

School-Based Psychological Interventions Fall 2024 Syllabus

18:826:602 02 (Section 2) Tuesday 8:45-11:30 a.m. (Smithers 219)

18:826:602 01 (Section 1) Wednesday 2:00 – 4:45 p.m. (GSAPP A317)

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Office Hours: Mondays, 12:00-1:00 pm

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.
- current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on 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 issues(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 Texts/Resources

1. Weisz, J. R., & Bearman, S. K. (2020). *Principle-guided psychotherapy for children and adolescents: The FIRST program for behavioral and emotional problems*. Guilford Publications
2. Chorpita, B. F., & Weisz, J. R. (2009). MATCH-ADTC: Modular approach to therapy for children with anxiety, depression, trauma, or conduct problems. Satellite Beach, FL: PracticeWise (several copies are also available from the testing library and the course instructor)
3. Trails to Wellness: <https://trailstowellness.org/>

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. **Please share the syllabus with your supervisor and discuss the required assignment during Week 1 of the semester and have a case identified by Week 3.**

2. Class Attendance and Participation: 90 Points

It is expected that each student attends every scheduled class (in person). If you are not physically in the class, you will be considered absent. **If you are unable to attend a class due to illness or will be late, please email me prior to class.** Students are excused from class when observing religious holidays, in accordance with Rutgers University policy. An excused absence can also occur if the student is ill, and/or the student has been told to quarantine, and/or are experiencing symptoms of any transmittable disease. Students will be responsible for all material covered during their absence. Credit will be given if no more than 2 classes are missed, all written assignments are submitted, and you participate in class presentations and small group discussions. Note, you may need to submit a brief assignment to make up for a missed class.

I run an unplugged classroom, which means you should come to class with something to write, a notebook, and our syllabus (which I will hand out on the first day). **No laptops are permitted, and phones should be stored away.**

Course participation is something I value highly as an instructor. I expect you to come to class with something to say every week. During class you will have the opportunity to engage in discussions in a large group and small group setting. Your participation grade will be calculated by a formula such as: 45 points attendance, 45 points verbal contributions during class. I will include other factors, including professionalism, arriving late/leaving early, patterns of absences, and classroom behavior in the course participation grade [PWC 2.3, 4.1].

3. Behavioral Rehearsal and Reflection #1: 50 POINTS – Due Week 6 or Week 7

For the first video recording, you will pair up with a colleague/peer/family member who will play the role of a child with anxiety or depression. The goal of the first rehearsal is to practice the opening part of a CBT session (agenda setting, obtaining mood or anxiety ratings, and homework review) and to demonstrate you understand the CBT session structure (see Friedberg & McClure, 2015). These recordings may be used in class for teaching and/or 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. Behavioral Rehearsal and Reflection #2: 50 POINTS, Due Week 11

For the second video recording, the course instructor will pair you with an advanced trainee who will play the role of a child or youth. The goal of the second rehearsal is to practice the middle and end of a CBT session (introduce psychoeducation for depression or anxiety, assign homework, and check out; see Friedberg & McClure, 2015). These recordings may be used in class for teaching and/or 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].

5. Case Formulation Paper: 100 POINTS, Due Week 7 or Week 8

The ability to form an accurate and comprehensive case conceptualization is critical to evidence-based practice. For this assignment, you will write 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].

6. Theoretical Orientation Essay: 50 Points, Due Week 10

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.

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].

7. Treatment Summary Report: 125 points; Due Week 15

The Treatment Summary Report is a revised Case Formulation Paper. The goal of the paper is to integrate instructor feedback, summarize your post assessment and intervention, and reflect on your case. Please keep all protocols, observation notes, ABC recordings, session notes and worksheets used in session and include those in an Appendix.

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].

8. Homework Assignments: 35 points

There are brief homework assignments due throughout the semester as well.

Week	Homework Assignment	Points
Week 3: CBT Triangle Video	Watch The CBT Triangle video (uploaded on Canvas) and compose a brief response (3-5 sentences, ≈ 50 -70 words) describing the strengths of CBT and the ways in which CBT is insufficient in explaining how or why mental health problems develop or are maintained. Submit hard copy to the instructor in class.	5
Week 4: Intake Video	Watch the intake session video (uploaded on Canvas) and complete the simple problem formulation worksheet (uploaded on Canvas). Submit hard copy to the instructor in class.	8
Week 5: CBT Session Video	Watch the CBT session video (uploaded on canvas) and compose a brief response (3-5 sentences, ≈ 50 -70 words) noting the strategies the therapist used to keep the client focused and adhere to the CBT session structure. Describe any missed opportunities for collaboration and developing rapport with the client. Submit hard copy to the instructor in class.	5

Week 6: Psychoed. Video	Watch the Psychoeducation video (uploaded on canvas). Compose a brief response (3-5 sentences, ≈ 50 -70 words) noting how psychoeducation in CBT is similar and different across disorders (i.e., anxiety, depression, disruptive behavior). Submit hard copy to the instructor in class.	5.5
Week 9: Behavioral Activation Video	Watch the Behavioral Activation Video (uploaded on canvas). Compose a brief response (3-5 sentences, ≈ 50 -70 words) noting examples when the therapist focuses on helping the client act according to a plan or goal rather than a feeling. Submit hard copy to the instructor in class.	4.5
Week 13: Reward System	Watch video uploaded on Canvas. Design a high quality reward system using the principles described in the lecture and MATCH-ADCT and email the reward system it to Elisa no later than Wednesday 11/27/24 at 12:00 pm.	7

Course Policies and Culture

Grading and Late Assignment Policies:

- I expect you to meet the deadlines outlined in the syllabus as it is an issue of equity. 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.
- Should extenuating circumstances arise and you need an extension, please make that request by emailing me at least 4 business days before the assignment is due. Otherwise, the assignment will be considered late and the late policy applies.
- Please consult the individual rubrics for specific instructions regarding each assignment, including directions for submitting a hard copy or digital version of the assignment.
- Writing quality will be considered in the grade (see rubrics). Please write in a formal rather than conversational manner. Proofread all written assignments to correct/address grammatical errors.
- APA Style (7th Edition;) is required for all written assignments. Please pay particular attention to bias-free language in your written assignments (<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>)
- To maximize fairness and objectivity when grading, please do not include your name on your written assignments. Instead, use your SIS Login ID and I will match names with the ID after grading.

Course Grading Follows Criteria Established by Rutgers University:

A = 405 - 450
 B+ = 382.5 - 404
 B = 360 - 382
 C = 315 - 359

F = 0 - 314

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, tokenism, antisemitism, islamophobia, 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.

Religious Observances: It is University policy to excuse, without penalty, students who are absent from class because of religious observance and to allow the make-up of work missed because of such absence. Required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Statement on Disabilities: Rutgers University welcomes students with disabilities into all 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 ods.rutgers.edu/students/getting-registered.

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.

As noted in [Rutgers Academic Integrity Policy 10.2.13](#), all submitted coursework must be "the student's own and created without the aid of impermissible technologies, materials, or collaborations."

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>

Class Schedule			
Week	Date	Topic	Assignments Due Dates
1	9/3/24	Introduction and Course Overview: Introduction to the course and the need for effective services in schools.	
	9/4/24	Readings: Shernoff, E.S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in evidence-based interventions: What are school psychology programs teaching? <i>Journal of School Psychology, 41</i>, 467-483. Weiner, Y., Shernoff, E.S., & Kettler, R.J. (2021). A survey of newly enrolled school psychology trainees: Estimates of key role and function. <i>Psychology in the Schools, 1</i>, 1-16. American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. Retrieved from https://www.apa.org/ethics/code/ethics-code-2017.pdf	
2	9/10/24	Evidence-Based Practice and Process: History of evidence-based practice movement, cultural humility and intersectionality, the development of clinical expertise.	
	9/11/24	Readings: Wampold, B. et al., (2019). Clinical expertise: A critical issue in the age of evidence-based practice. In S. Dimidjian (Ed.) Evidence-based practice in action: Bridging clinical science and intervention (pp. 152-166). Guilford. Foronda, C., Baptiste, D. L., Reinholdt, M. M., & Ousman, K. (2016). Cultural humility: A concept analysis. <i>Journal of Transcultural Nursing, 27</i>(3), 210-217. Hays, P. A. (2009). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. <i>Professional Psychology: Research and Practice, 40</i>, 354-356	
3	9/17/24	Transitioning from Protocols to Principles to Support Children and Youth. Identifying the best available evidence in EBP. Theory and mechanisms of children and youth disorders. Principles of change.	Watch The CBT Triangle video (uploaded on Canvas). Compose a brief response (3-5 sentences, ≈ 50 -70 words) describing the strengths of CBT and the ways in which CBT is insufficient in explaining how or why mental health problems develop or are maintained.
	9/18/24	Readings: Weisz, J. R., & Bearman, S. K. (2020). Chapter 1 (All About FIRST) Kendall (2012) Chapter 1: Therapy with Children and Adolescents. In <i>Child and adolescent therapy: Cognitive-behavioral procedures</i> (pp. 3-24). Guilford. Shernoff, E.S., Bearman, S.K., & Kratochwill, T.R. (2017). Training the next generation of school psychologists to deliver evidence-based mental health practices: Current challenges and future directions. <i>School Psychology Review, 46</i> , 219-232. Weisz, J. R., Kuppens, S., Ng, M. Y., Eckshtain, D., Ugueto, A. M., Vaughn-Coaxum, R., . . . Fordwood, S. R. (2017). What five decades of research tells us about the effects of youth psychological therapy: A multilevel meta-analysis and implications for science and practice. <i>American Psychologist, 72</i> , 79-117.	

4	9/24/24 9/25/24	<p>Getting Started with Cases (Part 1): Assessment for intervention and assessment feedback, intakes and initial case conceptualization with an emphasis on diversity and context, goal setting and progress monitoring</p> <p><u>Readings:</u></p> <p>Weisz, J. R., & Bearman, S. K. (2020). Chapter 3 (Beginning Treatment)</p> <p>Sanchez, A. L., Comer, J. S., & LaRoche, M. (2022). Enhancing the responsiveness of family-based CBT through culturally informed case conceptualization and treatment planning. <i>Cognitive and Behavioral Practice</i>, 29(4), 750-770.</p> <p>American Psychological Association (2017). Multicultural Guidelines: An Ecological Approach to context, identity, and intersectionality. Retrieved from: http://www.apa.org/about/policy/multicultural-guidelines.pdf.</p> <p>Zigarelli, J. C., Jones, J. M., Palomino, C. I., & Kawamura, R. (2016). Culturally responsive cognitive behavioral therapy: Making the case for integrating cultural factors in evidence-based treatment. <i>Clinical Case Studies</i>, 15(6), 427-442.</p>	Watch the intake session video (uploaded on Canvas) and complete the simple problem formulation worksheet (uploaded on Canvas).
5	10/1/24 10/2/24	<p>Getting Started with Cases (Part 2): CBT and Session Structure. Introduction to MATCH, FIRST, TTW,</p> <p><u>Readings:</u></p> <p>Okamoto, A., Dattilio, F. M., Dobson, K. S., & Kazantzis, N. (2019). The therapeutic relationship in cognitive-behavioral therapy: Essential features and common challenges. <i>Practice Innovations</i>, 4(2), 112-123.</p> <p>Friedberg, R. D., & McClure, J. M. (2015). Session structure. In <i>Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts</i> (pp. 56-80). Guilford.</p> <p>Chorpita, B. F., & Daleiden, E. L. (2009). Mapping evidence-based treatments for children and adolescents: application of the distillation and matching model to 615 treatments from 322 randomized trials. <i>Journal of Consulting and Clinical Psychology</i>, 77(3), 566-579.</p>	Watch the CBT session video (uploaded on canvas). Compose a brief response (3-5 sentences, ≈ 50 -70 words) noting the strategies the therapist used to keep the client focused and adhere to the CBT session structure. Describe any missed opportunities for collaboration and developing rapport with the client.
6	10/8/24 10/9/24	<p>Early Stages of Working with Youth and Caregivers: Psychoeducation for disruptive behavior, anxiety, and depression. Supervision.</p> <p><u>Readings:</u></p> <p>Weisz, J. R., & Bearman, S. K. (2020). Chapter 4 and Chapter 5 (Clinician and Caregiver Guides)</p> <p>Pella, J. E., Ginsburg, G. S., Casline, E., Pikulski, P. J., & Drake, K. L. (2018). Children's perceptions of barriers to session attendance in school-based treatment for anxiety. <i>School Mental Health</i>, 10(4), 417-427.</p> <p>Weeks, M. R., & Sullivan, A. L. (2019). Discrimination matters: Relations of perceived discrimination to student mental health. <i>School Mental Health</i>, 11(3), 425-437.</p>	Behavioral Rehearsal #1 can be turned in
7	10/15/24 10/16/24	<p>Feeling Calm and Learning to Relax: Identifying the somatic cues of anxiety, depression, and anger and learning how to self-calm. Supervision.</p> <p><u>Readings:</u></p> <p>Weisz, J. R., & Bearman, S. K. (2020). Chapter 6 (Feeling Calm)</p> <p>Merrell, K. W. (2001). Helping students overcome depression and anxiety: A practical guide. Relaxation training. (pp. 142-145). Guilford.</p> <p>Austin, A., Craig, S. L., & D'Souza, S. A. (2018). An AFFIRMative cognitive behavioral intervention for transgender youth: Preliminary effectiveness. <i>Professional Psychology: Research and Practice</i>, 49(1), 1-8.</p>	Case Formulation Paper Due Behavioral Rehearsal #1 Due

8	10/22/24 10/23/24	<p>Trying the Opposite (Anxiety): Theory and steps to using exposures to treat anxiety. School attendance problems (Part 1).</p> <p><u>Readings:</u> Kearney, C.A., & Albano, A.M. (2004). The functional profiles of school refusal behavior: Diagnostic aspects. Behavior Modification, 28, 147-161.</p> <p>Weisz, J. R., & Bearman, S. K. (2020). Chapter 10 (Trying the Opposite, pp. 157-171)</p> <p>Kendall, P.C., Robin, J.A., Hedtke, K.A., Suveg, C., Flannery-Schroeder, E., & Gosch, E. (2005). Considering CBT with anxious youth? Think exposures. <i>Cognitive and Behavioral Practice, 12</i>, 136-150.</p>	<p>Case Formulation Paper Due</p> <p>Mid-semester evaluation</p>
9	10/29/24 10/30/24	<p>Trying the Opposite (Depression and Challenging Behaviors): School attendance problems (case conceptualization and intervention). Behavioral activation for depression. Introduction to week 10 in class activity.</p> <p><u>Readings:</u> Kearney, C.A., & Albano, A.M. (2004). The functional profiles of school refusal behavior: Diagnostic aspects. Behavior Modification, 28, 147-161.</p> <p>Weisz, J. R., & Bearman, S. K. (2020). Chapter 10 (Trying the Opposite, pp. 171-181)</p> <p>Merrell, K. W. (2001). Behavior change for depression. In Helping students overcome depression and anxiety: A practical guide. (pp. 117-124). Guilford.</p> <p>Chu, B. C., Skinner, L. C., & Staples, A. M. (2014). Behavioral avoidance across child and adolescent Psychopathology. In J. Ehrenreich-May & B.C. Chu (Eds.). <i>Transdiagnostic treatments for children and adolescents: Principles and practice</i> (pp. 84-110). Guilford.</p>	<p>Watch the Behavioral Activation Video (canvas) and note examples when the therapist focuses on helping the client act according to a plan or goal rather than a feeling.</p> <p>Mid-semester feedback</p>
10	11/5/24 11/6/24	<p>Risk Assessment and Responding to Suicide in Schools. Conducting risk assessments for children and youth with depression. In class activity - school response to suicides. Trying the opposite for disruptive behaviors.</p> <p><u>Readings:</u> American Foundation for Suicide Prevention, & Suicide Prevention Resource Center. (2018). After a suicide: A toolkit for schools (2nd Ed.). Education Development Center.</p> <p>Clay, R.A. (2022). How to assess and intervene with patients at risk for suicide. Monitor on Psychology, 53(4) 41-45. https://www.apa.org/monitor/2022/06/continuing-education-intervene-suicide</p> <p>Zullo, L., Seager van Dyk, I., Ollen, E., Ramos, N., Asarnow, J., & Miranda, J. (2021). Treatment recommendations and barriers to care for suicidal LGBTQ youth: A quality improvement study. <i>Evidence-Based Practice in Child and Adolescent Mental Health, 6</i>(3), 393-409.</p> <p>Marraccini, M. E., Resnikoff, A. W., Brick, L. A., Brier, Z. M., & Nugent, N. R. (2021). Adolescent perceptions of school before and after psychiatric hospitalization: Predicting suicidal ideation. <i>School Psychology, 37</i>, 2, 119-132</p>	<p>Theoretical Orientation Paper Due</p>
11	11/12/24 11/13/24	<p>Balanced Thoughts and Problem-Solving: Developing healthy and balanced thoughts through cognitive restructuring and cognitive coping. Problem solving across referrals.</p> <p>Weisz, J. R., & Bearman, S. K. (2020). Chapter 8 (Repairing Thoughts) and Chapter 9 (Solving Problems)</p> <p>Joyce-Beaulieu, D., & Sulkowski, M. L. (2015). Cognitive behavior therapy for externalizing problems. In Cognitive behavioral therapy in K-12 school settings: A practitioner's toolkit (pp.93-98). Springer.</p> <p>Merrell, K. W. (2001). Changing thoughts and beliefs. In <i>Helping Students Overcome Depression And Anxiety: A Practical Guide</i>. (pp. 82-101). Guilford.</p>	<p>Behavioral Rehearsal #2 Due</p>
12	11/19/24 11/20/24	<p>Culturally Responsive Classrooms: Racial disparities in school discipline. Helping educators build an equity lens in classrooms. Reducing discipline disparities through positive approaches.</p> <p><u>Readings:</u> Okonofua, J. A., Walton, G. M., & Eberhardt, J. L. (2016). A vicious cycle: A social-psychological account of extreme racial disparities in school discipline. Perspectives on Psychological Science, 11, 381-398.</p>	

		<p>Dray, B. J., & Wisneski, D. B. (2011). Mindful reflection as a process for developing culturally responsive practices. <i>Teaching Exceptional Children</i>, 44(1), 28-36.</p> <p>Friedman, T. E., Hallaran, A. E., & Locke, M. A. (2022). Rubberbanding in a liminal space: Teachers contemplate intersections of dis/ability and race in inclusive classrooms. <i>Race Ethnicity and Education</i>, 25(6), 755-775.</p> <p>Carter, P. L., Skiba, R., Arredondo, M. I., & Pollock, M. (2017). You can't fix what you don't look at: Acknowledging race in addressing racial discipline disparities. <i>Urban Education</i>, 52(2), 207-235.</p>	
13	11/26/24 11/27/24 Thanksgiving	<p>Planned Termination and Effective Reward Systems. Ending Treatment. Behavioral approaches for ADHD including self-monitoring and effective reward systems.</p> <p><u>Readings:</u></p> <p>Weisz, J. R., & Bearman, S. K. (2020). Chapter 11 (Continuing/Boosting/Ending Treatment)</p> <p>Vidair, H. B., Feyjini, G. O., & Feindler, E. L. (2017). Termination in cognitive-behavioral therapy with children, adolescents, and parents. <i>Psychotherapy</i>, 54, 15-21.</p> <p>Shernoff, E.S., Lekwa, A.L., Reddy, L., & Davis, W. (2020). Teachers' use and beliefs about praise: A mixed-method study. <i>School Psychology Review</i>, 49(3), 256-274.</p> <p>Humphreys, K.L., Marx, B.P., & Lexington, J.M. (2009). Self-monitoring as a treatment vehicle. In W.T. O'Donohue & J.E Fisher (Eds.) <i>General principles and empirically supported techniques of cognitive behavior therapy</i> (pp. 576-583). Wiley & Sons.</p>	<p>Watch video uploaded on Canvas. Apply the principles in the lecture to create a high quality reward system. Email the reward system it to Elisa no later than Wednesday 11/27/24 at 12:00 pm</p>
14	12/3/24 12/4/24	<p>Engaging Parents in Treatment: Caregiver engagement strategies and home school partnerships.</p> <p><u>Readings:</u></p> <p>Weisz, J. R., & Bearman, S. K. (2020). Chapter 7 (Increasing Motivation)</p> <p>Okamoto, S. K., Kulis, S., Marsiglia, F. F., Holleran Steiker, L. K., & Dustman, P. (2014). A continuum of approaches toward developing culturally focused prevention interventions: From adaptation to grounding. <i>The Journal of Primary Prevention</i>, 35, 103-112.</p> <p>Parra-Cardona, J. R., Bybee, D., Sullivan, C. M., Rodríguez, M. M. D., Tams, L., & Bernal, G. (2017). Examining the impact of differential cultural adaptation with Latina/o immigrants exposed to adapted parent training interventions. <i>Journal of Consulting and Clinical Psychology</i>, 85(1), 58-71.</p>	
15	12/10/24 12/11/24	<p>Next Steps and New Frontiers. Brief Interventions. Self-Care. Huddle Up/Wrap Up.</p> <p><u>Readings:</u></p> <p>Khazan, O. (2019, August 21). The quick therapy that actually works. <i>The Atlantic</i>.</p> <p>Moore, E. C., Jeglum, S., Young, K., & Campbell, S. M. (2019). Self-care in supervision: How do we teach others to care for themselves? <i>Communique</i>, 47(8), 1-30.</p>	<p>Treatment Summary Report Due</p> <p>SIRS (Bring Laptops)</p>

[Additional Resources/Readings](#)

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Bennett-Levy, J. & Haarhoff, B. (2019). Why therapists need to take a good look at themselves. In S. Dimidjian (Ed.) *Evidence-based practice in action: Bridging clinical science and intervention* (pp. 380-394). Guilford Press.

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