

Psychology 641 (3 credit hours)
Prevention and Intervention in Schools
Fall 2018
Mondays, 12:00 – 2:30, Miller G27

Course Description:

This course addresses foundational components of social-emotional learning in K-12 settings. The emphases will include practical application of research-based strategies and techniques, including mindfulness and related integrative practices. Class time will typically involve a short practice, a review of readings and comments, introduction of new material, and ideas for intervention and application. Prerequisite: PSYC 640 and permission of instructor.

Required Readings:

Articles and chapters posted on Canvas

Completion of Mindfulness Fundamentals Online Training

Course Objectives:

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs (CACREP, 2016 Standards). In this course, students will acquire knowledge about foundational principles related to social-emotional learning (SEL), positive psychology, neuroscience, and mindfulness. We will integrate school-based learning standards with appropriate interventions for child well-being, exploring the evidence base to support interventions such as mindfulness curricula designed for school settings. Students will therefore be asked to develop their own personal mindfulness practice in order to experience practices, note benefits, and make tangible connections with course literature.

Specific CACREP Standards (2016) addressed include the following, in that at the completion of the course students will have demonstrated competency in:

SCHOOL COUNSELING

1. FOUNDATIONS

- b. models of school counseling programs
- c. models of P-12 comprehensive career development

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources

- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools

SCHOOL COUNSELING PROGRAM

SC CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	Foundations	Contextual Dimensions							Practice										
	b	a	f	g	i	j	k	n	c	d	f	g	h	i	j	k	l	n	o
(KPI 9, Reinforcement) Reflections: You will be given prompts approximately every other week and asked to reflect on specific aspects of the prevention and intervention efforts you see and are practicing in your current internship site. See description in syllabus for details. (SEE APPENDIX FOR KPI RUBRIC)				x	x		x			x	x	x		x	x	x			
Letter to Principal		x	x			x				x							x	x	x
ary of Curriculum Intervention Plan	x			x				x	x	x	x		x	x				x	x

Instructional Approaches: A variety of instructional approaches will be used in this course within a seminar modality. Experiential exercises based on readings and research will be integral to the course experience. Readings and reflections will inform the learning process.

Course Requirements:

1. Your attendance is both needed and appreciated in this class. Your full participation, including with in-class activities, will be expected as well as integral to the class. You must attend all course activities on all meeting days. You must complete assignments on time between our class meetings.
2. Complete readings and online assignments prior to class time.
3. Participation in class and via Canvas are required. Readings, as well as reflection questions and practice modules, will be posted as the course progresses.
4. Between classes, read classmates' reflections when posted and come to class prepared with notes and comments related to classmates' postings.

Course Policies:

1. No unexcused absences are allowed for successful completion of the course. More than one excused absence will result in an Incomplete for the course.
2. Late assignments will be penalized.
3. Technology (cell phone, iPad/tablet, laptop, etc.) use during class time is not allowed. Please turn off ringers and alerts unless you have specific permission from the instructor.
4. Exemplary professional responsibility and ethical behavior are expected during class time and onsite experiences. Confidentiality of participants must be maintained at all times. If you have any questions or concerns regarding confidentiality, ethics, or best practice please communicate with the instructor immediately. Unethical professional behavior may result in a failing grade for the course or an incomplete.
5. Students who might request accommodations for learning should communicate with the Office of Disability Services and the instructor as soon as possible.

Description of Assignments:**Reflections (100 points) KPI 9****2. CONTEXTUAL DIMENSIONS**

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

k. community resources and referral sources

3. PRACTICE

d. interventions to promote academic development

f. techniques of personal/social counseling in school settings

g. strategies to facilitate school and postsecondary transitions

i. approaches to increase promotion and graduation rates

j. interventions to promote college and career readiness

k. strategies to promote equity in student achievement and college access

You will be given prompts approximately every other week and asked to reflect on specific aspects of the prevention and intervention efforts you see and are practicing in your current internship site. Specific topics you will be asked to address in these written reflections include:

- characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs
- interventions to promote academic development;
- techniques of personal/social counseling in school settings;
- strategies to facilitate school and postsecondary transitions;
- using community resources and referral sources to support equitable achievement; and
- strategies to promote equity in student achievement and college access

Your reflections should be approximately 2 – 3 pages and should cite course readings and other recent literature. Please submit these reflections on Canvas by their respective due dates.

The following rubric will be used to evaluate your performance on this assignment:

An A assignment:	A B assignment:	A C assignment:
Demonstrates a comprehensive understanding of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders; interventions to promote academic development; techniques of personal/social counseling in school settings; strategies to facilitate school and postsecondary transitions; and strategies to promote equity in students' achievement and college access. Well organized, clear, writing style, with no or very few formatting errors.	Demonstrates an adequate understanding of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders; interventions to promote academic development; techniques of personal/social counseling in school settings; strategies to facilitate school and postsecondary transitions; and strategies to promote equity in student achievement and college access. Generally organized, clear, and consistent, with minimal errors.	Does not demonstrate an adequate understanding of relevant aspects of the prevention and intervention. Many formatting and/or organizational errors.

Letter to your Principal (100 points)

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- f. competencies to advocate for school counseling role
- j. qualities and styles of effective leadership in schools

3. PRACTICE: d., l., n., o.)

- d. interventions to promote academic development
- l. techniques to foster collaboration and teamwork within schools

Demonstrate your ability to serve as a leader, advocate, and systems change agent in P-12 schools by writing a letter to your principal stating the case for implementing

school-based interventions that include social-emotional learning, mindfulness, and/or positive psychology for your school's population. In your letter, demonstrate your thoughtful use of data to advocate for programs and students, and use your advocacy skills to highlight your competencies and professional role as a school counselor. Please submit your letter on our Canvas Discussion Board.

Summary of Curriculum Intervention Plan (100 points)

1. FOUNDATIONS

b. models of school counseling programs

2. CONTEXTUAL DIMENSIONS

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

n. legal and ethical considerations specific to school counseling

3. PRACTICE

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

d. interventions to promote academic development

f. techniques of personal/social counseling in school settings

h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

i. approaches to increase promotion and graduation rates

You will meet with students in your internship setting (group, individual, or classroom) and develop a curriculum/intervention plan that integrates standards of learning (both academic and counseling) with a mindfulness and/or SEL-oriented intervention that is appropriate for your student(s)' needs and setting and is supported by research. Your plan should be consistent with the mission of the school's counseling program and be specifically informed by your data-based understanding of the characteristics, risk factors, and warning signs of the student or student group. You should also demonstrate your ability to crosswalk VA academic and counseling standards in developing your intervention plan. We will practice crosswalking these standards in class prior to your development of your intervention.

Share a summary of the intervention and experience with the class, addressing the expectations identified above under the following headings:

- objectives based on school counseling program and student(s)' needs;
- research-based support;
- VA crosswalk summary;
- methods used to reach objectives, emphasizing your counseling skills; and
- outcomes observed.

Your intervention must first be approved by the instructor and must demonstrate sensitivity to school culture. Your summary will be presented in class, and all powerpoint slides and supporting documents should be submitted on our Canvas Discussion Board.

The following rubric will be used to evaluate your performance on this assignment:

An A assignment:	A B assignment:	A C assignment:
Demonstrates a comprehensive curriculum intervention plan that integrates standards of learning (both academic and counseling) with a mindfulness intervention that is appropriate for student(s)' needs and setting and is supported by research. Plan demonstrates comprehensive integration of VA academic and counseling standards. Shows thorough conceptualization of student(s)' academic needs, using effective counseling skills. Data to support and inform intervention are clearly identified and appropriately integrated.	Demonstrates an adequate curriculum intervention plan that integrates standards of learning (both academic and counseling) with a mindfulness intervention that is appropriate for student(s)' needs and setting and is supported by research. Plan demonstrates adequate integration of VA academic and counseling standards. Shows advanced-level attempts at conceptualization of student(s)' academic needs, using appropriate counseling skills. Data to support and inform intervention are identified and integrated.	Does not demonstrate an adequate understanding of the curriculum intervention plan. Design, delivery, and/or summary of plan is incomplete or significantly flawed.

Professional Behavior (50 points)

Your grade for professional behavior will be based on your respectful and attentive commitment to our class climate and discussions throughout the term; your conscientious and timely communication; and your ability to respond professionally to those with whom you work and learn.

Evaluation of Assignments:

- Reflections (30 points)
- Letter to principal (25 points)
- Summary of Curriculum Intervention Plan (35 points)
- Professional Behavior (10 points)

Grading Scale:

A = 325 – 350

B+ = 304 - 314

A- = 315 – 324

B = 290 - 303

C = 245 - 289

Course Calendar:

Date	Topic	Readings & <i>Assignments</i> due
8/27/18	Introduction to Social-Emotional Learning <i>Begin Mindfulness Fundamentals course</i>	

	September 7	
9/3/18	Introduction to Positive Psychology and Mindfulness	- Greenland article <i>Mindfulness for Children</i> - Seligman pp. 1-37
9/10/18	Mindfulness Practice	- Lantieri Chapter 1 - Greenberg et al.
9/17/18	The Neuroscience of Mindfulness; Resilience and Wellness to Promote Academic Development	- Lantieri Chapter 2 Reflection #1 due - Sousa article
9/24/18	Roles, Competencies, and Ethical/Legal Responsibilities of School Counselors in Prevention and Intervention	- Greenland Chapter 1
10/1/18	Models of School Counseling Programs: Integration of Social-Emotional and Academic Learning	- Lantieri Chapter 3, 4, OR 5 AND 6 Reflection #2 due
10/8/18	Student Risk Factors and Relevant Counseling Strategies	- Greenland Chapters 2, 3, and 4 - Lantieri Chapter 6
10/15/18	Strategies to Promote Equity and Access	Letter to Principal due Reflection #3 due
10/22/18	Integration of VA Academic and Counseling Standards	- Durlak et al. - Opening from MindUp
10/29/18	Experiential Practice & Crosswalk Practice	- Schonert-Reichl and Lawler article Reflection #4 due
11/5/18	Explorations in Mindfulness and Creativity	
11/12/18	Counseling Intervention Practice onsite	Reflection #5 due Curriculum Intervention Plan should be completed by the end of this week
11/19/18	Thanksgiving	- Seligman pp. 49-95
11/26/18	Sharing Curriculum Intervention Plans	- Seligman 95-132 - Greenland chapter 5 - 9 (one chapter as assigned) Reflection #6 and #7 due
12/3/18	Sharing Curriculum Intervention Plans	Written Curriculum Intervention Plans due
12/10/18	Self-care and Professional Development Wrap-up and Plan for 2 nd semester	

Tips on getting the most out of this course: Intellectually curious students will get the maximum benefit from this course. Complete readings, participate in class activities and discussions, and ask challenging questions to each other and the instructor. Make every effort to intentionally integrate course material into your current view of counseling and practice. Consider in particular contents/topics that have relevance

and meaning to you so that you can build on this area of interest later in your professional career. Students are encouraged to communicate with the instructor about personal learning goals and needs.

Suggested Readings:

Gilman, R., Huebner, S., & Furlong, M. J. (Eds). (2009). Handbook of positive psychology in schools. New York: Routledge.

Greenland, S. K. (2010) . The mindful child. New York: Free Press.

Kabat-Zinn, J. (1994). Wherever you go, there you are: Mindfulness meditation in everyday life. New York, NY: Hyperion.

Lantieri, L. (2008). Building emotional intelligence. Louisville, CO: Sounds True.

Merrell, K. W., & Gueldner, B. A. (2010). Social and emotional learning in the classroom: Promoting mental health and academic success. New York: The Guilford Press.

Seligman, M. E. (2007). The optimistic child. Boston: Houghton Mifflin.

Siegel, D. J. (2007). The mindful brain: Reflection and attunement in the cultivation of well-being. New York: W. W. Norton and Company.

Williams, M., Penman, D., & Kabat-Sinn, J. (2011). Mindfulness: An eight week plan for finding peace in a frantic world. New York: Rodale.

School-based Programs and Resources:

- Inner Kids
 - <http://www.susankaisergreenland.com/>
- Mind Up
 - www.thehawnfoundation.org/mindup
- Wellness Works
 - www.wellnessworksinschools.com
- Mindful Schools
 - www.mindfulschools.org/
- Mindfulness in Education
 - www.mindfulnessschools.org

Please Note:

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances. Weekly topics and reading assignments will follow in the general order listed above, although some topics may be explored for several weeks.

Counseling Programs Academic Policies for Syllabi

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Attendance

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Class Participation Rubric

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.

Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

Appendix

KPI RUBRIC	Below Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<p><i>KPI 9: School Counseling Profession</i> Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Does not meet expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Does not consistently meet expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not consistently demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Meets expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Surpasses expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>