



Prevention and Intervention in Educational Settings CPSY 571, Summer 2005

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Required Text:

Capuzzi, D. & Gross, D. R. (2000). Youth at risk: Third edition. American Counseling Association: Alexandria, VA.

Optional Text:

Scales, P. C., & Leffert, N. (1999) Developmental assets: A synthesis of the scientific research on adolescent development. Search Institute, Minneapolis, MN

Course Description:

This course explores theory, application, design, implementation, and evaluation of prevention and intervention programs for school age youth and adolescents in educational and community setting. Students will examine the cultural, social, psychological, family, and political factors affecting children and youth understands and experiences with at risk behaviors. These behaviors include, but are not limited to, dropping out, substance use, sexual acting out, harm to others, property destruction along with emotional difficulties. Prevention and intervention through enhancement of social competence are presented from constructivist and ecological-developmental perspectives with application to individuals, peer groups, families and classroom-based settings.

Course Objectives:

1. Provide an understanding of various issues facing today's students.
2. Provide strategies, information, knowledge and practice for prevention methods and/or counseling strategies for positively impacting students, families, and communities in addressing at-risk individuals displaying problematic and/or delinquent behavior.
3. Provide theory and research supporting acceptable strategies and programs.
4. Provide the beginning of a "network of resources" for assistance in building successful programs.
5. Provide an opportunity to develop and experience broad spectrum of intervention strategies for individuals and families.

Course Requirements:

Attendance, Reading & Participation: Students are expected to attend all classes unless an illness or emergency occurs. All other absences should be discussed with the instructor in advance. More than two absences from class may result in a failing or incomplete grade. All assigned readings should be completed in advance of each class. Students are expected to contribute to the class discussions and exercises. It is expected that students will demonstrate their knowledge of assigned material. The final grade will reflect attendance, readings and participation. (50% of grade)

Site Review: Each student will visit one prevention program in the community. In an effort to optimize the number of programs we learn about, each student will need to discuss with the instructor his or her choice. If that site has already been chosen, then another site will need to be decided on. The site should be chosen with consideration for your special interests, topic and/or issue. Each student will visit with the coordinator or representative of the program to gain insight and understanding of the program. Upon completion of the visit, each student will write an abstract to be distributed to all class members. In addition, there will be a short, 10-minute, class presentation about the program. (25% of grade)

Best Practice Curricula:

Each student will present an evidence-based curriculum for prevention in the educational settings. Presentations will be no more than 20 minutes. The presentations can be based on working with specific age groups, gender or “at-risk” area. The presentation will outline the curricula; provide the evidence that supports it being a best practice and a critique of the curricula. A written synopsis will also be completed. The synopsis should also contain where to get the curricula and any costs. There should be enough copies for each member of the class. (25% of grade)

Participation, attendance & readings	50 points
Site Review	25 points
Best Practice Curricula	25 points

100-95 points	=	Grade of A	Exemplary
94-90 points	=	Grade of A-	Excellent
89-85 points	=	Grade of B+	Very Good
84-75 points	=	Grade of B	Generally Good
74-70 points	=	Grade B-	Acceptable
69-65 points	=	Grade C+	Satisfactory
64-60 points	=	Grade C	Marginally satisfactory
59-55 points	=	Grade C-	Below acceptable
54-0 points	=	Grade F	Fail

Class Schedule:

Class 1: 7/5: Getting To Know One Another
<p>Introduction of instructor and students. Review syllabus. Discussion of the impact of media on youth.</p>

Class 2: 7/7: What is prevention & why is important?
<p>Readings:</p> <p><u>Youth At-Risk</u></p> <ul style="list-style-type: none"> Part One: Introducing the Problem

Class 3: 7/12: Child Abuse, neglect and dysfunctional families

Readings:

Youth At-Risk

- Chapter 4: Impact of Dysfunctional Family Dynamics

Optional:

Developmental Assets

- Introduction: The Framework of Developmental Assets

Class 4: 7/14: Diversity & Culture in Schools

Readings:

Youth At-Risk

- Counseling Queer Youth: Preventing Another Matthew Shepard Story

Optional:

Multicultural Counseling in Schools

- School Counselors & Psychologists as School-Home-Community Liaisons in Ethnically Diverse School

Counseling for Diversity

- School Counseling & Cultural Diversity: A Framework for Effective Practice

Class 5: 7/19: Youth Stress & Low Self-Esteem

Readings:

Youth At-Risk

- Chapter 5: Who Cares What I Think: Problems of Low Self-Esteem
- Chapter 7: Stress & Trauma: Coping in Today's Society

Optional:

Developmental Assets

- Chapter 1: The Support Assets
- Chapter 2: The Empowerment Assets

Class 6: 7/21: Academic Performance & Drop-out Potential

Readings:

Youth At-Risk

- Chapter 16: This Isn't the Place for Me: School Dropout

Optional:

Developmental Assets

- Chapter 5: Commitment to Learning Assets

Class 7: 7/26: Substance Use

Readings:

Youth At-Risk

- Chapter 14: I Can't Live Without It: Adolescent Substance Abuse from a Cultural & Contextual Framework

Optional:

Developmental Assets

- Chapter 3: the Boundaries-and-Expectations Assets

Class 8: 7/28: Gangs & School Violence

Readings:

Youth At-Risk

- Chapter 12: I Am Somebody: Gang Membership
- Chapter 13: Death in the Classroom: Violence in Schools

Optional:

Developmental Assets

- Chapter 4: The Constructive-Use-of-Time Assets

Class 9: 8/2: Sexual Activity & Eating Disorders

Readings:

Youth At-Risk

- Chapter 9: Children Having Children: Teenage Pregnancy & Parenthood
- Chapter 10: A Future in Jeopardy: Adolescents & AIDS
- Chapter 8: The Secret and All-Consuming Obsessions: Eating Disorders

Optional

Developmental Assets

- Chapter 6: The Positive-Values Assets
- Chapter 7: The Social-Competencies Assets

Class 10: 8/4: Depression & Suicide

Readings:

Youth At-Risk

- Chapter 6: Preventing & Treating Depression in Children & Adolescents
- I Don't Want to Live: The Adolescent at Risk for Suicidal Behavior

Optional

Developmental Assets

- Chapter 8: The Positive-Identity Assets