Lewis & Clark
Graduate School of Education and Counseling

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School Psychology 571 - Summer 2021
Prevention and Program Evaluation in Educational Settings

Instructors: Mason Rivers, Ed.S., NCSP rivers@lclark.edu

Class Day and Time: Tuesdays 4:30 pm – 7:30 pm (May 11th – June 15th)
2 hours of asynchronous work per week (May 11th – June 15th)
M-W 3:30 – 7:30 pm (June 21st – 23rd)
Thursday 3:30 – 6:30 pm (June 24th)

Class Location: Zoom link provided in Moodle

Office Hours: Phone or Zoom by Appointment

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.
- Morrison, J. & Harms, A. (2018). Advancing evidence-based practice through program evaluation: A practical guide for school-based professionals.

Additional course materials will be posted in Moodle.

Course Format: Online Only

<u>Classes 1 through 6 (May 11th - June 15th)</u>

Class will meet via Zoom on Tuesday evenings for 3 hours. Time will be divided between lecture, in-depth discussion of weekly readings, and group share-outs.

"Asynchronous" Learning - Students must also complete a weekly learning assignment between classes (e.g., forum discussion or reading reflection) that should take approximately 2 hours. Assignments will be shared during class and on Moodle.

<u>Classes 7 through 10 (June 21st - June 24th)</u>

Class time will be divided between lecture, group collaboration, and one-on-one guidance from the instructors as students craft their cornerstone project for the course. The final two classes are devoted to student presentations and feedback.

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.

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 (40%)
   a. Participation (10%)
   b. Asynchronous Learning Assignments (30%)
2. Program Proposal Paper (30%)
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.

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/she/they is absent.

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

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/.

Digital Etiquette

- Cameras ON (off to step out or if background distraction comes up)
- Mute OFF (unless you have background sounds that will be transmitted)
- Glitching? Sign out and sign back in.
- Use CHAT function to alert us of issues.
- Take turns talking (be aware of other potential speakers)
- Listen and respond to each other (use names when appropriate)
- Be mindful of on camera/muted talking
- Try to arrange your screen to best convey active listening.
- Engaged and Active--we make the class for each other!

Course Schedule
Subject to change at instructor's discretion

Class 1 – (3 hrs.)
Introduction to the Course

Readings Due: None

Class 2 – (3 hrs.)
What is Prevention?

Asynchronous Learning Assignment #1 Due
Readings Due:
1. Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist, 53*(2), 205–220. https://doi.org/10.1037/0003-066X.53.2.205.
2. Strein, W., Kuhn-McKearin, & Finney. (2014). Best practices in developing prevention strategies for school psychology practice. In P. Harrison and A Thomas (Eds.) *Best practices in school psychology* (pp.137-148). National Association of School Psychologists

Class 3 – (3 hrs.)
Prevention in Schools

Guest Speakers: Todd Nicholson & Priscilla Smith (TBD)
Asynchronous Learning Assignment #2 Due
Readings Due:
1. Mather, N., Goldstein, S., & Eklund, K. (2015). The learning environment. In N. Mather, S. Goldstein, & K. Eklund (Eds.), *Learning disabilities and challenging behaviors: Using the Building Blocks model to guide intervention and classroom management* (3rd ed., pp. 55-77). Paul H Brookes Publishing.

Class 4 – (3 hrs.)
School Systems and Structures

Asynchronous Learning Assignment #3 Due
Readings Due:
1. National Association of School Psychologists (2016). *NASP position statement: Integrated model of academic and behavioral supports*. https://www.nasponline.org/x36849.xml
2. Los, J.E. (2018, January). *MTSS and the keys to success*. Communique. https://www.nasponline.org/x41417.xml
3. Additional Readings will be posted on Moodle

Class 5 – (3 hrs.)
Program Evaluation Guiding Principles

Asynchronous Learning Assignment #4 Due
Readings Due:
1. Morrison & Harms (2018) Chapter 1: *Introduction to Program Evaluation*
2. Morrison & Harms (2018) Chapter 2: *Evaluating Implementation*

Class 6 – (3 hrs.)
Program Evaluation Applications

Asynchronous Learning Assignment #5 Due
Readings Due:
1. Morrison & Harms (2018) Chapter 4: *Developing an Evaluation Plan*
2. Morrison & Harms (2018) Chapter 5: *Communicating Evaluation Findings*

Class 7 – (3 hrs.)
Adult Learning and Professional Development

Asynchronous Learning Assignment #6 Due
Readings Due:
1. Morrison & Harms (2018) Chapter 3: *Evaluating Professional Learning*

Class 8 – (8 hrs.)
School Psychologist Evaluations and Supports in Schools and Final Project Presentations

Readings Due:
1. National Association of School Psychologists (2018). *NASP position statement: Supervision in School Psychology*. https://www.nasponline.org/x26834.xml
2. A Framework for the Personnel Evaluation of School Psychologists Utilizing the NASP Practice Model
3. NASP Practice Model Implementation Guide: Section IV Part 1: *Embedding the NASP Practice Model in Personnel Evaluation*

Class 9 – (8 hrs.)
Final Project Presentations

Readings Due: None

Class 10 – (8 hrs.)
Final Project Presentations

Readings Due: None

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Appendix A: Course Assignments and Evaluation Criteria

1. **Classroom Engagement:** We expect each student to be a thoughtful contributor to class discussion, particularly when it comes to small groups. Weekly asynchronous learning assignments will also fall into this category as they are evidence of reflection and insight about the course content. Being an active listener can be difficult when teleconferencing but we expect all students to appear attentive during class time.

2. **Prevention Proposal (due 6/26 Midnight):** 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:
   a. Proposals should be 8–10 pages (excluding references) in APA (7th edition) format.
   b. 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 (6/22, 6/23, 6/24):** 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.

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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.

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