# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

Teacher’s, families and staff seek consultation from counselors and psychologists on various issues pertaining to students and children. The objective of this course is to provide you with an overview of the issues inherent in the provision of culturally informed community and school based services in urban centers to culturally and ethnically diverse children, adolescents, and their families. You will become familiar with regular and special education programs along with community based services and interventions in such a way that enhances family and school communication and supports cultural competency.

# Professional Standards Alignment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** |
| **CLO1**: 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 |
| **CLO2**: 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 |
| **CLO3**: 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 |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Expected In-class (Online) and Preparation Time per Week

|  |  |  |
| --- | --- | --- |
| **Weeks** | **In-Class (Online) Time**  (Discussions, interactions, delivering presentations, viewing lectures, exams) | **Preparation Time**  (reading, major assignments, homework) |
| Week 1 | 3 hours | 8 hours |
| Week 2 | 6 hours | 11 hours |
| Week 3 | 6 hours | 11 hours |
| Week 4 | 6 hours | 11 hours |
| Week 5 | 6 hours | 11 hours |
| Week 6 | 6 hours | 11 hours |
| Week 7 | 6 hours | 11 hours |
| Week 8 | 6 hours | 14 hours |

**Note**. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

* Online time: (15 x 3 of units) / 8 of weeks
* Preparation time: (30 x 3 of units) / 8 of weeks

# Required Course Materials

DeWitt, P. (2012). *Dignity for all: Safeguarding LGBT students*. Thousand Oaks, CA: Corwin.

ISBN: 978-1452205908

Garbarino, J. (2004). *See Jane hit: Why girls are growing more violent and what we can do about it*. New York, NY: Penguin Group.

ISBN: 978-1101097625

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Foundations of Individual, Family, Community & Agency Supports–Risk & Protective Factors 16](#_Toc490821439)

[Week 2: Special Needs–Early Identification & Systems of Support for Children & Families 19](#_Toc490821440)

[Week 3: Children & the Legal System–Social Services, Foster Care & Out of Home Placements 22](#_Toc490821441)

[Week 4: Juvenile Delinquency & Probation 26](#_Toc490821442)

[Week 5: Children and the Healthcare System 29](#_Toc490821443)

[Week 6: School and Educational Supports & Services 33](#_Toc490821444)

[Week 7: Transitional Services & Supports 37](#_Toc490821445)

[Week 8: Family & Community Resources & Supports 40](#_Toc490821446)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 30 |
| Papers | 15 |
| Investigative Papers | 30 |
| Presentation | 5 |
| Resource Wiki | 20 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Conditions of Children |  | Discussion | 3 |
|  | Assignment: Reflection Paper–Childhood Experiences |  | Papers | 5 |
| **Week 2** | |  |  |  |
|  | Discussion: Falling through the Cracks |  | Discussion | 4 |
|  | Assignment: Child Rearing Paper |  | Papers | 5 |
|  | Assignment: Resource Wiki–Early Childhood Resources |  | Resource Wiki | 3 |
| **Week 3** | |  |  |  |
|  | Discussion: Child Abuse Report |  | Discussion | 4 |
|  | Assignment: Investigative Paper #1 |  | Investigative Papers | 6 |
|  | Assignment: Resource Wiki–Social Service/Foster Care |  | Resource Wiki | 3 |
| **Week 4** | |  |  |  |
|  | Discussion: Juvenile Incarceration |  | Discussion | 4 |
|  | Assignment: Processing in the Juvenile Justice System Paper |  | Papers | 5 |
|  | Assignment: Resource Wiki– Juvenile Delinquency |  | Resource Wiki | 3 |
| **Week 5** | |  |  |  |
|  | Discussion: Multiple Disabilities |  | Discussion | 4 |
|  | Assignment: Investigative Paper #2 |  | Investigative Papers | 6 |
|  | Assignment: Resource Wiki–Healthcare |  | Resource Wiki | 3 |
| **Week 6** | |  |  |  |
|  | Discussion: Treatment Center |  | Discussion | 4 |
|  | Assignment: Investigative Paper #3 |  | Investigative Papers | 6 |
|  | Assignment: Resource Wiki– School and Education |  | Resource Wiki | 3 |
| **Week 7** | |  |  |  |
|  | Discussion: Important Skills |  | Discussion | 4 |
|  | Assignment: Investigative Paper #4 |  | Investigative Papers | 6 |
|  | Assignment: Resource Wiki– Transitional Services |  | Resource Wiki | 3 |
| **Week 8** | |  |  |  |
|  | Discussion: Parenting Qualities |  | Discussion | 2 |
|  | Assignment: Parenting Class Presentation |  | Presentation | 5 |
|  | Assignment: Investigative Paper #5 |  | Investigative Papers | 6 |
|  | Assignment: Resource Wiki– Family and Community |  | Resource Wiki | 3 |
| **Total Points** | |  |  | **100** |

Week 1: Foundations of Individual, Family, Community & Agency Supports–Risk & Protective Factors

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the numerous early risk and protective factors that can influence and impact a child’s growth and development. | CLO2 |
| * 1. Explain how the educational system and various agencies and support services interact and collaborate to support children and their families. | CLO1, CLO3 |
| * 1. Analyze local, national, and global statistics regarding the current conditions of children in areas that have significant impact on their future outcomes. | CLO2 |
| * 1. 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. Interpret important factors in your life that has shaped or influenced your development professionally and personally. | CLO2 |

# Activities and Resources

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| **Readings** | 1.1, 1.2, 1.3, 1.4, 1.5 |
| ***Search Institute***   * “[Don’t Forget the Families](http://www.search-institute.org/research/developmental-relationships/families)” from Search Institute’s Newest Study of Developmental Relationships * “[40 Developmental Assets for Adolescents](http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18)” | |
| ***Online Resources***   * [Early Development and School Readiness from the Perspective of Addressing Barriers to Learning](http://smhp.psych.ucla.edu/pdfdocs/briefs/earlydevbrief.pdf) from the Center for Mental Health in Schools at UCLA. * [Risk & Protective Factors](http://youth.gov/youth-topics/juvenile-justice/risk-and-protective-factors) from Youth.gov * [Maslow's Hierarchy of Needs](https://www.simplypsychology.org/maslow.html) by Sean McLeod from Simple Psychology   **Review** the following helpful websites on research and data in education:   * [National Center for Education Statistics](https://nces.ed.gov/) from the Institute of Education Sciences * [The Condition of Education](https://nces.ed.gov/programs/coe/) from the National Center for Education Statistics * [Healthy Schools Campaign](https://healthyschoolscampaign.org/) * [U.S. Government Accountability Office](http://www.gao.gov/) * [National Dropout Prevention Center/Network](http://dropoutprevention.org/) * [Federal Interagency Forum on Child and Family Statistics](https://www.childstats.gov/) * [America’s Children: Key National Indicators of Well-Being, 2017](https://www.childstats.gov/americaschildren/) from the Federal Interagency Forum on Child and Family Statistics * [Databank Indicators](https://www.childtrends.org/databank-indicators/databank-by-life-stage/) from Child Trends * [United States Census Bureau](https://www.census.gov/) * [Indicators of School Crime and Safety](https://nces.ed.gov/programs/crimeindicators/) from the National Center for Education Statistics * [Child Welfare Information Gateway](https://www.childwelfare.gov/) | |
| ***Videos***   * “[InBrief: What is Resilience?](https://www.youtube.com/watch?v=cqO7YoMsccU)” [2:22] from the Center on the Developing Child at Harvard University from YouTube. * “[InBrief: How Resilience is Built](https://www.youtube.com/watch?v=xSf7pRpOgu8)” [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

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| **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 s 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](http://www.risemodel.com/), 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!’ | |

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| **Assignment: Reflection Paper–Childhood Experiences** | 1.5 |
| **Explore** the [ACES Too High](https://acestoohigh.com/about/) website.  **Complete** the [Got Your ACE Score?](https://acestoohigh.com/got-your-ace-score/) questionnaire to calculate your personal ACE score.  **Review** the “[40 Developmental Assets for Adolescents](http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18)” 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

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| * 1. Determine the importance of early intervention and identification to the academic success of children and their families. | CLO1 |
| * 1. Explain the role of the school psychologist in the search and serve process. | CLO1 |
| * 1. Describe supports, services and interventions that are available at the early stages of development to assist children and families in need. | CLO1 |
| * 1. 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

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| **Readings** |  |
| ***Online Resources***  **Review** 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:   * [Regional Center of Orange County](http://www.rcocdd.com/) * State of California [Department of Developmental Services](http://www.dds.ca.gov/) * [California Children’s Services](http://www.dhcs.ca.gov/services/ccs/Pages/default.aspx) from the California Department of Health Care Services * [Help Me Grow National Center](https://helpmegrownational.org/) * [Bridges Maternal Child Health Network](http://www.hasc.org/bridges-for-newborns) from the Hospital Association of Southern California * [Healthy Start](https://mchb.hrsa.gov/maternal-child-health-initiatives/healthy-start) from the Health Resources & Services Administration * [National Head Start Association](http://www.nhsa.org/) * [First 5 California](http://www.ccfc.ca.gov/) from the State of California * [Center on the Developing Child](http://developingchild.harvard.edu/) from Harvard University   **Read** the following article:  Center on the Developing Child at Harvard University (2010). [*The Foundations of Lifelong Health Are Built in Early Childhood*](http://developingchild.harvard.edu/wp-content/uploads/2010/05/Foundations-of-Lifelong-Health.pdf). http://www.developingchild.harvard.edu | |
| ***Videos***   * “[InBreif: Early Childhood Mental Health](https://youtu.be/L41k2p-YRCs?list=PLuKMerO1zya_3krFpcOKgaeB2_2zQgYua)” [5:06] from the Center on the Developing Child at Harvard University from YouTube. * “[InBreif: Early Childhood Program Effectiveness](https://youtu.be/_BgtFYEC1Yk?list=PLuKMerO1zya_3krFpcOKgaeB2_2zQgYua)” [4:56] from the Center on the Developing Child at Harvard University from YouTube. * “[What is Head Start](https://youtu.be/nNFL4dlXtoQ)” [3:01” from YouTube. * “[Giving traumatized kids a head start in healing](http://www.pbs.org/newshour/videos/#109618)” [6:49] from PBS News Hour. | |

# Assignments

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| **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](http://www.risemodel.com/), 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!’ | |

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| **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. | |

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| **Assignment: Resource Wiki–Early Childhood Resources** | 2.3, 2.4 |
| **Review** the Resource Wiki page for this course.  **Select** 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.  **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 3: Children & the Legal System–Social Services, Foster Care & Out of Home Placements

Learning Objectives

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| --- | --- |
| * 1. Explain the role of the school psychologist in mandated reporting status of various types of child abuse. | CLO3 |
| * 1. Determine what interventions and supports are available to children and families when a Child Abuse Report and subsequent investigation is made. | CLO2, CLO3 |
| * 1. 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

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| **Readings** |  |
| ***Online Resources***   * An NEA Policy Brief: [Wraparound Services](https://www.nea.org/assets/docs/Wraparound-Services-05142013.pdf) from the National Education Association. * Lahey, J. (2016). [The Failing First Line of Defense](https://www.theatlantic.com/education/archive/2016/10/the-failing-first-line-of-defense/504485/). 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](http://safe-families.org/) * [Court Appointed Special Advocates for Children](http://www.casaforchildren.org/site/c.mtJSJ7MPIsE/b.5301295/k.BE9A/Home.htm) * [Preservation Reunification Networking](http://www.prnforfamilies.com/) * [Boys Town](http://www.boystown.org/Pages/default.aspx) * [Aspen Education Group](http://aspeneducation.crchealth.com/) * [Crittenton Centers](http://www.crittentoncenters.org/) * [Community Service Programs Inc.](https://www.cspinc.org/) * [Olive Crest](https://www.olivecrest.org/) * [Child Abuse Education & Prevention Resources](https://www.childhelp.org/story-resource-center/child-abuse-education-prevention-resources/) from Childhelp * [Child Welfare Information Gateway](https://www.childwelfare.gov/topics/preventing/) from the Children’s Bureau * [Online Schools](http://www.onlineschools.org/) * [Massachusetts Advocates for Children](http://massadvocates.org/tlpi/) * [Compassionate Schools: The Heart of Learning and Teaching](http://k12.wa.us/CompassionateSchools/default.aspx) from the Office of Superintendent of Public Instruction State of Washington * [Trauma Smart](https://www.saintlukeshealthsystem.org/trauma-smart) by the Crittenton Children’s Center from Saint Luke’s | |
| ***Videos***   * “[InBrief: The Science of Neglect](https://youtu.be/bF3j5UVCSCA?list=PLuKMerO1zya_3krFpcOKgaeB2_2zQgYua)” [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](https://futureswithoutviolencewebinars.adobeconnect.com/p7lr2hd2gvoy/?proto=true)” 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

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| --- | --- |
| **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](http://www.risemodel.com/), 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!’ | |

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| **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. | |

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| **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

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| --- | --- |
| * 1. Explain the educational impact, legal process and path children go through when they enter the juvenile court system. | CLO2 |
| * 1. Describe the supports and resources available to children and families involved with the Juvenile Justice System. | CLO1 |
| * 1. Analyze the interventions, resources, and supports available for children who commit crimes and turn violent. | CLO2 |
| * 1. 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

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| --- | --- |
| **Readings** | 4.1, 4.2, 4.3, 4.4 |
| ***See Jane Hit***  **Read** the entire book. | |
| ***Online Resources***   * Tsui, A. (2017). [*How Brain Science is Changing How Long Teens Spend in Prison*](http://www.pbs.org/wgbh/frontline/article/how-brain-science-is-changing-how-long-teens-spend-in-prison/). PBS Frontline: Columbia Journalism School Fellowships. * [Educational Pathways for Youth Transitioning from Juvenile Justice Facilities](https://www2.ed.gov/students/prep/juvenile-justice-transition/pathways-transitioning-justice-facilities.pdf) from the U.S. Department of Education. * [AB-2306 Juvenile course school pupils](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2306) 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](https://www.ncmhjj.com/) * [Office of Juvenile Justice and Delinquency Prevention](https://www.ojjdp.gov/) from the U.S. Department of Justice Office of Justice Programs * [California Youth Services](http://www.calyouthservices.org/) * [Youth Justice](https://www.vera.org/centers/center-on-youth-justice?gclid=EAIaIQobChMIzf215M-11QIVhRuBCh0WGA6PEAMYAiAAEgI45PD_BwE) from the Vera Institute of Justice | |
| ***Videos***   * “[Second Chance Kids](http://www.pbs.org/wgbh/frontline/film/second-chance-kids/)” [54:45] from PBS Frontline. * “[When Kids Get Life](http://www.pbs.org/wgbh/frontline/film/whenkidsgetlife/)” [1:24:53] from PBS Frontline. | |

# Assignments

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| --- | --- |
| **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](http://www.risemodel.com/), 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!’ | |

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| **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](http://crossroads.soceco.uci.edu/home.asp) website.  **View** the following videos from YouTube:   * “[Arrested Development: Adolescent Development & Juvenile Justice | Elizabeth Cauffman | TEDxUCIrvine](https://youtu.be/wUa0bIqZ0XU)” [12:01]. * “[Elizabeth Cauffman on Juvenile Justice - UC Irvine](https://youtu.be/vNYX_ZsCut4)” [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. | |

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| **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

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| --- | --- |
| * 1. Explain the various medical and mental health supports available to children and families locally, state and nationally. | CLO1 |
| * 1. 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 |
| * 1. 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 |
| * 1. 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

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| **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](https://www.samhsa.gov/about-us) * [Phoenix House](file:///C:\Users\rgriffiths\Downloads\phoenixhouse.org) * [Didi Hirsch Mental Health Services](http://didihirsch.org/) * [Susan Samueli Center for Integrative Medicine](http://www.sscim.uci.edu/) at the University of California, Irvine. * [Twin Town Treatment Centers](https://twintowntreatmentcenters.com/) * [National Institute of Child Health and Human Development](https://www.nichd.nih.gov/Pages/index.aspx) * [National Suicide Prevention Lifeline](https://suicidepreventionlifeline.org/) * [My3](http://my3app.org/) * [Planned Parenthood](https://www.plannedparenthood.org/) * [Crisis Text Line](https://www.crisistextline.org/) * [National Alliance on Mental Illness](https://www.nami.org/) * [Touchstone Recovery Center](http://www.touchstonerecoverycenter.com/) * [Center for Discovery](http://centerfordiscovery.com/) * [Alcoholics Anonymous](file:///C:\Users\rgriffiths\Downloads\Alcoholics%20Anonymous) * [Pacific Hills Treatment Centers](http://www.pachills.com/) * [Anxiety and Depression Association of America](https://adaa.org/) * [The Child Anxiety Network](http://www.childanxiety.net/) * [International OCD Foundation](https://iocdf.org/) * [Sidran Institute](https://www.sidran.org/) * [American Society for Deaf Children](http://deafchildren.org/) * [American Speech-Language-Hearing Association](http://www.asha.org/public/hearing/Hearing-Loss-Organizations-and-Associations/) * [National Organization on Fetal Alcohol Syndrome](http://nofas.org/) * [National Organization for Rare Disorders](https://rarediseases.org/) * [FRAXA Research Foundation](https://www.fraxa.org/) * [Down Syndrome: Health Issues](http://ds-health.com/) * [Suicide Awareness Voices of Education](https://save.org/) * [Tourette Syndrome Plus](http://www.tourettesyndrome.net/) * [Brian Injury Association of America](http://www.biausa.org/) * [The Dana Foundation](http://dana.org/) * [WebMD](http://www.webmd.com/) | |
| ***YouTube Videos***  “[InBrief: Early Childhood Mental Health](https://youtu.be/L41k2p-YRCs)” [5:06] from the Center on the Developing Child at Harvard University.  “[Welcome to Holland read by Renay Jones](https://youtu.be/KvCJZw8Ymxk)” by Emily Pearl Kingsley [3:45]. | |
| ***Online Resource***  Kingsley, E. P. (1987). [*Welcome to Holland*](http://www.dsasc.ca/uploads/8/5/3/9/8539131/welcome_to_holland.pdf). Emily Perl Kingsley. | |

# Assignments

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| **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](http://www.risemodel.com/), 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!’ | |

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| **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. | |

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| **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

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| --- | --- |
| * 1. Explain the various continuum of School and Educational Supports and Services available to children and families. | CLO1 |
| * 1. Analyze the role of the school psychologist in making decisions regarding school supports and placements for students requiring more restrictive educational settings. | CLO3 |
| * 1. Determine the role of the school psychologist to support the families in the home as part of the educational process. | CLO3 |
| * 1. Determine residential treatment center placement requirements and the variety of options available. | CLO1 |

# Activities and Resources

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| **Readings** |  |
| **Review** 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:   * [Peer Assistance & Leadership](http://palusa.org/) * [Help for Brain Injured Children](http://www.hbic.org/hbic/) (HBIC) * [Friday Night Live](http://fridaynightlive.org/) * [Sunburst Youth Academy](http://sunburstyouthacademy.com/) * [D.A.R.E.](http://www.dare.com/) * [Aspen Education Group](http://aspeneducation.crchealth.com/) * [Red Rock Canyon School](http://www.rrrtc.com/) * [Monarch Center for Autism](http://www.monarchcenterforautism.org/) * [Vista Del Mar](https://www.vistadelmar.org/) * [Oak Grove Center](http://oakgrovecenter.org/) * [Copper Hills Youth Center](http://copperhillsyouthcenter.com/) * [New Haven Youth and Family Services](http://newhavenyfs.org/) * [Cinnamon Hills Youth Crisis Center](http://www.cinnamonhills.org/) * [Logan River Academy](http://loganriver.com/) * [Hoagies’ Gifted Education Page](http://www.hoagiesgifted.org/) * [U.S. Department of Education](https://www.ed.gov/) | |

# Assignments

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| **Discussion: Treatment Center** | 6.1, 6.2, 6.3, 6.4 |
| **Respond** to the following prompts in the Treatment Center discussion forum by Wednesday:   * Is there a line drawn between the educational system and the family system? Provide rationale for your position. * 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?   **Reply** to a classmate’s post, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), 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!’ | |

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| **Assignment: Investigative Paper #3** | 5.1 |
| **Write** a 2-page investigative paper on a resource related to the School and Education 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 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. | |

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| **Assignment: Resource Wiki–** **School and Education** | 5.1 |
| **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

Learning Objectives

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| * 1. Determine the variety of transitional services available to students entering adulthood and students from the delinquency or social services system. | CLO1 |
| * 1. Determine the role of the school psychologist in assisting both general and special education students transitioning to adulthood. | CLO3 |
| * 1. Interpret graduation requirements and legal statutes that protect high risk students. | CLO3 |

# Activities and Resources

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| **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](http://www.dor.ca.gov/) * [Job Corps](https://www.jobcorps.gov/) * [Coastline Regional Occupational Program](http://www.coastlinerop.net/) * [Guardian Scholars](http://www.guardianscholars.com/) * [California Conservation Corps](http://www.ccc.ca.gov/Pages/default.aspx) * [Peace Corps](https://www.peacecorps.gov/) * [U.S. Army](https://www.goarmy.com/) * [U.S. Marine Corp](https://www.marines.com/) * [United States Army National Guard](https://www.nationalguard.com/) * [U.S. Air Force](https://www.airforce.com/) * [Navy Recruiting Command](https://www.navy.com/) * [Monster Worldwide](https://www.monster.com/) * [Quick Find On-line Clearinghouse](http://smhp.psych.ucla.edu/qf/transitiontocollege.htm) * [College Internship Program](http://cipworldwide.org/) | |

# Assignments

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| **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](http://www.risemodel.com/), 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!’ | |

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| **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. | |

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| **Assignment: Resource Wiki–Transitional Services** | 7.1 |
| **Review** the Resource Wiki page for this course.  **Select** 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.  **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 8: Family & Community Resources & Supports

Learning Objectives

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| * 1. Explain the variety of community, volunteer, nonprofit, or faith based supports that are available to families and parents. |  |
| * 1. Identify various parenting training and support programs. |  |

# Activities and Resources

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| **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](http://www.parentcenterhub.org/ew) * [Fristers](https://fristers.org/) * [Twin Town Treatment Centers](https://twintowntreatmentcenters.com/) * [Planned Parenthood](https://www.plannedparenthood.org/) * [Family Assistance Ministries](https://www.family-assistance.org/) * [The LGBT Center OC](http://www.lgbtcenteroc.org/) * [LD Online](http://www.ldonline.org/) * [GLSEN](https://www.glsen.org/) * [Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)](http://www.chadd.org/) * [Talk About Curing Autism](https://www.tacanow.org/) * [Autism Society](http://www.autism-society.org/) * [BP Kids](http://www.bpkids.org/) * [Girls Inc.](http://www.girlsinc.org/) * [FosterClub](https://www.fosterclub.com/) * [A.D.D. Warehouse](http://addwarehouse.com/shopsite_sc/store/html/index.html) * [Schwab Learning](http://www.schwablearning.org/) * [NLDline](http://nldline.com/) * [Selective Mutism Association](https://www.selectivemutism.org/) * [National Institute on Drug Abuse](https://www.drugabuse.gov/) * [Positive Parenting](http://positiveparenting.com/) * [Welcoming Schools](http://www.welcomingschools.org/resources/books/) * [Raising My Rainbow](https://raisingmyrainbow.com/) * [Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT)](http://www.ala.org/rt/glbtrt/) | |

# Assignments

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| **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](http://www.risemodel.com/), 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!’ | |

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| **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. | |

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| **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. | |

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| **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. | |

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