

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

Please attach completed cover sheet to course syllabus.

<b>Course Name</b>	<b>Prevention in Educational Settings</b>
<b>Course Number</b>	<b>CPSY 571</b>
<b>Term</b>	<b>Summer 2007</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Mollie Galloway, Ph.D.</b>

**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.

**Guiding Principles/Standards Addressed in Course:**

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

<b>Guiding Principles/Standards</b>	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
<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.	<b>X</b>
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<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.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

**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).

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

\*R = Readings and In-class Discussions      \*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s) 1-2, 6 of this syllabus (student performance includes goals, evidence, and levels of performance).

**Prevention in Educational Settings**  
**CPSY 571**  
**Rogers Hall, Room 218**  
**May 7 – July 31, 2007**  
**5:30pm – 9:15pm**

***Instructor:***

Dr. Mollie Galloway  
Rogers Hall, Room 410  
galloway@lclark.edu  
(503) 768-6130

***Office Hours:*** Monday from 3:15 – 5:15 or 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 children and adolescence and perspectives on understanding, implementing and evaluating intervention and prevention programs. Throughout the course students examine, discuss and reflect on what kinds of interventions are effective, when, and for whom. Questions regarding how race and culture, SES, and family issues interact with prevention and intervention will be 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. Weekly readings typically include at least one overview chapter/article on the topic and a review of one current or seminal intervention program. Each class will be formatted to include lecture, discussion, group work, and activities.

**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) theoretical 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, class, and parenting are fundamental topics in intervention/prevention. Additionally, students should leave the course with a set of resources that will help them act as a guide for intervention and prevention 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 WebDisk.

**COURSE REQUIREMENTS:**

*Class Participation and Readings (15%):* I highly value class discussion. I 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. At the start of each class, you will be invited to share a brief perspective on one or more of the readings to stimulate discussion. I also support your mental health and realize that there may be a week during which you cannot accomplish the course reading. You will receive 1 free pass on the first day of class which will excuse from a week's readings.

*Assignments (20%):* There are 3 brief (1 - 3-page) assignments required for the course. Each written assignment will be graded on a 3-point scale, based on the expectations below. All assignments should be double-spaced using 11 or 12 point font.

*Intervention Presentation (30%):* You will have the opportunity (individually or in a small group) to make a presentation to the class on types of intervention/prevention programs that address one of the overarching competency areas we are examining (achievement and learning, physical health, mental health and social-emotional well-being, or behavioral health). You (or your group) will have twenty-thirty minutes to teach the class about your specific topic and to describe and critically evaluate 2 intervention and/or prevention programs designed to address your topic area. Presentations should include a description of the theory and/or conceptual frameworks provided by the authors, the programs' goals, the target groups, and key findings/outcomes for each program. Also consider the following question as you present: If you had designed this intervention what would you have done differently and why? 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 9.

*Intervention Paper (35%):* For a final paper, you will write a proposal to implement an intervention / prevention program at a school site. This may be your future internship or current work site, if you know enough about the needs of the school.\* This program 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 a new program). Your proposal should include the following:

1. A description of your school site (e.g., the school climate, demographic you serve, school and community needs)
2. An argument for why you selected the intervention/prevention area (i.e., based on need, resources, etc.)
3. A clearly defined plan for how you will gather support to address the problem at your site
4. An overview of the specific intervention/prevention program you have selected
5. Research of other potential intervention/prevention programs in this area and an argument for why you have chosen your program over these others (this will require some evaluation of the competing programs)
6. A critical evaluation of the intervention/prevention program you have selected
7. Ways, if any, your site may need to modify the program to fit with your community's needs

Proposals may vary in length from 10-20 double-spaced pages. Please do not exceed 20 pages. You must use APA style for the paper's citations and references. The paper is due on July 16<sup>th</sup>. I will accept revisions on any paper receiving a grade of B+ or below. Revisions will be due during the week of July 30<sup>th</sup>. The exact date for revisions TBA.

\*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 7): 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 (May 14): Risk, Resilience, & Development of Competence**

Selman, R. L. & Dray, A. J. (2006). Risk and prevention. In K. A. Renninger, I. E. Sigel, W. Damon, & R. M. Lerner (Eds.), *Handbook of child psychology: Vol 4. Child psychology in practice* (6th ed., pp. 378-419). New York: Wiley.

\*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), Feb 205-220.

## **Week 3 (May 21): Intervention & Prevention Theory and Evaluation in Educational Settings Early Intervention**

\*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.

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.

\*Tseng, V., Chesir-Teran, D., & Becker-Klein, R.. (2002). Promotion of social change: A conceptual framework. *American Journal of Community Psychology*, 30(3), 401-428.

*Reflection Assignment:* In 1-2 pages reflect on your in-class components of effective prevention and intervention programs based on this week's readings. Here are three guiding questions for your reflection: What core components were missing from your initial piece? What components did you include that were not in the readings? What lingering questions do you have?

*In-class activity:* How does the Felner et al. article meet the criteria for what works in prevention and intervention?

## **Week 4 (May 28): Memorial Day NO CLASS!!! ENJOY.**

## **Week 5 (June 4): Race/Ethnicity/Culture**

Tatum, B.D. (1997). "*Why are all the black kids sitting together in the cafeteria?*" and other conversations about race. New York: Basic Books (Chapter 4, pp. 52-74).

Liu, E. (1998). *The accidental Asian: Notes of a native speaker*. New York: Vintage Books.

Gutiérrez, K. (2006) Culture Matters: Rethinking Educational Equity. New York: Carnegie Foundation.  
[http://www.gseis.ucla.edu/faculty/files/gutierrez/gutierrez\\_culturematters.pdf](http://www.gseis.ucla.edu/faculty/files/gutierrez/gutierrez_culturematters.pdf)

*In class activity:* Today we will spend a portion of class discussing our own individual biases about race and culture and how those biases affect our practice. As you read for the week, take notes (mental or actual) on where your biases lie to prepare for the discussion.

## **Week 6 (June 11): Poverty & Wealth**

\*McCloy, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53(2), 185-204.

\*Tough, P. (2004, June 20). 'The Harlem Project. *The New York Times Magazine*, p. 44.

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).

*Preparation for in-class activity:* Last week we discussed our own biases and how they might affect our practice. This week, we will consider ways to create culturally relevant practice. Please bring in an article, chapter, write-up, etc., on prevention/intervention specifically designed to meet the needs of youth of a particular race, culture and/or socioeconomic status. We will break up into small groups based on the target populations each of you select. Groups will discuss the strategies used in their intervention/prevention program. We will then have a whole-class discussion about the similarities and differences in prevention/intervention strategies for various target populations.

### **Week 7 (June 18): Parenting and Family Issues**

Ayoub, C.C. (2004). Adaptive and maladaptive parenting: Influence on child development. In N.F. Watt, C. Ayoub, R.H. Bradley, J.E. Puma, & W.A. LeBoeuf (Eds.), *The crisis in youth mental health: Early intervention programs and policies* (Vol. 4, pp. 121-143). Westport, CT: Praeger Publishers.

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.

*Assignment:* Submit a brief (no more than 1 page) overview of your topic area for the intervention paper.

### **Week 8 (June 25): Intervention & Prevention – Achievement and Learning**

\*Fine, M. (1986). Why urban adolescents drop into and out of public high school. *Teachers College Record*, 87, 393-409.

Banks, J. Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., Darling-Hammond, L., Duffy, H., & McDonald, M. (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 255-263). San Francisco: Jossey-Bass.

Schaps, E. (2005). The Role of Supportive School Environments in Promoting Academic Success. In *Getting Results, Developing Safe and Healthy Kids Update 5: Student Health, Supportive Schools, and Academic Success*. Developed by the Safe and Healthy Kids Program Office, California Department of Education, 2005.

*In-class work:* As you prepare to begin your evaluation of an intervention/prevention program, we will work in small groups to dissect another prevention or intervention program and debate whether it is a strong, moderate, or weak program, based on our knowledge of “what works”.

### **Week 9 (July 2): Intervention & Prevention: Mental Health and Social-Emotional Well-Being**

\*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.

\*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.

*Class presentations on Achievement and Learning and Mental Health and Social-Emotional Well-Being*

### **Week 10 (July 9): Intervention & Prevention: Health and Behavior Part I**

\*Bryant, A. L., Schulenberg, J. E., O'Malley, P. M., Bachman, J. G., & Johnston, L. D. (2003). How academic achievement, attitudes, and behaviors relate to the course of substance use during adolescence: A 6-year, multiwave national longitudinal study. *Journal of Research on Adolescence*, 13(3), 361-397.  
<http://monitoringthefuture.org/pubs/text/albjes03.pdf>

\*Bruckner, H., & Bearman, P. (2005). After the promise: The STD consequences of adolescent virginity pledges. *Journal of Adolescent Health*, 36, 271-278.

Kirby, D. (2001.) *Emerging answers: Research findings on programs to reduce teen pregnancy*.  
<http://www.teenpregnancy.org/resources/data/pdf/emerswsum.pdf>

*Class Presentations on Health and Behavior*

### **Week 11 (July 16): Intervention & Prevention: Health and Behavior Part II and Crisis Intervention**

\*Gifford-Smith, M., Dodge, K.A., Dishion, T.J., & McCord, J. (2005). Peer influence in children and adolescents: Crossing the bridge from developmental to intervention science. *Journal of Abnormal Child Psychology*, 33 (3), 255-265.

\*Beale Spencer, M., & Jones-Walker, C. (2004). Interventions and services offered to former juvenile offenders reentering their communities: An analysis of program effectiveness. *Youth Violence and Juvenile Justice*, 2 (1), 88-97.

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 Health and Behavior and/or Crisis Intervention*

**\*\*\*Intervention/Prevention Paper Due today\*\*\***

### **Week 12 (July 23): 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 (1), 170-183.

*Class Presentations on After-School Programs*

### **Week 13 (July 30): Conclusions**

*Reflection 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, strategies, dispositions, practice, perspectives, etc., that you will carry with you into your practice. Please expand on why you selected these in 1-3 pages. I will ask each of you to share at least 2 during the final class.*

## **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. Connect Theory/Research and Practice: *Draw 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.*
5. Examine/Consider Multiple Perspectives: *Be open to, seek out, compare, and synthesize multiple and diverse perspectives.*
6. 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.” I 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, I encourage you to discuss assignments, the paper, and your presentation with your classmates. However, please ensure that your assignments and paper are individually written.

- ❖ 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 1-5 but has not yet met these expectations, or whose work meets at least 4 of the first 5 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 3 of the first 5 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 extra assignments designed at the 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 me from eating a good meal. Please feel free to bring food and eat during class.

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