



School Psychology 571 – Summer 2019

Prevention and Program Evaluation in Educational Settings

Instructor: Jesse Erwin, Ph.D.
Class Day and Time: Wednesday 5:30 pm – 8:45 pm (May 8th – June 12th)
T/W/F 9:00 am – 4:00 pm (June 18th-28th)
Class Location: John R. Howard Hall, Room 202
Office Hours: By appointment
Email (preferred): jerwin@lclark.edu

Course Description: Theory, application, design, implementation, and evaluation of prevention and intervention programs for school-age youth in school and community settings. Students also examine the cultural, social, psychological, family, and political factors bearing on children's understanding of and experiences with alcohol and other drugs. Prevention and intervention through enhancement of social competence are presented from constructivist and ecological-developmental perspectives with application to individuals and to small-group and classroom-based settings.

Prerequisites: None

Restrictions: Admission to School Psychology Program

Credits: 3 semester hours

Required Texts:

- Harrison, P. & Thomas, A. (Eds.) (2014). Best practices in school psychology. Bethesda, MD: National Association of School Psychologists.

Additional course materials will be distributed in class or posted online.

Course Format: In weeks 1 through 6, class time will be divided between lecture, in-depth discussion of weekly readings, and group share-outs. In weeks 7 and 8, class will have a “workshop” format that includes lecture, group collaboration, and one-on-one guidance from the instructor as students craft their cornerstone project for the course.

Course Objectives: The primary purpose of the course is to enhance School Psychology candidates' knowledge and ability to critically examine, implement, and evaluate prevention and intervention programs in schools and systems. Upon completion of the course, each student should have an understanding of:*

1. Perspectives on risk, resilience and developing competence in childhood and adolescence;
2. Core components of effective prevention and intervention programs in educational settings;
3. How school structures and systems impact students' well-being;
4. Methods and processes for evaluating intervention and prevention programs in learning settings;
5. Why culture and class, and home, school, and community contexts are fundamental topics in prevention/intervention.

*Corresponding NASP Domains: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, & 2.9.

Additionally, students will have many opportunities to build their resource library in order to put their new skills to use in their internship year.

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Attendance: Per CPSY department policy, class attendance is expected and required. If an absence is unavoidable, please email the instructor 24 hours in advance (if possible). Missing more than 10 percent of class time (4.5 hours) may result in failure to complete the course. In case of extreme hardship, and at the discretion of the instructor and program chair, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Course Assignments and Evaluation Criteria

In addition to building a foundational knowledge base, the requirements of this course are designed to enhance competence in core skills (i.e., writing, speaking, and listening) that are routinely used by school psychologists. The following assignments will be used to evaluate student performance over the course of the semester (details about evaluation criteria can be found in the appendix of the syllabus):

1. Classroom Engagement (30%)
2. Program Proposal Paper (40%)
3. Program Proposal Presentation (30%)

Grades will be assigned based on the following scale (%):

A: 94-100

A-: 90-93

B+:87-89

B: 83-86

B-:80-82

Any percent <80 would result in a C and would require this class to be taken again as no C can count toward your degree in this program.

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy. Plagiarism, that is, using research without citations, or using a created product without crediting the source, will result in a deduction of at least 50% of the assignment grade for each instance, failure of the course, and/or being reported to the Dean of Students. It is very important for students to learn how to describe readings and research findings in their own words. For this course, plagiarism will be defined as **four or more consecutive words taken directly from a reading without the use of quotation marks**. Each instance of plagiarism will result in a deduction of 50% of the total points. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual/creative statements made by authors to emphasize a point. Excessive use of quotes will result in point loss.

Student Support Services: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible

Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if he or she is absent.

Communication: E-mail is the preferred method of communication. I will typically respond to student inquiries within 24 hours on weekdays and will convey any changes in class or assignments via email.

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Writing Center: The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: https://college.lclark.edu/academics/support/writing_center/.

Classroom Etiquette

Phones and Laptops: Students are expected to use technology appropriately. Please refrain from checking email, texting, working on other assignments, etc. during class time. It is usually quite obvious when someone is using their laptop for something other than notes and can be very disheartening for instructors (who have feelings too). In these instances, the instructor will ask students to put away their computer, which will affect your classroom engagement grade.

Discussion Norms. We will be exploring many topics that are complex and emotional, and I expect there will be differing opinions among students. Disagreement and debate are healthy ways to develop critical thinking skills and take multiple perspectives. In order to do so in a constructive manner, I expect all students to follow these discussion norms (adapted from University of Michigan Center for Research on Learning and Teaching):

1. Respect others' rights to hold opinions and beliefs that differ from your own.
2. When you disagree, challenge or criticize the idea, not the person.
3. Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
4. Be courteous. Don't interrupt or engage in private conversations while others are speaking. Be aware of messages you may be communicating with your body language.
5. Support your statements. Use evidence and provide a rationale for your points.
6. Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit. If you are hesitant to speak, look for opportunities to contribute to the discussion.
7. If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.
8. Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

Confidentiality – Any personal disclosures are considered confidential and should not be shared with others outside of the classroom.

Food Policy – Because class meets during typical dinner hours, I imagine many people will need to eat during instruction. This is fine as long as (a) it is not distracting and (b) students clean up after themselves.

Course Schedule

Subject to change at instructor's discretion

Week 1 - 5/8/19 <i>Introduction to the Course</i>
Readings Due: None
Week 2 - 5/15/19 <i>Foundations of Prevention</i>
Readings Due:
<ul style="list-style-type: none"> • Strein, W., Hoagwood, K., & Cohn, A. (2003). School psychology: a public health perspective I. Prevention, populations, and systems change. <i>Journal of School Psychology, 41</i>, 23-28. • BP Systems Ch. 10 - Best Practices in Developing Prevention Strategies for School Psychology Practice
Week 3 - 5/22/19 <i>Foundations of Program Evaluation</i>
Readings Due:
<ul style="list-style-type: none"> • BP Foundations Ch. 25 - Best Practices in Program Evaluation in a Model of Response to Intervention/Multitiered System of Supports • Miller D.N., & Sawka-Miller K.D. (2011). Beyond unproven trends: Critically evaluating school-wide programs. In: Lionetti T., Snyder E., & Christner R. (Eds.), <i>A practical guide to building professional competencies in school psychology</i> (pp.141-154). Boston: Springer
Week 4 - 5/29/19 <i>Program Evaluation: How to Measure Success</i>
Guest Speaker: Jim Hanson - School Psychologist, Lincoln High School
Readings Due:
<ul style="list-style-type: none"> • BP Systems, Ch.3 - Best Practices in Implementing Evidence-Based School Interventions • MTSS and the Keys to Success
Week 5 - 6/5/19 <i>Systems and School Structures</i>
Guest Speakers:
Jeff Wilebski & Brandon Burke - Student Support Specialists, Vestal Elementary School
Readings Due:
<ul style="list-style-type: none"> • BP Systems, Ch. 1 - Best Practices in Systems Level Change • BP Systems, Ch. 2 - Best Practices in Strategic Planning, Organizational Developmental, and School Effectiveness
Week 6 - 6/12/19 <i>The Internship Year</i>
Guest Speakers:
<ul style="list-style-type: none"> • Angela Fricilone - School Psychologist, Sisters School District • Megan Wattman-Turner - School Psychologist, Northwest Regional Education Service District
Readings Due: None
Week 7 - 6/18/19 <i>Promoting Academic Success & Preventing Academic Failure</i>
Readings Due:
<ul style="list-style-type: none"> • BP Systems Chapter 13 - Best Practices in the Use of Learning Supports Leadership Teams to Enhance Learning Supports • BP Systems Chapter 31 - Best Practices in Systems-Level Organization and Support for Effective Family-School Partnerships.
Week 7 - 6/19/19 <i>Social, Emotional, & Behavioral Health Promotion</i>
Readings Due:
<ul style="list-style-type: none"> • BP Systems, Ch. 11 Best Practices in Population-Based School Mental Health Services

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<ul style="list-style-type: none">• BP Systems, Ch. 12 Best Practices in Developing a Positive Behavior Support System at the School Level
Week 7 - 6/21/19 <i>School Crisis Intervention</i> Readings Due: <ul style="list-style-type: none">• BP Systems, Ch.18 - Best Practices in Threat Assessment in Schools• BP Systems, Ch.19 - Best Practices in Suicide Prevention and Intervention
Week 8 - 6/25/19 & 6/26/19 <i>Proposal Presentations</i>

Appendix A: Course Assignments and Evaluation Criteria

1. **Classroom Engagement** – Measuring engagement can be difficult because it is sometimes equated with “speaking in class.” In a class of this size, it may be impossible to ask a question or share your thoughts every single week. In general, I encourage students to contribute as often as they can but know that you will not be graded down simply because you refrained from speaking one week. A great way to demonstrate course engagement is to ensure that questions and comments reflect that you have done the reading for the week. This may include linking ideas back to the reading, asking clarifying questions, and so on. Alternative ways to show engagement include active listening skills (orienting toward the speaker, eye contact, affirmative nodding), note taking, and asking follow up questions (via e-mail, during breaks, etc.).
2. **Prevention Proposal** (due 6/28) – Students will submit a proposal for implementing one (or more) prevention programs at your future internship site. Additional guidance, including grading rubric, will be delivered in-class. The purpose of this assignment is to demonstrate knowledge of course material, effective written communication, and to provide students an opportunity to familiarize themselves with their future communities/employers. Some general information about the project includes:
 - Proposals should be 8–10 pages (excluding references) in APA (6th ed.) format.
 - Proposals will be roughly divided into 3 parts:
 - i. Background information about your school/district including areas of need;
 - ii. Program description and justification;
 - iii. Implementation and evaluation plan.
3. **Proposal Presentation** (6/25 and 6/26) – In 12-15 minutes, students will “pitch” their proposals to the class as if they were speaking to important stakeholders. The purpose of this assignment is cultivate effective oral communication skills that are critical to the role of the school psychologist. Moreover, this may serve as a rehearsal for students who are interested in *actually* proposing their program at their internship sites. Additional guidance will be provided in class.

Appendix B: NASP Domains of School Psychology Training and Practice

The School Psychology (SPSY) Program at Lewis & Clark College first received full approval by the National Association of School Psychologists in 2003. The SPSY program highlights the importance of the NASP Domains of School Psychology Training and Practice in our program by making them central to our program goals, objectives and, as we demonstrate in the following section, in our Program Evaluation Plan. The 10 NASP domains detailed below are not mutually exclusive and are instead fully differentiated and integrated into the SPSY graduate level curricula, practica, internship, and program evaluation plan.

2.1 Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.2 Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

2.3 Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

2.5 School-Wide Practices to Promote Learning

School Psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

2.6 Preventive and Responsive Services

School psychologists have 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.

2.7 Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

2.8 Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse candidate characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

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2.9 Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

2.10 Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists