

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Prevention in Educational Settings
Course Number	571
Term	GU10
Department	CPSY
Faculty Name	Mollie Galloway; Philip Bowser

Catalogue Description (*copy from current catalogue*): 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. **Prerequisite:** CPSY 512. **Credit:** 3 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners’ experience and enhance their own and students’ capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood Age 3-4 th Grade	
Elementary 3 rd -8 th Grades in an Elementary School	
Middle Level 5 th -9 th Grades in a Middle or Junior High School	
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	

*R = Readings and In-class Discussions

*P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

Prevention in Educational Settings
CPSY 571
Summer 2010
Rogers Hall, Room 218
May 10 – July 19, 5:30pm – 9:00pm
May 22nd and June 26th, 9am-4pm

Instructors:

Dr. Mollie Galloway
Rogers Hall, Room 301
galloway@lclark.edu
(503) 768-6130

Philip B. Bowser, NCSP
Home Phone: 503-236-8983
Mobile Phone: 541-733-7506
Email: pbowser@lclark.edu

Office Hours: Monday from 3:45pm – 5:15pm or
by appointment

Office Hours: By appointment.

CATALOGUE 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.

COURSE DESCRIPTION:

This course examines prevention and intervention theory and practice in educational settings including schools and out-of-school learning contexts. The course will cover theoretical perspectives on risk, resilience and competence in childhood and adolescence and perspectives on understanding, implementing and evaluating prevention and intervention programs. Throughout the course students examine, discuss and reflect upon the effectiveness of prevention/intervention strategies and programs. Questions regarding how race and culture, SES, and home, school, and community contexts interact with prevention and intervention are addressed. Students learn supports and barriers to the development of youth competence in various developmental areas including: achievement and learning, mental and physical health, and behavioral competence.

COURSE GOALS:

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 other educational settings. At the end 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 learning settings; (3) methods and processes for evaluating intervention and prevention programs in learning settings; and (4) why culture and class, and home, school, and community contexts are fundamental topics in prevention/intervention. Additionally, students should leave the course with a set of resources that will help them act as a guide for prevention and intervention in their school settings.

COURSE MATERIALS:

Starred readings can be found as pdf files in the electronic journals on the LC library website. Additional weekly readings will be available for download on Moodle.

COURSE REQUIREMENTS:

Class Participation, Readings, and Reading Responses (20%): We highly value class discussion. We welcome hearing different perspectives and opinions and feel that the more students engage and learn together, the more they come to understand the material and enjoy the class as a whole. Each week you will be responsible for having read the chapters and articles listed for that week and for participating in discussion in a thoughtful way. **You are asked to bring 2 questions or discussion ideas from the readings each Monday. We will use these to facilitate discussion each week. Questions should be typed on a piece of paper, along with your name and the date. They will be collected each class session.** The two questions must in some way address multiple readings from the week.

We also support your mental health and realize that there may be a week during which you cannot accomplish the course reading. You have 1 free pass, which will excuse you from a week's readings and discussion questions. To use this pass, email the instructors to let us know prior to that particular class.

Assignments (15%): There are 2 assignments required for the course (one out of class and one in class).

Group Presentation (30%): You will have the opportunity to make a presentation to the class on a pressing need or problem that could be addressed through prevention and/or intervention programs from one of the core areas covered in the course (achievement and learning, physical health, mental health and social-emotional well-being, or behavioral health). You will select a group of 3-4 classmates and will have thirty minutes to teach the class about the specific need/problem you selected. You will first describe the need/problem, population(s) most at risk, prevalence of the problem in the schools, and how the problem/need has a broader impact on developmental outcomes. Second, you will briefly describe two research-based program designed to address the need/problem (including goals and components of the program), along with data on the effectiveness of the program (if available). The aim of this presentation is to give you an opportunity to delve further into an area of your interest, to become savvier about evaluating different programs, and to work with and learn from your classmates. Presentations begin in Week 6.

Intervention Paper Parts I and II (35%): For a final paper, you will write a proposal to implement a prevention/intervention program or set of programs at a school site. This may be your future internship or current work site.* The program(s) must be connected to the needs of your school/educational community and must be documented in the social science literature (i.e., you may not create an entirely new program, although you may select and integrate multiple programs). Your proposal should include the following:

Part I:

1. A description of your school site (e.g., school climate, demographics, school and community needs)
2. A description of the problem/need at your school (along with the target population)
3. A description of the problem/need in the research literature and strategies that have been used to address this need/problem (i.e., what does the research tell us are the most effective strategies for countering the problem? Note that you should select your prevention/intervention program(s) based on its fit with this literature).

Part II:

4. An overview of the specific prevention/intervention program(s) you have selected including an argument for why you selected this particular program or set of programs intervention/prevention (i.e., based upon fit with the need at your school, evidence that the program addresses the need/problem at your school using best practices, and research-based evidence of program's success). In other words, use research-based evidence to convince the reader that this program or set of programs is likely to create positive outcomes for your particular need/problem.
5. A description of what it would take to implement this program/set of programs at your site (roles and responsibilities of staff, families, students; resources; modifications needed to fit with your community's needs; etc.)

Proposals should be 15-20 double-spaced pages in length. Please do not exceed 20 pages of text (references are excluded). You must use APA style for the paper's citations and references.

Your paper will be written in two parts. Part I includes numbers 1-3 above and is due to Dr. Galloway on Monday June 7th. If needed (and if you choose), you will have the opportunity to revise

Part I of the paper before submitting the final paper. Parts I and II are due to Mr. Bowser on July 19th. You will not be regarded on Part I, but the paper should read as one paper, rather than two separate pieces. Each part of the paper is worth equal weight towards your final paper grade.

*If you do not have a current internship/work site or would prefer to examine a site different from your current placement, please work with Dr. Galloway to select a new site.

WEEKLY READINGS AND ASSIGNMENTS:

Week 1 (May 10): Introduction

In-class activity: Each of you will have 10 minutes to draft a list of the components that you believe make up effective prevention and intervention programs. We will gather in small groups to discuss and share ideas back in a whole-class discussion.

Week 2 Part I (May 17): Framing Risk, Resilience, & Prevention

*Masten, A.S., & Coastworth, J.D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53(2), 205-220.

*Nation, M., Crusto, C. Wandersman, A., Kumpfer, K., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58 (6/7), 449-456.

Week 2 Part II (May 22): Prevention Program Evaluation and Race, Ethnicity & Culture

Tebes, J.K., Kaufman, J.S., & Connell, C.M. (2003). The evaluation of primary prevention and health promotion programs. In T.P. Gullatta & M. Bloom (Eds.), *Encyclopedia of primary prevention and health promotion* (pp. 42-60). New York, NY: Kluwer Academic/Plenum Publishers.

Durlak, J.A., Weissberg, R.P., Quintana, E., & Perez, F. (2002). Primary prevention: Involving schools and communities in youth health promotion. In L.A. Jason, C.B. Keys, Y. Suarez-Balaczar, R. Taylor, & M.I. Davis (Eds.). *Participatory community research: Theories and methods in action* (73-86). Washington, DC: APA.

Tatum, B.D. (1997). *“Why are all the black kids sitting together in the cafeteria?” and other conversations about race*. New York: Basic Books (Chapters 1, 3, & 4).

Preparation for in-class activity:

Access the following article: Catalano, R.F., Berglund, M. L., Ryan, J.A.M., Lonczak, H.S., & Hawkins, J.D. (2002). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *Prevention & Treatment*, 5.

Please bring to class: The Executive Summary, and **2 of the 4** following sections: Summary of Positive Youth Development Programs Set in Schools, Summary of Family and School-Based Positive Youth Development Programs, Summary of School and Community-Based Positive Youth Development Programs, Summary of Family, School, and Community-Based Positive Youth Development Programs, and Methodological Issues.

Week 3 (May 24): Socioeconomic Advantage and Disadvantage

Aber, J.L., Jones, S.M., & Raver, C.C. (2007). Poverty and child development: New perspectives on a defining issue. In Aber, J.L., Phillips, D., Jones, S.M. and McLern, K. (Eds.) *Child development and social policy: Knowledge for action* (pp. 149-166). Washington, DC: APA Publications.

*Fine, M., Burns, A., Payne, Y. and Torre, M.E. (2004) Civics Lessons: The color and class of betrayal. *Teachers College Record*, 106, 2193-2223.

Pope, D.C. (2001). *“Doing school”*: How we are creating a generation of stressed out, materialistic, and miseducated students. New Haven: Yale University Press. (Chapters 1, 4, & 7).

Week 4 (May 31): Memorial Day - NO CLASS!!! ENJOY.

Week 5 (June 7): Parenting and Family Issues

*Kumpfer, K.L., & Alvarado, R. (2003). Family-strengthening approaches for the prevention of youth problem behaviors. *American Psychologist*, 58 (6/7), 457-465.

Christenson, S.L., & Buerkle, K. (1999). Families as educational partners for children’s school success: Suggestions for school psychologists. In C.R. Reynolds & T.B. Gutkin (Eds.), *The handbook of school psychology* (pp. 709-744). New York: John Wiley & Sons, Inc.

Paper Part I Due.

Week 6 (June 14): Intervention & Prevention – Achievement and Learning

*Jimerson, S.R., Ferguson, P. (2007). A longitudinal study of grade retention: Academic and behavioral outcomes of retained students through adolescence. *School Psychology Quarterly*, 22(3), 314-339.

*Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist*, 42(4), 223–235.

Felner, R.D., Brand, S., Adan, A.M., Mulhall, P.F., Flowers, N., Sartain, B., & DuBois, D.L. (1993). Restructuring the Ecology of the School as an Approach to Prevention during School Transitions: Longitudinal Follow-Ups and Extensions of the School Transitional Environment Project. In L.A. Jason, K.E. Danner, & K. Kurasaki (Eds.), *Prevention and school transitions* (pp. 103-136). Binghamton, NY: The Hawthorne Press.

Class presentations on Achievement and Learning

Week 7 Part I (June 21): Intervention & Prevention: Health and Behavior Part I

*Roeser, R.W., & Eccles, J.S. (1998). Adolescents’ perceptions of middle school: Relation to longitudinal changes in academic and psychological adjustment. *Journal of Research on Adolescence*, 8(1), 123-158.

*Reddy, L.A., & Newman, E. (2009). School-based programs for children with emotional disturbance: Obstacles to program design and implementation and guidelines for school practitioners. *Journal of Applied School Psychology*, 25 (2), 169-186.

Class presentations Mental Health and Social-Emotional Well-Being

Week 7 Part II (June 26): School Crisis Prevention & Intervention

*Gould, M.S., Greenberg, T., Velting, D.M., & Shaffer, D. (2003). Youth suicide risk and preventive interventions: A review of the past 10 years. *Journal of the American Academy of Child & Adolescent Psychiatry*, 42(4), 386-405.

Newgass, S., & Schonfeld, D.J. (2000). School crisis, intervention, and crisis response. In A.R. Roberts (ed.), *Crisis intervention handbook: Assessment, treatment, and research* (pp. 209-228). New York: Oxford University Press.

Class Presentations on Crisis Intervention

Assignment 1: Select one particular crisis that students or your school may face. Pull together various resources to aid in crisis response for the particular situation. Bring 1 set of print copies to class and be prepared to discuss and share what you have found. You may use the following web resources as a guide for selecting your crisis and finding resources:

- *Readiness and Emergency Management for Schools (REMS) Technical Assistance Center* (<http://rems.ed.gov/index.cfm>)
- *NASP crisis webpage: <http://www.nasponline.org/educators/index.aspx#crisis>*
- *National Center for School Crisis and Bereavement: <http://www.cincinnatichildrens.org/svc/alpha/s/school-crisis/default.htm>*

Week 8 (June 28): Intervention & Prevention: Health and Behavior Part II

Wolfe, D.A., Jaffe, P.G., & Crooks, C.V. *Adolescent risk behaviors: Why teens experiment and strategies to keep them safe*. New Haven : Yale University Press. Chapters 6-7.

Espelage, D.L., & Horne, A.M. (2008). School violence and bullying prevention: From research-based explanations to empirically based solutions. In S.D. Brown & R.W. Lent (Eds.), *Handbook of counseling psychology, 4th Edition* (588-606). Hoboken, NJ: John Wiley & Sons.

Class Presentations on Behavior

Week 9 (July 5): Holiday – No Classes!

Week 10 (July 12): After-School Programs and Organized Activity as Prevention / Intervention

McLaughlin, M.W. (2000). *Community counts: How youth organizations matter for youth development*. Washington, DC: Public Education Network.

*Larson, R.W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55, 170-183.

Class Presentations on After-School Programs

Week 11 (July 19): Conclusions

In class Assignment: Think back across the semester. After everything you have read, all that we have discussed, and all that you have learned from the various presentations, what are 3 to 5 primary concepts, theories, strategies, dispositions, perspectives, etc., that you will carry with you into your practice. Please expand on why you selected these in 2-3 pages. I will ask each of you to share at least 2 during class.

*****Final Paper, Parts I and II Due today*****

GRADING & COURSE EXPECTATIONS

Student grades will be based on effort and performance on the course requirements presented above. Grades will be determined using the following course expectations:

1. Participate: *Actively take part in the group work, discussions, and student presentations every week*

2. Engage: *Listen and give feedback thoughtfully to classmates and demonstrate a willingness to invest effort to deeply learn and understand the material.*
3. Think Critically: *Analyze, critique and question material.*
4. Provide sufficient evidence: *Use rigorous research studies, theoretical perspectives, reviews of the literature, and available data to support your work for class. Draw upon and integrate multiple forms of literature and data.*
5. Connect Theory/Research and Practice: *Draw upon research and theory to determine whether and how strategies and programs are likely to be effective in practice; Use practice to inform and critique research and theoretical perspectives.*
6. Examine/Consider Multiple Perspectives: *Be open to, seek out, compare, and synthesize multiple and diverse perspectives.*
7. Maintain Academic Integrity*

*The following policy regarding academic integrity is stated in the Student Handbook: “Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.” We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite! Note that this policy does not preclude you collaborating with your classmates, and in fact, we encourage you to discuss assignments, the paper, and your presentation with your classmates.

- ❖ A grade in the “A” range will be given to students whose work meets all course expectations listed above and whose work reflects a strong grasp of the research, topics, and theories covered in the course.
- ❖ A grade in the “B” range will be given to students whose work reflects a good understanding of the research, topics, and theories covered in the course and whose work is either progressing towards expectations 1-6 but has not yet met these expectations, or whose work meets at least 5 of the first 6 expectations.
- ❖ A grade in the “C” range will be given to students whose work reflects moderate understanding of the research, topics, and theories covered in the course and whose work meets 4 of the first 6 expectations.
- ❖ “D” grades will not be given in this course.
- ❖ A grade of “F” will be given to any student whose work meets 3 or fewer of the course expectations or whose work does not meet the academic integrity standard or whose work demonstrates minimal understanding of the research, topics, and theories covered in the course.

ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing an extra assignment designed by the instructor. More than one missed class session (3.25 hours in the case of a three-credit hour class; 2.25 hours for a two-credit class; 1.25 hour for a one-credit class) constitutes failure to complete the class. In extreme hardship situations, and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or for the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines must be met.

OTHER IMPORTANT INFORMATION

*This course meets over the dinner hour, and there is little that keeps us from eating a good meal. Please feel free to bring food and eat during class.

*Please do not hesitate to contact us by phone or email, or set a time to meet with us in person if you have any questions or concerns, or need course guidance. We welcome hearing from all of you!