Overview:

This course culminates both the assessment and intervention/consultation course sequences. It is designed to integrate assessment, intervention, and consultation skills with knowledge of the educational system, community characteristics, and societal issues to facilitate development of systems-level prevention, intervention, and crisis intervention skills.

Course Objectives:

This course provides an overview of theory, research, and practice in prevention science, with an emphasis on individuals from birth to age 21. The overall goal of this course is for students to understand and apply theories and methods of prevention science to preventing academic, emotional, behavioral, and social problems and promoting healthy mental and emotional development in children and adolescents. Students are expected to demonstrate the following competencies:

- Describe the importance of developmental psychopathology to an understanding of risk, resilience, and prevention programming (2.6).
- Describe the importance, from a public health perspective, of understanding the incidence and prevalence of an outcome in designing preventive interventions. (2.1, 2.6, 2.9).
- Present and evaluate the current evidence regarding incidence and prevalence of a health, mental health, or behavior problem chosen by the student (2.1, 2.9).
- Compare and contrast the principles of positive youth development, health promotion, and prevention science (2.6).
- Describe prevention program development and the stages in the prevention/intervention research cycle (2.1, 2.6, 2.9).
- Understand diversity issues and the relevance of individual and cultural differences to youth development programs and policies and to prevention science and programming (2.6, 2.9).
- Critically evaluate the evidence of intervention effectiveness presented in journal articles (2.1, 2.9).
- Specify the theory of change that underlies different youth development/prevention interventions (e.g., assumptions about mechanisms of change; variables that moderate intervention effectiveness) (2.6, 2.9)
- Describe current progress and obstacles in multi-component, community-based preventive intervention (2.6, 2.9).
Required Texts:


Required Articles:


Benard, B., & Slade, S. Listening to students: Moving from resilience research to youth development practice and school connectedness. In R. Gilman, E. S. Huebner, & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 353-370). New York: Routledge.


school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*, 466-474.


National Registry of Evidence-Based Programs: [http://www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov) (go to “Reviews and Submissions” tab, then “Quality of Research”)

National Research Council and Institute of Medicine. (2009). *Preventing mental, emotional, and behavioral disorders among young people:*


Course Teaching Methodology:

This course is taught with a combination of reading materials, lectures, videos, quizzes, individual assignments, and online discussions. All course materials are available through the FMU Blackboard course. In addition, all assignments will have a rubric posted with the assignment instructions for evaluation.

Course Requirements and Grading Policy:

(30%) Midterm and Final Exam: Students will be given an in class midterm and an in-class final exam. Both will consist of multiple-choice questions and essay answer questions.

(18%) Annotated Bibliography. Students will complete six (6) annotated bibliography entries based on the weekly assigned articles and will lead class in a discussion of the critical insights into that work. To avoid the same article being reviewed by more than one student, you should identify your choices and inform the class of your choices on January 18, 2016. Annotated bibliography entries will be scored on the completeness of the annotation summary and mechanics, grammar and proofing. Examples of bibliography entries have been provided to you.

(17%) Risky-Behavior Presentation: Students will be responsible for teaching course material related to an area of preventing risky behavior. Students will then engage the class in a discussion of the material. Students will have 20 – 30 minutes to present the material and engage the class in a discussion.

(15%) Evidence-Based Program Presentation: Students create a PowerPoint presentation related to an evidence-based program that comes from either SAHMHSA’s National Registry of Evidence-Based Programs and Practices, CASEL, or What Works Clearinghouse. To avoid the same program reviewed by more than one student, you should identify a program of your choice and inform the class of your choice by January 25, 2016. Students will have 20 – 30 minutes to present the material and invite questions and comments throughout the presentation. The presentation must have the following sections:

- A short description or summary of the program/practice with respect to its objectives/goals, areas of interest, target gender, setting, etc.
- A short literature review on the topic
- A theoretical background that the program/practice uses
A detailed description of program/practices (components, methods, frequency, etc.)

A summary of the findings of outcome studies – read outcome studies that evaluate the program/practices as many as possible and evaluate the strengths and weaknesses of the studies in terms of methodology, data analyses, mediators/moderators, and implementation fidelity data

A critique for the program based on the developmental psychopathology perspectives and other critical issues that you have learned in this seminar

References

(20%) Student prevention literature review and methodology: Each student will identify a health, mental health, or behavior problem of concern in the school district in which they will be interning and prepare and deliver an integrative summary of the existing research evidence on prevalence, predictors, and preventive interventions relevant to that problem. The student will then write a methodology section that addresses how a research project related to their topic could be carried out. The summary should include the following:

- Describe the specific problem that you want to prevent
- Describe its incidence and the “at risk” population (i.e., prevalence in the general population and in ethnic, gender, and other subpopulations);
- Co-morbidity or co-variation of the outcome with other health, mental health, and behavior outcomes;
- Summarize the current research evidence concerning bio-psychosocial predictors of the outcome;
- Summarize the current research evidence regarding efficacious and effective interventions to reduce risk, enhance protection, and reduce incidence and prevalence of the problem;
- Current substantive and methodological issues that need to be addressed in future prevention research;
- Describe the content of your interventions. What is going to be done to the “at risk” population. Include any materials to be used in your intervention as an appendix.
- Describe the methodology and process of the intervention. Who did what, to who under what circumstances? Include all measure and materials used in an appendix.
- Describe the evaluation, research, or scientific design of your intervention and ways to assess outcomes, impact, effectiveness, and results.
- Describe what outcomes you are hoping for in the most positive sense.
- Estimate any problems, barriers, and resistance that you expect from implementing your intervention.
- Describe any ethical or professional issues to consider as you exit, terminate, and bring closure to your intervention.

Final Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>C+</th>
<th>78 – 79</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89</td>
<td>F</td>
<td>&lt;70</td>
</tr>
<tr>
<td>B</td>
<td>87 – 80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Course Policies:

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Professor supports the ADA, but also must know of any necessary accommodations on her part in order to provide them or to facilitate your progress in the class.

Students with Special Needs: Any students, who could require assistance in the event of a necessary evacuation of the building in which this class is taught, are asked to notify the Professor so that individuals can be identified to assist him/her during an evacuation.

Cell Phones: Cell phone use (of any kind – voice, texting, calculator, photography…) is banned during class. Phones must be rendered inaudible (either turn them off completely or at least set them not to make noise) during class time. Should they ring/vibrate at any time during the course period; the student will be considered not participating in the class and the course participation grade adjusted accordingly. Students who are involved in texting in class will also be considered not participating in the class and their course participation grade adjusted accordingly. In addition, please be prepared for the professor to answer your telephone should it ring in class.
Scholastic Dishonesty: As commonly defined, plagiarism consists of passing off, as one’s own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Students suspected of scholastic dishonesty or found to be involved with scholastic dishonesty will be reported to the Dean of Students and will ultimately not only fail the assignment or test, but also the course. If you have any questions regarding plagiarism, please consult the current issue of the Francis Marion University Student Handbook, under the section, “Academic Integrity.

Late Policy: Because you have ample time to prepare your schedule to take exams and turn in assignments, there will be no opportunity to “make up” missed exams or assignments. Please be advised that there is no exception to this rule, except for in the event of death (e.g., immediate family consisting of parents, grandparents, and siblings or aunts/uncles) or your own personal illness. For these exceptions, an allotted three calendar days is allowed to make up the exam or turn in the assignment. However, at the time the makeup is scheduled or assignment turned in, the student must present to the professor an obituary or other proof of funeral attendance. In the case of illness, the student must present to the professor a medical excuse. Please note, that in both cases the student is still considered absent and their class attendance and participation grades adjusted accordingly.

Technical Support: In the event of technical difficulty, FMU offers Help Desk services. The Help Desk is available during the Fall and Spring semesters Monday through Friday, 8:00 a.m. – 5:00 p.m. Students may contact the Help Desk by phone (843-661-1111) or in person.

Caveat: This syllabus is based upon planned material and activities and is, by its nature, aspirational. The instructor reserves the right to alter course procedures, schedules, or requirements to accommodate unforeseen events or conditions. In the event of course alterations, students will be informed of changes in a timely manner. When possible, changes will be discussed or negotiated with the class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>NASP Domains</th>
</tr>
</thead>
</table>
| 1    | 1/25  | The Need for a prevention focus in child mental health | CGR = Chapters 1, 2, & 3  
Bernard & Slade (2015)  
Coe, Watt, et al. (1993)  
Doll & Dina (2010)  
Dwyer & Van Buren (2010)  
National Research Council and Institute of Medicine (2009)  
Tolan & Dodge (2005) | | 2.7 |
| 2    | 2/1   | Prevention Science: Conceptual models of developmental psychopathology: Biological, cognitive, affective and social aspects of behavior | Blair & Diamond (2008)  
Dodge & Petit (2003)  
Riggs, et al., (2006) | | 2.6 |
| 3    | 2/8   | Evidence Based Practices | Bond & Hauf (2004)  
Flay et al., (2006)  
Reiss & Price (1996)  
Weissberg, Kumpfer, & Seligman (2003)  
Weisz, et al. (2005) | | 2.6 |
| 4    | 2/15  | Program Implementation, Dissemination, & Evaluation | Baumbarger et al., (2010)  
Durlak (1998)  
Durlak (2010)  
Greenberg et al. (2003)  
Greenberg (2004)  
Hirschstein et al., (2007)  
Odom et al., (2010)  
Welsh, Sullivan, & Olds (2010) | | 2.1, 2.9 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>NASP Domains</th>
</tr>
</thead>
</table>
| 5 2/22 | Prevention/Intervention Family | CGR = Chapter 4  
Dishion & Stormshak (2015)  
Eisner et al., (2012)  
Martinez & Eddy (2005)  
Patterson, Forgatch, & DeGarmo (2010)  
Reschly & Christenson (2009)  
Sanders (1999)  
Sotrmshak et al. (2011)  
Velez et al., (2011)  
Wachlarowicz et al., (2012) | Annotated Bibliography Entry 4 | 2.1, 2.9 |
Allen et al., (2011)  
Cowie & Smith (2010)  
Durlak (2011)  
Harowitz & Garber (2008)  
Hatzichristou et al., (2010)  
Landry et al., (2009)  
Leftlot et al. (2010)  
Nyre, Vernberg, & Roberts (2003)  
Phillips (2010)  
Raver et al., (2009)  
Vliek & Orochio de Castro (2010)  
Wentzel et al., (2009) | Annotated Bibliography Entry 5 | 2.6 |
Feinberg et al., (2010)  
Lochman & Wells (2004)  
Parsai, et al., (2011)  
| 8 3/14 | | NO CLASS – SPRING BREAK | |
| 9 3/21* | Crisis Prevention | BNR = Chapters 1 - 7  
RKP = Chapters 1 – 8  
Baker & Maupin (2009)  
Doll et al., (2009)  
Martin & Dowson (2009) | Midterm Exam | 2.6 |
| 9 3/25* | Suicide in the Schools | CGR = Chapter 10  
ESP = Chapters 1 - 12  
After a Suicide: A Toolkit for Schools |  | 2.6 |
| 10 3/28 | Prevention of Violence in the Schools | CGR = Chapter 14  
CSG = Chapters 1 – 11 |  | 2.1, 2.6, & 2.9 |
| 11 4/4 | Risky Sexual Behavior | Risky Sexual Behavior  
CGR = Chapter 11 & 13  
Fosco, Dishion, & Stormshak (2011)  
Hipwell et al. (2012)  
Mathematical Policy Research (2007)  
Philliber & Notle (2008)  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conduct Problems &amp; Gang</td>
<td><strong>Conduct Problems &amp; Gang Membership</strong>&lt;br&gt;CGR = Chapter 12&lt;br&gt;August et al.,(2003)&lt;br&gt;Conduct Problems Prevention Research Group (1999)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Membership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Substance Abuse</td>
<td><strong>Substance Abuse</strong>&lt;br&gt;CGR = Chapter 15&lt;br&gt;Hecht, et al., (2003)&lt;br&gt;Hipwell et al. (2012)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eating Disorders</td>
<td><strong>Eating Disorders</strong>&lt;br&gt;CGR = Chapter 9&lt;br&gt;Stice et al., (2007)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Crisis Intervention I</td>
<td><strong>CGR = Chapter 7</strong>&lt;br&gt;BNR = Chapters 8 – 13&lt;br&gt;Reinecke &amp; Miars (2008)</td>
<td>Paper Due</td>
<td>2.6</td>
</tr>
<tr>
<td>4/11*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Crisis Intervention II</td>
<td><strong>BNR = Chapters 14 – 19</strong>&lt;br&gt;Finn (2008)</td>
<td></td>
<td>2.6</td>
</tr>
<tr>
<td>4/18*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Evidence Based Programs</td>
<td>None</td>
<td>Evidence-Base Presentation</td>
<td>2.6</td>
</tr>
<tr>
<td>4/25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>None</td>
<td>None</td>
<td>Final Exam</td>
<td>2.1, 2.6, &amp; 2.9</td>
</tr>
<tr>
<td>4/27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** *Classes will be held ALL DAY on these dates from 9 am until 5:30 pm.*