



**School Psychology 571 - Summer 2022**  
Prevention and Program Evaluation in Educational Settings

**Instructor:** Mason Rivers, Ed.S., NCSP  
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**Class Day and Time:** Tuesdays 4:00 pm – 7:00 pm (May 10<sup>th</sup> – June 21<sup>st</sup>)  
2 hours of asynchronous work per week (May 10<sup>th</sup> – June 21<sup>st</sup>)  
M-W 8:30 am – 12:30 pm (June 27<sup>th</sup> – 29<sup>th</sup>)

**Class Location:** York Graduate Center, Room 101 (June 29<sup>th</sup> class in 115)

**Office Hours:** Phone or Zoom by appointment

**Course 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.

**Prerequisites:** None

**Restrictions:** Admission to School Psychology Program

**Credits:** 3 semester hours

**Required Texts:**

- Harrison, P. & Thomas, A. (Eds.) (2014). Best practices in school psychology. Bethesda, MD: National Association of School Psychologists.
- Morrison, J. & Harms, A. (2018). Advancing evidence-based practice through program evaluation: A practical guide for school-based professionals.

*Additional course materials will be posted in Moodle.*

**Course Format:**

Classes 1 through 7 (May 10th - June 21st)

Class will meet in-person on Tuesday evenings for 3 hours. Time will be divided between lecture, in-depth discussion of weekly readings, and group share-outs.

**“Asynchronous” Learning** - Students must also complete a weekly learning assignment between classes (e.g., forum discussion or reading reflection) that should take approximately 2 hours. Assignments will be shared during class and on Moodle. “Asynchronous” assignments are considered “seat time” and are separate from homework, assignments, and reading that is part of the course.

Classes 8 through 10 (June 27th - June 29th)

The final three classes are devoted to student presentations and feedback.

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**Course Objectives:** 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 systems. Upon completion 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 educational settings;
3. How school structures and systems impact students' well-being;
4. Methods and processes for evaluating intervention and prevention programs in learning settings;
5. Why culture and class, and home, school, and community contexts are fundamental topics in prevention/intervention.

\*Corresponding [NASP Domains](#): 1, 2, 3, 4, 5, 6, 8, & 9.

**Attendance:** Per CPSY department policy, class attendance is expected and required. If an absence is unavoidable, please email the instructor 24 hours in advance (if possible). Missing more than 10 percent of class time (4.5 hours) may result in failure to complete the course. In case of extreme hardship, and at the discretion of the instructor and program chair, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### Course Assignments and Evaluation Criteria

In addition to building a foundational knowledge base, the requirements of this course are designed to enhance competence in core skills (i.e., writing, speaking, and listening) that are routinely used by school psychologists. The following assignments will be used to evaluate student performance over the course of the semester (details about evaluation criteria can be found in the appendix of the syllabus):

1. Classroom Engagement (40%)
  - a. Participation (10%)
  - b. Asynchronous Learning Assignments (30%)
2. Program Proposal Paper (30%)
3. Program Proposal Presentation (30%)

Grades will be assigned based on the following scale (%):

A: 94-100      A-: 90-93      B+:87-89      B: 83-86      B-:80-82

*Any percent <80 would result in a C and would require this class to be taken again as no C can count toward your degree in this program.*

### Professional Conduct and Academic Integrity Policy:

All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy. Plagiarism, that is, using research without citations, or using a created product without crediting the source, will result in a deduction of at least 50% of the assignment grade for each instance, failure of the course, and/or being reported to the Dean of Students. It is very important for students to learn how to describe readings and research findings in their own words.

**Student Support Services:** If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible

**Changes:** The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if he/she/they is absent.

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**Communication:** E-mail is the preferred method of communication. I will typically respond to student inquiries within 48 hours on weekdays and will convey any changes in class or assignments via moodle.

**Writing Center:** The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: [https://college.lclark.edu/academics/support/writing\\_center/](https://college.lclark.edu/academics/support/writing_center/).

### Course Schedule

*Subject to change at instructor's discretion*

Class 1 – (3 hrs.)

#### ***Introduction to the Course***

**Readings Due:** None

Class 2 – (3 hrs.)

#### ***What is Prevention?***

**Asynchronous Learning Assignment #1 Due**

**Readings Due:**

1. Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53(2), 205–220. <https://doi.org/10.1037/0003-066X.53.2.205>.
2. Strein, W., Kuhn-McKearin, & Finney. (2014). Best practices in developing prevention strategies for school psychology practice. In P. Harrison and A Thomas (Eds.) *Best practices in school psychology* (pp.137-148). National Association of School Psychologists

Class 3 – (3 hrs.)

#### ***Prevention in Schools***

**Guest Speakers:** Todd Nicholson

**Asynchronous Learning Assignment #2 Due**

**Readings Due:**

1. Mather, N., Goldstein, S., & Eklund, K. (2015). The learning environment. In N. Mather, S. Goldstein, & K. Eklund (Eds.), *Learning disabilities and challenging behaviors: Using the Building Blocks model to guide intervention and classroom management* (3rd ed., pp. 55-77). Paul H Brookes Publishing.
2. Hammond, Z. L. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Sage Publications.

Class 4 – (3 hrs.)

#### ***School Systems and Structures***

**Asynchronous Learning Assignment #3 Due**

**Readings Due:**

1. National Association of School Psychologists (2016). *NASP position statement: Integrated model of academic and behavioral supports*. <https://www.nasponline.org/x36849.xml>
2. Los, J.E. (2018, January). *MTSS and the keys to success*. Communique. <https://www.nasponline.org/x41417.xml>
3. Additional Readings will be posted on Moodle

Class 5 – (3 hrs.)

#### ***Program Evaluation Guiding Principles***

**Asynchronous Learning Assignment #4 Due**

**Readings Due:**

1. Morrison & Harms (2018) Chapter 1: *Introduction to Program Evaluation*
2. Morrison & Harms (2018) Chapter 2: *Evaluating Implementation*

Class 6 – (3 hrs.)

***Program Evaluation Applications***

**Asynchronous Learning Assignment #5 Due**

**Readings Due:**

1. Morrison & Harms (2018) Chapter 4: *Developing an Evaluation Plan*
2. Morrison & Harms (2018) Chapter 5: *Communicating Evaluation Findings*

Class 7 – (3 hrs.)

***Adult Learning and Professional Development***

**Asynchronous Learning Assignment #6 Due**

**Readings Due:**

1. Morrison & Harms (2018) Chapter 3: *Evaluating Professional Learning*

Class 8 – (4 hrs.)

***Final Project Presentations***

**Readings Due:** None

Class 9 – (4 hrs.)

***Final Project Presentations***

**Readings Due:** None

Class 10 – (4 hrs.)

***Final Project Presentations***

**Readings Due:** None

**Appendix A: Course Assignments and Evaluation Criteria**

1. **Classroom Engagement:** Each student is expected to be a thoughtful contributor to class discussion, particularly when it comes to small groups. Weekly asynchronous learning assignments will also fall into this category as they are evidence of reflection and insight about the course content. Being an active listener can be difficult during long courses in the evening and I expect all students to be attentive during class time.
2. **Prevention Proposal (due 7/01 Midnight):** Students will submit a proposal for implementing one (or more) prevention programs at your future internship site. Additional guidance, including grading rubric, will be delivered in-class. The purpose of this assignment is to demonstrate knowledge of course material, effective written communication, and to provide students an opportunity to familiarize themselves with their future communities/employers. Some general information about the project includes:
  - a. Proposals should be 8–10 pages (excluding references) in APA (7th edition) format.
  - b. Proposals will be roughly divided into 3 parts:
    - i. Background information about your school/district including areas of need;
    - ii. Program description and justification;
    - iii. Implementation and evaluation plan.
3. **Proposal Presentation (6/27, 6/28, 6/29):** In about 15 minutes, students will “pitch” their proposals to the class as if they were speaking to important stakeholders. The purpose of this assignment is cultivate effective oral communication skills that are critical to the role of the school psychologist. Moreover, this may serve as a rehearsal for students who are interested in actually proposing their program at their internship sites. Additional guidance will be provided in class.