University of Wisconsin-La Crosse
Department of Psychology/School Psychology Program

INDEPENDENT STUDY:
FUTURE DIRECTIONS FOR SCHOOL PSYCHOLOGISTS AS MENTAL HEALTH PROVIDERS

SPY 796; Fall 2016; 1 Credit
Madison Marriott West, Madison, Wisconsin

Instructor: Dr. Robert J. Dixon, NCSP
Office: 349A Graff Main Hall
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Course Description
The statistics are staggering. One in five children have the symptoms consistent with a mental health disorder yet only 20% receive services – usually in schools. School Psychologists can be called upon to meet this challenge and the focus of this conference is to provide you the knowledge and skills to make a difference in the mental health arena. By focusing on both the mental health needs of children in a multi-level system of support, school psychologists can learn the individual skills and systemic practices to transform the lives of children and their families. Must attend all three days of the convention workshops to receive credit.

Relevant DPI Standards Addressed in this Course
Wisconsin Standards for Teacher Development & Licensure:
- Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.
- Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Wisconsin Standards for Pupil Service Development & Licensure:
The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

Wisconsin Standards for Administrator Development & Licensure:
The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Selected Resources
Learning outcomes:
Within the three days of the conference, participant will:

- Develop skills, practices and models to meet the mental health needs of students and staff following a school associated crisis event.
- Support school improvement efforts by focusing on key strategies and resources that will help teams develop Tier II and III services.
- Focus on developing assessment strategies to enhance consultation and coaching efforts and ultimately improve core instructional practices.
- Develop specific intervention strategies and implement the strategies in the 3-tiered model.
- Identify the symptoms of psychological trauma and develop practical responses to positively impact these symptoms.
- Analyze crucial connections that school psychologists can make with students to impact children’s mental health.
- Explore the Wisconsin School Mental Health Framework in the application to the role of school psychologists.
- Enhance crisis procedures already in-place in their schools by developing advanced skills and procedural knowledge to provide leadership to districts.
- Develop skills to assess school culture and identify students that are disconnecting from school.
- List and identify changes in procedural requirements for special education forms.
- Appraise characteristics of a bully prevention program and apply critical best practice components in a school environment.

Course Expectations

Attendance (50%)
- Attend the entire conference - attendance certificates will be distributed for each sectional that you attend. Participants must attend an entire day on Wednesday, the entire day on Thursday, and half the day on Friday to receive full credit for attendance.

Paper (50%)
- 3-5 page paper on how you are going to apply the concepts learned at the conference to your local education authority (e.g., school or district, etc.). Papers can focus on all the information presented over the three days or focus specifically certain topics that are more relevant or applicable to the LEA. Keep in mind the goals of the conference and the relevant teacher, pupil service and administrative education standards for licensure.

All materials must be received via email or snail mail by December 1. Grades will be posted approximately December 15.

Grading Procedure
Completing the attendance and paper requirement will receive an A. Failure to complete attendance verification and/or assignments will result in a course grade of an F. Late papers will be reduced by a half grade.

Tentative Course Outline (Any changes will be announced Wednesday Morning)

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Trauma-Sensitive Schools: The Role of the School Psychologist
The Provision of School-Based Mental Health Services within a Multi-Tiered Systems of Support Framework
The Wisconsin School Mental Health Framework

October 28, 2016 (Friday) Day THREE Workshops

9:00-12:15 p.m.
• Advanced Crisis Skills in School-Based Crisis Prevention and Intervention
• Wisconsin DPI Updates
• Classroom Coaching and School Psychology: Developing your Toolbox to Positively Impact Instruction
• ACT NOW Tier 2

You are expected and responsible to be on time and attend the full-allotted time period for each sectional. Failure to attend any of the specified times for any reason will result in a failing grade.

UWL POLICIES & SUPPORTS

Academic Integrity & Misconduct
Academic misconduct is a violation of the UWL Student Honor Code and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline. Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the Student Handbook for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to “Avoiding Plagiarism” on the Murphy Library website. You may also visit the Office of Student Life if you have questions about plagiarism or cheating incidents. For a light-hearted tutorial on avoiding plagiarism I encourage you to review a ten-minute interactive tutorial from Acadia University: http://library.acadiau.ca/tutorials/plagiarism/.

Concerns or Complaints
If you have a concern or a complaint about the course, or me, I encourage you to bring that to my attention. My hope would be that by communicating your concern we would be able to come to a resolution. If you are uncomfortable speaking with me, or you feel your concern hasn’t been resolved after bringing it to my attention, you can contact my department chair or the Office of Student Life (http://www.uwlax.edu/student-life/). The Student Academic Non-Grade Appeals process can be found in the Student Handbook. For academic appeals you can review the appeals and petitions for academic matters section of the UWL Catalog.

Sexual Harassment
As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with UWL’s Title IX Coordinator in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, ipeterson@uwlax.edu. Please see http://www.uwlax.edu/violence-prevention for more resources or to file a report.

Religious Accommodations
Per the UWL Undergraduate and Graduate Catalogs, “any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the first week of summer session and short courses) of specific days/dates for which the student will request an accommodation. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.”
**Students with Disabilities**
Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student’s responsibility to discuss their academic needs with their instructors. Students are ultimately responsible to communicate their needs with the instructor in a timely manner.

Review the ACCESS Center website at:
http://www.uwlax.edu/access-center/

**Veterans and Active Military Personnel**
Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the Veterans Services Office. Students who need to withdraw from class or from the university due to military orders should be aware of the military duty withdrawal policy.

**Academic Services and Resources at UWL**
Below are several student services available to students taking online courses:
- Academic Advising Center: http://www.uwlax.edu/advising/
- ACCESS Center (formerly Disability Resources): http://www.uwlax.edu/access-center/
- Career Services: http://www.uwlax.edu/careerservices/
- Counseling and Testing Center: http://www.uwlax.edu/counseling/
- Financial Information: http://www.uwlax.edu/financial-information/
- Murphy Library: http://www.uwlax.edu/murphylibrary/
- Multicultural Student Services: http://www.uwlax.edu/mss/
- Public Speaking Center: https://www.uwlax.edu/murphy-learning-center/public-speaking-center/
- Records and Registration: http://www.uwlax.edu/records/
- Student Handbook: http://www.uwlax.edu/Student-Life/Student-handbook/
- Student Support Services: http://www.uwlax.edu/sss/
- Tutoring (Murphy Learning Center): http://www.uwlax.edu/murphy-learning-center/
- Veteran Services: http://www.uwlax.edu/veteran-services/
- Writing Center: http://www.uwlax.edu/writingcenter/