



Prevention, Intervention, and Consultation in Schools

Syllabus

Fall 2009

Course

Title: Prevention, Intervention, and Consultation in Schools
Catalog Number: PSYC 673
Location: GMU Center for Psychological Services Conference Room
Time: Tuesday 4:15 – 7:30 p.m.

Instructor

Instructor: Grover C. Foehlinger, Jr., Ph.D., NCSP, Associate Professor
Office: 202 G, GMU Center for Psychological Services
Office Hours: Tuesday, 1:00 – 3:00; Wednesdays, 12:00 – 2:00; and by appointment
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Course Description

The four-credit-hour course examines psychological theory and practice of prevention, intervention, and consultation in the school environment.

Goal and Objectives

The goal of this course is to prepare students to design, implement, and evaluate school-based psychological services. The course offers an overview of prevention models to promote the academic and social success of all students; an introduction to strategies and methodologies for targeted intervention; and a survey of intensive psychotherapeutic interventions that are appropriate for implementation in the school setting. The course focuses on delivery of evidence-based direct and consultative psychological services to individuals, groups, and systems within the school community. Students will develop and refine applied skills under direct supervision in the requisite and concurrent practicum, PSYC 792.

Reasonable accommodations are available for students with disabilities. It is the student's responsibility to contact the Office of Disability Resources at 703-993-2474 and to notify the instructor of any requests for accommodations. All academic accommodations must be arranged through that office.

Requirements and Assessment

This course provides foundational knowledge and skills that are essential to the practice of school psychology. As such, attendance at class and group supervision is required; and active participation in all activities is strongly encouraged.

Students are expected to fulfill the following requirements to attain the stated goal and objectives of this course:

- Attend and actively participate in classes
- Read and understand assigned materials
- Prepare and present 3 brief workshops to other students on assigned topics
- Complete a literature review of applied research on a topic of interest *or* prepare an annotated bibliography of 5 articles from peer-reviewed research journals. Either assignment must conform to APA style.
- Prepare 4 assigned case studies
- Demonstrate knowledge of course content on a cumulative final exam

A final grade will be derived from cumulative assessments of performance on assignments during the semester and on a final criterion-referenced exam. Details about classroom presentations and the literature review or journal reviews will be presented in class. Assignments must be submitted on or before dates prescribed on the calendar. The earned grade will be reduced by 10% if the assignment is submitted after the due date but within one week. Thereafter, the assignment will not be accepted for credit. Requirements of the course include the following:

- Three assigned classroom presentations (10 points each) 30%
- Four case studies (5 points each) 20%
- Literature review *or* 5 journal reviews (5 points each) 25%
- Final exam 25%

Schedule of Classes

Date	Topic	Readings
09/01	Introduction; overview; models of prevention; linking research with intervention	
09/08	Roles of the school psychologist; consultation models and process;	1: 1 2: 21; 3:
09/15	universal screening; differentiated instruction; CBM & progress monitoring; AIMSweb;	1: 7, 9 3:
09/22	Primary prevention for instructional challenges to learning (cont.); DIBELS	
09/29	Primary prevention for behavioral challenges to learning; PBIS; Project ACHIEVE; CDC YRBSS; Olweus	1: 8, 10, 11, 12 2: 1; 3:
10/06	Secondary prevention for instructional challenges to learning; RtI for academics; case study #1 due	1: 13; 3:
10/13	No class	
10/20	Secondary prevention for social, emotional, & behavioral challenges to learning; RtI for behavior	1: 15, 16, 17, 2: 4, 5, 8, 10, 11
10/27	Tertiary prevention for instructional challenges to learning; intensive academic interventions; case study #2 due Tertiary prevention for behavioral challenges to learning; treatment planning & evaluation; FBA & BIP	3:
11/03	Tertiary prevention for social-emotional challenges to learning; psychotherapeutic and behavioral interventions	2: 6, 7, 12
11/10	Crisis intervention; risk assessment; grief counseling; suicide prevention; PREPaRe; SOS; case study #3 due	1: 21 2: 22; 3:
11/17	Collaboration with parents & community-based providers; wrap-around services; CSB & CSA	1:20 2: 19, 20; 3:
11/24	Interventions for students with MR & autism; ABA	2:13, 14
12/01	Interventions for sexual-minority students; substance-abusing students; case study #4 due	2: 16, 17 3
12/08	Interventions for culturally & linguistically diverse students; students in urban & rural schools; literature review <i>or</i> journal reviews due; summary; review	2: 2 3
12/15	Final exam	

- ¹ Akin-Little, A., Little, S. G., Bray, M. A., & Kehle, T. J. (2009). (Eds.). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.
- ² Mennuti, R. B., Freeman, A., Christner, R. W. (2006). (Eds.). *Cognitive-behavioral interventions in educational settings: A handbook for practice*. New York: Taylor & Francis Group.
- ³ Supplemental materials referenced on Blackboard