School of Education Conceptual Framework

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code:

Within the University, the School of Education serves Kansas, the nation, and the world by:
1. preparing individuals to be leaders and practitioners in education and related human service fields,
2. expanding and deepening understanding of education as a fundamental human endeavor, and
3. helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Preparing Individuals to be Leaders and Practitioners

The Therapeutic Intervention: Home and School course is one of a series of core courses in the school psychology curriculum designed to train students to become competent practitioners and leaders in the mental health profession in school and non-school settings.

Addressing the Three Themes of the Conceptual Framework

The components that frame our mission for our initial and advanced programs are: (1) Research and Best Practice; (2) Content Knowledge; and (3) Professionalism. These three themes build our conceptual framework.

In the Therapeutic Intervention: Home and School course, students acquire knowledge about different approaches to interventions, including counseling approaches, and they gain skills in the implementation and evaluation of these different types of interventions based on research, theory, and best practice in the field.

Technology

Students will become more familiar with technology by (a) presenting cases using power point, (b) audiotaping or videotaping counseling sessions, and (c) using Blackboard.

Diversity

Students will learn about counseling students from diverse backgrounds as well as students with special needs (see statement on diversity).
Course Purpose

This course is designed to advance the student’s knowledge of approaches to interventions, including counseling theories, as well as providing supervised field experiences. The course will focus on training students to initiate, maintain, and appropriately terminate therapeutic relationships for individuals and groups. Ethical and legal issues will be discussed along with the effectiveness of counseling/interventions. There will be an emphasis on prevention and counseling students from diverse backgrounds (see statement on diversity).

Course Objectives

1. Students will become knowledgeable about different counseling approaches used with children and adolescents.
2. Students will be able to demonstrate basic counseling skills.
3. Students will be able to develop treatment plans for various types of childhood and adolescent problems.
4. Students will be able to define and discuss different ethical, professional, and legal issues in counseling.
5. Students will become familiar with the literature on counseling effectiveness.
6. Students will become familiar with the implications of diversity for counseling.
7. Students will become more knowledgeable about empirically-based interventions and prevention strategies and implement some of these strategies with children and adolescents.

Required Textbooks


Course Requirements

Exams

Two take home exams will be given over the course of the semester. The exams will be in an essay format. Students will be asked to respond to questions that will require them to have factual knowledge of the topics, to integrate material from the readings, lectures, and discussions, and/or to apply their knowledge to different counseling scenarios. Each exam will be worth 35 points for a total of 70 points (approximately 34.15% of the student’s grade).

Counseling Activities

Each student will initiate one individual counseling case and one counseling group during the semester at the student’s field (practicum) site. The practicum field supervisor will be responsible for on-site supervision. Treatment planning forms and case (SOAP) notes will be completed and turned in (to your primary supervisor) and updated after each counseling session. You must have a SOAP note for each session. Copies of the signed treatment planner and case notes must also be provided to the class instructor.

All counseling sessions must have parental approval for counseling and taping (this form will be provided to you and is also posted on the Blackboard website). Three audio- or video-taped counseling sessions will be completed. Excerpts from your tapes may be used to illustrate techniques of counseling in class. The counseling tapes, treatment plan, and SOAP notes will be reviewed and discussed in supervision with the instructor of the course in three one-hour sessions. Students are responsible for scheduling each of these one-hour sessions with the instructor one week after they have completed a counseling session that they taped and they are responsible for revising their treatment plan, SOAP notes,
and/or counseling strategies based on the instructor’s feedback. The counseling activities will be worth 70 points (approximately 34.15% of the student’s grade).

Case Presentation and Paper

Students will do a case presentation on either 12/2/15 or 12/9/15. The case presentation will be a summary of a counseling case (or group) that each student has had during the semester. Details on the case presentation can be found under the Assignment and Syllabus header on the Blackboard website. Each student will also provide the instructor with a 1-2 page, single-spaced summary covering the key points of the presentation. **The case presentation and summary will be worth 40 points (approximately 19.5% of the student’s grade).**

Class Participation

Students are expected to attend class, to be on time for class, and to participate in class discussions and activities. Students are expected to read the assignments prior to class so that they can contribute to the classroom discussions and fully participate in the classroom activities. **Classroom participation (attendance, on time to class, participation, and assigned readings read before class) will be worth a total of 25 points (approximately 12.20% of each student’s grade).**

Class Format

Class sessions will be broken up into parts. Not every part will be included in each class period.

**Part 1** will be a discussion on cases currently underway at the practicum site. This will include an open discussion with problem solving by all class members of approaches to take with the presented cases. This part will be limited until the middle of or late September when students obtain cases for counseling.

**Part 2** will be on a general topic related to therapeutic intervention. The instructor will lecture on this material. This part will be given more time at the beginning of the semester when the class covers counseling approaches and the counseling process.

**Part 3** will involve various activities, such as working on your treatment plans, role-plays, small group activities, and counseling session critiques.

KSDE/NCATE

"This required course, as approved by School of Education faculty, meets one or more of the standards for accreditation (NCATE) and program approval (KSDE) as stated on the course syllabus. Students successfully completing this course will be prepared to meet the competencies associated with the licensure standards addressed in this course."

**KSDE Licensure/Endorsement**

**(School Psychologist Standards)**

**Standard #4:** [Collaboration for Behavioral Social Emotional Intervention] The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.

**Standard #5:** [Diversity] The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.
Standard #7: [Prevention] The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

National Association of School Psychologists Standards

Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills] – The school psychologist has 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 strategies to promote social-emotional functioning and mental health. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and implements and evaluates services that support socialization, learning, and mental health.

Standard V (Element 5.2) [Preventive and Responsive Services] – The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental safety, and physical well-being through protective and adaptive factors and implements effective crisis preparation, response, and recovery.

Standard VII [Diversity] – The school psychologist has knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. The school psychologist demonstrates skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Statement on Diversity

Diversity relates to but is not limited to the following: age, creed, disability, ethnicity, gender, global perspectives, international background, language background, learning differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status. Each of these aspects of diversity relate to one’s identity. The University of Kansas values diversity in its student body and believes that the intentional creation of a diverse learning environment is essential to achieving the University's educational mission. The University fosters a multicultural environment in which the dignity and rights of the individual are respected.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

“The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY).”

Information about the AAAC services can be found at [http://disability.ku.edu](http://disability.ku.edu). Please contact me privately to discuss your needs in this course.

Professional and Ethical Behavior

“As a student in this course, you will be expected to complete projects/or assignments that will require you to interact with and/or collect data from other people – from students in schools or agencies, from teachers or administrators, or perhaps from your colleagues in this class. Whenever we gather data from the lives and experiences of other human
beings, we must be especially sensitive to the professional and ethical implications of what we are pursuing. Keep in mind that the information you do collect – whether it is collected orally, in writing, through observation, or through existing records or artifacts – is research data. We must adhere to the highest level of professionalism and make every effort to handle data in an ethical manner. Any specific additional details will be provided in class.”

Academic Misconduct

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals of forging of signatures; falsification of research results; plagiarizing of another’s work...” (University Senate Rules and Regulations 2.61). If a student has questions regarding academic misconduct, the student should review KU’s University Senate Rules and Regulations 2.61, 2.64, and 2.65.

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<th>Course Requirements</th>
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<td>Exams</td>
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<td>Counseling Activities</td>
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<td>Case Presentation and Paper</td>
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<td>Classroom Participation</td>
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Grades

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Late Work

All presentations must be presented on their designated dates, except in emergency situations or illness. Credit will not be given for presentations not delivered on their assigned dates. Two points will be deducted each day for late papers (e.g., copies of treatment plans and updates, copies of SOAP notes, case presentation summary) up to two days. The points will be deducted before the paper is reviewed. After two days, the late paper will not be accepted and the student will not receive credit for the paper.