PSYC 673-002 Syllabus: Fall 2012

Instructor Information:
Instructor: Jill Roper, MS, PsyS, PhD, NCSP
Office: George Mason University’s Center for Psychological Services Classroom
Office Hours: Wednesdays, 4 p.m. to 5 p.m.; and by appointment
E-mail Address: jroper@gmu.edu

Course Information:
Title: Prevention, Intervention, and Consultation in Schools
Catalog Number: PSYC 673
Location: George Mason University’s Center for Psychological Services Classroom
Time: Wednesdays; 5 p.m. to 8 p.m.

Textbooks:

Supplemental Resources:
Resources referenced in class may be posted on Blackboard. Information can be accessed at: http://mymasonportal.gmu.edu
Course Description:

This four-credit-hour course examines psychological theory and practice of prevention, intervention, and consultation in the school environment. Knowledge and skills essential to the practice of school psychology are presented. Students will learn a variety of evidenced-based methods, strategies, and programs designed to support academic achievement and positive social-emotional adjustment for all children.

Goal and Objectives:

The goal of this course is to prepare students to design, implement, and evaluate school-based psychological services. The course offers: (1) overviews of prevention models, which promote the academic and social-emotional success of all students; (2) an introduction to methodologies and strategies for targeted intervention; and (3) a survey of intensive psycho-therapeutic interventions appropriate for implementation in the school setting. The course also focuses on the delivery of direct consultative psychological services to individuals, groups, and systems within the school community. (Note. Students will apply and refine skills under direct supervision of a school psychologist in the requisite and concurrent practicum, PSYC 792.)

Students will achieve the overall goal for this course by demonstrating competence in the following objectives:

1. Knowing, understanding, and applying models of consultation
2. Knowing and understanding academic instruction, assessing for academic skill problems, academic progress monitoring, reading development, and executive skills
3. Knowing and understanding behavioral assessment, functional behavior assessment, classroom management, and school-wide behavior programs
4. Knowing, understanding, and applying strategies and/or targeted interventions for students at-risk for academic failure and/or social-emotional impairment
5. Knowing, understanding, and applying behavioral and/or cognitive-behavioral techniques for students in need of intensive intervention
6. Knowing, understanding, and applying programs designed to reduce bullying, self-injury, depression, and suicide
7. Knowing and understanding how to respond to a school/community crisis
Requirements and Assessment:

This course provides essential foundational knowledge and skills. As a result, attending is required and active participation in all activities is encouraged.

Students are expected to fulfill the following requirements in order to demonstrate achievement of the course goal and objectives:

(1) Attend and participate

(2) Read assigned materials

(3) Prepare a handout (which must include two citations from peer-review journals) and present *three* executive summaries to other students on assigned topics

(4) Exam I

(5) Exam II

Details about the executive summaries will be presented in class. All executive summaries must be submitted on the calendar due dates. Executive summaries will not be accepted for credit past the due date unless special arrangements have been approved by this instructor in advance.

The following factors are weighted in determining a grade:

(1) Class attendance and participation 10%

(2) Three (3) executive summaries (10% each) 30%

(3) Exam I 30%

(4) Exam II 30%

University course work in measured in terms of quantity and quality. A credit represents one hour per week of lecture throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide grading system for grade courses is:

(1) A+ 4.00 Satisfactory/Passing (5) B 3.00 Satisfactory/Passing
(2) A 4.00 Satisfactory/Passing (6) B- 2.67 Satisfactory/Passing
(3) A- 3.67 Satisfactory/Passing (7) C 2.00 Unsatisfactory/Passing
(4) B+ 3.33 Satisfactory/Passing (8) F 0.00 Unsatisfactory/Failing
Policies and Procedures:

Academic policies and procedures are established by the University’s College of Humanities and Social Sciences. Additional information about these policies and procedures can be found at: http://chss.gmu.edu/graduate/policies/policies.

Academic integrity is an expectation and obligation. By enrolling in this course, students are bound by the University’s Honor Code (http://academicintegrity.gmu.edu/honorcode). Students must also abide by ethical principals establish by the National Association of School Psychologists and the American Psychological Association.

Official Communication using GMU E-Mail: GMU uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their GMU e-mail account and are required to activate that account and check it regularly.

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

*Students should be aware of the following deadlines established by the Registrar:* (1) last day to add is September 4, 2012; (2) last day to drop without penalty is September 4, 2012; and (3) last day to drop with 67% penalty is September 28, 2012.
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<tr>
<th>Date</th>
<th>Topic</th>
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<td>Introduction; Role-Function of School Psychologist; Evidenced-Based and Practice Movement</td>
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<td>9/15/12</td>
<td>Consultation Models; Classroom Instruction; Interventions to Improve Academic Productivity</td>
<td>Shinn et al.: 3, 10</td>
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<tr>
<td>9/12/12</td>
<td>Assessing Academic Skill Problems; Progress Monitoring; Interventions to Improve Homework Completion and Accuracy</td>
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<td>10/3/12</td>
<td>Executive Skills, Supports, and Interventions; Interventions to Improve Social Studies and Science</td>
<td>Shinn et al.: 23, 24</td>
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<tr>
<td>10/17/12</td>
<td>PBIS; Proactive Strategies that Create a Productive, Disruption-Free Classroom Environment</td>
<td>Akin-Little et al.: 8, 9</td>
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<td>10/24/12</td>
<td>Behavioral Consultation; Behavioral Assessment; FBA</td>
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<td>Promoting Social Competence in the Classroom; Interventions to Improve Behavior</td>
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<td>11/7/12</td>
<td>Behavioral Strategies for Special Populations</td>
<td>Akin-Little et al.: 20</td>
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<td>Cognitive-Behavioral Techniques; Bullying Prevention and Intervention</td>
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<td>11/21/12</td>
<td><strong>Thanksgiving Recess: No Class</strong></td>
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<td>11/28/12</td>
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<td>12/5/12</td>
<td>Interventions to Improve Outcomes for Preschool Children</td>
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<td>Shinn et al.: 18, 19</td>
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<td>12/12/12</td>
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