

Psychology 759: School Wide-Prevention, Intervention, and Crisis Programs

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Term: Spring 2016

Section Number: 5253

Meeting Times: W 4:30 – 7:30

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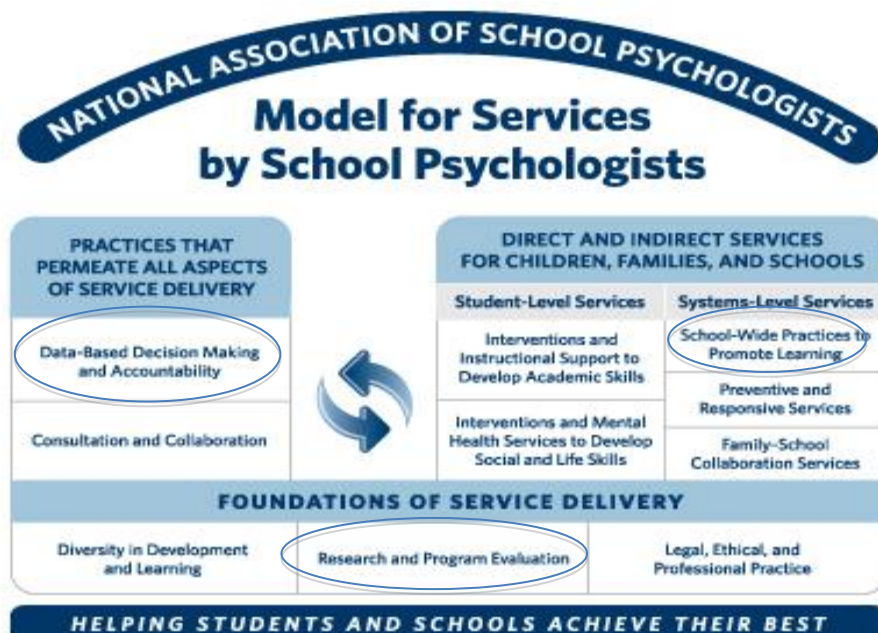
Overview:

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:

- BNR = Brock, S. E., Nickerson, A. B., Reeves, M. A., Liberman, R. A., & Feinberg, T. A. (2009). *School Crisis Prevention and Intervention: The PREP[®]RE Model*. Bethesda: MD: National Association of School Psychologists. ISBN: 978-0932955678
- ESP = Erbacher, T. A., Singer, J. B., & Poland S. (2015). *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York, NY: Routledge. ISBN: 9780415857031
- CGR = Capuzzi, D. & Gross, D. R. (2008). *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents. (5th Edition)*. Alexandria, VA: American Counseling Association. ISBN: 9781556202759
- CSG = Cornell, D. G., & Sheras, P. L. (2005). *Guidelines for Responding to Student Threats of Violence*. Sopris West. ISBN: 9781593185022
- RKP = Reeves, M. A., Kanan, L. M., & Plog, A. E. (2009). *Comprehensive Planning for Safe Learning Environments*. New York, NY: Routledge Press. ISBN: 9780415998352

Required Articles:

- Adelman, H., & Taylor, L. (2010). Placing prevention into the context of school improvement. In B. Doll, W. Pfohl, & J. Yoon (Eds.), *Handbook of youth prevention science* (pp. 19-44). New York: Routledge.
- Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A. Y., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science, 222* (6045), 1034-1037.
- American Foundation for Suicide Prevention. (2011). *After a Suicide: A Toolkit for Schools*. New York, NY: Suicide Prevention Resource Center.
- August, G. J., et al. (2003). Dissemination of an evidence-based prevention innovation for aggressive children living in culturally diverse, urban neighborhoods: The Early Risers effectiveness study. *Prevention Science, 4* (271-286).
- Baker, J. A., & Maupin, A. N. (2009). School satisfaction and children's positive school adjustment. In R. Gilman, E. S. Huebner, & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 189-196). New York: Routledge.
- Battistich, V., Schaps, E., & Wilson, N. (2004). Effects of an elementary school intervention on students' connectedness to school and social adjustment during idle school. *Journal Primary Prevention, 24*(3), 243-261.
- Beal, S. J., & Crockett, L. J. (2010). Adolescents' occupational and educational aspirations and expectations: Links to high school activities and adult educational attainment. *Developmental Psychology, 46*, 258-265.
- 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.
- Bickman, L. (1996). A continuum of care: More is not always better. *American Psychologist, 51*, 689-701.
- Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., Blair, C., Nelson, K. E., & Gill, S. (2008). Promoting academic and social-emotional school readiness: The head start REDI program. *Child Development, 79*(6), 1802-1817.
- Blair, C., & Diamond, A. (2008). Biological processes in prevention and intervention: The promotion of self-regulation as a means of preventing school failure. *Development and Psychopathology, Special Issue: Integrating Biological Measures into the Design and Evaluation of Preventive Interventions, 20*, 899-911.
- Bond, L., & Hauf, A. (2004). Taking stock and putting stock in primary prevention: Characteristics of effective programs. *Journal of Primary Prevention, 24*, 199-221.
- Brown, C.H., & Liao, J. (1999). Principles for designing randomized preventive trials in mental health: An emerging developmental epidemiology paradigm. *American Journal of Community Psychology, Special Issue: Prevention Science, Part II, 27*, 673-710.
- Bumbarger, B. K., Perkins, D. F., & Greenberg, M. T. (2010). Taking effective prevention to scale. In Doll, B., Pfohl, W., & Yoon, J. (Eds.). *Handbook of youth prevention science*. Routledge: New York.
- Caspi, A., Sugden, K., Moffitt, T.E., Taylor, A., Craig, I.W., Harrington, H. et al. (2003). Influence of life stress on depression: Moderation by a polymorphism in the 5-HTT gene. *Science, 301*, 386-389.
- Christenson, S. L., & Reschly, A. L. (2010). Check and connect: Enhancing school completion through student engagement. In Doll, B., Pfohl, W., & Yoon, J. (Eds.). *Handbook of youth prevention science*. Routledge: New York.

- Coie, J.D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R. Markman, H.J., Ramey, S.L., Shure, M.B., & Long, B. (1993). The science of prevention. *American Psychologist*, *48*, 1013-1022.
- Collaborative for Academic Social, and Emotional Learning. Practice Rubric (obtain from www.casel.org, under Programming Guides: Implementation Guide and Toolkit)
- Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems II: Classroom effects. *Journal of Consulting and Clinical Psychology*, *67*, 648-657.
- Cowie, H., & Smith, P. (2010). Peer support as a means of improving school safety and reducing bullying and violence. In B. Doll, W. Pfohl, & J. Yoon (Eds.), *Handbook of youth prevention science* (pp. 177-193). New York: Routledge.
- Crowe, S.L., & Blair, J.R. (2008). The development of antisocial behavior: What can we learn from functional neuroimaging studies? *Development and Psychopathology*, *20*, 1145-1159.
- Diamond, A. (2012). Activities and programs that improve children's executive functions. *Current Directions in Psychological Science*, *21*, 335-341.
- Dishion, T.J., & Stormshak, E.A. (DATE). A family-centered intervention strategy for public middle schools. In ...
- Dodge, Greenberg, Malone, & Conduct Problems Prevention Research Group (2008). Testing an idealized dynamic cascade model of the development of serious violence in adolescence. *Child Development*, *79*, 2907-1927.
- Dodge, K A., & Pettit, G. S. (2003). A bio-psychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology*, *39*, 349-371.
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- Doll, B., & Dina, J. (2010). The current status of youth prevention science. In B.Doll, W.Pfohl & J. Yoon (Eds), *Handbook of Youth Prevention Science* (pp. 1-18). New York: Routledge.
- Durlak, J. (1998). Why program implementation is important. *Journal of Prevention and Intervention in the Community*, *17*, 5-18.
- Durlak, J. A. (2010). The importance of doing well in whatever you do: A commentary on the special section, "Implementation research in early childhood education. *Early Childhood Research Quarterly*, *25*, 348-357.
- Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, *82*, 405-432.
- Dusenbury, L., Brannigan, R., Falco, M., & Hansen, W. B. (2003). A review of research on fidelity of implementation: Implications for drug abuse prevention in school settings. *Health Education Research*, *18*, 237-256.
- Dwyer, K., & Van Buren, E. (2010). School mental health: Prevention at all levels In B. Doll, B., W. Phol, & J. Yoon (Eds.). *Handbook of youth prevention science*. Routledge: New York.
- Eisner, M., Nagin, D., Ribeaud, D., & Malti, T. (2012). Effects of a universal parenting program for highly adherent parents: A propensity score matching approach. *Prevention Science*, *13*, 252-266.
- Fantuzzo, J., McWayne, C., & Bulotsky, R. (2003). Forging strategic partnerships to advance mental health science and practice for vulnerable children. *School Psychology Review*, *32*(1), 17-37.
- Feinberg, M.E., Jones, D., Greenberg, M.T., Osgood, D.W., & Bontempo, D. (2010). Effects of the communities that care model in Pennsylvania on change in adolescent risk and problem behaviors. *Prevention Science*, *11*, 163-171.
- Fishbein, D. (2000). The importance of neurobiological research to the prevention of psychopathology. *Prevention Science*, *1*, 89-106.
- Flay, B. R., Biglan, A., Boruch, R. F., Castro, F. G., Gottfredson, D., Kellam, S., Moscicki, E. K., Schinke, S., Valentine, J. C., & Ji, P. (2005). Standards of evidence: Criteria for efficacy, effectiveness, and dissemination. *Prevention Science*, *6*, 151-175.
- Fredericks, J. A., Blumenfeld, P.C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, *74*, 59-109.
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- Greenberg, M. T. (2004). Current and future challenges in school-based prevention: The researcher perspective. *Prevention Science*, *5*, 5-13.
- Greenberg, M.T., Weissberg, R.P., O'Brien, M.U., Zins, J.E., Fredericks, L., Resnik, H., & Elias, M.J. (2003). Enhancing

- school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466-474.
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- Hawkins, J. D., Guo, J., Hill, K. G., Battin-Person, S., & Abbott, R. D. (2001). Long-term effects of the Seattle social development intervention on school bonding trajectories. *Applied Developmental Science*, 5(4), 225-236.
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- Martinez, C. R. J., & Eddy, J. M. (2005). Effects of culturally adapted parent management training on Latino youth behavioral health outcomes. *Journal of Consulting and Clinical Psychology*, 73, 841-851.
- Mash et al. (2008). Reduced amygdala response to fearful expression in children and adolescents with callous-unemotional traits and disruptive behavior disorders. *American Journal of Psychiatry*, 165, 712-720.
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- National Registry of Evidence-Based Programs: <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:*

- Progress and possibilities*. Washington DC: National Academies Press.
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- Phillips, K. J. R. (2010). What does “highly qualified” mean for student achievement: Evaluating the relationships between teacher quality indicators and at-risk students’ mathematics and reading achievement gains in first grade. *The Elementary School Journal, 110*.
- Power et al. (2010) Partnering to achieve school success: A collaborative care model of early intervention for attention and behavior programs in urban contexts. In Doll, B., Pfohl, W., & Yoon, J. (Eds.). *Handbook of youth prevention science*. Routledge: New York.
- Prochaska, J.O., Evers, K.E., Prochaska, J.M., & Johnson, J.L. (2007). Efficacy and effectiveness trails: Examples from smoking cessation and bullying prevention. *Journal of Health Psychology, 12*, 170-178.
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- Vliek, L., & Orobio de Castro, B. (2010). Stimulating positive social interaction: what can we learn from Tiger. In B. Doll, W. Pfohl, & J. Yoon (Eds.), *Handbook of youth prevention science* (pp. 286-306). New York: Routledge.
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- Welsh, B. C., Sullivan, C. J., & Olds, D. L. (2010). When early crime prevention goes to scale: A new look at the evidence. *Prevention Science*, 11(2), 115-125.
- Wentzel, K., Baker, S., & Russell, S. (2009). Peer relationships and positive adjustment at school. In R. Gilman, E. S. Huebner, & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 229-244). New York: Routledge.
- What Works Clearing House (<http://ies.ed.gov/ncee/wwc/>). Go to "Publications and Reviews" tab, then "Procedures and Standards Handbook", download latest version.

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:

<u>Grade</u>	<u>Range</u>	<u>C+</u>	<u>78 – 79</u>
A	90 – 100	C	70 – 79
B+	88 – 89	F	<70
B	87 – 80		

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.

Course Schedule

Week	Topic	Readings	Assignments Due	NASP Domains
1 1/25	The Need for a prevention focus in child mental health	CGR = Chapters 1, 2, & 3 <u>Bernard & Slade (2015)</u> Coie, Watt, et al. (1993) <u>Doll & Dina (2010)</u> Dwyer & Van Buren (2010) <u>National Research Council and Institute of Medicine (2009)</u> 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) Dodge, et al., (2008) Riggs, et al., (2006) Additional Resources Caspi, et al., (2003) Crowe, et al., (2008) Diamond (2012) Fishbein (2000) Iacono & Malone (2011) Mash, et al., (2008)	Annotated Bibliography Entry 1	2.6
3 2/8	Evidence Based Practices	Bond & Hauf (2004) <u>Flay et al., (2006)</u> <u>Nation, et al. (2003)</u> Reiss & Price (1996) Walker (2004) Weissberg, Kumpfer, & Seligman (2003) <u>Weisz, et al. (2005)</u> Additional Resources Brown & Liao (1999) CASEL National Registry of Evidence-Based Programs Prochaska et al. (2007) What Works Clearing House	Annotated Bibliography Entry 2	2.6
4 2/15	Program Implementation, Dissemination, & Evaluation	Baumbarger et al., (2010) Durlak (1998) Durlak (2010) <u>Greenberg et al. (2003)</u> Greenberg (2004) Hirschstein et al., (2007) Odom et al., (2010) Welsh, Sullivan, & Olds (2010) Additional Resources Bickman (1996) CASEL Dusenbury et al., (2003) Salmivalli, Karna, & Poskiparta (2010) SAMHSA Special Issue in Pediatric Psychology What Works Clearing House Writing Tips Series	Annotated Bibliography Entry 3	2.1, 2.9

Week	Topic	Readings	Assignments Due	NASP Domains
5 2/22	Prevention/Intervention Family	CGR = Chapter 4 Dishion & Stormshak (2015) Eisner et al., (2012) Martinez & Eddy (2005) Patterson, Forgatch, & DeGarmo (2010) <u>Reschly & Christenson (2009)</u> Sanders (1999) Sotrmsak et al. (2011) Van Doesum, et al., (2008) Velez et al., (2011) Wachlarowicz et al.,(2012)	Annotated Bibliography Entry 4	2.1, 2.9
6 2/29	Prevention/Intervention: Peer/Teacher/School	<u>Adelman & Taylor (2010)</u> Allen et al., (2011) Battistich, Shaps, & Wilson (2004) Cowie & Smith (2010) Durlak (2011) Frey, et al., (2009) Harowitz & Garber (2008) Hatzichristou et al., (2010) Hawkins, et al., (2001) Hoagwood, et al., (20007) Landry et al., (2009) Leftlot et al. (2010) Nyre, Vernberg, & Roberts (2003) Phillips (2010) Raver et al., (2009) <u>Vliek & Orobio de Castro (2010)</u> <u>Wentzel etl al., (2009)</u>	Annotated Bibliography Entry 5	2.6
7 3/7	Prevention/Intervention: Multi-contexts	Fatuzzo, et al., (2003) Feinberg et al., (2010) Kutash, et al., (2002) Lochman & Wells (2004) Parsai, et al., (2011) Power, et al., (2010) Schoenwald & Henggler (2002)	Annotated Bibliography Entry 6	
8 3/14	NO CLASS – SPRING BREAK			
9 3/21*	Crisis Prevention	BNR = Chapters 1 - 7 RKP = Chapters 1 – 8 <u>Baker & Maupin (2009)</u> <u>Doll et al., (2009)</u> <u>Fredericks, Blumenfeld, & Paris (2004)</u> <u>Martin & Dowson (2009)</u>	Midterm Exam	2.6
9 3/25*	Suicide in the Schools	CGR = Chapter 10 ESP = Chapters 1 - 12 <i>After a Suicide: A Toolkit for Schools</i>		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) Santelli, et al., (2006)	Risky-Behavior Presentation	2.6

Week	Topic	Readings	Assignments Due	NASP Domains
	Conduct Problems & Gang Membership	Conduct Problems & Gang Membership CGR = Chapter 12 August et al.,(2003) Conduct Problems Prevention Research Group (1999)		
	Substance Abuse	Substance Abuse CGR = Chapter 15 Hecht, et al., (2003) Hipwell et al. (2012)		
	Eating Disorders	Eating Disorders CGR = Chapter 9 Stice et al., (2007)		
	Depression	Depression CGR = Chapter 6 Gillham et al., (2007) Horowitz & Garber (2006) Sheffield et al., (2006)		
	Absenteeism & School Drop Out	Absenteeism & School Drop Out Bierman et al., (2008) Christenson & Reschly (2010)		
12 4/11*	Crisis Intervention I	CGR = Chapter 7 BNR = Chapters 8 – 13 Rheineck & Miars (2008)	Paper Due	2.6
13 4/18*	Crisis Intervention II	BNR = Chapters 14 – 19 Finn (2008)		2.6
14 4/25	Evidence Based Programs	None	Evidence-Base Presentation	2.6
14 4/27	None	None	Final Exam	2.1, 2.6, & 2.9

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