This course is designed to introduce doctoral students to the research, theory, and practice of implementing evidence-based practices in schools to improve the emotional, social, and behavioral functioning of children and adolescents. The course will address theory, case conceptualization, and research related to behavioral and cognitive behavioral interventions and will expose students to direct and indirect, evidence-based techniques and principles of change to address internalizing and externalizing behaviors in school-aged children. The course is also designed to expose students to specific issues related to delivering tiered interventions in schools, including fidelity, adaptation, cultural competence, and the integration of the best available research with clinical expertise in the context of student characteristics, culture, and preferences.

Competencies Addressed in the Course

**Profession-Wide Competencies (PWC)**

1.3: Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.

2.3: Conducts self in an ethical manner across professional activities.

3.1: Displays an awareness of how personal bias and cultural history, and attitudes affect understanding and interactions with people different from themselves.

3.2: Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.

3.3: Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services.

4.1: Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness

5.1: Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.

6.1: Selects and conducts psychological assessments that are multi-method and multisource, technically adequate, and relevant to service recipient needs and the goals of the assessment.

6.2: Interprets and uses assessment results that guide case conceptualization, classification, and recommendations while recognizing the multiple systems impacting student functioning.

6.5: Demonstrates the ability to apply knowledge of functional and maladaptive behaviors to the assessment and/or diagnostic process.

7.1: Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.3: Applies relevant literature and empirically-based principles to clinical decision making.
7.4: Modifies evidence-based approaches effectively when empirical data is lacking for a particular population, problem, or context.
7.5: Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.
10.1: Demonstrates an understanding of the impact of multiple systems on student development and functioning.
10.3: Utilizes knowledge of systems to design, implement, and evaluate assessment, intervention, consultation and/or other professional services.

**Discipline-Specific Knowledge (DSK)**

**Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**, including affective, social, and developmental aspects of behavior.

**Research Methods**, including topics such as strengths, limitations, interpretation, and technical aspects of quantitative research designs, meta-analysis, and quasi-experimentation.

**Learning Objectives**

**Students will Demonstrate:**

1. Knowledge of theory and mechanisms of cognitive behavioral and behavioral interventions delivered in schools to improve the emotional, behavioral, and social functioning of children and youth.
2. Knowledge and skill in conceptualizing cases from an indirect and direct service delivery model based on referral issue(s), theory, and evidence along with factors such as context, culture, and diversity.
3. Skills in delivering evidence-based interventions with children/adolescents struggling with a range of referral issues and key adults (parents/teachers).
4. Knowledge of and skills in identifying, selecting, and evaluating intervention effectiveness, monitoring fidelity, adapting interventions to fit the needs and preferences of diverse clients.
5. Knowledge of how all forms of diversity (i.e., race/ethnicity, culture, sexuality, religion, social class, stigma related to mental health, disability status, language) impact client, functioning, referral problems, case conceptualization, and intervention effectiveness.

**Required Text**


**Recommended Text (Three Copies Available in Testing Library)**


Selected articles and chapters listed by week are uploaded in Canvas.

**Reading(s)** = Blue font discussed in class. Please come prepared having read the article or chapter.

**Reading(s)** = Black font integrated into the class and relevant to assignments.
Course Assignments, Activities, and Requirements

1. Practicum Case

A primary learning objective for the course is applying the concepts and skills to address an emotional, social, and/or behavioral problem. Client(s) are typically found in your practicum site and you will receive regular supervision through your practicum supervisors and the course instructor. You should work actively and collaboratively with your practicum supervisor to identify an appropriate client and you should share the syllabus with your supervisor to ensure he/she is aware of the requirements of the assignment. I encourage you to share evidence-based resources guiding your work with your supervisor.

2. Class Attendance and Participation: 20 Points

Active participation is defined as coming to class on time and prepared (with readings completed), staying in the moment, and being prepared and engaging in experiential activities and role plays. I run an unplugged classroom, which means you should come to class with something to write with (pen/pencil), a notebook, and our syllabus (which I will hand out on the first day). No laptops are permitted and phones should be stored away.

Because our doctoral program does not offer online or hybrid courses, you are expected to attend class in person. If you are not physically in the class, you will be considered absent. Please notify me before class if you are unable to attend class.

Your participation grade will be calculated by a formula such as: 10 points attendance, 10 points verbal contributions during class. I reserve the right to include other factors, including professionalism, arriving late/leaving early, and classroom behavior in the course participation grade [PWC 2.3, 4.1].

3. Behavioral Rehearsals and Reflections: 20 POINTS (10 per reflection) #1 Due 10/12/22 and #2 Due 11/16/22

Each student will complete two videorecorded sessions and brief (one page) reflection papers. The first video recording should be with a colleague/peer/family member and the second recording you will be paired with a student in the Advanced Supervision course.

These recordings may be used in class for teaching/supervision.

See Rubrics uploaded in Canvas for assignment requirements [PWC 3.4, 3.5, 4.1, 4.2, 4.3, 5.3, 6.5, 7.1, 7.2, 7.3, 7.4, 10.3; DSK = affective, social, and developmental aspects of behavior].

4. Case Formulation Paper: 20 POINTS, Due 10/19/22

The ability to form an accurate and comprehensive case conceptualization is critical to evidence-based practice. For this assignment, you are asked to write up a case conceptualization and intervention plan. This paper should be formatted like a paper rather than a report or evaluation.

See Rubric uploaded in Canvas for assignment requirements [PWC 3.1, 3.2, 3.3, 4.1, 4.3, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.5, 10.3; DSK = affective, biological, cognitive, social, or developmental aspects of behavior].

5. Theoretical Orientation Essay: 15 Points, Due 11/9/22

A primary learning objective of this course is developing student’s skills in using theory to guide the delivery of evidence-based practices. Students will write a brief essay describing their theoretical orientation and how theory influences their approach to case conceptualization and intervention.

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See Rubric uploaded in Canvas for assignment requirements [PWC 3.2, 3.3, 4.3, 6.2, 6.4, 6.5, 7.2, 7.3; DSK = affective, social, and developmental aspects of behavior].

6. Treatment Summary Report: 25 points; Due 12/7/22 or 12/14/22

Please conduct five intervention sessions and assess your client(s) using at least two assessment methods before you begin your intervention and at the end of your intervention.

See Rubric uploaded in Canvas for assignment requirements [PWC 1.3, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 6.1, 6.2, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 10.1, 10.3; DSK = affective, social, and developmental aspects of behavior; strengths, limitations, interpretation, and technical aspects of quantitative research designs, meta-analysis, and quasi-experimentation].

Classroom Culture

Respect for Diversity and Commitment to Intersectionality: I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. As your instructor I am committed to minimizing systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us.

It is also my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class is viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated and I ask that you join me in this commitment to foster respect for one another, enhance solidarity, and build community.

COVID-19 Protocols at Rutgers: Face coverings are required in all indoor teaching spaces, libraries, and clinical settings. Compliance is mandatory. [https://coronavirus.rutgers.edu/covid-19-protocols-updated-june-2022/]

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation [https://ods.rutgers.edu/students/documentation-guidelines]. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations to share with me. To begin, please complete the Registration form on the ODS web site [https://ods.rutgers.edu/students/registration-form].

Names and Pronouns: Class rosters are provided with student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Person-First Language: Please refer to the APA Publication Manual (7th Edition, Section 5.4) for guidelines related to using person first or identify first language when writing and speaking about individuals with disabilities and/or special needs [https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/disability].

Statement on Academic Integrity: The University’s academic integrity policy, to which this class will adhere, can be reviewed at: [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/]. All suspected infractions of academic integrity will be referred to the GSAPP Deans Office who will consult with the Rutgers Office of Student Conduct regarding disciplinary action.
**Grading Policies**: APA Style (7th Edition; ) is required for all written assignments.
[https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

Please be particularly attentive to APA style guidelines related to point of view, word choice, bias, citations, quotations, and editorializing.

**Written assignments are due at the beginning of class.** Any assignment that is not submitted at the beginning of class on its due date will be considered one day late, and one day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. To maximize fairness and objectivity when grading, please use your RU ID when you submit all assignments, I will match names with the ID after grading.

The quality of student writing (see rubrics) will be considered in the grade. Please write in a formal (rather than conversational) manner. Review all written assignments to correct/address grammatical errors. In the case of documented emergency, deadlines may be adjusted at the discretion of the instructor. Course grading follows criteria established by Rutgers University:

- **A** = 90 – 100
- **B+** = 85 – 89
- **B** = 80 – 84
- **C** = 70 – 79
- **F** = 0 – 59

**Resources for Learning and Life at Rutgers**

The faculty and staff at Rutgers are committed to your success. Resources that can help you succeed and connect with the Rutgers community can be found at:

**Resources for Student Success**: success.rutgers.edu
**CAPS**: http://health.rutgers.edu/medical-counseling-services/counseling/
**Food Pantry**: http://ruoffcampus.rutgers.edu/food/
**Learning Center**: https://rlc.rutgers.edu/node/83

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<th>Week</th>
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<th>Assignments Due Dates</th>
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| 1    | 9/7/22 | **Introduction and Course Overview**: Introduction to the course and the need for effective services in schools.  
- **Readings**:  

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| 2 | 9/14/22 | **Evidence-Based Practice and Process**: History of evidence-based practice movement, cultural humility and intersectionality, the development of clinical expertise.  
Readings:  
Lilienfeld, S. O., Ritschel, L. A., Lynn, S. J., & Latzman, R. D. (2019). The insufficiently appreciated raison d’être of evidence-based practice. In S. Dimidjian (Ed.) Evidence-based practice in action: Bridging clinical science and intervention (pp. 43-63). Guilford Press. | Watch What Is CBT video before class (uploaded on canvas) and note strengths and the ways in which CBT is insufficient in explaining how or why mental health problems develop or are maintained. |
Readings:  
Weisz, J. R., & Bearman, S. K. (2020). Chapter 1 (All About FIRST) and Chapter 2 (Using FIRST)  
| 4 | 9/28/22 | **Getting Started with Cases (Part 1)**: Assessment for intervention and assessment feedback, culturally competent intakes, initial case conceptualization and determining treatment focus.  
Readings:  
Weisz, J. R., & Bearman, S. K. (2020). Chapter 3 (Beginning Treatment) & 4 (Clinician Guides)  
In-Class Practice:  
Practice case conceptualization from intake video and begin applying to your case. | Watch intake session video before class and experiment with completing the simple problem formulation worksheet while viewing. |
| 5 | 10/5/22 | Getting Started with Cases (Part 2): Goal setting and measurement-based care, structure of sessions. Rapport Building. Supervision?  
Readings:  
In-Class Practice:  
Practice building rapport session with your case.  
| Watch the CBT session video before class - Note the strategies the therapist used to keep the client focused and adhere to session structure. Were there missed opportunities for collaboration and developing rapport? |
| 6 | 10/12/22 | Early Stages of Working with Youth and Caregivers: Psychoeducation for anxiety, depression, and disruptive behaviors. Supervision?  
Readings:  
In-Class Practice:  
Practice psychoeducation session with your case (select one):  
Anxiety: MATCH -Learning About Anxiety – Child  
Weisz & Bearman, Chapter 4 (pp. 45-49)  
Trails to Wellness Psychoed Anxiety Materials  
Depression: MATCH – Learning About Depression -Child  
Weisz & Bearman, Chapter 4 (pp. 49-51)  
Trails to Wellness Psychoed Depression Materials  
Disruptive Behavior: MATCH – Learning About Behavior  
Weisz & Bearman, Chapter 4 (pp.51-53)  
| Behavioral Rehearsal #1 Due  
Watch Psychoeducation video before class - Identify how psychoed in CBT is similar and different based on the referral problem  
Select and review one psychoeducation session appropriate for your case. |
| 7 | 10/19/22 | Feeling Calm and Learning to Relax: Identifying the somatic cues of anxiety, depression and anger and learning how to self-calm. Supervision.  
Readings:  
Weisz, J. R., & Bearman, S. K. (2020). Chapter 6 (Feeling Calm)  
In-Class Practice:  
You will use your session script to role play teaching a client relaxation using one option below:  
1. FIRST: Focus on pages 75-76 as a guide along with pages 85, 86, 200-201 as needed. Plan to introduce one strategy (deep breathing, guided imagery, progressive muscle relaxation, or quick cooling).  
2. Larson & Lochman Helping Schoolchildren Cope With Anger: Session 7 What Does Anger Feel Like?  
3. MATCH: Learning to Relax (Progressive muscle relaxation and Guided Imagery) pp. 66-69  
4. MATCH: Quick Calming (Combines Guided imagery with Diaphragmatic breathing) pp. 70-75  
| Case Formulation Paper Due  
Create a session script for teaching a student relaxation and calming strategies and bring it to class for role play practice. |
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| 8   | 10/26/22 | **Trying the Opposite (Part 1 Anxiety):** Understanding the theory and steps to using exposures to treat anxiety. Supervision. | **Readings:**  
**In-Class Practice Applied to Anxiety:**  
Case example | **Mid-semester evaluation** |
| 9   | 11/2/22  | **Trying the Opposite (Part 2 Depression and Disruptive Behaviors):** School refusal (case conceptualization and intervention). Behavioral activation for depression and disruptive behaviors. | **Readings:**  
**In-Class Practice Applied to Depression:**  
Case example | **Watch Behavioral Activation Video before class – note examples when the therapist focuses on helping the client act according to a plan or goal rather than a feeling or when the client links behavior with feelings.**  
**Mid-semester feedback** |
| 10  | 11/9/22  | **Risk assessment and Responding to Suicide in Schools.** Conducting risk assessments for children and youth with depression and school response to suicides. | **Readings:**  
| 11  | 11/16/22 | **Balanced Thoughts and Problem-Solving:** Developing healthy and balanced thoughts through cognitive restructuring and cognitive coping. Problem solving across referrals. | **Readings:**  
Weisz, J. R., & Bearman, S. K. (2020). Chapter 8 (Repairing Thoughts) and Chapter 9 (Solving Problems)  
**In-Class Practice**  
Applying repairing thoughts/balancing thoughts and problem-solving with the Case of David Problem-Solving Activity | **Behavioral Rehearsal #2 Due** |
| 12  | 11/23/22 | **Increasing Motivation (Part 1):** Engaging and working with teachers. Behavioral approaches for ADHD including self-monitoring and effective reward systems. | **Readings:**  
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<td>11/30/22</td>
<td>Increasing Motivation (Part 2): Caregiver engagement strategies and parent-based interventions. Positive Opposites/Trying the Opposite. Ending Treatment</td>
<td>In-Class Practice Designing an effective reward system using MATCH - Rewards OR Weisz &amp; Bearman Handout 15 (pp. 115-117)</td>
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**Additional Resources/Readings**


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