Genesis and Early Beginnings of School Counseling: Vocational Guidance

### **Preparation: Research Paper**

CLO1, CLO2, CLO3

This course requires a Research Paper that deals with the historical development and current status of one issue of education, school psychology, or school counseling.

**Read** the Examples of Issues document for ideas. You may select an idea from this list without instructor approval. If you select an issue not on the list, submit your issue to your instructor for approval.

**Review** complete assignment directions located in Week 8.

**Note.** A rough draft will be due in Week 5 and your final paper is due in Week 8.

### **Assignments**

### **Discussion: Important Historical Issues**

1.1, 1.2, 1.3

**View** the "[Learning Matters: In Schools We Trust \(1997\)](#)" video [57:12] from YouTube.

**Respond** to the following prompts in the Important Historical Issues discussion forum by Wednesday:

- Based on the video, what important issues do you believe shaped current educational practices?
- Based on the video and textbook readings, how have these issues impacted the field of psychology and counseling?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Assignment: Reflection Paper</b>	N/A
<p><b>Write</b> a 250-to 300-word reflection on why you became interested in the field of school psychology or school counseling.</p> <p><b>Format</b> your reflection consistent with APA guidelines.</p> <p><b>Submit</b> your reflection as a Word document by Sunday.</p>	

## [Week 2: Historical Events that Helped Shape American Education](#)

### Learning Objectives

2.5 Interpret various events, approaches and legislative acts in America that helped shape education, school psychology and school counseling.	CLO1, CLO2
2.6 Evaluate how selected events, approaches and legislative acts shaped American education, school psychology and school counseling.	CLO1, CLO2

### Activities and Resources

<b>Readings</b>	2.1, 2.2
<b><i>History &amp; Social Foundations of American Education</i></b>	

- Ch. 3: American Education: Our European Heritage and the Colonial Influence
- Ch. 4: American Education: The American Revolution
- Ch. 5: American Education: 1812–1865
- Ch. 6: American Education: 1865–1918

### ***Online Resources***

- [History of School Psychology Timeline](#) from the NY Association of School Psychology.
- [Guidance and School Counseling – A Brief History of School Guidance and Counseling in the United States](#)

### ***Lecture***

**View** the “Events that Helped Shape American Education” lecture [11:28].

<b>Readings from Optional Texts</b>	2.1, 2.2
<b><i>School Psychology</i></b>	
Review Ch. 2: Historical Development of School Psychology	
<b><i>School Counseling Principles</i></b>	
<ul style="list-style-type: none"><li>• Ch. 2: The Expansion of Vocational Guidance in the 1920’s: New Purposes, Challenges and Terminology</li><li>• Ch. 3: The 1930s: A Decade of Turbulence, Retrenchment and the Formation of a New Organizational Structure</li></ul>	



### **Assignments**

<b>Discussion: Are Schools Failing</b>	2.1, 2.2
<b>View</b> the “ <a href="#">Geoffrey Canada: Our failing schools. Enough is enough!</a> ” video [17:07] from TED Talks.	



**Respond** to the following prompt in the Are Schools Failing discussion forum by Wednesday: Compare this video with what John Dewey proposed around the turn of the century from the “*Learning Matters: In Schools We Trust (1997)*” video from Week 1.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 3: Important People in the Fields of School Psychology & School Counseling](#)

### Learning Objectives

3.6 Compare various school and clinical psychologists and counselors throughout American history.	CLO1, CLO2
3.7 Analyze the approaches of psychologists and counselors in history and how they shaped the American education system.	CLO1, CLO2, CLO3

### Activities and Resources

<b>Readings</b>	3.1, 3.2
<b>Online Resources</b>	
<ul style="list-style-type: none"> <li>“<a href="#">Early Infantile Autism and the Refrigerator Mother Theory (1943-1970)</a>” from the Embryo Project at Arizona State University: Arizona Board of Regents.</li> <li>Yudell, M. (2012). “<a href="#">Why are the French still blaming mothers for autism?</a>” The Inquirer Daily News: Philly.com.</li> </ul>	
<b>You Tube Videos</b>	

<ul style="list-style-type: none"> <li>• <a href="#">“Blaming mothers for autism: REFRIGERATOR MOTHERS”</a> [1:15]</li> <li>• <a href="#">“Refrigerator Mothers”</a> [2:38]</li> <li>• <a href="#">“Heroism: REFRIGERATOR MOTHERS and Autism”</a> [4:01]</li> <li>• <a href="#">“Refrigerator Mothers”</a> [3:12]</li> <li>• <a href="#">“Bruno Bettelheim Attacks: REFRIGERATOR MOTHERS and AUTISM”</a> [3:43]</li> <li>• <a href="#">“Whites only: Racism and Autism. REFRIGERATOR MOTHERS”</a> [1:58]</li> <li>• <a href="#">“Fair Use &amp; Documentary   Examples of Fair Use - Refrigerator Mothers:The Dark Past Clips”</a> [1:06]</li> <li>• <a href="#">“Jake: Math prodigy proud of his autism”</a> [13:49]</li> </ul>
<p><b>Lecture</b></p> <p><b>View</b> the “Individuals Who Influenced the Fields of School Psychology and School Counseling” lecture [13:24].</p>

<b>Readings from Optional Texts</b>	3.1, 3.2
<p><b><i>School Psychology</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 8: Practica, Internships, and Job Considerations</li> <li>• Ch. 10: International School Psychology</li> </ul>	
<p><b><i>School Counseling Principles</i></b></p> <p>Ch. 4: The 1940s and 1950s: Expanding and Extending Guidance in the Schools</p>	

<b>Preparation: Research Paper</b>	N/A
<p><b>Select</b> an issue of education, school psychology, or school counseling to research. You may select an issue from the Examples of Issues document without instructor approval. If you select an issue not on this document, email your instructor for approval prior to beginning your research.</p> <p><b>Begin</b> working on your Research Paper due in Week 8.</p>	

## Assignments

<b>Discussion: Working with Parents</b>	3.1, 3.2
<p><b>Respond</b> to the following prompt in the Working with Parents discussion forum by Wednesday: How might you, as a school psychologist or school counselor candidate, approach working with a parent of a student with a difficult <i>learning challenge</i>?</p> <p><b>Utilize</b> the information provided by your textbook readings and video clips to support your response.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 4: Educational Philosophies

### Learning Objectives

4.7 Evaluate the efficacy of various educational and philosophical trends in American Education.	CLO2, CLO3
4.8 Determine the impact of those educational and philosophical trends on the field of school psychology and school counseling.	CLO1, CLO3, CLO4, CLO5

### Activities and Resources

<b>Readings</b>	4.1, 4.2
<i>History &amp; Social Foundations of American Education</i>	

**Review** Ch. 2: Shaping the Schools: Philosophical, Social, and Psychological Foundations

**Online Resource**

View the “[Idealism -Realism-Pragmatism](#)” Slide Share.

**Readings from Optional Texts**

4.1, 4.2

**School Psychology**

- Ch. 3: The Employment Context of School Psychologists
- Ch. 4: Roles and Functions of School Psychologists

**Assignments**

**Discussion: Role & Function**

4.2

**Respond** to the following prompt in the Role & Function discussion forum by Wednesday: How does the statement “There is no single way to educate students?” fit within the role of the school psychologist or a school counselor?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Educational Philosophy Paper**

4.1

**Consider** the following educational philosophies:

- Idealism
- Realism
- Pragmatism

**Write** a 250-to 300-word reflection paper on which philosophy is most compatible with your own beliefs.

**Explain** why you feel that philosophy fits the best.

**Format** your reflection consistent with APA guidelines.

**Submit** your reflection as a Word document by Sunday.

## **Week 5: High-Stakes Assessment & Accountability in Education**

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### Learning Objectives

5.6 Evaluate the efficacy of various methods of educational assessment practices in American Education.	CLO2, CLO3
5.7 Determine the impact of those assessment practices on current practices in the field of school psychology and school counseling.	CLO3, CLO4, CLO5

### Activities and Resources

<b>Readings</b>	5.1, 5.2
<b><i>Ethics and Law for School Psychologists</i></b>	
<ul style="list-style-type: none"><li>• Ch. 3: Privacy, Informed Consent, Confidentiality, and Record Keeping</li><li>• Ch. 6: Ethical and Legal Issues in Psychoeducational Assessment</li></ul>	
<b><i>Education Week</i></b>	

<p>View the "<a href="#">Learning Matters: Testing, Testing, Testing (1997)</a>" video [56:47].</p>
<p><b>YouTube</b></p> <p>View the "<a href="#">What is the standard deviation?</a>" video [3:15].</p>

<b>Readings from Optional Texts</b>	5.1, 5.2
<p><b><i>School Psychology</i></b></p> <ul style="list-style-type: none"><li>• Ch. 6: The Preparation of School Psychologists</li><li>• Ch. 7: The Regulation of School Psychology</li></ul>	
<p><b><i>School Counseling Principles</i></b></p> <p>Ch. 8: The Evolution of Accountability</p>	

### [Assignments](#)

<b>Discussion: Testing</b>	5.1, 5.2
<p><b>Respond</b> to the following prompts in the Testing discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What is the most significant think you learned from the Education Week and YouTube videos this week?</li><li>• How would you use this information as a school psychologist or school counselor?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Research Paper–Rough Draft</b>	CLO1, CLO2, CLO3
<p>At this point you should have completed all or most of your research for the Research Paper assignment due in Week 8.</p> <p><b>Begin</b> drafting a rough outline of your research paper that includes:</p> <ul style="list-style-type: none"> <li>• Introduction of your issue</li> <li>• Explanation of why the issue is important</li> <li>• Indication of how the paper will be organized</li> </ul> <p><b>Submit</b> a rough draft or outline of your Research Paper assignment as a Word document by Sunday.</p>	

## [Week 6: Records, Privacy Issues, & Legal and Ethical Considerations](#)

### Learning Objectives

6.6 Evaluate the various issues in confidentiality, legal matters and ethical considerations directly related public schools today.	CLO3, CLO4, CLO5
6.7 Determine the impact of legal and ethical considerations to the field of school psychology and school counseling.	CLO3, CLO4, CLO5

### Activities and Resources

<b>Readings</b>	6.1, 6.2
<p><b><i>Ethics and Law for School Psychologists</i></b></p> <p>Ch. 7: Ethical and Legal Issues in School-Based Interventions</p> <p><b>Review</b> Ch. 6: Ethical and Legal Issues in Psychoeducational Assessment.</p>	

**History & Social Foundations of American Education**

Ch. 9: Educational Reform After 1980: The Search for Excellence

**Online Resources**

- Both Candidates
  - View the “[FERPA](#)” SlideShare
  - Association of State and Territorial Health Officials, [Comparison of FERPA and HIPAA Privacy Rule for Accessing Student Health Data Fact Sheet](#)
  - Twin Rivers Unified School District Student Services Department, [The School Attendance Review Board \(SARB\)](#)
  - National Coalition for the Homeless, [McKinney-Vento Act](#)
- School Psychologist Candidates
  - California Association of School Psychologists, [Code of Ethics](#)
  - National Association of School Psychologists, [Principles for Professional Ethics](#)
- School Counseling Candidates
  - American School Counselor Association, [Ethical Standards for School Counselors](#)
  - American School Counselor Association, [The Role of the School Counselor](#)

<b>Readings from Optional Texts</b>	6.1, 6.2
<p><b>School Counseling Principles</b></p> <ul style="list-style-type: none"> <li>• Ch. 7: Comprehensive Guidance and Counseling Programs Continue to Evolve</li> <li>• Ch. 8: The Evolution of Accountability</li> </ul>	

**Assignments**

<b>Discussion: Scenarios</b>	6.1, 6.2
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**Consider** the following scenarios:

#1. *Skipping* school has become a problem in your school. Your principal and the local police have been looking for students who are not in school during the day. You receive a phone call from the local police department asking if a particular student was in attendance in your class yesterday. They tell you that they are investigating whether the students were involved in some vandalism and need to know their whereabouts.

#2. You and one of your friends are talking about how much you're both looking forward to graduating next Spring. Your friend confides: "I had no idea how I'd ever get the research report done that is due next week but luckily I had enough money to hire a consultant to design the report and develop all the resources. And I was so relieved to find a good professional author who could write it all up for me!"

**Respond** to the following prompts in the Scenarios discussion forum by Wednesday:

- For the first scenario, can you provide the police with the information? Why or why not?
- For the second scenario, how do you respond to your friend?

**Include** rationale for your responses using information from your text or the online resources provided this week.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

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## **Week 7: Current Trends & Challenges within the School Environment**

### **Learning Objectives**

7.5 Analyze past methods and educational practices in American Education.

CLO1, CLO2

7.6 Evaluate the impact of current methods and educational practices in American Education on school psychology, school counseling, and general education today.	CLO3, CLO4
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**Activities and Resources**

<b>Readings</b>	7.1, 7.2
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<p><b><i>Ethics and Law for School Psychologists</i></b></p> <p><b>Review</b> the following:</p> <ul style="list-style-type: none"> <li>• Ch. 1: Ethics in School Psychology: An Introduction</li> <li>• Ch. 2: Law and School Psychology: An Introduction</li> </ul>
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<p><b><i>History &amp; Social Foundations of American Education</i></b></p> <p><b>Review</b> Ch. 9: Educational Reform After 1980: The Search for Excellence</p>
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<p><b><i>Alliant Library</i></b></p> <p>Gruenert, S. (2008). <a href="#">School Culture, School Climate: They Are Not the Same Thing</a>. <i>Principal</i>, 87(4), 56-59.</p>
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<p><b><i>Online Resources</i></b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Your Rights Under Section 504 of The Rehabilitation Act”</a> Fact Sheet from the U.S. Department of Health and Human Services.</li> <li>• <a href="#">Section 504 Packet</a> from the LaSalle/Putnam County Educational Alliance for Special Education</li> </ul>
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<b>Readings from Optional Texts</b>	7.2
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<b><i>School Psychology</i></b>
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<ul style="list-style-type: none"><li>• Ch. 5: Evaluation and Accountability of School Psychologists</li><li>• Ch. 6: The Preparation of School Psychologists</li></ul>
<p><b><i>School Counseling Principles</i></b></p> <p>Ch. 6: Putting Comprehensive Guidance and Counseling Programs into Practice in the 1980s and 1990s</p> <p><b>Review</b> Ch. 7: Comprehensive Guidance and Counseling Programs Continue to Evolve</p>

[Assignments](#)

<b>Discussion: Education Reform</b>	7.1, 7.2
<p><b>View</b> <a href="#">"The Education of Michelle Rhee"</a> video [53:40] from PBS Frontline.</p> <p><b>Respond</b> to the following prompts in the Education Reform discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Do you think Michelle Rhee adequately answered the question or issue as to whether she thought cheating was being used in the district to raise test scores? Why or why not?</li><li>• How has her education reform efforts impacted educational practices today?</li></ul> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

<b>Discussion: Educational Practices</b>	7.1, 7.2
<p><b>Read</b> the following Issue Brief:</p>	

Rudd, T. (2014). [Racial disproportionality in school discipline: Implicit bias is heavily implicated](#). Kirwan Institute for the Study of Race and Ethnicity: Ohio State University.

**Consider** the following statement: “Zero Tolerance simply does not work for many students, especially students of color who seem to get suspended and/or expelled more often than their white counterparts.”

**Respond** to the following prompt in the Educational Practices discussion forum by Friday: Do you agree or disagree with the statement? Why or why not?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 8: Future Perspectives & Challenges](#)

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### [Learning Objectives](#)

8.5 Analyze current educational trends as they relate to school psychology and school counseling.	CLO5, CLO6
8.6 Evaluate your potential impact and contributions in the field of school counseling or school psychology.	CLO5, CLO6

### [Activities and Resources](#)

<b>Readings</b>	8.1, 8.2
<b><i>Ethics and Law for School Psychologists</i></b>	

**Review** Ch. 7: Ethical and Legal Issues in School-Based Interventions

Ch. 8: Indirect Services I: Ethical-Legal Issues in Working with Teachers and Parents

### ***History & Social Foundations of American Education***

Ch. 10: Issues in Modern American Education

### ***Online Resources***

[Addressing Current and Future Challenges in Education](#) from the 22<sup>nd</sup> Annual Model Schools Conference: International Center for Leadership in Education.

### ***Lecture***

**View** the “Ethical Standards & Concerns for School Counselors and School Psychologists” lecture [8:33].

## **Assignments**

<b>Discussion: Reflection</b>	8.2
<p><b>Respond</b> to the following prompt in the Reflection discussion forum by Wednesday: To what extent do you believe this course material has helped you define your future role as a school psychologist or school counselor and the impact you may have in a school district?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Research Paper</b>	8.1
<p><b>Write</b> an 8-to 10-page research paper on an issue of education, school psychology, or school counseling.</p> <p><b>Include</b> the following in your paper:</p> <ul style="list-style-type: none"> <li>• Historical development of the issue</li> <li>• Current status of the issue</li> <li>• Impact on the education system or field of school counseling or school psychology</li> </ul> <p><b>Provide</b> a minimum of six references that include at least one course text.</p> <p><b>Format</b> your paper consistent with APA 6th edition guidelines.</p>	

**Bibliography**

15. Arizona Board of Regents. (2014). *Early Infantile Autism and the Refrigerator Mother Theory (1943-1970)*. Embryo Project at Arizona State University: The Embryo Project Encyclopedia. Retrieved from <https://embryo.asu.edu/pages/early-infantile-autism-and-refrigerator-mother-theory-1943-1970>.
16. Gruenert, S. (2008). School Culture, School Climate: They Are Not the Same Thing. *Principal*, 87(4), 56-59. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=30752075&site=ehost-live&scope=site>.
17. Yudell, M. (2012). "Why are the French still blaming mothers for autism?" The Inquirer Daily News: Philly.com. Retrieved from [http://www.philly.com/philly/blogs/public\\_health/Why-are-the-French-still-blaming-mothers-for-autism-.html#k0zJ0zvMdX4tBOJA.99](http://www.philly.com/philly/blogs/public_health/Why-are-the-French-still-blaming-mothers-for-autism-.html#k0zJ0zvMdX4tBOJA.99).

**Rubrics**

**Discussion Rubric**

	<b>Exemplary 5 pts</b>	<b>Good 3-4 pts</b>	<b>Needs Improvement 1-2 pts</b>
<b>Initial Response to the Forum Topic</b> (5 pts)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.

<b>Feedback to Peer’s Response to the Forum Topic</b> (5 pts)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
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**Paper Rubric**

	<b>Above Standards 5 pts</b>	<b>Meets Standards 4 pts</b>	<b>Approaching Standards 3 pts</b>	<b>Below Standards 1-2 pts</b>
<b>Focus or Thesis Statement</b> (5 points)	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
<b>Selection of Considerations &amp; Evidence</b> (5 points)	The most important considerations for this issue are identified and discussed objectively. Many references and examples from current professional sources are cited.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports a position on the issue. Includes a few citations.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports a position on the issue. A significant consideration is missed or evidence is very weak.	Considerations are not relevant or not explained.
<b>Transitions</b> (5 points)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are unclear.	The transitions between ideas are unclear OR nonexistent.
<b>Grammar &amp; Spelling</b> (5 points)	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

**Research Paper Rubric**

	<b>Exemplary 10 pts</b>	<b>Good 7-9 pts</b>	<b>Needs Improvement 4-6 pts</b>	<b>Poor 1-3 pts</b>
<b>Elements</b> (10 pts)	Paper addresses the key elements required and goes beyond the parameters of the assignment.	Paper addresses the key elements required and meets the parameters of the assignment.	Paper attempts to address a few of the key elements required but is missing information.	Paper does <u>not</u> address the key elements required of the Paper.

<b>Analysis and Evidence</b> (10 pts)	Paper shows an in-depth analysis with a firm understanding of the concepts. Evidence is relevant with a strong connection to the main point.	Shows a level of analysis with a clear understanding of concepts. Evidence is used to support the Paper but some is unclear or irrelevant.	Paper provides some analysis, but connections made are unclear or inaccurate. Some evidence used but does not clearly support the analysis.	Lacks an in-depth analysis and fails to provide an understanding of the concepts. No evidence used or evidence does not support the analysis.
<b>Structure and adherence to APA format</b> (10 pts)	Paper is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points.	Organized logically and flows smoothly. Most content presented are coherent, transitions well, and clearly states points. Only a few areas seem disconnected and vague.	Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.	Flow of the Paper is difficult to follow. Overall, Paper lacks cohesion and clarity.
<b>Grammar and Spelling</b> (10 pts)	Paper follows proper structure, grammar and spelling. Little to no errors throughout the entire Paper.	Paper follows proper structure, grammar, and spelling. Few errors are shown.	Paper follows some proper structure, grammar, and spelling but contains enough errors to distract the viewer.	Paper contains many errors in grammar, and spelling.
<b>Citation</b> (10 pts)	Sources used follow guidelines required by the college. There are little, to no errors made.	Sources used follow guidelines required by the college; however, there are a few errors.	Minimal sources used and inconsistently follows guidelines required by the university.	No sources used or sources used do not follow proper guidelines required by the university.

## **PPS60020A: Practicum**

<b>California School of Education (CSOE)</b>		<b>California Commission on Teacher Credentialing Pupil Personnel Services Program Standards</b>			<b>Supporting Assessment</b>
<b>Course Learning Outcomes (CLO)</b>	<b>Conceptual Framework</b>	<b>Generic</b>	<b>School Counseling Credential Specialization (as applicable)</b>	<b>School Psychology Credential Specialization (as applicable)</b>	<b>Assessment Title</b>
<b>CLO1:</b> Integrate practicum in the school districts with didactic and interactive course experiences.	Application	Standard 2,11	Standard 21	Standard 17, 20	Logs
<b>CLO2:</b> Assess your own personal and professional growth.	Application	Standard 8,14	Standard 21	Standard 17	Logs
<b>CLO3:</b> Analyze the process of education from a systems perspective.	Engagement	Standard 3, 7, 13	Standard 28	Standard 18, 20	Logs



## Week 1: Practicum Goals

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### Learning Objectives

1.9 Analyze last semester's logs and documents to inform your goals for this semester's goals to ensure a well-rounded practicum experience.	CLO2
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### Activities and Resources

<b>Readings</b>	1.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
<i>Practicum Logs and Documents (Both Candidates)</i>	
Review your logs and documents from last semester.	

<b>Preparation</b>	N/A
Continue filling out your logs daily as you complete your practicum hours.	

### Assignments

<b>Assignment: Practicum Goals</b>	1.1
Create three goals you wish to achieve during this semester of on-site practicum.	
Submit your goals to the assignment submission forum by Sunday.	

## Week 2: Practicum Reflection

### Learning Objectives

2.7 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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### Activities and Resources

<b>Readings</b>	2.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
<i>School Counseling in the 21st Century (School Counseling Candidates)</i>	
Ch. 7: Prevention Programing in School Counseling Serving All Students Proactively	

<b>Preparation</b>	N/A
Continue filling out your logs daily as you complete your practicum hours.	

### Assignments

<b>Discussion: Week 2 Practicum Reflection</b>	2.1
<b>Respond</b> to the following prompts, in 3-sentences or less, in the Week 2 Practicum Reflection discussion forum by Wednesday:	
<ul style="list-style-type: none"><li>• Share an interesting practicum experience you have had.</li><li>• How is or is not this experience connected to this week's readings?</li></ul>	

**Support** your response utilizing APA citations from your readings.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 3: Practicum Reflection](#)

### [Learning Objectives](#)

3.8 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

### [Activities and Resources](#)

#### Readings

3.1

*Best Practices in School Psychology (School Psychology Candidates)*

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

*School Counseling in the 21st Century (School Counseling Candidates)*

Ch. 8: Prevention Programing in School Counseling Serving All Students Proactively

#### Preparation

N/A

**Continue** filling out your logs daily as you complete your practicum hours.

## Assignments

<b>Discussion: Week 3 Practicum Reflection</b>	3.1
<p><b>Respond</b> to the following prompts, in 3-sentences or less, in the Week 3 Practicum Reflection discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Share an interesting practicum experience you have had.</li><li>• How is or is not this experience connected to this week’s readings?</li></ul> <p><b>Support</b> your response utilizing APA citations from your readings.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 4: Practicum Reflection

### Learning Objectives

4.9 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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### Activities and Resources

<b>Readings</b>	4.1
<p><b>Best Practices in School Psychology</b> (<i>School Psychology Candidates</i>)</p> <p><b>Read</b> at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.</p>	

**School Counseling in the 21st Century** (*School Counseling Candidates*)

Ch. 9: Referral and Coordination in School Counseling

**Preparation**

N/A

**Continue** filling out your logs daily as you complete your practicum hours.

**Assignments**

**Discussion: Week 4 Practicum Reflection**

4.1

**Respond** to the following prompts, in 3-sentences or less, in the Week 4 Practicum Reflection discussion forum by Wednesday:

- Share an interesting practicum experience you have had.
- How is or is not this experience connected to this week's readings?

**Support** your response utilizing APA citations from your readings.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

**Week 5: Practicum Reflection**

**Learning Objectives**

**5.8** Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

## Activities and Resources

<b>Readings</b>	5.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
<i>School Counseling in the 21st Century (School Counseling Candidates)</i>	
Ch. 10: School Counselor Consultation: A Bride Between Prevention and Intervention	
<b>Preparation</b>	N/A
Continue filling out your logs daily as you complete your practicum hours.	

## Assignments

<b>Discussion: Week 5 Practicum Reflection</b>	5.1
<b>Respond</b> to the following prompts, in 3-sentences or less, in the Week 5 Practicum Reflection discussion forum by Wednesday:	
<ul style="list-style-type: none"><li>• Share an interesting practicum experience you have had.</li><li>• How is or is not this experience connected to this week's readings?</li></ul>	
<b>Support</b> your response utilizing APA citations from your readings.	
<b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I	

agree!

## Week 6: Practicum Reflection

### Learning Objectives

6.8 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

### Activities and Resources

#### Readings

6.1

*Best Practices in School Psychology (School Psychology Candidates)*

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

*School Counseling in the 21st Century (School Counseling Candidates)*

Ch. 11: Partners in Building a Postsecondary Education Going Culture

#### Preparation

N/A

**Continue** filling out your logs daily as you complete your practicum hours.

### Assignments

#### Discussion: Week 6 Practicum Reflection

6.1

**Respond** to the following prompts, in 3-sentences or less, in the Week 6 Practicum Reflection discussion forum by Wednesday:

- Share an interesting practicum experience you have had.

- How is or is not this experience connected to this week’s readings?

**Support** your response utilizing APA citations from your readings.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 7: Practicum Reflection](#)

### [Learning Objectives](#)

7.7 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

### [Activities and Resources](#)

#### **Readings**

7.1

*Best Practices in School Psychology (School Psychology Candidates)*

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

*School Counseling in the 21st Century (School Counseling Candidates)*

Ch. 12: Beyond the Training Program: A School Counseling Career

#### **Preparation**

N/A

**Continue** filling out your logs daily as you complete your practicum hours.



## Assignments

<b>Discussion: Week 7 Practicum Reflection</b>	7.1
<p><b>Respond</b> to the following prompts, in 3-sentences or less, in the Week 7 Practicum Reflection discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Share an interesting practicum experience you have had.</li><li>• How is or is not this experience connected to this week's readings?</li></ul> <p><b>Support</b> your response utilizing APA citations from your readings.</p> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

## Week 8: Evaluation Forms, Goal Progress & Logs

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### Learning Objectives

8.7 Analyze your progress on previously set goals.	CLO1
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### Activities and Resources

<b>Readings</b>	8.1
<p><i>Best Practices in School Psychology (School Psychology Candidates)</i></p> <p><b>Read</b> at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.</p>	

**Goals** (Both Candidates)

**Review** the goals you wrote in Week 1.

**Assignments**

**Assignment: Goal Progress**

8.1

**Examine** your completed logs and the experience obtained over the past 8 Weeks.

**Write** a one-sentence analysis of the progress you made in meeting each of the three goals you created in Week 1.

**Submit** your 3-sentence analysis as a Word document by Sunday.

**Assignment: Supervisor Evaluation**

8.1

**Complete** the evaluation or performance appraisal form completed by you and your supervisor, if you have completed at least 50% of your hours.

**Note.** For School Psychologists it would be 225 out of 450 hours and for School Counselors it would be 50 out of 100 hours.

**Submit** the form by Sunday. If you have not completed at least 50% of your hours, submit a statement stating as such.

**Assignment: Logs**

N/A

**Submit** your completed and signed year to date logs by Sunday.



## PPS60220: School Safety, Violence Prevention, Crisis Intervention

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Interpret the potential effects of trauma exposure and the necessity of intervention at multiple levels.	Engagement, Application	1, 2, 3 & 11	II-A-19 & III-32	I-17	In-Service on At-Risk-Youth
<b>CLO2:</b> Interpret various crisis prevention, intervention and recovery models.	Engagement, Application	1, 4, 9 & 13	II-C-25, 26, 27, 28 & 29	I-18, I-19 & III-27	Comprehensive School Site Review
<b>CLO3:</b> Analyze the critical skills necessary to meet the mental and behavioral health needs of students before, during and after a school associated crisis event.	Engagement, Application	10, 14 & 15	II-A-21 II-C-25, 26, 27, 28 & 29	II-21 & 21	In-Service on At-Risk-Youth
<b>CLO4:</b> Evaluate the effectiveness of various prevention and preparation models from a school based to community based intervention perspective.	Engagement, Application	3, 4, 5, 7, 9, 10 & 12	II-C-25, 26, 27, 28 & 29 III-32	I-18, II-23 & III-27	Comprehensive School Site Review

## Week 1: Introduction to School Safety, Violence Prevention, Crisis Intervention

### Learning Objectives

1.10	Explain the historical perspective of school violence from a social, cultural, and psychological viewpoint.	CLO1, CLO2
1.11	Determine the role of the school psychologist in meeting school mental and behavioral health needs.	CLO2, CLO3
1.12	Explain the impact of early childhood trauma.	CLO1

## Activities and Resources

<b>Readings</b>	1.1, 1.2, 1.3
<b><i>Nobody Left to Hate</i></b> <b>Read</b> the entire book.	
<b><i>School Crisis Prevention and Intervention</i></b> Ch. 1: Background Knowledge	
<b><i>You Tube</i></b> <b>View</b> <i>one</i> the following: <ul style="list-style-type: none"><li>• <a href="#">“Zero Hour The Massacre at Columbine High 2004 Full Documentary”</a> [46:52]</li><li>• <a href="#">“The Final Report - Columbine Massacre - 2007 - Full Documentary”</a> [45:53]</li></ul>	
<b>Activity: Course Review</b>	N/A
<b>Download</b> the course syllabus from the Syllabus page. <b>Read</b> the course syllabus. Carefully read the assignments due each week. <b>Consider</b> which at-risk population you would like to research. <b>Respond</b> to the following prompt in the Course Review discussion forum by Wednesday: What is your plan for successfully completing the course? <b>Note.</b> You do not have to respond to your classmate’s posts but feel free to comment to each other.	

<b>Preparation: School Psychologist or School Counselor Interview</b>	N/A
<p><b>Locate</b> a School Psychologist or School Counselor to interview for the School Interview assignment due in Week 2.</p> <p><b>Review</b> assignment details on the Week 2 assignment overview page.</p>	

<b>Course Projects</b>	N/A
<p><b>Comprehensive School Site Review</b></p> <p><b>Evaluate</b> a school site to ensure they are meeting components of the NASP PREPaRE model and the Multi-Tier System of Supports (MTSS) framework for school security and safety. You will complete various components throughout the course:</p> <ul style="list-style-type: none"><li>• Week 1: Part 1–Personal Statement</li><li>• Week 2: Part 2–School Psychologist Interview</li><li>• Week 4: Part 3–School Site Evaluation</li><li>• Week 6: Part 4–Comprehensive Personal Reflection</li><li>• Week 7: Part 5–Recommendations</li></ul> <p><b>Locate</b> a site for you to conduct your evaluation. Consider using the same site you are using for your practicum.</p> <p><b>In-Service on At-Risk-Youth</b></p> <p><b>Create</b> an in-service presentation on a group of at-risk youth based on information collected from the Research Article Review assignments. You will share your presentation during Week 8 with your classmates.</p> <p><b>Review</b> complete assignment directions in Week 8.</p> <p><b>Begin</b> working on your presentation by thinking about a group of at-risk youth of interest to you. These students could be any one of an unlimited number of students on campus who would be more susceptible to being at risk than their <i>typical</i> peers.</p>	

## Assignments

<b>Discussion: Childhood Trauma</b>	1.1, 1.2, 1.3
<p><b>Respond</b> to the following prompts about the book <i>Nobody Left to Hate</i> in the Childhood Trauma discussion forum by Friday:</p> <ul style="list-style-type: none"><li>• What resonated with you from the book?</li><li>• What are some of the key learnings and questions you took away from the reading?</li><li>• What are some initial steps you would take to evaluate a school in terms of the initiatives and systems they have in place to address the preventative measures for a positive school climate?</li><li>• In your opinion, do you feel schools are doing a better job proactively intervening with students to prevent another Columbine from happening?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Aronson Paper</b>	1.1, 1.2, 1.3
<p><b>Write</b> a reflective summary of the book <i>Nobody Left to Hate</i> that addresses the following questions:</p> <ul style="list-style-type: none"><li>• What are the two types of blaming?</li><li>• What are the two classes of interventions? What are key factors in addressing school violence?</li><li>• What resonated with you from the book?</li><li>• What are some of the key learnings and questions you took away from the reading?</li><li>• What are some initial steps you would take to evaluate a school in terms of the initiatives and systems they have in place to address the preventative measures for a positive school climate?</li></ul> <p><b>Format</b> your reflection consistent with APA guidelines.</p> <p><b>Submit</b> your reflection as a Word document by Sunday.</p>	

<b>Assignment: Comprehensive School Site Review–Part 1: Personal Statement</b>	1.2
<p><b>Write</b> a one-to two-page description of your current level of training and experience in the areas of crisis, prevention and intervention.</p> <p><b>Note.</b> This may be extensive resulting in more than a two-page response, or it may be nothing in which you would have a shorter response. Think outside of the box, it does not have to be formal training. Grading is based on the depth of your response and the information revealed, not purely on the length of your response.</p> <p><b>Consider</b> those experiences which may make you capable as a school psychologist directly involved with the preparation and response to traumatic events.</p> <p><b>Format</b> your paper consistent with APA guidelines.</p> <p><b>Submit</b> your description as a Word document by Sunday.</p>	

## [Week 2: The PREPaRE Model](#)

### Learning Objectives

2.8 Explain the importance of physical and psychological safety within schools.	CLO1
2.9 Determine the components of a comprehensive safety team.	CLO2, CLO4

### Activities and Resources

<b>Readings</b>	2.1, 2.2
<p><b><i>School Crisis Prevention and Intervention</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 2: School Crisis Prevention and Preparedness Models</li> <li>• Ch. 3: School Crisis Prevention: Ensuring Physical Safety</li> <li>• Ch. 4: School Crisis Prevention: Ensuring Psychological Safety</li> </ul>	



- Ch. 5: School Safety Teams

### Assignments

#### **Discussion: Physical & Psychological Safety**

2.1

**Respond** to the following prompts about the PREPaRE model in the Physical & Psychological Safety discussion forum by Wednesday:

- What obstacles have schools experienced in terms of crisis preparedness? How does the PREPaRE model address those obstacles?
- Compare the physical safety responses after a traumatic event presented in *Nobody Left to Hate* to the guidelines presented in Ch. 3 of *School Crisis Prevention and Intervention*.
- How do you view the risk assessment intervention or action presented in Ch. 4 of *School Crisis Prevention and Intervention* within the intervention process?
- How do you see your role as a school psychologist within the world of public education?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

#### **Assignment: Comprehensive School Site Review—Part 2: School Psychologist Interview**

2.2

**Interview** a School Psychologist or School Counselor to learn of their training and experience.

**Identify** the following during your interview:

- Role with crisis response and management
- Supports and services provided to prevent and intervene in crisis management
- Postvention efforts in crisis management

**Note.** If the individual has little to no training in crisis response and management, speak about that. Inquire about their lack of preparedness training, how they have tried to overcome obstacles to training, and if they have recommendations if you experience a similar situation.

**Write** a two-to four-page summary of what you learned from the interview. Grading is based on the depth of your response and the information revealed, not purely on the length of your response.

**Format** your summary consistent with APA guidelines.

**Submit** your summary as a Word document by Sunday.

### Assignment: Research Article Review #1

CLO3

**Conduct** research to locate a journal article or online resource on your chosen group of at-risk youth.

**Note.** You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.

**Utilize** the [Alliant Library](#) or other scholarly source to conduct your research for the peer reviewed journals.

**Write** a one page summary of the article. Consider the following as you write your summary:

- What is the purpose or scope of the article?
- What new ideas or information were communicated in the article?
- What are your impressions?

**Format** your summary consistent with APA guidelines with a citation of your source.

**Submit** your summary as a Word document by Sunday.

## [Week 3: School Safety Planning & Training](#)

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### [Learning Objectives](#)

<b>3.9</b> Identify the characteristics of a comprehensive safety team.	CLO1, CLO4
<b>3.10</b> Determine the components of a school crisis response team.	CLO1, CLO4
<b>3.11</b> Evaluate school crisis response preparedness of different student populations through the PREPaRE model.	CLO2, CLO3
<b>3.12</b> Explain the focus of functional annexes in a crisis response team.	CLO2, CLO3

**Activities and Resources**

<b>Readings</b>	3.1, 3.2, 3.3, 3.4
<b><i>School Crisis Prevention and Intervention</i></b>	
<ul style="list-style-type: none"> <li>• Ch. 6: School Safety Planning and Training</li> <li>• Ch. 7: School Crisis Response Teams</li> <li>• Ch. 8: School Crisis Response Preparedness: The Basic Emergency Operations Plan</li> <li>• Ch. 9: School Crisis Response Preparedness: Functional and Threat- and Hazard-Specific Annexes</li> </ul>	

<b>Preparation: In-Service on At-Risk-Youth</b>	CLO1, CLO3
<p><b>Continue</b> working on your presentation by researching the group of at-risk youth you identified in Week 1.</p> <p><b>Review</b> complete assignment directions in Week 8.</p>	

**Assignments**

<b>Discussion: Planning &amp; Training</b>	3.1, 3.2, 3.3, 3.4
<p>This week, we will wrap-up the discussion on Prevention and Preparation under the PREPaRE Model.</p>	

**Respond** to the following prompts in the Planning & Training discussion forum by Wednesday:

- What are some of the key learnings and questions you took away from the reading?
- What steps have you observed schools taking to prevent and prepare?
- What do you understand as the ultimate goal of the PREPaRE Model?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## Assignment: Research Article Review #2

CLO3

**Conduct** research to locate a journal article or online resource on your chosen group of at-risk youth.

**Note.** You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.

**Utilize** the [Alliant Library](#) or other scholarly source to conduct your research for the peer reviewed journals.

**Write** a one page summary of the article. Consider the following as you write your summary:

- What is the purpose or scope of the article?
- What new ideas or information were communicated in the article?
- What are your impressions?

**Format** your summary consistent with APA guidelines with a citation of your source.

**Submit** your summary as a Word document by Sunday.

## Week 4: Prevent & Reaffirm

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### Learning Objectives

4.10 Summarize preventative school interventions.	CLO4
4.11 Determine appropriate developmental responses and interventions.	CLO1, CLO2

### Activities and Resources

<b>Readings</b>	4.1, 4.2
<b><i>School Crisis Prevention and Intervention</i></b> <ul style="list-style-type: none"><li>• Ch. 10: School Safety Planning and Training</li><li>• Ch. 11: School Crisis Response Teams</li><li>• Ch. 12: School Crisis Response Preparedness: The Basic Emergency Operations Plan</li></ul>	

### Assignments

<b>Discussion: Resiliency</b>	4.1, 4.2
<b>Consider</b> your readings this week about the necessity of the reaffirmation process only to the extent that psychological trauma is not prevented.	
<b>Respond</b> to the following prompts in the Resiliency discussion forum by Wednesday: <ul style="list-style-type: none"><li>• What are some preventative factors in the lives of students that can limit or decrease the likelihood of a student becoming psychologically victimized?</li><li>• What role does resiliency play? Relate your response to your own resiliency, or limit of.</li><li>• Compare the resilient group to the vulnerable group. What adaptive coping strategy would you utilize for that at-risk group?</li></ul>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### **Assignment: Research Article Review #3**

CLO3

**Conduct** research to locate a journal article or online resource on your chosen group of at-risk youth.

**Note.** You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.

**Utilize** the [Alliant Library](#) or other scholarly source to conduct your research for the peer reviewed journals.

**Write** a one page summary of the article. Consider the following as you write your summary:

- What is the purpose or scope of the article?
- What new ideas or information were communicated in the article?
- What are your impressions?

**Format** your summary consistent with APA guidelines with a citation of your source.

**Submit** your summary as a Word document by Sunday.

### **Assignment: Comprehensive School Site Review–Part 3: School Site Evaluation**

CLO2, CLO4

**Write** an 8-to 10-page evaluation of the continuum of prevention and intervention services provided by a specific school site and LCAP requirements.

**Utilize** information available online as well as professionals at the district site appropriately.

**Include** an in-depth review of the following in your evaluation:

- The school site demographics such as ethnicity and socioeconomic status (SES)
- Programs and special populations
- LCAP areas of focus
- Data and progress monitoring systems
- Crisis readiness and preparedness
- Prevention efforts
- Crisis response plans

**Format** your summary consistent with APA guidelines.

**Submit** your evaluation as a Word document by Sunday.

## **Week 5: Evaluate**

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### **Learning Objectives**

<b>5.9</b> Explain the variables defined through the PREPaRE model.	CLO2, CLO4
<b>5.10</b> Apply evaluative procedures to identify students most significantly impacted in a traumatic event.	CLO3
<b>5.11</b> Identify necessary and unnecessary interventions for students exposed to trauma.	CLO3
<b>5.12</b> Analyze tools presented through the PREPaRE model.	CLO2, CLO4

### **Activities and Resources**

<b>Readings</b>	5.1, 5.2, 5.3, 5.4
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### ***School Crisis Prevention and Intervention***

- Ch. 13: Assessing Psychological Trauma
- Ch. 14: Conducting Psychological Triage

#### **Preparation: In-Service on At-Risk-Youth**

CLO1, CLO3

**Continue** working on your presentation by compiling your research on the group of at-risk youth you identified in Week 1.

**Review** complete assignment directions in Week 8.

#### **Activity: PREPaRE Knowledge Check**

CLO1, CLO3

**Complete** the PREPaRE Knowledge Check.

**Note.** Use this knowledge check to verify your understanding of responding to student psychological needs.

Consider providing extra credit points to students who complete this activity. Add extra points to any of the assignments due this week.

### **Assignments**

#### **Discussion: Triage Services**

5.1, 5.2, 5.3, 5.4

**Consider** your readings this week about the need for evaluating traumatized students, and providing necessary triage.

**Respond** to the following prompts in the Triage Services discussion forum by Wednesday:

- Why are not all individuals equally affected by crisis exposure? How does this relate to your need for effective evaluation before administering triage services? Refer to p. 195 of *School Crisis Prevention and Intervention*.
- What are some of the key elements in conducting psychological triage?



**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

#### **Assignment: Research Article Review #4**

CLO3

**Conduct** research to locate a journal article or online resource on your chosen group of at-risk youth.

**Note.** You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.

**Utilize** the [Alliant Library](#) or other scholarly source to conduct your research for the peer reviewed journals.

**Write** a one page summary of the article. Consider the following as you write your summary:

- What is the purpose or scope of the article?
- What new ideas or information were communicated in the article?
- What are your impressions?

**Format** your summary consistent with APA guidelines with a citation of your source.

**Submit** your summary as a Word document by Sunday.

## **Week 6: Providing Interventions**

### **Learning Objectives**

**6.9** Analyze interventions to students exposed to trauma.

CLO1, CLO3

6.10 Determine counseling skills necessary to conduct interventions.	CLO3
6.11 Explain the forms and procedures of the PREPaRE model.	CLO2, CLO4

**Activities and Resources**

<b>Readings</b>	6.1, 6.2, 6.3
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***School Crisis Prevention and Intervention***

- Ch. 15: Reestablishing Social Support Systems
- Ch. 16: Psychological Education
- Ch. 17: Group Crisis Intervention
- Ch. 18: Individual Crisis Intervention
- Ch. 19: Psychotherapeutic Interventions

***Online Resources***

**View** the following videos:

- [“Chowchilla school bus kidnapping: A look back 40 years later”](#) [2:22] by Rory Appleton from The Fresno Bee.
- [“Chowchilla kidnapping: Parole hearing could re-open scars for victims buried alive in 1976”](#) [4:09] from YouTube.
- [“40 Years Later: Victims Recall Being Buried Alive, Kidnapper Gets Parole”](#) [3:13] from YouTube.

<b>Preparation: In-Service on At-Risk-Youth</b>	CLO1, CLO3
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**Continue** working on your presentation of the group of at-risk youth you identified in Week 1.

**Review** complete assignment directions in Week 8.

<b>Activity: Psychological Triage Knowledge Check</b>	CLO1, CLO3
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**Complete** the Psychological Triage Knowledge Check.

**Note.** Use this knowledge check to verify your understanding of conducting psychological triage after a traumatic event.

Consider providing extra credit points to students who complete this activity. Add extra points to any of the assignments due this week.

### [Assignments](#)

#### **Discussion: Interventions**

6.1, 6.2, 6.3

**Consider** the events of the Chowchilla kidnapping and what those children went through.

**Respond** to the following prompts in the Interventions discussion forum by Wednesday:

- How would you have handled such an event?
- Reference your readings this week to support your approach.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

#### **Assignment: Comprehensive School Site Review–Part 4: Comprehensive Personal Reflection**

CLO2, CLO4

**Write** a comprehensive personal reflection on what you feel will be the most rewarding and challenging aspects of the school psychologist or school counselor role as it relates to crisis management.

**Include** the following in your reflection:

- Questions you continue to have regarding what you have observed and learned
- What you look forward to in this role

- Implications for practice for all school psychologists and school counselors

**Format** your reflection consistent with APA guidelines.

**Submit** your personal reflection as a Word document by Sunday.

## [Week 7: Examine](#)

### Learning Objectives

7.8 Evaluate the effectiveness of preventative measures and procedures laid out in the PREPaRE model.	CLO2, CLO4
7.9 Evaluate the effectiveness of interventions and procedures laid out in the PREPaRE model.	CLO2, CLO4
7.10 Explain the information required by trauma relief staff to be effective.	CLO3

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3
<b><i>School Crisis Prevention and Intervention</i></b>	
<ul style="list-style-type: none"> <li>• Ch. 20: Examining the Effectiveness of School Safety, Crisis Prevention, and Crisis Preparedness Efforts</li> <li>• Ch. 21: Examining the Effectiveness of School Crisis Response and Recovery Efforts</li> </ul>	
<b>Preparation: In-Service on At-Risk-Youth</b>	CLO1, CLO3
<p><b>Continue</b> working on your presentation of the group of at-risk youth you identified in Week 1.</p> <p><b>Review</b> complete assignment directions in Week 8.</p>	

## Assignments

<b>Discussion: Preparedness Level</b>	7.1, 7.2, 7.3
<p><b>Respond</b> to the following prompts in the Preparedness Level discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• In conjunction with this week’s assignment, reflect on your level of preparedness as a future school psychologist. Share your thoughts.</li><li>• What are your strengths and weaknesses? Question your level of training.</li><li>• Based on your exposure, how prepared is your school site or district?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Comprehensive School Site Review–Part 5: Recommendations</b>	CLO2, CLO4
<p><b>Review</b> the instructor feedback you have received for the following components of the Comprehensive School Site Review:</p> <ul style="list-style-type: none"><li>• Week 1: Personal Statement</li><li>• Week 2: School Site Interview</li><li>• Week 4: School Site Evaluation</li><li>• Week 6: Comprehensive Personal Reflection</li></ul> <p><b>Compile</b> the components into one document making edits as needed. If you have no corrections, or you are content with your grades along the way the final submission is just a compilation of all 4 assignments.</p> <p><b>Include</b> a section where you make specific recommendations for improvement to the school site to consider that will ensure their schools are safe and successful.</p> <p><b>Submit</b> the compiled components with your brief recommendations as <i>one</i> Word document by Sunday.</p>	

## **Week 8: Supporting the Mental Health Provider**

### Learning Objectives

8.8 Explain common coping reactions in the crisis responder and self-care plans.	CLO1, CLO3
8.9 Identify groups within the school system vulnerable to trauma and possible preventative interventions.	CLO1, CLO3
8.10 Analyze strengths and weaknesses of the PREPaRE model and the public-school system.	CLO2, CLO4

### Activities and Resources

<b>Readings</b>	8.1, 8.2, 8.3
<p><b><i>School Crisis Prevention and Intervention</i></b></p> <ul style="list-style-type: none"> <li>Ch. 22: Caring for the Caregiver</li> <li>Ch. 23: PREPaRE Research and Applications</li> <li>Ch. 24: Concluding Comments</li> </ul>	

### Assignments

<b>Assignment: In-Service on At-Risk-Youth</b>	CLO1, CLO3
<p><b>Create</b> an eight-to 10-minute in-service presentation on a group of at-risk youth.</p> <p><b>Utilize</b> PowerPoint or on online tool such as <a href="#">Prezi</a> or <a href="#">Haiku Deck</a> to <i>animate</i> and <i>narrate</i> your presentation. There are numerous tutorials available on YouTube for how to animate, narrate, and record presentations on any of these tools.</p>	

**Include** the following in your presentation:

- The reason the group is at risk, what makes the individuals in this group vulnerable?
- Internal and external behavioral characteristics of the group.
- Factors involved at school, at home, and in the community with statistics to justify your claim of vulnerability.
- What, if any, supports and services are available to them
- An intervention for your group that you develop or something you have discovered through your research.

**Post** your presentation in the following forums by Wednesday:

- In-Service on At-Risk-Youth discussion forum to share with your classmates
- In-Service on At-Risk-Youth assignment submission forum for your instructor to grade

**Note.** If you used PowerPoint, upload your video to a shared drive such as Google Drive or Alliant’s OneDrive and submit a shared link to the presentation. If you used an online tool submit a viewable link to your presentation.

**View** and provide feedback to two classmate’s presentations, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Rubrics**

**Aronson Paper**

	<b>Meets Expectations 100%</b>	<b>Somewhat Meets Expectations 70%</b>	<b>Does Not Meet Expectations 30%</b>
<b>Thoroughness of Responses</b> (4 points)	Provided a thorough response to all the required prompts.	Provided an adequate response to the question prompts. May not have addressed all the required prompts.	Response to prompts were not thorough. Did not respond to all the required prompts.
<b>Clarity of Statements</b> (3 points)	Statements are clear and well developed.	Statements are vague, needed further development.	Statements are unclear.
<b>Use of Resources</b> (2 points)	Aronson book was used well to support ideas and opinions.	Aronson book was used adequately to support ideas and opinions.	Aronson book was inadequately used or not used to support ideas and opinions.

<b>Writing Structure</b> (1 point)	One or no errors in spelling or grammar.	Two to four errors in spelling and grammar.	More than four errors in spelling and grammar.
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## ***PPS60250: Methodology of Educational Research***

<b>California School of Education (CSOE)</b>		<b>California Commission on Teacher Credentialing Pupil Personnel Services Program Standards</b>			<b>Supporting Assessment</b>
<b>Course Learning Outcomes (CLO)</b>	<b>Conceptual Framework</b>	<b>Generic</b>	<b>School Counseling Credential Specialization (as applicable)</b>	<b>School Psychology Credential Specialization (as applicable)</b>	<b>Assessment Title</b>
<b>CLO1:</b> Analyze a wide variety of research methods in education: quantitative, qualitative and mixed methods.	Application	Standard 11	Standard 30	Standard 24	Smart Consumer of Educational Research Paper
<b>CLO2:</b> Critique key components of published research from literature review to conclusion.	Engagement	Standard 14	Standard 30	Standard 24	Smart Consumer of Educational Research Paper
<b>CLO3:</b> Apply statistical normative data to assessment interpretation and data analysis.	Application	Standard 4	Standard 30	Standard 24	Standardized Test Manual Review
<b>CLO4:</b> Integrate research for data-driven decision-making.	Leadership	Standard 1, Standard 12	Standard 30	Standard 24	Smart Consumer of Educational Research Paper
<b>CLO5:</b> Compare non-experimental and experimental design.	Engagement	Standard 14	Standard 30	Standard 24	Mixed-Method Research Discussion
<b>CLO6:</b> Evaluate research outcomes to be a wise consumer as an educational professional.	Application	Standard 11	Standard 30	Standard 24	Smart Consumer of Educational Research Paper

## ***Week 1: Scientific Inquiry & Educational Research***

### **Learning Objectives**



1.13	Identify various sources of knowledge that lead to greater understanding.	CLO1, CLO2
1.14	Identify the assumptions made in quantitative and qualitative studies.	CLO1, CLO2
1.15	Explain practical applications of the principles of scientific inquiry to education.	CLO1

### Activities and Resources

<b>Readings</b>	1.1, 1.2, 1.3
<b><i>Educational Research</i></b>	
<ul style="list-style-type: none"> <li>Ch. 1: Introduction to Research in Education</li> <li>Ch. 2: Ethical Issues, Principles, and Practices</li> <li>Ch. 3: Research Problems and Questions</li> </ul>	
<b><i>Presentations</i></b>	
<b>Review</b> the Foundations of Research presentation.	

### Assignments

<b>Discussion: Educational Research</b>	1.1, 1.3
<p><b>Respond</b> to the following prompts in the Educational Research discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>What sources of knowledge can you identify with in your understanding of educational research?</li> <li>Why is scientific inquiry important to educational research? How does a researcher come up with scientific questions and hypothesis?</li> </ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

**Discussion: Assumptions**

1.2

**Respond** to the following prompts in the Assumptions discussion forum by Wednesday:

- What assumptions do you identify with the most?
- How would your assumptions lead you to a certain type of study?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

**Week 2: Literature Review & Data Collection**

**Learning Objectives**

**2.10** Explain the importance of literature reviews for good research.

CLO1, CLO2

**2.11** Explain criteria for evaluating the review of literature section of a report or article.

CLO2

**2.12** Analyze different sampling techniques as a data collection measure.

CLO2

**Activities and Resources**

**Readings**

2.1, 2.2, 2.3

### ***Educational Research***

- Ch. 4: Locating and Reviewing Related Literature
- Ch. 5: Participants and Sampling

### ***YouTube***

**View** "[Standard Deviation - Explained and Visualized](#)" [3:42].

### **Preparation: Test Manual Review**

3.1, 3.2

**Locate** a test manual for standardization and interpretation for the Assessment Manuals discussion and Test Manual Review assignment due in Week 3.

**Review** directions for the discussion and assignment on the Week 3 assignments overview page.

**Note.** There are limited copies available from the Alliant library. You may also borrow manuals from a school psychologist, your supervisor in practicum, a special education teacher, or a speech therapist for any of the standardizes tests they use.

### **Assignments**

### **Discussion: Literature Review**

2.1, 2.2

**Respond** to the following prompts in the Literature Review discussion forum by Wednesday:

- What are some of the challenges with reviewing research and making sense of the findings?
- How would the topic you select to search for in this class help in your profession?
- Did your literature review give you a better understanding of the research questions or hypothesis?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Discussion: Sampling

2.3

**Respond** to the following prompts in the Sampling discussion forum by Wednesday: What are the strengths and weaknesses of various types of sampling? Give two examples.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Literature Review Critique

2.1, 2.2

**Evaluate** a literature review section of a research article. You may select a topic of your choice.

**Refer** to Ch. 3 of *Educational Research* for how to conduct the evaluation.

**Note.** This is not a summary of the research article.

**Include** an APA citation of the article used.

**Submit** your evaluation by Sunday as a Word document.

<b>Assignment: Quiz 1</b>	N/A
<p><b>Complete</b> Quiz 1 by Sunday.</p> <p><b>Identify</b> the statement as true or false.</p>	

### **Week 3: Foundation & Types of Educational Measurement**

#### Learning Objectives

3.13 Explain descriptive statistics such as the mean median and standard deviation, normal distribution.	CLO3
3.14 Determine how the validity and reliability of scores affect the quality of research.	CLO3, CLO4
3.15 Identify different kinds of educational tests used in research.	CLO3, CLO4
3.16 Determine appropriate uses of observations and interviews for data collection.	CLO3

#### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3, 3.4
<p><b><i>Educational Research</i></b></p> <ul style="list-style-type: none"> <li>Ch. 6: Foundations of Educational Measurement</li> <li>Ch. 7: Data Collection Techniques</li> </ul>	
<p><b><i>Presentations</i></b></p> <p><b>Review</b> the Foundation for Educational Measurement presentation.</p>	

## ***YouTube***

**View** "[Normal Distribution & Z-scores](#)" [10:19].

## Assignments

### **Discussion: Assessment Manuals**

3.1, 3.2

**Respond** to the following prompts in the Assessment Manuals discussion forum by Wednesday:

- Review an assessment manual.
- What normative information are given?
- What types of scores are used to interpret assessment data?

**Note.** You may find assessment manuals in the Alliant library, but there are limited copies available. You may also borrow manuals from school psychologists, supervisor in practicum, special education teachers, or speech therapists for any of the standardized tests they use.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### **Discussion: Educational Measurement**

3.3, 3.4

**Respond** to the following prompts in the Educational Measurement discussion forum by Wednesday:

- Select two types of educational assessment, how can they be used in research?
- In what situation(s) would observations and interviews be used to collect data in educational settings?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Assignment: Test Manual Review

3.1, 3.2

**Critique** a test manual for standardization and interpretation. Include the following in your critique:

- What is the test measuring?
- How is it standardized? What population was part of the standardization?
- What is the mean, standard deviation, and average band?
- What is the average percentile rank?
- What information do you need to interpret the scores? How would you interpret a low or high standard score?

**Note.** There are limited copies available from the Alliant library. You may also borrow manuals from a school psychologist, your supervisor in practicum, a special education teacher, or a speech therapist for any of the standardizes tests they use.

If your students are having difficulty accessing a manual for this assignment you may copy one you have and share it with the class or you may provide them with the Woodcock Johnson Sample and SB-5 Interpretive Manual Sample available in Canvas.

## [Week 4: Non-Experimental & Experimental Design](#)

### Learning Objectives

4.12 Identify different types of non-experimental quantitative designs.

CLO4, CLO5

4.13 Explain how relationships are examined by comparative and correlational studies.

CLO5

4.14 Determine threats to internal and external validity.

CLO3

### Activities and Resources

<b>Readings</b>	
<b><i>Educational Research</i></b>	
Ch. 8: Non-experimental Quantitative Research Designs	
<b><i>Presentations</i></b>	
Review the Educational Measurement and Quantitative Designs presentation.	
<b><i>YouTube</i></b>	
View " <a href="#">Experimental and Non-experimental Methods</a> " [2:27].	

### Assignments

<b>Discussion: Non-experimental Designs</b>	4.1
<b>Respond</b> to the following prompts in the Non-experimental Designs discussion forum by Wednesday:	
<ul style="list-style-type: none"><li>• Select any one of the non-experimental designs.</li><li>• What type of questions you would ask for your selected non-experimental design?</li></ul>	
<b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	
<b>Discussion: Correlational Studies</b>	4.2



**Respond** to the following prompts in the Correlational Studies discussion forum by Wednesday: How would surveys be used in comparative studies versus correlational studies?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Discussion: Threats to Validity

4.3

**Respond** to the following prompts in the Threats to Validity discussion forum by Wednesday:

- Explain two threats to internal and external validity in experimental design from Ch. 8 of Educational Research.
- Give an example of your selections.

**Note.** There is no requirement to respond to a classmate’s posts.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Non-Experimental Design Research Article Critique

4.1, 4.2

**Evaluate** a non-experimental design research article. The article must be peer reviewed and the topic must be in the field of education.

**Refer** to Ch. 8 of *Educational Research* for how to conduct the evaluation.

**Note.** The words you chose in your search such as comparison, correlation, description will help you find non-experimental design research.

**Include** an APA citation of the article used.

**Submit** your evaluation by Sunday as a Word document.

**Assignment: Quiz 2**

N/A

**Complete** Quiz 2 by Sunday.

**Identify** the statement as true or false.

## **Week 5: Statistical Inferences & Degree of Certainty**

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### Learning Objectives

**5.13** Interpret the results of specific statistical tests.

CLO3

**5.14** Compare parametric and nonparametric statistical procedures.

CLO3

**5.15** Analyze the utility of inferential statistics as reported on specific studies.

CLO4

### Activities and Resources

#### **Readings**

5.1, 5.2, 5.3

#### ***Educational Research***

- Ch. 9: Experimental Research Designs
- Ch. 10: Understanding Statistical Inferences

#### ***Presentations***

**Review** the Experimental Research Designs presentation.

### Assignments

#### **Discussion: Experimental Design**

5.2

**Respond** to the following prompts in the Experimental Design discussion forum by Wednesday:

- How would inferential statistics be used in experimental design?
- Give examples of when parametric statistics are used versus nonparametric statistics in educational research.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

#### **Discussion: Interpreting Statistical Data**

5.1

When interpreting statistical data, we are looking for a significant variance.

**Respond** to the following prompts in the Interpreting Statistical Data discussion forum by Wednesday: Use an example of statistical data you are interpreting to indicate probability, correlation coefficient, and the type of analysis used.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Assignment: Experimental Research Design Article Analysis</b>	5.3
<p><b>Analyze</b> an experimental design research article. The article must be peer reviewed and the topic must be in the field of education.</p> <p><b>Refer</b> to Ch. 9 of <i>Educational Research</i> for how to conduct the evaluation. Include information on:</p> <ul style="list-style-type: none"><li>• Identification of analysis of variance</li><li>• Significance</li><li>• External validity</li><li>• Predictability</li></ul> <p><b>Note.</b> The focus of this critique is on the statistical analysis.</p> <p><b>Include</b> an APA citation of the article used.</p> <p><b>Submit</b> your analysis by Sunday as a Word document.</p>	

<b>Assignment: Quiz 3</b>	N/A
<p><b>Complete</b> Quiz 3 by Sunday.</p> <p><b>Identify</b> the statement as true or false.</p>	

## [Week 6: Qualitative Research Design](#)

### [Learning Objectives](#)

<b>6.12</b> Identify key characteristics of qualitative studies.	CLO1, CLO2, CLO6
<b>6.13</b> Identify various types of qualitative studies.	CLO1

**6.14** Determine the role of triangulation, reliability, and trustworthiness in judging the quality of qualitative studies.

CLO3

### Activities and Resources

#### Readings

6.1, 6.2, 6.3

#### ***Educational Research***

- Ch. 11: Qualitative Research Designs
- Ch. 12: Data Collection and Analysis

#### ***Presentations***

**Review** the Qualitative Methods and Characteristics presentation.

### Assignments

#### Discussion: Benefits & Purpose

6.1, 6.2

**Respond** to the following prompts in the Benefits & Purpose discussion forum by Wednesday:

- What are the benefits and purpose of qualitative studies?
- What types of data collection are used in qualitative studies?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

<b>Discussion: Qualitative Study</b>	6.3
<p><b>Respond</b> to the following prompts in the Qualitative Study discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Select one of the methods of qualitative study.</li><li>• How would you improve the strength of that study?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
<b>Assignment: Qualitative Design Research Article Critique</b>	6.1, 6.3
<p><b>Evaluate</b> a qualitative design research article. You may select a topic of your choice.</p> <p><b>Refer</b> to Ch. 10 of <i>Educational Research</i> for how to conduct the evaluation.</p> <p><b>Note.</b> This is not a summary of the research article.</p> <p><b>Include</b> an APA citation of the article used.</p> <p><b>Submit</b> your evaluation by Sunday as a Word document.</p>	
<b>Assignment: Quiz 4</b>	N/A
<p><b>Complete</b> Quiz 4 by Sunday.</p> <p><b>Identify</b> the statement as true or false.</p>	

## **Week 7: Mixed Methods & Action Research**

### Learning Objectives

7.11	Identify key characteristics of mixed-method research design.	CLO1
7.12	Describe advantages and disadvantages in mixed-methods.	CLO1, CLO4, CLO6
7.13	Identify the principles and components of action research.	CLO1, CLO4

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3
<b><i>Educational Research</i></b>	
<ul style="list-style-type: none"> <li>Ch. 13: Mixed-Method Designs</li> <li>Ch. 14: Action Research</li> </ul>	
<b><i>Presentations</i></b>	
<b>Review</b> the Mixed-Method and Action Research presentation.	

### Assignments

<b>Discussion: Mixed-Method Research</b>	7.1, 7.2
<b>Respond</b> to the following prompts in the Mixed-Method Research discussion forum by Wednesday:	
<ul style="list-style-type: none"> <li>Why would you choose to do mixed-method research?</li> </ul>	

- What are the benefits? Explain why the mixed method was used in the article you chose. What was the priority in data collection?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Discussion: Action Research

7.3

**Respond** to the following prompts in the Action Research discussion forum by Wednesday:

- What questions does action research answer?
- How is it used in educational settings?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Mixed-Method Design Research Article Critique

7.1, 7.2

**Evaluate** a mixed-method design research article. You may select a topic of your choice.

**Refer** to Ch. 11 of *Educational Research* for how to conduct the evaluation.

**Note.** This is not a summary of the research article.

**Include** an APA citation of the article used.



**Submit** your evaluation by Sunday as a Word document.

**Assignment: Quiz 5**

N/A

**Complete** Quiz 5 by Sunday.

**Identify** the statement as true or false.

**Week 8: Discussion & Conclusion**

**Learning Objectives**

**8.11** Analyze researcher interpretations based on the research problem, methodology, statistical procedures, and effect size.

CLO2, CLO4, CLO6

**8.12** Distinguish among different aspects of the methodology that may limit external validity.

CLO4, CLO6

**8.13** Explain the nature of recommendations for future research and implications for practice.

CLO2

**Activities and Resources**

**Readings**

8.1, 8.2, 8.3

***Educational Research***

- Ch. 15: Discussion and Conclusions
- Appendix A: The *Intelligent* Consumer and Researcher: Putting It All Together

**Assignments**

<b>Discussion: Discussion &amp; Conclusion Section</b>	8.1
<p><b>Respond</b> to the following prompts in the Discussion &amp; Conclusion Section discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Select one article and focus on the discussion and conclusion section.</li><li>• How was it interpreted? Was it related to the problem, based on theory, methodology, and statistical procedures?</li><li>• What did you learn from the study?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
<b>Discussion: Limitations</b>	8.2, 8.3
<p><b>Respond</b> to the following prompts in the Limitations discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What limitations impact external validity?</li><li>• What will add to knowledge in future studies?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
<b>Assignment: Final Exam</b>	N/A
<p><b>Complete</b> the Final Exam.</p> <p><b>Write</b> a short answer response to each prompt.</p>	



## PPS60030A: Practicum

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Analyze various components that impact school culture.	Engagement	Standards 1 & 3	Standard 17	Standard 17	Logs
<b>CLO2:</b> Analyze schools as a system through interviews, observations, and records review.	Teaching & Learning	Standard 7	Standards 27 & 28	Standard 18	Logs
<b>CLO3:</b> Evaluate personal experiences that color your view of the school as a system.	Discovery	Standard 2	Standards 25 & 26	Standard 25	Logs

## Week 1: An Overview of Different School Settings

### Learning Objectives

<b>1.16</b> Analyze last semester's logs and documents to inform your goals for this semester's goals for the purpose of ensuring a well-rounded practicum experience.	CLO2, CLO3
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### Activities and Resources

<b>Readings</b>	1.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

## Assignments

<b>Assignment: Practicum Goals</b>	1.1
<b>Create</b> three goals you wish to achieve during this semester of on-site practicum.	
<b>Submit</b> your goals to the assignment submission forum by Sunday.	
<b>Discussion: Week 1 Practicum Reflection</b>	1.1
<b>Respond</b> to the following prompt, in 3-sentences or less, in the Week 1 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
<b>Reply</b> to one classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

## Week 2: Practicum Experience

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### Learning Objectives

2.13 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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### Activities and Resources

<b>Readings</b>	2.1
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**Best Practices in School Psychology** (*School Psychology Candidates*)

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

### Assignments

#### **Discussion: Week 2 Practicum Reflection**

2.1

**Respond** to the following prompt, in 3-sentences or less, in the Week 2 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

**Reply** to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## Week 3: Practicum Experience

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### Learning Objectives

3.17 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

### Activities and Resources

#### **Readings**

3.1

**Best Practices in School Psychology** (*School Psychology Candidates*)

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

### Assignments

<b>Discussion: Week 3 Practicum Reflection</b>	3.1
<b>Respond</b> to the following prompt, in 3-sentences or less, in the Week 3 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
<b>Reply</b> to one classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

## Week 4: Practicum Experience

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### Learning Objectives

4.15 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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### Activities and Resources

<b>Readings</b>	4.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
<b>Read</b> at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

### Assignments

<b>Discussion: Week 4 Practicum Reflection</b>	4.1
<b>Respond</b> to the following prompt, in 3-sentences or less, in the Week 4 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
<b>Reply</b> to one classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

## [Week 5: Practicum Experience](#)

### [Learning Objectives](#)

5.16 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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### [Activities and Resources](#)

<b>Readings</b>	5.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
<b>Read</b> at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

### [Assignments](#)

<b>Discussion: Week 5 Practicum Reflection</b>	5.1
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**Respond** to the following prompt, in 3-sentences or less, in the Week 5 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

**Reply** to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 6: Practicum Experience](#)

### [Learning Objectives](#)

6.15 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

### [Activities and Resources](#)

#### **Readings**

6.1

*Best Practices in School Psychology (School Psychology Candidates)*

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

### [Assignments](#)

#### **Discussion: Week 6 Practicum Reflection**

6.1

**Respond** to the following prompt, in 3-sentences or less, in the Week 6 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

**Reply** to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 7: Practicum Experience](#)

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### [Learning Objectives](#)

7.14 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

### [Activities and Resources](#)

#### **Readings**

7.1

*Best Practices in School Psychology (School Psychology Candidates)*

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

### [Assignments](#)

#### **Discussion: Week 6 Practicum Reflection**

7.1

**Respond** to the following prompt, in 3-sentences or less, in the Week 6 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

**Reply** to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Evaluation Form**

N/A

**Complete** the Term 2 Student portion of the evaluation.

**Submit** the form by Sunday.

## [Week 8: Goal Progress](#)

### [Learning Objectives](#)

8.14 Analyze your progress on previously set goals.

CLO1, CLO2

### [Activities and Resources](#)

**Readings**

8.1

*Best Practices in School Psychology (School Psychology Candidates)*

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

### [Assignments](#)

**Assignment: Goal Progress**

8.1

**Examine** your completed logs and the experience obtained over the past 8 Weeks.

**Write** a one-sentence analysis of the progress you made in meeting each of the three goals you created in Week 1.

**Submit** your 3-sentence analysis as a Word document by Sunday.

**Assignment: Supervisor Evaluation**

N/A

**Submit** the evaluation or performance appraisal form completed by you and your supervisor by Sunday.

**Assignment: Logs**

N/A

**Submit** your completed and signed year to date logs.

***PPS60100: Multicultural Children, Adolescent, and Their Families***

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Analyze ways in which ethnic, cultural, socioeconomic, and other environmental factors impact pupil learning and academic achievement.	Application	Standard 2	Standard 21	Standard 20	Week 6: Larry P. Interview
<b>CLO2:</b> Determine ways educational policies, program, and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.	Engagement	Standard 10	Standard 28	Standard 23	Week 6: Larry P. Interview
<b>CLO3:</b> Analyze ways pupil development, well-being, and learning are enhanced by the family-school collaboration.	Leadership	Standard 7	Standard 27	Standard 21	Week 3: Multicultural Interview

<b>CLO4:</b> Determine methods for effectively communicating information to influence change through self-awareness, sensitivity to others, and skillfulness in relating to ethnically and culturally diverse individuals and family.	Leadership	Standard 3	Standard 19	Standard 18	Week 6: Larry P. Interview
<b>CLO5:</b> Analyze learning attributes, the structure of language and culture, and second language acquisition of diverse learners to determine factors that impede or limit pupil development.	Application	Standard 4	Standard 29	Standard 22	Week 3: Multicultural Interview
<b>CLO6:</b> Analyze the effect of family structures, socio-cultural diversity and demographic shifts in California on pupil learning.	Dedication	Standard 5	Standard 23	Standard 19	Week 3: Multicultural Interview

## **Week 1: Operational Definitions of Culture**

### Learning Objectives

<b>1.17</b> Determine operational definitions for race, ethnicity, cultural, and multicultural.	CLO1
<b>1.18</b> Analyze your own cultural competence.	CLO4
<b>1.19</b> Determine the cultural competence of others.	CLO4
<b>1.20</b> Explain race and ethnic identity development.	CLO4

### Activities and Resources

<b>Readings</b>	1.1, 1.2, 1.3, 1.4
<b><i>The Psychology of Multiculturalism in the Schools</i></b>	
Ch. 1: Toward Multiculturalism Competence: A Practical Model for Implementation in the Schools	

## ***YouTube***

**View** "[The Lunch Date](#)" video [10:23].

## Assignments

### **Discussion: Implicit Bias**

1.2

**Complete** the following Implicit Association Tests (IAT) quizzes about biases from Project Implicit: <https://implicit.harvard.edu/implicit/takeatest.html>.

- Race IAT
- Sexuality IAT
- Skin Tone IAT

**Respond** to the following prompts in the Implicit Bias discussion forum by Wednesday:

- Where you surprised about some of the implicit bias revealed from taking the quizzes? Why or why not?
- How might you overcome implicit bias when interacting with colleagues, students, and parents?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### **Assignment: Reflection #1**

1.1, 1.3, 1.4

**Write** an analysis and personal reflection of *The Lunch Date* video.

**Consider** the following questions:

- What is your first impression of the woman as she walks through the train station?
- How do you think the woman would describe the other people at the train station?
- How would you describe the woman's interaction with the African-American man who bumps into her and causes her to fall to the ground? What is her reaction?

**Note.** A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.

**Submit** your analysis as a Word document by Sunday.

## [Week 2: Multicultural Guidelines](#)

### Learning Objectives

2.14 Identify APA, NASP, and ACA multicultural guidelines.	CLO2, CLO3
2.15 Explain practical guidelines in a multicultural interview.	CLO2, CLO3
2.16 Analyze practical guidelines in acculturation factors.	CLO2, CLO3

### Activities and Resources

<b>Readings</b>	2.1, 2.2, 2.3
<b><i>The Psychology of Multiculturalism in the Schools</i></b>	
Ch. 5: Pathways on a Journey of Getting It: Multicultural Competence Training and Continuing Professional Development	
<b><i>Assessing Culturally and Linguistically Diverse Students</i></b>	
<ul style="list-style-type: none"> <li>• Ch. 7: The Interview Process: Practical Guidelines</li> <li>• Ch. 8: Acculturational Factors in Psychoeducational Assessment</li> </ul>	

<b>National Association of School Psychologists</b>	
<a href="#">Vision, Mission, Core Values, &amp; Priorities</a> of NASP	
<b>American Counseling Association</b>	
<a href="#">2014 ACA Code of Ethics</a> as approved by the ACA Governing Council	
<b>American Psychological Association</b>	
American Psychological Association, (2008). <a href="#">Report of the Task Force on the Implementation of the Multicultural Guidelines</a> . Washington, DC: Author. Retrieved from <a href="http://www.apa.org/pi/">http://www.apa.org/pi/</a>	
<b>Diversity Training Films</b>	
<b>Rent</b> “The Color of Fear (Part One)” [90:00]. This is a 24-hour streaming rental. Once you make the purchase a link will be emailed to you.	
<b>Note.</b> The film is about the pain and anguish that racism has caused in the lives of eight North American men of Asian, European, Latino, and African descent. Out of their confrontations and struggles to understand and trust each other emerges an emotional and insightful portrayal into the type of dialogue most of us fear, but hope will happen sometime in our lifetime.	

<b>Preparation: Multicultural Interview</b>	N/A
<b>Identify</b> someone to interview before Week 3 who is culturally different from yourself. Attempt to find someone who is different from you on multiple dimensions of diversity such as race, gender, sexual orientation, nationality, disability, age group, social class, religion, and primary language.	
<b>Refer</b> to Week 3 for complete instructions on the Multicultural Interview assignment.	

**Assignments**

<b>Discussion: Experiencing Racism</b>	2.1, 2.2, 2.3
<b>Respond</b> to the following prompts in the Experiencing Racism discussion forum by Wednesday:	
<ul style="list-style-type: none"> <li>From your perspective, what is the most commonly held misconception about people of your culture?</li> </ul>	



- Have you ever experienced racism? In what form?
- Have you ever felt excluded based on your gender or culture? If so, describe the situation. If not, why do you think you haven't experienced this?
- Do you remember excluding others based on culture or gender?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## Assignment: Reflection #2

2.1, 2.2, 2.3

**Write** an analysis and personal reflection of *The Color of Fear* film.

**Consider** the following questions:

- What is the significance of the copyright date? Why would you be required to watch such an 'old' film? How relevant can it be?
- Where do you think we are at as a nation now? Consider the current political administration in your response.
- Is racism declining? Over? A dead issue? Worse now than it ever was? Provide rationale for your opinion.

**Consider** this from the variety of different ethnicities from the discussion forum this week to get a well-rounded perspective.

**Note.** A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.

**Submit** your analysis as a Word document by Sunday.

## [Week 3: Linguistically Diverse Students](#)

### [Learning Objectives](#)

**3.18** Analyze methods to effectively work with linguistically diverse students.

CLO5, CLO3

3.19	Determine the importance of having a theoretical background in language acquisition.	CLO5, CLO3
3.20	Interpret the disproportionality in special education and school psychology.	CLO6, CLO2

### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3
<b><i>The Psychology of Multiculturalism in the Schools</i></b>	
Ch. 7: A Comprehensive, Multidimensional Approach to Assessment of Culturally and Linguistically Diverse Students	
<b><i>Assessing Culturally and Linguistically Diverse Students</i></b>	
<ul style="list-style-type: none"><li>• Ch. 1: English-Language Learners in U.S. Public Schools: A Heterogeneous Population</li><li>• Ch. 2: Disproportionate Representation of Diverse Students in Special Education: Understanding the Complex Puzzle</li><li>• Ch. 3: Legal and Ethical Requirements for the Assessment of Culturally and Linguistically Diverse Students</li><li>• Ch. 4: Bilingual Education and Second-Language Acquisition: Implications for Assessment and School-Based Practice</li><li>• Ch. 5: Prereferral Considerations for Culturally and Linguistically Diverse Students</li></ul>	

### Assignments

<b>Discussion: Diverse Students</b>	3.1, 3.2, 3.3
<b>Respond</b> to the following prompts in the Diverse Students discussion forum by Wednesday:	
<ul style="list-style-type: none"><li>• What is the socioeconomic, racial, and home-language demographics of the school you are currently completing your practicum hours?</li><li>• How are students grouped at school – gifted programs, language tracks, special education, etc?</li><li>• What are the socioeconomic and racial demographics of these programs? What about the staff?</li><li>• Is it possible to find public schools that are both socioeconomically diverse and educationally progressive?</li><li>• Can diverse schools effectively serve children of different socioeconomic backgrounds and educational needs simultaneously? What are the challenges?</li></ul>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Multicultural Interview

2.1, 2.2, 2.3

**Interview** someone who is culturally different from yourself. Attempt to find someone who is different from you on multiple dimensions of diversity such as race, gender, sexual orientation, nationality, disability, age group, social class, religion, and primary language.

**Consider** the following questions for your interview:

- What are your thoughts or feelings about ‘multiculturalism’ or ethnic diversity?
- Do you remember an experience, perhaps as a child, when you experienced feeling ‘different’?
- What, for you, are some of the most important dimensions of diversity? What defines you better, culture, gender, age, disability, etc.?
- What is your cultural and ethnic identity? Has this changed over time?
- What are some memorable experiences from places you have lived?
- Do you remember experiencing intergenerational conflict in your family?
- Did you experience learning a second language? If so, how was it for you? How do you imagine it is for others today?
- Do you recall experiencing bias or prejudice?

**Conduct** research about the ethnic or cultural group represented by your interviewee, focusing at the local, regional or national level.

**Write** a four-to six-page paper that includes the following:

- Introduction of the interviewee
- Summary of the interview that outlines structure and content
- Personal reflection where you are looking at your interviewees experience through your own experience:
  - Thoughts
  - Feelings

- Identification
- Recollections
- Reconstruction of reality

**Note.** An example of how you might phrase your reflection is, “As I was listening to Ms. X, I felt frustration and resentment because...,” or “As I listened to Mr. Y I instantly remembered my own experiences when...”

**Include** an APA formatted reference page of your sources.

**Submit** your paper as a Word document by Sunday.

## **Week 4: Social Justice & Privilege**

### Learning Objectives

4.16 Analyze the history and current state of systematic oppression.	CLO1, CLO2, CLO3
4.17 Interpret the effect of social justice and privilege.	CLO3
4.18 Determine the effect of racism, discrimination, and expectations of student achievements.	CLO4, CLO1, CLO6, CLO3

### Activities and Resources

<b>Readings</b>	4.1, 4.2, 4.3
<p><b><i>Counseling the Culturally Diverse</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 4: The Political and Social Justice Implications of Counseling and Psychotherapy</li> <li>• Ch. 5: The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews</li> <li>• Ch. 6: Microaggressions in Counseling and Psychotherapy</li> </ul>	

### ***The Psychology of Multiculturalism in the Schools***

- Ch. 3: Social Justice and School Mental Health: Evolution and Implications for Practice
- Ch. 4: Understanding Privilege in America
- Ch. 6: Multicultural Practices and Response to Intervention

### ***Films***

**View** the following films:

- Crash, directed by Paul Haggis in 2004
- [White People](#), 2015 MTV documentary

**Note.** Crash is available in DVD format through Netflix or on Showtime through Amazon.

## **Assignments**

### **Discussion: Racial Differences**

4.1, 4.2, 4.3

MTV's 'White People' is a groundbreaking documentary on race that aims to answer that question from the viewpoint of young white people living in America today.

**Respond** to the following prompts in the Racial Differences discussion forum by Wednesday:

- What does it mean to be white?
- What was your first reaction when you saw the film?
- What does being 'colorblind' mean to you? Do you think being 'colorblind', or not 'noticing' or acknowledging racial differences, is a goal we should strive for, or is it 'running away from racial issues' as mentioned in the film? Provide rationale for your opinion.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post!' or I

agree!

### Assignment: Reflection #3

4.1, 4.2, 4.3

The film *Crash* differs from many other films about racism in its rather impartial approach to the issue. Rather than separating the characters into victims and offenders, victims of racism are often shown to be racist themselves in different contexts and situations. Also, racist remarks and actions are often shown to stem from ignorance and misconception rather than a malicious personality.

**Write** an analysis and personal reflection of *Crash*.

**Consider** the following questions:

- When Officer Ryan (Matt Dillon) said, “You think you know who you are? You have no idea,” how does that relate to your life regarding your interaction as a school psychologist with people from other ethnicities, cultures, or religions?
- With which character do you most relate to? How is she or he like you?
- What is the one small contribution you can make as a school psychologist to not perpetuate stereotypes about your own ethnicity?

**Note.** A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.

**Submit** your analysis as a Word document by Sunday.

## [Week 5: Historical Perspective of Minority Groups](#)

### Learning Objectives

**5.17** Determine methods you can increase your cultural literacy of African Americans and individuals of multiracial descent.

CLO1, CLO2, CLO6

**5.18** Interpret multicultural issues in research and practical implications of these issues for school psychologists.

CLO1, CLO2, CLO6

## Activities and Resources

<b>Readings</b>	5.1, 5.2
<b><i>The Psychology of Multiculturalism in the Schools</i></b> <ul style="list-style-type: none"><li>• Ch. 2: Increasing Cultural Literacy: Historical Perspectives and Cultural Characteristics of Minority Groups</li><li>• Ch. 8: Multicultural Considerations in School Consultation</li><li>• Ch. 10: Multicultural Issues in Research: Practical Implications for School Psychologists</li></ul>	
<b><i>Counseling the Culturally Diverse</i></b> <ul style="list-style-type: none"><li>• Ch. 11: Racial/Cultural Identity Development in People of Color</li><li>• Ch. 14: Counseling African Americans</li></ul>	
<b><i>Alliant Library</i></b> <p>Powers, K. M., Hagans-Murillo, K. S., &amp; Restori, A. F. (2004). <a href="#">Twenty-five Years after Larry P.: The California Response to Overrepresentation of African Americans in Special Education</a>. <i>California School Psychologist</i>, 9, 145-158.</p>	
<b>Preparation: Larry P. Interview</b>	N/A
<b>Schedule</b> a time to interview a school psychologist, preferably your practicum supervisor, before Week 6.	
<b>Refer</b> to Week 6 for complete instructions on the Larry P. Interview assignment.	

## Assignments

<b>Discussion: Intelligence Tests</b>	5.1, 5.2
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**Respond** to the following prompt, about the *Twenty-five Years after Larry P.* article, in the Intelligence Tests discussion forum by Wednesday: The plaintiffs charged that the use of intelligence tests to place black children in such classes violated Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Education for All Handicapped Children Act of 1975 (P.L. 94-142), and the equal-protection clauses of both the state and federal constitutions. Do you agree or disagree with this charge? Provide rationale for your response.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 6: Students with Disabilities](#)

### [Learning Objectives](#)

<b>6.16</b> Analyze case history and ethical issues regarding students with disabilities.	CLO6
<b>6.17</b> Analyze special education legal and ethical issues regarding students with disabilities.	CLO5, CLO6, CLO1
<b>6.18</b> Explain historical perspectives and cultural characteristics of minority groups and diverse populations with disabilities.	CLO4, CLO1

### [Activities and Resources](#)

<b>Readings</b>	6.1, 6.2, 6.3
<b><i>Counseling the Culturally Diverse</i></b>	
Ch. 26: Counseling Women	
<b><i>Assessing Culturally and Linguistically Diverse Students</i></b>	



**Review** the following:

- Ch. 2: Disproportionate Representation of Diverse Students in Special Education: Understanding the Complex Puzzle
- Ch. 3: Legal and Ethical Requirements for the Assessment of Culturally and Linguistically Diverse Students

**Online Resource**

[When the Chips are Down](#) viewers' guide by Richard D. Lavoie

This viewers' guide is divided into three distinct—but inter-related—chapters:

- The Knowledge chapter will acquaint the reader with the specific aspects of the learning disabilities profile that can cause misbehavior.
- The Philosophy chapter will outline some basic concepts which—when fully understood and effectively utilized—can be valuable as you develop your own behavior management plans.
- The Techniques chapter will present dozens of field-tested strategies that can be used to monitor, evaluate, and manage children's behavior.

**Note.** The video for the viewers' guide is available at the Alliant Library with limited copies. Consider checking out the video to view or organizing a local study group to view the video.

**Assignments**

**Discussion: Poker Chips**

6.1, 6.2, 6.3

**Respond** to the following prompt in the Poker Chips discussion forum by Wednesday: As a school psychologist or counselor, how will you give poker chips to your students when you are working with them?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

**Assignment: Larry P. Interview**

6.1, 6.2, 6.3

**Interview** a school psychologist, preferably your practicum supervisor, in regards to compliance with Larry P. and the assessment of African American children in California for Special Education purposes.

**Write** a two-page report of your interview that includes the following information:

- Challenges associated with Larry P. compliance.
- District policy regarding the implementation of Larry P.
- Criterion of eligibility for Special Education services.
- Your interviewee's thoughts about Larry P. and its feasibility in public schools.
- If the implementation of Larry P. accomplished its purpose.
- Your own impressions and reflection of Larry P.

**Submit** your report as a Word document by Sunday.

## **Week 7: Increasing Cultural Diversity**

### **Learning Objectives**

**7.15** Appraise your cultural literacy of sexual minorities such as gay, lesbian, bisexual, transgender, and queer (GLBTQ).

CLO4, CLO1

**7.16** Determine the role of schools in supporting GLBTQ students.

CLO3, CLO2

### **Activities and Resources**

#### **Readings**

7.1, 7.2

#### ***Counseling the Culturally Diverse***

Ch. 23: Counseling LGBT Individuals

#### ***Dignity for All***

- Ch. 1: The Silent Minority
- Ch. 2: Bullying of LGBT Students
- Ch. 3: The Role of Schools
- Ch. 4: Curriculum Matters

### **Alliant Library**

[Guidelines for psychological practice with lesbian, gay, and bisexual clients](#). (2012). *American Psychologist*, 67(1), 10-42.

### **Movie**

**View** “The Out List” directed by Timothy Greenfield-Sanders [58:00]. This movie features a diverse cross-section of accomplished leaders from entertainment, business, sports and public service sharing intimate stories on childhood, understanding gender and sexuality, building careers while out and reflecting on the challenges still facing the LGBT community.

**Note.** This movie is available for streaming through Netflix if you have an account.

## Assignments

### **Discussion: Sexual Identity**

7.1, 7.2

**Respond** to the following prompts in the Sexual Identity discussion forum by Wednesday:

- When was the first time, or a significant time, when you became aware that some people had a different sexual identity than you.
- When was the first, or a significant time, when you became aware that people were treated differently because they had different sexual identities?
- As a child or young adult, what did you learn about lesbians and gay men from your parents, friends, or your religious experiences?
- Have you ever been challenged about your beliefs and attitudes regarding different sexual identities?
- What role should schools play regarding awareness of different sexual identities?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## [Week 8: Increasing Cultural Diversity continued](#)

### Learning Objectives

8.15 Appraise your cultural literacy of American Indian, Alaska Natives, and Asian Americans.	CLO4, CLO1
8.16 Appraise your cultural literacy of Latino Americans.	CLO4, CLO1

### Activities and Resources

<b>Readings</b>	8.1, 8.2
<b><i>Counseling the Culturally Diverse</i></b> <ul style="list-style-type: none"><li>Ch. 16: Counseling Asian Americans and Pacific Islanders</li><li>Ch. 17: Counseling Latinas/os</li></ul>	
<b><i>PBS</i></b> View <a href="#">Episode 6: Pass or Fail in Cambodia</a> Town [26:46] from America by the Numbers with Maria Hinojosa.	
<b><i>Amazon Video</i></b> View "A Better Life" directed by Chris Weitz. This movie shows the modern-day struggles of illegal Hispanic immigrants, for whom ordinary problems can easily turn into personal catastrophes, and who cannot go to the police or the courts for protection. <b>Note.</b> This movie is available for purchase or rental from Amazon.	

### Assignments

<b>Discussion: Asian Americans</b>	8.1
<p><b>Respond</b> to the following prompts in the Asian Americans discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What assumptions have you made about Asian Americans?</li><li>• Did it surprise you to know that Southeast Asian Americans have some of the lowest high school completion rates and are involved in gang violence? Why or why not?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Reflection #4</b>	8.2
<p><b>Write</b> an analysis and personal reflection of <i>A Better Life</i>.</p> <p><b>Consider</b> the following questions:</p> <ul style="list-style-type: none"><li>• In our current culture with Trump as our president, how do you feel about immigrants in our country? Make an argument for your position.</li><li>• Did the film change your position? If so how? If not why?</li><li>• In the film Carlos (the father) lost his truck, lost the money, and was deported. However, in the process of looking for the thief with his son, he gained something that was very important. What was it?</li><li>• Were you able to put yourself in the fathers’ shoes and see the perspective of an undocumented immigrant that is looking for the American dream? Elaborate your response.</li></ul> <p><b>Note.</b> A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.</p> <p><b>Submit</b> your analysis as a Word document by Sunday.</p>	

<b>Assignment: Vignettes</b>	CLO1, CLO2, CLO3, CLO4
<p><b>Read</b> the Week 8 Vignette’s document where culture has an impact upon communication with school staff and families of children with learning difficulties.</p>	

**Write** a two- to three-page analysis of each vignette that includes the following:

- Identification of all the challenges presented
- Methods and resources you recommend in order to support the best educational outcome for the child or children
- Consideration of legal obligations and general constraints
- Analysis of what you learned from evaluating the vignettes
- Description of how it will help you as a school psychologist or school counselor

**Format** your analysis consistent with APA style guidelines with a cover sheet.

**Include** five references from any of the materials provided in the course.

### Bibliography

18. American Psychological Association, (2008). Report of the Task Force on the Implementation of the Multicultural Guidelines. Washington, DC: Author. Retrieved from <http://www.apa.org/pi/>.
19. Powers, K. M., Hagans-Murillo, K. S., & Restori, A. F. (2004). Twenty-five Years after Larry P.: The California Response to Overrepresentation of African Americans in Special Education. *California School Psychologist*, 9, 145-158. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=15248197&site=ehost-live&scope=site>.

### Rubrics

#### Discussion Rubric (Weeks 1–4 & 6–8)

	<b>Exemplary 100%</b>	<b>Good 67%</b>	<b>Needs Improvement 33%</b>
<b>Initial Response to the Forum Topic</b> (1 point)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to First Peer's Response to the Forum Topic</b> (.5 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

<b>Feedback to Second Peer's Response to the Forum Topic</b> (.5 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
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**Discussion Rubric (Week 5)**

	<b>Exemplary 100%</b>	<b>Good 67%</b>	<b>Needs Improvement 33%</b>
<b>Initial Response to the Forum Topic</b> (.5 point)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to First Peer's Response to the Forum Topic</b> (.25 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
<b>Feedback to Second Peer's Response to the Forum Topic</b> (.25 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

**Reflection Rubric (Weeks 1, 2, 4, & 8)**

<b>Criteria</b>	<b>Exemplary (100%)</b>	<b>Good (66%)</b>	<b>Needs Improvement (33%)</b>
<b>Understanding Content</b> (2 points)	Analysis shows a robust understanding of the films content	Analysis shows a sufficient understanding of the films content	Analysis lacks understanding of the films content
<b>Integration of Concepts</b> (1 point)	Analysis thoughtfully integrates concepts from the readings	Analysis adequately integrates concepts from the readings	Analysis does not or poorly integrates concepts from the readings
<b>Perspective</b> (1 point)	Analysis includes appropriate personal reflections and perspectives	Analysis includes adequate personal reflections and perspectives	Analysis does not include personal reflections and perspectives or they are inappropriate
<b>Critical Thinking</b>	Context and assumptions were thoughtfully considered; analysis included supporting data and evidence;	Context and assumptions were adequately considered; analysis included supporting data and evidence;	Context and assumptions were not considered; analysis did not provide supporting data and evidence;

(1 point)	conclusions, implications, and consequences were effectively assessed	conclusions, implications, and consequences were assessed	conclusions, implications, and consequences were not assessed
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## PPS60290: Behavior Management in the Classroom

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Summarize the components of a functional behavior assessment.	Application	Standard 2	Standard 21	Standard 20	Week 8 FBA
<b>CLO2:</b> Analyze behaviors in terms of function.	Application	Standard 4	Standard 29	Standard 22	Week 8 FBA
<b>CLO3:</b> Analyze evidence based practices.	Application	Standard 4	Standard 30	Standard 22	Week 8 FBA & Literature Review
<b>CLO4:</b> Determine various applications of applied behavior analysis (ABA) principles.	Application	Standard 2,4	Standard 30	Standard 23	Week 8 FBA
<b>CLO5:</b> Apply data-based decision-making practices.	Application	Standard 2, 4	Standard 21 & 29	Standard 22	Week 8 FBA & Literature Paper
<b>CLO6:</b> Determine best practice methods for dealing with problem behavior from the literature.	Application	Standard 2, 6	Standard 21, 30	Standard 24	Week 8 Literature Paper

## Week 1: Introduction to Behavioral Consultation

### Learning Objectives

1.21 Explain applied behavior analysis.	CLO2
1.22 Determine the basic characteristics of behavior in applied behavior analysis.	CLO4

## Activities and Resources

Readings	1.1, 1.2
<p><b><i>Applied Behavior Analysis</i></b></p> <ul style="list-style-type: none"><li>• Ch. 1: Definition and Characteristics of Applied Behavior Analysis</li><li>• Ch. 2: Basic Concepts</li></ul>	
<p><b>Review</b> the following presentations:</p> <ul style="list-style-type: none"><li>• ABA Chapter 1</li><li>• Behavior Management</li></ul>	
<p><b><i>Optional Reading</i></b></p> <p><b>Read</b> Ch. 1 of Behavior Analytic Consultation to Schools</p>	

## Assignments

Discussion: Problem Behaviors	1.1, 1.2
<p><b>Respond</b> to the following prompts in the Problem Behaviors discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What is your awareness level of applied behavior analysis?</li><li>• How can understanding and pinpointing the function of problem behaviors help schools and problem behaviors?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 2: Overview of FBA's

### Learning Objectives

2.17 Determine the legal requirements for conducting FBA's.	CLO2
2.18 Determine behaviors that would prompt an FBA.	CLO2

### Activities and Resources

<b>Readings</b>	2.1, 2.2
<p><b><i>Conducting School-Based Functional Behavioral Assessments</i></b></p> <ul style="list-style-type: none"> <li>Ch. 1: Introduction to Functional Behavioral Assessment</li> <li>Ch. 2: Genesis of Functional Behavioral Assessment</li> <li>Ch. 3: Legal Aspects of Functional Behavioral Assessment</li> <li>Ch. 4: Everything You Always Wanted to Know about the Conceptual Foundations of Functional Behavioral Assessment</li> </ul>	
<p><b><i>Mental Health Interventions for School Counselors</i></b></p> <p>Ch. 1: Attention Deficit Hyperactivity Disorder</p>	
<p><b><i>Applied Behavior Analysis</i></b></p> <p>Ch. 3: Selecting and Defining Target Behaviors</p>	
<p><b><i>YouTube</i></b></p> <p>View the following videos:</p> <ul style="list-style-type: none"> <li><a href="#">"Functional Assessment of Problem Behaviors Part I"</a> [40:31]</li> <li><a href="#">"Functional Assessment of Problem Behaviors Part II"</a> [53:47]</li> </ul>	

**Review** the Introduction into FBA's presentation.

### **Preparation: Functional Behavior Assessment**

N/A

**Begin** working on the Functional Behavior Assessment assignment due in Week 8.

**Ensure** you have written consent to conduct a Functional Behavior Assessment on a student.

**Review** complete instructions for this assignment in Week 8.

### Assignments

### **Discussion: FBA's**

2.1, 2.2

**Respond** to the following prompts in the FBA's discussion forum by Wednesday:

- After reading more about the legal requirement for doing an FBA, how has your view changed about this legal requirement?
- What are some problem behaviors in the literature that will likely prompt the need for an FBA?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## **Week 3: Indirect & Direct Descriptive FBA's**

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### Learning Objectives

<b>3.21</b> Analyze key elements when determining interfering behaviors including background history, review of records, and basic adaptive skills used in indirect FBA assessments.	CLO4
<b>3.22</b> Interprets keys elements when determining antecedent behavior consequence when recording behaviors through direct observation.	CLO4
<b>3.23</b> Apply the use of functional behavior assessments and suitable forms to collect interview data.	CLO1
<b>3.24</b> Analyze the components of a direct descriptive functional behavior assessment including forms used to collect behavior data.	CLO1

**Activities and Resources**

<b>Readings</b>	3.1, 3.2, 3.3, 3.4
<p><b><i>Conducting School-Based Functional Behavioral Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 5: Key Elements of Functional Behavioral Assessment</li> <li>• Ch. 6: Observing and Recording Behavior</li> <li>• Ch. 7: Indirect Functional Behavioral Assessment</li> <li>• Ch. 8: Direct Descriptive Functional Behavioral Assessment</li> </ul>	
<p><b><i>Mental Health Interventions for School Counselors</i></b></p> <p>Ch. 2: Externalizing Behavior Disorders: Supporting Students with Aggression and Violent Tendencies</p>	
<p><b><i>YouTube</i></b></p> <p>View the following videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">“Functions of Behavior (Behaviorbabe) / slower version”</a> [4:17]</li> <li>• <a href="#">“ABA Data Sheet: Behavior Data”</a> [15:56]</li> <li>• <a href="#">“ABA Therapy: Data Collection”</a> [13:38]</li> </ul>	
<p><b><i>Optional Reading</i></b></p> <p>Read Ch. 1 &amp; 8 of <i>Behavior Analytic Consultation to Schools</i>.</p>	

<b>Preparation: Functional Behavior Assessment</b>	N/A
<p><b>Continue</b> working on the Functional Behavior Assessment assignment due in Week 8.</p> <ul style="list-style-type: none"><li>• Consider using the forms in your textbook.</li><li>• Define the problem behavior(s) and determine a timeframe for when the problem behavior(s) occur.</li><li>• Collect behavior data through direct observation.</li><li>• Ensure the direct observation data collected is both frequency and duration data.</li><li>• Collect A B C data: write down what is happening in the environment just before the behavior and what happens after the behavior.</li><li>• Determine possible establishing operations when observing your target behavior.</li></ul> <p><b>Ensure</b> you follow the rubric when determining what is needed for your FBA.</p> <p><b>Begin</b> interviewing staff members regarding the problem behavior demonstrated by your selected student. Feel free to make copies of interview forms in Ch. 7 of <i>Conducting School-Based Functional Behavioral Assessments</i> to gather relevant background data observed by staff. You can use and report on this information for your FBA report.</p>	

### Assignments

<b>Discussion: FBA Assignment</b>	3.1, 3.2, 3.3, 3.4
<p><b>Respond</b> to the following prompts in the FBA Assignment discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Share some background factors regarding your potential student you will be assessing.</li><li>• Does this student mirror any information from the <i>Mental Health Interventions for School Counselors</i> reading regarding externalizing behavior disorder?</li><li>• What similarities exist regarding your potential student and the ADHD features from Ch. 1 of <i>Mental Health Interventions for School Counselors</i> that could impact their access to education?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 4: Positive & Negative Reinforcement

### Learning Objectives

4.19	Determine in what way both indirect and direct descriptive functional behavior assessment comprise a best practice FBA.	CLO5
4.20	Analyze internalizing behavior disorders that will likely prompt an FBA in the schools.	CLO2
4.21	Determine what positive reinforcement is and how it affects future behavior.	CLO2
4.22	Determine what negative reinforcement is and how it affects future behavior.	CLO2

### Activities and Resources

Readings	4.1, 4.2, 4.3, 4.4
<p><b><i>Conducting School-Based Functional Behavioral Assessments</i></b></p> <p><b>Review</b> the following chapters:</p> <ul style="list-style-type: none"> <li>Ch. 7: Indirect Functional Behavioral Assessment</li> <li>Ch. 8: Direct Descriptive Functional Behavioral Assessment</li> </ul> <p><b>Read</b> Ch. 9: Brief Functional Analysis of Behavior</p>	
<p><b><i>Mental Health Interventions for School Counselors</i></b></p> <p>Ch. 3: Internalizing Behavior Disorders: Supporting Students with Depression, Anxiety, and Self-Injurious Behavior</p>	
<p><b><i>Applied Behavior Analysis</i></b></p> <p><b>Review</b> the following chapters:</p> <ul style="list-style-type: none"> <li>Ch. 2: Basic Concepts</li> </ul>	

- Ch. 3: Selecting and Defining Target Behaviors

**Read** Ch. 4: Measuring Behavior

#### **YouTube**

**View** the "[Positive Reinforcement - The Big Bang Theory](#)" [4:53] video.

#### **Presentations**

**Review** the following presentations:

- Negative Reinforcement
- Positive Reinforcement

### **Preparation: Literature Review Report**

N/A

**Begin** working on the Literature Review Report assignment due in Week 8.

**Review** complete instructions for this assignment in Week 8.

### Assignments

### **Discussion: Positive and Negative Reinforcement**

4.1, 4.2, 4.3, 4.4

**Respond** to the following prompts in the Positive and Negative Reinforcement discussion forum by Wednesday:

- Share a personal example of both positive and negative reinforcement as it applies to the readings this week.
- Is reinforcement bribery or part of the conditioning process we all share?
- How could you utilize both positive and negative reinforcement in the school setting?
- How can understanding internalizing disorders such as depression, anxiety and self-injurious behaviors help you in the school setting?



**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## **Week 5: Creating Charts for FBA’s**

### Learning Objectives

**5.19** Determine problem behaviors that could affect a child’s mental health and academic performance in the schools.

CLO6

**5.20** Analyze the effect of motivating operations in student behavior.

CLO4

**5.21** Determine when and how stimulus control affects behavioral patterns.

CLO4

### Activities and Resources

#### **Readings**

5.1, 5.2, 5.3

#### ***Mental Health Interventions for School Counselors***

- Ch. 4: Eating Disorders, Obesity, and Body Image Concerns: Prevention and Intervention
- Ch. 5: Substance Abuse: Implications for School Counseling Practice
- Ch. 6: Child Sexual Abuse
- Ch. 7: Students with Severe Acting-Out Behavior: A Family Intervention Approach

#### ***Applied Behavior Analysis***

- Ch. 16: Motivating Operations – Jack L. Michael
- Ch. 17: Stimulus Control

### **YouTube**

- [“How to Create Behavior Graphs on Excel - Video 1”](#) [17:20]
- [“Phase Change Video”](#) [7:47]

### **Presentations**

**Review** the following presentations:

- Motivating Operations
- Stimulus Control

### **Optional Reading**

**Read** Ch. 5 of *Behavior Analytic Consultation to Schools*.

## Assignments

### **Discussion: Motivating Operations**

5.1, 5.2, 5.3

**Respond** to the following prompts in the Motivating Operations discussion forum by Wednesday:

- We are all motivated by either unconditioned or conditioned motivating operations. What two examples of each likely affect you in your daily routine?
- How might stimulus control affect children's behavior responses in the classroom? Give an example of stimulus control either in your personal life or from past experience working with children.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### **Discussion: FBA Assignment–Interventions**

5.1, 5.2, 5.3

**Respond** to the following prompt in the FBA Assignment–Interventions discussion forum by Wednesday: What are some possible interventions you may use to either increase or decrease either appropriate or non-appropriate behavior at school?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 6: Antecedent Interventions](#)

### Learning Objectives

<b>6.19</b>	Interpret the principles of antecedent interventions and when to use this type of intervention.	CLO4
<b>6.20</b>	Determine the most used antecedent intervention techniques to decrease a problem behavior from the applied literature.	CLO6
<b>6.21</b>	Analyze the effect of motivating operations on antecedent changes in the behavior to affect an intervention.	CLO6

### Activities and Resources

<b>Readings</b>	6.1, 6.2, 6.3
<b><i>Applied Behavior Analysis</i></b>	
Ch. 23: Antecedent Interventions	
<b><i>Presentation</i></b>	
<b>Review</b> the Antecedent Interventions presentation.	

**Optional Reading**

Read Ch. 4 of *Behavior Analytic Consultation to Schools*.

**Assignments**

**Discussion: Antecedent Interventions**

6.1, 6.2, 6.3

**Respond** to the following prompts in the Antecedent Interventions discussion forum by Wednesday:

- Before you completed the assigned readings this week, had you ever considered the concept of antecedent intervention? Why or why not?
- Based on the assigned readings, when do you think it is appropriate to apply antecedent interventions in the school setting?
- What three different antecedent interventions would work on increasing a student’s motivation to behave or comply with adult task demands?
- As a school psychologist or school counselor, how could you help implement antecedent interventions in the schools?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Discussion: FBA Assignment Draft**

N/A

**Post** a draft of your FBA assignment in the FBA Assignment Draft discussion forum by Tuesday.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Friday. If possible, respond to posts that have not yet received feedback from a classmate.

**Note.** Due dates in this forum are different from previous weeks due to the nature of the discussion.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Assignment: FBA Draft</b>	N/A
<b>Review</b> the feedback provided by your classmates of your FBA draft.	
<b>Revise</b> your FBA draft as needed.	
<b>Submit</b> a second draft to your course instructor by Sunday.	

## [Week 7: Literature Review](#)

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### Learning Objectives

7.17	Evaluate the use of peer reviewed articles to support literature findings regarding a specific neurological or behavior disorder.	CLO6
7.18	Evaluate background history of work related to a neurologic or behavioral condition.	CLO6
7.19	Assess work for appropriate use of research findings to make an education decision regarding possible interventions in the schools.	CLO6

### Activities and Resources

<b>Readings</b>	
No readings this week.	

### Assignments

<b>Discussion: Literature Review Report Assignment Draft</b>	7.1, 7.2, 7.3
<b>Post</b> a draft of your Literature Review Report to the Literature Review Report Assignment Draft discussion forum by Tuesday.	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Friday. If possible, respond to posts that have not yet received feedback from a classmate.

**Consider** the following when providing your feedback:

- Did your colleagues review of considered articles provide validity to the behavioral or neurological disorder findings?
- Do you feel the background history regarding the findings in the literature was sufficient?
- Are the identified treatments effective for dealing with this condition or disorder?
- Did your colleague address any cultural or gender factors that need more clarification?
- Did your colleague consider the most appropriate interventions that support an individual’s independence in the school or community?

**Note.** Due dates in this forum are different from previous weeks due to the nature of the discussion. This is your time to share anything that may need more information or support for your colleague’s final paper.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Assignment: Literature Review Report Draft</b>	N/A
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**Review** the feedback provided by your classmates of your Literature Review Report draft.

**Revise** your Literature Review Report draft as needed.

**Submit** a second draft to your course instructor by Sunday.

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## **Week 8: Wrap-up**

### **Learning Objectives**

<b>8.17</b>	Employ best practices to complete a functional behavior assessment.	CLO1
<b>8.18</b>	Apply data-based decision-making practices to complete a functional behavior assessment.	CLO5
<b>8.19</b>	Interpret legal obligations under Individual with Disabilities Educational Improvement Act (IDEIA) for dealing with problem behavior.	CLO6
<b>8.20</b>	Determine the etiology of a neurological or biological condition that is supported in public education.	CLO6
<b>8.21</b>	Analyze treatment or program planning found in the literature for dealing with problem behavior	CLO6

### Activities and Resources

<b>Readings</b>	
No readings this week.	

### Assignments

<b>Discussion: Function of Behaviors</b>	8.1, 8.2, 8.3
<p><b>Respond</b> to the following prompts in the Function of Behaviors discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>Now that you have conducted an FBA, how may school psychologists and school counselors benefit from understanding the function of behaviors when creating interventions for behavior plans in the classroom?</li> <li>How will you apply your new skills in the public-school system?</li> <li>Consider your legal obligation to protect and serve children even when interfering behaviors prohibit them from accessing their education, how does applying your knowledge of an FBA support a child's access to education?</li> </ul> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post!' or I</p>	

agree!

### Assignment: Functional Behavioral Assessment

8.1, 8.2

**Conduct** a school-based Functional Behavioral Assessment on a student.

**Utilize** the *Conducting School-Based Functional Behavioral Assessments* text as a resource for completing this assignment.

**Ensure** the following is included in your FBA:

- Describe your student
- Interfering behaviors
- History of previous interventions
- Ecological variables
- Three direct observations
- Descriptive contingency analysis
- Summary of contingency analysis
- Function of behavior summary statement
- Hypothesis statement
- Function-based interventions
- Replacement behavior
- Visual graph and recording of problem behavior

**Refer** to the FBA Assignment rubric for specific details for each area.

**Note.** Ensure to change any identifying information for the student you assessed per FERPA guidelines.

**Submit** your FBA by Sunday as a Word document.

Use your best judgement for allowing accommodations for this assignment such as allowing students to use a family member or neighbor for conducting the assessment.



## Assignment: Literature Review Report

8.3, 8.4, 8.5

**Research** of one of the following psychological, medical, or biological conditions that have behavioral features that you would like to know more about:

- Schizophrenia
- Klinefelter's Syndrome
- Epilepsy
- Fragile X Syndrome
- Prader-Willi Syndrome
- Autism
- Asperger's Syndrome
- Tourette's Syndrome
- Specific anxiety disorder
- ADHD
- ODD
- Bipolar Disorder
- TBI

**Note.** If you would like to research a different condition email your course instructor for prior approval.

**Write** a five-to six-page literature review report that contains the following information:

- Frequency and prevalence of the condition
- Essential signs and symptoms
- Culture, age and gender features
- Medical treatments
- Considerations for educational planning

**Format** your paper consistent with APA style guidelines.

**Submit** your report as a Word document by Sunday.



## PPS60040A: Practicum

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Analyze various components that impact school culture.	Engagement	Standards 1 & 3	Standard 17	Standard 17	Logs
<b>CLO2:</b> Analyze schools as a system through interviews, observations, and records review.	Teaching & Learning	Standard 7	Standards 27 & 28	Standard 18	Logs
<b>CLO3:</b> Evaluate personal experiences that color your view of the school as a system.	Discovery	Standard 2	Standards 25 & 26	Standard 25	Logs

## Week 1: An Overview of Different School Settings

### Learning Objectives

1.23 Analyze last semester's logs and documents to inform your goals for this semester's goals for the purpose of ensuring a well-rounded practicum experience.	CLO2, CLO3
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### Activities and Resources

<b>Readings</b>	1.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

## Assignments

<b>Assignment: Practicum Goals</b>	1.1
<b>Create</b> three goals you wish to achieve during this semester of on-site practicum.	
<b>Submit</b> your goals to the assignment submission forum by Sunday.	
<b>Discussion: Week 1 Practicum Reflection</b>	1.1
<b>Respond</b> to the following prompt, in 3-sentences or less, in the Week 1 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
<b>Reply</b> to one classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

## Week 2: Practicum Experience

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### Learning Objectives

<b>2.19</b> Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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### Activities and Resources

<b>Readings</b>	2.1
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***Best Practices in School Psychology*** (School Psychology Candidates)

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

[Assignments](#)

**Discussion: Week 2 Practicum Reflection**

2.1

**Respond** to the following prompt, in 3-sentences or less, in the Week 2 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

**Reply** to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 3: Practicum Experience](#)

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[Learning Objectives](#)

3.25 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

[Activities and Resources](#)

**Readings**

3.1

***Best Practices in School Psychology*** (School Psychology Candidates)

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

### Assignments

<b>Discussion: Week 3 Practicum Reflection</b>	3.1
<b>Respond</b> to the following prompt, in 3-sentences or less, in the Week 3 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
<b>Reply</b> to one classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

## Week 4: Practicum Experience

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### Learning Objectives

4.23 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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### Activities and Resources

<b>Readings</b>	4.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
<b>Read</b> at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

### Assignments

<b>Discussion: Week 4 Practicum Reflection</b>	4.1
<b>Respond</b> to the following prompt, in 3-sentences or less, in the Week 4 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
<b>Reply</b> to one classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

## [Week 5: Practicum Experience](#)

### [Learning Objectives](#)

5.22 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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### [Activities and Resources](#)

<b>Readings</b>	5.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
<b>Read</b> at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

### [Assignments](#)

<b>Discussion: Week 5 Practicum Reflection</b>	5.1
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**Respond** to the following prompt, in 3-sentences or less, in the Week 5 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

**Reply** to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 6: Practicum Experience](#)

### [Learning Objectives](#)

6.22 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

### [Activities and Resources](#)

#### **Readings**

6.1

*Best Practices in School Psychology (School Psychology Candidates)*

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

### [Assignments](#)

#### **Discussion: Week 6 Practicum Reflection**

6.1

**Respond** to the following prompt, in 3-sentences or less, in the Week 6 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.



**Reply** to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 7: Practicum Experience](#)

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### [Learning Objectives](#)

**7.20** Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

### [Activities and Resources](#)

#### **Readings**

7.1

*Best Practices in School Psychology (School Psychology Candidates)*

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

### [Assignments](#)

#### **Discussion: Week 6 Practicum Reflection**

7.1

**Respond** to the following prompt, in 3-sentences or less, in the Week 6 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

**Reply** to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Evaluation Form**

N/A

**Complete** the Term 2 Student portion of the evaluation.

**Submit** the form by Sunday.

## [Week 8: Goal Progress](#)

### [Learning Objectives](#)

8.22 Analyze your progress on previously set goals.

CLO1, CLO2

### [Activities and Resources](#)

**Readings**

8.1

*Best Practices in School Psychology (School Psychology Candidates)*

**Read** at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

### [Assignments](#)

**Assignment: Goal Progress**

8.1

**Examine** your completed logs and the experience obtained over the past 8 Weeks.

**Write** a one-sentence analysis of the progress you made in meeting each of the three goals you created in Week 1.

**Submit** your 3-sentence analysis as a Word document by Sunday.

**Assignment: Supervisor Evaluation**

N/A

**Submit** the evaluation or performance appraisal form completed by you and your supervisor by Sunday.

**Assignment: Logs**

N/A

**Submit** your completed and signed year to date logs.

***PPS60240: Family, School, and Community Collaboration***

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Analyze various school programs, community supports, state and federal initiatives that provide services and supports to general and special education students, their parent’s and families.	Application	Standard 13	Standard 23, 27	Standard 23	Weeks 3,5,7,8 Investigative Papers
<b>CLO2:</b> Analyze current trends on the conditions of children locally, nationally and globally, the implications for student learning.	Leadership	Standard 7,15	Standard 30	Standard 23	Week 1– Discussion: Conditions of Children

<b>CLO3:</b> Determine culturally and ethnically sensitive ways to incorporate services and programs into school wide comprehensive support systems for students and families.	Engagement	Standard 3,7,13	Standard 23,27	Standard 20	Week 8– Parenting Class Presentation
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## [Week 1: Foundations of Individual, Family, Community & Agency Supports–Risk & Protective Factors](#)

### Learning Objectives

1.24 Identify the numerous early risk and protective factors that can influence and impact a child's growth and development.	CLO2
1.25 Explain how the educational system and various agencies and support services interact and collaborate to support children and their families.	CLO1, CLO3
1.26 Analyze local, national, and global statistics regarding the current conditions of children in areas that have significant impact on their future outcomes.	CLO2
1.27 Determine the role of the school psychologist in evaluating the level of supports available to children and families ranging from least intrusive to most intrusive.	CLO1
1.28 Interpret important factors in your life that has shaped or influenced your development professionally and personally.	CLO2

### Activities and Resources

<b>Readings</b>	1.1, 1.2, 1.3, 1.4, 1.5
<p><b><i>Search Institute</i></b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Don’t Forget the Families”</a> from Search Institute’s Newest Study of Developmental Relationships</li> <li>• <a href="#">“40 Developmental Assets for Adolescents”</a></li> </ul>	
<p><b><i>Online Resources</i></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Early Development and School Readiness from the Perspective of Addressing Barriers to Learning</a> from the Center for Mental Health in Schools at UCLA.</li> </ul>	

- [Risk & Protective Factors](#) from Youth.gov
- [Maslow's Hierarchy of Needs](#) by Sean McLeod from Simple Psychology

**Review** the following helpful websites on research and data in education:

- [National Center for Education Statistics](#) from the Institute of Education Sciences
- [The Condition of Education](#) from the National Center for Education Statistics
- [Healthy Schools Campaign](#)
- [U.S. Government Accountability Office](#)
- [National Dropout Prevention Center/Network](#)
- [Federal Interagency Forum on Child and Family Statistics](#)
- [America's Children: Key National Indicators of Well-Being, 2017](#) from the Federal Interagency Forum on Child and Family Statistics
- [Databank Indicators](#) from Child Trends
- [United States Census Bureau](#)
- [Indicators of School Crime and Safety](#) from the National Center for Education Statistics
- [Child Welfare Information Gateway](#)

### ***Videos***

- ["InBrief: What is Resilience?"](#) [2:22] from the Center on the Developing Child at Harvard University from YouTube.
- ["InBrief: How Resilience is Built"](#) [2:17] from the Center on the Developing Child at Harvard University from YouTube.

### ***Downloadable Resource***

Developing Resiliency in Today's Students from the California Association of School Psychologists: Hot Sheet.

## **Assignments**

### **Discussion: Conditions of Children**

1.1, 1.2, 1.3, 1.4

**Conduct** an analytical review of the local, state, national and global statistics on the conditions of children.

**Consider** reviewing areas that are critical regarding risk factors:

- Good health indicators such as access to health care, infant mortality, teen births, obesity, behavioral health etc.
- Economic well-being indicators such as child poverty, homelessness, employment rates etc.
- Educational achievement indicators such as kindergarten readiness, high school drop-out rates, school attendance rates etc.
- Safe homes and community indicators such as child and youth deaths, substantiated child abuse, juvenile arrests, gang membership etc.

**Respond** to the following prompts in the Conditions of Children discussion forum by Wednesday:

- What conditions have increased or decreased? Why?
- As a school psychologist, what interventions can you employ? What areas would you prioritize?

**Reply** to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Assignment: Reflection Paper–Childhood Experiences

1.5

**Explore** the [ACES Too High](#) website.

**Complete** the [Got Your ACE Score?](#) questionnaire to calculate your personal ACE score.

**Review** the "[40 Developmental Assets for Adolescents](#)" webpage in consideration with your personal ACE Score.

**Write** a 2-page reflection from the standpoint of when you were in your teen years:

- What supports were in place that allowed you to thrive and grow?
- What supports, when looking back, were missing that could have helped?

**Submit** your reflection as a Word document by Sunday.

## **Week 2: Special Needs–Early Identification & Systems of Support for Children & Families**

### Learning Objectives

<b>2.20</b>	Determine the importance of early intervention and identification to the academic success of children and their families.	CLO1
<b>2.21</b>	Explain the role of the school psychologist in the search and serve process.	CLO1
<b>2.22</b>	Describe supports, services and interventions that are available at the early stages of development to assist children and families in need.	CLO1
<b>2.23</b>	Analyze qualifying and eligible criteria for services and interventions from birth to age three to effectively refer and receive these services.	CLO1

### Activities and Resources

<b>Readings</b>	
<p><b>Online Resources</b></p> <p><b>Review</b> the following websites for information on early intervention and support services. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:</p> <ul style="list-style-type: none"> <li>• <a href="#">Regional Center of Orange County</a></li> <li>• State of California <a href="#">Department of Developmental Services</a></li> <li>• <a href="#">California Children's Services</a> from the California Department of Health Care Services</li> <li>• <a href="#">Help Me Grow National Center</a></li> <li>• <a href="#">Bridges Maternal Child Health Network</a> from the Hospital Association of Southern California</li> <li>• <a href="#">Healthy Start</a> from the Health Resources &amp; Services Administration</li> <li>• <a href="#">National Head Start Association</a></li> <li>• <a href="#">First 5 California</a> from the State of California</li> <li>• <a href="#">Center on the Developing Child</a> from Harvard University</li> </ul> <p><b>Read</b> the following article:</p> <p>Center on the Developing Child at Harvard University (2010). <a href="http://www.developingchild.harvard.edu">The Foundations of Lifelong Health Are Built in Early Childhood</a>. <a href="http://www.developingchild.harvard.edu">http://www.developingchild.harvard.edu</a></p>	

### Videos

- [“InBrief: Early Childhood Mental Health”](#) [5:06] from the Center on the Developing Child at Harvard University from YouTube.
- [“InBrief: Early Childhood Program Effectiveness”](#) [4:56] from the Center on the Developing Child at Harvard University from YouTube.
- [“What is Head Start”](#) [3:01] from YouTube.
- [“Giving traumatized kids a head start in healing”](#) [6:49] from PBS News Hour.

### Assignments

#### Discussion: Falling through the Cracks

2.1, 2.3

**Respond** to the following prompts in the Falling through the Cracks discussion forum by Wednesday:

- How might early childhood trauma manifest itself in the education system?
- Why do you think many children, despite available resources, tend to ‘fall through the cracks’ early on?
- As a school psychologist, what resources and supports might be effective for childhood trauma? For catching those who might ‘fall through the cracks’?

**Reply** to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

#### Assignment: Child Rearing Paper

2.3

**Write** a two-to three-page paper outlining what you would include in a workshop to new parents about child rearing.

**Identify** the services and interventions you would introduce and provide rationale for your selections.

**Cite** two references that support your choices.

**Submit** your paper as a Word document by Sunday.



<b>Assignment: Resource Wiki–Early Childhood Resources</b>	2.3, 2.4
<p><b>Review</b> the Resource Wiki page for this course.</p> <p><b>Select</b> one of the resources listed, under the Week 2: Early Childhood Resources heading, and add one from your own research that is local to your district or county.</p> <p><b>Note.</b> The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.</p> <p><b>Complete</b> the following for each resource:</p> <ul style="list-style-type: none"><li>• Describe the services provided in two-to three-sentences</li><li>• Identify the population served</li><li>• Provide links to the following:<ul style="list-style-type: none"><li>○ Online brochure</li><li>○ FAQ page</li></ul></li><li>• Eligibility requirements to receive services</li><li>• Cost or fee for services</li></ul> <p><b>Add</b> the information to the Resource wiki page by Sunday of this week.</p>	

## [Week 3: Children & the Legal System–Social Services, Foster Care & Out of Home Placements](#)

### Learning Objectives

<b>3.26</b> Explain the role of the school psychologist in mandated reporting status of various types of child abuse.	CLO3
<b>3.27</b> Determine what interventions and supports are available to children and families when a Child Abuse Report and subsequent investigation is made.	CLO2, CLO3

**3.28** Analyze the collaborative role a school psychologist must play in connecting families to legal resources when a child is placed in out of home care.

CLO2, CLO3

## Activities and Resources

### Readings

#### *Online Resources*

- An NEA Policy Brief: [Wraparound Services](#) from the National Education Association.
- Lahey, J. (2016). [The Failing First Line of Defense](#). The Atlantic Monthly Group: The Atlantic.

**Review** the following websites for information on supports and services for children in the social service and foster care system. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:

- [Safe Families for Children](#)
- [Court Appointed Special Advocates for Children](#)
- [Preservation Reunification Networking](#)
- [Boys Town](#)
- [Aspen Education Group](#)
- [Crittenton Centers](#)
- [Community Service Programs Inc.](#)
- [Olive Crest](#)
- [Child Abuse Education & Prevention Resources](#) from Childhelp
- [Child Welfare Information Gateway](#) from the Children's Bureau
- [Online Schools](#)
- [Massachusetts Advocates for Children](#)
- [Compassionate Schools: The Heart of Learning and Teaching](#) from the Office of Superintendent of Public Instruction State of Washington
- [Trauma Smart](#) by the Crittenton Children's Center from Saint Luke's

#### *Videos*

- ["InBrief: The Science of Neglect"](#) [5:57] from the Center on the Developing Child at Harvard University from YouTube.
- ["Improving Health Outcomes Through Violence Prevention: Model Partnerships between Community Health Centers and Domestic and Sexual Violence Programs"](#) recorded webinar [1:27:14] from Futures Without Violence.

**Note.** You may need to download and install an Adobe Connect Add-in to view the recorded webinar. If you would like a copy of the slides from the Futures Without Violence webinar you may access them using this link: <https://www.futureswithoutviolence.org/wp-content/uploads/May-24th-2017-IPV-health-partners-webinar-1.pdf>

## Assignments

### **Discussion: Child Abuse Report**

3.1, 3.2, 3.3

**Respond** to the following prompts in the Child Abuse Report discussion forum by Tuesday:

- What is the impact and implications for separating the family unit when a child abuse report and subsequent investigation is initiated?
- How may a child's involvement in the foster care and social service system impact them from an educational standpoint?
- What resources and supports are available to the child and family unit that a school psychologist should be aware of when abuse is involved?

**Reply** to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### **Assignment: Investigative Paper #1**

CLO2, CLO3

**Write** a 2-page investigative paper on a resource related to the Social Service/Foster Care System or a resource from last week on Early Intervention.

**Conduct** an interview with a staff or agency member from the resource you selected. The interview can be conducted over the phone, but an in-person interview is strongly preferred.

**Inform** the individual that you are gathering information for a school project on resources for school psychologists and the education field and no other purpose. If needed provide your instructors email and phone contact information found at the beginning of the course syllabus.

**Include** the following information from your interview in the paper:

- What is the staff or agency member’s title or position? What are their duties and responsibilities?
- What education, experiences, schooling and special training is required for the position?
- What is a ‘typical’ day? What populations are typically served?
- What do they see as strengths of the program and services they offer? Is there any research data or client testimonial to support this claim?
- What do they see as the primary issues facing children and families? Why?
- What do they feel needs to be put in place to create better opportunities for children and their families?
- What are weaknesses, challenges or barriers they encounter? What changes or improvements could be made to the services they offer?

**Provide** the following analysis of the resource:

- What were your initial impressions from observing the agency’s offices and meeting the staff or agency member?
- How would you feel working with this agency or program as a school psychologist?
- What did you learn from the experience? How could you incorporate this experience into your work as a school psychologist?
- What skills and experiences do you need to further your understanding in this area?

**Submit** your paper as a Word document by Sunday.

**Assignment: Resource Wiki–Social Service/Foster Care**

3.3

**Review** the Resource Wiki page for this course.

**Select** one of the resources listed, under the Week 3: Social Services/Foster Care Resources heading, and add one from your own research that is local to your district or county.

**Note.** The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

**Complete** the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served
- Provide links to the following:

- Online brochure
  - FAQ page
  - Eligibility requirements to receive services
  - Cost or fee for services
- Add** the information to the Resource wiki page by Sunday of this week.

## **Week 4: Juvenile Delinquency & Probation**

### Learning Objectives

<b>4.24</b> Explain the educational impact, legal process and path children go through when they enter the juvenile court system.	CLO2
<b>4.25</b> Describe the supports and resources available to children and families involved with the Juvenile Justice System.	CLO1
<b>4.26</b> Analyze the interventions, resources, and supports available for children who commit crimes and turn violent.	CLO2
<b>4.27</b> Determine the role of the school psychologist in working with the juvenile court system when a child from your school is detained.	CLO3

### Activities and Resources

<b>Readings</b>	4.1, 4.2, 4.3, 4.4
<i>See Jane Hit</i>	
Read the entire book.	
<b>Online Resources</b>	
<ul style="list-style-type: none"> <li>● Tsui, A. (2017). <a href="#">How Brain Science is Changing How Long Teens Spend in Prison</a>. PBS Frontline: Columbia Journalism School Fellowships.</li> </ul>	

- [Educational Pathways for Youth Transitioning from Juvenile Justice Facilities](#) from the U.S. Department of Education.
- [AB-2306 Juvenile course school pupils](#) from the California Legislative Information.

**Review** the following websites for information on supports and services for children involved in the juvenile delinquency system and ward ship of the court under probation. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:

- [National Center for Mental Health and Juvenile Justice](#)
- [Office of Juvenile Justice and Delinquency Prevention](#) from the U.S. Department of Justice Office of Justice Programs
- [California Youth Services](#)
- [Youth Justice](#) from the Vera Institute of Justice

#### **Videos**

- ["Second Chance Kids"](#) [54:45] from PBS Frontline.
- ["When Kids Get Life"](#) [1:24:53] from PBS Frontline.

### Assignments

#### **Discussion: Juvenile Incarceration**

4.1, 4.3, 4.4

**Respond** to the following prompts in the Juvenile Incarceration discussion forum by Wednesday:

- Why do you think children turn violent?
- Do we need juvenile prisons? Why or why not? What alternative are there?
- Where do you stand on AB-2306 that allows children involved in foster care or probation to graduate with significantly reduced credit requirements than the typical student? Provide rational for your opinion.

**Reply** to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

#### **Assignment: Processing in the Juvenile Justice System Paper**

4.1, 4.3

Judges, Probation Officers, and District Attorneys are tasked with evaluating cases of suspected juvenile offending and determining which youth to channel into the justice system and which to divert from formal processing.

**Review** the [Crossroads](#) website.

**View** the following videos from YouTube:

- [“Arrested Development: Adolescent Development & Juvenile Justice | Elizabeth Cauffman | TEDxUCIrvine”](#) [12:01].
- [“Elizabeth Cauffman on Juvenile Justice - UC Irvine”](#) [3:40].

**Write** a one-two-page paper that addresses the following:

- How is the decision made to channel juvenile offenders into the justice system and which to divert from formal processing?
- How *should* they make this decision?

**Submit** your paper as a Word document by Sunday.

### Assignment: Resource Wiki– Juvenile Delinquency

4.2

**Review** the Resource Wiki page for this course.

**Select** one of the resources listed, under the Week 4: Juvenile Delinquency Resources heading, and add one from your own research that is local to your district or county.

**Note.** The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

**Complete** the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served

- Provide links to the following:
  - Online brochure
  - FAQ page
- Eligibility requirements to receive services
- Cost or fee for services

**Add** the information to the Resource wiki page by Sunday of this week.

## **Week 5: Children and the Healthcare System**

### Learning Objectives

<b>5.23</b> Explain the various medical and mental health supports available to children and families locally, state and nationally.	CLO1
<b>5.24</b> Determine effective methods to refer and assist families in obtaining health care, mental health support and the eligibility requirements of various government sponsored initiatives.	CLO1, CLO2
<b>5.25</b> Analyze the impact of a child’s physical and mental health needs on their ability to progress in the learning environment and the family.	CLO3
<b>5.26</b> Analyze the role of the school psychologist, educational system and health care system in supporting a child suffering multiple medically based disabilities.	CLO3

### Activities and Resources

#### **Readings**

**Review** the following websites for information on supports and services for children involved in the healthcare system. Look for brochures, FAQ’s, description of services, funding sources and eligibility requirements to obtain services:

- [Substance Abuse and Mental Health Services Administration](#)



- [Phoenix House](#)
- [Didi Hirsch Mental Health Services](#)
- [Susan Samueli Center for Integrative Medicine](#) at the University of California, Irvine.
- [Twin Town Treatment Centers](#)
- [National Institute of Child Health and Human Development](#)
- [National Suicide Prevention Lifeline](#)
- [My3](#)
- [Planned Parenthood](#)
- [Crisis Text Line](#)
- [National Alliance on Mental Illness](#)
- [Touchstone Recovery Center](#)
- [Center for Discovery](#)
- [Alcoholics Anonymous](#)
- [Pacific Hills Treatment Centers](#)
- [Anxiety and Depression Association of America](#)
- [The Child Anxiety Network](#)
- [International OCD Foundation](#)
- [Sidran Institute](#)
- [American Society for Deaf Children](#)
- [American Speech-Language-Hearing Association](#)
- [National Organization on Fetal Alcohol Syndrome](#)
- [National Organization for Rare Disorders](#)
- [FRAXA Research Foundation](#)
- [Down Syndrome: Health Issues](#)
- [Suicide Awareness Voices of Education](#)
- [Tourette Syndrome Plus](#)
- [Brian Injury Association of America](#)
- [The Dana Foundation](#)
- [WebMD](#)

#### **YouTube Videos**

“[InBrief: Early Childhood Mental Health](#)” [5:06] from the Center on the Developing Child at Harvard University.  
“[Welcome to Holland read by Renay Jones](#)” by Emily Pearl Kingsley [3:45].

#### **Online Resource**

Kingsley, E. P. (1987). [Welcome to Holland](#). Emily Perl Kingsley.

## Assignments

### **Discussion: Multiple Disabilities**

5.1, 5.3, 5.4

**Respond** to the following prompts in the Multiple Disabilities discussion forum by Wednesday:

- What challenges do families with an individual with multiple disabilities encounter when obtaining and receiving services from various agencies?
- What might be the educational, psychological and social impact of a child suffering a chronic illness such as HIV, Crohn's, diabetes, etc.?
- What resources and supports can the school psychologist provide?

**Reply** to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### **Assignment: Investigative Paper #2**

5.1

**Write** a 2-page investigative paper on a resource related to the Healthcare System.

**Conduct** an interview with a staff or agency member from the resource you selected. The interview can be conducted over the phone, but an in-person interview is strongly preferred.

**Inform** the individual that you are gathering information for a school project on resources for school psychologists and the education field and no other purpose. If needed provide your instructors email and phone contact information found at the beginning of the course syllabus.

**Include** the following information from your interview in the paper:

- What is the staff or agency member’s title or position? What are their duties and responsibilities?
- What education, experiences, schooling and special training is required for the position?
- What is a ‘typical’ day? What populations are typically served?
- What do they see as strengths of the program and services they offer? Is there any research data or client testimonial to support this claim?
- What do they see as the primary issues facing children and families? Why?
- What do they feel needs to be put in place to create better opportunities for children and their families?
- What are weaknesses, challenges or barriers they encounter? What changes or improvements could be made to the services they offer?

**Provide** the following analysis of the resource:

- What were your initial impressions from observing the agency’s offices and meeting the staff or agency member?
- How would you feel working with this agency or program as a school psychologist?
- What did you learn from the experience? How could you incorporate this experience into your work as a school psychologist?
- What skills and experiences do you need to further your understanding in this area?

**Submit** your paper as a Word document by Sunday.

### Assignment: Resource Wiki–Healthcare

5.1

**Review** the Resource Wiki page for this course.

**Select** one of the resources listed, under the Week 5: Healthcare Resources heading, and add one from your own research that is local to your district or county.

**Note.** The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

**Complete** the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served
- Provide links to the following:

- Online brochure
- FAQ page
- Eligibility requirements to receive services
- Cost or fee for services

**Add** the information to the Resource wiki page by Sunday of this week.

## **Week 6: School and Educational Supports & Services**

### Learning Objectives

<b>6.23</b> Explain the various continuum of School and Educational Supports and Services available to children and families.	CLO1
<b>6.24</b> Analyze the role of the school psychologist in making decisions regarding school supports and placements for students requiring more restrictive educational settings.	CLO3
<b>6.25</b> Determine the role of the school psychologist to support the families in the home as part of the educational process.	CLO3
<b>6.26</b> Determine residential treatment center placement requirements and the variety of options available.	CLO1

### Activities and Resources

<b>Readings</b>	
<p><b>Review</b> the following websites for information on supports and services for children that may need educational supports and services beyond the traditional setting. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:</p> <ul style="list-style-type: none"> <li>• <a href="#">Peer Assistance &amp; Leadership</a></li> <li>• <a href="#">Help for Brain Injured Children</a> (HBIC)</li> <li>• <a href="#">Friday Night Live</a></li> <li>• <a href="#">Sunburst Youth Academy</a></li> </ul>	

- [D.A.R.E.](#)
- [Aspen Education Group](#)
- [Red Rock Canyon School](#)
- [Monarch Center for Autism](#)
- [Vista Del Mar](#)
- [Oak Grove Center](#)
- [Copper Hills Youth Center](#)
- [New Haven Youth and Family Services](#)
- [Cinnamon Hills Youth Crisis Center](#)
- [Logan River Academy](#)
- [Hoagies' Gifted Education Page](#)
- [U.S. Department of Education](#)

### Assignments

<b>Discussion: Treatment Center</b>	6.1, 6.2, 6.3, 6.4
<p><b>Respond</b> to the following prompts in the Treatment Center discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Is there a line drawn between the educational system and the family system? Provide rationale for your position.</li><li>• How would you feel as a school psychologist in making the decision to help place a student in a residential treatment center that is out of state or the county the student resides? What factors would you need to consider?</li></ul> <p><b>Reply</b> to a classmate's post, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

<b>Assignment: Investigative Paper #3</b>	5.1
<p><b>Write</b> a 2-page investigative paper on a resource related to the School and Education System.</p>	

**Conduct** an interview with a staff or agency member from the resource you selected. The interview can be conducted over the phone, but an in-person interview is strongly preferred.

**Inform** the individual that you are gathering information for a school project on resources for school psychologists and the education field and no other purpose. If needed provide your instructors email and phone contact information found at the beginning of the course syllabus.

**Include** the following information from your interview in the paper:

- What is the staff or agency member's title or position? What are their duties and responsibilities?
- What education, experiences, schooling or special training is required for the position?
- What is a 'typical' day? What populations are typically served?
- What do they see as strengths of the program and services they offer?
- What challenges or barriers do they encounter in servicing families?
- Do they conduct any research or keep data on the program effectiveness?
- What do they see as the primary issues facing children and families? Why?
- What do they feel needs to be put in place to create better opportunities for children and their families?

**Provide** the following analysis of the resource:

- What were your initial impressions from observing the agency's offices and meeting the staff or agency member?
- How would you feel working with this agency or program as a school psychologist?
- What did you learn from the experience? How could you incorporate this experience into your work as a school psychologist?
- What skills and experiences do you need to further your understanding in this area?

**Submit** your paper as a Word document by Sunday.

<b>Assignment: Resource Wiki– School and Education</b>	5.1
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**Review** the Resource Wiki page for this course.

**Select** one of the resources listed, under the Week 6: School and Education Resources heading, and add one from your own research that is local to your district or county.

**Note.** The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

**Complete** the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served
- Provide links to the following:
  - Online brochure
  - FAQ page
- Eligibility requirements to receive services
- Cost or fee for services

**Add** the information to the Resource wiki page by Sunday of this week.

## **Week 7: Transitional Services & Supports**

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### Learning Objectives

<b>7.21</b>	Determine the variety of transitional services available to students entering adulthood and students from the delinquency or social services system.	CLO1
<b>7.22</b>	Determine the role of the school psychologist in assisting both general and special education students transitioning to adulthood.	CLO3
<b>7.23</b>	Interpret graduation requirements and legal statutes that protect high risk students.	CLO3

### Activities and Resources

## Readings

**Review** the following websites that provide transitional services and support to students entering adulthood. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:

- [California Department of Rehabilitation](#)
- [Job Corps](#)
- [Coastline Regional Occupational Program](#)
- [Guardian Scholars](#)
- [California Conservation Corps](#)
- [Peace Corps](#)
- [U.S. Army](#)
- [U.S. Marine Corp](#)
- [United States Army National Guard](#)
- [U.S. Air Force](#)
- [Navy Recruiting Command](#)
- [Monster Worldwide](#)
- [Quick Find On-line Clearinghouse](#)
- [College Internship Program](#)

## Assignments

### Discussion: Important Skills

7.2, 7.3

**Respond** to the following prompt in the Important Skills discussion forum by Friday: What do you feel are the most important skills a student with disabilities should be prepared with, when graduating high school?

**Reply** to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post!' or I



agree!

### Assignment: Investigative Paper #4

CLO2, CLO3

**Write** a 2-page investigative paper on a resource related to Adult Transitional Services.

**Conduct** an interview with a staff or agency member from the resource you selected. The interview can be conducted over the phone, but an in-person interview is strongly preferred.

**Inform** the individual that you are gathering information for a school project on resources for school psychologists and the education field and no other purpose. If needed provide your instructors email and phone contact information found at the beginning of the course syllabus.

**Include** the following information from your interview in the paper:

- What is the staff or agency member's title or position? What are their duties and responsibilities?
- What education, experiences, schooling and special training is required for the position?
- What is a 'typical' day? What populations are typically served?
- What do they see as strengths of the program and services they offer? Is there any research data or client testimonial to support this claim?
- What do they see as the primary issues facing children and families? Why?
- What do they feel needs to be put in place to create better opportunities for children and their families?
- What are weaknesses, challenges or barriers they encounter? What changes or improvements could be made to the services they offer?

**Provide** the following analysis of the resource:

- What were your initial impressions from observing the agency's offices and meeting the staff or agency member?
- How would you feel working with this agency or program as a school psychologist?
- What did you learn from the experience? How could you incorporate this experience into your work as a school psychologist?
- What skills and experiences do you need to further your understanding in this area?

**Submit** your paper as a Word document by Sunday.

<b>Assignment: Resource Wiki–Transitional Services</b>	7.1
<p><b>Review</b> the Resource Wiki page for this course.</p> <p><b>Select</b> one of the resources listed, under the Week 7: Transitional Services Resources heading, and add one from your own research that is local to your district or county.</p> <p><b>Note.</b> The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.</p> <p><b>Complete</b> the following for each resource:</p> <ul style="list-style-type: none"><li>• Describe the services provided in two-to three-sentences</li><li>• Identify the population served</li><li>• Provide links to the following:<ul style="list-style-type: none"><li>○ Online brochure</li><li>○ FAQ page</li></ul></li><li>• Eligibility requirements to receive services</li><li>• Cost or fee for services</li></ul> <p><b>Add</b> the information to the Resource wiki page by Sunday of this week.</p>	

## [Week 8: Family & Community Resources & Supports](#)

### Learning Objectives

<b>8.23</b> Explain the variety of community, volunteer, nonprofit, or faith based supports that are available to families and parents.	
<b>8.24</b> Identify various parenting training and support programs.	

## Activities and Resources

### Readings

**Review** the following websites that provide services and supports for children in a variety of areas throughout the community. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:

- [Center for Parent Information & Resources](#)
- [Fristers](#)
- [Twin Town Treatment Centers](#)
- [Planned Parenthood](#)
- [Family Assistance Ministries](#)
- [The LGBT Center OC](#)
- [LD Online](#)
- [GLSEN](#)
- [Children and Adults with Attention-Deficit/Hyperactivity Disorder \(CHADD\)](#)
- [Talk About Curing Autism](#)
- [Autism Society](#)
- [BP Kids](#)
- [Girls Inc.](#)
- [FosterClub](#)
- [A.D.D. Warehouse](#)
- [Schwab Learning](#)
- [NLDline](#)
- [Selective Mutism Association](#)
- [National Institute on Drug Abuse](#)
- [Positive Parenting](#)
- [Welcoming Schools](#)
- [Raising My Rainbow](#)
- [Gay, Lesbian, Bisexual, and Transgender Round Table \(GLBTRT\)](#)

## Assignments

### Discussion: Parenting Qualities

8.1, 8.2

**Respond** to the following prompts in the Parenting Qualities discussion forum by Wednesday:

- What are the most important qualities a parent must possess?
- What factors or stressors that may be beyond a parents control can impact a child in the educational system?

**Reply** to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Parenting Class Presentation

8.1, 8.2

**Develop** a presentation for a parenting class in your region or district.

**Include** the following as part of your presentation:

- A five-to seven-slide PowerPoint presentation with a minimum of three sources.
- Brochures to resources
- Applications for services

**Note.** The brochures and applications can be links to that portion of an agencies website. All resources should be relevant to your region or district needs.

**Submit** your presentation or a link to your presentation by Sunday.

### Assignment: Investigative Paper #5

8.1, 8.2

**Write** a 2-page investigative paper on a resource related to Family and Community Resources.

**Conduct** an interview with a staff or agency member from the resource you selected. The interview can be conducted over the phone, but an in-person interview is strongly preferred.

**Inform** the individual that you are gathering information for a school project on resources for school psychologists and the education field and no other purpose. If needed provide your instructors email and phone contact information found at the beginning of the course syllabus.

**Include** the following information from your interview in the paper:

- What is the staff or agency member's title or position? What are their duties and responsibilities?
- What education, experiences, schooling and special training is required for the position?
- What is a 'typical' day? What populations are typically served?
- What do they see as strengths of the program and services they offer? Is there any research data or client testimonial to support this claim?
- What do they see as the primary issues facing children and families? Why?
- What do they feel needs to be put in place to create better opportunities for children and their families?
- What are weaknesses, challenges or barriers they encounter? What changes or improvements could be made to the services they offer?

**Provide** the following analysis of the resource:

- What were your initial impressions from observing the agency's offices and meeting the staff or agency member?
- How would you feel working with this agency or program as a school psychologist?
- What did you learn from the experience? How could you incorporate this experience into your work as a school psychologist?
- What skills and experiences do you need to further your understanding in this area?

**Submit** your paper as a Word document by Sunday.

### **Assignment: Resource Wiki– Family and Community**

8.1, 8.2

**Review** the Resource Wiki page for this course.

**Select** one of the resources listed, under the Week 8: Family and Community Resources heading, and add one from your own research that is local to your district or county.

**Note.** The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

**Complete** the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served
- Provide links to the following:
  - Online brochure
  - FAQ page
- Eligibility requirements to receive services
- Cost or fee for services

**Add** the information to the Resource wiki page by Sunday of this week.

### Bibliography

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## PPS60450: Career Counseling

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Analyze theories, assessment instruments and techniques relevant to career planning and decision making.	Leadership	Standard 2	Standard 21		Week 1: Career Development Theories and Assessments
<b>CLO2:</b> Determine effective methods to individualize career and educational planning, placement, follow-up, and evaluation.	Application	Standard 7 and 10	Standard 19 and 25		Week 5: Public School Systems Week 7: Financial Aid Award Letters
<b>CLO3:</b> Interpret career, vocational, educational, occupational and labor market information resources as tools for career and academic development.	Engagement, Application	Standard 2 and 15	Standard 20, 21 and 24		Week 4: Career Development Activities Week 8: Preparing Students for Their Future Guidance Lesson
<b>CLO4:</b> Evaluate your cultural competence to assesses and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Engagement, Application	Standard 3,8 and 10	Standard 21 and 25		Week 2: Cultural Competence Case Study Week 6: Evaluating Student Transcripts
<b>CLO5:</b> Interpret various strategies and activities to effectively prepare students for a full range of postsecondary options and opportunities.	Leadership, Engagement	Standard 4 and 12	Standard 17 and 27 (maybe)		Week 3: Daily Operations Reflection

## Week 1: Career Development Theories

### Learning Objectives

1.29	Analyze theories to inform various aspects of career development.	CLO1
1.30	Interpret important factors in your life that has shaped or influenced your career development.	CLO2
1.31	Interpret common career assessment instruments.	CLO3

### Activities and Resources

<b>Readings</b>	1.1, 1.2, 1.3
<p><b><i>Career Development Interventions</i></b></p> <ul style="list-style-type: none"> <li>Ch. 1: Introduction to Career Development Interventions</li> <li>Ch. 2: Understanding and Applying Theories of Career Development</li> </ul>	
<p><b><i>Presentations</i></b></p> <p><b>View</b> the following presentations to guide your reading:</p> <ul style="list-style-type: none"> <li>Ch. 1: Career Development Interventions</li> <li>Ch. 2: Theories of Career Development</li> </ul>	
<b>Preparation: Daily Operations Paper</b>	N/A
<p><b>Schedule</b> a time to interview a school counselor at any level, although a high school counselor may be easier to access, before Week 3.</p> <p><b>Review</b> the Daily Operations Reflection assignment for more information about the interview assignment.</p>	



## Assignments

<b>Discussion: Career Development Influences</b>	1.2
<p><b>Write</b> a short version of your life, in the Career Development Influences discussion forum by Wednesday, that includes the following:</p> <ul style="list-style-type: none"><li>• Important factors in your life that have influenced your career development</li><li>• Work experiences</li><li>• Values</li><li>• Appropriate personal information you believe will help us get to know each other</li></ul> <p><b>Reply</b> to another classmate’s post, by Sunday. If possible, respond to a classmate that has not yet received feedback.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Career Development Theories &amp; Assessments</b>	1.1, 1.3
<p><b>Complete</b> the <a href="#">Holland Code Career Test</a> from Truity.</p> <p><b>Write</b> a one-to two-page response to the following prompts:</p> <ul style="list-style-type: none"><li>• What were your Holland Code Career results?</li><li>• Did your results surprise you in any way? Why or why not?</li><li>• Should career development theories address life roles other than work? Why?</li></ul> <p><b>Submit</b> your paper as a Word document by Sunday.</p>	

## **Week 2: Competent Career Development Interventions**

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### Learning Objectives

2.24 Identify appropriate career development theories to provide individualized career counseling.	CLO2
2.25 Analyze career development theories to identify if they meet the needs of various diverse populations.	CLO4
2.26 Interpret important factors in your life that has shaped or influenced your cultural competence.	CLO4

**Activities and Resources**

<b>Readings</b>	2..1, 2.2, 2.3
<p><b><i>Career Development Interventions</i></b></p> <ul style="list-style-type: none"> <li>Ch. 3: Understanding and Applying Recent Theories of Career Development</li> <li>Ch. 4: Providing Culturally Competent Career Development Interventions</li> </ul>	
<p><b><i>Presentations</i></b></p> <p><b>View</b> the following presentations to guide your reading:</p> <ul style="list-style-type: none"> <li>Ch. 3: Emerging Theories of Career Development</li> <li>Ch. 4: Culturally Competent Career Development Interventions</li> </ul>	

**Assignments**

<b>Discussion: Cultural Competence</b>	2.2, 2.3
<p><b>Respond</b> to the following prompts in the Cultural Competence discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>How well do the career development theories discussed in Ch. 3 of Career Development Interventions address persons from diverse backgrounds?</li> <li>What are some strengths and weaknesses that stand out?</li> </ul>	

- What three things are you good at? How did your own cultural background influence these skills or abilities?
- How might your own cultural background affect the efficacy of the career intervention strategies you chose to use with your students?

**Reply** to another classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Case Study**

2.1

**Review** the student case of Ronald presented in Ch. 3 of Career Development Interventions.

**Write** a one-to two-page paper describing Ronald’s career development using one or more of the theories presented in the chapter.

**Include** the following in your paper:

- Which theory or theories would you use to provide Ronald with career counseling?
- What are the limitations of the theory or theories you selected for Ronald’s situation?

**Submit** your paper as a Word document by Sunday.

**[Week 3: Career Planning–Assessment, Resources, & Information](#)**

**[Learning Objectives](#)**

<p><b>3.29</b> Analyze the daily operations of a career development program.</p>	<p>CLO3, CLO5</p>
<p><b>3.30</b> Interpret data from career assessment instruments and report findings.</p>	<p>CLO3</p>
<p><b>3.31</b> Determine appropriate career assessment instruments based on age groups.</p>	<p>CLO2</p>

## Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3
<p><b><i>Career Development Interventions</i></b></p> <ul style="list-style-type: none"><li>• Ch. 5: Assessment and Career Planning</li><li>• Ch. 6: Career Information and Resources</li></ul>	
<p><b><i>Presentations</i></b></p> <p><b>View</b> the following presentations to guide your reading:</p> <ul style="list-style-type: none"><li>• Ch. 5: Assessment and Career Planning</li><li>• Ch. 6: Career Information and Resources</li></ul>	
<p><b><i>Online Resources</i></b></p> <p><b>Take</b> the following Personality Type test from Truity:</p> <ul style="list-style-type: none"><li>• <a href="#">The 16 Personality Type Profiles</a> to view your 4 letter code type</li><li>• <a href="#">The TypeFinder® Research Edition</a> personality test based on the 4 Letter Personality Code developed by Briggs Myers.</li></ul>	

## Assignments

<b>Discussion: Assessments</b>	3.2, 3.3
<p><b>Respond</b> to the following prompts in the Assessments discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• How accurate do you believe your results were taking the type finder personality test?</li></ul>	

- How can assessments be used when working with middle school students? High school students? College-age students?
- What are some of the dangers or pitfalls of giving assessments?

**Reply** to another classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Daily Operations Reflection**

3.1

**Interview** a school counselor to learn about the types of information and resources provided to students and parents about career choices and college access.

**Write** a three-to five-page reflection on the information and resources:

- Is there specific information for students and parents from low socioeconomic and first generation families?
- How is the information delivered?
- What are the success and challenges the school counselor has had?
- Reflect on the system, what works? Why?
- How would you attempt to overcome the challenges shared during the interview?

**Submit** your paper as a Word document by Sunday.

**[Week 4: Career Development Interventions–Elementary, Middle, and High School](#)**

**[Learning Objectives](#)**

**4.28** Assess career development processes and techniques and determine which are applicable to specific populations.

CLO3

**4.29** Assess various career development activities that promote career development for various age groups.

CLO1, CLO3

## Activities and Resources

Readings	4.1, 4.2
<p><b><i>Career Development Interventions</i></b></p> <ul style="list-style-type: none"><li>Ch. 10: Career Development Interventions in the Elementary Schools</li><li>Ch. 11: Career Development Interventions in Middle Schools</li></ul>	
<p><b><i>Presentations</i></b></p> <p><b>View</b> the following presentations to guide your reading:</p> <ul style="list-style-type: none"><li>Ch. 10: Interventions in the Elementary Schools</li><li>Ch. 11: Interventions in Middle Schools</li></ul>	
<p><b><i>Online Resource</i></b></p> <p><b>Listen</b> to the “<a href="#">550: Three Miles</a>” broadcast [60:00] from WBEZ’s This American Life.</p>	

## Assignments

Discussion: Career Development Tasks	4.1
<p><b>Respond</b> to the following prompt in the Career Development Tasks discussion forum by Wednesday: What career development tasks do you think are most important to help elementary, middle, and high school students address?</p> <p><b>Reply</b> to another classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a classmate that has not yet received feedback.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: Career Development Activities Wiki	4.2

**Research** an age appropriate career development activity you would be able to implement in a classroom or small group setting that would promote career development.

**Post** a link to the activity you selected to the Career Development Activities Wiki.

**Include** a description of the grade level the activity would be appropriate for and what areas of career development it addresses.

## **Week 5: Post-Secondary Options–CA Higher Education Public School Systems**

### Learning Objectives

5.27 Compare the major California higher education school systems.	CLO5
5.28 Determine effective strategies to inform students about post-secondary options.	CLO2
5.29 Determine effective strategies to inform and engage parents about post-secondary options.	CLO2

### Activities and Resources

<b>Readings</b>	5.1, 5.2, 5.3
<p><b>Ready, Willing, and Able</b></p> <ul style="list-style-type: none"> <li>Ch. 1: More Youth, More Ready: A Developmental Understanding of Gaps in Educational Equity</li> <li>Ch. 2: Becoming Developmentally Aware: Applying Developmental Theory to College Preparation and Planning</li> </ul>	
<p><b>Online Resources</b></p> <p><b>Review</b> the following University and College application or admissions websites:</p> <ul style="list-style-type: none"> <li><a href="#">CAL State Apply</a></li> <li><a href="#">UC Admissions</a></li> <li><a href="#">California Community Colleges Requirements</a></li> </ul>	

**Assignments**

<b>Discussion: Public-School Systems</b>	5.1, 5.2, 5.3
<p><b>Respond</b> to the following prompts in the Public-School Systems discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• What three differences did you find in the admissions or application requirements between the three California public school systems?</li> <li>• How would you inform students about their public-school choices? How would you encourage them to apply to the different options available?</li> <li>• How would you engage parents in the process?</li> </ul> <p><b>Reply</b> to another classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a classmate that has not yet received feedback.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

**Week 6: Post-Secondary Options–College Application Process**

**Learning Objectives**

<b>6.27</b> Compare higher education application processes, including public and private schools.	CLO3
<b>6.28</b> Determine methods to support the first-generation population in post-secondary options.	CLO4
<b>6.29</b> Appraise various higher education systems in order to support a student academic plan based on student strengths and needs.	CLO3, CLO4, CLO5

**Activities and Resources**

<b>Readings</b>	6.1, 6.2, 6.3
<i>Ready, Willing, and Able</i>	



- Ch. 3: Envisioning: Forming an Identity That Includes College-Going
- Ch. 4: Believing: Seeing College as Possible and Probable

### **Online Resources**

**Explore** the following websites:

- [The Common Application](#)
- [Colleges that Change Lives](#)
- [Peterson's](#)

**Review** UC's rules for GPA: [Calculating GPA](#)

**Review** college entrance exams at the Princeton Review: [SAT vs ACT](#)

**Review** a listing of top tier schools that are test optional: [FairTest National Center for Fair & Open Testing](#)

## Assignments

### **Discussion: Application Processes**

6.1, 6.2

**Respond** to the following prompts in the Application Processes discussion forum by Wednesday:

- Compare the college application process for the CSU, UC and private school systems.
- What are the differences you notice? How do you think this affects first generation college students?
- How can you use this information for your future work with students?

**Reply** to another classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Discussion: Evaluating Student Transcripts

6.3

**Review** the case studies document and the student transcripts provided. Pay attention to the student number listed on the transcripts and case studies document to match students.

**Select** one of the students.

**Respond** to the following prompts in the Evaluating Student Transcripts discussion forum by Wednesday:

- How would you go about working with that student?
- How did you consider students' strengths, needs, as well as academic performance?

**Reply** to another classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## [Week 7: Financial Aid 101](#)

### [Learning Objectives](#)

**7.24** Interpret the requirements of various financial aid applications.

CLO2, CLO3, CLO5

**7.25** Interpret the benefits offered in financial aid award letters.

CLO2, CLO3, CLO5

### [Activities and Resources](#)

<b>Readings</b>	7.1, 7.2
<p><b>Ready, Willing, and Able</b></p> <ul style="list-style-type: none"><li>• Ch. 5: Aiming: Setting Goals That Set Up Success</li><li>• Ch. 6: Organizing: Realizing College Dreams Through Self-Regulation</li></ul>	
<p><b>Alliant Library</b></p> <p>Read the following article:</p> <p>Carnevale, A. P. (2008). <a href="#">A Real Analysis of Real Education</a>. <i>Liberal Education</i>, 94(4), 54-61.</p> <p>View the following videos:</p> <ul style="list-style-type: none"><li>• <a href="#">“Find Journal Articles in PsycINFO”</a> [2:20]</li><li>• <a href="#">“Using the PsycINFO Thesaurus”</a> [4:27]</li><li>• <a href="#">“Using E-Books at the Alliant Library”</a> [3:34]</li><li>• <a href="#">“Ordering and Picking Up Books from Off Campus”</a> [3:21]</li></ul>	
<p><b>Online Resources</b></p> <p>Read Onink, T. (2017). <a href="#">2017 Guide to college financial aid, the FAFSA and CSS profile</a> from Forbes online.</p> <p>View the <a href="#">“Searching eric.ed.gov”</a> video [5:04] from YouTube.</p>	

## Assignments

<b>Discussion: Financial Aid Forms</b>	7.1
<p><b>Respond</b> to the following prompts in the Financial Aid Forms discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• As a high school counselor, how would you inform students of the importance of completing the FAFSA? The CSS profile?</li></ul>	

- What are the different types of aid? Why is it important to explain this to students?

**Reply** to another classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Financial Aid Award Letter

7.2

**Read** the six sample financial aid award letters for the same student.

**Write** a one-to two-page response to the following prompts:

- Which school offers the best financial aid for this student? Consider using the award analyzer to compare the offers.
- How did you feel reviewing these award letters? Were they confusing to you? Why or why not?
- How did the UCs compensate for not being able to offer a CAL grant?
- How would you work with this student regarding understanding their financial aid award letters?

**Note.** The family income was just under 100,000 – it is roughly 98,900 annually.

**Submit** your paper as a Word document by Sunday.

## [Week 8: Preparing Students for Their Future](#)

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### [Learning Objectives](#)

**8.25** Evaluate an issue or topic related to college admissions or career exploration.

CLO1, CLO2, CLO3, CLO4, CLO5

### [Activities and Resources](#)

<b>Readings</b>	8.1
<b><i>Ready, Willing, and Able</i></b>	
Ch. 7: Connecting: Marshaling the Support of Peers and Families	

### Assignments

<b>Assignment: Guidance Lesson</b>	8.1
<p><b>Select</b> an issue or topic related to college admissions or career exploration. Consider one of the following topics or identify one of your own:</p> <ul style="list-style-type: none"><li>• A group of high school aged students explaining the importance of goal setting and career planning. Walk students through career planning by helping them:<ul style="list-style-type: none"><li>○ Learn about themselves</li><li>○ Learn about various careers</li><li>○ Setting a career goal by making a plan</li></ul></li><li>• Parent to a group of special population students, such as highly unmotivated 9<sup>th</sup> graders or first generation students, explaining the A-G UC/CSU college entrance requirements:<ul style="list-style-type: none"><li>○ What students need to do to be college-ready throughout their high school career</li><li>○ How you will motivate the students</li><li>○ What activity you have that will ensure students understand the A-G requirements</li><li>○ What supports you will provide to ensure the students are successful in meeting the A-G requirements</li></ul></li><li>• The financial aid application process and the different types of aid available:<ul style="list-style-type: none"><li>○ Financial aid application timeline for FAFSA/CA DREAM ACT and CSS Profile</li><li>○ Different types of financial aid such as state, federal, institutional, etc.</li></ul></li></ul> <p><b>Develop</b> a 30- to 45-minute guidance lesson on your selected topic for either students or parents. You may work individually or in pairs.</p> <p><b>Include</b> a handout and activity that supports your selected topic.</p>	

**Submit** your guidance lesson by Friday.

<b>Discussion: Guidance Lesson Presentation</b>	<b>8.1</b>
<p><b>Create</b> a three- to five-minute PowerPoint presentation of your guidance lesson.</p> <p><b>Post</b> it to the Guidance Lesson Presentation discussion forum by Friday.</p> <p><b>Reply</b> to another classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a classmate that has not yet received feedback.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

### Bibliography

23. Carnevale, A. P. (2008). A Real Analysis of Real Education. *Liberal Education*, 94(4), 54-61. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=35690591&site=ehost-live&scope=site>.
24. Onink, T. (2017). 2017 Guide to college financial aid, the FAFSA and CSS profile from Forbes online. Retrieved from <https://www.forbes.com/sites/troyonink/2017/01/08/2017-guide-to-college-financial-aid-the-fafsa-and-css-profile/#78b2128f4cd4>.

### Rubrics

#### Discussion Rubric (15 point)

	Exemplary 100%	Good 67%	Needs Improvement 33%
<b>Initial Response to the Forum Topic</b> (7 points)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to First Peer’s Response to the Forum Topic</b>	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

(4 points)			
<b>Feedback to Second Peer's Response to the Forum Topic</b> (4 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

**Discussion Rubric (10 point)**

	<b>Exemplary 100%</b>	<b>Good 67%</b>	<b>Needs Improvement 33%</b>
<b>Initial Response to the Forum Topic</b> (6 points)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to First Peer's Response to the Forum Topic</b> (2 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
<b>Feedback to Second Peer's Response to the Forum Topic</b> (2 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

**Discussion Rubric (30 point)**

	<b>Exemplary 100%</b>	<b>Good 67%</b>	<b>Needs Improvement 33%</b>
<b>Initial Response to the Forum Topic</b> (16 points)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to First Peer's Response to the Forum Topic</b> (7 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
<b>Feedback to Second Peer's Response to the Forum Topic</b> (7 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

**Guidance Lesson Rubric**

	<b>Exemplary 100%</b>	<b>Good 67%</b>	<b>Needs Improvement 33%</b>
<b>Content</b> (10 points)	Addresses topic and demonstrates strong knowledge of content	Addresses topic but does not demonstrate strong knowledge of content	Does not address topic selected and includes limited information
<b>Activity</b> (5 points)	Activity is aligned with the presentation topic, it is presented within the presentation at an appropriate time and seems to be engaging	Activity has some elements aligned with the presentation topic, but it is not presented in the appropriate time during the presentation	Activity does not have relevant elements aligned to presentation topic
<b>Handout</b> (5 points)	Handout is aligned with the presentation topic and compliments the information presented	Handout is somewhat aligned with the presentation topic, but does not compliment well the information presented	Handout is not aligned with the presentation topic

**Guidance Lesson Presentation Rubric**

	<b>Exemplary 100%</b>	<b>Good 67%</b>	<b>Needs Improvement 33%</b>
<b>Presentation</b> (10 points)	Presentation is organized and flows to allow the audience to fully understand the content being presented	Presentation slides are organized in a logical sequence but may not flow in a manner that allows the audience to follow along	Presentation slides are not organized sequentially and presentation does not flow



## PPS65700: Individual Counseling

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Analyze conceptual foundations, principles, counseling skills and strategies of various interventions used by School based Mental Health professionals.	Leadership Dedication	1, 2, 5	21, 22, 25, 29,	21, 22, 25, 29	Quiz Presentation
<b>CLO2:</b> Interpret the basic principles of case formulation, evaluation, and treatment.	Leadership Application	4, 5	25	25	Presentation
<b>CLO3:</b> Analyze evidence based practice and brief behavioral assessments to evaluate treatment outcome.	Application Dedication	4	25	25	Presentation
<b>CLO4:</b> Determine effective methods and approaches to work in collaboration with multidisciplinary teams.	Leadership Engagement	14	27	27	Quiz
<b>CLO5:</b> Explain the relevance of socio cultural competence and working in a multi-cultural community within school systems.	Leadership Application Dedication	6, 13, 14	27, 28	27, 28	Presentation
<b>CLO6:</b> Identify current legal and ethical considerations as a practitioner.	Leadership Dedication	6	25	25	Presentation

## Week 1: Basic Elements of Individual Counseling

### Learning Objectives

1.32	Define elements of the counselor and client relationship.	CLO1, CLO2, CLO6
1.33	Identify the typical needs four counseling in schools.	CLO1, CLO5, CLO6
1.34	Identify the limitations of working in a school setting.	CLO1, CLO5, CLO6
1.35	Analyze the importance of confidentiality.	CLO1, CLO6

**Activities and Resources**

<b>Readings</b>	1.1, 1.2, 1.3, 1.4
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<p><b><i>Lost and Found</i></b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Ch. 1: A Painful Misunderstanding-Sonia and Denise</li> </ul>
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<p><b><i>School Psychologist as Counselor</i></b></p> <p>Ch. 1: The Counseling Role in School Psychology</p>
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<b>Preparation</b>	N/A
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<b>Review</b> the Syllabus and course expectations.
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<b>Discussion: Introductions</b>	N/A
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<p><b>Respond</b> to the following prompts in the Introductions discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• Introduce yourself to the class and include the following information:</li> </ul>
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- Your program studies
- Professional interests
- Your hobbies

- What are your expectations for this course?

**Reply** to two classmate’s posts by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

### Assignments

#### **Discussion: Challenges Children Face**

1.2, 1.3

**Respond** to the following prompts in the Introductions discussion forum by Friday:

- What are some typical issues or challenges a child may face across the age span?
- What specific issue would a child at the primary school grade level face?
- What specific issue would a child at the secondary school grade level face?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

#### **Assignment: The Case of Sonia and Denise**

1.1,1.3, 1.4

**Write** a two-to three-paragraph reflection regarding the case of Sonia and Denise from your readings this week.

**Identify** some ways in which the counselor helped to create trust and respect confidentiality.

**Submit** your reflection by Sunday as a Word document.

## Week 2: Qualities & Markers of Effective Counselors

### Learning Objectives

<b>2.27</b> Analyze the importance of self-awareness as a counselor.	CLO1, CLO5
<b>2.28</b> Define transference and counter transference.	CLO1, CLO6
<b>2.29</b> Analyze the importance of boundaries in counseling.	CLO1, CLO2, CLO5, CLO6
<b>2.30</b> Analyze elements of evidence-based practice.	CLO1, CLO2, CLO3

### Activities and Resources

<b>Readings</b>	2.1, 2.2, 2.3, 2.4
<b>Lost and Found</b>	
Ch. 2: Han Tackles the Bully	
<b>A Comprehensive Guide to Child Psychotherapy and Counseling</b>	
Ch. 1: Markers of Effective Child Clinicians	
<b>Online Resources</b>	
<ul style="list-style-type: none"> <li>• Baker, S. B. (2012). <a href="#">A new view of evidence-based practice</a>. <i>Counseling Today</i>: American Counseling Association.</li> <li>• <a href="#">Transference</a> from GoodTherapy.org</li> <li>• <a href="#">Countertransference</a> from GoodTherapy.org</li> <li>• <a href="#">Boundaries</a> from GoodTherapy.org</li> </ul>	
<b>Preparation: Residency</b>	2.4

**Review** the Baker article from your readings this week.

**Write** down any questions or comments you have about the article and bring them to your residency day for discussion.

**Read** Ch. 4 Techniques for Systems Consultation of *School Psychologist as Counselor* and Ch. 6 of *A Comprehensive Guide to Child Psychotherapy and Counseling* in preparation for your residency day.

### Assignments

#### **Discussion: Positive Personal Traits**

2.1, 2.2, 2.3

**Review** the Summary of Positive Personal Traits of Child Clinicians in Ch. 1 of *A Comprehensive Guide to Child Psychotherapy and Counseling*.

**Respond** to the following prompts in the Positive Personal Traits discussion forum by Wednesday:

- Identify one of the Positive Personal Traits listed on page 6 that you think is important.
- Why do you think that this chosen trait is important?
- Which trait or traits listed do you find surprising?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

#### **Discussion: Transference and Counter Transference**

2.2, 2.3

**Review** the transference and counter transference links from your readings this week.

**Respond** to the following prompts in the Transference and Counter Transference discussion forum by Friday:

- Why do you think that it is important for counselors to be aware of transference dynamics when they are doing counseling?
- How might cultural issues affect counter transference and boundaries?
- How does monitoring counter transference and using evidence-based practices help to create safety and trust?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

**Discussion: Week 2 in Review**

N/A

**Respond** to the following prompts in the Week 2 in Review discussion forum by Saturday:

- What aspects of the course this week were most interesting?
- What aspects were most challenging?

**Note.** This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

**Assignment: Sonia and Denise and Han Tackles the Bully**

2.1, 2.2, 2.4

**Review** the case scenarios of Sonia and Denise, and Han tackles the Bully.

**Write** a two-to three-paragraph reflection regarding the case of Sonia and Denise, and Han tackles the Bully from your readings this week.

- How did the counselor handle the case of Han in terms of creating safety and trust?
- In both the Sonia and Denise, and Han situations, what did you notice about the counselor’s behaviors and actions in terms of her approach, technique, word usage, etc?
- What might you do differently if you were the counselor?
- Besides anger, what other emotions were Sonia and Denise demonstrating?
- In both situations, Denise and Sonia, and Han, how do you feel the counselor handled their anger?
- What is your comfort level working with conflict and anger?

**Submit** your reflection by Sunday as a Word document.

## **Week 3: Practice Listening & Interviewing Skills as a Counselor**

### Learning Objectives

<b>3.32</b> Apply elements of active listening through role play.	CLO1, CLO2, CLO4, CLO5, CLO6
<b>3.33</b> Define the elements of an Intake Interview.	CLO1, CLO2, CLO4, CLO5, CLO6
<b>3.34</b> Determine student issues to create goals.	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
<b>3.35</b> Analyze the basic operational elements of a goal.	CLO1, CLO2, CLO3

### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3, 3.4
<b>Review</b> the Week 1 and Week 2 readings as needed to prepare for the residency this week.	

### Assignments

<b>Assignment: Your Qualities as a Counselor</b>	N/A
<p>This assignment is in part an ongoing self-assessment.</p> <p><b>Write</b> a one-to two-page reflection of your qualities as a counselor taken from Ch. 1 of <i>A Comprehensive Guide to Child Psychotherapy and Counseling</i>.</p> <p><b>Identify</b> the following in your reflection:</p> <ul style="list-style-type: none"> <li>• Three qualities you feel you possess as a counselor.</li> <li>• Three qualities you want to cultivate or improve.</li> </ul>	

**Submit** your reflection as a Word document by Sunday.

### Assignment: Residency Reflection

3.1, 3.2, 3.3, 3.4

The Residency day was your day to practice, and 'experience' some of the skills, techniques, and core elements of being a Counselor.

**Write** a one-to two-sentence response to each of the following prompts:

- What was the most helpful activity for you today, and why? Note. Some of the activities conducted during your residency included active listening, live discussions, role playing, case conceptualization- identifying needs and goals.
- Why is active listening an important skill for counselors?
- How might a 'doing less' and 'allowing more' approach to individual counseling be helpful?

**Submit** your reflection as a Word document by Sunday.

## [Week 4: Developmental Theory](#)

### Learning Objectives

**4.30** Explain the most popular Developmental theories.

CLO 2

**4.31** Explain developmental assets and Resiliency theories.

CLO 2

**4.32** Identify cultural contexts and background.

CLO 5

### Activities and Resources

#### Readings

4.1, 4.2, 4.3

*A Comprehensive Guide to Child Psychotherapy and Counseling*



Ch. 3: A Developmental Context for Child Therapy and Counseling

**Online Resources**

- [Attachment Issues](#) from GoodTherapy.org
- [Developmental Assets: Preparing Young People for Success](#) from Search Institute
- [The 7 Cs: The Essential Building Blocks of Resilience](#) from Fostering Resilience

**Assignments**

**Discussion: Cultural & Developmental Expectations**

4.1, 4.2, 4.3

**Review** Table 2.1 in Ch. 2 of *A Comprehensive Guide to Child Psychotherapy and Counseling*.

**Respond** to the following prompts in the Cultural & Developmental Expectations discussion forum by Wednesday:

- Identify one or two of these characteristics and share why you think that the characteristic helps in being culturally sensitive.
- Identify possible cultural and developmental expectations that might exist for Han, in Han and the Bully. Reference the readings and website information provided this week.
- How would the situation be handled differently if Han was 7 years old?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

**Discussion: Developmental Assets**

4.2

**Review** the Developmental Assets: Preparing Young People for Success website from the Search Institute.

**Respond** to the following prompts in the Developmental Assets discussion forum by Friday:

- Give an example of how one asset might look depending on the child’s age and background.

- How does understanding developmental assets help you to address students' challenges?
- How does attachment theory help you in your work in schools?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

#### Discussion: Week 4 in Review

N/A

**Respond** to the following prompts in the Week 4 in Review discussion forum by Saturday:

- What concepts or ideas caught your attention this week?
- what are you doing for self-care this week?

**Note.** This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

#### Assignment: Resilience

4.2

**Review** The 7 Cs: The Essential Building Blocks of Resilience website from Fostering Resilience.

**Write** a one-to two-sentence response to the following prompt: What ideas or concepts stand out for you after reviewing the site?

**Submit** your response as a Word document by Sunday.

## [Week 5: Theoretical Approaches](#)

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### [Learning Objectives](#)

5.30	Identify the elements of long term and short-term counseling.	CLO1, CLO 2, CLO 3
5.31	Determine the most appropriate modalities for your client.	CLO1, CLO 2, CLO 3
5.32	Explain cognitive behavioral therapy approaches.	CLO1, CLO 2, CLO 3
5.33	Explain psycho dynamic theories.	CLO1, CLO 2, CLO 3
5.34	Explain experiential approaches in counseling.	CLO1, CLO 2, CLO 3

### Activities and Resources

<b>Readings</b>	5.1, 5.2, 5.3, 5.4, 5.5
<p><b>School Psychologist as Counselor</b></p> <ul style="list-style-type: none"> <li>• Ch. 6: Nondirective Approaches</li> <li>• Ch. 7: Mindfulness</li> <li>• Ch. 8: Directive Approaches</li> <li>• <del>Ch. 3: Cognitive Behavioral and Related Approaches</del></li> <li>• <del>Ch. 4: Choice Theory and Reality Therapy</del></li> <li>• <del>Ch. 5: Play Based and Sandtray Approaches</del></li> </ul>	
<p><b>Online Resource</b></p> <p>Grohol, J. (2016). <a href="#">15 Common Defense Mechanisms</a>. <i>Psych Central</i>.</p>	
<p><b>Video</b></p> <p>View the "<a href="#">Play is more than just fun</a>" by Stuart Brown filmed at TED Serious Play 2008.</p>	

## Assignments

<b>Discussion: Typical Issues</b>	5.2
<p>Summarizing thus far, we have reviewed what is considered, typical development, typical challenges, and some crises that children face, such as stress around academic performance, self-esteem, conflicts, bullying, loss, and more.</p> <p><b>Respond</b> to the following prompt in the Typical Issues discussion forum by Wednesday: In reading about the different theoretical approaches, which approach do you tend to favor in addressing some of these typical issues? Why?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	
<b>Discussion: Play</b>	5.4, 5.5
<p><b>Respond</b> to the following prompts in the Play discussion forum by Friday:</p> <ul style="list-style-type: none"><li>• After reading Ch. 6 and viewing the TedTalk by Stuart Brown, in what ways do you include play in your present life?</li><li>• Why do you feel that play is helpful?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	
<b>Discussion: Week 5 in Review</b>	N/A
<p><b>Respond</b> to the following prompts in the Week 5 in Review discussion forum by Saturday:</p> <ul style="list-style-type: none"><li>• What concepts or ideas caught your attention this week?</li><li>• what are you doing for self-care this week?</li></ul>	

**Note.** This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

**Assignment: Quiz**

1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 5.2, 5.4, 5.5

**Complete** the quiz on material presented thus far, including this week’s material on Cognitive, Behavior therapy, Psychodynamic therapy, and common defense mechanisms.

**[Week 6: Addressing More Complex Issues](#)**

**[Learning Objectives](#)**

**6.30** Analyze typical crisis interventions in school-based counseling.

CLO1, CLO2, CLO4, CLO6

**6.31** Identify the essential elements in assessing self-harm.

CLO1, CLO2, CLO4, CLO6

**6.32** Identify the essential elements in addressing reported abuse.

CLO1, CLO2, CLO4, CLO6

**6.33** Analyze the limits of your training, skill, and scope of practice as a School Counselor.

CLO1, CLO6

**[Activities and Resources](#)**

**Readings**

6.1, 6.2, 6.3, 6.4

***School Psychologist as Counselor***

Ch. 9 Therapeutic Responses to Trauma, Loss, and Crisis

#### **Online Resources**

- [Youth Suicide Warning Signs](#)
- [Diagnostic and Statistical Manual \(DSM\)](#) from GoodTherapy.org

#### **Assignments**

<b>Discussion: Lost and Found</b>	6.1, 6.3, 6.4
<p><b>Review</b> the case of Camile in <i>Lost and Found</i>.</p> <p><b>Respond</b> to the following prompts in the Lost and Found discussion forum by Wednesday: How do you think the Counselor handled the situation overall? Provide rationale for your response.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	
<b>Discussion: Addressing Complex Issues</b>	6.2
<p><b>Respond</b> to the following prompts in the Addressing Complex Issues discussion forum by Friday: Identify one challenging aspect of addressing issues such as self-harm, crisis, and trauma.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	
<b>Discussion: Week 6 in Review</b>	N/A
<p><b>Respond</b> to the following prompts in the Week 6 in Review discussion forum by Saturday:</p>	

- What aspects of the course this week were most interesting?
- What aspects were most challenging?
- What are you doing for self-care this week?

**Note.** This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

<b>Assignment: CPS Laws</b>	6.3,6.4
<p><b>Review</b> current CPS laws in your state.</p> <p><b>Write</b> a one-to two-paragraph reflection on one particular challenge that you might face regarding these mandates.</p> <p><b>Include</b> the phone, address, and procedures of your local community CPS contact.</p>	

## [Week 7: Working Collaboratively as a Counselor](#)

### Learning Objectives

<b>7.26</b> Identify the key elements, including legal and ethical issues, of communicating with families.	CLO1, CLO5, CLO6
<b>7.27</b> Identify the key elements, including legal and ethical issues, of working collaboratively with school staff and other professionals.	CLO1, CLO5, CLO6
<b>7.28</b> Analyze the key elements of working with others outside of your culture.	CLO1, CLO5, CLO6
<b>7.29</b> Determine the limits of confidentiality.	CLO6

## Activities and Resources

Readings	7.1, 7.2, 7.3, 7.4
<p><b><i>School Psychologist as Counselor</i></b></p> <ul style="list-style-type: none"><li>• Ch. 3: Counseling Within Multitiered Systems of Support</li><li>• Ch. 4: Techniques for Systems Consultation</li><li>• Ch. 5: Family Intervention</li><li>• <del>Ch. 8: Working with Teams and Systems</del></li><li>• <del>Ch. 9: The Consultation Role</del></li><li>• <del>Ch. 11: Family System Issues</del></li></ul>	

## Assignments

Discussion: Working Collaboratively	7.1, 7.2, 7.4
<p><b>Reflect</b> on the role of a School Counselor.</p> <p><b>Respond</b> to the following prompts in the Working Collaboratively discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Identify some mandates that exist to protect confidentiality when working with minors.</li><li>• How can working collaboratively with other professionals when working with high risk youth be beneficial?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	

Discussion: Special Family Issues	7.3
<p><b>Select</b> one of the following Special Family Issues from Ch. 5 of <i>School Psychologist as Counselor</i>:</p>	



- Military Deployment
- Divorce
- Blended Families
- Adoption
- Death of a Family Member
- Addiction
- Other Family Issues

**Respond** to the following prompts in the Special Family Issues discussion forum by Friday:

- How might these issues affect students? and
- How can a school psychologist address the issues through counseling?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

<b>Discussion: Week 7 in Review</b>	N/A
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**Respond** to the following prompts in the Week 7 in Review discussion forum by Saturday:

- What concepts or ideas caught your attention this week?
- what are you doing for self-care this week?

**Note.** This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

<b>Assignment: Explaining CPS Mandates</b>	7.1, 7.2, 7.3, 7.4
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**Choose** one ethnic or cultural group with which are familiar.

**Write** a one-to two-paragraph response on how you might explain CPS mandates to a parent from your selected group.

**Note.** For example, if you chose to focus on addressing a family from Cuba, how would you explain the CPS mandates to them, while keeping in mind their background and cultural beliefs?

**Identify** any help you would need to do this.

**Note.** This assignment could also be done by identifying another classmate, and role playing, then creating a joint summary statement.

**Submit** your response as a Word document by Sunday.

<b>Assignment: Presentation</b>	5.2, 7.2
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**Create** a 10-to 15-minute presentation with audio narration for other workplace professionals on one of the following topics:

- Nondirective counseling approaches, including Sandplay and Sandtray Therapy and their benefits.
- Mindfulness and its benefits
- Directive Approaches such as Cognitive Behavioral Approaches, Rational Emotive Behavior Therapy, Dialectical Behavior Therapy, Choice Theory and Reality Therapy, and others and their benefits
- Techniques and challenges of counseling students on the Autistic Spectrum
- Childhood disorders as defined in the DSM V

**Utilize** PowerPoint, Prezi, Haiku Deck or other tool to create your presentation.

**Note.** You may work in teams to create your presentation. Each team member will need to submit the presentation to Canvas.

**Submit** a link to your presentation by Sunday.

**Note.** Do not upload your presentation to Canvas. Upload it to a cloud server such as OneDrive or Google Drive and share the item.

## Week 8: Key Elements of Setting up Your Practice in a School Setting

### Learning Objectives

<b>8.26</b> Interpret the limits of confidentiality	CLO1, CLO6
<b>8.27</b> Determine current record keeping practices that meet professional and legal and ethical standards	CLO1, CLO6
<b>8.28</b> Determining appropriate materials and set up for your school setting	CLO1, CLO5

### Activities and Resources

<b>Readings</b>	8.1, 8.2, 8.3
<b><i>School Psychologist as Counselor</i></b>	
<ul style="list-style-type: none"> <li>Ch. 2: The Counseling Process</li> <li>Ch. 4: Techniques for Systems Consultation</li> </ul>	
<b><i>A Comprehensive Guide to Child Psychotherapy and Counseling</i></b>	
<ul style="list-style-type: none"> <li>Ch. 4: Environments and Materials for Child Therapy and Counseling</li> <li>Ch. 14: Creating Thoughtful Endings</li> </ul>	
<b><i>Online Resource</i></b>	
Stone, C. (2014). <a href="#">Informed Consent: Is it Attainable With Students in Schools?</a> . <i>School Counselor</i> . ASCA.	

### Assignments

<b>Discussion: Dream Office Setting</b>	8.1, 8.3
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**Respond** to the following prompts in the Dream Office Setting discussion forum by Wednesday:

- Design the ideal counseling office: What would it look like?
- What might be some typical challenges of working at a school?
- How would you address any confidentiality in the school setting, including record keeping?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

### Discussion: Professional Relationships

8.1, 8.2

**Respond** to the following prompts in the Professional Relationships discussion forum by Wednesday:

- How would you address confidentiality and a professional work arrangement with the community and outside agencies?
- What three agencies would it be beneficial to have a relationship with as a Counselor?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

### Discussion: Week 8 in Review

N/A

**Respond** to the following prompts in the Week 8 in Review discussion forum by Saturday:

- What concepts or ideas caught your attention this week?
- what are you doing for self-care this week?

**Note.** This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

## Bibliography

25. Baker, S. B. (2012). A new view of evidence-based practice. *Counseling Today*. American Counseling Association. Retrieved from <http://ct.counseling.org/2012/12/a-new-view-of-evidence-based-practice/>.
26. Grohol, J. (2016). 15 Common Defense Mechanisms. *Psych Central*. Retrieved from <https://psychcentral.com/lib/15-common-defense-mechanisms/>.
27. Stone, C. (2014). Informed Consent: Is it Attainable With Students in Schools?. *School Counselor*. ASCA. Retrieved from <https://www.schoolcounselor.org/magazine/blogs/september-october-2014/informed-consent-is-it-attainable-with-students-i>.

## PPS60310: Consultation, Program Development, and Evaluation

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Identify skills of a competent consultant and collaborator.	Dedication	Standard 10, 14	Standard 22	Standard 20	Discussion/Reflection
<b>CLO2:</b> Analyze the stages of consultation.	Application	Standard 10	Standard 27	Standard 20	Discussion/Reflection
<b>CLO3:</b> Compare various consultation models.	Application	Standard 10	Standard 27	Standard 20	Discussion/Reflection
<b>CLO4:</b> Determine how to effectively integrate consultation models to meet student needs.	Leadership	Standard 10, 7, 5	Standard 23	Standard 20, 18	Case study and evaluation paper
<b>CLO5:</b> Assess various educational programs to support student achievement through consultation.	Engagement	Standard 10, 5	Standard 29	Standard 20, 23	Discussion/Reflection
<b>CLO6:</b> Determine how to evaluate programs through action research.	Leadership	Standard 12	Standard 30	Standard 23	Discussion/Reflection

## Week 1: Introduction to Consultation

### Learning Objectives

1.36	Define consultation and collaboration.	CLO1
1.37	Determine key and personal characteristics of an effective consultant.	CLO1
1.38	Determine the various roles of consultants.	CLO1

### Activities and Resources

<b>Readings</b>	1.1, 1.2, 1.3
<p><b><i>Psychological Consultation and Collaboration in School and Community</i></b></p> <ul style="list-style-type: none"> <li>Ch. 1: The Foundations of Consultation and Collaboration</li> <li>Ch. 2: Consultants, Consultees, and Collaborators</li> </ul>	
<p><b><i>PowerPoint</i></b></p> <p><b>View</b> the Introduction to Consultation presentation.</p>	
<b>Preparation: Alliant Library</b>	N/A
<p><b>Check</b> out a copy of the following book from the Alliant Library:</p> <p>Thomas, A., &amp; Grimes, J. editors. <i>Best practices in school psychology</i> (5th ed.). Bethesda, MD: National Association of School Psychologists.</p> <p><b>Note.</b> There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You will need to check out the book and make copies of the following:</p>	

- Ch. 103: Best Practice in Instructional Consultation and Instructional Consultation Teams
- Ch. 104: Best Practices in Direct Behavioral Consultation
- Ch. 105: Best Practices in School-Based Problem-Solving Consultation: Applications in Prevention and Intervention Systems

**Return** the book as soon as possible so that others have an opportunity to check-out the book and make copies *before Week 4*.

### Assignments

<b>Discussion: Future Consultant</b>	1.2, 1.3
<p><b>Respond</b> to the following prompts in the Educational Research discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What are your strengths and weaknesses as a future consultant? What role would you take on given your characteristics?</li><li>• What would you aim for in the future?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	



<b>Assignment: Consultation Reflection Paper</b>	1.1
<p><b>Write</b> a one-to two-page reflection on how you would define consultation and collaboration.</p> <p><b>Reference</b> your text to support your position.</p> <p><b>Submit</b> your reflection as a Word document by Sunday.</p>	

## **Week 2: Stages of Consultation**

### Learning Objectives

<b>2.31</b> Analyze the entry stage of consultation as a complex process.	CLO2
<b>2.32</b> Analyze the phases in the diagnosis stage of consultation.	CLO2
<b>2.33</b> Analyze the phases in the implementation stage of consultation.	CLO2
<b>2.34</b> Determine all the considerations of the disengagement stage.	CLO2

### Activities and Resources

<b>Readings</b>	2.1, 2.2, 2.3, 2.4
<b><i>Psychological Consultation and Collaboration in School and Community</i></b> <ul style="list-style-type: none"><li>• Ch. 4: Entry Stage</li><li>• Ch. 5: Diagnosis Stage</li><li>• Ch. 6: Implementation Stage</li><li>• Ch. 7: Disengagement Stage</li></ul>	
<b><i>PowerPoint</i></b> <p><b>View</b> the Stages of Consultation presentation.</p>	
<b><i>Online Resource</i></b> <p><b>View</b> the "<a href="#">Consultee Centered Consultation Training Video Spring 2016</a>" video [21:48] from YouTube.</p>	



<b>Preparation: Course Project</b>	N/A
<b>Review</b> the directions for the Course Project due in Week 8.	
<b>Begin</b> working on your scenario.	

### [Assignments](#)

<b>Discussion: The Stages</b>	2.2, 2.3, 2.4
<b>Respond</b> to the following prompts in The Stages discussion forum by Wednesday: <ul style="list-style-type: none"><li>• Which skills are most needed by consultants to increase the chances that the diagnosis stage will be successful?</li><li>• How would you, as a consultant, help a consultee choose an appropriate intervention?</li><li>• In what ways is disengagement a winding down of the consultation process?</li></ul>	
<b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

<b>Assignment: Stages Reflection Paper</b>	2.1
<b>Write</b> a one-to two-page reflection on the <i>Consultee Centered Consultation Training Video</i> as one enter the consultation relationship.	
<b>Reference</b> your text and other sources to support your position.	
<b>Submit</b> your reflection as a Word document by Sunday.	

## [Week 3: Mental Health Consultation](#)

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### Learning Objectives

3.36	Analyze the approaches, roles, and goals of mental health consultation.	CLO1, CLO2
3.37	Determine historic and current modifications of the consultation process.	CLO1, CLO2

### Activities and Resources

<b>Readings</b>	3.1, 3.2
<b><i>Psychological Consultation and Collaboration in School and Community</i></b>	
Ch. 9: Mental Health Consultation and Collaboration	
<b><i>Online Resource</i></b>	
<b>View</b> the " <a href="#">Behavioral Health Consultation Exemplar Series: Depression</a> " video [5:26] from YouTube.	

### Assignments

<b>Discussion: Consultation Models</b>	3.1
<b>Respond</b> to the following prompts in the Consultation Models discussion forum by Wednesday:	
<ul style="list-style-type: none"><li>Describe the characteristics of two mental health consultation models.</li><li>What are the pros and cons of each model?</li></ul>	
<b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Assignment: Consultation Process Reflection Paper

3.2

**Write** a one-to two-page reflection on the preferred consultation process.

**Reference** your text and the *Behavioral Health Consultation Exemplar Series: Depression* video to support your position.

**Submit** your reflection as a Word document by Sunday.

## [Week 4: Behavioral Consultation](#)

### Learning Objectives

4.33 Determine key concepts of behavior consultation.

CLO3

4.34 Determine the impact of praise as a behavioral consultation method.

CLO3, CLO4

4.35 Determine best practices in direct behavioral consultation.

CLO3

### Activities and Resources

#### Readings

#### ***Psychological Consultation and Collaboration in School and Community***

Ch. 10: Behavioral Consultation and Collaboration

### **Alliant Library**

Thomas, A., & Grimes, J. editors. Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

**Read** Ch. 104: Best Practices in Direct Behavioral Consultation

**Note.** There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You should have checked out the book and made a copy of this chapter as well as chapters 103 and 105.

Dufrene, B. A., Lestremau, L., & Zoder-Martell, K. (2014). [Direct Behavioral Consultation: Effects On Teachers' Praise And Student Disruptive Behavior](#). Psychology In The Schools, 51(6), 567-580.

### **Online Resource**

**View** the "[Behavior Consultation Part 2](#)" video [6:16] from YouTube.

## Assignments

### **Discussion: Behavior Change**

4.2, 4.3

**Respond** to the following prompts in the Behavior Change discussion forum by Wednesday:

- Compare the best practices in direct behavioral consultation and basic behavior consultation.
- How would teacher's praise impact behavioral change in the classroom?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### **Assignment: Behavioral Concepts Reflection Paper**

4.1

**Write** a one-to two-page reflection on key behavioral concepts.

**Reference** your text and the *Behavior Consultation Part 2* video to support your position.

**Submit** your reflection as a Word document by Sunday.

## **Week 5: School-Based Consultation**

### Learning Objectives

5.35	Evaluate various instructional consultation models.	CLO3
5.36	Compare the Adlerian consultation and instructional consultation models.	CLO3
5.37	Analyze home-school collaboration models.	CLO3, CLO4

### Activities and Resources

#### **Readings**

#### ***Psychological Consultation and Collaboration in School and Community***

Ch. 12: School-Based Consultation and Collaboration

#### ***Alliant Library***

Thomas, A., & Grimes, J. editors. Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

**Read** Ch. 103: Best Practice in Instructional Consultation and Instructional Consultation Teams

**Note.** There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You should have checked out the book and made a copy of this chapter as well as chapter 105.

**Online Resource**

View the "[Example of Contracting for Instructional Consultation](#)" video [8:06] from YouTube.

**Assignments**

**Discussion: Instructional Consultation**

5.1, 5.2

**Respond** to the following prompts in the Instructional Consultation discussion forum by Wednesday:

- What are the key points to instructional consultation? Why is it helpful?
- When would the Adlerian consultation model be appropriated compared to instructional consultation?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

**Assignment: Home School Collaboration Reflection Paper**

5.3

**Write** a one-to two-page reflection on home school collaboration.

**Reference** your text and the *Example of Contracting for Instructional Consultation* video to support your position.

**Submit** your reflection as a Word document by Sunday.

**Week 6: Best Practices in Schools**

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**Learning Objectives**

6.34 Analyze early intervention programs from various perspectives.	CLO5, CLO6
6.35 Determine best practices in problem-solving consultation.	CLO4
6.36 Interpret how to use action research to improve academic programs.	CLO6

### Activities and Resources

<b>Readings</b>	
<p><b>Alliant Library</b></p> <p>Thomas, A., &amp; Grimes, J. editors. Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.</p> <ul style="list-style-type: none"> <li>• <b>Read</b> Ch. 105: Best Practices in School-Based Problem-Solving Consultation: Applications in Prevention and Intervention Systems</li> </ul> <p>Barnett, D. W., Pepiton, A. E., Bell, S. H., Gilkey, C. M., &amp; al, e. (1999). <a href="#">Evaluating early intervention: Accountability methods for service delivery innovations</a>. <i>The Journal of Special Education</i>, 33(3), 177.</p> <p>Hansen, M. J., &amp; Borden, V. H. (2006). <a href="#">Using Action Research to Support Academic Program Improvement</a>. <i>New Directions For Institutional Research</i>, 2006(130), 47-62.</p>	
<p><b>Online Resources</b></p> <p>View the "<a href="#">School Consultation Skills (Lydia - Counselor Betty – Counselee</a>" video [15:00] from YouTube.</p>	

### Assignments

<b>Discussion: Consultation Model</b>	6.1, 6.2
<p><b>Respond</b> to the following prompts in the Consultation Model discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• What are the key concepts to early intervention?</li> <li>• How would you use the consultation model to solve problems that could arise in a program? Provide examples.</li> </ul>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Program Evaluation Reflection Paper

6.3

**Write** a one-to two-page reflection on program evaluation and best fit for a student.

**Reference** your text and the *School Consultation Skills* video to support your position.

**Submit** your reflection as a Word document by Sunday.

## [Week 7: Ethical and Legal Issues](#)

### Learning Objectives

7.30 Interpret ethical obligations as a consultant.

CLO1, CLO2

7.31 Evaluate common legal issues in consultation.

CLO4

### Activities and Resources

#### Readings

***Psychological Consultation and Collaboration in School and Community***

Ch. 14: Ethical and Legal Issues



## Assignments

<b>Discussion: Legal Issues</b>	7.1, 7.2
<p><b>Respond</b> to the following prompts in the Legal Issues discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What are some legal issues that can arise in consultation?</li><li>• How would you approach those issues?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Professionalism Reflection Paper</b>	7.1
<p><b>Write</b> a one-to two-page reflection on ethical issues and the need to maintain professionalism in your practice.</p> <p><b>Reference</b> your text and other sources to support your position.</p> <p><b>Submit</b> your reflection as a Word document by Sunday.</p>	

## Week 8: Integration and Case Study

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### Learning Objectives

8.29 Apply the consultation process.	CLO3, CLO4, CLO5
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## Activities and Resources

<b>Readings</b>	8.1
<b>Online Resource</b> View the “ <a href="#">Building relationships between parents and teachers: Megan Olivia Hall at TEDxBurnsvilleED</a> ” video [11:01] from YouTube.	

## Assignments

<b>Discussion: Course Project Share</b>	8.1
<b>Respond</b> to the following prompts in the Course Project Share discussion forum by Wednesday: <ul style="list-style-type: none"><li>• In your scenario, what was the identified problem?</li><li>• What consultation model did you use?</li></ul> <b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

<b>Assignment: Parent/Teacher Consultation and Collaboration Reflection Paper</b>	N/A
<b>Write</b> a one-to two-page reflection on the true meaning of parent/teacher consultation and collaboration. <b>Reference</b> your text and other sources to support your position. <b>Submit</b> your reflection as a Word document by Sunday.	

<b>Assignment: Course Project</b>	8.1
<p><b>Develop</b> a scenario from a child you have followed in your practicum or a fictitious child for a consultation process.</p> <p><b>Write</b> a three-to five-page paper explaining the child’s need and how you would take the consultees through the consultation process.</p> <p><b>Create</b> a five-to eight-minute presentation of your scenario to present to the class.</p> <p><b>Note.</b> Presentations will be given during a synchronous class session on Canvas scheduled by your course instructor. You do not need to create a presentation, but feel free to use one to guide your presentation.</p> <p><b>Submit</b> your paper as a Word document by Friday.</p>	
<p>Post an announcement in Week 2 or 3 about when the synchronous class session will occur. Consider providing students with options to vote on for the best day and time for the synchronous session. You may want to use a tool such as <a href="#">When is Good</a> to track student selections.</p>	

### [Bibliography](#)

28. Barnett, D. W., Pepiton, A. E., Bell, S. H., Gilkey, C. M., & al, e. (1999). Evaluating early intervention: Accountability methods for service delivery innovations. *The Journal of Special Education*, 33(3), 177. Retrieved from <http://0-search.proquest.com.library.alliant.edu/docview/194702988?accountid=25255>.
29. Hansen, M. J., & Borden, V. H. (2006). Using Action Research to Support Academic Program Improvement. *New Directions For Institutional Research*, 2006(130), 47-62. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=21973817&site=ehost-live&scope=site>.
30. Thomas, A., & Grimes, J. editors. *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

## PPS65800: Group Counseling, Leadership, and Intervention

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Explain the basic principles of Group work, specifically Group formulation, evaluation, and evidence based treatment used by School based Mental Health professionals.	Leadership, Engagement, Application	1, 5	26	20	-Quiz -Written assignments -Presentation
<b>CLO2:</b> Analyze different leadership styles and characteristics of a good Group facilitator.	Leadership, Application	6, 10	22	21	Written assignments
<b>CLO3:</b> Determine the relevance of socio cultural competence and working in a multi -cultural community when doing group work.	Engagement, Application	3, 5, 7, 10	23, 27	23	-Written assignments -Presentation
<b>CLO4:</b> Analyze the different stages and phases of Group work, while considering the stages of human development and different age ranges.	Engagement, Application	1, 2, 8	26	17, 21	-Quiz -Written assignments -Presentation
<b>CLO5:</b> Apply current legal and ethical considerations as a practitioner.	Leadership, Application	6	18	19	-Written assignments -Presentation

## Week 1: The Universality of Groups

### Learning Objectives

1.39 Define the universality of groups.	CLO1
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1.40	Identify needs that groups address on a global or national scale.	CLO1
1.41	Define ways in which groups can address the needs of students in schools and communities.	CLO1, CLO3

### Activities and Resources

<b>Readings</b>	1.1, 1.2, 1.3, 1.4
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#### ***Article***

**Read** the following article:

Young, E. (2017). [Iceland knows how to stop teen substance abuse – but the rest of the world isn't listening](#). ABC.net.

#### ***Website***

**Read** the following webpage: [Group Counseling in a School Setting](#) from School-Counselor.org.

#### ***Video***

**View** "[The power of introverts | Susan Cain](#)" TEDTalk [19:04] from YouTube.

<b>Preparation: Residency</b>	N/A
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**Begin** reading, over the next three weeks, the following case studies in *Lost and Found*:

- Sonia and Denise
- Han
- Camile
- Elke
- Esther

- Marlon
- Anthony

**Note.** These cases will be used in a future activity.

During the Residency day, small work groups will be established with the focus of creating the experience of being in a group, with the opportunity to switch to a variety of roles:

- Facilitator or leader
- Timekeeper
- Scribe

Each week, after the residency day, the small groups will:

- Have a task or discussion question to work on collectively, and then summarize for a grade.
- Collaborate to create a curriculum plan, which will be due in Week 7.

**Note.** In Week 8, each group will work on reviewing and commenting on the syllabi created, with commentary due at the end of the course. Requirements will be reviewed during the Residency.

## Assignments

<b>Discussion: Introductions</b>	1.1, 1.2
<p><b>Respond</b> to the following prompts, in a few sentences, in the Introductions discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Introduce yourself in terms of your personal and professional interests:</li><li>• Hobbies</li><li>• What kind of work you are interested in?</li><li>• What populations do you want to work with?</li><li>• How familiar are you with group work?</li><li>• What are your expectations for the course?</li></ul> <p><b>Note.</b> Information from this forum will be used for your assignment this week.</p>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Discussion: Interventions

1.1, 1.2, 1.3

**Respond** to the following prompts in the Interventions discussion forum by Thursday:

- What needs did you identify from the article about the Iceland intervention?
- How many different types of interventions do you see in this study?
- What three ways might you see these interventions in your school community?
- What are some obstacles and challenges that might make it difficult to implement a similar program in your school community?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Discussion: Group Work in Schools

1.3

**Respond** to the following prompts in the Group Work in Schools discussion forum by Friday: In what respects do the ideas from the Iceland intervention and the TED talk on the Power of Introverts, influence your thinking about potentially doing group work in schools?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Assignment: Natural Groups Paper</b>	1.1, 1.2, 1.3
<p><b>Consider</b> natural groups.</p> <p><b>Review</b> the information from our shared Introductions forum.</p> <p><b>Determine</b> if there are potential groupings we could create based on the shared information, i.e. according to interests, goals, or any information that was shared.</p> <p><b>Write</b> a 150-to 200-word summary of your findings:</p> <ul style="list-style-type: none"> <li>• How many groups can you image?</li> <li>• What might be the benefits of grouping homogeneously? Heterogeneously?</li> </ul> <p><b>Submit</b> your summary as a Word document by Sunday.</p>	

## [Week 2: The Importance of Self-awareness as a Group Leader](#)

### Learning Objectives

2.35 Analyze the importance of self-awareness as a Group Counselor and co-facilitator.	CLO1, CLO5
2.36 Define transference and counter transference dynamics in groups.	CLO1, CLO5
2.37 Analyze the importance of boundaries in Group Counseling.	CLO1, CLO2, CLO5
2.38 Analyze elements of evidence based practice.	CLO1, CLO2, CLO3

### Activities and Resources



<b>Readings</b>	2.1, 2.2, 2.3, 2.4
<b>Groups in Action</b>	
Introduction	
<b>Webpages</b>	
<ul style="list-style-type: none"><li>• <a href="#">Irvin Yalom Biography</a> from GoodTherapy.org.</li><li>• <a href="#">ASCA Ethical Standards for School Counselors</a> by the American School Counselor Association.</li></ul>	

### Assignments

<b>Discussion: Hope &amp; Altruism</b>	2.2, 2.3
<b>Review</b> Yalom’s 11 Factors.	
<b>Respond</b> to the following prompts, in a few sentences, in the Hope & Altruism discussion forum by Wednesday:	
<ul style="list-style-type: none"><li>• How might a group instill hope to a student struggling with ADD, if he is in a group with other students with Attention and learning issues?</li><li>• In general, how might any group situation instill a sense of altruism and purpose for a group participant?</li></ul>	
<b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

<b>Discussion: Boundaries</b>	2.1, 2.2, 2.3
<b>Review</b> the ASCA Ethical Standards for School Counselors, focusing on the sections that address leadership and facilitator behaviors.	

**Respond** to the following prompt in the Boundaries discussion forum by Friday: Which one specific ethics code, addressing boundaries, do you feel is important to be included in the standards? Why?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Self Inventory

2.1, 2.2, 2.3

**Review** pages one through eight of *Groups in Action*.

**Complete** questions one through eight of the Self Inventory on page 14.

**Submit** a one page summary of your results by Sunday.

**Note.** We will be referring to these results as part of our discussion during the Residency day.

### Assignment: Reference Search

2.4

**Review** a recent evidenced based study on conducting groups for children and adolescents from the Alliant Library. You will need to conduct your own search to locate a study.

**Write** a 150-to 200-word summary on the helpfulness of the study as a resource for School Psychologists or School Counselors in training.

**Include** an APA citation of the study.

**Submit** your summary as a Word document by Sunday.

## Week 3: Residency

### Learning Objectives

<b>3.38</b> Apply elements of leadership qualities thru role play and self-reflection.	CLO1, CLO2, CLO4, CLO5
<b>3.39</b> Define the elements of group work as it pertains to task oriented groups, prevention groups, support groups, and therapy groups.	CLO1, CLO2, CLO4
<b>3.40</b> Determine the appropriateness of group work thru role play.	CLO1

### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3
<p><b>Groups in Action</b></p> <p><b>Review</b> the Group Leadership Skill: A Checklist on pages 7 &amp; 8.</p> <p><b>View</b> the first program from the DVD provided with the text: Evolution of a Group.</p> <p><b>Read</b> thru the First Program: pages 11 to 63 after viewing the video. Focus on the brief descriptions of the Group members in the video and on page 16 in the workbook.</p>	

### Assignments

<b>Discussion: Safety &amp; Trust</b>	3.1, 3.2, 3.3
<p><b>View</b> the Initial Phase segments from the DVD provided with <i>Groups in Action</i>.</p> <p><b>Respond</b> to the following prompts in the Safety &amp; Trust discussion forum by Tuesday:</p> <ul style="list-style-type: none"> <li>• How did the facilitators help to create safety and trust for the group?</li> <li>• What specific actions from the facilitators stood out to you?</li> </ul>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by *Friday, or before your scheduled Residency Day*. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Discussion: Check In</b>	3.1, 3.2, 3.3
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**Respond** to the following prompt in the Check In discussion forum by Wednesday: Why is ‘Check In’ a helpful and important process in groups?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by *Friday, or before your scheduled Residency Day*. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Assignment: Residency Feedback Sheet</b>	3.1, 3.2, 3.3
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**Complete** the Residency Feedback Sheet by Sunday.

## Week 4: Role of Group Leader; Styles & Approaches to Facilitation

### Learning Objectives

4.36 Analyze different leadership styles.	CLO2
4.37 Define phases of a group.	CLO1, CLO4
4.38 Analyze different socio-cultural backgrounds and resulting impacts on group work.	CLO3

## Activities and Resources

Readings	4.1, 4.2, 4.3
<p><b>Groups in Action</b></p> <p><b>Review</b> the Group Leadership Skill: A Checklist on pages 7 &amp; 8.</p> <p><b>Review</b> the first program from the DVD provided with the text: Evolution of a Group.</p>	

## Assignments

Discussion: Leadership Skill	4.1
<p><b>Select</b> one of the leadership skills from the Group Leadership Skill: A Checklist on pages 7 &amp; 8 of <i>Groups in Action</i>.</p> <p><b>Respond</b> to the following prompt in the Leadership Skill discussion forum by Wednesday: How might this skill be particularly helpful when conducting a group with children? Adolescents? Both?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Discussion: Group Dynamics	4.1, 4.3
<p><b>Review</b> the first program from the DVD provided with <i>Groups in Action</i>: Evolution of a Group.</p>	

**Respond** to the following prompts in the Group Dynamics discussion forum by Friday:

- How might Casey's sharing of her concerns for her mother's reaction to her being gay impacted the other members of the group?
- What are your thoughts on the facilitator's suggestions of a role play with Casey and the facilitation of the role play?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Assignment: Small Group Discussion—Stages of a Group

4.2

**Assign** the following roles to the small groups created during your Residency Day:

- Leader
- Timekeeper
- Scribe

**Engage** in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:

- Identify the stages of a group according to the text and video of *Groups in Action*.
- During the early stages of the group, what norms are important to establish? Why?

**Create** a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus.

**Submit**, individually, the summary as a Word document by Sunday.

### Assignment: Process Journal—Entry #1

4.1

**Write** a 50-to 100-word reflection on group leadership skills:

- Which are most comfortable with?
- Which of those skills might be the most challenging?

**Submit** your reflection as a Word document by Sunday.

**Assignment: Quiz**

CLO1, CLO2, CLO3, CLO4, CLO5

**Complete** the quiz on material presented thus far, including this week’s material by Sunday.

## [Week 5: Theoretical Approaches](#)

### Learning Objectives

**5.38** Identify the elements of long term and short-term group counseling.

CLO1, CLO2, CLO3

**5.39** Determine the most appropriate group for your client.

CLO1, CLO2, CLO5

**5.40** Explain differences between skill building and insight oriented approaches of group work.

CLO1, CLO2, CLO3

### Activities and Resources

#### **Readings**

5.1, 5.2, 5.3

#### **Website**

Read the following webpage: [Group Counseling in a School Setting](#) from School-Counselor.org.

#### **Groups in Action**

**View** the third program from the DVD provided with the text: Lecturette on Theories and Techniques of Group Counseling.

**Preparation: Small Group Curriculum Plan Presentations**

N/A

**Begin** working on your Small Group Curriculum Plan Presentations. You will work on this assignment in the small groups created during your Residency Day.

**Review** complete instructions for this assignment in Week 7.

[Assignments](#)

**Discussion: Group Counseling Approaches**

5.1, 5.3

**Respond** to the following prompts, based on the Lecturette on Theories and Techniques of Group Counseling, in the Group Counseling Approaches discussion forum by Wednesday:

- Which approach do you feel is the best fit for a short-term group?
- Which approach would be the best fit for a long-term group?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Small Group Discussion–Theories to Support Group Work**

5.1, 5.2, 5.3

**Assign** the following roles to the small groups created during your Residency Day:

- Leader
- Timekeeper



- Scribe

**Note.** Assign different roles from Week 4.

**Engage** in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:

- How might you use any of these theories to create and support a school year group for students with attendance issues in high school?
- What theories might work for a short-term group with bullies?

**Create** a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus.

**Submit**, individually, the summary as a Word document by Sunday.

### Assignment: Process Journal–Entry #2

5.3

**Write** a 50-to 100-word reflection on the following:

- What ideas stood out to you in this week's coursework?
- Is there a specific theory for working with groups that you prefer? Which one? Why?

**Submit** your reflection as a Word document by Sunday.

## **Week 6: Conducting Groups in School Culture**

### Learning Objectives

**6.37** Analyze the essential elements of school based interventions.

CLO1, CLO4

**6.38** Determine appropriate group goals in the context of educational settings.

CLO1, CLO4

6.39 Define your professional support network in school settings.

CLO3, CLO5

### Activities and Resources

#### Readings

6.1, 6.2, 6.3

##### *Lost and Found*

Ch. 15: Creating a Memorial Bulletin Board-Sixth Grade Boys' Grief Group

##### *Groups in Action*

**Review** the third program from the DVD provided with the text: Lecturette on Theories and Techniques of Group Counseling.

##### *Website*

**Review** the following webpage: [Group Counseling in a School Setting](#) from School-Counselor.org.

### Assignments

#### Discussion: Group Rules or Norms

6.1, 6.2

**Respond** to the following prompts in the Group Rules or Norms discussion forum by Wednesday: How do you explain the group rules or norms when working with different age groups, and populations, such as those with different cultural backgrounds? Provide an example.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

<b>Discussion: Group Intervention</b>	6.1, 6.2, 6.3
<p><b>Respond</b> to the following prompts in the Group Intervention discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What were your initial thoughts on the grief group and school intervention from Ch. 15 of <i>Lost and Found</i>?</li><li>• What did you appreciate about the group intervention?</li><li>• Would you have done anything differently? Explain your response.</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Small Group Discussion–Working Together</b>	6.2, 6.3
<p><b>Assign</b> the following roles to the small groups created during your Residency Day:</p> <ul style="list-style-type: none"><li>• Leader</li><li>• Timekeeper</li><li>• Scribe</li></ul> <p><b>Note.</b> Assign different roles from Weeks 4 &amp; 5.</p> <p><b>Engage</b> in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:</p> <ul style="list-style-type: none"><li>• How could school support staff work together in order to address a community crisis situation, such as a large-scale fire?</li><li>• How many different groups might be formed at a school site?</li></ul> <p><b>Create</b> a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus.</p>	

**Submit**, individually, the summary as a Word document by Sunday.

## **Week 7: Challenging Situations & the Appropriateness of Groups**

### Learning Objectives

<b>7.32</b> Identify key elements of addressing confidentiality within groups, including legal and ethical issues of communicating with families and others about group issues.	CLO5
<b>7.33</b> Determine the factors involved in assessing an individual for potential group participation.	CLO1, CLO3, CLO5
<b>7.34</b> Analyze the key elements of working with others outside of your culture in a group capacity.	CLO1, CLO5, CLO6

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3
<b><i>Lost and Found</i></b> Ch. 15: Creating a Memorial Bulletin Board-Sixth Grade Boys' Grief Group	
<b><i>Groups in Action</i></b> Read page 59: Ethical issues in the Practice of Group Counseling.	

### Assignments

<b>Discussion: Scenarios</b>	7.2, 7.3
<b>Respond</b> to the following prompts in the Scenarios discussion forum by Wednesday:	

- What would you say to a group member who tells you that, according to his or her culture, it is impolite to speak without being asked? What are some factors to consider in this circumstance?
- What if the student revealed that he or she is very depressed and thinking of suicide?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Discussion: Elements of Intervention

7.2

**Respond** to the following prompt, based on Ch. 15 of *Lost and Found*, in the Elements of Intervention discussion forum by Wednesday: What do you think were the most important elements of the intervention? Why?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Small Group Discussion–Theories to Support Group Work

7.1, 7.2

**Assign** the following roles to the small groups created during your Residency Day:

- Leader
- Timekeeper
- Scribe

**Note.** If possible, assign different roles from Weeks 4, 5, & 6.

**Engage** in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:

- What are some potential psychological risks that might exist in group participation?
- How might you discuss these risks with the students and families that you are working with?
- Based on page 59 of *Groups in Action*, What specific issue might exist?

**Create** a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus.

**Submit**, individually, the summary as a Word document by Sunday.

**Assignment: Process Journal–Entry #3**

N/A

**Write** a 50-to 100-word reflection on how comfortable you feel in dealing with a potential conflict in a group situation?

**Submit** your reflection as a Word document by Sunday.

**Assignment: Small Group Curriculum Plan Presentations**

CLO1, CLO3, CLO4, CLO5

**Select** one of the following types of groups:

- Impulse control issues group of primary school aged children
- Social skills group of middle school aged children
- Emotional needs group of Special Education students
- At risk for dropping out group of high school students

**Note.** Your small group may have already selected one of these groups during your Residency Day.

**Develop** a curriculum plan, in the small groups created during your Residency Day, for your selected group that includes the following:

- Number of students in the group
- Criteria for referrals and selection of students
- Number of sessions
- Time range of the group

- Potential goals
- Rationale or theory for the group and any evidence-based information or research

**Ensure** you follow legal and ethical standards.

**Create** a 15-to 20-minute presentation of your curriculum plan using PowerPoint, Prezi or other online tool of your choice.

**Submit** your presentation as a link by Sunday. If you used PowerPoint, upload it to a share drive such as Google Drive or OneDrive and share a link to the presentation.

**Faculty Note:** You will need to assign students to groups for this assignment. Even though groups were created during the Residency Day you will still want to go into the assignment and create the groups so you only have to grade the item once.

- **Navigate** to the assignment item in Week 7.
- **Follow** the “[How do I automatically assign students to groups?](#)” Canvas guide to set-up the groups.

## [Week 8: Group Curriculum for School Based Needs](#)

### Learning Objectives

<b>8.30</b> Apply elements of group work to address a given school based population.	CLO1, CLO2, CLO3, CLO4, CLO5
<b>8.31</b> Define the structure, evidenced based approach, and goals for a given theme when creating a group.	CLO1, CLO3, CLO4, CLO5
<b>8.32</b> Determine criteria for working with other professionals in conjunction with group work.	CLO1, CLO5

### Activities and Resources

<b>Readings</b>	8.1, 8.2, 8.3
<b>Website</b>	

**Read** the following webpage: [Group Counseling in a School Setting](#) from School-Counselor.org.

**Webpages**

[ASCA Ethical Standards for School Counselors](#) by the American School Counselor Association.

**Article**

Baker, S. B. (2012). [A new view of evidence-based practice](#). CT Daily. American Counseling Association.

**Assignments**

**Discussion: Team of Collaborators**

8.1. 8.3

**Respond** to the following prompt in the Team of Collaborators discussion forum by Wednesday: When working in a school setting, who would be your ideal team of collaborators? Rank them in order of importance and provide rationale for your ranking.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Discussion: Creating Goals**

8.2

**Respond** to the following prompt in the Creating Goals discussion forum by Wednesday: How are the ASCA Ethical Standards for School Counselors and the Baker article helpful in terms of creating goals and evidence-based practice in schools?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.



Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Discussion: Curriculum Plan Presentations

8.1, 8.2, 8.3

**Post** a link your Curriculum Plan Presentation by Tuesday. Only have one member of your group post the link and identify each member of your group.

**Respond** to the following prompt in the Curriculum Plan Presentations discussion forum by Thursday: After viewing the presentations, share any new ideas or inspirations about groupwork in schools?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Assignment: Process Journal–Entry #4

N/A

**Write** a 50-to 100-word reflection on the following:

- What are you noticing about yourself as a participant in the small group discussions?
- Are you a more active, or a more passive participant? Provide rationale for your selection.

**Include** a response to the following, separate from your reflection:

- Name 3 skills that you feel you possess, or are developing as a group leader or facilitator
- Rate your confidence level as a Group Leader or Facilitator:
  - 1-Not confident
  - 2-Developing some confidence
  - 3-Confident

The main intention of this course was to provide you, as School Psychology and School Counseling students, with an overview of Group counseling, with a focus of becoming aware of the necessary skills needed in order to work comfortable and effectively, with a group, as well as to begin to prepare you with the awareness of how counseling groups can be helpful in schools.

You were exposed to a lot of information and be assured that you are not expected to have full expertise as a facilitator. Learning to be a counselor is a process!

You will get much more experience and opportunity to learn in your internships. Now that you have nearly completed the course, and have worked with the material from the Groups in Action workbook and DVD:

**Select** one or more of the following: which aspect(s) of the course worked best for you as a learner?

- Whole class discussion forums
- Independent assignments
- Articles and workbook materials
- Video
- Residency Day
- Small group discussions

**Submit** your final journal as a Word document by Sunday.

## PPS60140: Curriculum Instruction and Academic Accommodation and Modification Intervention

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Analyze the various curriculums, modifications, strategies and interventions that support the learning of individual students with unique needs.	Application	Standard 2	Standard 19	Standard 20	Assignment: Presentation
<b>CLO2:</b> Interpret resources, supported by rigorous evidence, for distinguishing educational and social emotional practices and curriculum.	Engagement	Standard 5	Standard 21	Standard 21	Assignment: Evidenced based curriculum paper
<b>CLO3:</b> Explain national, state and local regulations and funding for school and student achievement.	Leadership	Standard 6	Standard 18	Standard 19	Assignment: District or County Priorities
<b>CLO4:</b> Analyze various educational and social emotional practices and curriculum that can be applied to culturally and linguistically diverse school populations.	Dedication	Standard 3	Standard 23	Standard 23	Assignment: Access and Equity Paper

### Week 1: Supporting Students in the Classroom

#### Learning Objectives

1.42	Identify differences between accommodations, modifications, interventions and strategies.	CLO1
1.43	Analyze the various applications of Universal Design for Learning (UDL) in classrooms to support all learners.	CLO1

1.44 Determine how technology can be used to support UDL in the classroom through research.	CLO1
1.45 Analyze how a School Psychologist or School Counselor might support teachers in developing instructional strategies for learners with various learning deficits in one classroom.	CLO1

**Activities and Resources**

<b>Readings</b>	1.1, 1.2, 1.3, 1.4
<p><b>Read</b> the following documents:</p> <ul style="list-style-type: none"> <li>• Special Education Glossary of Key Terms from the California Department of Education, Special Education Division</li> <li>• UDL Considerations for Planning a Lesson, Unit, or Assessment</li> </ul>	
<p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• Nieves, K. (2016). <a href="#">Using Technology to Empower Students With Special Needs</a>. Edutopia: George Lucas Educational Foundation.</li> <li>• <a href="#">“UDL Intersections: Universal Design for Learning and Digital Technology”</a> from UDL Tech @ CAST.</li> </ul>	
<p><b>Video</b></p> <p><b>View</b> the <a href="#">“UDL at a glance”</a> video [4:38] from the National Center on Universal Design for Learning.</p>	
<p><b>The IRIS Center</b></p> <p><b>Complete</b> the <a href="#">Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</a> module.</p>	

<b>Preparation: MTSS Paper</b>	N/A
<p><b>Identify</b> a school within a district or county program that has MTSS in place.</p>	

**Schedule** a time to interview a school psychologist or school counselor from that school about their role in MTSS.

**Note.** You will need this interview to complete the MTSS Paper assignment due in Week 2.

## Assignments

### Discussion: UDL & Counseling

1.2, 1.3

**Respond** to the following prompts in the UDL & Counseling discussion forum by Wednesday:

- How might a School Psychologist or School Counselor utilize UDL during counseling sessions?
- How might technology be used to support UDL in counseling sessions?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Discussion: Supporting Students

1.4

**Respond** to the following prompts in the Supporting Students discussion forum by Friday:

- What is the role of the School Psychologist or School Counselor in supporting student academic and social emotional achievement?
- Review the IEP posted by your course instructor. Based on the students' present levels, would you consider any other accommodations or modifications? Why or why not?
- Consider accommodations, modifications, strategies, interventions and the use of technology in your response.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Locate** a sample IEP that you can share with the course for this discussion. **Ensure** any identifying information is removed or altered. **Create** an announcement and attach the IEP no later than Wednesday.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Assignment: Terms Chart

1.1

**Create** a one-to two-page chart of the following terms:

- Accommodations
- Modifications
- Strategies
- Interventions

**Include** one column for a brief definition and one column for examples of each term.

**Submit** your chart as a Word document by Sunday.

## [Week 2: The Multi-tiered System of Support \(MTSS\) in School Settings](#)

### Learning Objectives

**2.39** Analyze the Multi-tiered System of Support.

CLO1

**2.40** Determine an effective implementation of MTSS in a school setting.

CLO1

**2.41** Determine the role of key stakeholders for supporting students in MTSS.

CLO1

**2.42** Analyze the effective use of technology to support students within the MTSS framework.

CLO1

## Activities and Resources

<b>Readings</b>	2.1
<b>Websites</b>  Explore the following: <ul style="list-style-type: none"><li>• <a href="#">California MTSS Framework</a> from the Orange County Department of Education.</li><li>• <a href="#">Multi-Tiered System of Supports</a> from the California Department of Education.</li></ul>	
<b>Video</b>  View the " <a href="#">MTSS</a> " video [3:50] from the Orange County Department of Education.	
<b>Preparation: Disability or Mental Health Group Presentation</b>	2.1, 2.2, 2.3, 2.4
<b>Begin</b> working on the Disability or Mental Health Presentation assignment.	
<b>Review</b> complete assignment directions in Week 8.	
<b>Faculty Note:</b> You will need to assign students to groups for this assignment. You can allow students to self-select groups or have Canvas randomly assign students to groups. If you allow students to self-select groups, you will still want to go into the assignment and create the groups so you only have to grade the item once. <ul style="list-style-type: none"><li>• <b>Navigate</b> to the assignment item in Week 8.</li><li>• <b>Follow</b> the "<a href="#">How do I automatically assign students to groups?</a>" Canvas guide to set-up the groups.</li><li>• <b>Post</b> an announcement notifying students of which group they are in, if you selected the option to have Canvas randomly assign students to groups.</li></ul> <b>Note.</b> If you allow students to self- select, post an announcement asking them to notify you of the groups.	

## Assignments

<b>Discussion: MTSS</b>	2.1, 2.2
<p><b>Respond</b> to the following prompts in the MTSS discussion forum by Wednesday: What does MTSS look like in the site you have chosen to research for this week’s MTSS paper assignment?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: MTSS Paper</b>	2.1, 2.2, 2.3, 2.4
<p><b>Identify</b> a school within a district or county program that has MTSS in place.</p> <p><b>Interview</b> a school psychologist or school counselor from that school about their role in MTSS.</p> <p><b>Obtain</b> brochures, descriptions of programs, and family information materials related to MTSS at the site.</p> <p><b>Write</b> a three-to four-page analysis of the implementation of MTSS at the school site from the interview and materials gathered:</p> <ul style="list-style-type: none"><li>• Is the MTSS program in the beginning or final stage of implementation? How did you determine this?</li><li>• How is the site using technology to support students in MTSS?</li></ul> <p><b>Submit</b> your analysis as a Word document by Sunday.</p>	

## **Week 3: Research-Based Curriculum & Interventions**

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### Learning Objectives



<p><b>3.41</b> Explain ethical issues related to intervention efforts.</p>	<p>CLO2</p>
<p><b>3.42</b> Analyze the role of the School Psychologist or School Counselor in researching and identifying evidence-based curriculum and interventions within a school setting.</p>	<p>CLO2</p>

**Activities and Resources**

<p><b>Readings</b></p>	<p>3.1, 3.2</p>
<p><b><i>Effective Interventions for Social-emotional Learning</i></b>          Ch. 2: Evidence Base for Social–Emotional Learning Interventions</p>	
<p><b><i>Effective School Interventions</i></b>          Ch. 1: Introduction</p>	
<p><b>Websites</b>          Explore the following:</p> <ul style="list-style-type: none"> <li>• <a href="#">Response To Intervention – RTI Resources</a> from Intervention Central.</li> <li>• <a href="#">What Works Clearinghouse</a> from the Institute of Education Sciences.</li> </ul>	

**Assignments**

<p><b>Discussion: Intervention Efforts</b></p>	<p>3.1</p>
<p><b>Respond</b> to the following prompts in the Intervention Efforts discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• What are the ethical concerns surrounding intervention efforts?</li> <li>• What do you consider the most important ethical consideration? Provide rationale for your position.</li> </ul>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Evidence-Based Curriculum**

3.2

**Write** a one-to two-page paper about the steps you might take to support a school site in choosing an evidence-based curriculum for social emotional learning.

**Include** references to support your approach.

**Submit** your paper as a Word document by Sunday.

**[Week 4: The Goals of Social Emotional Learning](#)**

**[Learning Objectives](#)**

**4.39** Determine the CA Dept of Education (CDE) skills and competencies for students in the area of social emotional learning (SEL).

CLO3

**4.40** Analyze one universal social emotional learning (SEL) intervention program.

CLO2

**4.41** Interpret the possible roles of the School Counselor or School Psychologist in the area of social emotional learning.

CLO2

**[Activities and Resources](#)**

**Readings**

4.1, 4.2, 4.3

*Effective Interventions for Social-emotional Learning*

- Ch. 4: Universal Social–Emotional Learning Interventions
- Ch. 5: Selected Social–Emotional Learning Interventions
- Ch. 6: Intensive Social–Emotional Learning Interventions

#### **Online Articles**

- Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). [The Economic Value of Social and Emotional Learning](#). *Journal of Benefit-Cost Analysis*, 6.
- Minero, E. (2017). [13 Powerful SEL Activities: Build social and emotional skills into any class](#). Edutopia.

#### **Websites**

**Explore** the following:

- [The Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)
- [Social Emotional Learning in OUSD](#)

**Note.** Make sure to view the three videos available on the OUSD SEL website.

### Assignments

#### **Discussion: CASEL Skills & Competencies**

4.1

**Review** the CASEL skills and competencies for students in the area of social-emotional learning.

**Respond** to the following prompts in the CASEL Skills & Competencies discussion forum by Wednesday: Are they comprehensive enough? Why or why not?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

#### **Discussion: Future Role**

4.3

**Respond** to the following prompts in the Future Role discussion forum by Wednesday: How do you view your future role as a school psychologist or school counselor around social emotional learning at a school site?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Social Emotional Intervention Paper

4.2

**Review** Ch. 4 of *Effective Interventions for Social-emotional Learning*.

**Select** one universal social emotional learning intervention to research further. Consider researching the universal social emotional intervention from the school that you have chosen for the MTSS paper.

**Write** a one-to two-page analysis of the intervention.

**Submit** your analysis as a Word document by Sunday.

## [Week 5: Supporting Diverse Populations within MTSS](#)

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### Learning Objectives

5.41 Explain key points of the CA framework related to access and equity among culturally and linguistically different students.

CLO4

5.42 Analyze the effective use of technology to support diverse populations within MTSS.

CLO4

5.43 Determine how School Psychologists and School Counselors may support students from culturally and linguistically diverse backgrounds.

CLO4

## Activities and Resources

<b>Readings</b>	5.1
<b>California Department of Education</b> <a href="#">SBE-Adopted ELA/ELD Framework</a> , Ch. 9: Access and Equity	
<b>YouTube</b> <b>Watch</b> “Reimagining Classrooms: Teachers as Learners and Students as Leaders   Kayla Delzer   TEDxFargo” [13:00].	

## Assignments

<b>Discussion: Technology</b>	5.2
<b>Respond</b> to the following prompts in the Technology discussion forum by Wednesday: How can technology can be used to meet the needs of diverse learners in a school site?	
<b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

<b>Assignment: Access &amp; Equity Paper</b>	5.1, 5.3
<b>Write</b> a two-to three-page paper analyzing the role(s) of the School Psychologist or School Counselor in ensuring access and equity to all students within a diverse population at a school site.	

**Support** your analysis based on key points from the CA Framework English Language Arts/English Language Development Framework.

**Consider** if you think it is important for a School Psychologist or School Counselor to serve a role in ensuring access and equity for all students.

**Submit** your paper as a Word document by Sunday.

## [Week 6: Regulations & Funding Resources](#)

### [Learning Objectives](#)

6.40	Summarize the primary points of the Every Student Succeeds Act (ESSA).	CLO 3
6.41	Determine the effective use of state and federal resources to meet the needs of students who have mental health issues (Local Control Accountability Program-LCAP).	CLO 3
6.42	Discuss why it is important that a School Psychologist or School Counselor be aware of the district priorities as reported in the LCAP.	CLO3

### [Activities and Resources](#)

<b>Readings</b>	6.1, 6.2
<b>Online Resources</b>	
Read the following:	
<ul style="list-style-type: none"><li>• <a href="#">ESEA Conference Report Summary</a> from the Committee on Education and the Workforce</li><li>• <a href="#">How State Planning For the Every Student Succeeds Act (Essa) Can Promote Student Academic, Social, and Emotional Learning: An Examination of Five Key Strategies</a> from CASEL</li><li>• <a href="#">Every Student Succeeds Act (ESSA)</a> from the U.S. Department of Education</li><li>• <a href="#">Digital Chalkboard</a> from the California Department of Education</li><li>• <a href="#">California School Dashboard</a> from the California Department of Education</li></ul>	

## Assignments

<b>Discussion: ESSA Key Points</b>	6.1
<p><b>Respond</b> to the following prompts in the ESSA Key Points discussion forum by Wednesday: After reading the ESSA from the U.S. Department of Education, what do you view as three of the most important key points? Provide rationale for your selections.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: District or County Priorities</b>	6.2, 6.3
<p><b>Obtain</b> a copy of a district or county Local Control Accountability Program (LCAP), typically available on the district or county website.</p> <p><b>Read</b> the document with a focus on sections related to supporting students who have mental health issues.</p> <p><b>Write</b> a two-to three-page paper about the district or county priorities as related to student mental health:</p> <ul style="list-style-type: none"><li>• How is the district or county allocating funds to meet student needs in social emotional learning or mental health issues?</li><li>• Why is it important for school psychologists and school counselors to be aware of the district or county priorities?</li></ul> <p><b>Submit</b> your paper as a Word document by Sunday.</p>	

## Week 7: Intensive Interventions

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### Learning Objectives

7.35 Analyze the social emotional impact of severe learning disabilities such as dyslexia.	CLO1
7.36 Identify resources for effective trauma-informed education	CLO1
7.37 Determine the role of the School Psychologist and School Counselor in educating students who have a history of trauma	CLO1

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3
<p><b><i>Effective Interventions for Social-emotional Learning</i></b></p> <p>Ch. 7: Social–Emotional Interventions for Special Populations, with Paula Rodriguez</p>	
<p><b><i>Effective School Interventions</i></b></p> <ul style="list-style-type: none"> <li>Ch. 4: Interventions to Improve Academic Performance</li> <li>Ch. 5: Interventions to Improve Social Behavior</li> </ul>	
<p><b><i>Online Resources</i></b></p> <ul style="list-style-type: none"> <li><a href="#">California Dyslexia Guidelines</a> from the California Department of Education</li> <li><a href="#">Child Trauma Toolkit for Educators</a> from The National Child Traumatic Stress Network</li> </ul>	

### Assignments

<b>Discussion: Childhood Trauma</b>	7.2, 7.3
<p><b>Respond</b> to the following prompts in the Childhood Trauma discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>What are some of the learning issues that are related to childhood trauma?</li> <li>How can we support teachers in understanding the learning issues related to trauma?</li> <li>How can we, as School Psychologists or School Counselors, help teachers deal with possible acting out behaviors that may occur as a result of trauma?</li> </ul>	



**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Severe Learning Disabilities Paper

7.1

**Write** a one-to two-page paper describing the role of school counselors and school psychologists in supporting the social emotional needs of students who have severe learning disabilities such as dyslexia.

**Consider** the following in your paper:

- Why is it important to address the social emotional needs of students who have severe learning disabilities?
- Do you think that it is the school's responsibility to address these issues? Why or why not?

**Submit** your paper as a Word document by Sunday.

## [Week 8: Restorative Practices in School Settings](#)

### [Learning Objectives](#)

**8.33** Analyze restorative practices.

CLO2

**8.34** Determine the possible roles of restorative practices in addressing the social emotional learning goals of students.

CLO1, CLO4

**8.35** Analyze the role of the School Psychologist or School Counselor in the implementation of restorative practices within a school site.

CLO1, CLO4

## Activities and Resources

Readings	8.1, 8.2
<p><b>Online Resources</b></p> <ul style="list-style-type: none"><li>• Homrich-Knieling, M. (2016). <a href="#">Writing through Conflict: Restorative Practices in an ELA Classroom</a>. National Council of Teachers of English.</li><li>• <a href="#">Restorative Practice</a> from Teaching with Teachers.</li><li>• <a href="#">Restorative Practices</a> search results from the Orange County Department of Education.</li></ul>	
<p><b>YouTube</b></p> <p>View the following videos:</p> <ul style="list-style-type: none"><li>• <a href="#">“Restorative Practices”</a> [7:03]</li><li>• <a href="#">“The Transformation of West Philadelphia High School: a story of hope”</a> [9:03]</li><li>• <a href="#">“Using Dialogue Circles to Support Classroom Management”</a> [4:04]</li><li>• <a href="#">“How Restorative Practices Work for Students &amp; Teachers”</a> [5:18]</li></ul>	

## Assignments

Discussion: Restorative Practices	8.1, 8.2
<p><b>Respond</b> to the following prompts in the Restorative Practices discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What are restorative practices?</li><li>• What might be some of the risks of addressing repetitive behaviors with a restorative practice such as ‘circles?’</li><li>• Are restorative practices enough to deal with some of the current social, emotional, and behavioral issues that students are currently dealing with?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Discussion: Role in Implementation</b>	8.3
<p><b>Respond</b> to the following prompt in the Role in Implementation discussion forum by Wednesday: What role might you have as a school Psychologist or School Counselor in implementing restorative practices at a school site?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Disability or Mental Health Presentation</b>	CLO1, CLO2, CLO4
<p><b>Choose</b> a specific childhood mental health or academic disability that is currently a topic of interest in K-12 educational settings.</p> <p><b>Consider</b> one of the following:</p> <ul style="list-style-type: none"><li>• Dyslexia</li><li>• Dysgraphia</li><li>• Autism Spectrum Disorder</li><li>• Anxiety</li><li>• Suicidality</li><li>• Self-Harm</li><li>• Trauma</li></ul> <p><b>Research</b> information about the nature of the disability or mental health issue.</p> <p><b>Create</b> a 10-to 15-minute presentation that can be used at a school site with general education staff to help teachers address a specific area of student concern. Utilize a presentation tool of your choice such as PowerPoint, Prezi, or another tool with which you are familiar.</p>	

**Note.** Since general education teachers often have students with disabilities or other learning issues in their classrooms, this presentation is meant to increase awareness and to provide information to the general education staff. Make the presentation is a *standalone* presentation that your colleagues can download and use *as is*.

**Include** the following in the presentation:

- Description of the mental health or academic disability issue
- Prevalence rates
- Considerations that will support the academic and social emotional achievement of students who have this issue for each of the following:
  - Curriculum
  - Accommodations
  - Modifications
  - Strategies and interventions

**Post** the presentation or a link to the presentation to the Disability or Mental Health Presentations discussion forum by Thursday.

**Review** two presentations from colleagues to provide constructive feedback, applying the [RISE Model for Meaningful Feedback](#), by Sunday.

- What did you find helpful?
- Is there anything you would suggest adding to the presentation?

**Submit** a link to the presentation in the assignment forum by Thursday.

## PPS72150: Social Emotional and School Based Mental Health

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Determine the relationship between DSM-V diagnoses and educational criteria for special education purposes.	A, E	4, 6	N/A	17, 21	Emotional Disturbance Paper
<b>CLO2:</b> Analyze the influence of cultural, economic, and linguistic diversity in psychological assessment.	D	3, 4, 11	N/A	17, 22, 24	Discussions Weeks 5 and 6
<b>CLO3:</b> Select qualitative and quantitative assessment instruments to make appropriate identification and recommendations for classroom interventions.	L, E, A, D	4, 5	N/A	17, 22	Rating Scale Assessment Papers
<b>CLO4:</b> Evaluate low incidence and atypical disabilities using guidelines from the DSM-V and the State Education Codes to make educational recommendations.	E, A, D	4, 6	N/A	17, 18, 22, 23, 24	ASRS Rating Scale Report
<b>CLO5:</b> Distinguish between various pre-school and early education and infant assessment tools, scales, and other adaptive behavior measures.	E, A, D	4, 5	N/A	17, 18, 22, 23, 24	Adaptive Behavior Rating Scale Paper

### Week 1: IDEA / Special Education Determination v. Clinical / Psychological Diagnosis

#### Learning Objectives

1.46 Identify the 13 different disabling conditions.	CLO1
1.47 Explain normal distribution of a bell curve and basic psychometrics.	CLO3

1.48	Explain how to use DSM-V manual.	CLO3, CLO5
1.49	Identify the difference between a special education disability determination and a clinical / psychological diagnosis.	CLO5
1.50	Describe the impact of biological and neurological mechanisms on mental health.	CLO1

**Activities and Resources**

<b>Readings</b>	1.1, 1.2, 1.3, 1.4, 1.5
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***Online Resource***

[California Education Code SLD](#)

***Desk Reference to the Diagnostic Criteria from DSM-5***

pp. 5-25

***Psychopathology: Foundations for a Contemporary Understanding***

- Ch. 1
- Ch. 2
- Ch. 3

***Essentials in Behavioral Assessments***

Ch. 1

<b>Preparation: Autism Internet Modules (AIM)</b>	1.1, 1.2, 1.3, 1.4, 1.5
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**Create** an account on the Autism Internet Modules (AIM) website located at: <http://www.autisminternetmodules.org/>

**Complete** the following modules:

- ASD-4-EI: What Early Interventionists Should Know
- Assessment for Identification
- Cognitive Differences
- Language and Communication
- Comprehensive Program Planning for Individuals With Autism Spectrum Disorders

### Preparation: MHS® Assessments

1.1, 1.2, 1.3, 1.4, 1.5

**Check** your Alliant email account for access instructions and log-in credentials to the MHS® Assessments website. If you do not receive an email with this information by Friday, inform your course instructor before the end of the week. You will need this information to complete the ASRS® Findings assignment due in Week 2.

**Identify** a parent or teacher to whom you can administer the Autism Spectrum Rating Scales™ (ASRS®).

**Schedule** a time to administer the ASRS® before the end of Week 2.

Faculty Note. Connect with the PPS Assessment Coordinator to ensure that your students will be provided with access instructions and log-in credentials to the ASRS system before Friday of Week 1.

### Preparation: Informal Observations

1.1

**Conduct** informal observations on students at various age ranges: preschool, elementary, and secondary.

**Complete** your observations before Wednesday of Week 2.

## Assignments

### Discussion: Bell Curve

1.2

**Respond** to the following prompt in the Bell Curve discussion forum by Wednesday:

How would you explain the bell curve in layman’s terms to a parent? Be sure to explain what it represents and how it is used.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Discussion: Using the DSM-V Manual**

1.3

**Respond** to the following prompts in the Using the DSM-V Manual discussion forum by Friday:

Identify two scenarios when you might use or refer to the DSM-V manual when working in the schools as a school counselor or school psychologist.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**[Week 2: Understanding and Interpreting Psychoeducational Assessments](#)**

**[Learning Objectives](#)**

**2.43** Identify the components of a psychoeducational assessment.

CLO3, CLO5

**2.44** Explain strengths and weaknesses identified in a psychoeducational report.

CLO2, CLO3

**2.45** Determine when additional social emotional assessment is warranted.

CLO1, CLO3



2.46 Identify how to determine what appropriate social emotional assessment tools to use based on the referral question.	CLO3
2.47 Examine cultural factors related to the diagnosis and treatment of mental disorders.	CLO2

**Activities and Resources**

<b>Readings</b>	2.1, 2.2, 2.3, 2.4
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*Psychopathology: Foundations for a Contemporary Understanding*

- Ch. 4
- Ch. 5

*Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports*

- Ch. 2
- Ch. 3
- Ch. 4
- Ch. 5

<b>Recommended Readings</b>	2.1, 2.2, 2.3, 2.4, 2.5
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*Assessment of Children: Cognitive Foundations*

- Ch. 3
- Ch. 4
- Ch. 5
- Ch. 6

<b>Preparation: Autism Internet Modules (AIM)</b>	2.1, 2.2, 2.3, 2.4
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**Complete** the following Autism Internet Modules:

- Overview of Social Skills Functioning and Programming
- Rules and Routines
- Self-Management

## Residency: Disorder Presentation

## PREPERATION

**Research** information from reliable and legitimate sources, in groups of two or three, on one of the following atypical disorders:

- Trauma and stressor related disorders with a focus on Reactive Attachment Disorder
- Neurological Disorders with a focus on Tourette Syndrome/Tic Disorders
- Anxiety Disorders with a focus on Selective Mutism and Separation Anxiety Disorder
- Eating and Elimination disorders
- Psychotic Disorders with a focus on Childhood Schizophrenia
- Mood Disorders with a focus on Bipolar and Depression
- Disruptive, Impulse Control, and Conduct Disorders
- Genetic and Chromosomal Disorders
- Traumatic Brain Injuries

**Create** a 12-to 15-minute presentation compiling the information from your research. Be sure to address the following in your presentation:

- Cognitive characteristics, including how the disorder might impact a child at school
- Role of the psychologist
- Process of data collection for identification
- Assessments used to assist in identifying the disorder
- Key elements in program planning
- Recommendations and accommodations
- References slide

**Note.** Your instructor will post an announcement informing you of the groups and topic assignments by the end of Week 1.

**Prepare** to present your assigned disorder during the Week 2 or Week 6 residency.

**Faculty Note:**

**Form** groups and assign disorders as soon as you obtain access to the course list so that you can post the assignments by the end of Week 1.

**Consider** using the following format for your announcement post:

Trauma and stressor related disorders with a focus on Reactive Attachment Disorder	Names of students assigned	Neurological Disorders with a focus on Tourette Syndrome/Tic Disorders	Names of students assigned
Anxiety Disorders with a focus on Selective Mutism and Separation Anxiety Disorder	Names of students assigned	Eating and Elimination disorders	Names of students assigned
Psychotic Disorders with a focus on Childhood Schizophrenia	Names of students assigned	Mood Disorders with a focus on Bipolar and Depression	Names of students assigned
Disruptive, Impulse Control, and Conduct Disorders	Names of students assigned	Genetic and Chromosomal Disorders	Names of students assigned
Traumatic Brain Injuries	Names of students assigned		

## Assignments

### **Discussion: Psychoeducational Report**

2.1, 2.2

**Respond** to the following prompt in the Psychoeducational Report discussion forum by Wednesday:

What sections of the psychoeducational report are most likely to be the most time consuming to write? Support your answer with specific examples.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Discussion: Action Steps</b>	2.3, 2.4
<p><b>Respond</b> to the following prompt in the Action Steps discussion forum by Wednesday:</p> <p>A psycho-educational assessment was completed which included the administration of the self-, parent-, and teach-reports of the Conners-3. The anxiety and depression screeners that are embedded in the Conners-3 were very elevated on the self-report, elevated on the teacher-report and slightly elevated on the parent-report. Based on the information that the screeners have provided you, identify 3 action steps that you would consider doing next.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## [Week 3: Autism Spectrum Disorder](#)

### [Learning Objectives](#)

3.43 Identify the characteristics of Autism.	CLO1
3.44 Explain the behavior rating scales used to identify autism.	CLO3, CLO5
3.45 Identify cognitive characteristics of students on the autism spectrum.	CLO4
3.46 Identify key elements in program planning for students with autism.	CLO5
3.47 Determine the importance of early identification and intervention.	CLO5
3.48 Determine the eligibility factors for identifying Autism Spectrum Disorder per CA Ed. Code v. the DSM-V.	CLO1, CLO3
3.49 Explain the purpose of adaptive behavior scales when determining intellectual disability.	CLO5

## Activities and Resources

Reading	3.1, 3.2, 3.3, 3.4
<p><b><i>Educating Young Children with Autism Spectrum Disorders</i></b></p> <ul style="list-style-type: none"><li>• Ch. 1</li><li>• Ch. 2</li><li>• Ch. 3</li></ul>	
<p><b><i>Desk Reference to the Diagnostic Criteria from DSM-5</i></b></p> <p>Autism Spectrum Disorders Diagnostic Criteria 299.0</p>	
<p><b><i>California Education Code</i></b></p> <p>Eligibility for Autism Spectrum Disorder</p>	
<p><b><i>Online Resources</i></b></p> <ul style="list-style-type: none"><li>• Special Education Division. (2005). <a href="#">The handbook on transition from early childhood special education programs</a>. Sacramento, CA: California Department of Education.</li><li>• San Diego Countywide Early Start Transition Committee. (2013). <a href="#">Early start guides for parents on early start transition and preschool special education</a>. San Diego, CA: Exceptional Family Resource Center.</li></ul>	

## Assignments

Discussion: Students on the Autism Spectrum	3.1, 3.3, 3.5
<p><b>Respond</b> to the following prompt in the Students on the Autism Spectrum forum by Wednesday:</p> <ul style="list-style-type: none"><li>• People with ASD tend to learn rules and facts and to apply them in an absolute manner. How can this put students in a disadvantage in the classroom, specifically with instructional learning, and in school-based peer interactions?</li><li>• When considering cultural, religion, and socioeconomic status, how may early identification signs be missed?</li></ul>	

**Provide** a specific real-world example for each prompt.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Discussion: Informal Observation

3.1, 3.3, 3.5

**Respond** to the following prompt in the Informal Observation forum by Wednesday:

- What do you notice about the types of social skills that these children and adolescents use?
- How do those having the most successful interactions differ from other individuals?
- How do social interactions differ across age groups?
- How important are language or conversational skills to the individuals at each age level?

**Consider** similarities and differences between the social interactions as you reflect on your responses to the prompts.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: ASRS Findings

2.4

**Administer** the ASRS to the parent or teacher you identified from Week 1.

**Write** a narrative report, using the template provided, that summarizes your findings.

**Include** the following in your report:

- Additional information that would be helpful to know about the student.
- Probability of the student meeting criteria for Autism.
- Recommendations that you would make to improve the noted areas of concern:
  - Classroom
  - Social Settings
  - Home

**Submit** your narrative report as a Word document and the score report generated by the ASRS software by Sunday.

## **Week 4: Adaptive Functioning**

### **Learning Objectives**

<b>4.42</b> Explain the purpose of adaptive behavior scales when determining disability and level of functional living skills.	CLO1
<b>4.43</b> Analyze the role of culture in adaptive behavior and functional living skills.	CLO4
<b>4.44</b> Explain how psychosocial, health and development contribute to your determination of a disability/diagnosis.	CLO2, CLO3

### **Activities and Resources**

<b>Reading</b>	4.1, 4.2, 4.3
<b><i>Psychopathology: Foundations for a Contemporary Understanding</i></b>	
<ul style="list-style-type: none"><li>• Ch. 4</li><li>• Ch. 5</li></ul>	

## Assignments

<b>Discussion: Adaptive Skills</b>	4.1, 4.2
<p><b>Respond</b> to the following prompts in the Adaptive Skills discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• How are adaptive skills related to intellectual functioning? Provide a specific example.</li><li>• Aside from cognitive deficits, what other elements can impact adaptive skills? Provide a specific example.</li><li>• What adaptive rating scale is used most often at your practicum or internship site? Why has your site supervisor chosen this as their go to resource for measuring adaptive skills? How often does your site supervisor administer this assessment tool?</li><li>• Do they typically use this tool with specific populations and not others? Provide an explanation.</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
<b>Assignment: Adaptive Rating Scale Paper</b>	4.1, 4.2, 4.3
<p><b>Review</b> the completed adaptive rating scale protocols:</p> <ul style="list-style-type: none"><li>• ABAS 3 Parent Form</li><li>• ABAS Scoring Guide</li><li>• ABAS Techer Form</li></ul> <p><b>Write</b> a report, using the template provided, based on the adaptive rating scale protocols that includes the following:</p> <ul style="list-style-type: none"><li>• Scores and descriptive ranges</li><li>• Written analysis of the data – noting areas of strength and areas of growth</li><li>• Summary of the findings</li><li>• Recommendations of supplemental supports and services and accommodations that the student could benefit from</li></ul>	



**Submit** your report as a Word document by Sunday.

### Preparation: MHS® Assessments

PREPERATION

**Identify** a student, parent or teacher to whom you can administer the Comprehensive Executive Function Inventory™ (CEFI®).

**Schedule** a time to administer the CEFI® before the end of Week 5.

## **Week 5: Executive Functioning**

**5.44** Determine the impact of executive functioning on learning.

CLO1

**5.45** Analyze how executive functioning is related to ADHD.

CLO4

**5.46** Explain how to formally and informally assess executive functioning and ADHD.

CLO2, CLO3

### Activities and Resources

#### Reading

5.1, 5.2, 5.3

#### *Essentials of ADHD Assessment for Children and Adolescents*

- Ch. 1
- Ch. 2
- Ch. 3

#### Recommended Reading

5.1, 5.2, 5.3

#### *Assessment and Intervention for Executive Function Difficulties*

- Ch. 5
- Ch. 6

### Discussion: Supporting Parents

5.1, 5.3

**Respond** to the following prompts in the Supporting Parents discussion forum by Wednesday:

When a parent is initially informed that their student meets criteria for a disability or mental health condition, it is reasonable to expect for there to be some strong emotions and sobering moments. What are some strategies or ways that you may be able to support the parent through this conversation?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Discussion: Executive Functioning

5.1

**Respond** to the following prompts in the Executive Functioning discussion forum by Friday:

- In laymen's terms, how would you describe executive functioning to a parent?
- How may deficits in executive functioning impact learning? Provide a real world practical example.
- Considering the technology world that we live, how can technology support deficits in executive functioning? How can technology be a hindrance to executive functioning? Be detailed and specific in your explanation.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Assignment: CEFI® Findings</b>	4.1, 4.2, 4.3, 4.4, 4.5
<p><b>Administer</b> the CEFI® to the student, parent or teacher you identified from Week 3.</p> <p><b>Write</b> a narrative report, using the template provided, that summarizes your finding.</p> <p><b>Include</b> the following in your report:</p> <ul style="list-style-type: none"> <li>• Additional information that would be helpful to know about the student.</li> <li>• Probability of the student having inattention issues that significantly impact their learning.</li> <li>• Recommendations that you would make to improve the noted areas of concern:           <ul style="list-style-type: none"> <li>○ Classroom</li> <li>○ Social Settings</li> <li>○ Home</li> </ul> </li> </ul> <p><b>Submit</b> your narrative report as a Word document and the score report generated by the CEFI® software by Sunday.</p>	

## ***Week 6: Attention Deficit Hyperactivity Disorder (ADHD) & Other Health Impairment (OHI)***

### Learning Objectives

6.1 Determine disabling conditions to be eligible under OHI.	CLO1, CLO2, CLO3
6.2 Identify other medical conditions that meet criteria for OHI.	CLO1, CLO4
6.3 Compare the DSM-IV and the Education Code criteria for ADHD.	CLO1, CLO4
6.4 Analyze data collected through ratings scales, additional subtests and observations.	CLO3

### Activities and Resources

<b>6.1, 6.2, 6.3, 6.4</b>	6.1, 6.2, 6.3, 6.4
<p><b>Essentials of ADHD Assessment for Children and Adolescents</b></p> <ul style="list-style-type: none"> <li>• Ch. 4</li> <li>• Ch. 5</li> </ul>	
<p><b>California Education Code SLD</b></p> <p>Eligibility for Other Health Impairment</p>	
<p><b>Alliant Library</b></p> <p>Kohn-Wood, L. P., &amp; Hooper, L. M. (2014). Cultural competency, culturally tailored care, and the primary care setting: Possible solutions to reduce racial/ethnic disparities in mental health care. <i>Journal of Mental Health Counseling</i>, 36(2), 173-188</p> <p>Located in the Alliant Library at: <a href="http://library.alliant.edu/login.aspx?direct=true&amp;db=aph&amp;AN=95420298&amp;site=ehost-live&amp;scope=site">library.alliant.edu/login.aspx?direct=true&amp;db=aph&amp;AN=95420298&amp;site=ehost-live&amp;scope=site</a> .</p>	
<p><b>Desk Reference to the Diagnostic Criteria from DSM-5</b></p> <p>ADHD</p>	

<b>Preparation: MHS® Assessments</b>	PREPERATION
<p><b>Identify</b> a student, parent or teacher to whom you can administer the CBRS®.</p> <p><b>Schedule</b> a time to administer the CBRS® before the end of Week 5.</p>	

[Assignments](#)

<b>Discussion: ADHD</b>	6.1
<p><b>Review</b> the sample ADHD evaluation report on pp. 233-244 of <i>Essentials of ADHD Assessment for Children and Adolescents</i>.</p>	

**Respond** to the following prompts in the ADHD discussion forum by Wednesday:

- Which one of the accommodations and interventions, noted at the end of the report, resonated with you? Why?
- Why is this intervention appropriate for students with ADHD?
- What ADHD related symptom would the implementation of the accommodation or intervention that you identified alleviate?
- How would this intervention improve the student's learning experience?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Discussion: ADHD Behavior and Culture

6.3

**Respond** to the following prompt in the ADHD Behavior and Culture discussion forum by Wednesday:

- What are some distinguishing characteristics between a child that is simply "busy" and one that has ADHD?
- When considering cultural factors and bias, why may children of color may be later diagnosed with ADHD than their peers from white peers?
- Aside from being characteristic of ADHD, what else might a child be trying to communicate or internally experiencing by displaying inattentive or hyperactivity behavior?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Assignment: Conners 3<sup>®</sup> Findings

6.1, 6.2, 6.3, 6.4

**Administer** the Conners 3<sup>®</sup> to the student, parent or teacher you identified from Week 3.

**Write** a narrative report, using the template provided, that summarizes your findings.

**Include** the following in your report:

- Additional information that would be helpful to know about the student.
- Probability of the student meeting criteria for ADHD.
- Anxiety and depression screeners embedded in the rating scale.
- Impact of issues notes on the students' home, social and academic functioning.
- Recommendations that you would make to improve the noted areas of concern:
  - Classroom
  - Social Settings
  - Home

**Submit** your narrative report as a Word document and the score report generated by the Conners 3<sup>®</sup> software by Sunday.

## ***Week 7: Anxiety, Introduction to Emotional Disturbance***

### Learning Objectives

7.38	Recognize the manifestation of anxiety and stress disorders.	CLO1, CLO5
7.39	Discuss the role of culture in the presentation of anxiety and stress disorders.	CLO1, CLO2
7.40	Examine current approaches to trauma.	CLO1, CLO4, CLO5
7.41	Determine appropriate recommendations and accommodations for students who qualify under OHI due to ADHD.	CLO4
7.42	Compare the eligibility conditions for emotional disturbance and a diagnosis of a mental health disorder.	CLO1, CLO2, CLO4
7.43	Analyze cultural and ethical concerns and how they may relate to an emotional disturbance identification.	CLO1, CLO2

## Activities and Resources

Readings	7.1, 7.2, 7.3, 7.4
<p><b><i>Desk Reference to the Diagnostic Criteria from DSM-5</i></b></p> <p>pp. 189-290</p>	
<p><b><i>Psychopathology: Foundations for a Contemporary Understanding</i></b></p> <ul style="list-style-type: none"><li>• Ch. 9</li><li>• Ch. 10</li><li>• Ch. 12</li></ul>	
<p><b><i>California Education Code SLD</i></b></p> <p>Emotional Disturbance</p>	
<p><b><i>Alliant Library</i></b></p> <p>Sullivan, A. L., Sadeh, S. S., &amp; Hitchcock, J. (2014). Differentiating Social Maladjustment From Emotional Disturbance: An Analysis of Case Law. <i>School Psychology Review</i>, 43(4), 450-471</p> <p>Located in the Alliant Library at: <a href="http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&amp;db=ehh&amp;AN=100262194&amp;site=ehost-live&amp;scope=site">http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&amp;db=ehh&amp;AN=100262194&amp;site=ehost-live&amp;scope=site</a></p> <p>Chavira, D. A., &amp; Letamendi, A. (2015). <i>Assessment of anxiety in Latinos</i>. In K. F. Geisinger (Ed.), <i>Psychological testing of Hispanics: Clinical, cultural, and intellectual Issues</i>, 2nd ed. (pp. 237–254). Washington, DC: American Psychological Association</p> <p>Located in the Alliant Library at: <a href="http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&amp;db=psyh&amp;AN=2014-52054-013&amp;site=ehost-live&amp;scope=site">http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&amp;db=psyh&amp;AN=2014-52054-013&amp;site=ehost-live&amp;scope=site</a></p>	
<p><b><i>Online Resource</i></b></p> <p>Riverside County Special Education Local Plan Area (SELPA): <a href="#">Assessment, Identification and Educational Planning for Students with Emotional Disturbance</a></p>	

## Assignments

<b>Discussion: Anxiety in the Latino Community</b>	7.1, 7.2
<b>Read</b> <i>Assessment of Anxiety in Latinos. Located in the Alliant Library.</i>	
<b>Respond</b> to the following prompts in the Anxiety in the Latino Community discussion forum by Wednesday: <ul style="list-style-type: none"><li>• In what way does culture influence the assessment of Latinos?</li><li>• How is mental health viewed in this community?</li><li>• What are innovative and culturally sensitive approaches to meet the needs of the Latino/a community?</li></ul>	
<b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	
<b>Discussion: Mental Illness</b>	7.5, 7.6
<b>Respond</b> to the following prompts in the Mental Illness discussion forum by Friday: <ul style="list-style-type: none"><li>• Does a student with a diagnosed mental illness automatically qualify for an IEP? Why or why not? Explain your answer. Consider using a specific diagnosed mental health condition to support and illustrate your response.</li><li>• What supports and services might a student with diagnosed mental illness need?</li><li>• What information might be useful for the staff members working with the student to know?</li></ul>	
<b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	
<b>Assignment: MASC2® Findings</b>	7.1, 7.2, 7.3, 7.4, 7.5



**Administer** the MASC2<sup>®</sup> to the student, parent or teacher you identified from Week 3.

**Write** a narrative report, using the template provided, that summarizes your findings.

**Include** the following in your report:

- Additional information that would be helpful to know about the student.
- Probability of the student meeting criteria for Generalized Anxiety Disorder.
- Other anxiety related disabilities that should be considered.
- Impact of issues notes on the students' home, social and academic functioning.
- Recommendations that you would make to improve the noted areas of concern:
  - Classroom
  - Social Settings
  - Home

**Submit** your narrative report as a Word document and the score report generated by the Conners 3<sup>®</sup> software by Sunday.

## [Week 8: Educationally Related Mental Health Reports and Services](#)

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### Learning Objectives

<b>8.36</b> Analyze data collected through ratings scales, interviews and observations.	CLO1, CLO3
<b>8.37</b> Determine the appropriate use of standardized assessment measures and projective assessment measures.	CLO3
<b>8.38</b> Identify best practices for collaborating with outside agencies and therapists to incorporate outside mental health evaluations in school based supports.	CLO1, CLO4
<b>8.39</b> Recommend appropriate supports, accommodations, IEP goals and target behaviors for BSPs.	CLO2, CLO4

### Activities and Resources

<b>Readings</b>	8.1, 8.2, 8.3, 8.4
<b><i>Essentials of Behavioral Assessment</i></b>	
<ul style="list-style-type: none"><li>• Ch. 3</li><li>• Ch. 4</li><li>• Ch. 5</li><li>• Ch. 6</li></ul>	

### Assignments

<b>Discussion: Collaboration</b>	8.3
<b>Respond</b> to the following prompts in the Collaboration discussion forum by Wednesday: <ul style="list-style-type: none"><li>• Ask your site supervisor – what is the district's stance on providing parents referrals to outside agencies? To individual private providers?</li><li>• What are the benefits of collaborating with outside agencies?</li><li>• What are some of the potential drawbacks?</li></ul>	
<b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'	

<b>Assignment: Ed Psych Report</b>	7.1, 7.2, 7.4
<b>Complete</b> the items and instructions highlighted in yellow on the Ed Psych Report Case Study document.	
<b>Submit</b> the completed report by Sunday.	



## PPS60360: School Counseling: Professional Roles: Comprehensive Exam

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards		Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Determine the role of the school counselor at multiple levels — as a leader, advocate, collaborator, consultant, and coordinator — as they apply to school-counseling-related duties.	Application	Standard 1, 6, 14 & 16	Standard 1, 18, 22, 25, 31 & 32	Week 1 Discussion Exam
<b>CLO2:</b> Explain state and federal legal mandates and ethical issues of a school counselor.	Engagement	Standard 6	Standard 17 & 18	Week 2 Discussion Exam
<b>CLO3:</b> Apply direct or indirect intervention and prevention skills in the areas of academics, behavior, crisis management, group and individual counseling, and guidance.	Application	Standard 5, 13 & 15	Standard 19, 20, 22 & 26	Week 6 Discussion Exam
<b>CLO4:</b> Apply socio-cultural competence skills in communicating with students, parents, teachers and administration.	Application	Standard 2, 3, 8 10 & 14	Standard 21, 25 & 27	Week 5 Discussion Exam
<b>CLO5:</b> Explain organizational and operational mechanisms within the community, school system and public-school guidelines for the development of student educational and career options.	Leadership	Standard 6, 13 & 15	Standard 20, 22, 24, 27, 28, 29 31 & 32	Weeks 3 & 7 Discussions Exam
<b>CLO6:</b> Interpret assessment information effectively on an individual, group, school and district wide basis.	Dedication	Standard 4, 11 & 13	Standard 20, 26, 27 & 30	Weeks 4 & 8 Discussions Exam

### Week 1: Professional Identity of the School Counselor

#### Learning Objectives

<b>1.51</b> Interpret national counseling and guidance standards, based on the ASCA model, to adjust the academic program to best fits the needs of your students.	CLO1, CLO4
<b>1.52</b> Determine professional growth opportunities to remain current with major aspects of school guidance and counseling as a profession.	CLO1, CLO2
<b>1.53</b> Determine legally and ethically responsible methods to work with racial, ethnic, gender, and cultural diversity among students within the school district.	CLO1, CLO2

### Activities and Resources

<b>Readings</b>	1.1, 1.2, 1.3
Refer to the materials listed in the Required Course Materials section as needed.	

<b>Preparation: Comprehensive Exam</b>	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
<p><b>Review</b> the following for information about the Professional School Counselor Praxis Exam:</p> <ul style="list-style-type: none"> <li>Praxis: For Test Takers: Professional School Counselor from Educational Testing Service located at <a href="https://www.ets.org/praxis/prepare/materials/5421">https://www.ets.org/praxis/prepare/materials/5421</a></li> <li>Praxis Professional School Counselor: Practice &amp; Study Guide from Study.com located at <a href="https://study.com/academy/course/praxis-professional-school-counselor-practice-study-guide.html?src=ppc_adwords_nonbrand&amp;rcntxt=aws&amp;crt=221411165748&amp;kwd=%2Bpraxis%20%2Bcounselor&amp;kwid=kwd-342163427261&amp;agid=44008799262&amp;mt=b&amp;device=c&amp;network=g">https://study.com/academy/course/praxis-professional-school-counselor-practice-study-guide.html?src=ppc_adwords_nonbrand&amp;rcntxt=aws&amp;crt=221411165748&amp;kwd=%2Bpraxis%20%2Bcounselor&amp;kwid=kwd-342163427261&amp;agid=44008799262&amp;mt=b&amp;device=c&amp;network=g</a></li> </ul> <p><b>Begin</b> working on the Praxis Professional School Counselor practice and study guide from Study.com.</p>	

### Assignments

<b>Discussion: Academic Development</b>	1.1, 1.2, 1.3
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There are three domains that ASCA highlights which include academic, college and career, and social-emotional. These three domains form the basis of a comprehensive school counseling program and form the goals that counselors have in working with students:

- Academic Development
- Career Development
- Personal and Social Development

**Respond** to the following prompt in the Academic Development discussion forum by Wednesday: Define and briefly discuss the importance of your responsibility toward the Academic Development domain: keep up with professional growth opportunities to help build and maintain your skills in helping students be academically successful and given an equitable education.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 2: Legal Mandates](#)

### Learning Objectives

2.48	Interprets state and federal laws important in the school counselor profession effectively.	CLO1, CLO2, CLO5
2.49	Determine the effective maintenance of student records per FERPA and HIPPA requirements.	CLO1, CLO2
2.50	Identify appropriate information to be included in student records such as a cumulative folder or a student information system.	CLO1, CLO2, CLO5

### Activities and Resources

<b>Readings</b>	2.1, 2.2, 2.3
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**Refer** to the materials listed in the Required Course Materials section as needed.

**Preparation: Exam**

CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

**Continue** working on the Praxis Professional School Counselor practice and study guide from Study.com.

**Assignments**

**Discussion: Legal Mandates**

2.1, 2.2, 2.3

**Consider** the following scenario:

*Sal is an eighteen-year-old senior student at your high school. He is a fair student with a 2.3 GPA. He is currently in a small group at school run by one of the other school counselors designed for academically low-performing students. His parents have requested copies of his records from you, his current high school counselor, because his army-recruiting officer wants Sal's records.*

**Respond** to the following prompts in the Legal Mandates discussion forum by Wednesday:

- Must you seek Sal's permission before releasing his records to his parents? Why or why not?
- What other important points do you need to consider in this scenario, as they might relate to FERPA and HIPPA?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

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**Week 3: School-wide Systems for Pupil Support & Career Counseling**

**Learning Objectives**

<b>3.50</b> Determine how to work with school specialists in order to refer students to appropriate state and federal intervention systems.	CLO2, CLO5
<b>3.51</b> Employ school systems to evaluate individual academic-related services needed for general education students and students with special or academic needs.	CLO2, CLO3, CLO5
<b>3.52</b> Determine how to work with federal, state and community-based resources or systems to help students explore educational and career options.	CLO2, CLO5
<b>3.53</b> Apply career development theories and processes effectively for students at each grade level.	CLO4, CLO5

### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3, 3.4
Refer to the materials listed in the Required Course Materials section as needed.	

<b>Preparation: Exam</b>	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
Continue working on the Praxis Professional School Counselor practice and study guide from Study.com.	

### Assignments

<b>Discussion: Career Development</b>	3.1, 3.2, 3.3, 3.4
<p>There are three domains that ASCA highlights which include academic, college and career, and social-emotional. These three domains form the basis of a comprehensive school counseling program and form the goals that counselors have in working with students:</p> <ul style="list-style-type: none"> <li>• Academic Development</li> <li>• Career Development</li> <li>• Personal and Social Development</li> </ul>	



**Respond** to the following prompt in the Career Development discussion forum by Wednesday: Define and briefly discuss the importance of your responsibility toward the Career Development domain: help to ensure an equitable education by educating students about vocations and jobs available to them after high school.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 4: Assessment & Academic Intervention](#)

### Learning Objectives

4.45	Explain the goals and methods of evaluating student achievement, program effectiveness, student outcomes, and systemic change.	CLO2, CLO3
4.46	Distinguish between various types of assessments and their uses.	CLO5, CLO6
4.47	Explain assessment procedures and district systems to assist students with academic issues related to their schedules and programming.	CLO1, CLO3, CLO6

### Activities and Resources

<b>Readings</b>	4.1, 4.2, 4.3
Refer to the materials listed in the Required Course Materials section as needed.	
<b>Preparation: Exam</b>	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
<b>Continue</b> working on the Praxis Professional School Counselor practice and study guide from Study.com.	

## Assignments

<b>Discussion: Interpreting an Achievement Score</b>	4.1, 4.2, 4.3
<p><b>Consider</b> the following scenario:</p> <p><i>As the school counselor you inform the parents of Alejandro, one of your 12th grade students, that his achievement test score in Math places him at the 83rd percentile for students in the district.</i></p> <p><b>Respond</b> to the following prompts in the Interpreting an Achievement Score discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Which of the following statements about Alejandro's performance is most accurate?<ol style="list-style-type: none"><li>a. Alejandro answered 83% of the test questions correctly.</li><li>b. 83% of the students in the district scored the same as or lower than Alejandro did.</li><li>c. Alejandro's score was lower than that of 83% of the students in the district.</li><li>d. Alejandro's score was below average for the district.</li></ol></li><li>• Provide rationale for the statement you selected.</li></ul> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

## Week 5: School-wide Discipline & Classroom Strategies

### Learning Objectives

<b>5.47</b> Summarize a school counselor's responsibilities and procedures working with school attendance review boards, school administration, and parents of students with attendance or behavior issues.	CLO1, CLO3, CLO4
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**5.48** Explain effective instructional and classroom methods for working with students of diverse backgrounds exhibiting discipline issues.

CLO1, CLO3, CLO4

### Activities and Resources

#### **Readings**

5.1, 5.2

Refer to the materials listed in the Required Course Materials section as needed.

#### **Preparation: Exam**

CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

**Continue** working on the Praxis Professional School Counselor practice and study guide from Study.com.

### Assignments

#### **Discussion: Personal and Social Development**

5.1, 5.2

There are three domains that ASCA highlights which include academic, college and career, and social-emotional. These three domains form the basis of a comprehensive school counseling program and form the goals that counselors have in working with students:

- Academic Development
- Career Development
- Personal and Social Development

**Respond** to the following prompt in the Personal and Social Development discussion forum by Wednesday: Focusing on the Personal and Social Development domain, briefly discuss at least three guidance strategies for promoting pro-social behavior within your school environment.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post!' or I

agree!

## **Week 6: Individual & Group Counseling**

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### Learning Objectives

<b>6.43</b> Determine effective individual or group counseling procedures and responsibilities for diverse students exhibiting social and behavioral or emotional needs.	CLO1, CLO3, CLO4
<b>6.44</b> Determine effective and ethical counseling strategies in individual or group counseling for a wide range of diverse students.	CLO1, CLO3, CLO4
<b>6.45</b> Determine appropriate counseling theories and techniques for different settings such as individual planning, individual counseling, or group counseling classrooms.	CLO1, CLO3, CLO4

### Activities and Resources

<b>Readings</b>	6.1, 6.2, 6.3
Refer to the materials listed in the Required Course Materials section as needed.	

<b>Preparation: Exam</b>	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
<b>Continue</b> working on the Praxis Professional School Counselor practice and study guide from Study.com.	

### Assignments

<b>Discussion: Counseling Format</b>	6.1, 6.2, 6.3
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Preventative counseling exists along a continuum with remedial and developmental counseling prevention strategies that usually address behaviors such as self-esteem, social support, conflict resolution, problem-solving, decision making, communication, and peer pressure resistance training. Counseling groups can be categorized into various types including:

- Developmental/Primary Prevention Groups
- Problem-centered/structured Intervention Groups
- Psychoeducational Groups

**Respond** to the following prompts in the Counseling Format discussion forum by Wednesday:

- What type of counseling format do you believe would be most effective when working with a group of high school students dealing with anger control or management and conflict issues within the school environment?
- Provide rationale for your selection.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 7: Safety & Violence Intervention and Prevention](#)

### Learning Objectives

<p><b>7.44</b> Apply ASCA standards and concepts necessary for implementing a variety of intervention strategies to meet the needs of individuals, groups, or the school community before, during, and after crisis response.</p>	<p>CLO1, CLO3, CLO4</p>
<p><b>7.45</b> Apply effective strategies for individual students or groups in conflict management, problem-solving or crisis intervention and prevention, drug use, and bullying.</p>	<p>CLO1, CLO3, CLO4</p>
<p><b>7.46</b> Identify mandated reporting procedures in your school district.</p>	<p>CLO1, CLO3, CLO4</p>

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3
Refer to the materials listed in the Required Course Materials section as needed.,	
<b>Preparation: Exam</b>	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
<b>Continue</b> working on the Praxis Professional School Counselor practice and study guide from Study.com.	

### Assignments

<b>Discussion: Intervention</b>	7.1, 7.2, 7.3
<b>Consider</b> the following scenario:  <i>You come in on Monday morning and the Assistant Principal of your High School tells you about the suicide of a popular student that occurred over the weekend.</i>	
<b>Respond</b> to the following prompt in the Intervention discussion forum by Wednesday: As a school counselor, what might your role be regarding this kind of situation in your school?	
<b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

## Week 8: Program Development & Evaluation

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### Learning Objectives

<p><b>8.40</b> Integrate educator, teacher and parent feedback as well as school-wide academic results for program development or classroom evaluation and improvement.</p>	<p>CLO1, CLO3, CLO5</p>
<p><b>8.41</b> Determine effective methods to plan, organize, and implement programs or groups dealing with academic improvement, decision-making, and problem-solving issues on a school-wide basis.</p>	<p>CLO1, CLO3, CLO5</p>
<p><b>8.42</b> Determine basic standards of practice expected of school counselors implementing a comprehensive and school-wide school advisement or counseling program.</p>	<p>CLO1, CLO3, CLO5</p>

**Activities and Resources**

<p><b>Readings</b></p>	<p>8.1, 8.2, 8.3</p>
<p>Refer to the materials listed in the Required Course Materials section as needed.,</p>	

**Assignments**

<p><b>Discussion: Program Implementation</b></p>	<p>8.1, 8.2, 8.3</p>
<p><b>Consider</b> the following scenario:</p> <p><i>A school counseling program is to be established in a new public high school that has just opened in an expanding school district. The students will be coming from two existing and overcrowded schools and a new housing development with more than 100 school age students. The teaching staff is a combination of experienced teachers who have taught in the school district and newly hired teachers. The school principal has asked you to be the lead team member on developing a program to help the lowest performing students in the school, which according to incoming data from the two schools, are identified as English as a Second Language (ESL) students.</i></p> <p><b>Respond</b> to the following prompt in the XXX discussion forum by Wednesday: How would you go about developing or evaluating a program to address this issue?</p> <p><b>Note.</b> You only have to make an outline of the steps involved that you believe you need to address. You do not have to solve the problem and come up with program specifics.</p>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### **Assignment: Comprehensive Exam**

CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

Various school counselor competencies are featured within the following short answer practice exam. It is therefore recommended that you complete these questions with as little outside assistance as possible so that you might gain a better appreciation and understanding of what your current skills are as a school counselor candidate.

**Be sure to review** the following for information about the Professional School Counselor Praxis Exam:

- Praxis: For Test Takers: Professional School Counselor from Educational Testing Service located at <https://www.ets.org/praxis/prepare/materials/5421>
- Praxis Professional School Counselor: Practice & Study Guide from Study.com located at [https://study.com/academy/course/praxis-professional-school-counselor-practice-study-guide.html?src=ppc\\_adwords\\_nonbrand&rcntxt=aws&crt=221411165748&kwd=%2Bpraxis%20%2Bcounselor&kwid=kwd-342163427261&agid=44008799262&mt=b&device=c&network=g](https://study.com/academy/course/praxis-professional-school-counselor-practice-study-guide.html?src=ppc_adwords_nonbrand&rcntxt=aws&crt=221411165748&kwd=%2Bpraxis%20%2Bcounselor&kwid=kwd-342163427261&agid=44008799262&mt=b&device=c&network=g)

**Complete** the Comprehensive Exam by Sunday.

**Allow** approximately two hours to complete this exam.

**Note.** You will only have 2.5 hours to complete this exam.

**Faculty Note:** Use the Exam Grading Guide available on the Modules page in Canvas to score this exam.



## PPS65520: Psychopathology and Psychopharmacology

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Analyze real-world scenarios of major mental disorders related to human development across the lifespan.	Application	Standard 2	Standard 21	Standard 20	Assignment: Research Paper
<b>CLO2:</b> Evaluate biological and contextual factors influencing mental illnesses across educational settings.	Discovery	Standard 4	Standard 21	Standard 17	Assignment: Research Paper
<b>CLO3:</b> Analyze the use of psychopharmacological intervention as strategies for promoting student learning and mental wellbeing.	Teaching	Standard 5	Standard 21	Standard 21	Assignment: Research Paper
<b>CLO4:</b> Determine roles of school psychologists and school counselors as they relate to the treatment of mental illnesses from a collaborative perspective.	Integration	Standard 7	Standard 27	Standard 20	Assignment: Research Paper
<b>CLO5:</b> Determine diversity issues, legal issues, and special needs related to psychopathology and psychopharmacology.	Discovery	Standard 3	Standard 18	Standard 19	Assignment: Research Paper

## Week 1: Psychopathology & Psychopharmacology Competencies and Ethical Standards

### Learning Objectives

1.54 Explain the ethical standards of assessment and evaluation of mental conditions.	CLO1, CLO2, CLO5
1.55 Determine how the standards of care and scope of practice from the American Psychological Association standards apply to school psychological services.	CLO2, CLO3, CLO5

1.56 Analyze general factors influencing psychopathology and its treatment consequences.

CLO2, CLO4

### Activities and Resources

#### Readings

1.1, 1.2, 1.3

#### ***American Psychological Association***

- [Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations](#)
- [Ethical Principles of Psychologists and Code of Conduct](#)
- [Practice Guidelines for LGB Clients](#)
- [Guidelines for Assessment of and Intervention With Persons With Disabilities](#)

### Assignments

#### Discussion: Ethics & Core Competencies

1.1, 1.2, 1.3

**Select** three of the standards of care and scope of practice from the American Psychological Association standards.

**Respond** to the following prompts in the Ethics & Core Competencies discussion forum by Wednesday:

- Provide a brief description of the ethics and core competency you selected.
- Explain why this competency is identified as a core competency in your field of work
- Explain one way to effectively measure or evaluate the competency. Be specific and provide at least one example.

**Reply** to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## Week 2: Neuro-Developmental Disorders and Mood Disorders

### Learning Objectives

<p><b>2.51</b> Explain major clinical features in neurodevelopmental disorders and mood disorders.</p>	<p>CLO1, CLO2</p>
<p><b>2.52</b> Determine methods for school psychologists and school counselors to support students with conditions from these two broad psychopathological categories, neurodevelopmental disorders and mood disorders, in educational settings.</p>	<p>CLO2, CLO3, CLO4</p>
<p><b>2.53</b> Explain school learning implications for students with psychological disabilities.</p>	<p>CLO2</p>

### Activities and Resources

<p><b>Readings</b></p>	<p>2.1, 2.2, 2.3</p>
<p><b>Diagnostic and Statistical Manual of Mental Disorders</b></p> <ul style="list-style-type: none"> <li>• Neuro-developmental Disorders</li> <li>• Mood Disorders</li> </ul>	
<p><b>Alliant Library</b></p> <ul style="list-style-type: none"> <li>• Kazdin, A. E. (2008). <a href="#">Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care</a>. <i>American Psychologist</i>, 63(3), 146-159.</li> <li>• Pine, D. S. (2006). <a href="#">A primer on brain imaging in developmental psychopathology: What is it good for?</a>. <i>Journal Of Child Psychology &amp; Psychiatry</i>, 47(10), 983-986.</li> <li>• Sroufe, L. A. (2009). <a href="#">The concept of development in developmental psychopathology</a>. <i>Child Development Perspectives</i>, 3(3), 178-183.</li> <li>• Vallance, A. K. (2009). <a href="#">Review of developmental psychopathology and wellness: Genetic and environmental influences</a>. <i>Child and Adolescent Mental Health</i>, 14(2), 110.</li> <li>• De Pauw, S., &amp; Mervielde, I. (2010). <a href="#">Temperament, Personality and Developmental Psychopathology: A Review Based on the Conceptual Dimensions Underlying Childhood Traits</a>. <i>Child Psychiatry &amp; Human Development</i>, 41(3), 313-329.</li> <li>• Stringaris, A., Rowe, R., &amp; Maughan, B. (2012). <a href="#">Mood dysregulation across developmental psychopathology - general concepts and disorder specific expressions</a>. <i>Journal Of Child Psychology &amp; Psychiatry</i>, 53(11), 1095-1097.</li> <li>• Drabick, D. G., &amp; Kendall, P. C. (2010). <a href="#">Developmental psychopathology and the diagnosis of mental health problems among youth</a>. <i>Clinical Psychology: Science and Practice</i>, 17(4), 272-280.</li> <li>• Narayan, A. J., Allen, T. A., Cullen, K. R., &amp; Klimes-Dougan, B. (2013). <a href="#">Disturbances in reality testing as markers of risk in offspring of parents with bipolar disorder: a systematic review from a developmental psychopathology perspective</a>. <i>Bipolar Disorders</i>, 15(7), 723-740.</li> </ul>	

## Assignments

<b>Discussion: Neurodevelopmental Disorders</b>	2.1, 2.2
<p><b>Respond</b> to the following prompts in the Neurodevelopmental Disorders discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Select a Neurodevelopmental Disorder and explain the etiology and developmental trajectory for it.</li><li>• Provide examples and cite specific research articles to support your response.</li></ul> <p><b>Reply</b> to a classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Discussion: Mood Disorders</b>	2.1, 2.2, 2.3
<p><b>Respond</b> to the following prompts in the Mood Disorders discussion forum by Friday:</p> <ul style="list-style-type: none"><li>• Select a major Mood disorder and provide a description of it.</li><li>• Explain assessment and intervention planning considerations for a student with your selected mental disorder.</li></ul> <p><b>Reply</b> to a classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## **Week 3: Anxiety Disorders and Trauma-and-Stress-Related Disorders**

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### Learning Objectives

3.54 Explain the development of anxiety and stress reactions.	CLO1
3.55 Determine an effective treatment plan for a student with post-traumatic stress disorder (PTSD).	CLO1, CLO2, CLO4

**Activities and Resources**

<b>Readings</b>	3.1, 3.2
<p><b><i>Diagnostic and Statistical Manual of Mental Disorders</i></b></p> <ul style="list-style-type: none"> <li>Anxiety Disorders</li> <li>Stress-related and Post Traumatic Stress Disorders</li> </ul>	
<p><b><i>Alliant Library</i></b></p> <ul style="list-style-type: none"> <li>Gazelle, H., &amp; Rubin, K. H. (2010). <a href="#">Social anxiety in childhood: Bridging developmental and clinical perspectives</a>. <i>New Directions For Child &amp; Adolescent Development</i>, 2010(127), 1-16.</li> <li>Pynoos, R. S., Steinberg, A. M., &amp; Piacentini, J. C. (1999). <a href="#">A developmental psychopathology model of childhood traumatic stress and intersection with anxiety disorders</a>. <i>Biological Psychiatry</i>, 46(11), 1542–1554.</li> <li>Pine, D. S., Costello, J., &amp; Masten, A. (2005). <a href="#">Trauma, proximity, and developmental psychopathology: the effects of war and terrorism on children</a>. <i>Neuropsychopharmacology: Official Publication Of The American College Of Neuropsychopharmacology</i>, 30(10), 1781-1792.</li> <li>Margolin, G., &amp; Vickerman, K. A. (2007). <a href="#">Posttraumatic stress in children and adolescents exposed to family violence: I. Overview and issues</a>. <i>Professional Psychology: Research And Practice</i>, 38(6), 613-619.</li> </ul>	

**Assignments**

<b>Discussion: Anxiety Disorders</b>	3.1
<p><b>Respond</b> to the following prompts in the Anxiety Disorders discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>Describe eight important developmental issues needed to establish an accurate diagnosis for anxiety disorders.</li> <li>Support your response with references.</li> </ul>	

**Reply** to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Discussion: PTSD**

3.2

**Respond** to the following prompts in the PTSD discussion forum by Friday:

- What is PTSD?
- How might you help a student who just experienced significant trauma?

**Reply** to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**[Week 4: Disruptive, Impulse-Control, & Conduct Disorders](#)**

**[Learning Objectives](#)**

**4.48** Explain disruptive behavioral disorders.

CLO1

**4.49** Analyze the impact of attention, memory, thinking, and impulsive control on student learning and educational intervention.

CLO1, CLO2, CLO5

**4.50** Strategize how collaboration with other school personnel can assist children with emotional and behavioral problems.

CLO2, CLO4

**[Activities and Resources](#)**

Readings	4.1, 4.2, 4.3
<b><i>Diagnostic and Statistical Manual of Mental Disorders</i></b> Impulsive and Conduct Problems	
<b><i>Alliant Library</i></b> Kawabata, Y., Tseng, W., & Gau, S. S. (2012). <a href="#">Symptoms of attention-Deficit/Hyperactivity disorder and social and school adjustment: The moderating roles of age and parenting</a> . <i>Journal of Abnormal Child Psychology</i> , 40(2), 177-88.	

### Assignments

Discussion: ADHD	4.1, 4.2, 4.3
<b>Respond</b> to the following prompts in the ADHD discussion forum by Wednesday: <ul style="list-style-type: none"><li>• What is the developmental trajectory of ADHD?</li><li>• What ten different evidence-based instructional intervention strategies would you suggest to teachers?</li></ul> <b>Reply</b> to a classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

## **Week 5: Psychotropic Medication in Schools**

### Learning Objectives

5.49 Explain school psychologists’ and counselors’ role for monitoring medication in school settings.	CLO3, CLO4
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**5.50** Explain key legal and ethical issues in medication administration.

CLO3, CLO4

### Activities and Resources

#### Readings

5.1, 5.2

##### **Alliant Library**

- Ball, C. R., Kratochwill, T. R., Johnston, H. F., & Fruehling, J. J. (2009). [Limited prescription privileges for psychologists: Review and implications for the practice of psychology in the schools](#). *Psychology In The Schools*, 46(9), 836-845.
- DuPaul, G. J., & Carlson, J. S. (2005). [Child Psychopharmacology: How School Psychologists Can Contribute to Effective Outcomes](#). *School Psychology Quarterly*, 20(2), 206-221.
- Kubiszyn, T., Mire, S., Dutt, S., Papatopoulos, K., & Burrige, A. B. (2012). [Significant differences in pediatric psychotropic side effects: Implications for school performance](#). *School Psychology Quarterly*, 27(1), 4-28.
- Mazur-Mosiewicz, A., Pierson, E. E., & McIntosh, D. E. (2009). [Legal issues in school health services and school psychology: Guidelines for the administration of medication](#). *Psychology In The Schools*, 46(9), 813-819.
- Roberts, H. J., Floress, M. T., & Ellis, C. R. (2009). [Training school psychologists in psychopharmacology consultation](#). *Psychology In The Schools*, 46(9), 827-835.

#### Preparation: Psychopathology & Psychotropic Medication Research Paper

N/A

**Begin** working on the Psychopathology & Psychotropic Medication Research Paper due in Week 8.

**Review** instructions for this assignment in Week 8.

### Assignments

#### Discussion: Monitoring Medication

5.1, 5.2

**Respond** to the following prompts in the Monitoring Medication discussion forum by Wednesday:

- What pivotal roles can school psychologists play in monitoring psychotropic medication?
- What potential ethical and legal conflicts are there in school psychopharmacological consultation? Cite specific research to support your response.



**Reply** to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## **Week 6: Anti-Depressant & Anti-Anxiety Medication**

### Learning Objectives

<b>6.46</b>	Explain the benefits of anti-depressant medications.	CLO3, CLO4
<b>6.47</b>	Summarize the dangers of anti-depressant and anti-anxiety medications.	CLO3, CLO4, CLO5
<b>6.48</b>	Explain integrative treatment with special populations.	CLO3, CLO4

### Activities and Resources

<b>Readings</b>	6.1, 6.2, 6.3
<b><i>Handbook of Clinical Psychopharmacology for Therapists</i></b>	
<ul style="list-style-type: none"> <li>Ch. 17: Bipolar Medications</li> <li>Ch. 18: Antianxiety Medications</li> </ul>	
<b><i>Alliant Library</i></b>	
<ul style="list-style-type: none"> <li>Patkar, A., &amp; Pae, C. (2013). <a href="#">Atypical Antipsychotic Augmentation Strategies in the Context of Guideline-based Care for the Treatment of Major Depressive Disorder</a>. <i>CNS Drugs</i>, 2729-37.</li> <li>Pierson, E. E. (2009). <a href="#">Antidepressants and suicidal ideation in adolescence: A paradoxical effect</a>. <i>Psychology In The Schools</i>, 46(9), 910-914.</li> <li><a href="#">Large-scale study suggests fluvoxamine effective for anxiety symptoms</a>. (2001). <i>Brown University Child &amp; Adolescent Psychopharmacology Update</i>, 3(6), 1.</li> <li>Witek, M. W., Rojas, V., Alonso, C., Minami, H., &amp; Silva, R. R. (2005). <a href="#">Review of Benzodiazepine use in Children and Adolescents</a>. <i>Psychiatric Quarterly</i>, 76(3), 283-296.</li> </ul>	

## Assignments

<b>Discussion: Anti-Depressants</b>	6.1, 6.2
<p><b>Respond</b> to the following prompts in the Anti-Depressants discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>Describe one major benefit of antidepressant in treating mood disorders.</li><li>What are the dangers associated with the use of anti-depressants with children and adolescents?</li></ul> <p><b>Reply</b> to a classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Discussion: Anti-Anxiety</b>	6.3
<p><b>Respond</b> to the following prompts in the Anti-Anxiety discussion forum by Friday: How has anti-anxiety medication been used with children? Support your response with three-to four-references not from your readings.</p> <p><b>Reply</b> to a classmate’s post, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## **Week 7: Stimulant Medication and Mood-Stabilizers**

### Learning Objectives

<b>7.47</b> Determine the impact of stimulant medication and mood-stabilizers on children’s development.	CLO3, CLO4
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7.48 Explain the side effects of stimulant medication and mood-stabilizers.

CLO3, CLO4, CLO5

### Activities and Resources

#### Readings

##### *Handbook of Clinical Psychopharmacology for Therapists*

Review Ch. 17: Bipolar Medications

##### *Alliant Library*

- [Atomoxetine appears effective in children with ADHD](#). (2005). *Brown University Child & Adolescent Psychopharmacology Update*, 7(8), 5-6.
- [Stimulants safe for children with ADHD, but experts ponder long-term effects](#). (2005). *Brown University Child & Adolescent Psychopharmacology Update*, 7(5), 1-4.
- Smarty, S., & Findling, R. L. (2007). [Psychopharmacology of pediatric bipolar disorder: a review](#). *Psychopharmacology*, 191(1), 39-54.

### Assignments

#### Discussion: ADHD Medication

7.1, 7.2

**Respond** to the following prompts in the ADHD Medication discussion forum by Wednesday:

- What are the side effects of ADHD medication?
- How would you work with a teacher who insists that a student with ADHD-like symptoms needs medication?

**Reply** to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## Week 8: Antipsychotic Medications

**Learning Objectives**

8.43 Determine key areas that school psychologists and counselors may monitor medication treatment.	CLO3, CLO4
8.44 Explain special issues related to medication compliance.	CLO3, CLO4, CLO5
8.45 Determine how to effectively assist a student with psychotic symptoms.	CLO3, CLO4

**Activities and Resources**

<b>Readings</b>	
<p><i>Handbook of Clinical Psychopharmacology for Therapists</i></p> <p>Ch. 19: Antipsychotic Medications</p>	
<p><b>Alliant Library</b></p> <ul style="list-style-type: none"> <li>Findling, R. L., Horwitz, S. M., &amp; Birmaher, B. (2011). <a href="#">Antipsychotics prescribed most often in children with psychotic or BPI disorders</a>. <i>Brown University Child &amp; Adolescent Psychopharmacology Update</i>, 13(12), 1-3.</li> <li>Maayan, L. A., &amp; Vakhrusheva, J. (2010). <a href="#">Risperidone associated weight, leptin, and anthropometric changes in children and adolescents with psychotic disorders in early treatment</a>. <i>Human Psychopharmacology: Clinical &amp; Experimental</i>, 25(2), 133-138.</li> <li>Yasui, M., &amp; Dishion, T. J. (2007). <a href="#">The Ethnic Context of Child and Adolescent Problem Behavior: Implications for Child and Family Interventions</a>. <i>Clinical Child &amp; Family Psychology Review</i>, 10(2), 137-179.</li> </ul>	

**Assignments**

<b>Discussion: Daily Practice</b>	N/A
<p><b>Respond</b> to the following prompt in the Daily Practice discussion forum by Wednesday: How you would apply the knowledge from this course to your daily practice as a school psychologist or school counselor?</p>	

**Reply** to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Psychopathology & Psychotropic Medication Research Paper

8.1, 8.2, 8.3

This paper is an opportunity for you to synthesize and integrate what you learn about psychopathology and psychotropic medication from this class.

**Select** a mental disorder from DSM-V and research its etiology, symptoms, and pharmacological treatment.

**Write** a 10-to 12-page research paper about the psychopathology and psychopharmacology of your selected mental disorder that includes the following:

- Section 1 – Research the prevalence and etiologies of the mental illness
- Section 2 – Explain the symptoms and diagnostic criteria for the condition
- Section 3 – Explore at least three evidence-based non-medication treatment methods for the condition
- Section 4 - Illustrate psychotropic medication options for the condition:
  - Include a minimum of four research studies
  - Explain combined treatment using therapy and medication
- Section 5 – Explain treatment management and the ethical and legal implications for school psychologists

**Submit** your research paper as a Word document by Friday.

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## PPS7220: Counseling Law and Ethics

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Identify professional codes of ethics and specific laws related to school counseling.	Engagement	Standard 6	Standard 18	Standard 19	Professional Development Mini Workshop
<b>CLO2:</b> Determine the impact of the specific laws and codes of ethics on the policies and procedures.	Engagement, Application	Standard 6	Standard 18	Standard 19	Professional Development Mini Workshop
<b>CLO3:</b> Analyze various resources to aid in managing challenging legal and ethical situations.	Engagement, Application	Standard 6	Standard 18	Standard 19	Professional Development Mini Workshop
<b>CLO4:</b> Interpret the emerging legal and ethical components of technology in counseling	Engagement, Application	Standard 6	Standard 18	Standard 19	Professional Development Mini Workshop

### Week 1: Introduction

#### Learning Objectives

1.57 Identify laws and ethics related to school counseling.	CLO1
1.58 Analyze values and beliefs related to ethical standards.	CLO1
1.59 Explain the ethical decision-making model.	CLO1, CLO2



**Activities and Resources**

<b>Readings</b>	1.1, 1.2, 1.3
<p><b><i>Ethical and Legal Issues in School Counseling</i></b></p> <ul style="list-style-type: none"> <li>Ch. 4: Preventing Child Abuse</li> <li>Ch. 5: Preventing Harm from Violence</li> </ul>	
<p><b><i>School Counseling Principles</i></b></p> <ul style="list-style-type: none"> <li>Ch. 1: Introduction</li> <li>Ch. 2: Professionalism</li> <li>Ch. 7: Child Abuse</li> </ul>	
<p><b><i>Online Resources</i></b></p> <p>Read the following:</p> <ul style="list-style-type: none"> <li>Gudeman, <i>HIPAA or FERPA? A Primer on Sharing School Health Information in California</i>, 2nd ed., National Center for Youth Law (2018). Retrieved from <a href="https://youthlaw.org/wp-content/uploads/2018/10/2018.10.23-HIPAAorFERPA-California.pdf">https://youthlaw.org/wp-content/uploads/2018/10/2018.10.23-HIPAAorFERPA-California.pdf</a>.</li> <li>ASCA Ethical Standards for School Counselors (Adopted 1984; revised 1992, 1998, 2004, and 2010, 2016). Alexandria, VA: American School Counselor Association. Retrieved from <a href="https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf">https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf</a>.</li> </ul> <p>Download and read the following:</p> <ul style="list-style-type: none"> <li>Mental Health Services Act (Revised January 27, 2020) available at: <a href="https://mhsoac.ca.gov/document/2020-02/mental-health-services-act-revised-january-27-2020">https://mhsoac.ca.gov/document/2020-02/mental-health-services-act-revised-january-27-2020</a>.</li> <li>NASP 2020 Professional Standards, including the Principles for Professional Ethics (Approved May 2020) available at: <a href="https://www.nasponline.org/standards-and-certification/professional-ethics">https://www.nasponline.org/standards-and-certification/professional-ethics</a>.</li> </ul>	
<p><b><i>YouTube</i></b></p> <p>View the “<a href="#">What is the ASCA National Model?</a>” video [4:54].</p>	
<b>Preparation: Counselor Interview Paper</b>	N/A

**Locate** a school-based counselor that services students from a mental health model, such as a SBMH counselor or school psychologist.

**Schedule** a time to interview them for the Counselor Interview Paper assignment that will be due at the end of Week 2.

**Use** the following questions in your interview:

- What are the most common legal and ethical issues you encounter as a school counselor?
- Can you provide an example of a case you managed that presented a legal and ethical dilemma? What was the result?
- Have you ever been called to testify in a court case involving a student? Explain
- Where do you go for guidance and support for ethical and legal issues?
- How do you keep case notes for students?
- Does your school or district provide you with professional development related to legal and ethical standards practice?

**Note.** You may ask any additional questions you may have.

**Ensure** you give yourself enough time to write the paper about the interview.

## Assignments

### **Discussion: HIPAA & FERPA**

1.1

**Respond** to the following prompts in the HIPAA & FERPA discussion forum by Wednesday: What is your understanding of the difference between HIPAA and FERPA in relation to confidentiality with minors in school-based counseling?

**Cite** your textbooks or other resources provided this week in your response.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Discussion: Reporting Procedures</b>	1.3
<p><b>Research</b> your current district or school policies and procedures handbook to review the current child abuse reporting procedures.</p> <p><b>Respond</b> to the following prompts in the Reporting Procedures discussion forum by Friday:</p> <ul style="list-style-type: none"><li>• What is the current procedure for reporting abuse if you were the person receiving the information from a student?</li><li>• How would you go about helping a teacher if they asked for assistance in filing a report after a student disclosed that they were being physically abused in their home?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Law &amp; Ethics Article Review</b>	1.1, 1.2, 1.3
<p><b>Research</b> an article of interest related to law and ethics of a specific population using the Aliant Library.</p> <p><b>Ensure</b> the article you select has been published in the last five years.</p> <p><b>Write</b> a two-to three-page review of the article:</p> <ul style="list-style-type: none"><li>• Identification of the specific ethical and legal guidelines involved</li><li>• An in-depth analysis of the impact on the practice of school counselors</li><li>• Personal perspective of the ethical, legal, and professional issues involved</li></ul> <p><b>Format</b> your paper consistent with APA style guidelines.</p> <p><b>Submit</b> your paper as a Word document by Sunday.</p>	

## Week 2: Confidentiality–FERPA

### Learning Objectives

2.54 Explain ethical considerations related to the Family Educational Rights and Privacy Act (FERPA).	CLO1, CLO2
2.55 Determine a school counselor’s role and obligations in legal proceedings.	CLO1, CLO2
2.56 Interpret how confidentiality is utilized in the school-based mental health setting.	CLO1, CLO2

### Activities and Resources

<b>Readings</b>	2.1, 2.2, 2.3
<p><b><i>Ethical and Legal Issues in School Counseling</i></b></p> <p>Ch. 2: Confidentiality and Counseling Records</p>	
<p><b><i>School Counseling Principles</i></b></p> <ul style="list-style-type: none"> <li>Ch. 4: Family Educational Rights and Privacy Act</li> <li>Ch. 6: Obligations to the Courts</li> </ul>	
<p><b><i>Online Resources</i></b></p> <p>Read the Family Educational Rights and Privacy Act (FERPA) website from the U.S. Department of Education. Retrieved from <a href="https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html">https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</a>.</p>	
<p><b><i>YouTube</i></b></p> <p>View the following videos:</p> <ul style="list-style-type: none"> <li><a href="#">“Student Privacy 101: FERPA for Parents and Students”</a> [4:03]</li> <li><a href="#">“2016 ASCA Webinar Series: 2016 ASCA Ethical Standards for School Counselors”</a> [1:19:14]</li> </ul>	

<b>Preparation: Professional Development Mini Workshop–Group Presentation</b>	COURSE
<p><b>Imagine</b> your local school district has asked the school counseling program to provide staff with an understanding of a school counselor’s role and limitations regarding working with students.</p> <p><b>Develop</b> a <i>15-minute or less</i> professional development mini workshop geared toward school-based faculty. This is often the amount of time allotted in a staff meeting for presentations.</p> <p><b>Note.</b> You will be developing this professional development mini workshop in groups. You may use any online tool you want to meet as a group such as Zoom or Google hangouts or simply have a group conference call. The choice is yours; your instructor will post information on group formation at the beginning of Week 2 so that you may coordinate through email or group discussions through Canvas.</p> <p><b>Consider</b> including the following in your professional development mini workshop:</p> <ul style="list-style-type: none"><li>• Description of a school counselor’s role</li><li>• Important legal and ethical guidelines school counselors abide by</li><li>• Ethical boundaries in schools</li><li>• Dual relationships</li><li>• Timelines</li><li>• Child abuse reporting</li><li>• Confidentiality</li><li>• Other information your group wants to provide</li></ul> <p><b>Note.</b> Be creative, you may use a common presentation tool to help support your professional development mini workshop. Challenge yourself and your group to use an online tool such as Canva or something from Googles resources for Educators.</p> <p><b>Prepare</b> to submit an outline of your workshop by Sunday this week.</p> <p><b>Note.</b> You will deliver your professional development mini workshop in Week 8.</p>	
<p><b>Faculty Note.</b></p> <p><b>Post</b> an announcement this week about how you want the groups formed. Either students self-select or you assign them to groups. You will want to have this announcement posted by <i>Monday of Week 2</i>.</p> <p><b>Create</b> the groups in Canvas, once they are identified, so students can coordinate schedules:</p> <ul style="list-style-type: none"><li>• Groups Overview: <a href="https://community.canvaslms.com/videos/1113-groups-overview-instructors">https://community.canvaslms.com/videos/1113-groups-overview-instructors</a></li><li>• Canvas table of contents for guides about groups: <a href="https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_Groups">https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_Groups</a></li></ul>	

**Consider** tying the groups to Week 8 assignment so that you can grade everyone in the group at once, instead of one at a time. The links above provide information on how to set this up in Canvas.

## Assignments

### Discussion: FERPA Scenario

2.1

**Imagine** you receive a call from the local police department asking if you could verify attendance for a few students suspected for vandalism in the community.

**Respond** to the following prompts in the FERPA Scenario discussion forum by Wednesday:

- Can you give the police the attendance information?
- What specific FERPA guidelines might be applied to this scenario?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

#### ANSWER.

You cannot give attendance information to the police department. Attendance records are considered part of the educational record and cannot be released without the consent of the student (if over 18) or the parent. Unless a warrant is served, providing the information to any outside party, including local police, it would violate FERPA.

The law does provide the release of info if it is designated as *directory information*; it could be released if the criminal activity was related to a health and safety emergency; or if the student is being adjudicated under the juvenile court system. The School Resource Officer would have access to the information as a police liaison.

### Assignment: Counselor Interview Paper

2.2, 2.3

**Interview** a school-based counselor that services students from a mental health model, such as a SBMH counselor or school psychologist.

**Write** a two-to three-page summary of your interview that includes responses to the following:

- What are the most common legal and ethical issues you encounter as a school counselor?

- Can you provide an example of a case you managed that presented a legal and ethical dilemma? What was the result?
- Have you ever been called to testify in a court case involving a student? Explain
- Where do you go for guidance and support for ethical and legal issues?
- How do you keep case notes for students?
- Does your school or district provide you with professional development related to legal and ethical standards practice?

**Submit** your paper as a Word document by Sunday.

### Assignment: Professional Development Mini Workshop–Outline

COURSE

**Brainstorm** an outline for your professional development mini workshop. If you use any of the items listed below, identify what you will include under each item.

- Description of a school counselor’s role
- Important legal and ethical guidelines school counselors abide by
- Ethical boundaries in schools
- Dual relationships
- Timelines
- Child abuse reporting
- Confidentiality
- Other information your group wants to provide

**Note.** This is just an outline and can change as you develop each component. You are only required to provide enough information for your instructor to have an idea of what you will include in your professional development mini workshop.

**Submit** your outline as a Word document by Sunday.

## **Week 3: Confidentiality with Minors in Schools**

### Learning Objectives

**3.56** Explain confidentiality issues related to minors in school counseling.

CLO1, CLO2

3.57 Determine privacy and confidentiality with social media and technology.	CLO2, CLO3
3.58 Explain confidentiality with sexually active students.	CLO1, CLO2, CLO3
3.59 Identify the laws related to session documentation and confidentiality of minors.	CLO1, CLO2

**Activities and Resources**

<b>Readings</b>	3.1, 3.2, 3.3, 3.4
<p><b>School Counseling Principles</b></p> <ul style="list-style-type: none"> <li>Ch. 2: Professionalism</li> <li>Ch. 9: Sexually Active Students</li> </ul> <p><b>Review</b> Ch. 6: Obligations to the Courts</p>	
<p><b>Online Resources</b></p> <p>Understanding Confidentiality and Minor Consent in California: An Adolescent Provider Toolkit retrieved from <a href="http://www.publichealth.lacounty.gov/dhsp/Providers/toolkit2.pdf">http://www.publichealth.lacounty.gov/dhsp/Providers/toolkit2.pdf</a>.</p> <p>California Legislative Information: Family Code retrieved from <a href="http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=FAM&amp;sectionNum=6924">http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=FAM&amp;sectionNum=6924</a>.</p> <p>Gudeman, <i>HIPAA or FERPA? A Primer on Sharing School Health Information in California</i>, 2nd ed., National Center for Youth Law (2018). Retrieved from <a href="https://youthlaw.org/wp-content/uploads/2018/10/2018.10.23-HIPAAorFERPA-California.pdf">https://youthlaw.org/wp-content/uploads/2018/10/2018.10.23-HIPAAorFERPA-California.pdf</a>.</p> <p>Teen Health Law, a project of the National Center for Youth Law, retrieved from <a href="http://teenhealthlaw.org/">http://teenhealthlaw.org/</a>.</p>	

**Assignments**

<b>Discussion: Confidentiality</b>	3.1, 3.2, 3.4
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**Respond** to the following prompts in the Confidentiality discussion forum by Wednesday:

- When would FERPA and HIPAA laws overlap regarding sharing school-based mental health information and private therapist information?
- What would be best practices for keeping notes for school-based mental health sessions?
- What is your school or district policy related to note-keeping for counseling and direct mental health services?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Confidentiality with Minors Paper

3.1, 3.3

**Imagine** a student that you have been seeing for school-based counseling recently came to you and told you that she was pregnant. She told you she was not sure if she wanted to keep the baby, but regardless she wanted to stay in school.

**Write** a two-to three-page paper describing what would be your steps in counseling the student.

**Reference** any pertinent legal and ethical guidelines, such as Title IX.

**Use** the recommendations in Chapter 9 of *School Counseling Principles* to guide your answer.

**Submit** your paper as a Word document by Sunday.

## [Week 4: Issues in Group & Individual Counseling](#)

### [Learning Objectives](#)

**4.51** Explain disclosures such as informed consent, group norms, and confidentiality restrictions.

CLO1, CLO2

4.52	Explain confidentiality issues in group counseling.	CLO1, CLO2, CLO3
4.53	Determine ethical considerations for inclusion in group versus individual counseling.	CLO2, CLO3

### Activities and Resources

Readings	4.1, 4.2, 4.3
<b>School Counseling Principles</b> <ul style="list-style-type: none"><li>Ch. 8: Individual and Group Counseling</li><li>Ch. 12: Bullying, Cyberbullying and Sexting</li></ul>	
<b>Online Resources</b> <p>Get Your Group On! Facilitating Psychoeducational Groups in Schools, ASCA Webinar Series: American School Counselor Association. Retrieved from <a href="https://www.schoolcounselor.org/asca/media/asca/Webinars/GetYourGroupOnHandouts.pdf">https://www.schoolcounselor.org/asca/media/asca/Webinars/GetYourGroupOnHandouts.pdf</a>.</p> <p>Informed Consent with Children and Adolescents from the Society for the Advancement of Psychotherapy. Retrieved from <a href="https://societyforpsychotherapy.org/informed-consent-with-children-and-adolescents/">https://societyforpsychotherapy.org/informed-consent-with-children-and-adolescents/</a>.</p>	

### Assignments

Discussion: Group Counseling & Informed Consent	4.2
<b>Respond</b> to the following prompts in the Group Counseling & Informed Consent discussion forum by Wednesday: <ul style="list-style-type: none"><li>What are some things to consider when screening students for participation in group counseling?</li><li>What are the best practices for including the student in the informed consent process?</li></ul> <b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Assignment: Confidentiality & Group Norms

4.1

**Create** your own posters or office signs that describe the rules and restrictions to confidentiality and group norms.

**Utilize** an online tool such as [Canva](#), [Piktochart](#), or other one with which you are familiar to make your posters or office signs.

**Submit** a link or links to your posters or signs by Sunday.

### Assignment: Informed Consent Form

4.1, 4.2, 4.3

**Create** an informed consent form to use in your school that includes the following information:

- How a student is referred for counseling
- Format of counseling offered
- Provider of the counseling
- Explain the opt in option for parents
- How information about progress, concerns or other information is shared with parents and other educational staff.
- Focus of the counseling and possible outcomes
- Cost (if any)
- Contact information
- Consent and release of information paperwork for parents to complete and return

**Submit** your form as a Word document by Sunday.

## [Week 5: Diversity & Special Populations](#)

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### [Learning Objectives](#)

<b>5.51</b> Determine the impact of multicultural diversity on school counseling practices.	CLO2, CLO3
<b>5.52</b> Explain the role of the school counselor in relation to special education.	CLO3

### Activities and Resources

<b>Readings</b>	5.1, 5.2
<p><b><i>Ethical and Legal Issues in School Counseling</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 6: Sexual Minority Students</li> <li>• Ch. 7: Racial Minority Students</li> </ul>	
<p><b><i>School Counseling Principles</i></b></p> <p>Ch. 10: Lesbian, Gay, Bisexual, Transgender, and Questioning Students</p>	
<p><b><i>Alliant Library</i></b></p> <ul style="list-style-type: none"> <li>• Merlin, C. (2017). <a href="#">School Counselors and Multicultural Education: Applying the Five Dimensions</a>. <i>Journal of School Counseling</i>, 15(6).</li> <li>• Frank, D. A., II, &amp; Cannon, E. P. (2009). <a href="#">Creative Approaches to Serving LGBTQ Youth in Schools</a>. <i>Journal of School Counseling</i>, 7(35), 1–25.</li> </ul>	
<p><b><i>Online Resources</i></b></p> <p>The School Counselor and Cultural Diversity from the American School Counselor Association. Retrieved from <a href="https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_CulturalDiversity.pdf">https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_CulturalDiversity.pdf</a>.</p> <p>The School Counselor and Students with Disabilities from the American School Counselor Association. Retrieved from <a href="https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf">https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf</a>.</p>	
<p><b><i>YouTube</i></b></p> <p>View the “<a href="#">Understanding the Importance of Multicultural Counseling</a>” video [2:26].</p>	

### Assignments

<b>Discussion: Students with Disabilities</b>	5.2
<p><b>Respond</b> to the following prompts in the Students with Disabilities discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What are some of the roles you may take on when working with students with disabilities?</li><li>• What are some things to consider prior to beginning counseling with a student that has an active IEP?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
<b>Assignment: Multicultural Counseling</b>	5.1
<p><b>Write</b> a two-to three-page paper describing how you might integrate the five dimensions of multicultural education in your school counseling practice.</p> <p><b>Include</b> references and in-text citations.</p> <p><b>Format</b> your paper consistent with APA style guidelines.</p> <p><b>Submit</b> your paper as a Word document by Sunday.</p>	
<b>Assignment: Professional Development Mini Workshop–Group Presentation Draft</b>	COURSE
<p><b>Imagine</b> your local school district has asked the school counseling program to provide staff with an understanding of a school counselor’s role and limitations regarding working with students.</p> <p><b>Develop</b> a <i>15-minute or less</i> professional development mini workshop geared toward school-based faculty. This is often the amount of time allotted in a staff meeting for presentations.</p> <p><b>Note.</b> You will be developing this professional development mini workshop in groups. You may use any online tool you want to meet as a group such as Zoom or Google hangouts or simply have a group conference call. The choice is yours; your instructor will post information on group formation at the beginning of Week 2 so that you may coordinate through email or group discussions through Canvas.</p>	

**Consider** including the following in your professional development mini workshop:

- Description of a school counselor’s role
- Important legal and ethical guidelines school counselors abide by
- Ethical boundaries in schools
- Dual relationships
- Timelines
- Child abuse reporting
- Confidentiality
- Other information your group wants to provide

**Note.** Be creative, you may use a common presentation tool to help support your professional development mini workshop. Challenge yourself and your group to use an online tool such as Canva or something from Googles resources for Educators.

**Submit** a draft of your workshop by Sunday this week.

**Note.** You will deliver your professional development mini workshop in Week 8.

## **Week 6: Management Issues & Threat & Risk Assessment**

### Learning Objectives

6.49 Determine ethical and legal obligations regarding self-harm and dating violence.	CLO1, CLO2, CLO3
6.50 Explain confidentiality, laws, and ethics related to bullying and cyberbullying.	CLO1, CLO2, CLO3

### Activities and Resources

<b>Readings</b>	6.1, 6.2
<i>Ethical and Legal Issues in School Counseling</i>	

Review Ch. 2: Confidentiality and Counseling Records

***School Counseling Principles***

Ch. 13: Violence and Criminal Activity

***Alliant Library***

Vaillancourt, K. M., & Gibson, N. A. (2014). [Model School District Policy for Suicide Prevention](#). *Communique*, 43(2), 1–24.

***Online Resources***

Crawford, S., Doss, K. M., Babel, K. H., & Bush, H. (2017). [Cyberbullying and the Law: Implications for Professional School Counselor](#). *Georgia School Counselors Association Journal*, 25, 70–78.

Threat Assessment for School Administrators & Crisis Teams from the National Association of School Psychologists Online. Retrieved from <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/threat-assessment-at-school/threat-assessment-for-school-administrators-and-crisis-teams>.

***YouTube***

View the "[Understanding the Importance of Multicultural Counseling](#)" video [2:26].

**Assignments**

**Discussion: Suicide Prevention**

6.1

**Compare** the components of the Model School District Policy for Suicide Prevention to your local school district.

**Respond** to the following prompts in the Suicide Prevention discussion forum by Wednesday:

- What elements are included at your local school district?
- How are the model policy and your local school district policy different?
- How could your local school district policy be improved so that it aligns with the model policy?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: Cyberbullying

6.2

**Write** a one-to two-page paper describing the considerations needed if a student comes to you with a complaint about cyberbullying on social media by another student at the school?

**Reference** current LEA policies and procedure as well as state and federal laws that may apply.

**Format** your paper consistent with APA style guidelines.

**Submit** your paper as a Word document by Sunday.

### Assignment: Management Issues

6.1, 6.2

**Create** a teacher handout or brochure about self-harm, dating violence, bullying or cyberbullying.

**Include** the following elements in your handout or brochure:

- Signs and symptoms to be aware of with the topic
- Statistics specific to your school population
- Steps educators can take when they notice signs and symptoms
- Local, online, and national resources for educators to share or use with students and families

**Utilize** an online tool such as [Canva](#), [Lucidpress](#), or other one with which you are familiar to create your handout or brochure.



**Submit** a link to your handout or brochure by Sunday.

## **Week 7: Child Abuse, Trafficking, & Negligence**

### Learning Objectives

<b>7.49</b>	Explain local, state, and federal laws related to child abuse and neglect reporting.	CLO1, CLO2
<b>7.50</b>	Determine how to identify and report human trafficking student issues.	CLO1, CLO2
<b>7.51</b>	Explain the reporting procedures and policies of the local LEA related to child abuse, neglect, and trafficking.	CLO1, CLO2

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3
<b><i>Ethical and Legal Issues in School Counseling</i></b>	
Review Ch. 4: Preventing Child Abuse	
<b><i>School Counseling Principles</i></b>	
Review Ch. 7: Child Abuse	
<b><i>Online Resources</i></b>	
National Center for Youth Law. June 2017. When Sexual Intercourse with a Minor Must Be Reported as Child Abuse by Mandated Reporters: California Law. Retrieved from <a href="http://fosterreprohealth.org/wp-content/uploads/2018/04/NCYL-Chart-Minor-Sexual-Intercourse-Reporting.pdf">http://fosterreprohealth.org/wp-content/uploads/2018/04/NCYL-Chart-Minor-Sexual-Intercourse-Reporting.pdf</a> .	
Center for Families, Children & the Courts. 2017. Human Trafficking in California Toolkit for Judicial Officers. Retrieved from <a href="https://www.courts.ca.gov/documents/human-trafficking-toolkit-cfcc.pdf">https://www.courts.ca.gov/documents/human-trafficking-toolkit-cfcc.pdf</a> .	
The School Counselor and Child Abuse and Neglect Prevention from the American School Counselor Association. Retrieved from <a href="https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ChildAbuse.pdf">https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ChildAbuse.pdf</a> .	

AB 327: CA Child Abuse Reporting. Appendix A: Child Sexual Assault Reporting Requirements. Retrieved from <http://publichealth.lacounty.gov/mch/cpsp/CACChildAbuseRpt.pdf>.

Child Abuse Identification & Reporting Guidelines from the California Department of Education. Retrieved from <https://www.cde.ca.gov/ls/ss/ap/childabusereportingguide.asp>.

Signs of Human Trafficking from the National Human Trafficking Resource Center (NHTRC) Information. Retrieved from [https://www.sdca.org/preventing/human-trafficking/nhtrc-info.html#signs\\_list](https://www.sdca.org/preventing/human-trafficking/nhtrc-info.html#signs_list).

Human Trafficking Awareness for Educators. 2015. National Human Trafficking Resource Center. Retrieved from <https://polarisproject.adobeconnect.com/p7zjdyrfetj/>.

## Assignments

### **Discussion: Child Abuse & Neglect Reporting**

7.1

**Reference** your local LEA policies and procedures to identify the reporting process for child abuse and neglect.

**Respond** to the following prompts in the Child Abuse & Neglect Reporting discussion forum by Wednesday: Do you feel your local LEA policies and procedures for identifying and reporting child abuse and neglect are comprehensively aligned with the state and federal guidelines and requirements? Why or why not?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### **Assignment: Child Abuse, Neglect, & Human Trafficking**

7.2, 7.3

**Create** a brochure as an educational tool for teachers and staff with the core elements of child abuse, neglect, and human trafficking.

**Include** the following information:

- Signs of child abuse, neglect and human trafficking in students
- Reporting laws

- Local LEA procedure for reporting
- Resources such as the child abuse hotline, human trafficking hotline, websites, etc.
- Your contact information

**Utilize** an online tool such as [Canva](#), [Piktochart](#), or other one with which you are familiar to make your brochure.

**Submit** a link to your brochure by Sunday.

## **Week 8: Technology & Counseling**

### Learning Objectives

<b>8.46</b> Interpret ethical and legal guidelines surrounding telehealth counseling.	CLO1, CLO4
<b>8.47</b> Determine the ethical differences between providing telehealth and on-site counseling.	CLO1, CLO2, CLO4
<b>8.48</b> Analyze the role of school psychologist in relation to student misuse of technology related to counseling.	CLO2, CLO4

### Activities and Resources

<b>Readings</b>	8.1, 8.2, 8.3
<b><i>Ethical and Legal Issues in School Counseling</i></b>	
Ch. 1: Technology Challenges	
<b><i>School Counseling Principles</i></b>	
Ch. 3: Cyberspace	
<b><i>Online Resources</i></b>	

ASCA Toolkit: Virtual High School Counseling from the American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-high-school-counseling>.

ASCA Toolkit: Virtual Middle School Counseling from the American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-middle-school-counseling>.

ASCA Ethical Standards for School Counselors (Adopted 1984; revised 1992, 1998, 2004, and 2010, 2016). Alexandria, VA: American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>.

Ethical Considerations: School Counseling in a Virtual Setting (Part 1) from the American School Counselor Association. Retrieved from <https://videos.schoolcounselor.org/ethics-virtual-school-counseling>.

Ethical Considerations: School Counseling in a Virtual Setting (Part 2) from the American School Counselor Association. Retrieved from <https://videos.schoolcounselor.org/ethical-considerations-school-counseling-in-a-virtual-setting-part-2>.

## Assignments

### **Discussion: School Counseling in a Virtual Setting**

8.1, 8.2, 8.3

**Respond** to the following prompts in the School Counseling in a Virtual Setting discussion forum by Wednesday:

- How do FERPA and the Ethical Standards for School Counselors impact the availability of school counseling in a virtual setting to your students?
- What are the main ethical differences between providing telehealth and on-site counseling?
- What is your role when a student misuses technology?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### **Assignment: Professional Development Mini Workshop–Group Presentation**

COURSE

**Imagine** your local school district has asked the school counseling program to provide staff with an understanding of a school counselor’s role and limitations regarding working with students.

**Develop** a 15-minute or less professional development mini workshop geared toward school-based faculty. This is often the amount of time allotted in a staff meeting for presentations.

**Note.** You will be developing this professional development mini workshop in groups. You may use any online tool you want to meet as a group such as Zoom or Google hangouts or simply have a group conference call. The choice is yours; your instructor will post information on group formation at the beginning of Week 2 so that you may coordinate through email or group discussions through Canvas.

**Consider** including the following in your professional development mini workshop:

- Description of a school counselor's role
- Important legal and ethical guidelines school counselors abide by
- Ethical boundaries in schools
- Dual relationships
- Timelines
- Child abuse reporting
- Confidentiality
- Other information your group wants to provide

**Note.** Be creative, you may use a common presentation tool to help support your professional development mini workshop. Challenge yourself and your group to use an online tool such as Canva or something from Google's resources for Educators.

**Deliver** your professional development mini workshop during your groups scheduled day and time.

#### **Faculty Note.**

**Post** an announcement this week about how you want the groups formed. Either students self-select or you assign them to groups. You will want to have this announcement posted by *Monday of Week 2*.

**Create** the groups in Canvas, once they are identified, so students can coordinate schedules:

- Groups Overview: <https://community.canvaslms.com/videos/1113-groups-overview-instructors>
- Canvas table of contents for guides about groups: [https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive\\_content\\_id\\_Groups](https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_Groups)

**Consider** tying the groups to Week 8 assignment so that you can grade everyone in the group at once, instead of one at a time. The links above provide information on how to set this up in Canvas.

## [Rubrics](#)

### **Discussion Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Initial Response to the Forum Topic</b> 4 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to Peer's Response to the Forum Topic</b> 4 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

**Paper Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 2 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 6 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
<b>References</b> 2 points	The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product.	The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product.	The work product provides a general reference section with few or no sources cited.	The work product has no reference section with few or no sources cited.
<b>Format</b> 2 points	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.

**Handouts Rubrics**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 3 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 8 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
<b>References</b> 4 points	The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product.	The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product.	The work product provides a general reference section with few or no sources cited.	The work product has no reference section with few or no sources cited.

**Signature Assignment Week 3 Outline**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 2 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 6 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

**Signature Assignment Week 5 Draft**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 3 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 7 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

**Signature Assignment Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> (2 pts)	Presentation addresses the key elements required and goes beyond the parameters of the assignment.	Presentation addresses the key elements required and meets the parameters of the assignment.	Presentation attempts to address the key elements required and meets the parameters of the assignment.	Presentation attempts to address a few of the key elements required but is missing information.
<b>Analysis &amp; Evidence</b> (8 pts)	Presentation shows an in-depth analysis with a firm understanding of the concepts. Evidence is relevant, with a strong connection to the main point.	Presentation shows a level of analysis with a clear understanding of concepts. Evidence is used to support the presentation, but some are unclear or irrelevant.	Presentation shows a level of analysis with a clear understanding of concepts, but connections made are unclear or inaccurate. Evidence is used to support the presentation, but some are unclear or irrelevant.	Presentation provides some analysis, but connections made are unclear or inaccurate. Some evidence used but does not clearly support the analysis.
<b>Performance</b> (3 pts)	Strong audience interaction. Visual and communication aids used to contribute to the quality of the presentation. High level of creativity shown.	Provides some audience interaction. Use of visual or communication aids. Shows an acceptable level of creativity in the presentation.	Provides some audience interaction. Use of some visual or communication aids. Shows some level of creativity in the presentation.	Provides some audience interaction. Little to no visual or communication aids. Shows small amount of creativity in the presentation.



<b>Structure</b> (3 pts)	Presentation is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points.	Organized logically and flows smoothly. Content presented are coherent, transitions well, and points are clearly stated. Only a few areas seem disconnected and vague.	Organized logically and flows smoothly. Most content presented is coherent, transitions need more development, and points are clearly stated. Only a few areas seem disconnected and vague.	Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.
<b>Grammar &amp; Spelling</b> (2 pts)	Presentation follows proper structure, grammar, and spelling. Little to no errors throughout the entire presentation.	Presentation follows proper structure, grammar, and spelling. Few errors are shown.	Presentation contains a few errors in structure, grammar, and spelling. Few errors are shown.	Presentation follows some proper structure, grammar, and spelling but contains enough errors to distract the viewer.
<b>Citation</b> (2 pts)	Sources used follow guidelines required by the college. There are little, to no errors made.	Sources used follow guidelines required by the college; however, there are a few errors.	Sources used follow guidelines required by the college; however, there are a few errors.	Minimal sources used and inconsistently follows guidelines required by the college.

## PPS72100A: Field Work / Internship

California School of Education (CSOE)		California Commission on Teacher Credentialing		Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization	Assessment Title
<b>CLO1:</b> Define, for clarity, the role and function of the school counselor.	Application	Standard 1 & 13	Standard 17 & 18	Week 1 & 3 Discussion Scenarios
<b>CLO2:</b> Generalize your knowledge of public school organization and operation.	Engagement	Standard 6 & 13	Standard 28	Week 1 and 3 Discussion Scenarios
<b>CLO3:</b> Evaluate assessment information on an independent or group basis.	Engagement	Standard 4 & 15	Standard 19 & 24	Week 3, 6 & 7 Discussion Scenarios
<b>CLO4:</b> Determine the need for direct and indirect intervention and prevention skills in one or more of the following areas: academics, behavior, crisis management, group and individual counseling and guidance.	Leadership	Standard 5 & 7	Standard 19, 20 & 26	Week 3 and 5 Discussion Scenarios
<b>CLO5:</b> Interpret ethical and state and federal legal considerations in the professional practice of school counseling.	Dedication	Standard 6	Standard 17 & 18	Week 4 & 8 Discussion Scenarios
<b>CLO6:</b> Apply socio-cultural competence skills in communicating with students, parents, teachers and administration as well as in-service presentations.	Application	Standard 3, 8 & 14	Standard 21 & 27	Week 2 and 5 Discussion Scenarios

## Week 1: The Career of the School Counselor

### Learning Objectives

<b>1.60</b> Identify the role expectations and function of school counselors within your school district.	CLO1
<b>1.61</b> Determine when to seek supervision.	CLO2

## Activities and Resources

Readings	1.1, 1.2
<p><b>Review</b> the following:</p> <ul style="list-style-type: none"><li>• Alliant International University School Counselor Handbook</li><li>• University Procedures and Expectations</li></ul>	

## Assignments

Discussion: Supervision Expectations	1.1, 1.2
<p><b>Respond</b> to the following prompt in the Supervision Expectations discussion forum by Wednesday: What expectations do you have regarding the kind of supervision you anticipate during your fieldwork experience? Describe at least two.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 2: Cultural Issues & Professional Development

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### Learning Objectives

<b>2.57</b> Determine legally and ethically responsible methods to work with racially and culturally diverse students and staff within your school district.	CLO2
<b>2.58</b> Explain the socio-cultural competence and communication skills necessary to cultivate relationships with students, teachers and peers.	CLO6

2.59 Apply effective methods to work with peers, students and families from diverse backgrounds.

CLO6

### Activities and Resources

#### Readings

2.1, 2.2, 2.3

Refer to the materials listed in the Required Course Materials section as needed.

### Assignments

#### Discussion: Refugee Scenario

2.1, 2.2, 2.3

**Consider** the following scenario:

Amir Azad, who is new in your high school, is a refugee from Syria. Matt, a 9th grade boy, tells you that his friends always say racist things to Amir, make fun of his English, and tell him to go 'back home.' Matt doesn't want his friends to get in trouble but he also feels bad for Amir.

**Respond** to the following prompts in the Refugee Scenario discussion forum by Wednesday:

- What is your response to Matt?
- What are your possible options with regard to helping Amir?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## Week 3: Academic Advisement Systems

### Learning Objectives

<b>3.60</b> Determine your school district's academic advisement procedures.	CLO2, CLO3
<b>3.61</b> Interpret individual academic counseling to devise academic tutorial systems for students.	CLO3, CLO4
<b>3.62</b> Identify district computer systems to assist students with schedules and programming.	CLO3

### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Academic Advisement Scenario</b>	3.1, 3.2, 3.3
<p><b>Consider</b> the following scenario:</p> <p>Franco is taking calculus in the Fall Semester of his Senior year at Edwards High School and he is getting a solid A. He was going to take the Calculus AP at the end of the Fall Semester, but was distracted by family problems and ended up not taking it. Franco is getting ready to enter the Spring Semester of his Senior year and since he had decided to major in Sports Training at UCR he didn't think he would need Calculus anyway. He now realizes, however, that he wants to major in Physics. He looked up the requirements for a Physics Major and saw that Calculus is indeed required for that major in college. He asks you, as the school counselor, if there's any way to 'get out' of having to take Calculus since he 'knows it already.'</p> <p><b>Respond</b> to the following prompts in the Academic Advisement Scenario discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What is the first thing you should do to help Franco?</li><li>• What academic advisement do you give him?</li></ul>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## **Week 4: Professional & Ethical Expectations in Prevention**

### Learning Objectives

**4.54** Interpret the code of ethics related to individual and group counseling.

CLO4

**4.55** Explain the crisis intervention process.

CLO4

**4.56** Summarize mandated reporting procedures in your school district.

CLO1, CLO5

### Activities and Resources

#### **Readings**

4.1, 4.2, 4.3

Refer to the materials listed in the Required Course Materials section as needed.

### Assignments

#### **Discussion: Ethical Scenario**

4.1, 4.2, 4.3

**Consider** the following scenario:

Mindy, a sophomore, is in your Academic Enrichment group at school. She is a struggling student and one who is somewhat obese. She reveals that she is embarrassed to change into her gym outfit at school because the other girls tease her about being 'fat' and call her names. They have even taken pictures of her with their cell phones and sent them to several other schoolmates. She comes to you for help.

**Respond** to the following prompts in the Ethical Scenario discussion forum by Wednesday:

- As a school counselor, what do you believe is your responsibility in this situation?
- What is your school districts mandated reporting procedure in this situation?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## [Week 5: Counseling & Pupil Support](#)

### [Learning Objectives](#)

5.53	Determine effective group counseling techniques.	CLO4
5.54	Determine effective individual or group counseling techniques for students with social or emotional needs.	CLO5, CLO6

### [Activities and Resources](#)

<b>Readings</b>	5.1, 5.2
Refer to the materials listed in the Required Course Materials section as needed.	

### [Assignments](#)

<b>Discussion: Counseling Support Scenario</b>	5.1, 5.2
<p><b>Consider</b> the following scenario:</p> <p>Jonathan is a new high school counselor at Jefferson High School in the midst of his first year. Jonathan just had a meeting with the teachers and parents of Clarissa, who is a 16-year-old sophomore, has had a recent drop in grades, seems apathetic in class, and seems to become easily upset or frustrated in many of her classes. Jonathan has suggested he invite Clarissa to talk with him the next day. During that initial meeting Clarissa begins to cry and says she doesn't know why. Jonathan suspects that Clarissa is depressed and may benefit from medical and mental health resources outside of the school setting. Jonathan is mindful of the fact that he should only practice within the boundaries of his competence but is also familiar with outside resources to which students and families may be referred. However, Jonathan decides it would be better to ask Clarissa and her parents for permission to start individual or group work at school.</p> <p><b>Respond</b> to the following prompt in the Counseling Support Scenario discussion forum by Wednesday: Do you agree or disagree with Jonathan's decision about how to help Clarissa at this time? Provide rationale for your position.</p> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

## [Week 6: Pupil & District Support Systems](#)

### [Learning Objectives](#)

6.51 Explain how student study teams are managed.	CLO3, CLO4, CLO5
6.52 Interpret the IEP process for your district.	CLO3, CLO4, CLO5
6.53 Determine individual academic counseling techniques for students with special needs.	CLO3, CLO4, CLO5



## Activities and Resources

<b>Readings</b>	6.1, 6.2, 6.3
Refer to the materials listed in the Required Course Materials section as needed.	

## Assignments

<b>Discussion: Transition Services Scenario</b>	6.1, 6.2, 6.3
<p><b>Consider</b> the following scenario:</p> <p>Mr. Hunter is a Jr. High Social Studies teacher who works with a couple of students who have IEPs and “504” plans. Mr. Hunter realizes that the goals and needs of each student are quite different, one from another, and future educational planning, graduation and transition services vary greatly for each student.</p> <p><b>Respond</b> to the following prompts in the Transition Services Scenario discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• As a school counselor, how can you assure that the educational and transition needs of these students are being met?</li><li>• How do you make sure that they will have the appropriate skills necessary to succeed in their next phase of life?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 7: Program Development & Evaluation

### Learning Objectives

<b>7.52</b> Explain how parent-teacher involvement programs are conducted.	CLO6
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7.53	Implement an in-service education program for school staff.	CLO1, CLO6
7.54	Apply data analysis results for program improvement such as a needs assessment or program evaluation.	CLO3

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Teaching Program Scenario</b>	7.1, 7.2, 7.3
<p><b>Consider</b> the following scenario:</p> <p>It is early November of your first year as a school counselor. Mr. Sanchez, a 9th grade teacher for Learning Disabled students, is not happy with the lack of progress his students are making in Basic Algebra. The parents of the students in the class have also expressed concern as they feel their children are not learning what they need to know. The Principal, Mr. Lino Alvarez, has been coming around to the classroom and has also expressed concern. As the School Counselor for this section of students, the principal and the teacher have asked you to help come up with some ideas for a program which would help determine the best approach for learning basic algebra.</p> <p><b>Respond</b> to the following prompt in the Teaching Program Scenario discussion forum by Wednesday: What is the basic process you would consider for helping the principal and the teacher in selecting a good teaching program?</p> <p><b>Note.</b> You do not need to come up with the program itself, just the process you believe would help in the selection of the program.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 8: Advocacy & Safety Procedures

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### Learning Objectives

8.49 Interpret the effective implementation of groups for conflict management or problem-solving and peace keeping.	CLO4, CLO6
8.50 Apply techniques to help students explore and acquire attitudes and interpersonal skills for personal safety.	CLO4, CLO6

### Activities and Resources

<b>Readings</b>	8.1, 8.2
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Problem-Solving Scenario</b>	8.1, 8.2
<p><b>Consider</b> the following scenario:</p> <p>You work with four different school counselors at Madison High School. One of your colleagues recently experienced a traumatic death in their family. You have noticed that they appear to be getting increasingly more distressed as the day wears on and you are getting concerned that their behavior may be interfering with their ability to carry out their duties as a school counselor.</p> <p><b>Respond</b> to the following prompt in the Problem-Solving Scenario discussion forum by Wednesday: What do you believe are your professional and personal responsibilities in this situation?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Discussion: Course Goals

N/A

**Respond** to the following prompts in the Course Goals discussion forum by Wednesday:

- In what way do you feel you have been successful in meeting the current course goals?
- What do you feel you have achieved during your fieldwork experience so far?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

### Assignment: Fieldwork Log

N/A

**Submit** a Fieldwork Log for the hours you have accumulated so far toward your fieldwork hour requirement.

**Note.** The Fieldwork Log is found in your Alliant International University California School of Education School Counselor Handbook.

## PPS72250: Addictions Counseling

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Explain key approaches to identification of addiction and dependency.	Leadership	2, 4	21, 28	17	Week 8 Intervention Plan
<b>CLO2:</b> Interpret major approaches to evaluation and treatment.	Engagement	4, 6	21	22	Week 8 Intervention Plan
<b>CLO3:</b> Identify populations at risk for addiction.	Application	2, 3, 7, 9	21	21, 22	Week 8 Intervention Plan
<b>CLO4:</b> Explain the legal and medical aspects of substance abuse.	Engagement	3, 4	29	17, 19, 21	Week 8 Intervention Plan
<b>CLO5:</b> Explain the role of support persons and support systems.	Engagement	10, 14	21, 25, 26, 27, 29	20	Week 8 Intervention Plan
<b>CLO6:</b> Determine community resources available to support families.	Dedication	7, 10, 13	23, 27, 28, 29	20	Week 8 Intervention Plan

## Week 1: Overview of Drug Use

### Learning Objectives

1.62 Explain the difference between use, abuse, dependency and addiction.	CLO1
1.63 Identify risk factors and protective factors.	CLO3

1.64	Explain the concepts of tolerance, physical dependency and psychological dependency.	CLO1
1.65	Interpret various models of addiction and change.	CLO2

### Activities and Resources

Readings	1.1, 1.2, 1.3, 1.4
<p><b><i>Drugs, Society, and Human Behavior</i></b></p> <ul style="list-style-type: none"><li>Ch. 1: Drug Use: An Overview</li><li>Ch. 2: Drug Use as a Social Problem</li></ul>	
<p><b><i>Alliant Library</i></b></p> <p>Bella, T. (2017). <a href="#">Purple Drank, Corpotate Bank</a>. <i>Bloomberg Businessweek</i>, 4514, 60–65.</p> <p>Miller, B. L., Stogner, J. M., Agnich, L. E., Sanders, A., Bacot, J., &amp; Felix, S. (2015). <a href="#">Marketing a panic: Media coverage of novel psychoactive drugs (NPDs) and its relationship with legal changes</a>. <i>American Journal of Criminal Justice</i>, 40(3), 523–541.</p>	

### Assignments

Discussion: Factors Contributing to Drug & Alcohol Problems	1.2, 1.4
<p><b>Respond</b> to the following prompts in the Factors Contributing to Drug &amp; Alcohol Problems discussion forum by Wednesday: Based on the readings and your own opinion, what are the major factors that have contributed to drug and alcohol problems in our society?</p> <p><b>Provide</b> rationale for your statements.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

<b>Discussion: Risk &amp; Protective Factors</b>	1.2
<p><b>Respond</b> to the following prompts in the Risk &amp; Protective Factors discussion forum by Friday:</p> <ul style="list-style-type: none"><li>• What is 'purple drank'?</li><li>• Is it fair to blame the prevalence and popularity of this drug on hip hop culture? Why or why not?</li></ul> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Assignment: Frequently Asked Questions Sheet</b>	1.1, 1.3, 1.4
<p><b>Create</b> a one-page infographic, brochure, or website on use, abuse, addiction, and dependency using <a href="#">Canva</a>, <a href="#">Piktochart</a>, or other online tool with which you are familiar.</p> <p><b>Ensure</b> the information and graphics are appropriate to share with both teens and adults.</p> <p><b>Include</b> information about the following:</p> <ul style="list-style-type: none"><li>• Tolerance</li><li>• Physical dependency</li><li>• Psychological dependency</li></ul> <p><b>Submit</b> a link to your Frequently Asked Questions Sheet by Sunday.</p>	

## [Week 2: Reasons Why People Use Drugs](#)

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### [Learning Objectives](#)

2.60 Identify the four major perspectives on drug use.	CLO1
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2.61 Analyze factors that influence drug and alcohol problems.	CLO1
2.62 Explain models and theories of substance abuse disorders.	CLO2

**Activities and Resources**

<b>Readings</b>	2.1, 2.2, 2.3
<p><b>Drugs in Perspective</b></p> <p>Ch. 1: Putting Drugs in Perspective          Ch. 2: Why People Use and Abuse Drugs and Alcohol</p>	
<p><b>Alliant Library</b></p> <p>Deborah Becker, &amp; Ailsa Chang. (2020). <a href="#">New Review Finds Alcoholics Anonymous Is Effective, But Not For Everyone</a>. <i>All Things Considered (NPR)</i>.          Nash, A. J. (2020). <a href="#">The Twelve Steps and Adolescent Recovery: A Concise Review</a>. <i>Substance Abuse: Research and Treatment</i>, 14, 1178221820904397.</p>	
<p><b>TedTalks on YouTube</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Addiction and trust: Marc Lewis at TEDxRadboudU 2013”</a> [9:54].</li> <li>• <a href="#">“The Power of Addiction and The Addiction of Power: Gabor Maté at TEDxRio+20”</a> [18:46].</li> </ul>	

**Assignments**

<b>Discussion: Alcoholics Anonymous</b>	2.3
<p><b>Respond</b> to the following prompts in the Alcoholics Anonymous discussion forum by Wednesday: Alcoholics Anonymous is described by Borkman (2008) as a “voluntary mutual help association”. What do you think about this statement?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	



**Reference:** Borkman, T. (2008). The twelve-step recovery model of AA: A voluntary mutual help association. In M. Galanter & L. A. Kaskutas (Eds.), *Research on Alcoholics Anonymous and spirituality in addiction recovery*. (Vol. 18, pp. 9–35). Springer Science + Business Media.

### Discussion: Why People Use and Abuse

2.1, 2.2

**Review** Case Study 2.4 Adolescents and Alcohol/Drugs of *Drugs in Perspective*.

**Respond** to discussion questions #2 & #3 from the Case Study in the Why People Use and Abuse discussion forum by Friday.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Major Perspectives on Alcohol/Drug Use Paper

2.3

**Write** a two-to three-page paper explaining the four major perspectives on Alcohol/Drug use:

- The Moral-Legal Perspective
- The Medical-Health Perspective
- The Psychosocial Perspective
- The Social-Cultural Perspective

**Identify** how you would rank the perspectives based on your views. Provide rationale for your rankings.

**Submit** your paper as a Word document by Sunday.

## [Week 3: Uppers & Downers](#)

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### [Learning Objectives](#)

3.63 Determine the effect of uppers and downers on the mind, body, and cognition.	CLO1
3.64 Explain the various methods uppers and downers are ingested.	CLO1
3.65 Determine the prevalence of use for uppers and downers.	CLO2, CLO3

**Activities and Resources**

<b>Readings</b>	3.1, 3.2, 3.3
<p><i>Drugs, Society, and Human Behavior</i></p> <ul style="list-style-type: none"> <li>• Ch. 6: Stimulants</li> <li>• Ch. 7: Depressants and Inhalants</li> <li>• Ch. 8: Medication for Mental Disorders</li> </ul>	
<p><i>Drugs in Perspective</i></p> <p>Ch. 3: Drug-Specific Information: Drugs on the Streets Where You Live</p>	

**Assignments**

<b>Discussion: Mental Illness</b>	3.1
<p><b>Respond</b> to the following prompts in the Mental Illness discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• What is one possible consequence of drug treatment for mental illness?</li> <li>• How might the possible consequences impact a student’s school engagement and performance?</li> </ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

<b>Discussion: Psychological versus Physiological</b>	3.1
<b>Respond</b> to the following prompts in the Psychological versus Physiological discussion forum by Friday: <ul style="list-style-type: none"><li>• What is the difference between psychological dependence and physiological dependence?</li><li>• What is the relationship between psychological dependence and physiological dependence?</li></ul> <b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
<b>Assignment: Seeking Tranquility Paper</b>	3.1, 3.2, 3.3
<b>Write</b> a two-to three-page paper explaining the long-standing history of people using drugs to seek tranquility or to seek “chemically induced peace”. <b>Include</b> the following in your paper: <ul style="list-style-type: none"><li>• Thoughts, feelings, and behaviors that people seek to remedy by using either illicit or over the counter drugs.</li><li>• Drugs most used to seek tranquility.</li><li>• Rationale for why those drugs may have been selected.</li></ul> <b>Submit</b> your paper as a Word document by Sunday.	

## [Week 4: Alcohol, Tobacco & Over the Counter Drugs](#)

### Learning Objectives

<b>4.57</b> Determine the effect of familiar drugs on the mind, body, and cognition.	CLO1
<b>4.58</b> Determine the prevalence of use for familiar drugs.	CLO2, CLO3

## Activities and Resources

Readings	4.1, 4.2
<p><b><i>Drugs, Society, and Human Behavior</i></b></p> <ul style="list-style-type: none"><li>• Ch. 9: Alcohol</li><li>• Ch. 10: Tobacco</li><li>• Ch. 11: Caffeine</li><li>• Ch. 12: Dietary Supplements and Over-the Counter Drugs</li></ul>	
<p><b><i>Drugs in Perspective</i></b></p> <p><b>Review</b> Ch. 3: Drug-Specific Information: Drugs on the Streets Where You Live</p>	

## Assignments

Discussion: Alcohol	4.1
<p><b>Respond</b> to the following prompts in the Alcohol discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• How does alcohol influence an individual's relationship with others?</li><li>• What is alcohol's impact on society?</li></ul> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Discussion: Caffeine	4.2
<p><b>Respond</b> to the following prompt in the Caffeine discussion forum by Friday: How has the popularity of coffee chains contributed to the increased consumption of caffeine use and caffeine use disorders?</p>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

## [Week 5: Restricted Drugs](#)

### [Learning Objectives](#)

<b>5.55</b>	Determine the effect of uppers and restricted drugs on the mind, body, and cognition.	CLO1
<b>5.56</b>	Explain the various methods restricted drugs are ingested.	CLO1
<b>5.57</b>	Determine the prevalence of use for restricted drugs.	CLO2, CLO3

### [Activities and Resources](#)

<b>Readings</b>	5.1, 5.2, 5.3
<b><i>Drugs, Society, and Human Behavior</i></b>	
<ul style="list-style-type: none"> <li>• Ch. 13: Opioids</li> <li>• Ch. 14: Psychedelics</li> <li>• Ch. 15: Cannabis</li> <li>• Ch. 16: Performance-Enhancing Drugs</li> </ul>	
<b><i>Drugs in Perspective</i></b>	
<b>Review</b> Ch. 3: Drug-Specific Information: Drugs on the Streets Where You Live	

### [Assignments](#)

<b>Discussion: Opioids</b>	5.3, 5.2
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**Respond** to the following prompt in the Opioids discussion forum by Wednesday: Why did it take so long for there to be concerted efforts to curtail opioid addiction?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Discussion: Cannabis

5.1

**Respond** to the following prompts in the Cannabis discussion forum by Friday:

- What is one pro and one con of marijuana use?
- How does marijuana use impact learning?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Psychoeducational Evaluation Paper

5.1

**Consider** the following scenario: You are preparing to test a student for a psychoeducational evaluation. The student discloses that they smoke marijuana daily.

**Write** a two-page summary that includes the following:

- How would you address their use?
- Would you proceed with the psychoeducational evaluation? Why or why not?

**Submit** your paper as a Word document by Sunday.

## [Week 6: Assessment](#)

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### [Learning Objectives](#)

<b>6.54</b>	Explain the three C’s of addiction: compulsion, inability to control, continued use despite negative consequences.	CLO1, CLO4
<b>6.55</b>	Identify the 11 topics that can help identify an adolescent alcohol/drug problem.	CLO1, CLO2, CLO3, CLO4, CLO5
<b>6.56</b>	Describe how family systems and enabling behaviors contribute to substance and alcohol abuse.	CLO5
<b>6.57</b>	Explain risk factors that contribute to substance and alcohol abuse	CLO3, CLO5
<b>6.58</b>	Explain motivational interviewing.	CLO4, CLO5

### Activities and Resources

<b>Readings</b>	6.1, 6.2, 6.3, 6.4, 6.5
<b><i>Drugs in Perspective</i></b>	
<ul style="list-style-type: none"> <li>• Ch. 4: Assessment of Substance Abuse, Dependence, and Addiction</li> <li>• Ch. 5: Substance Abuse and Family Systems</li> <li>• Ch. 8: Motivation and Change</li> </ul>	
<b><i>Online Resources</i></b>	
<ul style="list-style-type: none"> <li>• <a href="#">Screening Tools and Prevention</a> from the National Institute on Drug Abuse</li> <li>• <a href="#">“The Clinical Assessment of Substance Use Disorders”</a> by Barbara A. Schindler, MD, Drexel University College of Medicine and Ted Parran, MD, Case Western Reserve.</li> </ul>	

### Assignments

<b>Discussion: Vulnerability to Disease</b>	6.1, 6.3, 6.4
<b>Respond</b> to the following prompts in the Vulnerability to Disease discussion forum by Wednesday:	
<ul style="list-style-type: none"> <li>• What are your thoughts on family history of alcoholism or drug addiction being the strongest indicator that someone might be genetically vulnerable to disease?</li> </ul>	

- What other factors are indicators of vulnerability to alcohol or drug abuse, dependence, or addiction?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Discussion: Word Choice

6.2

**Respond** to the following prompt in the Word Choice discussion forum by Friday: What is your initial reaction to the phrases dysfunctional family system or imbalanced family?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Informal Assessment Role Play

6.5

**Partner** with a classmate to role-play an informal assessment of substance abuse.

**Assign** the roles of counselor and client:

- The person playing the client will create a profile to play during the assessment. Do not share your profile with your partner.
- The person playing the counselor will need to determine the client profile being portrayed.

**Determine** the following during the informal assessment:

- Age of initial drug and alcohol use.
- Frequency of use, amounts used, setting of use
- Patterns of use, binge, periods of non-use
- Stage of current use – experimentation, integrated use, excessive use, addiction
- History of negative consequences – physical, psychological, financial, familial, spiritual
- Medical history – conditions that might be affected by use of drugs / alcohol



- Use of coffee, cigarettes

**Utilize** Zoom, Microsoft Teams, or Google Hangout to conduct and record your role-play. Limit your session to 5-to 8-minutes.

**Create** a 3-to 5-minute presentation of the steps you would take to support the client, based on your findings. Embed a playable link to your recorded role-play in the presentation.

**Note.** The length of the recorded role-play will not be counted towards the length of your presentation.

**Submit** your presentation as a viewable link by Sunday.

## **Week 7: Prevention**

### Learning Objectives

7.55	Identify the impact of temperament and parenting on alcohol or drug abuse.	CLO5
7.56	Describe codependency.	CLO5
7.57	Explain the long-term impacts of alcohol abuse on children and adult children of long-time abusers.	CLO5, CLO6
7.58	Describe resiliency.	CLO5, CLO6
7.59	Explain the Alternative Activities Prevention Approach.	CLO4, CLO5, CLO6

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3, 7.4, 7.5
<i>Drugs, Society, and Human Behavior</i>	

Ch. 17: Preventing Substance Abuse

**Drugs in Perspective**

- Ch. 6: Parents and Family: At-Risk Factors for Substance Abuse
- Ch. 7: Growing Up in an Alcoholic Family System
- Ch. 10: Prevention of Substance Abuse Problems

**Online Resource**

[Screening Tools and Prevention](#) from the National Institute on Drug Abuse

**Assignments**

**Discussion: Prevention**

7.1, 7.4, 7.5

**Respond** to the following prompts in the Prevention discussion forum by Wednesday: What is the difference between primary, secondary, and tertiary prevention? Provide an example of each.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Discussion: Triangulation**

7.1, 7.2, 7.3, 7.5

**Respond** to the following prompts in the Triangulation discussion forum by Friday:

- What is triangulation?
- How does triangulation compromise boundaries in a relationship?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

## Week 8: Intervention

### Learning Objectives

<b>8.51</b> Define motivational interviewing and identify effective motivational strategies.	CLO2
<b>8.52</b> Identify the do's and don'ts of drug and alcohol intervention.	CLO2, CLO5
<b>8.53</b> Identify the stages of drug and alcohol recovery.	CLO2, CLO5, CLO6
<b>8.54</b> Identify the steps that are included in an effective alcohol or drug recovery strategy.	CLO1, CLO3, CLO5, CLO6

### Activities and Resources

<b>Readings</b>	8.1, 8.2, 8.3, 8.4
<b><i>Drugs, Society, and Human Behavior</i></b>	
Ch. 18: Rethinking Drug Policy: What Works, What's Possible, and What's Feasible	
<b><i>Drugs in Perspective</i></b>	
<ul style="list-style-type: none"> <li>• Ch. 8: Motivation and Change</li> <li>• Ch. 9: Intervention</li> <li>• Ch. 12: Alcohol/Drug Recovery, Co-Occurring Disorders, Suicide and Alcohol/Drugs</li> </ul>	
<b><i>American Addiction Centers</i></b>	
<ul style="list-style-type: none"> <li>• <a href="#">Motivational Interviewing in Addiction Treatment</a></li> <li>• <a href="#">The Step-by-Step Guide to Staging an Intervention</a></li> </ul>	

## Assignments

<b>Discussion: Motivational Interviewing</b>	8.1
<p><b>Respond</b> to the following prompts in the Motivational Interviewing discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What are the stages of motivational interviewing?</li><li>• Which strategy do you feel the least familiar with? Why?</li><li>• What can you do to improve your skills in using this strategy?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Discussion: Intervention</b>	8.2
<p><b>Respond</b> to the following prompts in the Intervention discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What is one ‘do’ and one ‘don’t’ of drug and alcohol intervention?</li><li>• Why are they categorized as a ‘do’ and a ‘don’t’?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Signature Assignment: Intervention Plan</b>	8.2, 8.3, 8.4
<p><b>View</b> the “<a href="#">Steve-O: Johnny Knoxville’s drug intervention</a>” video from YouTube.</p> <p><b>Research</b> Steve-O’s history of alcohol and drug abuse. He has his own YouTube channel with a video where he talks about every drug he ever used and one where he talks about his failed interventions. Be warned there is bad language and inappropriate conduct being shown on some of the videos.</p>	

**Develop** an intervention plan using Steve-O as a case study that includes:

- Your conceptualization of how you would have approached a formal intervention with Steve-O.
- Potential challenges that may arise and how you would address them.

**Submit** your intervention plan as a Word document by Sunday.

## Rubrics

### Discussion Rubric

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Initial Response to the Forum Topic</b> 2 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience.	Topic is addressed thoughtfully, supported by citations to personal experience.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience.	Topic is addressed superficially.
<b>Feedback to Peer's Response to the Forum Topic</b> 1 point	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented and builds on prior posts.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented and builds on prior posts.	Feedback was thoughtful but did not include specific suggestions and references for improvement and builds on prior posts.	Feedback was superficial and did not cover all levels of the RISE model and builds on prior posts.

### Assignment Rubric–Generic 6 points

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 2 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 4 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

**Paper Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 1 point	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 3 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
<b>References</b> 1 point	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.
<b>Format</b> 1 point	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

**Assignment Rubric–Generic 9 points**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 3 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 6 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

**Signature Assignment Rubric**

	<b>Exceeds Requirements</b>	<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>
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<b>Elements</b> 2 point	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 13 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
<b>References</b> 3 points	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.
<b>Format</b> 2 point	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

## PPS72100B: Field Work / Internship

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards		Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Define the role and function of the school counselor for clarity.	Application	Standard 1, 13 & 16	Standard 17,18 & 31	Week 1, 4 & 5 Discussion Scenarios
<b>CLO2:</b> Generalize your knowledge of public school organization and operation.	Application	Standard 6 & 13	Standard 27 & 28	Week 1, 2 & 3 Discussion Scenarios
<b>CLO3:</b> Evaluate assessment information on an independent or group basis.	Engagement	Standard 4 & 15	Standard 19 & 24	Week 3, 6 & 7 Discussion Scenarios
<b>CLO4:</b> Determine the need for direct and indirect intervention and prevention skills in one or more of the following areas: academics, behavior, crisis management, group and individual counseling and guidance.	Leadership	Standard 5, 7 & 12	Standard 19, 20, 22 & 26	Week 3, 4 & 5 Discussion Scenarios
<b>CLO5:</b> Interpret ethical and state and federal legal considerations in the professional practice of school counseling.	Dedication	Standard 6	Standard 17 & 18	Week 4, 5 & 6 Discussion Scenario
<b>CLO6:</b> Apply socio-cultural competence skills in communicating with students, parents, teachers and administration as well as in-service presentations.	Application	Standard 2, 3, 8, 10 & 14	Standard 21, 25, 27 & 29	Week 2, 5 & 6 Discussion Scenario

## Week 1: The Career of the School Counselor

### Learning Objectives



1.66 Identify the expectations and function of school counselors within your school district.	CLO1
1.67 Determine how and when to seek supervision.	CLO2

### Activities and Resources

<b>Readings</b>	1.1, 1.2
<b>Review</b> the following:	
<ul style="list-style-type: none"><li>• Alliant International University School Counselor Handbook</li><li>• University Procedures and Expectations</li></ul>	

### Assignments

<b>Discussion: Fieldworker Experience</b>	1.1, 1.2
<b>Respond</b> to the following prompt in the Fieldworker Experience discussion forum by Wednesday: To what extent has your experience so far as a School Counselor fieldworker helped you to improve your decision making skills as it relates to the work of a school counselor at the district level?	
<b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

## **Week 2: Cultural/Ethical Issues and Professional Development**

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### Learning Objectives

<b>2.63</b> Determine legally and ethically responsible methods to work with racial, ethnic, gender, and cultural diversity among students and staff within your school district.	CLO2
<b>2.64</b> Explain the socio-cultural competence and communication skills necessary to cultivate relationships with diverse students, teachers and peers.	CLO6

### Activities and Resources

<b>Readings</b>	2.1, 2.2
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Fraud Scenario</b>	2.1, 2.2
<p><b>Consider</b> the following scenario:</p> <p>A couple of boys from Washington High School create a false e-mail account using the information of Barry Phillips, a fellow student who had recently “come out” as gay. They send e-mails to other male students in the form of fraudulent love letters. They then print the e-mails and display them both on and off the school campus and proceed to verbally tease the student against whom they committed fraud. Many of Barry’s own friends and classmates have even taken to excluding him from activities.</p> <p><b>Respond</b> to the following prompt in the Fraud Scenario discussion forum by Wednesday: Barry comes to you for help. What is at least one of the first things that you should do in this situation?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 3: Academic Advisement Systems

### Learning Objectives

<b>3.66</b>	Summarize your school district’s academic advisement procedures for students with attendance or behavior issues.	CLO2, CLO3
<b>3.67</b>	Interpret individual academic counseling to devise academic and socialization tutorial systems for students.	CLO3, CLO4
<b>3.68</b>	Identify district computer systems to assist students with academic issues related to their schedules and programming.	CLO3

### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: SARB Meeting</b>	3.1, 3.2, 3.3
<p><b>Respond</b> to the following prompt in the SARB Meeting discussion forum by Wednesday: What is your responsibility as a school counselor toward attending a Student Attendance Review Board (SARB) meeting on a student, or in the follow-up of a student, who has been taken to an SARB meeting?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 4: Professional and Ethical Expectations

### Learning Objectives

4.59	Interpret code of ethics related to conducting individual and/or group counseling sessions.	CLO4
4.60	Summarize mandated reporting procedures in your school district.	CLO1, CLO5

### Activities and Resources

<b>Readings</b>	4.1, 4.2
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Legal and Ethical Guidelines</b>	4.1, 4.2
<p><b>Consider</b> the following scenario:</p> <p>Your colleague, a male school counselor, has been regularly counseling both male and female high school students behind closed doors. To save the reputation of the school counseling department, another one of your colleagues feels as though this needs to be reported to the high school principal because the school counselor feels “something is going on in there”.</p> <p><b>Respond</b> to the following prompt in the Legal and Ethical Guidelines discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Do you agree or disagree with your colleague? Why or why not?</li><li>• As a school counselor, what do you believe are your legal and ethical guidelines in this situation?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

## Week 5: School Counseling and Pupil Supports

### Learning Objectives

5.58	Determine effective and ethical counseling practices for a wide range of students.	CLO4
5.59	Differentiate between school counselor responsibilities and non-school counselor tasks.	CLO1, CLO5, CLO6

### Activities and Resources

<b>Readings</b>	5.1, 5.2
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Letters of Recommendation</b>	5.1, 5.2
<p><b>Consider</b> the following scenario:</p> <p>Elena, one of your Latina seniors, asks you for a letter of recommendation. You have not worked with Elena other than a brief conversation over a schedule change. You asked one of her teachers, Mr. Branson who happened to be in the school counseling office what he thought of Elena. His opinion was that Elena excels academically but is “not a team player and often has difficulty getting along with her peers.” Mr. Branson appears to know what he was talking about. You want to send the university a letter emphasizing Elena’s overall strengths and weaknesses but are hesitant.</p> <p><b>Respond</b> to the following prompt in the Writing Letters of Recommendation discussion forum by Wednesday: What are some issues that may arise with you writing this letter?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## **Week 6: Academic Support Systems for Students**

### Learning Objectives

<b>6.59</b> Explain how Student Study Teams or Academic Advisement meetings are conducted or managed.	CLO3, CLO4, CLO5
<b>6.60</b> Determine individual academic counseling techniques needed for students with special or academic need.	CLO3, CLO4, CLO5

### Activities and Resources

<b>Readings</b>	6.1, 6.2
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Academic Support</b>	6.1, 6.2
<p>One of the purposes of a school counselor is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring all students can achieve school success through academic, career and personal or social development experiences.</p> <p><b>Consider</b> the following scenario:</p> <p>You are working with a group of 11th grade students who clearly need additional academic supports. They are not failing in any of their subjects but they are all struggling academically; they are all motivated to do well in school. To date there has not been any apparent linguistic or identified learning problems.</p> <p><b>Respond</b> to the following prompt in the Academic Support discussion forum by Wednesday: What is one of the first things you could possibly do to help these students?</p>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## **Week 7: Program Development & Evaluation**

### Learning Objectives

**7.60** Explain how administer-counselor involvement meetings are conducted or managed.

CLO6

**7.61** Apply data analysis results and teacher feedback for program improvement with regard to program evaluation and improvement.

CLO3

### Activities and Resources

#### **Readings**

7.1, 7.2

**Refer** to the materials listed in the Required Course Materials section as needed.

### Assignments

#### **Discussion: Administrator-Counselor Meetings**

7.1, 7.2

**Consider** the following scenario:

The principal is a hands-on manager who holds frequent meetings with all staff but also calls additional department meetings on an ‘as needed basis.’ The administrative meetings are scheduled for every Monday morning before students arrive but are sometimes cancelled. This often makes a significant impact on the school counselors’ schedule and their ability to input or edit necessary for maintaining academic records via the District web system.

**Respond** to the following prompts in the Administrator-Counselor Meetings discussion forum by Wednesday:

- What do you believe the school counselors can share with the principal in order to improve communication?
- What do the school counselors need the principal to understand about the school counselor's time, limitations and job priorities?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## **Week 8: Advocacy & Safety Procedures**

### Learning Objectives

<b>8.55</b> Interpret the effective implementation of groups for conflict management, problem-solving, crisis prevention and peace keeping within the school environment.	CLO4, CLO6
<b>8.56</b> Apply techniques to help improve interpersonal skills for personal safety.	CLO4, CLO6
<b>8.57</b> Apply ASCA standards and concepts necessary for interpersonal skills necessary for working with students.	CLO5

### Activities and Resources

<b>Readings</b>	8.1, 8.2, 8.3
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments



<b>Discussion: Reflection of Skills</b>	8.1, 8.2
<p><b>Respond</b> to the following prompt in the Reflection discussion forum by Wednesday: To what extent have you improved your knowledge of important concepts, ideas, and strategies as far as it relates to your ability to deal with students in the areas of conflict management and crisis prevention within the immediate school environment and school district?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Fieldwork Log</b>	8.3
<p><b>Submit</b> a Fieldwork Log for the hours you have accumulated so far toward your fieldwork hour requirement.</p> <p><b>Note.</b> The Fieldwork Log is found in your Alliant International University California School of Education School Counselor Handbook.</p>	

## PPS72300: Advanced Multicultural Counseling

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Interpret counseling theories and techniques that are appropriate for working with diverse populations.	Engagement, Application	Standard 3, 8, & 14	Standard 25	Standard 21	Implicit Bias Presentation
<b>CLO2:</b> Evaluate the role of counselors in identity development and developing awareness of clients.	Engagement, Application	Standard 3, 8, & 14	Standard 25	Standard 21	Implicit Bias Presentation
<b>CLO3:</b> Analyze the counselor’s role in eliminating bias prejudices and processes of intentional and unintentional oppression and discrimination.	Engagement, Application	Standard 3, 8, & 14	Standard 25	Standard 21	Implicit Bias Presentation
<b>CLO4:</b> Determine ways to effectively advocate for clients and promote cultural social justice.	Engagement, Application, Dedication	Standard 3, 8, & 14	Standard 25	Standard 21	Implicit Bias Presentation
<b>CLO5:</b> Analyze the challenges of underserved and underrepresented populations to participating in counseling and therapeutic processes.	Engagement, Application, Dedication	Standard 3, 8, & 14	Standard 25	Standard 21	Implicit Bias Presentation

## Week 1: Foundations of Multicultural Counseling

### Learning Objectives

1.68 Explain the theoretical models and terms associated with culture and multicultural counseling.	CLO1
1.69 Identify the barriers that exist in counseling diverse populations.	CLO2

1.70 Analyze racial and ethnic identity and spiritual and faith identity development models.

CLO2

### Activities and Resources

#### Readings

1.1, 1.2, 1.3

#### ***Developing Multicultural Counseling Competence***

- Ch. 1: The Culturally Competent Counselor
- Ch. 2: Cultural Identity Development

### Assignments

#### Discussion: Multicultural Counseling

1.2

**Respond** to the following prompts in the Multicultural Counseling discussion forum by Wednesday:

- How might using images and descriptions of U.S. culture be beneficial to counseling diverse populations?
- How might using images and descriptions of U.S. culture be a challenge to counseling diverse populations?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

#### Discussion: Emotional Expression

1.2, 1.3

**Respond** to the following prompts in the Emotional Expression discussion forum by Friday:

- What messages did you receive as a child about emotional expression?
- What messages are present in society about emotional expression for cultural groups you identify with personally?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Identity Development

1.1, 1.2, 1.3

**Create** a five-minute video that addresses the following:

- What racial and ethnic identity model best aligns with your racial and ethnic identity development?
- What spiritual and faith identity development best aligns with your spiritual and faith identity development?
- What stage of development would you say you are currently in?
- What action steps or personal things do you feel you need to resolve to get to the next stage of development and to keep progressing in your personal identity?

**Include** a list of reference at the end of your video.

**Submit** your video as a shared link by Sunday.

**Note.** It is recommended that you upload your video to OneDrive and then submit a shared link to the video on Canvas.

## [Week 2: Rules of Engagement–Agreeing to Talk About Race](#)

### Learning Objectives

2.65 Define courageous conversations about race.

CLO3

2.66 Identify four agreements of courageous conversations.

CLO3

2.67 Analyze racial consciousness and how it impacts conversations.

CLO3

### Activities and Resources

Readings	2.1, 2.2, 2.3
<p><b><i>Courageous Conversations About Race</i></b></p> <ul style="list-style-type: none"><li>• Ch. 1: Breaking the Silence: Ushering in Courageous Conversation About Race</li><li>• Ch. 2: What’s So Courageous About This Conversation?</li><li>• Ch. 3: Why Race?</li><li>• Ch. 4: Agreeing To Talk About Race</li></ul>	
<p><b><i>White Fragility</i></b></p> <ul style="list-style-type: none"><li>• Ch. 1: The Challenges of Talking to White People About Racism</li><li>• Ch. 2: Racism and White Supremacy</li><li>• Ch. 10: White Fragility and the Rules of Engagement</li></ul>	

### Assignments

Discussion: Conversations About Race	2.1, 2.2, 2.3
<p><b>Respond</b> to the following prompts in the Conversations About Race discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Why is courage needed to have a conversation about race?</li><li>• How would you describe your level of comfort with having conversations about race?</li><li>• Is there an incident that has shaped your level of comfort with having conversations about race?</li></ul> <p><b>Provide</b> rationale and references for your response.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Discussion: Processing a Conversation About Race	2.1, 2.2, 2.3

Singleton says that he has "identified four primary ways that people deal with racial information, events, and/or issues: emotional, intellectual, moral or relational.

**Respond** to the following prompt in the Processing a Conversation About Race discussion forum by Friday: Why and how does understanding how a conversation about race is being processed by the participants facilitate cultural compassion, acceptance and change?

**Refer** to Figure 2.1: The Courageous Conversation Compass in Ch. 2 of *Courageous Conversations About Race*.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

## [Week 3: White Privilege & White Fragility](#)

### Learning Objectives

3.69	Analyze the difference between white privilege and white supremacy.	CLO1, CLO2, CLO3
3.70	Evaluate the costs of racism.	CLO1, CLO2, CLO3
3.71	Interpret the challenges of being color blind and color celebrate.	CLO1, CLO2, CLO3
3.72	Define microaggressions and identify ways to evaluate and address them in counseling sessions.	CLO1, CLO2, CLO3

### Activities and Resources

Readings	3.1, 3.2, 3.3, 3.4
<b><i>White Fragility</i></b>	
<ul style="list-style-type: none"> <li>Ch. 4: How Does Race Shape the Lives of White People?</li> <li>Ch. 5: The Good/Bas Binary</li> </ul>	

- Ch. 6: Anti-Blackness
- Ch. 7: Racial Triggers for White People
- Ch. 8: The Result: White Fragility
- Ch. 9: White Fragility in Action

***Developing Multicultural Counseling Competence***

Ch. 4: Racism and White Privilege

***Re-Visioning Family Therapy***

Ch. 15: White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies

***Online Resource***

[Microresistance and Ally Development: Powerful Antidotes to Microaggressions Handout](#) from University of Nebraska Omaha.

**Assignments**

**Discussion: Cost of Racism**

3.2

**Select** one of the costs of racism identified in Ch. 4 of *Developing Multicultural Counseling Competence*.

**Respond** to the following prompts in the Cost of Racism discussion forum by Wednesday: How does the cost you selected, impact people of color versus their white peers?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Discussion: Dealing with Offensive Comments**

3.1, 3.4

**Respond** to the following prompts in the Dealing with Offensive Comments discussion forum by Friday:

- How would you respond to a client that makes blatantly racist and offensive comments during a counseling session with you?
- How might the racism scale and your understanding white privilege and white supremacy help you gauge your response?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Counseling Session Video

3.1, 3.3, 3.4

**Imagine** you're in a counseling session with a client from a culturally diverse background who has described experiencing heightened anxiety and discomfort at work after overhearing racially derogatory comments in the lunchroom. When your client approached their colleagues about the comments, the colleagues were dismissive and denied any malintent.

**Make** a 5-to 7-minute video that depicts how you would describe, for your client, the link between microaggressions and social emotional wellbeing.

**Illustrate** what can you do or say to convey to your client that you are an ally and empathize with their experiences of microaggressions and your commitments to helping them work through this issue.

**Submit** your video as a shared link by Sunday.

**Note.** It is recommended that you upload your video to OneDrive and then submit a shared link to the video on Canvas.

## [Week 4: Social Justice Counseling](#)

### Learning Objectives

4.61 Determine the counselor’s role in social advocacy.

CLO4, CLO5

4.62 Analyze the three-tiered model of social advocacy.

CLO1, CLO2, CLO4, CLO5



4.63 Evaluate how poverty impacts mental health.	CLO4, CLO5
4.64 Determine ways to address classism in counseling.	CLO4, CLO5

**Activities and Resources**

<b>Readings</b>	4.1, 4.2, 4.3, 4.4
<p><b><i>Developing Multicultural Counseling Competence</i></b></p> <ul style="list-style-type: none"> <li>Ch. 3: Social Justice Counseling</li> <li>Ch. 7: Social Class and Classism</li> </ul>	
<p><b><i>Re-Visioning Family Therapy</i></b></p> <ul style="list-style-type: none"> <li>Ch. 3: Social Class: Rising Inequality and the American Dream</li> <li>Ch. 4: The Sociocultural Trauma of Poverty: Theoretical and Clinical Considerations for Working with Poor Families</li> </ul>	
<p><b><i>White Fragility</i></b></p> <p>Ch. 3: Racism After the Civil Rights Movement</p>	
<p><b><i>Online Resource</i></b></p> <p><a href="#">White Privilege: Unpacking the Invisible Knapsack</a> by Peggy Macintosh.</p>	

**Assignments**

<b>Discussion: Three-Tiered Model</b>	4.1, 4.2, 4.3, 4.4
<p><b>Review</b> the Case Study 3.3: Case Study of the Three-Tiered Model: School Counseling in Ch. 3 of Developing Multicultural Counseling Competence.</p> <p><b>Respond</b> to the following prompts in the Three-Tiered Model discussion forum by Wednesday:</p>	

- What issues regarding self-awareness might come to a school counselor?
- What concerns do you have about the quality of the education being provided for these students?
- What are some community resources and schoolwide resources or programs you could assist in forming?
- What are some of the benefits and risks you might encounter in advocating on a systems and community level?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Interview Guide

4.1, 4.2, 4.3, 4.4

**Create** an interview guide of ten open ended questions or activities that can be used in a counseling session with a client that will help you determine areas that may warrant you to advocate on your client’s behalf.

**Write** a one-to two-sentence narrative about the relevance of your questions or activities citing the theoretical significance.

**Include** references and citations consistent with APA style guidelines.

**Submit** your interview guide as a Word document by Sunday.

## [Week 5: Gender, Sexual Orientation & Sexism](#)

### Learning Objectives

**5.60** Analyze the intersection of culture and gender.

CLO3, CLO4, CLO5

**5.61** Analyze the intersection of culture, sexual orientation and heterosexism.

CLO3, CLO4, CLO5

**5.62** Explain the consequences of sexism.

CLO3, CLO4, CLO5

**5.63** Analyze LGBTQI and other intimate relationships through a racial lens.

CLO3, CLO4, CLO5

### Activities and Resources

#### **Readings**

5.1, 5.2, 5.3, 5.4

##### ***Developing Multicultural Counseling Competence***

- Ch. 5: Gender and Sexism
- Ch. 6: Sexual Orientation and Heterosexism

##### ***Re-Visioning Family Therapy***

- Ch. 26: Working with LGBT Families
- Ch. 27: Same-Sex Couples: Successful Coping with Minority Stress
- Ch. 29: Therapy with Heterosexual Black Couples through a Racial Lens

##### ***White Fragility***

Ch. 11: White Women's Tears

### Assignments

#### **Discussion: Racial Traumas**

5.1, 5.2, 5.4

**Respond** to the following prompt in the Racial Traumas discussion forum by Wednesday: How might racial traumas impact intimate relationships between interracial, ethnically diverse and same sex couples?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

<b>Discussion: Gender &amp; Identity within an Ethnic Group</b>	5.1, 5.2, 5.3, 5.4
<p><b>Respond</b> to the following prompts in the Gender &amp; Identity within an Ethnic Group discussion forum by Friday:</p> <ul style="list-style-type: none"> <li>• Select an ethnic group.</li> <li>• How does culture influence gender expression and ideals about sexual orientation for your selected ethnic group?</li> <li>• How would you support a client whose identity is not aligned with the generalized values of their ethnic group?</li> </ul> <p>Refer to Table 27.1 in Ch. 27 of Re-visioning Family Therapy.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

## [Week 6: Counseling Clients of African and Latin Descent](#)

### Learning Objectives

<b>6.61</b> Analyze the experiences, cultural values, and common presenting issues for individuals, families, couples, and various subpopulations of African and Latin descent in the United States.	CLO1, CLO2, CLO3
<b>6.62</b> Identify common and past experiences of African and Latin Americans racial identity development and acculturation as mental health indicators.	CLO1, CLO2, CLO3
<b>6.63</b> Determine the efficacy of traditional psychotherapies, multiculturally sensitive interventions, and assessments with African and Latin Americans.	CLO1, CLO2, CLO3

### Activities and Resources

<b>Readings</b>	6.1, 6.2, 6.3
<p><b><i>Developing Multicultural Counseling Competence</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 9: Individuals and Families of African Descent</li> </ul>	

- Ch. 12: Individuals and Families of Latin-American and Latin Descent

***Re-Visioning Family Therapy***

- Ch. 13: On Being a Black Dominican
- Ch. 31: The Power of Song to Promote Healing, Hope, and Justice

**Assignments**

<b>Discussion: Values</b>	6.1
<p><b>Select</b> one of the values listed in Table 9.1 of Developing Multicultural Competence.</p> <p><b>Respond</b> to the following prompts in the Values discussion forum by Wednesday:</p> <p>How might this value impact the counseling process? What would you do as the counselor to use this value in a strengths-based approach to problem solve identified issues with your client?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Discussion: Immigrant Status</b>	6.1, 6.2
<p><b>Respond</b> to the following prompts in the Immigrant Status discussion forum by Friday: How might a client’s immigrant status affect the counseling process?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Assignment: Counseling Clients of African and Latin Descent</b>	6.1, 6.2, 6.3

**Write** a two-to three-page paper about the distinct differences and similarities in the cultural histories of individuals of African and Latin descent:

- How the acculturation processes are similar and how they differ.
- Counseling approaches that may work for both individuals.
- Why those approaches may be effective.

**Format** your paper consistent with APA style guidelines.

**Submit** your paper as a Word document by Sunday.

## **Week 7: Counseling Clients of Arab, Asian & Native American Descent**

### Learning Objectives

<b>7.62</b> Analyze the experiences, cultural values, and common presenting issues for individuals, families, couples, and various subpopulations of Arab, Asian & Native American descent in the United States.	CLO1, CLO2, CLO3
<b>7.63</b> Identify common and past experiences of Arab, Asian & Native Americans racial identity development and acculturation as mental health indicators.	CLO1, CLO2, CLO3
<b>7.64</b> Determine the efficacy of traditional psychotherapies, multiculturally sensitive interventions, and assessments with Arab, Asian & Native Americans.	CLO1, CLO2, CLO3

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3
<p><b><i>Developing Multicultural Counseling Competence</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 10: Individuals and Families of Arab Descent</li> <li>• Ch. 11: Individuals and Families of Asian Descent</li> <li>• Ch. 13: Counseling Individuals and Families of Native American Descent</li> </ul>	
<p><b><i>Re-Visioning Family Therapy</i></b></p>	

- Ch. 10: Native American Identity Transformation
- Ch. 18: Brown in America: Living with Racial and Religious Bias

### Assignments

<b>Discussion: Challenges &amp; Opportunities for Change</b>	7.1, 7.2, 7.3
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**Select** either Arab, Asian or Native American to answer the prompts for this discussion forum.

**Respond** to the following prompts in the Challenges & Opportunities for Change discussion forum by Wednesday: What are the current social, economic, and political issues that were identified as presenting Arab, Asian or Native American people and communities with challenges and opportunities for change?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

<b>Discussion: Cultural Identities</b>	7.3
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The chapters highlight the need for counselors to engage in self-assessment.

**Respond** to the following prompts in the Cultural Identities discussion forum by Friday:

- How might you explore your own cultural identities?
- How might your identities shape your work with your client?
- How might you address any cultural differences between you and your client?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

## **Week 8: Counseling Clients of Multiracial Descent/Multicultural Diagnosis & Conceptualization**

**Learning Objectives**

<b>8.58</b> Determine the skills necessary to provide culturally competent and effective services to individuals and families of multiracial descent.	CLO1, CLO2, CLO3
<b>8.59</b> Analyze the impact of race mixing on cultural identity development and mental health.	CLO5
<b>8.60</b> Analyze major counseling theories for cultural assumptions and implicit bias.	CLO1, CLO3, CLO5
<b>8.61</b> Determine alternative sources of counseling theory from a multicultural context.	CLO2, CLO4

**Activities and Resources**

<b>Readings</b>	8.1, 8.2, 8.3
<i>Developing Multicultural Counseling Competence</i>	
<ul style="list-style-type: none"> <li>• Ch. 15: Individuals and Families of Multiracial Descent</li> <li>• Ch. 17: Using Counseling Theories in Multicultural Contexts</li> <li>• Ch. 18: Multicultural Diagnosis and Conceptualization</li> </ul>	
<i>White Fragility</i>	
Ch. 12: Where Do We Go From Here?	

**Assignments**

<b>Discussion: Multiracial Individuals</b>	8.1, 8.2, 8.3
<b>Respond</b> to the following prompts in the Multiracial Individuals discussion forum by Wednesday:	
<ul style="list-style-type: none"> <li>• What are two salient issues or concerns that may arise for multiple heritage individuals during early childhood, childhood, middle childhood, adolescence or emerging adulthood?</li> </ul>	



- What are the implications for counseling issues or concerns that you have identified?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Implicit Bias Presentation**

8.1, 8.2, 8.3

**Create** an eight-to ten-minute presentation about implicit bias for individuals in the helping professions, such as teachers, counselors, therapists, psychologists, etc.

**Include** the following in your presentation:

- Prompts that will help the professionals reflect in their own biases.
- Why being aware of your own biases is necessary to establish and maintain meaningful relationships with counselees and their families.
- The influence of media on perceptions and bias.
- Strategies to be a change agent and promote social advocacy for underserved and multicultural populations.

**Submit** a link to your presentation by Sunday.

[Rubrics](#)

Discussion Rubric

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Initial Response to the Forum Topic</b> 25 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.

<b>Feedback to Peer's Response to the Forum Topic</b> 15 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
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**Assignment Rubric 85 points**

	<b>Exceeds Requirements</b> <b>100%</b>	<b>Meets Requirements</b> <b>88%</b>	<b>Approaches Requirements</b> <b>75%</b>	<b>Below Requirements</b> <b>68%</b>
<b>Elements</b> 15 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 40 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
<b>References</b> 20 points	The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product.	The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product.	The work product provides a general reference section with few or no sources cited.	The work product has no reference section with few or no sources cited.
<b>Format</b> 10 points	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.

**Presentation Rubric 100 points**

	<b>Exceeds Requirements</b> <b>100%</b>	<b>Meets Requirements</b> <b>88%</b>	<b>Approaches Requirements</b> <b>75%</b>	<b>Below Requirements</b> <b>68%</b>
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<b>Elements</b> 10 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 25 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
<b>Performance</b> 25 points	Lacks audience interaction. Little to no visual or communication aids. Minimal amount of creativity shown.	Provides some audience interaction. Little to no visual or communication aids. Shows small amount of creativity in the presentation.	Provides some audience interaction. Use of some visual or communication aids. Shows some level of creativity in the presentation.	Strong audience interaction. Visual and communication aids used to contribute to the quality of the presentation. High level of creativity shown.
<b>Structure</b> 20 points	Flow of the presentation is difficult to follow. Overall, presentation lacks cohesion and clarity.	Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.	Organized logically and flows smoothly. Most content presented are coherent, transitions well, and clearly states points. Only a few areas seem disconnected and vague.	Presentation is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points.
<b>References</b> 15 points	The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product.	The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product.	The work product provides a general reference section with few or no sources cited.	The work product has no reference section with few or no sources cited.
<b>Format</b> 5 points	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.

## PPS72110A: Field Work / Internship

California School of Education (CSOE)		California Commission on Teacher Credentialing		Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization	Assessment Title
<b>CLO1:</b> Define, for clarity, the role and function of the school counselor.	Application	Standard 1 & 13	Standard 17 & 18	Week 1 Assignment Weeks 5 & 7 Discussion
<b>CLO2:</b> Generalize your knowledge of public school organization and operation.	Engagement	Standard 6 & 13	Standard 28	Week 1 Assignment Weeks 3, 5 & 7 Discussion
<b>CLO3:</b> Evaluate assessment information on an independent or group basis.	Engagement	Standard 4 & 15	Standard 19 & 24	Weeks 3, 4, 5, 6 & 7 Discussion
<b>CLO4:</b> Determine the need for direct and indirect intervention and prevention skills in one or more of the following areas: academics, behavior, crisis management, group and individual counseling and guidance.	Leadership	Standard 5 & 7	Standard 19, 20 & 26	Weeks 3, 4, 5, 6, 7 & 8 Discussion
<b>CLO5:</b> Interpret ethical and state and federal legal considerations in the professional practice of school counseling.	Dedication	Standard 6	Standard 17 & 18	Weeks 3, 4, 5, 6 & 7 Discussion
<b>CLO6:</b> Apply socio-cultural competence skills in communicating with students, parents, teachers and administration as well as in-service presentations.	Application	Standard 3, 8 & 14	Standard 21 & 27	Weeks 2, 5 & 7 Discussion

## Week 1: Professional Development of the School Counselor

### Learning Objectives

1.71 Identify expectations and functions of school counselors within your school district.	CLO1
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<p><b>1.72</b> Analyze professional feedback on performance from supervisors and co-workers constructively to improve and grow.</p>	<p>CLO1, CLO2</p>
<p><b>1.73</b> Determine when to adjust the counseling or guidance program to best fit the academic needs of students based on the National Standards for school counselors.</p>	<p>CLO1, CLO2, CLO5</p>

**Activities and Resources**

<p><b>Readings</b></p>	<p>1.1</p>
<p><b>Review</b> the following:</p> <ul style="list-style-type: none"> <li>Alliant International University School Counselor Handbook</li> <li>University Procedures and Expectations</li> </ul>	

**Assignments**

<p><b>Assignment: Professional Growth</b></p>	<p>1.1, 1.2, 1.3</p>
<p><b>Write</b> a three-to five-sentence description of how you will utilize in-school, in-district, or other professional resources to address your ability to keep up-to-date with your role as a school counselor as well as your need for continued professional growth and development.</p> <p><b>Submit</b> your description as a Word document by Sunday.</p>	

**Week 2: Student Diversity within the School**

**Learning Objectives**

<p><b>2.68</b> Determine legally and ethically responsible methods to work with a diverse group of students and staff within your school district.</p>	<p>CLO2</p>
<p><b>2.69</b> Apply communication skills necessary to cultivate relationships with diverse students, teachers and peers.</p>	<p>CLO6</p>

**2.70** Determine effective methods for creating and maintaining a school climate that welcomes and appreciates the strengths and gifts of culturally diverse students.

CLO4, CLO2, CLO6

### Activities and Resources

#### Readings

2.1, 2.2, 2.3

Refer to the materials listed in the Required Course Materials section as needed.

#### TEDTalk

View the "[Why some of us don't have one true calling](#)" [12:27] video.

### Assignments

#### Discussion: Helping Students

2.1, 2.2, 2.3

**Respond** to the following prompt in the Helping Students discussion forum by Wednesday: As a school counselor, what is one thing you can do to help students with diverse backgrounds and strengths to 'not limit their focus' and gain access to a variety of educational opportunities?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## Week 3: Academic Consultation and Collaboration

### Learning Objectives

**3.73** Apply individual academic counseling to devise academic tutorial systems for the educational needs of diverse students.

CLO3, CLO4

<b>3.74</b> Identify district computer systems to assist students with academic issues related to schedules and programming.	CLO3
<b>3.75</b> Determine structured and responsive services to meet the needs of individual or groups of students regarding academic and career choices.	CLO4, CLO6

### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3
<b>Refer</b> to the materials listed in the Required Course Materials section as needed: <ul style="list-style-type: none"><li>• High School Graduation for Foster Youth</li><li>• The Courts and Academic Advising</li></ul>	

### Assignments

<b>Discussion: Academic Consultation</b>	3.1, 3.2, 3.3
<b>Consider</b> the following scenario:  <i>It is March and you are meeting with a new student, Sandie Foreman, a junior at your high school. She just started living with her foster parents, Mr. and Mrs. Franklin. Her grades are currently 'moderate' with a 2.6 GPA. She would like to attend the nearest Cal State University but is concerned her grades may not be good enough and that she will not have enough credits to graduate at the end of the next school year.</i>	
<b>Respond</b> to the following prompt in the Academic Consultation discussion forum by Wednesday: There may be many decisions that need to be discussed here, however, what is one of the main things that you need to do in advising Sandie?	
<b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a> , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'	

## **Week 4: Professional, Legal & Ethical Expectations**

### Learning Objectives

<b>4.65</b> Determine appropriate information to include in student records such as a cumulative folder or student information systems.	CLO4
<b>4.66</b> Identify the California Educational Code provisions and federal laws that impact school counselors.	CLO5, CLO6
<b>4.67</b> Determine the impact of FERPA requirements to professional school counselors' responsibilities.	CLO5, CLO6

### Activities and Resources

<b>Readings</b>	4.1, 4.2, 4.3
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: FERPA vs HIPAA</b>	4.1, 4.2, 4.3
<p><b>Consider</b> the following scenario:</p> <p><i>Bonnie is a new school counselor recently hired at your school. She worked as an MFT for a local mental health clinic before completing the necessary requirements to receive her PPS in School Counseling.</i></p> <p><i>She is currently working with Billy who is in an anger management group. Billy also has a learning disability and is in a resource program at the school for one period each day. He has gotten into some verbal altercations with other students in the class. The special education teacher has asked you for some suggestions to help her manage Billy's behavior in class.</i></p>	



*You ask Bonnie for some help since she has Billy in her anger management group. However, she states that she cannot give you any information because 'HIPAA regulations do not allow me to share information without the consent of the parent.'*

**Respond** to the following prompts in the XXX discussion forum by Wednesday:

- What is your response to Bonnie?
- As a school counselor, what is your responsibility with regard to FERPA and HIPAA guidelines and regulations?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## [Week 5: Counseling & Pupil Supports](#)

### [Learning Objectives](#)

<b>5.64</b> Interpret the code of ethics related to conducting individual and group counseling sessions with diverse populations.	CLO4
<b>5.65</b> Determine effective individual or group counseling procedures and responsibilities for diverse students exhibiting social and behavioral issues.	CLO5, CLO6
<b>5.66</b> Determine appropriate support systems for students exhibiting academic as well as social or peer-related challenges within the school setting.	CLO1, CLO5, CLO6

### [Activities and Resources](#)

<b>Readings</b>	5.1, 5.2, 5.3
<b>Refer</b> to the materials listed in the Required Course Materials section as needed.	

## Assignments

### **Discussion: Counseling & Support**

5.1, 5.2, 5.3

**Consider** the following scenario:

*Anita is a sophomore at your school. She loves Art class and Choir and has no real problems in those courses or with most other classes or teachers, she is basically a C+ student. However, she almost never participates in P.E., rarely even changing into her gym clothes, and is close to failing this class.*

*Anita is overweight and has a history of missing a great deal of school. It is mid-November and she has already missed 9 whole or partial days of the school year. Anita does not appear to have any close friends and is often seen sitting by herself during lunchtime at school.*

*Anita lives with her mother and younger sister. When you have been able to get ahold of Anita's mother, she seems annoyed, saying that it is the 'teacher's job to teach her.' She also indicates that she has no problems with Anita at home so 'it must be the teachers who do not know how to work with her.'*

*You need to work with Anita to help her improve her attendance at school and to get her to dress out and attend P.E. class. As a school counselor, you have considered including her in your weekly 'Coping with Life Changes' group.*

**Respond** to the following prompts in the Counseling & Support discussion forum by Wednesday:

- As a school counselor, how would you address Anita's attendance issues?
- What do you believe is your responsibility in helping Anita with her apparent socialization challenges?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## Week 6: Essential Academic Support Systems for Students

## Learning Objectives

<b>6.64</b> Identify individual academic-related services needed for students with special or academic needs.	CLO3, CLO4, CLO5
<b>6.65</b> Determine effective methods to work with school specialists and community-based resources to refer students to appropriate state and federal intervention systems.	CLO2, CLO3, CLO6
<b>6.66</b> Explain the process of completing an Accommodation and Modification Plan.	CLO5, CLO6

## Activities and Resources

<b>Readings</b>	6.1, 6.2, 6.3, 6.4
Refer to the materials listed in the Required Course Materials section as needed.	

## Assignments

<b>Discussion: Support Services</b>	6.1, 6.2, 6.3
<p><b>Consider</b> the following scenario:</p> <p><i>Matthew, a ninth-grade student, has Type I diabetes and must test his blood sugar levels and administer insulin to himself by injection during normal school hours. He had an individualized health care plan in middle school, so his father, Mr. Johnson, met with District staff before the start of the year to discuss Matthew's medical needs.</i></p> <p><i>Mr. Johnson requested that Matthew be provided a clean place to test his blood sugar levels and administer insulin. A month into the school year, Mr. Johnson called to express his concern that the Matthew has had to test his blood in the boy's restroom and may not be properly checking his blood sugar levels. Mr. Johnson again requested monitoring and supervision of Matthew while he tested his blood sugar and self-injected the insulin.</i></p> <p><i>It was agreed that Matthew could go to the guidance office for monitoring and trained District staff would measure the insulin dosage based upon the student's blood sugar levels.</i></p>	

*The student or parent was never referred to or made aware of any 'special' programs or services within the school or by anyone employed by the District.*

**Respond** to the following prompts in the Support Services discussion forum by Wednesday:

- What do you believe the school district did correctly or incorrectly?
- What regular, special education or related services do you believe should have been provided for the student?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## [Week 7: Program Development & Evaluation](#)

### [Learning Objectives](#)

7.65	Determine effective methods to apply data analysis results and teacher feedback for individual and program development and improvement.	CLO3, CLO6
7.66	Determine effective methods to plan, organize, and implement programs or groups dealing with academic improvement, conflict management, decision-making, and problem-solving issues.	CLO3, CLO6

### [Activities and Resources](#)

<b>Readings</b>	7.1, 7.2
Refer to the materials listed in the Required Course Materials section as needed.	

### [Assignments](#)

## Discussion: Group Sessions

7.1, 7.2

**Consider** the following scenario:

*Your principal has asked you to form an academic advisement group for some of the more challenging students at your high school. These are students in their junior year who generally have GPAs of 2.0 or below, are close to failing in at least one or two classes, and have been described as 'less than motivated' by many of their teachers.*

*However, after meeting with many of these students, most express a desire to learn, to do well in school and eventually graduate. After consulting with your school counselor colleagues and several teachers you decide to address the following areas:*

- *Participation*
- *Problem-solving*
- *Requesting help*
- *Making mistakes*
- *Time management*
- *Study habits*

**Respond** to the following prompt in the Group Sessions discussion forum by Wednesday: How would you approach one of the areas listed above in one of your academic advisement group sessions?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## Week 8: Advocacy & Safety Procedures

### Learning Objectives

**8.62** Explain of policies and procedures related to school safety and violence prevention.

CLO1, CLO2, CLO4, CLO6

<b>8.63</b> Apply techniques to help students explore and acquire attitudes and interpersonal skills for personal safety.	CLO2, CLO4, CLO6
<b>8.64</b> Determine how to effectively implement the development of conflict management, problem-solving and peace keeping skills in individuals and groups.	CLO2, CLO4, CLO6

### Activities and Resources

<b>Readings</b>	8.1, 8.2, 8.3
Refer to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Safety</b>	8.1, 8.2, 8.3
<p><b>Consider</b> the following scenario:</p> <p><i>Two students leave the school grounds at lunchtime without permission and go to a local fast food restaurant. On the way back to school, the driver Reggie Mitchell, a 17-year-old senior at your high school, loses control of the car and it overturns, killing his friend, Kadin Kaufman instantly. Reggie survives and ends up in the hospital with non-life-threatening injuries. Word of the accident quickly circulates at school and Reggie’s sister, Tanesha a sophomore at the high school becomes the object of anger and bitter remarks from classmates.</i></p> <p><b>Respond</b> to the following prompts in the Safety discussion forum by Wednesday: As a school counselor, what is one of the first things you should do in addressing this situation?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Fieldwork Log</b>	N/A
<p><b>Complete</b> a Fieldwork Log for the hours you have accumulated so far toward your fieldwork hour requirement.</p> <p><b>Submit</b> the log to this submission forum as well as to your current program director or fieldwork coordinator.</p> <p><b>Note.</b> The Fieldwork Log is found in your Alliant International University California School of Education School Counselor Handbook.</p>	

## PPS72350: Crisis/Trauma Counseling

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Identify the principles and impact of crisis intervention for people during crises, disasters, and other trauma-causing events.	Application	1, 2, 9	29	18, 23	Toolbox
<b>CLO2:</b> Analyze counseling techniques and skills appropriate to a broad variety of crisis situations.	Engagement	9, 13	25, 26	18, 21	Toolbox
<b>CLO3:</b> Determine self-care strategies appropriate for use with secondary trauma.	Application	7, 9	27	20, 21	Toolbox
<b>CLO4:</b> Analyze evidence-based methods and programs to use for crisis management.	Engagement	2, 9	28, 29, 30	17, 18, 21	Toolbox
<b>CLO5:</b> Determine appropriate procedures to use for assessment and managing suicide and risk assessment.	Application	4, 5, 9	29	18, 21	Toolbox
<b>CLO6:</b> Determine ethical and legal considerations for trauma-informed assessment and intervention.	Application	5, 6	17,18	18, 19	Toolbox

### Week 1: History of Trauma Informed Practices & ACES Review

#### Learning Objectives

1.74 Identify historical timeline of trauma in schools.

1.75 Analyze ACES regarding trauma counseling.

CLO1, CLO6

CLO1, CLO2, CLO5



1.76 Determine the impact ACES has on school-based performance.

CLO1, CLO2, CLO5

### Activities and Resources

#### Readings

1.1, 1.2, 1.3

#### ***Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings***

- Ch. 1: Adverse Childhood Experiences
- Ch. 2: Impact on Children, Teens, Families, and Communities
- Ch. 3: Public Health and the Trauma-Informed Movement

**Note.** You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098>

#### ***Alliant Library***

Figley, C. R., Ellis, A. E., Reuther, B. T., & Gold, S. N. (2017). [The study of trauma: A historical overview](https://doi.org/10.1037/0000019-001). In *APA handbook of trauma psychology: Foundations in knowledge.*, Vol. 1. (pp. 1–11). American Psychological Association. <https://doi.org/10.1037/0000019-001>

#### ***School Crisis Prevention and Intervention***

Read all of Section 1: Initial Considerations.

#### ***Online Resources***

Explore the ACES Too High website: <https://acestoohigh.com>

Review the ACE-Q Materials from the Center for Youth Wellness: <https://centerforyouthwellness.org/aceq-pdf/>

Read the following:

- Stevens, J. (2018). [Handouts for parents about understanding ACEs, toxic stress, resilience and parenting with ACEs](#). ACEs Connection.
- [Adverse Childhood Experiences \(ACEs\)](#) webpage from the Centers for Disease Control and Prevention.

### **YouTube**

View the "[Adverse Childhood Experiences \(ACEs\): Impact on brain, body and behavior](#)" video [6:02].

## Assignments

<b>Discussion: Trauma Informed Movement</b>	1.1
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**Respond** to the following prompt in the Trauma Informed Movement discussion forum by Wednesday: How do you think the historical aspect of trauma research and practice has influenced the current trauma-informed movement in our schools?

**Support** your response with citations and references consistent with APA style guidelines.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

<b>Discussion: ACEs Score</b>	1.2, 1.3
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**Respond** to the following prompts in the ACEs Score discussion forum by Friday:

- What are some ways you might see a high ACES score impact school performance in students?
- How would you support teachers and educators in recognizing and supporting children with high ACES score?

**Support** your response with citations and references consistent with APA style guidelines.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

<b>Assignment: ACEs Questionnaire</b>	1.2, 1.3
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**Take** the [ACEs Questionnaire](#) from the ACES Too High webpage.

**Write** a one-page paper about the impact ACEs has had on your life.

**Consider** how you might be able to use this information in your future career as a school mental health provider.

**Submit** your paper as a Word document by Sunday.

## **Week 2: Trauma Informed Schools**

### Learning Objectives

**2.71** Identify the legal aspects of trauma in schools.

CLO6

**2.72** Determine the role of a school mental health provider in trauma in schools.

CLO2, CLO4, CLO5

**2.73** Identify principles included in a trauma informed approach in schools.

CLO1

### Activities and Resources

#### **Readings**

2.1, 2.2, 2.3

#### ***Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings***

Ch. 4: Trauma-Informed Schools

**Note.** You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098>

#### ***School Crisis Prevention and Intervention***

**Read** all of Section 2: Prevent and Prepare.

**Online Resource**

[H.R.1109 - Mental Health Services for Students Act of 2020](#) from Congress.gov.

**YouTube**

View the “[Why All Schools Should Be Trauma-Informed | Dr. Mary Crnabori | TEDxVanderbiltUniversity](#)” video [13:05].

**Assignments**

**Discussion: Legal Aspects**

2.1, 2.2

**Respond** to the following prompts in the Legal Aspects discussion forum by Wednesday:

- How have legal proceedings shaped the trauma informed movement?
- What are some of the recent pending legislative acts that you might support for school mental health? Why?

**Support** your response with citations and references consistent with APA style guidelines.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Trauma-Informed Approach**

2.3

**Write** a two-to three-page paper describing how teachers and school staff might apply the six principles of trauma-informed approach in their school.

**Identify** specific academic instruction strategies for teacher and nonacademic strategies for staff.

**Submit** your paper as a Word document by Sunday.

**Week 3: Suicide & Threat Assessment; Trauma Informed Assessment & Intervention**

**Learning Objectives**

<p><b>3.76</b> Identify core elements of a suicide and risk assessment.</p>	<p>CLO1, CLO4, CLO5, CLO6</p>
<p><b>3.77</b> Identify core elements of a threat assessment.</p>	<p>CLO1, CLO4, CLO5, CLO6</p>
<p><b>3.78</b> Identify steps for managing and monitoring at-risk students.</p>	<p>CLO1, CLO4, CLO5, CLO6</p>

**Activities and Resources**

<p><b>Readings</b></p>	
<p><b><i>School Crisis Prevention and Intervention</i></b>  <b>Read</b> all of Section 3: Reaffirm.</p>	
<p><b><i>Alliant Library</i></b>          Berman, A. L., Jobes, D. A., &amp; Silverman, M. M. (2006). <a href="#">Assessment</a>. In <i>Adolescent suicide: Assessment and intervention.</i>, 2nd ed. (pp. 119–167). American Psychological Association.          Berman, A. L., Jobes, D. A., &amp; Silverman, M. M. (2006). <a href="#">Standards of Care and Malpractice in Suicide Treatment</a>. In <i>Adolescent suicide: Assessment and intervention.</i>, 2nd ed. (pp. 259–286). American Psychological Association.          Berman, A. L., Jobes, D. A., &amp; Silverman, M. M. (2006). <a href="#">Prevention</a>. In <i>Adolescent suicide: Assessment and intervention.</i>, 2nd ed. (pp. 289–334). American Psychological Association.</p>	
<p><b><i>Online Resources</i></b>  <b>Read</b> the following:          Substance Abuse and Mental Health Services Administration. <a href="#">Preventing Suicide: A Toolkit for High Schools</a>. HHS Publication No. SMA-12-4669. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, 2012.          Erbacher, T. (2018). <a href="#">Suicide Prevention in Schools: A Toolkit for Empowering School Districts</a>. Philadelphia College of Osteopathic Medicine Delaware County Intermediate Unit.</p>	

[Youth Suicide Prevention](#) from the California Department of Education.

Explore the National Suicide Prevention Lifeline website: <https://suicidepreventionlifeline.org/>

**NASP Online**

- [Conducting a Virtual Suicide Assessment Checklist](#)
- [Direct Crisis Support](#)
- [Preventing Youth Suicide: Tips for Parents & Educators](#)

**Assignments**

**Discussion: Suicide Prevention Program**

3.1

**Respond** to the following prompts in the Suicide Prevention Program discussion forum by Wednesday:

- What are some of the core elements in developing a suicide prevention program in schools?
- What are some of the ethical and legal considerations in developing and implementing suicide prevention and assessment programs in schools?

**Support** your response with citations and references consistent with APA style guidelines.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Discussion: Threat Assessment**

3.2

**Review** your school district’s model for conducting a threat assessment.

**Respond** to the following prompts in the Threat Assessment discussion forum by Friday:

- Compare your school district’s model for conducting a threat assessment to the guidelines proposed by NASP.
- How does your district monitor and manage interventions with students that have previously had a threat assessment?

**Support** your response with citations and references consistent with APA style guidelines.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Suicide Risk Assessment

3.1

**Write** a two-to three-page paper describing the core components of a suicide risk assessment.

**Consider** how you would go about measuring them with a student.

**Identify** other contributing factors should be considered when determining risk level for harm to self.

**Submit** your paper as a Word document by Sunday.

#### Faculty Note.

The ideal response will include all the following:

Suicide risk assessment involves active inquiry in four major areas of patient functioning and history:

1. Predisposing vulnerabilities
2. Triggers or precipitating events
3. Mental status: affective, cognitive, and behavioral states
4. Contraindications: coping skills and resources versus failed protections

In addition, on the basis of the foregoing and further questioning, suicide risk assessment requires an evaluation of the adolescent's

1. suicidal intent, reasons or motivations for suicide, and lethality.
2. compliance

Other Contributing Factors: Psychopathology and other diagnoses, Personality Traits, Family History, Past history of suicide attempt, Developmental Trauma, Triggers and environment.

<b>Assignment: Monitoring At Risk Students</b>	3.3
<p><b>Create</b> an informative pamphlet for staff and community that contains the following information:</p> <ul style="list-style-type: none"> <li>• The warning signs of suicide</li> <li>• How to respond when you recognize a child is at risk</li> <li>• Where to turn for help in the community when a crisis occurs</li> <li>• Local and national resources available for families and students</li> </ul> <p><b>Utilize</b> an online tool such as Canva to create your pamphlet.</p> <p><b>Submit</b> a link to your pamphlet by Sunday.</p>	

## [Week 4: Trauma Informed Screening & Assessment](#)

### Learning Objectives

4.68	Identify how trauma impacts the developing brain.	CLO1, CLO2, CLO4
4.69	Determine the impact of trauma on behavior in the school setting.	CLO1, CLO2, CLO4
4.70	Identify the developmental aspects of trauma and attachment.	CLO1, CLO2, CLO4
4.71	Identify trauma informed screening and assessment measures.	CLO1, CLO2, CLO4

### Activities and Resources

<b>Readings</b>	4.1, 4.2, 4.3, 4.4
<p><b><i>Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 5: Child Development</li> </ul>	



- Ch. 6: Complex Trauma and Its Impact on the Brain
- Ch. 7: Domains of Impairment: Functional Impact of Complex Trauma and Stress
- Ch. 8: Considerations for Trauma Screening in School and Community Settings
- Ch. 9: Individual and Familial Assessment Tools

**Note.** You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098>

### ***Alliant Library***

Hays-Grudo, J., & Morris, A. S. (2020). [Effects of early life adversity on neurobiological development](https://doi.org/10.1037/0000177-003). In *Adverse and protective childhood experiences: A developmental perspective*. (pp. 45–67). American Psychological Association. <https://doi.org/10.1037/0000177-003>

Hanson, R. F., & Jobe-Shields, L. (2017). [Trauma-focused cognitive-behavioral therapy for children and adolescents](https://doi.org/10.1037/0000020-018). In *APA handbook of trauma psychology: Trauma practice.*, Vol. 2. (pp. 389–410). American Psychological Association. <https://doi.org/10.1037/0000020-018>

### ***Online Resources***

- [Understanding the Effects of Maltreatment on Early Brain Development](#) from Child Welfare Information Gateway.
- [Guidance for Trauma Screening in Schools](#) a product of the Defending Childhood State Policy Initiative September 2016.
- [Complex Trauma Standardized Measures](#) from The National Child Traumatic Stress Network.
- [Screening and Assessment Considerations for Implementation](#) from The National Child Traumatic Stress Network.

### ***The National Child Traumatic Stress Network***

- [Complex Trauma Standardized Measures](#)
- [Screening and Assessment Considerations for Implementation](#)
- [Trauma Screening](#)
- [Trauma Assessment](#)

### ***YouTube***

**View** the “[How childhood trauma affects health across a lifetime | Nadine Burke Harris](#)” video [16:02].

## Assignments

<b>Discussion: Assessment &amp; Screening</b>	4.4
<p><b>Respond</b> to the following prompts in the Assessment &amp; Screening discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Choose one trauma-informed assessment tool you might use, when and why might you use it in educational practice?</li><li>• What might be an effective way to conduct trauma screenings in your school setting? using text evidence to support your discussion.</li></ul> <p><b>Support</b> your response with citations and references consistent with APA style guidelines.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Assignment: Interventions</b>	4.2, 4.3
<p><b>Review</b> the interventions from Ch. 11 of Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings.</p> <p><b>Note.</b> You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <a href="https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098">https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098</a></p> <p><b>Write</b> a two-to three-page paper describing one of the interventions.</p> <p><b>Include</b> how you think the intervention:</p> <ul style="list-style-type: none"><li>• Addresses the neurobiological issues surrounding trauma in children.</li><li>• Supports the core components of a trauma-informed intervention.</li></ul> <p><b>Submit</b> your paper as a Word document by Sunday.</p>	

<b>Assignment: Brain Trauma</b>	4.1, 4.2, 4.3
<p><b>Create</b> an infographic, flyer, or brochure to use with teachers and families that includes the following:</p> <ul style="list-style-type: none"> <li>• The impact complex trauma has on the brain</li> <li>• Associated behaviors that might be present</li> <li>• Appropriate accommodations, tools or resources to use</li> </ul> <p><b>Utilize</b> an online tool such as Canva to create your infographic, flyer, or brochure.</p> <p><b>Submit</b> a link to your infographic, flyer, or brochure by Sunday.</p>	

## [Week 5: Trauma-Informed Interventions & Counseling Skills](#)

### Learning Objectives

5.67	Identify evidenced-based trauma informed counseling skills that may be used with individuals.	CLO2, CLO4, CLO6
5.68	Identify evidenced-based trauma informed counseling skills that may be used with groups.	CLO2, CLO4, CLO6

### Activities and Resources

<b>Readings</b>	5.1, 5.2
<p><b><i>Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 10: Competencies and Components of Trauma-Informed Interventions</li> <li>• Ch. 11: Trauma-Informed Interventions and Treatments</li> </ul> <p><b>Note.</b> You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <a href="https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098">https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098</a></p>	

### ***Working with Grieving and Traumatized Children and Adolescents***

- Ch. 1: How Structured, Sensory Interventions Help Grieving and Traumatized Children
- Ch. 2: Children’s Experiences With Grief and Trauma
- Ch. 3: Trauma-Informed Principles and Practices

**Note.** You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1221571>

### ***Alliant Library***

Santiago, C. D., Raviv, T., & Jaycox, L. H. (2018). [Universal and schoolwide interventions for trauma](#). In *Creating healing school communities: School-based interventions for students exposed to trauma*. (pp. 37–52). American Psychological Association.

Santiago, C. D., Raviv, T., & Jaycox, L. H. (2018). [Common evidence-based treatment components](#). In *Creating healing school communities: School-based interventions for students exposed to trauma*. (pp. 65–78). American Psychological Association.

Santiago, C. D., Raviv, T., & Jaycox, L. H. (2018). [Targeted and intensive interventions for trauma in schools](#). In *Creating healing school communities: School-based interventions for students exposed to trauma*. (pp. 79–88). American Psychological Association.

View the “[Child Therapy: Tools, Toys and Techniques](#)” video [53:21] by Paris Goodyear-Brown, Scott Riviere and Janine Shelby from psychotherapy.net.

### ***Online Resources***

- [TFCBT Training](#) from the Medical University of South Carolina
- [Evidence-Based & Best Practices](#) from the Child Health and Development Institute of Connecticut
- [CBITS At-a-Glance](#) from the Cognitive Behavioral Intervention for Trauma in Schools
- [Bounce Back Program Overview](#) from the Bounce Back website.
- [Trauma Information Pages](#) from David V. Baldwin.

### **Assignments**

**Discussion: Counseling**

5.1, 5.2

**Respond** to the following prompts in the Counseling discussion forum by Wednesday:

- What are the benefits of individual versus group counseling in addressing the needs of children at school with a history of trauma?
- How might you identify whether a student would be appropriate for either type of modality?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Discussion: Trainings

5.1, 5.2

**Complete** the [CBITS](#) and [Bounce Back](#) trainings.

**Respond** to the following prompt in the Trainings discussion forum by Friday: How might you screen and use these groups in the school setting as a school mental health provider?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Intervention Tools

5.1, 5.2

**Select** two different games or activities you might use as an intervention tool.

**Identify** how the intervention supports each of the following the components of trauma intervention:

- Psychoeducation
- Relaxation Techniques
- Emotion Regulation
- Mindfulness
- Challenging maladaptive beliefs

**Submit** your assignment as a Word document by Sunday.

## [Week 6: Overview of Crisis Response & Intervention Models](#)

### Learning Objectives

<b>6.67</b> Identify various crisis intervention models used in schools.	CLO1, CLO6
<b>6.68</b> Determine how a crisis intervention model might be used in schools.	CLO1, CLO4, CLO5
<b>6.69</b> Identify how a crisis intervention model might address students, staff, and community.	CLO1, CLO3, CLO4

### Activities and Resources

#### **Readings**

6.1, 6.2, 6.3

#### ***School Crisis Prevention and Intervention***

**Read** all the following sections:

- Section 4: Evaluate
- Section 5: Provide Interventions and Respond
- Section 6: Examine

#### ***Alliant Library***

Nickerson, A., & Cornell, D. (2019). [School crisis prevention, response, and recovery](#). In *School safety and violence prevention: Science, practice, policy*. (pp. 223–246). American Psychological Association.

Sandoval, J. (2002). [Culture, Diversity, and Crisis](#). In *Handbook of crisis counseling, intervention, and prevention in the Schools*: Vol. 2nd ed. Routledge.

#### ***NASP Online***

[About PREPaRE](#)

**Assignments**

<b>Discussion: Benefits of Certification</b>	6.2, 6.3
<p><b>Respond</b> to the following prompt in the Benefits of Certification discussion forum by Wednesday: What are the benefits of certification in the PREPaRE Model, both professionally and personally and for your school and community?</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

<b>Assignment: Activity or Program &amp; MTSS</b>	6.1, 6.2, 6.3
<p><b>Write</b> a one-to two-page paper reviewing either a current or proposed activity or program in place at your school or district, for each of the tiered levels of the MTSS School-based crisis intervention model.</p> <p><b>Submit</b> your review as a Word document by Sunday.</p>	

**Week 7: Psychological First Aid and the PREPaRE Model**

**Learning Objectives**

<b>7.67</b> Identify the core elements of Psychological First Aid.	CLO1, CLO5, CLO6
<b>7.68</b> Determine when you would use Psychological First Aid in schools.	CLO1, CLO5, CLO6
<b>7.69</b> Identify when you would use the PrePARE model in schools.	CLO1, CLO5, CLO6
<b>7.70</b> Determine ethical considerations involved in administering these models.	CLO3, CLO6

## Activities and Resources

Readings	7.1, 7.2, 7.3, 7.4
<p><b><i>Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings</i></b></p> <p>Ch. 12: Ethical Considerations</p> <p><b>Note.</b> You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <a href="https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098">https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098</a></p>	
<p><b><i>School Crisis Prevention and Intervention</i></b></p> <p><b>Read</b> all of Section 7: Final Considerations</p>	
<p><b>Online Resources</b></p> <ul style="list-style-type: none"><li>• <a href="#">PTSD: National Center for PTSD</a> from the U.S. Department of Veterans Affairs</li><li>• <a href="#">Psychological First Aid Online</a> training from the NCTSN Learning Center</li></ul>	
<p><b>NASP Online</b></p> <p><a href="#">PREPaRE Training Curriculum</a></p>	

## Assignments

Discussion: Prevention & Intervention Models	7.1, 7.2, 7.3, 7.4
<p><b>Complete</b> the <a href="#">Psychological First Aid Online</a> training from the NCTSN Learning Center.</p> <p><b>Respond</b> to the following prompts in the Prevention &amp; Intervention Models discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• How might Psychological First Aid be a useful tool in the educational environment?</li><li>• What kind of ethical and legal considerations should be considered when using this as a tool in schools?</li><li>• When would you use Psychological First Aid versus the PREPaRE model in schools?</li></ul>	



**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Vicarious Trauma**

7.1, 7.2, 7.3, 7.4

**Write** a two-to three-page paper reflection that describes how you would ethically address the issue of vicarious trauma with teachers and staff at your school site.

**Include** the concepts of compassion fatigue and secondary traumatic stress in your reflection.

**Submit** your reflections as a Word document by Sunday.

**[Week 8: Crisis Counseling Skills with Individuals & Groups](#)**

**[Learning Objectives](#)**

**8.65** Identify evidence-based techniques to use with individual and group crisis counseling.

CLO2, CLO4, CLO6

**8.66** Determine when to use specific skills for crisis counseling with individuals versus groups.

CLO2, CLO4, CLO6

**8.67** Identify legal and ethical considerations in crisis prevention and intervention.

CLO6

**[Activities and Resources](#)**

**Readings**

8.1, 8.2, 8.3

***Working with Grieving and Traumatized Children and Adolescents***

Ch. 7: Incorporating SITCAP in Schools and Community-Based Organizations

**Note.** You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1221571>

### ***Online Resources***

- [NEA's School Crisis Guide](#) from the National Education Association
- [Direct Crisis Support](#) from NASP Online

### ***YouTube***

**View** the following videos:

- [“Breathing techniques from Responding to Crisis in the Aftermath of Disasters–Adult”](#) [5:01].
- [“Breathing techniques from Responding to Crisis in the Aftermath of Disasters–Child”](#) [2:46].

## **Assignments**

### **Discussion: Interventions**

8.1, 8.2, 8.3

**Respond** to the following prompts in the Interventions discussion forum by Wednesday:

- What one legal or ethical consideration did you find important in addressing crisis prevention and intervention in the school environment? Why?
- What tasks and activities would be beneficial as post interventions with school personnel, students and families in the first few days and weeks after a crisis?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### **Assignment: Toolbox**

COURSE

**Compile** a toolbox of activities and materials that you can use as a reference when needed in a crisis response.

**Note.** This can include links to web resource, worksheets, scripts for mindfulness or guided visualizations, or a list of hands on tools such as pens, scissors, etc.

**Submit** your toolbox as a Word document by Sunday.

## Rubrics

### Discussion Rubric

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Initial Response to the Forum Topic</b> 2 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to Peer's Response to the Forum Topic</b> 1 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

### Assignment Rubric – 5 Points

	<b>Exceeds Requirements</b>	<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>
<b>Content</b> 2 points	The assignment exceeds expectations displaying an advanced level of knowledge and understanding.	The assignment includes all the required elements.	The assignment has at least five of the required elements.	The assignment has less than five of the required elements.
<b>Application</b> 2 points	The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice.	The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice.	The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research.	Student makes no connection between the research and his or her own educational practice.
<b>Format</b> 1 point	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.

**Assignment Rubric – 7 Points**

	<b>Exceeds Requirements</b>	<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>
<b>Content</b> 3 points	The assignment exceeds expectations displaying an advanced level of knowledge and understanding.	The assignment includes all the required elements.	The assignment has at least five of the required elements.	The assignment has less than five of the required elements.
<b>Application</b> 3 points	The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice.	The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice.	The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research.	Student makes no connection between the research and his or her own educational practice.
<b>Format</b> 1 point	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.

**Assignment Rubric – 10 Points**

	<b>Exceeds Requirements</b>	<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>
<b>Content</b> 4 points	The assignment exceeds expectations displaying an advanced level of knowledge and understanding.	The assignment includes all the required elements.	The assignment has at least five of the required elements.	The assignment has less than five of the required elements.
<b>Application</b> 4 points	The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice.	The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice.	The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research.	Student makes no connection between the research and his or her own educational practice.
<b>Format</b> 2 point	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.



## ***PPS72110B: Field Work / Internship***

<b>California School of Education (CSOE)</b>		<b>California Commission on Teacher Credentialing</b>		<b>Supporting Assessment</b>
<b>Course Learning Outcomes (CLO)</b>	<b>Conceptual Framework</b>	<b>Generic</b>	<b>School Counseling Credential Specialization</b>	<b>Assessment Title</b>
<b>CLO1:</b> Define for clarity, the role and function of the school counselor.	Application	Standard 1 & 13	Standard 17 & 18	Week 1 & 4 Discussion Scenarios Evaluation Forms 1 and 2
<b>CLO2:</b> Demonstrate knowledge of public school guidelines, organization and operation.	Engagement	Standard 6 & 13	Standard 28	Week 2, 3, 4, 5, 6 & 7 Discussion Scenarios Evaluation Forms 1 and 2
<b>CLO3:</b> Evaluate assessment information on an independent or group basis.	Engagement	Standard 4 & 15	Standard 19 & 24	Week 3, 6 & 7 Discussion Scenarios Evaluation Forms 1 and 2
<b>CLO4:</b> Determine the need for direct and indirect intervention and prevention skills in one or more of the following areas: academics, behavior, crisis management, group and individual counseling and guidance.	Leadership	Standard 5 & 7	Standard 19, 20 & 26	Week 2, 3, 5, 6 & 8 Discussion Scenarios Evaluation Forms 1 and 2
<b>CLO5:</b> Interpret ethical and state and federal legal considerations in the professional practice of school counseling.	Dedication	Standard 6	Standard 17 & 18	Week 1, 2, 3, 4, 5, 6 & 7 Discussion Scenarios Evaluation Forms 1 and 2
<b>CLO6:</b> Apply socio-cultural competence skills in communicating with students, parents, teachers and administration with regard to academic requirements for individuals or groups.	Application	Standard 3, 8 & 14	Standard 21 & 27	Week 2, 3, 5, 6 & 7 Discussion Scenarios Evaluation Forms 1 and 2

## Week 1: Professional Development of the School Counselor

### Learning Objectives

1.77	Interpret the major benchmarks in the ongoing development of school guidance and counseling as a profession.	CLO1, CLO2
1.78	Determine the need for professional growth opportunities in keeping up with major aspects of the profession.	CLO1, CLO2, CLO5

### Activities and Resources

<b>Readings</b>	1.1, 1.2
<b>Review</b> the following: <ul style="list-style-type: none"><li>Alliant International University School Counselor Handbook</li><li>University Procedures and Expectations</li></ul>	
<b>Refer</b> to the materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Professional Growth</b>	1.1, 1.2
<b>Consider</b> the following: <p><i>According to the American School Counselor Association (ASCA) depth and breadth of tasks assigned to school counselors often make it particularly important to engage in professional development to keep themselves apprised of current standards and practices in their field. However, the importance of professional development cannot be overemphasized, especially in a field as vital as education. Only by continually availing oneself with the latest research, techniques and knowledge in the profession can school counselors hope to stay effective in their career (ASCA). Daily, school counselors are expected to respond to a variety of tasks and fill various roles within the school environment. They are also expected to be advocates for students, engage in individual and small-group counseling, large-group academic and social/behavioral</i></p>	

*guidance, consult with staff and agencies of all kinds, and coordinate services within and outside the school setting. Therefore, need for continued professional growth through workshops, seminars and other professional growth opportunities is augmented by a trend in the profession toward educational accountability for services and contributions, as well as the demand for evidence that school counseling services meet specific standards for professional practice.*

**Respond** to the following prompt in the Professional Growth discussion forum by Wednesday: What two different ways do school counselors in your school or district maintain their professional growth, develop new skills, and prevent burnout?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 2: Student Diversity within the School](#)

### Learning Objectives

2.74 Determine legally and ethically responsible methods to work with a diverse group of students and staff within your school district.	CLO2
2.75 Apply communication skills necessary to cultivate relationships with diverse students, teachers and peers.	CLO6
2.76 Determine effective methods to create and maintain a school climate that welcomes and appreciates the strengths and gifts of students with diverse individual, life, and family experiences.	CLO2, CLO4, CLO6

### Activities and Resources

<b>Readings</b>	
<b>Explore</b> the following:	



[Supporting LGBTQ Youth](#) from the American School Counselor Association.

**Read** the following:

American School Counselor Association. (2016). [The School Counselor and LGBTQ Youth](#). Alexandria, VA.

Henry, H. L. & Grubbs, L. (2016). [Best Practices for School Counselors Working with Transgender Students](#). Vistas Online, ACA Knowledge Center: The American Counseling Association.

**Refer** to the other materials listed in the Required Course Materials section as needed.

## Assignments

### **Discussion: Working with LGBTQ Youth**

2.1, 2.2, 2.3

**Consider** the following:

*The American School Counselor Association (ASCA) National Standards for Personal/Social development guide school counseling programs to provide the foundation for personal and social growth as students' progress through school and into adulthood:*

*Standard A: Students will acquire the knowledge, attitudes and inter- personal skills to help them understand and respect self and others.*

*ASCA suggests the following learning goals when working with LGBTQ youth:*

- *Understand the unique struggles of LGBTQ students and how to minimize these negative statistics.*
- *Learn free useful resources school counselors can use to create needed change in school, including free staff development opportunities.*
- *Feel empowered and supported to become visible and strong LGBTQ allies and how to support LGBT students and save lives.*

**Select** one of the learning goals from above.

**Respond** to the following prompts in the Working with LGBTQ Youth discussion forum by Wednesday:

- How has your current fieldwork experience helped you develop the learning goal you selected?

- What methods have you developed for effectively working with LGBTQ youth?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### Assignment: School Counselor Site Supervisor Evaluation Form–First 300

N/A

**Complete** the School Counselor Site Supervisor Evaluation Form for the *first 300 hours* of fieldwork experience. This form can be found in the School Counselor Handbook or obtained from the Program Director/Coordinator from your home campus. Home campuses include San Francisco, Sacramento, Fresno, Los Angeles, or San Diego.

**Submit** the completed form by Sunday.

## [Week 3: Academic Consultation & Collaboration](#)

### [Learning Objectives](#)

**3.79** Apply individual academic counseling to various academic tutorial systems for diverse students with educational needs.

CLO3, CLO4

**3.80** Identify district computer systems to assist students with academic issues related to their schedules and programming.

CLO3, CLO4

**3.81** Determine where adjustments are needed in the academic program to best fit the needs of students based on the National Standards for school counselors.

CLO1, CLO2, CLO4, CLO6

### [Activities and Resources](#)

#### Readings

**Refer** to the other materials listed in the Required Course Materials section as needed.

**Read** the following:

California Department of Education Counseling, Student Support, and Service-Learning Office. (2007). [California Results-Based School Counseling and Student Support Guidelines](#). Learning Support and Partnerships Division: Sacramento, CA.

### Assignments

#### **Discussion: Documentation**

3.1, 3.2, 3.3

**Consider** the following:

*According to the American School Counselor Association (ASCA) program evaluations are essential for any guidance and counseling programs within the school system. These evaluations often provide valuable information on the effectiveness of a program and what a counselor needs to do in order to make adjustments and improvements to these programs as it becomes necessary. When beginning an evaluation, the counselor should compile various forms of documentation about the program or potential program. This will include curriculum guides, unit lesson plans, attendance reports, student demographics and the school's master schedule for the counseling programs. These kinds of information will help give the counselor a picture of the school's current situation and provide information about things that are working well or not working so well. This will allow the counselor to determine if the guidance program, in this case one needed for attendance issues, is meeting or can meet the student's various needs.*

**Respond** to the following prompt in the Documentation discussion forum by Wednesday: What two ways or types of document has been useful for school counselors at your school or district, when evaluating or creating an effective action plan for students who might be struggling academically?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

## **Week 4: Professional Identity & Working with Others within the Schools**

### Learning Objectives

<b>4.72</b> Determine the expectations, schedules and function of a school counselor within a school district.	CLO1, CLO2
<b>4.73</b> Interpret California Education Code provisions and state and federal laws affecting school counselors and their workload.	CLO1, CLO5, CLO6
<b>4.74</b> Analyze professional feedback on performance from supervisors and co-workers and respond constructively to suggestions for improvement and growth.	CLO1, CLO5, CLO6

### Activities and Resources

<b>Readings</b>	4.1, 4.2, 4.3
<b>Refer</b> to the other materials listed in the Required Course Materials section as needed.	
<b>Read</b> the following:	
Stone, C. (2017). <a href="#">Appropriate vs. Inappropriate Duties</a> . ASCA School Counselor Blog: Alexandria, VA.	

### Assignments

<b>Discussion: Boundaries</b>	4.1, 4.2, 4.3
<b>Consider</b> the following:	
<i>According the American School Counselor Association (ASCA) 'role conflict' for school counselors often refers to unrealistic demands on them. This often occurs when counselors do not establish appropriate boundaries between themselves and the students. In addition, unestablished boundaries with teachers can also lead to unrealistic expectations of the counselor. Role conflict can then lead to counselor burnout because the counselor tries to help everyone. On the other hand, role ambiguity occurs when an individual is unclear about his or her role within an occupation. Role mutations occur when counselors serve in roles not intended for those in the counseling profession, which often leads to inconsistent counseling practices and programs. School counselors must be clear on the expectations and responsibilities of the school counselor to provide effective programs for students avoid role conflict problems within the school setting.</i>	

**Respond** to the following prompts in the Boundaries discussion forum by Wednesday: How have school counselors in your school or district established appropriate boundaries between themselves, teachers, administrators and their students?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 5: Counseling Strategies and Pupil Supports](#)

### Learning Objectives

<b>5.69</b>	Interpret code of ethics related to conducting individual and/or group counseling sessions with diverse populations.	CLO4
<b>5.70</b>	Determine effective individual or group counseling procedures and responsibilities for diverse students exhibiting social or behavioral needs.	CLO5, CLO6
<b>5.71</b>	Determine appropriate support systems for students exhibiting academic as well as social or peer-related challenges within the school setting.	CLO1, CLO2, CLO5, CLO6

### Activities and Resources

<b>Readings</b>	5.1, 5.2, 5.3
Refer to the other materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Counseling Session Preparation</b>	5.1, 5.2, 5.3
<b>Consider</b> the following:	

*The use of groups by the school counselor is one of the most effective intervention strategies available for dealing with problems among adolescents. The key to working with small groups is a well-trained counselor who possesses good leadership skills. Prior to the first group session, it is often useful for the school counselor to meet individually with each student who will be participating. This meeting can help the counselor and student identify and clarify basic goals in becoming part of the group as well as determining possible intervention and appropriate strategic tasks for 'solution-focused counseling.' During this first meeting, school counselors may often need to implement a technique of 'reframing' when discussing an issue with the student and review rules prior to the student entering the group counseling session(s).*

**Respond** to the following prompts in the Counseling Session Preparation discussion forum by Wednesday:

- Why is it useful to reframe a question or issue with a student?
- What are the necessary “ground rules” that need to be established in a group counseling session?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## [Week 6: School-Wide Academic Support Systems for Students](#)

### Learning Objectives

6.70 Explain how student study teams or academic advisement meetings are conducted and managed.	CLO3, CLO4, CLO5
6.71 Determine individual academic-related services needed for students with special or academic needs.	CLO2, CLO4, CLO5, CLO6
6.72 Determine effective methods for working with parents, school specialists and community-based resources to refer students to appropriate state and federal intervention systems.	CLO2, CLO3, CLO6

### Activities and Resources

<b>Readings</b>	6.1, 6.2, 6.3
Refer to the other materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Parental Involvement</b>	6.1, 6.2, 6.3
<p><b>Consider</b> the following:</p> <p><i>Research supports what educators have long understood: parent involvement is an important factor in student achievement. Parents who have a high level of commitment to their children, set high standards, maintain a stable home environment, support achievement and become upset when grades are low, suggest that academic achievement brings honor to the family, and monitor their students' progress continuously have children who do better in school."</i></p> <p><i>(Brown, D. Proven strategies for improving learning and academic achievement). Greensboro, NC: CAPS Publications, 1999)</i></p> <p><b>Respond</b> to the following prompts in the Parental Involvement discussion forum by Wednesday: What ways could you help parents of students with learning challenges or special needs become more involved with the academic and social growth of their child? Identify at least two.</p> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

## Week 7: Program Development Assessment & Evaluation

### Learning Objectives

<b>7.71</b> Determine effective methods to analyze data and teacher feedback for individual or program development and improvement.	CLO3, CLO6
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<b>7.72</b> Explain structured and responsive services that meet identified needs of individuals or groups of students regarding academic and career choices.	CLO3, CLO6
<b>7.73</b> Interprets application and admission processes for various post-secondary institutions to assist students with graduation requirements and transition issues.	CLO2, CLO3, CLO4, CLO6

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3
Refer to the other materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Exiting High School</b>	7.1, 7.2, 7.3
<p><b>Consider</b> the following:</p> <p><i>It is beneficial for school counselors to closely monitor and assess the learning environment and progress for students. This is considered a fluid process as assessments, goal monitoring, intervention modification, and encouragement will ensure that students are progressing at a comfortable and successful rate. This process also allows the school counselor to update and to modify goals, possible areas of deficit, and various target dates, particularly when helping high school seniors prepare for graduation and beyond.</i></p> <p><b>Respond</b> to the following prompts in the Exiting High School discussion forum by Wednesday: What two other valuable purposes are there for closely monitoring and assessing students' overall progress so that they are adequately prepared for exiting the high school setting?</p> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	



## Week 8: Student Advocacy & Safety Procedures

### Learning Objectives

<b>8.68</b> Explain policies and procedures related to school safety and violence prevention.	CLO1, CLO2, CLO4, CLO6
<b>8.69</b> Determine techniques to help students explore and acquire attitudes and interpersonal skills for personal safety.	CLO2, CLO4, CLO6
<b>8.70</b> Interpret the effective implementation for individuals or groups for conflict management, problem-solving and peace keeping.	CLO2, CLO4, CLO6

### Activities and Resources

<b>Readings</b>	8.1, 8.2, 8.3
Refer to the other materials listed in the Required Course Materials section as needed.	

### Assignments

<b>Discussion: Bullying</b>	8.1, 8.2, 8.3
<p><b>Consider</b> the following:</p> <p><i>'Whole school' anti-bullying programs have reported impressive, lasting effects. Creating an atmosphere of zero tolerance both for bullying and for standing by during violent acts. This is accomplished through many 'consciousness-raising' tactics, involving parents, teachers, administrators and, of course students.</i></p> <p><b>Respond</b> to the following prompts in the Bullying discussion forum by Wednesday: What three components have you discovered in your school or district that have been important when developing a program to reduce or eliminate bullying?</p>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: School Counselor Site Supervisor Evaluation Form–Second 300**

N/A

**Complete** the School Counselor Site Supervisor Evaluation Form for the *second 300 hours* of fieldwork experience. This form can be found in the School Counselor Handbook or obtained from the Program Director/Coordinator from your home campus. Home campuses include San Francisco, Sacramento, Fresno, Los Angeles, or San Diego.

**Submit** the completed form by Sunday.

**Note.** You will receive a grade of In Progress for this course until the evaluation form for the second 300 hours of field work has been submitted.

**Faculty Note:** Send an email to the Program Director or Coordinator of each campus if any student receives an incomplete for this course. Inform students that if forms are submitted after the course closes they will need to email them to you directly. Forms that are submitted after the course closes should be emailed directly to you. Once you receive the form submit a Grade Change form to the Registrar.

## PPS72400: Advanced Counseling / Therapeutic Techniques

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
<b>CLO1:</b> Analyze counseling theories and related techniques for use in an educational counseling environment.	Engagement	Standards 3 & 6	Standards 1 & 25	Standard 17	Week 2 Assignment
<b>CLO2:</b> Relate normal and abnormal behavior along human growth and development across the lifespan.	Engagement	Standards 2, 3, 4, & 5	Standards 21, 25, & 26	Standards 21 & 25	Week 1 Discussion
<b>CLO3:</b> Analyze the principles of the diagnosis process, including assessment and differential diagnosis.	Application	Standards 2, 3, & 4	Standard 21	Standards 19 & 22	Week 2 Assignment
<b>CLO4:</b> Determine the role of multicultural counseling techniques in an educational counseling environment.	Engagement	Standards 3, 6, 7, 10, & 14	Standards 21, 23, 25, 26, & 27	Standards 19 & 20	Week 8 Discussion
<b>CLO5:</b> Evaluate the appropriate use of assessment for treatment and placement within the continuum of care for various populations.	Application	Standards 2, 3, 10, & 13	Standard 21	Standards 22 & 24	Week 6 Assignment

### Week 1: Human Development & Counseling

#### Learning Objectives

<b>1.79</b> Identify the key components of human development across ages.	CLO2
<b>1.80</b> Analyze how cognitive and social emotional development impacts mental health and behavior.	CLO2
<b>1.81</b> Analyze how various theories of human development can assist in counseling assessment and intervention.	CLO2, CLO3, CLO5

## Activities and Resources

Readings	
<p><b><i>Alliant Library</i></b></p> <p>Capuzzi, D., &amp; Stauffer, M. D. (Eds.). (2016). <a href="#">Human growth and development across the lifespan: Applications for counselors</a>. ProQuest Ebook Central.</p> <ul style="list-style-type: none"><li>• Ch. 1: Human Development: Counseling the Ever-Changing Person in Context</li><li>• Ch. 8: Early Childhood: Emotional and Social Development</li><li>• Ch. 10: Middle Childhood: Emotional and Social Development</li><li>• Ch. 12: Adolescence: Emotional and Social Development</li></ul>	
<p><b><i>Online Resources</i></b></p> <p><a href="#">Effects of Poverty, Hunger and Homelessness on Children and Youth</a> from the American Psychological Association.</p> <p><b>View</b> the following videos from YouTube:</p> <ul style="list-style-type: none"><li>• <a href="#">“How does 'toxic stress' of poverty hurt the developing brain?”</a> [9:36].</li><li>• <a href="#">“How childhood trauma affects health across a lifetime   Nadine Burke Harris”</a> [16:02].</li></ul>	

## Assignments

Discussion: Disruption in Development	1.1, 1.2
<p><b>Respond</b> to the following prompt in the Disruption in Development discussion forum by Wednesday: How might disruption in development, such as poverty, abuse, or neglect impact a child and adolescent’s behavior? Mental health?</p>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Discussion: Counseling Assessment & Intervention**

1.1, 1.3

**Respond** to the following prompt in the Counseling Assessment & Intervention discussion forum by Friday: How might different developmental levels impact how you approach students or clients in your mental health practice?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**[Week 2: Choosing Counseling Theories for Targeted Counseling](#)**

**Learning Objectives**

**2.77** Determine the most appropriate counseling theory to use in specific counseling client cases.

CLO1, CLO3

**2.78** Explain Cognitive Behavioral Therapy in counseling.

CLO1, CLO3

**2.79** Explain Family Systems Theory in counseling.

CLO1, CLO3

**2.80** Explain Behavioral Theory in counseling.

CLO1, CLO3

**2.81** Explain solution-focused therapy in counseling.

CLO1, CLO3

**Activities and Resources**

**Readings**

2.1, 2.2, 2.3, 2.4, 2.5

***Counseling and Psychotherapy Theories in Context and Practice***

- Ch. 7:
- Ch. 8:
- Ch. 12:

### **Alliant Library**

Prout, H. T., & Fedewa, A. L. (2015). [Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings: theory and practice for school and clinical settings](#). ProQuest Ebook Central.

- Ch. 5:
- Ch. 8:
- Ch. 9:

### **Alliant Library**

Hackney, H., & ERIC Clearinghouse on Counseling and Personnel Services, A. A. M. (1992). [Differentiating between Counseling Theory and Process](#). *ERIC Digest*.

## Assignments

<b>Discussion: Counseling Theory</b>	2.2, 2.3, 2.4, 2.5
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**Respond** to the following prompt in the Counseling Theory discussion forum by Wednesday: How can the various counseling theories be used in collaboration with clients?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

<b>Assignment: Counseling Scenario</b>	2.1
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**Consider** the following scenario:

*Jamie is a 12-year-old girl who has been referred to you due to anxiety and inattention. She has great difficulty focusing in class and home reports indicated that she often has panic attacks at night before bed. She reports that she is starting to feel like the panic attacks will happen at school and her anxiety is becoming more of a problem each day. Teachers indicated that her grades have recently slipped, and she often is out of class due to anxiety. Jamie has friends and often uses them as a support network but has minimal alternatives for coping strategies. She does not have any formal diagnoses and has not seen a therapist or counselor in the past.*

**Write** a one-to two-page paper describing how you would approach counseling this student:

- What theory would you use?
- Why did you choose that theory?

**Submit** your paper as a Word document by Sunday.

## [Week 3: Theories & Techniques in Early & Elementary Education](#)

### Learning Objectives

<b>3.82</b> Determine effective techniques specific to externalizing behaviors.	CLO1, CLO2
<b>3.83</b> Determine effective techniques specific to internalizing behaviors.	CLO1, CLO2
<b>3.84</b> Analyze factors associated with counseling and special education in elementary education.	CLO1, CLO2, CLO5

### Activities and Resources

Readings	3.1, 3.2, 3.3
<b>Alliant Library</b>	
Schultz, B. K. (2015). <a href="#">A practical guide to implementing school-based interventions for adolescents with ADHD</a> . Springer.	
Ch. 3: Counseling Adolescents with ADHD	

Alfano, C. A., & Beidel, D. C. (Eds.). (2014). [Comprehensive evidence based interventions for children and adolescents](#). ProQuest Ebook Central.

- Ch. 7: Anxiety Disorders in Adolescents
- Ch. 9: Depressive Disorders in Children

**Online Resource**

Hamilton, N. J. & Astramovich, R. L. (2014). [Counseling Children with ADHD: Three Focus Areas for Professional Counselors](#). VISTAS Online.

**Assignments**

**Discussion: Counseling a Student or Client with ADHD**

3.3

**Respond** to the following prompt in the Counseling a Student or Client with ADHD discussion forum by Wednesday: What approaches would you consider when counseling with a student or client with ADHD?

**Provide** justification for your response by referencing our readings or other reliable sources.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Specific Counseling Technique**

3.1, 3.2, 3.3

**Create** a three-to four-minute video where you demonstrate a specific counseling technique for the following areas:

- Externalizing behavior such as anger or physical aggression
- Internalizing behavior such as anxiety or depression

**Include** the following information in your video:



- Description of the technique
  - The theory that supports the technique
  - How the technique is helpful for the targeted issue
  - Model the use of the technique
- Submit** a link to your video by Sunday.

## [Week 4: Theories & Techniques in Secondary Education](#)

### Learning Objectives

<b>4.75</b> Determine effective techniques specific to secondary education for externalizing behaviors.	CLO1, CLO2
<b>4.76</b> Determine effective techniques specific to secondary education for internalizing behaviors.	CLO1, CLO2
<b>4.77</b> Interpret factors associated with counseling and special education in secondary education.	CLO1, CLO2, CLO5

### Activities and Resources

<b>Readings</b>	4.1, 4.2, 4.3
<p><b>Alliant Library</b></p> <p>Herman, K. C., Reinke, W. M., Frey, A., &amp; Shepard, S. (2013). <a href="#">Motivational interviewing in schools: Strategies for engaging parents, teachers, and students</a>. ProQuest Ebook Central.</p> <ul style="list-style-type: none"> <li>• Ch. 1: Background and Rationale</li> <li>• Ch. 2: Getting Your Foot in the Door: The Context of Motivation</li> <li>• Ch. 3: Motivational Interviewing Principles and Strategies</li> <li>• Ch. 6: Motivational Interviewing with Students</li> </ul> <p>Alfano, C. A., &amp; Beidel, D. C. (Eds.). (2014). <a href="#">Comprehensive evidence based interventions for children and adolescents</a>. ProQuest Ebook Central.</p>	

- Ch. 8: Anxiety Disorders in Adolescents
- Ch. 10: Depressive Disorders in Adolescents

**View** the following videos from Psychotherapy.net:

- [“Group Counseling with Adolescents: A Multicultural Approach”](#) [6:25:02].
- [“Motivational Interviewing with Adolescents: Core Concepts”](#) {2:56:39}.

**Note.** If the direct links to the videos do not work, navigate to the Alliant Library and search for the video using the title. You will want the resource that takes you to Psychotherapy.net.

## Assignments

### **Discussion: Motivational Interviewing**

4.1, 4.2, 4.3

**Respond** to the following prompts in the Motivational Interviewing discussion forum by Wednesday:

- How might you adapt motivational interviewing with students that have been diagnosed or are eligible for special education under the category of Autism?
- What factors might you need to consider when using this technique?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### **Assignment: School Counseling Lesson Plan**

4.1, 4.2, 4.3

**Review** the ASCA standards for Mindsets and Behaviors for Student Success:

American School Counselor Association (2014). Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student. Alexandria, VA: Author.

**Develop** a lesson plan for a small group of high school students with the focus on understanding and managing anxiety using the ASCA standards.

**Use** the School Counseling Lesson Plan template.

**Submit** your template by Sunday.

## [Week 5: Using Techniques with Specific Populations](#)

### Learning Objectives

5.72 Analyze the effective application of evidence-based interventions for various behaviors and disorders.

CLO1, CLO4

### Activities and Resources

#### Readings

5.1

#### *Counseling and Psychotherapy Theories in Context and Practice*

Ch. 10:

#### *Alliant Library*

Alfano, C. A., & Beidel, D. C. (Eds.). (2014). [Comprehensive evidence based interventions for children and adolescents](#). ProQuest Ebook Central.

- Ch. 12: Evidence-Based Treatment of Attention-Deficit/Hyperactivity Disorder in Children and Adolescents
- Ch. 13: Treatment of Conduct Problems and Disruptive Behavior Disorders
- Ch. 14: Autism Spectrum Disorders

Rotheram-Fuller E., Hodas R. (2015) [Using CBT to Assist Children with Autism Spectrum Disorders/Pervasive Developmental Disorders in the School Setting](#). In: Flanagan R., Allen K., Levine E. (eds) Cognitive and Behavioral Interventions in the Schools. Springer, New York, NY.

#### *Online Resources*

- [Behavioral Treatment for Kids With Anxiety](#) from Child Mind Institute.
- [Resources for Clinicians for the Treatment of Depression in Children & Adolescents](#) from the American Psychological Association.

Novotney, A. (2019). [Better ways to combat anxiety in youth](#). *Monitor on Psychology*, 50(11), 20.

Neubacjer, K. (2015). [Evidence-Based and Evidence-Informed Psychological Treatments for Childhood Disorders](#). *Dartmouth Trauma Interventions Research Center*.

PracticeWise. (2020). [Evidence-Based Child and Adolescent Psychosocial Interventions](#). *American Academy of Pediatrics*.

## Assignments

### **Discussion: Cognitive Behavioral Therapy**

5.1

**Respond** to the following prompts in the Cognitive Behavioral Therapy discussion forum by Wednesday: How might Cognitive Behavioral Therapy (CBT) address the needs of a child with Autism?

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### **Assignment: Techniques with Specific Populations**

5.1

**Create** an infographic, poster, or brochure about the factors you should consider when choosing a technique or approach for each of the following:

- ADHD
- Autism
- Anxiety
- Depression

**Use** an online tool such as Canva, or another tool you are familiar with, to create your infographic or poster.

**Submit** a link to your infographic or poster by Sunday.

## Week 6: Developing Appropriate Treatment Plans

### Learning Objectives

6.73 Identify the elements of an effective treatment plan.	CLO1, CLO3, CLO5
6.74 Analyze different ways to incorporate techniques into treatment.	CLO1, CLO3, CLO5

### Activities and Resources

Readings	
<p><b>Alliant Library</b></p> <p>Jongsma, A. E. J., Peterson, L. M., McInnis, W. P., &amp; Bruce, T. J. (2014). <a href="#">The child psychotherapy treatment planner: Includes dsm-5 updates</a>. ProQuest Ebook Central.</p> <p><b>Review</b> the book as needed.</p> <p><b>View</b> the “<a href="#">Evidence-Based Treatment Planning for General Anxiety Disorder</a>” video [1:07:06] from Psychotherapy.net:</p> <p><b>Note.</b> If the direct link to the video does not work, navigate to the Alliant Library and search for the video using the title. You will want the resource that takes you to Psychotherapy.net.</p>	
<p>Online Resources</p> <p>Bartholomew, N. G., Dansereau, D. F., &amp; Simpson, D. D. (2007). <a href="#">Mapping Your Treatment Plan: A Collaborative Approach</a>. TCU Institute of Behavioral Research.</p> <p>Ackerman, C. E. (2021). <a href="#">Mental Health Treatment Plans: Templates, Goals, &amp; Objectives</a>. PositivePsychology.com.</p>	

### Assignments

<b>Discussion: Treatment Plan Elements</b>	6.1
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**Respond** to the following prompts in the Treatment Plan Elements discussion forum by Wednesday: What are the most important elements to include in a treatment plan for children and teens?

**Provide** justification for your response by referencing our readings or other reliable sources.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Treatment Plan

6.2

**Develop** a written treatment plan, using the Treatment Plan template, for an elementary and secondary age student with a specific targeted mental health issue such as Anxiety, ADHD, Social Skills, or Depression.

**Include** the following:

- Name and description of student or client
- Identifying features of the problem including diagnostic features and severity - diagnosis
- Long term goal
- Short term objectives paired with treatment interventions

**Submit** your completed Treatment Plan by Sunday.

## [Week 7: Using the Expressive Arts in Counseling](#)

### [Learning Objectives](#)

**7.74** Identify the various types of expressive therapies.

CLO1, CLO5

**7.75** Analyze various ways to utilize expressive therapies with different populations.

CLO1, CLO5

## Activities and Resources

Readings	7.1, 7.2
<p><b>Alliant Library</b></p> <p>Kaduson, H., &amp; Schaefer, C. (2010). <a href="#">101 favorite play therapy techniques</a>. ProQuest Ebook Central.</p> <p>Section 7: Other</p> <p>Oster, G. D., &amp; Gould, C. P. (2004). <a href="#">Using drawings in assessment and therapy: A guide for mental health professionals</a>. ProQuest Ebook Central.</p> <ul style="list-style-type: none"><li>• Ch. 1: Clinical Uses of Drawings</li><li>• Ch. 4: Using Drawings During Individual Psychotherapy</li></ul>	

## Assignments

Discussion: Expressive Therapies	7.1
<p><b>Respond</b> to the following prompts in the Expressive Therapies discussion forum by Wednesday: Which expressive therapies would best fit with the population you work with regularly?</p> <p><b>Provide</b> justification for your response by referencing our readings or other reliable sources.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Assignment: Expressive Arts in Counseling	7.2
<p><b>Create</b> an infographic, poster, or brochure about one expressive therapy you would consider for each of the following:</p> <ul style="list-style-type: none"><li>• ADHD</li></ul>	

- Autism
- Anxiety
- Depression

**Use** an online tool such as Canva, or another tool you are familiar with, to create your infographic or poster.

**Submit** a link to your infographic or poster by Sunday.

## **Week 8: Restorative Practices**

### Learning Objectives

- |  |      |
|--|------|
| <b>8.71</b> Explain the rationale behind the theory of restorative practices.                            | CLO1 |
| <b>8.72</b> Analyze the connection between restorative practices and counseling theories and techniques. | CLO1 |
| <b>8.73</b> Analyze the impact of restorative practices on ethnically diverse populations.               | CLO4 |

### Activities and Resources

#### **Readings**

8.1, 8.2, 8.3

#### **Online Resources**

[Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools](#) from Schott Foundation for Public Education.

[Restorative Practice Resource Project: Tools and Successful Practices for Restorative Schools Supporting Student Achievement and Well Being](#) from the International Institute for Restorative Practices.

Miguel, C. & Gargano, J. (2017). [Moving Beyond Retribution: Alternatives to Punishment in a Society Dominated by the School-to-Prison Pipeline](#). *Humanities*, April. Retrieved from FixSchoolDiscipline.org.

**Explore** the following webpages:



- [Restorative Practices: A Guide for Educators](#) from Schott Foundation for Public Education.
- [What is Restorative Practices?](#) From the International Institute for Restorative Practices.

## Assignments

<b>Discussion: Restorative Practice not Justice</b>	8.3
<p><b>Respond</b> to the following prompts in the Restorative Practice not Justice discussion forum by Wednesday: Based on what you know about multicultural counseling techniques, why might some families take issue with the term 'restorative justice' but not 'restorative practice'?</p> <p><b>Provide</b> justification for your response by referencing our readings or other reliable sources.</p> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Assignment: Restorative Practices</b>	8.1, 8.2
<p><b>Create</b> a 7-to 10-minute video about the theory of restorative practices and counseling theories and techniques that support restorative practices:</p> <p><b>Address</b> the following in your video:</p> <ul style="list-style-type: none"><li>• What counseling techniques are used in restorative practices?</li><li>• In your opinion, what counseling theory does restorative practices align with?</li><li>• What prep work would you need to do with the participants before engaging them in a restorative conversation?</li></ul> <p><b>Include</b> a reference slide at the end of your video.</p> <p><b>Submit</b> a link to your video by Sunday.</p>	

**Rubrics**

**Discussion Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 75%</b>	<b>Approaches Requirements 68%</b>	<b>Below Requirements 35%</b>
<b>Initial Response to the Forum Topic</b> 30 points	Topic is addressed thoughtfully, supported by citations in APA format to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to Peer’s Response to the Forum Topic</b> 20 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

**Assignment Rubric–Generic**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 10 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 40 points	Demonstrates an above average level of knowledge of the connection between research and practice. Explicit details are stated with corresponding citations.	Knowledge of the connection between research and practice is proficient. Specific details are stated with general citations.	Knowledge of the connection between research and practice is not yet proficient. General details are stated with some citations.	Knowledge of the connection between research and practice is introductory. Vague details are stated with no connections to citations.
<b>Format</b> 25 points	Format, citations, and references are consistent with APA style guidelines. There are no errors made. Follows proper structure, grammar, and spelling. Little to no errors throughout the work product.	Format, citations, and references are consistent with APA style guidelines. There are little, to no errors made. Follows proper structure, grammar, and spelling. Few errors are shown.	Format, citations, and references are consistent with APA style guidelines; however, there are a few errors. Contains a few errors in structure, grammar, and spelling.	Minimal sources used and inconsistently follows APA style guidelines required by the college. Follows some proper structure, grammar, and spelling but contains enough errors to distract.