INSTRUCTOR: Dr. Jessica Koltz, Ph.D., NCC, NCSC, LSC, ACMHC
Instructor and Graduate Program Director

To communicate with Dr. Koltz, please use:
1. Canvas Inbox
2. Jessica.Koltz@usu.edu
3. Office phone: 435-797-1250

Dr. Koltz’s office hours: 3-5pm Tuesdays, 4-5pm Fridays (Schedule via Canvas or Calendly)

TEACHING ASSISTANT: Meghan Campbell, M.Ed. LSC
Practicing School Counselor

To communicate with Meghan, please use:
1. Canvas Inbox
2. MegBCampbell@gmail.com
3. Phone: 435-659-1835

Meg’s office hours: 9-10am Mondays, 1-2pm Tuesdays (Schedule via Canvas, call or text)

**Be advised the instructor and/or TA will make every effort to respond to communication ASAP. It may take up to 48 hours for a response. Please plan accordingly.

MEETING TIME & PLACE: May 12th – June 23rd, 2022, on Thursdays: 4:30 – 10:00 PM at the Kaysville Extension Center (in-person)

Class lecture lengths may vary. Each evening will begin with your group collaboration time for 30-minutes, followed by an experiential activity, then lecture, allowing the remaining time to be left for group and individual activities and discussion. There will be considerable independent and group work involved and you will be provided time to begin on it each week at the end of class.

The class is offered in-person with a Zoom option for necessary accommodations via Canvas. Zoom accommodations must be made at least 1-week prior to the expected class you will be missing.
Reminder: there are only 7-weeks of class meetings. Your attendance and participation are pertinent to your success in this course.

REQUIRED TEXT:
Title: Clinical Interventions for Counseling Children and Adolescents: A Toolbox for School-Based Therapists and School Counselors
Author: Chandler Cox
ISBN: 9781981855926
Publisher: CreateSpace Independent Publishing Platform
Publication Date: January 18, 2018

Auto Access eBook (Free and integrated into Canvas under Bookshelf Tab):
Title: The School Counselor’s Guide to Multi-Tiered Systems of Support, 1st Edition
Author: Goodman-Scott
ISBN: 9781351385619
Publisher: VS/Taylor & Francis

This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. To access the materials, visit the Canvas course site. For more details, including dates, deadlines, and opt-out info, visit your Bookshelf in Canvas.

RECOMMENDED READINGS

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. This course includes a range of school and clinical approaches used by school counselors to help 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. 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 and partially in experimental and discussion formats. The course combines theory and research findings with practical application of techniques so that students can develop a wide range of knowledge and skills for integration into their individual counseling model and professional situation. The goal is for each student to leave the course with a “toolbox” of interventions and materials they will use as a school counselor.

Students are expected to be full participants in course discussions and learning experiences. Failure to participate will be reflected in your grade.

COURSE ATTENDANCE
If you cannot attend a class session, arrangements cannot be made to make up any material missed during the class, except in what the university defines as “extenuating circumstances.” These circumstances lie outside the control of the student, e.g.: doctor-ordered absences, death in the immediate family, etc. If students miss class, the consequence will be a missed opportunity for learning as well as the absence having an impact on their grade if quizzes or assignments are missed.

Vacations, attendance at weddings (except your own, for your children and those of siblings) are NOT acceptable absences. Please see the University’s website relating to the excused absence policy.

Unexcused absences, where the student is requesting to participate virtually for non-Covid, family emergency, or other reasons not identified in the university’s excused absence policy above, will not exceed 20% (or 1 class) over the summer semester. If participation via Zoom has been communicated with instructor and TA, and approval was given, that will not fall under this absence.

Students missing classes for an unexcused absence will also be accountable for writing a 2-PAGE double-spaced or a one-page single-spaced reflection in APA 7th edition format on the readings and missed class presentation topics for that class meeting time. Students are responsible for watching the recording of the class presentation that is missed and turning in the reflection no later than 4pm of their next class meeting along with any additional assignments or quizzes due that day.

Participation and attendance are key to supporting your journey in your learning experience this semester so when students are not ill, it is imperative to be engaged in class discussions and collaborating with your instructor and group to learn all you can.

DISABILITY RESOURCE CENTER (DRC) STUDENT ACCOMMODATIONS
In cooperation with the Disability Resource Center (DRC), reasonable accommodations will be provided for qualified students with disabilities. Please inform the instructor prior to the first
week of class as to arrangements for necessary accommodations. Alternative format print materials (large print, audio, CD, or Braille) will be available through the Disability Resource Center, if requested and as appropriate. The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

_Academic Standards Subcommittee Agenda, January 13, 2022 (usu.edu)_

**IDEA LEARNING OBJECTIVES**

There are thirteen possible learning objectives listed within the end of the semester IDEA university learning objective course evaluation, not all of which will be relevant in this class. At the end of the semester, you will be asked to rate all objectives, but the following three are those that I would like you as a learner and school counselor in training to make more progress in throughout the semester:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Acquiring skills in working with others as a member of a team

**COURSE OBJECTIVES**

Course objectives will closely parallel the relevant Standards for Utah School Counselor Programs. Based on these standards, students will gain knowledge of and/or practice with:

1. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.
2. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.
3. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
4. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.
5. Community resources and referral sources, professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
6. Interventions to promote academic and learning mindsets and competencies.
7. Techniques to support successful social and emotional development in school settings.
8. Mindsets and competencies to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
9. Techniques to support successful social and emotional development in school settings.
10. Strategies for implementing and coordinating peer intervention programs.
11. Help-seeking behaviors of diverse clients.
12. Essential interviewing, counseling, and case conceptualization skills.
13. Developmentally relevant counseling treatment or intervention plans.
15. Evidence-based counseling strategies and techniques for prevention and intervention.
16. Suicide prevention models and strategies.
17. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

**KNOWLEDGE AND SKILL OUTCOMES**

**Knowledge**
1. Understand the legal and ethical responsibilities of counseling with minors.
2. Understand the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues and factors of resiliency on student learning and development.
3. Understand the potential impact of crisis situations and the school emergency management plans and counselor responsibilities in dealing with these potential trauma causing events.
4. Know theory and process of counseling and wellness programs.
5. Know strategies for helping students identify strengths and cope with problems.
6. Understand the influence of how multiple factors affect student functioning.
7. Understand how school-community-family collaboration impacts student development and well-being.

**Skills**
1. Demonstrate self-awareness, sensitivity to others, and skills needed to relate to diverse individuals, groups, and classrooms.
2. Demonstrate sample counseling and classroom guidance skills.
3. Demonstrate the ability to use procedures for assessing and managing suicide risk.
4. Demonstrate the ability to recognize personal limitations and readiness to seek supervision.
5. Demonstrate multicultural competencies.

**COURSE REQUIREMENTS**
1. **Regular readings, attendance, preparation, and active participation (7 @ 20 points each = 140 points, 14% of grade)**
   Students are expected to attend class, read the assigned readings, participate in weekly discussions and experiential learning activities, and complete any assignments for the week.
   a. Students will be evaluated weekly by taking a brief survey of the material learned from the week prior to class dismissal, equating to some of your weekly participation points earned relating to readings, course materials, or assignments.
   b. In Canvas the modules are identified by week (1-7). The first day of class begins Week 1 and students are expected to complete the assignments and readings for Week 1 prior to the second week of class.
   c. Full, active, and knowledgeable participation in each class and all class activities that demonstrate integration of required materials prior to class are essential and will be evaluated as such. To receive full credit, you must come
to class understanding the materials and prepared to apply them and/or have specific questions ready to ask to achieve those levels of competence.

d. Specifically, you should be fully ready to discuss the following aspects of each reading or assignment scheduled for a given day:
   o How might the material in the chapter influence your understanding or actions in one of the three cases described in your paper, “My Preparation for Professional Growth”?
   o How do the readings match or differ from your personal life or practicum experiences?
   o What thoughts, questions, concerns are raised for you in these readings?

2. My Preparation for Professional Growth (90 points, 9% of grade – Draft due May 19th at beginning of class and final due Thursday, May 26th at the beginning of class)
   a. Develop a minimum 4–6-page max paper on your initial thoughts about child and adolescent counseling, your experience working with children, and what you would like to learn from this class. Support your ideas based on previous lectures from course work within the program, assigned readings/articles/chapters of books from previous classes, and your individual experiences.
   b. You should have at minimum 8 references cited in APA 7th edition (you can reference this webpage on how to cite: General Format // Purdue Writing Lab)
   c. Use the following headings in the paper:
      o Heading: Child and Adolescent Counseling
        • Questions: What is child and adolescent counseling and how is it different from counseling adults (over 18)?
      o Heading: Child and Adolescent Counselor
        • Questions: What are roles you have taken while interacting with children and adolescents in the past (e.g., teacher, parent, friend)? How are they different from being a child counselor (practicum/intern student and counselor)?
      o Heading: Counseling Process, Theory and Techniques
        • Questions: What is it about your counseling process, theory, and/or techniques that appears to be helpful with children and what of these do you most need or want to learn more about in this class?
      o Heading: Three Cases
        • Briefly describe three child cases that have been challenging to you. You may have seen them as a counselor, observer, friend, family member, or some other way. Avoid information that may
disclose the child’s identity and make some
descriptions up as necessary. Limit each case
description to 5-6 sentences.
** You will be making use of these cases
throughout the class. **

### Sample Case:
Mary is a Caucasian, female, kindergartener in a public school. Mary speaks in class
inappropriately and often throws temper tantrums when she does not get to go first. She is
very disruptive, does not follow directions, and is often uncooperative and contrary,
especially with her teacher. I tried to interact with Mary by using stories and toys that she
likes. She responded to me well and was willing to listen to what I said, but upon return to
class, her disruptive behaviors continued and, in some cases, got worse.

3. **Small Group Discussions (9 @ 20 points each = 180 points, 18% of grade)**
   Students are required to complete ALL six (6) required group case discussion questions
   and three (3) of the four elective case discussions.
   a. Each group case discussion has a specific case study and set of instructions
      related to the weekly topic.
   b. The process for the discussions is described fully in the Canvas module Before
      Class Starts > Step-by-Step Plan/Group Discussion Information.
   c. Each of the weekly group discussions are worth 20 points.
      o You will have 30-45 minutes at the beginning of class to
        complete these discussions prior to the lecture (~15 minutes
        for each if it is a week that you will be doing 2)
   d. The rubric for grading is posted in Canvas.
   e. The feedback you provide each other as part of the discussions will facilitate
      your final portfolio project being a useful tool which should include the
      following:
      o **Description of the problem** in behavioral/observable
        characteristics.
      o **Techniques/Interventions** (minimum 3-4) that have been
        shown to have success.
        • Procedures - Identify the procedure involved for
          the technique/intervention and its
          implementation.
        • Logic and research support for the
          technique/intervention (references).
        • Cautions for use of the technique/intervention.
      o **Practical resources** for use by counselors, parents,
        teachers, and children.

4. **Problem and Treatment aka, Behavior Change Project (270 points, 27% of grade)**
   ***May be done individually or in collaboration with another individual***
   Students are required to engage in a behavior change project to change one self-chosen
   behavior utilizing interventions discussed in class.
   a. This project has five (5) parts and full information is available in Canvas.
b. This project focuses on a specific problem experienced by children or adolescents in which counselors might be involved. The problem can be a common diagnostic disorder, a common social or school problem, or be like those in Appendices A & B of the text. Describe the nature of the problem and delineate specific procedures the counselor can use.

c. Each part is worth 10 points.
   - Parts 1 & 2 (target behavior definition and baseline data) are due on **Friday, May 20**
   - Part 3 (3-behavioral strategies for change) is due on **Friday, May 27**
   - Parts 4 & 5 (post-intervention data and personal reflection) are due on **Wednesday, June 8**

5. **Weekly Assignments (6 @ 15 points each = 90 points, 9% of grade)**
   - There will be weekly assignments including things such as developing a behavior tracker, an academic strategies tracker, picking an intervention to support depression or anxiety to practice and share with your group, and creating an intervention to support possible student self-harm, as well as developing a 504 plan and suicide safety plan. These assignments are detailed in Canvas along with the assignment requirements and due dates.

6. **Evidence Based Intervention Portfolio (110 points, 11% of grade)**
   - At the end of the course students will be required to submit a portfolio compilation of tools they have created throughout the course (due **June 23 by 11:59pm** and worth 110 points). Elements required will include:
     - **Table of contents** so you can easily access the necessary plan or intervention
     - **9 step by step plans of how you will respond to common student situations** (Updated / Revised copies from your discussion posts – (this will be submitted via Box)
     - **Your final plans should include**:
       - **Description of the problem** in behavioral/observable characteristics.
       - **Techniques/Interventions** (minimum 3-4) that have been shown to have success.
         - Procedures - Identify the procedure involved for the technique/intervention and its implementation.
         - Logic and research support for the technique/intervention (references).
         - Cautions for use of the technique/intervention.
       - **Practical resources** for use by counselors, parents, teachers, and children.
     - Behavior intervention trackers for BOTH Primary & Secondary levels
     - Academic success strategies intervention of which a tracker may be a component
     - Anxiety interventions or usable worksheets for the age group you determine.
     - Depression / or other mood disorder interventions or usable worksheets for the age group you determine.
h. 504 plan and lists of potential accommodations/modifications that may be considered for common disability(ies)
i. Self-harm intervention plan
j. 10-step safety process for suicide risk assessment (also used for your crisis counseling video project, details below)
k. Safety Plan Template

7. Crisis Counseling Video with Partner (120 points, 12% of grade)
Students will be expected to complete ONE 20–25-minute crisis counseling video working with a classmate. Full details including a grading rubric are available in Canvas. The assignment is worth 120 points and is due June 22nd. Due to the length of the videos, they will need to be shared with the instructor and TA using Box.

CANVAS [https://usu.instructure.com/login](https://usu.instructure.com/login)

This course will be organized and executed via Canvas and supported with in-person learning through lectures, experiential (hands-on) activities, and group discussions. All announcements, assignments, lecture handouts, and grade information will be accessible there. You will need to purchase the one required textbook, *Clinical Interventions for Counseling Children and Adolescents: A Toolbox for School-Based Therapists and School Counselors*, since this will not be available on 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/](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](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.
ACADEMIC INTEGRITY – “THE HONOR SYSTEM”
Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:
- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University

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.

PLAGARISM
Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

GRIEVANCE PROCESS (STUDENT CODE)
Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

UNEXCUSED ATTENDANCE POLICY
Instructors and programs uphold their own unexcused absence policies to ensure proper education is learned through each course and program. More than three absences per semester
may require a specific “probationary consultation” as determined by the program coordinator.

"Instructors set course content and structure and are responsible for determining if a student has met the minimum requirements for completion of the course. The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments in accordance with individual instructor and course policies. The excused absence policy does not guarantee that a student’s absences from a course will not negatively impact his or her success in the course. Furthermore, it is the student’s responsibility to ensure that excused absences do not conflict with clearly established instructor policies on course attendance and participation" (USU, 2022, p. 3).

"Instructors are under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (USU, 2022, p. 5).

https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=2116&context=fs_edpol

**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 based on 7 overarching areas:

1. Reading, Attendance, Preparation and Participation: **7 weeks of class @ 20 points each** = **140 points, 14% of grade**
2. My Preparation for Professional Growth Paper: **90 points, 9% of grade**
3. Discussions: **9 @ 20 points each = 180 points, 18% of grade**
4. Behavior Change Project: **270 points, 27% of grade**
5. Weekly Assignments: **6 @ 15 points each = 90 points, 9% of grade**
6. Portfolio: **110 points, 11% of grade**
7. Crisis Counseling Video: **120 points, 12% of grade**

**Missed classes will result in a loss of attendance and participation points for the day (20 points), unless there are extenuating circumstances, and the absence is discussed in advance with the instructor. Students who miss more than one class without prior approval risk losing all the participation points for the semester and risk passing the course.**

Course grades will be as follows (**your points earned/1000**):

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930</td>
<td>93.0 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>900</td>
<td>90.0 – 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>870</td>
<td>87.0 – 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>830</td>
<td>83.0 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>800</td>
<td>80.0 – 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>770</td>
<td>77.0 – 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>730</td>
<td>73.0 – 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>700</td>
<td>70.0 – 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>670</td>
<td>67.0 – 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>600</td>
<td>60.0 – 64.9%</td>
</tr>
</tbody>
</table>
Students who are close to the cut-points for a higher grade will be evaluated on a case-by-case basis. 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 and must have missed no more than one class session.

**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 decide. Final decision of an incomplete grade will be determined by the instructor and will require a written contract signed by both the student and the instructor.

**TENTATIVE SCHEDULE**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Content</th>
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</table>
| **Week 1**<br>May 12 | 1. Overview of syllabus & major assignments  
2. Evidence-based practice  
3. Problem-solving model  
4. Review of behavior  
5. Terminology/tools for behavior change in the school environment |
| **Week 2**<br>May 19 | 1. MTSS & evidence-based practices  
2. Externalizing problems in the school environment  
3. School-based interventions for externalizing behavior problems, bullying  
4. Substance use  
5. Non-traditional families |
| **Week 3**<br>May 26 | 1. School-wide positive behavioral interventions/ supports (PBIS/MTSS)  
2. Collaboration |
| **Week 4**<br>June 2  
*Meg not available* | 1. Anxiety disorders  
2. Mood disorders  
3. Covid impacts  
4. Trauma |
| Week 5  | June 9 | 1. Autism spectrum disorders  
|        |       | a. Section 504  
|        |       | 2. Individuals with Disabilities Education  
|        |       | 3. Youth in Poverty  |
| Week 6 | June 16 | 1. Eating disorders and self-esteem  
|        |       | 2. Self-harm  
|        |       | 3. Suicide and parasuicidal behavior  |
| Week 7 | June 23 | *Class via Zoom | 1. Abuse and neglect  
|        |       | 2. Violence in the schools  
|        |       | 3. Risk assessment  
|        |       | 4. Teen dating violence  |

*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.