

**Psychology 6130:
EVIDENCE-BASED PRACTICE: SCHOOL INTERVENTIONS
Fall 2016**

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Meeting Time & Place: Thursdays, 4:30 – 7:00 PM
Northfront Business Resource Center, DATC, Kaysville

Required Texts: Merrell, K. W. (2008). *Helping Students Overcome Depression and Anxiety: A Practical Guide (2nd ed.)*. New York: Guilford Press.

Peacock, G. & Collett, B. R. (2009). *Collaborative Home/School Interventions: Evidence-Based Solutions for Emotional, Behavioral, and Academic Problems*. New York: Guilford Press.

Walker, H. M. & Gresham, F. M. (2014). *Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders: Applications in Schools*. New York: Guilford Press.

Additional Readings: I will provide you with additional readings to supplement content areas not adequately covered in the texts. These readings will address critical issues pertinent to school counseling and will be available through Canvas.

COURSE DESCRIPTION

This course will focus primarily on evidence-based intervention methods for common emotional and behavioral problems of elementary and secondary school-age children. The course will begin by exploring issues relevant to establishing evidence-based methods. The remainder of the course will focus on how to develop and implement

evidence-based treatments for students presenting emotional and behavioral disorders. Additionally, the course will include a brief orientation to Section 504 and the Individuals with Disabilities Education Act and the role school counselors play in the processes. In each section, defining features of disorders will be reviewed briefly; however, students are expected to have adequate background knowledge of these disorders through previous abnormal psychology courses.

This class will be taught partially in a lecture format; however, it is expected that a significant portion of the class will be discussion-based and experiential in nature. Students are invited and expected to be full participants in these discussions/learning experiences. Failure to participate will be reflected in your grade.

COURSE OBJECTIVES

Course objectives will closely parallel the relevant Standards for Utah School Counselor Programs. Based on these standards, students will:

1. Gain familiarity with the history of psychological interventions for children and adolescents.
2. Gain familiarity with research in psychological interventions and how empirical support for treatments is generated and determined.
3. Demonstrate an understanding of behavioral and cognitive behavioral assessment techniques that can be used in both the initial evaluation of a child or adolescent and in the evaluation of the effectiveness of the treatment plan.
4. Demonstrate an understanding of the special needs that impact the development and functioning of students (e.g., abuse, violence, ADHD, childhood depression, eating disorders, and suicide).
5. Gain an understanding of effective treatments (including how to develop and implement these treatments) for anxiety disorders (e.g., OCD; phobias).
6. Gain an understanding of effective treatments (including how to develop and implement these treatments) for social problems.
7. Gain an understanding of effective treatments (including how to develop and implement these treatments) for depression.
8. Gain an understanding of effective treatments (including how to develop and implement these treatments) for eating disorders.
9. Gain an understanding of effective treatments (including how to develop and implement these treatments) for abuse/trauma.
10. Gain an understanding of effective treatments (including how to develop and implement these treatments) for attention-deficit/hyperactivity disorder.
11. Gain an understanding of effective treatments (including how to develop and implement these treatments) for disruptive behavior disorders.

12. Gain an understanding of effective interventions (including how to develop and implement these interventions) for autism spectrum disorders.
13. Gain an understanding of effective treatments (including how to develop and implement these treatments) for deliberate self-harm and suicide.
14. Demonstrate familiarity with various classroom management techniques suitable for elementary and secondary school-age children.
15. Demonstrate familiarity with complimentary interventions for childhood and adolescent disorders, including psychopharmacological treatments.
16. Gain familiarity with Section 504 and the Individuals with Disabilities Education Act (IDEA) (including the referral and eligibility process and common roles school counselors may play).
17. Understand legal and ethical considerations in providing treatment for children and adolescents with psychological disorders.

COURSE REQUIREMENTS

1. Students are expected to attend class, read the assigned readings, and should be prepared to discuss issues related to the readings (and to respond to polls). Students will be formally evaluated on these expectations through weekly attendance and through reading analysis papers (approx. 2 pages in length) written throughout the semester. Further details will be provided about the requirements of the reading analysis papers, including an assignment sheet outlining the specific requirements of these papers. Attendance means remaining in class for the duration of the class period—i.e., leaving early without prior arrangements may result in the loss of all participation points available for that class period; any exceptions to this rule will be made on a case-by-case basis at the sole discretion of the instructor. Participation will be evaluated through sharing of “lingering questions” written by students as part of the Reading Analysis Papers (see assignment sheet for details). Please be sure to bring your textbook(s) used for the assigned readings that week. Often they will contain questions/procedures that may be used during class exercises.
2. Students are required to write a brief (3 – 4 page) paper outlining a treatment plan that could be implemented with an elementary or secondary school-age child. Further details will be provided, including an assignment sheet outlining the specific requirements of this project.
3. Students are required to engage in a behavior change project to change one self-chosen behavior utilizing interventions discussed in class. Further details will be provided, including an assignment sheet outlining the specific requirements of this project.

4. The final exam will be taken via Canvas. It will include short essay questions derived from information in the readings and lectures. The final exam will also include comprehensive short essay questions tying together key concepts from the entire course.

CANVAS <https://usu.instructure.com/login>)

This course will be organized and executed primarily via Canvas. All announcements, assignments, supplemental readings, lecture handouts, and grade information will be accessible through Canvas. Canvas resources will be available to you on the login page. For assistance, contact the University IT Service Desk (phone: 1-877-878-8325, email: servicedesk@usu.edu, website: <http://it.usu.edu/>).

ACCOMMODATIONS

Students qualify for accommodation services through the Academic Resource Center. The mission of the Academic Resource Center is to provide and promote services to enhance the learning skills, study strategies, and personal attitudes that influence students' academic success. If you would like more information contact the Academic Resource Center at 797-1128. Students with documented disabilities who need specific accommodations to successfully access the class should contact the instructor during the first week of class to ensure all arrangements for such.

STUDENT RIGHTS

Your rights as a student are listed and described in The Code of Policies and Procedures for Students at Utah State University. I will do all that I can to ensure that your rights will be guaranteed, maintained, and respected in the class. If, however, you feel that your rights have been violated, you are encouraged to pursue due process as outlined in The Code of Policies and Procedures for Students at Utah State University. This may be accessed at http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf. I would strongly encourage any student with a question or concern to speak with me before the problem becomes more than can be successfully managed within the class.

GRADING

The grade you receive in this course will be determined by the number of points you have accumulated at the end of the semester.

Assignment	Due Date*	Possible Points	Points Earned
Reading Analysis 1		25	
Reading Analysis 2		25	
Reading Analysis 3		25	
Behavior Change Sections 1 – 2	Oct. 9, 2017	75	
Class Case Presentation 1		25	
Class Case Presentation 2		25	

Behavior Change Section 3	Oct. 30, 2017	60	
Behavior Change Sections 4 – 5	Nov. 27, 2017	65	
Treatment Plan Paper	Dec. 3, 2017	100	Note: Sunday
Final Exam	Dec. 14, 2017	100	
Class Participation**		50	

Total		575	
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*Each assignment is due by 11:59 pm on the due date.

**Missed classes will result in a loss of participation points, unless there are extenuating circumstances and the absence is discussed in advance with the instructor. Students who miss multiple classes without prior approval risk losing all the participation points for the semester.

Course grade will be as follows (your points earned/575):

Letter Grade	Total Points	Percentage
A	534	93.0 – 100%
A-	515	90.0 – 92.9%
B+	498	87.0 – 89.9%
B	475	83.0 – 86.9%
B-	458	80.0 – 82.9%
C+	441	77.0 – 79.9%
C	418	73.0 – 76.9%
C-	400	70.0 – 72.9%
D+	383	67.0 – 69.9%
D	353	60.0 – 64.9%
F	<335	<60%

Students who are close to the cut-points for a higher grade will be evaluated on a case-by-case basis. In order to be eligible for grade advancement, the student must be within 0.5% of a higher grade (i.e., In order to move from an A- to an A, a student must have a total percentage of 92.5% or greater), must have satisfactorily completed all assignments, must have missed no more than one class session, and must have completed all exams.

LATE ASSIGNMENTS AND MAKE-UPS

Students must complete all class assignments on the day and time specified to receive full credit; exceptions will be given only in the case of USU-approved absences, legitimate emergencies (e.g., having a baby), or significant illness (e.g., hospitalization or highly contagious disease). You will be required to produce documentation prior to obtaining an extension. All late assignments will receive an automatic reduction of 15% per 24-hours late; this deduction will occur for each 24-hour late period regardless of the amount of time the assignment is submitted late (i.e., your score will be reduced by 15% for being 1 sec. through 23 hrs., 59 mins., 59 secs. late and 30% for the next 24-hour period).

INCOMPLETE GRADES

Incomplete grades will not be granted to a student to avoid a failing grade or to give more time to complete the course unless extenuating circumstances beyond the control of the student warrant special consideration. Such considerations will only be made on an individual basis and only if the student has given the instructor adequate time to make a decision. Final decision of incomplete grade will be determined by the instructor and will require a written contract signed by both the student and the instructor.

ACADEMIC HONESTY

Plagiarizing, cheating or violating other reasonable standards of academic behavior will not be tolerated. Any student who engages in academically dishonest behavior will receive an "F" for the course grade. All incidents of cheating will be reported for university-level disciplinary proceedings, the results of which may include probation, suspension, expulsion, the assignment of HV (honors violation) to the student's permanent transcript, etc. See section V1-1 of the Code of Policies and Procedures for Students at USU: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf.

Reading Schedule

DATE	TOPIC	ASSIGNMENTS
Aug. 31	Introduction to the Course, Empirically-Based Practice	Syllabus & Assignment Sheets; Walker, chs. 1 & 2; Peacock, ch. 2;
Sept. 7	Problem-Solving Model	Peacock, Ch. 3; additional reading TBD
Sept. 14	Review of Basic Behavior Terminology/Guidelines, Externalizing Problems in the School Environment (e.g., ADHD, ODD, and CD)	Handout 1; Young (handout) Smith, Barkley, & Shapiro, (focus on pp. 95 – 120)
Sept, 21	Interventions for Externalizing Behavior Problems	Walker, chs. 15, 16, & 17; Peacock, ch. 4; Young (handout)
Sept. 28	School-Based Interventions for Externalizing Behavior Problems	Bowen, Jenson, & Clark ch. 5 (handout); McMahon, Wells, & Kotler (handout; focus primarily on 189 – 202, then 178 – 189);
Oct. 5	School-wide Positive Behavioral Interventions / Supports (PBIS) & Effective Classroom Management	Walker, ch..25; Young (handouts)
Oct. 12	Collaboration	Peacock, ch. 1; Walker, ch. 21
Oct. 19	Anxiety & OCD	Merrell, chs. 1, 2, 4, 0 & 10; Peacock, ch. 5 (except 131 – 138); Walker, ch. 18
Oct. 26	Depression & Mood Disorders	Merrell, chs. 1, 2, 4, 5, 6, 7, & 8; Peacock, ch. 5 (focus on 131 – 138)
Nov. 2	Eating Disorders	Terre, et al (handout)
Nov. 9	Autism Spectrum Disorders	multiple resources (see folder labeled <i>Autism</i>)
Nov. 16	Section 504 and the Individuals with Disabilities Education Act	Walker, chs. 4 & 6
Nov. 23	No class—Happy Thanksgiving	
Nov. 30	Self-Harm, Suicidal & Parasuicidal Behavior	Baumann (handout), Utah Suicide Prevention Manual (handout)
Dec. 7	Abuse & Neglect	Azar & Wolfe (handout); Wolfe (handout)

**Please note: the instructor reserves the right to modify all dates for assignments, exams, and readings. Modifications to the schedule will be announced in class and via CANVAS at least one week prior to the change. Students will be responsible to know of such changes by attending class or checking Canvas.*