University of Texas at San Antonio
Master of Arts in School Psychology (MA/SPSY)
Department of Educational Psychology
College of Education and Human Development

Spring Syllabus 2018 EDP 6233

Mental Health Services in Schools

Main Office: (210) 458-2650               Downtown Office: DB 4.334
E-mail: norma.guerra@utsa.edu           Class Hours: 5:30-8:15 Thursdays
Office Hours: Mondays 12:30-2:00       January 8 – May 11, 2013
      Tuesday & Wednesday 2:00 to 5:00
Other times by appointment

Catalog Description: (3 hours credit) Prerequisite includes: Admission into the School Psychology program; completion of EDP 6213 or COU 5213.


Supplementary Recommended Texts:


Course content: This course introduces individual and group selected psychotherapeutic and comprehensive intervention approaches in treating at-risk childhood and adolescent emotional and behavioral disorders that interfere with learning. Topics include: solution-focused strategies, cognitive-behavioral techniques, play therapy, group and/or individual therapies. Two Case Studies will be developed that will involve data collection, identification of need and implementation of direct and indirect services. Emphasis is placed on empirically supported services within an applied school system framework. Professional development self-reflections will be included to address the importance of life-long learning.

Methodology: The course orientation is three fold: First, to acquaint students with individual and group clinical practice, psychotherapeutic theory, and expectations involved with service delivery in the schools, second, to provide a direct practice and working knowledge experience with selected psychotherapeutic, solution-focused strategies, cognitive-behavioral techniques, and third, to provide an opportunity to engage in direct service delivery activities in a school
setting. Students will be provided a student/client caseload, which will be managed throughout the semester. This caseload will include: an initial referral, collection of background information, and development of an intervention and evaluation plan. Decision-making approaches will be used in providing direct and indirect services. Research will be conducted in psychotherapeutic service selection, counseling, and consultation.

The expectation is that each student will operate as a self-directed learner, participating in class, completing collaborative group and individual work, and working as a school-psychologist-in-training in a school setting.

The NASP mission “is to represent school psychology and support of school psychologists to enhance the learning and mental health of all children and youth” which is accomplished “through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; and recognition of the essential components of higher-quality graduation education”.

“School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children”.

**NASP Domains of School Psychology Graduate Education and Practice:**

Based on course content and objectives, EDP 6233 addresses the following NASP domains:

**Domain 1: Data-Based Decision Making and Accountability**

- a. Students will demonstrate knowledge of varied methods of assessment and data collection methods for identifying strengths and needs.

- b. Students will use assessment-based data to identify strengths and weaknesses, diagnose psychological and learning problems, develop interventions, and measure progress and outcomes.

**Domain 2: Consultation and Collaboration**

- a. Students will demonstrate knowledge of how to work with teachers and school administrators.

- b. Students will provide evidence-based resources to assist with student-identified need.

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**

- a. Students will demonstrate knowledge of biological, cultural and social influences on academic skills; human learning, cognitive and developmental processes
b. Student will collaborate with others to demonstrate skills in the use of assessment and data collection.

Domain 4: Interventions and Mental Health Service to Develop Social and Life Skills

a. Provide a continuum of mental and behavioral health services, including individual and group counseling.
b. Student will provide mentoring to introduce positive behavioral supports.
c. Student will facilitate the design and delivery of curricula to help students develop effective skills, such as self-regulation, planning, organization, empathy, social skills, and decision-making.
d. Student will demonstrate the use of a systematic decision-making approach to consider student challenge(s).
e. Student will develop evidence-based interventions to improve the student’s social, emotional, and behavioral wellness.

Domain 8: Diversity in Development and Learning

a. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics; the role of psychosocial factors in learning and development; and strategies to address potential influences related to diversity.

Domain 9: Research and Program Evaluation

a. Students will demonstrate use of techniques of data collection to evaluate individual student service needs.
b. Student will apply knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.

Domain 10: Legal, Ethical, and Professional Practice

a. Students will engage in professional development and life-long learning.
b. Students will practice in ways that are consistent with ethical, legal, and professional standards, and will demonstrate effective communication and technology skills.

The profession has in place practical, ethical and legal standards designed to enhance the quality of services and promote safety / rights of all parties. To achieve a foundational competency, each student will demonstrate: (1) Knowledge of general education, special education, and other educational and related services within public school settings, (2) Working knowledge of principles and research related to resilience and risk factors in learning and mental health, (3) Knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based supported strategies to promote academic, social-emotional function and mental health.

Class Protocol and Other Related Information:
This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best effort to communicate any change in the syllabus in a timely manner. Students are responsible for being aware of these changes.

**Expectations Regarding Graduate School:** As professors and members of the school psychology profession, it is our duty to maintain the integrity and objectives of the course. This course will demand your time and energy, probably in a manner different than previous courses. Make sure you have accommodated this time into your lifestyle this semester. Also, you might want to forewarn your friends and family about the possible stressors of the upcoming semester. It is good practice to be aware and considerate of your support system. Research has indicated self-regulated learners are less likely to burnout and achieve higher skills. A healthy social support system is useful toward this end. If you do not think you are able to devote the necessary time required to be successful in this course, it is recommended that you consider taking it when you have more available resources. This course will require that you be introspective about your professional ambition, life and how you see yourself as an agent of individual and system change.

**Inclusion:** Persons with disabilities will be accommodated in this course. Please let me know as soon as possible if you have need of any special assistance to the curriculum, instruction or assessments of this course. I will try to maintain the confidentiality of the information you share with me however, I will contact Disabilities Services to assist with any accommodation. Students with disabilities: The Office of Disability Services is located in MS 3.01.16, (210) 458-4157 (voice), (210) 458-4981 (TTY), or UTSA Downtown, BV 1.302, (210) 458-2945; see the [http://www.utsa.edu/disability/students.htm](http://www.utsa.edu/disability/students.htm) website.

**Student Standards of Conduct and Performance:** Students are expected to adhere to UTSA’s principles of academic integrity. See the student catalogue for an explanation of issues related to and the consequences of plagiarism, cheating, and other acts of academic dishonesty (see Academic dishonesty: [http://www.utsa.edu/infoguide/appendices/b.html](http://www.utsa.edu/infoguide/appendices/b.html) under Section 203). Graduate students must demonstrate Fitness to Practice in the school psychology field. Please be aware that classroom behavior, discussion, professionalism, and coursework will be used to evaluate your Fitness to Practice. Be aware that acts of academic dishonesty or evidence of non-fitness to practice will be documented and maintained as part of the student’s record. Be aware that your course paper may be scanned for text copied/plagiarized from online info, papers, and other resources.

**Weather:** In cases when weather is inclement, please call (210) 458-SNOW for information regarding University closures. Assignments originally due on a day of class that has been cancelled are automatically due the following day. **It is your responsibility to turn in the assignment by the next day to me by 5 p.m.**

**Cell Phones and Eating:** PLEASE TURN OFF CELL PHONES and PAGERS during class.
Adequate breaks will be offered. Food and beverages are generally not allowed in classrooms.

**Grade Criteria:** Please be aware that an assignment of a B in this course reflects “above average” performance, but as are only assigned for “Outstanding” performances that demonstrate excellence in effort and performance.

**Tasks and Evaluation:** Grades will be assigned based on the following Case Study portions: Section 1: Background Information and Professional Development (PD) – 10%; Section 2: Identification of the Problem and Professional Development (PD) – 10%; Section 3: Problem Analysis and Professional Development (PD) – 10%; Section 4: Intervention / Treatment Plan - and Professional Development (PD) 10%; Section 5: Evaluation Plan and Professional Development (PD) - 10%; Recommendations (Resilience Plan) and Professional Development (PD) - 10%; Mid-Term Exam and Professional Development (PD) - 15%; Class Participation & individual and group intervention work – 10%; Final Case Study and Professional Development (PD) – 15%.

Final grade assigned will be the average of grades assigned (i.e. 4 = "A," 3.5 = “B+,” 3 = "B," etc.) for assignments, quizzes, and examinations during the semester. In instances not specifically noted above, assignments will be of differentially weighted for purposes of final evaluation as noted in class. Assignments must be turned in on time to receive credit unless special arrangements have been made in advance. No extra credit work is offered or allowed. Students are responsible (and subject to evaluation) for all text material regardless of whether it presented in class or not. This also applies to outside text materials, class handouts, and outside reading(s).

Class assignments will be evaluated in terms of scholarliness, relevance (keeping with the assignment), format (including punctuation, grammar, spelling, etc.) and overall quality. Because you are graduate students/ school psychologists-in-training, you are not bound to page lengths in completing each assignment. You are at liberty to assume the page-length required to complete the assignment.

A major requirement of this course will be class participation. Students will be expected to attend all class meetings and participate in classroom discussions and activities. Tardiness of more than 15 minutes constitutes an absence. **Missing more than one class will jeopardize your grade. Missing 2 classes will be grounds for lowering the final evaluation no more than one letter grade. Failing to participate or to read the assigned material may also lead to a deduction to your grade.**

Recognizing the inherent limitations of traditional college classroom approaches, student/scholars are expected to ask questions when they don’t understand; ask the instructor to slow down, repeat. As necessary, work collaboratively to mutually encourage and support each other. There is little competition between student/scholars, who understand the only meaningful competition is the constant pursuit of excellence.

Good teaching and learning is hard work and it is a partnership we are making together. As such, the student/scholar enjoys this work and looks forward to the resulting personal and professional gains, which result because she/he realizes that these gains are for the benefit of others. Personal/professional development is constantly pursued because of its implication in the service of others. It is this, which makes the practice of any profession satisfying and rewarding.

You are assuming increased professional roles as a school psychologist-in-training as such you will be held to the highest standards of scholarship. This assumption implies you will never demonstrate anything less than your best efforts, those efforts motivated by a desire to learn...
rather than to focus on a “high” or “good” grade. You must fully recognize and accept personal responsibility for your learning. More importantly, no matter how successful, you should strive for excellence and never be satisfied with a lesser performance.

**Major Assignments:**

**Section 1: Case Conceptualization** – Background Information and Professional Development (PD) 10%

For this initial task, you will demonstrate a systems-based service delivery model with the development of a provisional case conceptualization introduction. You will collect as much background information as is possible for each of your two student-clients. Multiple sources should be considered.

With each case study assignment, a professional development self-reflection will be due. This self-evaluative paper highlights your professional development experiences within the classroom and outside the class. Your final grade will be the average of these products.

**Case Section 2: Identification of the Problem and Professional Development (PD) 10%**

This task will include the identification of your clients’ presenting problem/challenge, any test data, cultural context, history and developmental data, behavioral variables, and cognitive variable and develop an integrated description of individual and any identified service needs. The problem is collaboratively defined; information received from the referral and what the student define as the problem. A professional development self-reflection will be submitted with each case study section assignment.

**Case Section 3: Problem Analysis and Professional Development (PD) 10%**

Two or more hypotheses are generated through collaboration with teacher / school personnel. Provide multiple sources of data (record review, interview, observations, self-report). Supportive documentation should be included with these presentations. A professional development self-reflection will be submitted with each case study section assignment.

**Case Section 4: Intervention Plan and Professional Development (PD) 10%**

This task includes the addition of an Intervention Plan. Create the researched intervention and include references cited. Include anticipated goals for each of the client contacts developed. Each intervention should be theoretically linked and have observable / measurable goal statements. Anticipated outcomes should be provided to gauge experience. A table will be used to display the required elements. A professional development self-reflection will be submitted with each case study section assignment.

**Case Section 5: Evaluation Plan and Professional Development (PD) 10%**

In compliment with the Intervention, expand the intervention plan by included the measurable results of each treatment session. This presentation should include actual results. All external references should be cited. The assignment will include a summary of the treatment plan with timelines included. A professional development self-reflection will be submitted with each case study section assignment.

**Recommendations (Resiliency Plan) and Professional Development (PD) - 10%**

You will develop a final recommendations section to each case conceptualization. This task will involve the creating of an outline of recommendation with sufficient details and resources so that the assigned school personnel can complete it. This outline will function as a supplemental
handout to your case study. A professional development self-reflection will be submitted with each case study section assignment.

**Case attendance and individual and group intervention work** – 10%

Your attendance and participation are important to the learning process. The maximum composite score of 10% will be awarded for attendance without any absences and with professional development self-reflections submitted.

**Mid-term and Professional Development (PD) - 15%**

Mid-term will address the theory and conceptual management of mental health services as developed within a school setting. Two case study summaries will be due; each will include: background information, identification of the problem, problem analysis and the intervention plan with the anticipated outcomes included. A professional development self-reflection will be submitted with each case study section assignment.

**Final Case Studies and Professional Development (PD) – 15%**

You will present a final summary of each case. Student’s identified risks, and strengths are stated along with recommendations for next steps in working with the identified client. Two products will be collected with this assignment, they include: (1) all case notes and final case studies and final professional development self-reflection. A professional development self-reflection will be submitted with each case study section assignment.

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**COURSE SCHEDULE**

**CLASS**

<table>
<thead>
<tr>
<th>MEETING</th>
<th>TOPIC:</th>
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<tbody>
<tr>
<td>First class</td>
<td>Introduction &amp; Course Expectations</td>
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<tr>
<td>1/11/18</td>
<td>Syllabus presentation</td>
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<td>Activity</td>
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<td>Second class</td>
<td>NASP Guidelines</td>
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<tr>
<td>1/18/18</td>
<td>NASP Case Study and Conceptualization</td>
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<tr>
<td>Third class</td>
<td>Section 1: <em>Case Background and Professional Development (PD) Due</em></td>
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<tr>
<td>1/25/18</td>
<td>Collaborative Empiricism and Guided Discovery</td>
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Fourth class
Section 2: Identification of the Problem and Professional Development (PD) Due
2/01/18 Session Structure

Fifth class
Section 3: Problem Analysis and Professional Development (PD) Due
2/08/18 Introducing the Treatment Plan

Sixth class
Intervention Identification
2/15/18 Identifying and Connecting Feelings and Thoughts

Seventh class
2/22/18 Section 4: Intervention / Treatment Plan and Professional Development

Eighth class
3/01/18 Therapeutic Socratic Dialogues

Ninth class
3/08/18 Case Study narratives and Professional Development (PD) Mid-term
Commonly Used Cognitive and Behavioral Techniques

Tenth class
3/15/18 Spring Break

Eleventh class
3/22/18 Creative Applications of Cognitive-Behavioral Therapy
Counseling-in-Group
Twelfth class
3/29/178 Counseling-in-Group
Homework

Thirteenth class Counseling-in-Group
4/05/18 Working with Depressed Children

Fourteenth class
4/12/18 Counseling-in-Group
Working with Anxious Children and Adolescents

Fifteenth class Section 5: *Evaluation (Summative) Due*
4/19/18 Working with Disruptive Children and Adolescents
Counseling-in-Group

Sixteenth class *Recommendations / Resilience Plan*
4/26/18 Working with Parents
Counseling-in-Group

Sixteenth class Closing individual and counseling groups
5/03/18

Final week
5/08/18 *Final Case Studies and Professional Development Summaries Due*