

UNIVERSITY OF CALIFORNIA SANTA BARBARA
Gevirtz Graduate School of Education
Winter Quarter 2004

ED264D: PSYCHOEDUCATIONAL STRATEGIES IN THE SCHOOLS

Instructor

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Mon, Wed, Fri Afternoon
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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:

- Smead, R. (1995). *Skills and Techniques for Group Work with Children and Adolescents*. Champagne, Illinois: Research Press.
- Lane, K. L., & Beebe-Frankenberger, M. (2004). *School-based interventions: The tools you need to succeed*. Boston: Pearson Education.
- Thomas, A., & Grimes, J. (Eds.). *Best Practices in School Psychology IV*. Bethesda, MD: National Association of School Psychologists.
- 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)

**Due: Applied Project Paper Due due by noon
Reading Assignments**

Week One (January 7, 2004)

Smead, R. (1995). *Skills and Techniques for Group Work with Children and Adolescents*. Champaign, Illinois: Research Press. Read pages 1-287.

Week Two (January 14, 2004)

Furr, S. R. (2000). Structuring the group experience: A format for designing psychoeducational groups. *Journal for Specialists in Group Work*, 25(1), 29-49.

Ritchie, M. H. (2000). Recruitment and screening of minors for group counseling. *Journal for Specialists in Group Work*, 25(2), 146-156.

Jones, K. D. (2000). Psychoeducational groups: A model for choosing topics and exercises appropriate to group stage. *Journal for Specialists in Group Work*, 25(4), 356-365.

Kratochwill, T. R., & Stoiber, K. C. (2000). Empirically supported interventions: Announcing a new standing section of *School Psychology Quarterly*. *School Psychology Quarterly*, 15(1), 69-74.

Stoiber, K. C., & Kratochwill, T. R. (2000). Empirically supported interventions and school psychology: Rationale and methodological issues – Part 1.

Kratochwill, T. R. & Stoiber, K. C., (2000). Empirically supported interventions and school psychology: Conceptual and practice issues – Part II.

Week Three (January 21, 2004)

Lane, K. L., & Beebe-Frankenberger, M. (2004). *School-based interventions: The tools you need to succeed*. Boston: Pearson Education. Read pages 1-166.

Week Four (January 28, 2004)

Rathvon, N. (1999). The intervention assistance approach to solving classroom problems. In *Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence* (pp. 20-59). New York: Guilford Publications.

Sheridan, S. M., Napolitano, S. A., & Swearer, S. M. (2002). Best practices in school-community partnerships. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology IV*. Bethesda, MD: National Association of School Psychologists (pp. 321-336).

Esler, A. N., Godber, Y., & Christenson, S. L. (2002). Best practices in supporting home-school collaboration. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology IV*. Bethesda, MD: National Association of School Psychologists (pp. 389-411).

Week Five (February 4, 2004)

Rathvon, N. (1999). Interventions to modify behavior and enhance social competence. In *Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence* (pp. 256-335). New York: Guilford Publications.

Sommers-Flanagan, R., Hakanson-Barrett, T., Clarke, C., & Sommers-Flanagan, J. (2000). A psychoeducational school-based coping and social skills group for depressed students. *Journal for Specialists in Group Work, 25*(2), 170-190.

Akos, P. (2000). Building empathic skills in elementary school children through group work. *Journal for Specialists in Group Work, 25*(2), 214-223.

Week Six (February 11, 2004)

Dishion, T. J., & McCord, J., & Poulin, F. (1999). When interventions harm. *American Psychologist, 54*(9), 755-764.

Walker, H. M., & Shinn, M. R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches* (pp. 1-25). Bethesda, MD: National Association of School Psychologists.

Week Seven (February 18, 2004)

Beale, A. V., & Scott, P. C. (2001). "Bullybusters": Using drama to empower students to take a stand against bullying behavior. *Professional School Counseling, 4*(4), 300-305.

Carroll, L. A., Miltenberger, R. G., & O'Neill, H. K. (1992). A review and critique of research evaluating child sexual abuse prevention programs. *Education and Treatment of Children, 15*(4), 335-354.

Daigneault, S. D. (2000). A school-based group intervention for working with disordered eating behaviors. *Journal for Specialists in Group Work, 25*(2), 191-213.

Roberts, C. S., Piper, L., Denny, J., & Cuddeback, G. (1997). A support group intervention to facilitate young adults' adjustment to cancer. *Health & Social Work, 22*(2), 133-141.

Week Eight (February 25, 2004)

Villalba, J. A. (2003). A psychoeducational group for limited-English proficient Latino/Latina children. *Journal for Specialists in Group Work, 28*(3), 261-276.

Shakoor, M., Fister, D. L. (2000). Finding hope in Bosnia: Fostering resilience through group process intervention. *Journal of Specialists in Group Work, 25*(3), 269-287.

Hayes, R. L., & Kameguchi, K. (2001, August). *Developing psycho-educational groups for Japanese high schools*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Week Nine (March 3, 2004)

Shapiro, J. P., Burgoon, J. D., Welker, C. J., & Clough, J. B. (2002). Evaluation of the peacemakers program: School-based violence prevention for students in grades four through eight. *Psychology in the Schools, 39*(1), 87-100.

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).