ED264D: PSYCHOEDUCATIONAL STRATEGIES IN THE SCHOOLS

Instructor
Jill D. Sharkey, Ph.D., NCSP
805.893.5419 (work)
jsharkey@education.ucsb.edu
Mon, Wed, Fri Afternoon
By Appointment

Teaching Assistant
Kelly Graydon, M.Ed.
805.893.7521 (work)
kggraydon@education.ucsb.edu
Wednesdays 12–1 Assessment Room
or By Appointment

COURSE SYLLABUS

Course Description: Group and individual strategies for prevention and intervention with children and adolescents who are at-risk or have mild disabilities will be explored. Strategies in the following areas will be examined: academic, social, personal, school-level, and family. Particular attention will be given to processes and challenges involved in the implementation of these strategies. As well, effectiveness and evaluation issues will be explored.

Required Texts/Reader:
• Reader available from The Alternative Copy Shop in Isla Vista.

Course Requirements:
1. Class attendance and participation at all 10 class sections
2. Complete all class reading assignments
3. Participation in all class discussions and activities
4. Facilitation of one group reading discussion
5. Satisfactory implementation of Applied Project
6. Weekly Process Notes
7. Applied Project paper
8. Applied Project presentation
Course Outline

Week One: 1/7/03  
Introduction/Overview  
Project Planning  
Needs Assessment  
Due: Readings

Week Two: 1/14/03  
Group Intervention  
Intervention Evaluation  
Ethics  
Due: Readings and Weekly Process Notes

Week Three: 1/21/04  
Levels of Intervention  
Treatment Integrity  
Due: Readings and Weekly Process Notes  
Intervention Plan Draft Due

Week Four: 1/28/04  
School-Home Collaboration  
School-Community Collaboration  
Due: Readings and Weekly Process Notes

Week Five: 2/4/04  
Social Skills  
Due: Readings and Weekly Process Notes

Week Six: 2/11/04  
Behavior Problems  
School Violence  
Due: Readings and Weekly Process Notes

Week Seven: 2/18/02  
Clinical, Medical Interventions  
Guest Lectures  
Due: Readings and Weekly Process Notes

Week Eight: 2/25/03  
Diversity  
Due: Readings and Weekly Process Notes

Week Nine: 3/3/04  
School-Wide Intervention  
Due: Readings and Weekly Process Notes  
Initial Draft of Applied Project  
Student Presentations

Week Ten: 3/10/04  
Due: Student Presentations

Finals Week: 3/17/04  
No Class (from 9-12 turn in paper to me in my office)
Week One (January 7, 2004)


Week Two (January 14, 2004)


Week Three (January 21, 2004)


Week Four (January 28, 2004)


**Week Five (February 4, 2004)**


**Week Six (February 11, 2004)**


**Week Seven (February 18, 2004)**


Week Eight (February 25, 2004)


Week Nine (March 3, 2004)


Additional Assignments

Facilitation of class discussion

Each student will choose one of the weekly readings and facilitate a 15-minute activity to provide an opportunity for comment. Format should include a creative way to discuss the points of the article. This may include discussion questions, activities, additional information, and practical examples. Do not review the main points of the article or create a summary/outline of the reading, as everyone is expected to come to class with this information.

Write your assignment here: Date: ____________  Author: ____________.
Applied Project
The purpose of this project will be to design and implement an intervention in
the schools for a group of students. Project topics will be in one of the
following four intervention areas: academic (i.e. study skills), personal-social (i.e.
social skills, divorce or grief group) family-school (i.e. parenting group), or
classroom/school-wide (i.e. conflict resolution, in-service on ability awareness)
a. Intervention plan and weekly process notes (due weekly)
Weekly process notes – notes are due each week (starting week 2) and
should include your impressions of the development of your project from
start to finish including needs assessment, student selection, group planning,
group processes, reactions/behavior of participants, and any questions or
concerns you might have.
b. Intervention plan draft (Due 1/21/04)
The plan should include 1) summary of needs assessment findings, 2)
intervention goals, 3) description of target audience, 4) intervention
ideas/outline, 5) evaluation plan, and 6) any questions you might have.
c. Applied project paper draft (Due 3/3/04)
Including:
• Literature review – What is the background literature on the
problem being addressed? What might be effective interventions
according to the literature? Requirements: 8-10 pages, APA format,
use scientific journal articles/book chapters only.
• Needs Assessment – Procedure, results, how assessment data were
used to form group curriculum and choose participants.
• Final Intervention Outline – Target population, session dates,
topics and content covered, materials needed, evaluation
instruments/components.
d. Applied project paper final (Due 3/17/04)
In addition to revised and finalized sections of your paper draft, also include:
• Evaluation – Include your evaluation procedures and results, with
data
• Critique – A critique of the implementation (each leader is required
to do one) – A synopsis of how your group went, what went well, what
would you do differently, how group members responded to
intervention.
• Case study (each leader required to do one) – choose one student in
your group and describe how they responded to the intervention.
What was their behavior before, during, and after group? What were
some of their individual characteristics that helped them benefit from
the group or hindered their adaptation.
Applied Project Presentation (on 3/3 or 3/10/04)
A 30-minute presentation that provides a basic outline of your written product.
Think of ways to involve your audience through demonstration or audience
participation (e.g., example activity, assessment data and anecdotal evidence, overview of curriculum, outcomes, responses of students).