

Department of School Psychology
APCE 655: Family, School, & Community Contexts
Summer 2020
3 Credit Hours

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Meeting Dates: Online
Office Hours: As arranged

Prerequisites: None.

Course Description:

This course provides an advanced understanding of theory, research, and interventions, as applied to individuals, families, schools, and social systems.

Course Objectives:

1. Explain the basic concepts of resiliency as applied to individual, family, and neighborhood (community) dynamics
2. Apply levels of prevention including universal, selected, and indicated to current social issues.
3. Identify and explain the variables (i.e., driving and restraining forces) that influence the implementation, process, and outcomes of family, school, and community interactions.
4. Develop a working knowledge of different approaches to promote behavioral health and wellbeing in ways that are practically implemented across cultural contexts
5. Understand the application of ecological, developmental, and systems theories and community psychology values to the study of interpersonal adaptation and critical community problems (such as child abuse and neglect; achievement gaps in education; substance abuse; delinquency; poverty.)
6. Develop familiarity with various skills necessary for school and community-related work, including needs assessment, program planning, public communication, and program evaluation

Required Textbook:

Bronstein, L. R., & Mason, S. E. (2018). *School-linked services: Promoting equity for children, families, and communities*. New York: Columbia University.

Readings listed for each week and any additional readings assigned.

Many of these will come from: *Youth Resilience in Culture: Commonalities and Complexities*. This is an e-book at the UNC library that you can download.

Course Requirements:

Participation in Online Discussions – 40 points

You will be given a variety of activities and questions that align with the readings for each week. These activities are designed to facilitate group discussion on Canvas or in a smaller group (in Canvas) that will allow everyone to deepen their understanding of the material and learn others' views on these topics. Each activity/discussion is worth a possible 10 points. The number of points earned each week depends on your participation and preparedness for these weekly discussions. I will look for evidence of your having read (e.g., being able to refer back to readings), having reflected on the reading (e.g., having questions, developing a unique perspective on what you've read), and having integrated the new information into your own life experience or previous learning.

Dates: Weeks of May 18, May 25, June 1, & June 8

Mid-term- 40 points – Blend of short answer and essay based on readings through Week 3.

Date: June 1

REQ Assignment – Total of 60 points (3 REQs x 20 pts. each)

The Revelations, Emotional Reactions, Questions (REQ) assignments are intended to help you a) engage with the reading by reflecting on your thoughts and thinking analytically; and b) to help you gain experience with presenting and sharing information. They should consist of the following:

R = Revelations. Write 5 things that were revelations to you as you read the chapters and readings, noting where in the readings they occurred, and how and why they were revelations.

Example: In Chapter 2 of the text book, I was surprised to learn that there was a recognition of the need for school psychology as early as 1896. It is odd that after so much time, we still don't have a clear idea of what the role should look like, although we can recognize its importance. In my time in the program, and working with the school psychologist in our building, it has been incredible to learn about the many different roles that school psychologists take on. I wonder why are we still so unclear on what school psychologists should actually do?

E = Emotional Reactions. Write 3 things that led you to have strong emotional reactions as you read them. **Note where in the text they occurred, what the emotional reactions were, and why you had these reactions.**

Example: As related to the longevity of the idea of school psychology and the ongoing lack of clarity of the role, I am a bit nervous. How will I define the role for myself? What if I don't like the way that my district defines my role? I would like more clarity and am confused by the number of possible options in the role. In some ways, I am also excited

by the challenge of not knowing and being able to navigate whatever potential task comes my way!

Q = Questions. Write 4 questions that occurred to you as you were reading, to which you would like answers, or area which you had disagreements. Make sure they are thoughtful questions/concerns and not simple factual questions.

Example: Based on my reaction and emotional reactions, I would have the following questions: 1) How do I figure out the school psychology role that fits for me?, 2) The chapter talked about the school mental health movement and I've only had one class in this area, is that enough? 3) What if I don't like one aspect of being a school psychologist (e.g., paperwork), does that mean I have chosen the wrong profession? And 4) Why hasn't there been a greater emphasis on trying to align the role of school psychologists from one setting to the next?

REQ's can be written in outline form and you should number and carefully label each R, E, and Q. All your REQs should **not** come from the same chapter or article. Also, although the example above shows an R, E, and Q all related to the same issue, you do not necessarily have to create R, E, Qs around the same topic. For example, you might have a revelation that doesn't really cause any type of emotional reaction or a question about something unrelated to either the revelation or emotional reaction.

Send these to me through the assignment function in Canvas. The first one is due by May 23rd, the second one, June 6th, and the last one June 20thth. You may turn in REQs earlier than the due date and are encouraged to do so. A typical REQ runs 2-3 pages (my examples were abbreviated just so you would understand the general format).

Community Application Project - 100 points -

More information about this project will be provided in a separate document provided in the Assignments section of Canvas. The powerpoint you share about your project is to be posted on June 20th by 12pm so that your classmates have time to view and respond to your project (Discussion 4). The actual paper is due to me on June 23rd at 5pm.

Assignment Point Values:

Class Discussions (4):	40
Mid-term	40
Community Application Project	100
REQS (3)	60
Total possible Points:	240

Grading Scale:

A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%

C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
F	Below 60%

Academic Policies and Information:

Academic Conduct: Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students **can learn more about the accommodation process here.**

Inclusivity Statement: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Course Schedule and Readings

- When readings are listed for a particular date, it means they should be read BY that date, not that you start reading them on that date!

Required Readings for the Course

Week 1: Making the Case for School-linked Services

Readings:

Chapter 1: O'Dougherty Wright & Masten. In *Youth Resilience and Culture: Commonalities and Complexities*.

Bronstein & Mason (2018):

Chapter 1: Making the Case for School-linked Services

Chapter 2: The School

Activities:

Discussion – Review video clips and respond to questions related to readings/recordings. (10 pt.)

Community Project – establish group and general topic area (May 23)

Week 2: Prevention Science, Levels of Intervention, and a Public Health Model

Readings:

Mason & Brooks

Chapter 3: School-linked Services Today

Chapter 4: Working Effectively Across Systems

Berg, M., Coman, E., & Schensul, J.J. (2009). Youth action for prevention: A multi-level intervention designed to increase efficacy and empowerment among urban youth. *American Journal of Community Psychology*, 43, 345-359.

Bosworth, K. (2015). Exploring the intersection of schooling and prevention science. In K. Bosworth (Ed.), *Prevention Science in School Settings* (pp. 1-17). New York: Springer.

Eisman et al. (2016). Psychological empowerment among urban youth. Measurement models and association with youth outcomes. *Am J Community Psychology*, 58:410–421

Activities:

Discussion - Respond to questions on Discussion board (10 pts)

REQ 1 (20 pts): Due May 23rd

Community Project: Identifying the Problem – post clear description of your group’s problem identification on the Community Project Discussion Board (May 27th)

Week 3: Building Partnerships with Families (Driving and Restraining Forces)

Readings:

Chapters 1-3 The Power of Family School Partnering (provided)

Goldstein & Brooks (available online at the UNC library)

Chapter 9: Understanding and Promoting the Development of Resilience in Families

Smith et al. (2019). Understanding family-school engagement across and within elementary and middle school contexts. *School Psychology, 34*, 363-375.

Activities:

Midterm (40 pts.) – due June 5 at 7pm

Community Project: Nothing due, but you should be busy gathering information from stakeholders

Week 4: Implementation of Programming across Cultural Contexts

Readings:

Bronstein & Mason

Chapter 5: Settings

Chapter 6: International Initiatives

Better Beginnings, Better Futures website. Click on the Videos table and review the introduction, research, and resident participation videos (each is 5-6 minutes). Also click on the Research tab to review summary of research.

<http://bbbf.ca/Home/tabid/520/language/en-US/Default.aspx>

Activities:

Discussion: Case Study in small groups on Canvas (10 pts).

REQ 2 (20 pts) due (June 6)

Community Project: Identifying Causes of the Problem and Clarifying the Group Goal – post to Community Project Discussion Board (June 6th)

Week 5: School-based Practices for Preventing Disorder/Promoting Resilience

Readings:

Goldstein & Brooks

Chapter 20: Promoting Educational Equity in Disadvantaged Youth: The Role of Resilience and Social-Emotional Learning

Chapter 21: Resilience Through Violence and Bullying Prevention in Schools

Chapter 22: Caring for the Caregiver: Promoting the Resilience of Teachers

Chapter 23: Enhancing Resilience in Classrooms

Chapter 24: Creating a Positive School Climate: A Foundation for Resilience

Bruns, E. J., Duong, M. T., Lyon, A. R., Pullman, M. D., Cook, C. R., Cheney, D., & McCauley, E. (2016). Fostering SMART partnerships to develop an effective continuum of behavioral health services and supports in schools. *American Journal of Orthopsychiatry*, 86, 156-170.

Activities:

Discussion - Respond to questions on Discussion Board (10 pts.)

Community Project: Complete template for Driving and Restraining Forces and identify top three in each category. Post to Community Project Discussion Board (June 10th)

Week 6: Skills for Community-Level Interventions

Readings:

Bronstein & Mason

Chapter 7: Public Education, School-linked Services, and Relevant Policies

Chapter 8: Funding

Activities:

Community Project – Create a ~15 slide powerpoint of your group’s intervention project following the outline of the Community Application project (refer to separate instructions for more indepth coverage of the powerpoint development). Post your group’s presentation on June 20th. Visit all other presentations and provide comments and/or questions to at least 4 of them. In the days between June 20, 12pm and June 24, 5pm, you and your group members are to respond to the questions/comments presented to your group.

Final group write up of Community Project due (June 23)

Final REQ due (June 20)