

**SchP 440-10 Applications in Pediatric School Psychology  
Prevention/Health Promotion  
Spring, 2007**

**CLASS TIME AND LOCATION**

Tuesdays, 4:00 – 7:00 PM  
3535 Market Street, 14<sup>th</sup> Floor, Rm. 1430B (1436 on Jan. 23)

**COURSE INSTRUCTOR**

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**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, University Center 212 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

**COURSE DESCRIPTION**

Leaders in school psychology have been advocating for a shift in the role of school psychologists from an exclusive focus on service delivery for children with disabilities to a focus that includes public health and prevention for children at risk for disabilities as well as those who are healthy. This course will enable students to understand the importance of a public health perspective and opportunities available to school psychologists to serve as prevention specialists in schools and other community-based settings. During this course, students will develop skills enabling them to be effective as public health and prevention specialists in schools, including skills related to program development, program evaluation, and grant writing. The emphasis of this course will be to address the needs of children from low-income, urban, ethnically diverse neighborhoods.

**OBJECTIVES**

1. Students will learn the assets and limitations of conducting prevention work in school settings.
2. Students will understand the empirical and theoretical roots of prevention science and learn to critically evaluate the science base in the field of school psychology related to prevention.
3. Students will learn a comprehensive framework to guide the development of prevention programs.

4. Students will learn how to apply the principles of participatory action research in the design and evaluation of prevention programs.
5. Students will learn to critically evaluate research related to program development and evaluation in the area of prevention.
6. Students will further develop their skills in critically evaluating research literature and preparing journal article reviews.
7. Students will learn about types of grants, sources of funding, and the critical elements of grant proposals.
8. Students will develop an advanced understanding of conceptual and methodological issues related to at least one area of prevention programming (e.g. violence prevention, nutrition education, promotion of cardiovascular health).
9. Students will develop skills in grant writing, with a particular focus on early career development grants.
10. Students will further develop their skills related to team collaboration in the areas of program design and problem solving.

### **REQUIRED READINGS**

Selected journal articles and book chapters as well as sample grant proposals will be the required readings for this course. Students are required to carefully review readings by the date for which they are assigned.

### **COURSE ACTIVITIES**

Course activities encompass a variety of formats, including (a) faculty- and student-led discussions about assigned readings, (b) classroom workshops to assist students with manuscript review, early career planning, research design, and grant writing, and (c) independent student activities described below.

### **DESCRIPTION OF ASSIGNMENTS**

1. *Journal article reviews.* Students will be requested to prepare two journal article reviews for manuscripts related to prevention that are currently under review. The manuscripts will be given to students 2-3 weeks before the reviews are due. Before writing the review, students will be given an opportunity to discuss the strengths and limitations of the manuscript in class. Also, students will be given specific guidelines for how to prepare the review. The journal article review should be limited to 3 – 4 pages. **The journal article reviews are due on February 6 and 20.**
2. *Introduction to grant proposal.* Each student is required to submit a brief report (about 6 pages of text, double-spaced) describing the topic for a research grant

proposal focusing on prevention, data highlighting the critical need for research in this area, and a cogent justification for why the project represents an innovative response to need. Each student is required to submit a report in APA format. The brief report should contain the following sections:

- a. Research topic – brief (2-3 sentence) description of a topic for research, which should be related to the development and evaluation of an innovative prevention program.
- b. Description of need – presentation of epidemiological findings highlighting the need for research in this area. (2 pages)
- c. Justification for innovative aspects of project – description of research conducted to date to address critical needs related to the research topic, and a description of the limitations of current research. Also, this section should demonstrate how the project represents a unique and innovative response to the need for prevention programming and research. (3-4 pages)

**Students will present this report to the class on March 20 and March 27. The presentations should last about 20 minutes each. Written reports are due on March 20.**

3. *Statement of goals, objectives, and activities for training.* This **ungraded assignment** is designed to assist students in the preparation of their early career grant proposals. Students will be given specific feedback about how to revise goals, objectives, and activities for training. **This assignment is due on April 3.**
4. *Statement of aims and hypotheses for research.* This **ungraded assignment** is designed to assist students in the preparation of their early career grant proposals. Students will be given specific feedback about how to prepare aims and hypotheses for their grant proposals. **This assignment is due on April 10.**
5. *Grant proposal.* Each student will submit a grant proposal for an early career development award related to research in the area of prevention. Students are expected to prepare their grant proposals using guidelines published by the National Institute of Health for Mentored, Patient-oriented Research Career Development Awards (K-23). The grant is to cover a 2-year period and the budget request should not exceed \$100,000 for direct expenses for each year. The text of the proposals is to be no longer than 20 pages (absolute limit), double-spaced (using 1 inch margins and a 12-point font). The inclusion of appendices is permitted. Students will be expected to include a budget and justification, which will not count toward the 20-page limit. The proposal will be evaluated with regard to: (a) the innovativeness, clarity, and appropriateness of the training goals and objectives (20% of points), (b) the conceptualization and organization of the training activities (20%), (c) the clarity and significance of the research aims and hypotheses (20%), (d) the innovativeness of the project and appropriateness of the research design and methods (20%), (e) the quality of the evaluation plan (15%), and (f) the feasibility of the project including the appropriateness of the budget plan (5%). **The grant proposal is due on the final day of class, April 24.**

6. *Classroom participation.* Students will be graded on the quality of their classroom participation. Grades for participation will be assigned twice during the course and each grade for participation will count for 25 points toward the final grade. Quality of participation will be evaluated on the basis of the extent to which comments reflect an understanding of assigned readings and contribute meaningfully to weekly classroom activities.

## GRADING PROCEDURE

### Point allocation:

Journal article reviews (75 points each)	150 points
Introduction to grant proposal	75 points
Presentation to class	25 points
Classroom participation	50 points
Grant proposal	200 points
<b>Total</b>	<b>500 points</b>

### Grade determination:

93% or more points	A
90 – 92.9%	A-
87 – 89.9%	B+
83 – 86.9%	B
80 – 82.0%	B-
70 – 79.9%	C
< 70%	F

## WEEKLY TOPICS AND ASSIGNMENT TIMELINES

### Jan. 16      **Course Overview/Public Health Perspective/Role of School Psychologists**

Assignment: Review each of the following articles and prepare two discussion questions for each article.

#### *Articles for review:*

Sheridan, S. M., & Gutkin, T. B. (2000). The ecology of school psychology: Examining and changing our paradigm for the 21<sup>st</sup> century. *School Psychology Review*, 29, 485-502.

Strein, W., Hoagwood, K., & Cohn, A. (2003). School psychology: A public health perspective I. Prevention, populations, and systems change. *Journal of School Psychology*, 41, 23-38.

Sugai, G., & Horner, R. R. (2006). A promising approach for expanding and sustaining

school-wide positive behavior support. *School Psychology Review*, 35, 245-259.

Power, T. J. (2003). Promoting children's mental health: Reform through interdisciplinary and community partnerships. *School Psychology Review*, 32, 3-16.

**Jan. 23            The Roots of Prevention Science: Developmental Psychopathology and Epidemiology**

Assignment: Students co-facilitate a discussion of the following articles (one student for each article). Additional classroom activity: Description of procedures for conducting a journal article review.

*Articles for review:*

Dodge, K. A. (2001). The science of youth violence prevention: Progressing from developmental epidemiology to efficacy to effectiveness to public policy. *American Journal of Preventive Medicine*, 20 (1S), 63-70.

Cicchetti, D., & Toth, S. L. (1998). The development of depression in children and adolescents. *American Psychologist*, 53, 221-241.

Sandler, I. (2001). Quality and ecology of adversity as common mechanisms of risk and resilience. *American Journal of Community Psychology*, 29, 19-61.

Holt, M. K., & Espelage, D. L. (2005). Social support as a moderator between dating violence victimization and depression/anxiety among African American and Causasian adolescents. *School Psychology Review*, 34, 287-308.

**Jan. 30            Critical Elements: Forming University-Community Partnerships/Creating Contexts for Change**

Assignment: Review each of the following articles and prepare two discussion questions for each article. Additional classroom activity: Discussion of article for journal article review.

*Articles for review*

Tucker, C. M., & Herman, K. C. (2002). Using culturally sensitive theories and research to meet the academic needs of low-income African American children. *American Psychologist*, 57, 762-773.

Evans, G. D., Rey, J., Hemphill, M. M., Perkins, D. F., Austin, W., & Racine, P. (2001). Academic-community collaboration: An ecology for early childhood violence prevention. *American Journal of Preventive Medicine*, 20 (1S), 22-30.

Fantuzzo, J., Coolahan, K. C., & Weiss, A. D. (1997). Resiliency partnership-directed

intervention: Enhancing the social competencies of preschool victims of physical abuse by developing peer resources and community strengths. In D. Cicchetti & S. L. Toth (Eds.), *Rochester Symposium on Developmental Psychopathology* (Vol. 8): Developmental perspectives on trauma: Theory, research, and intervention (pp. 463-489). Rochester, NY: University of Rochester Press.

Ringiesen, H., Henderson, K., & Hoagwood, K. (2003). Context matters: Schools and the “research to practice gap” in children’s mental health. *School Psychology Review*, 32, 153-168.

Grimes, J., Kurns, S., & Tilly, W. D. (2006). Sustainability: An enduring commitment to success. *School Psychology Review*, 35, 245-259.

**Feb. 6 Critical Elements: Assessing Need**

Assignment: Review each of the following articles and prepare two discussion questions for each article.

**First journal article review due.**

*Articles for review:*

Kataoka, S. H., Zhang, L., & Wells, K. B. (2002). Unmet need for mental health care among U.S. children: Variation by ethnicity and insurance status. *American Journal of Psychiatry*, 159, 1548-1555.

Cauce, A. M., Domenech-Rodriguez, M., Paradise, M., Cochran, B. N., Shea, J. M., Srebnik, D., & Baydar, N. (2002). Cultural and contextual influences in mental health help seeking behavior: A focus on ethnic minority youth. *Journal of Consulting and Clinical Psychology*, 44-55.

Gittlesohn, J., Toporoff, E. G., Story, M., Evans, M., Anliker, J., Davis, S. et al. (2000). Food perceptions and dietary behavior of American-Indian children, their caregivers, and educators: Formative assessment findings from Pathways. *Journal of Nutrition Education*, 31, 2-13.

Ginsburg, K. R., Alexander, P. M., Hunt, J., Sullivan, M., Zhao, H., & Cnaan, A. (2002). Enhancing the likelihood for a positive future: The perspective of inner-city youth. *Pediatrics*, 1136-1143.

Fantuzzo, J., McWayne, C., & Bulotsky, R. (2003). Forging strategic partnerships to advance mental health science and practice for vulnerable children. *School Psychology Review*, 32.

**Feb. 13 Critical Elements: Applying Participatory Action Research Methods**

Assignment: Review each of the following articles and prepare two discussion questions for each article. Additional classroom activity:

Guest speaker: Angela Clarke, Ph.D.

Discussion of article for journal article review.

*Articles for review*

- Nastasi, B. K., Varjas, K., Schensul, S. L., Silva, K. T., Schensul, J. J., & Ratnayake, P. (2000). The participatory intervention model: A framework for conceptualizing and promoting intervention acceptability. *School Psychology Quarterly, 15*, 207-232.
- Ho, B. S. (2002). Application of participatory action research to family-school intervention. *School Psychology Review, 31*, 106-121.
- Leff, S. S., Costigan, T., & Power, T. J. (2004). Using participatory research to develop a playground-based prevention program. *Journal of School Psychology, 42*, 3-21.
- Power, T. J., Dowrick, P. W., Ginsburg-Block, M., & Manz, P. H. (2004). Partnership-based, community-assisted early intervention for literacy: An application of the participatory intervention model. *Journal of Behavioral Education, 13*, 93-115.

- Feb. 20**      **Critical Elements: Improving and Maintaining Program Quality**  
 Assignment: Students co-facilitate a discussion of the following articles (one student for each article).  
**Second journal article review due.**

*Articles for review*

- Dane, A. V., & Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: Are implementation effects out of control? *Clinical Psychology Review, 18*, 23-45.
- Hirschstein, M. K., Edstrom, L. V. S., Frey, K. S., Snell, J. L., & MacKenzie, E. P. (2007). Walking the talk in bullying prevention: Teacher implementation variables related to initial impact of *Steps to Respect* program. *School Psychology Review, 36*.
- Noell, G. H., Witt, J. C. et al. (2005). Treatment implementation following behavioral consultation in schools: A comparison of three follow-up strategies. *School Psychology Review, 34*, 87-106.
- Power, T., Blom-Hoffman, J., Clarke, A., Riley-Tillman, C., Kelleher, C., Manz, P. (2005). Reconceptualizing intervention integrity: A partnership-based framework for linking research with practice. *Psychology in the Schools, 42*, 495-508.

- Feb. 27**      **Critical Elements: Promoting Caring Attachments/Developing Skills**  
 Assignment: Review each of the following articles and prepare two discussion questions for each article.

Additional classroom activity: Description of procedures for preparing introduction section of your grant proposals.

Guest speaker: Jennifer Mautone, PhD

*Articles for review*

Power, T. J., DuPaul, G. J., Shapiro, E. S., & Kazak, A. E. (2003). *Promoting children's health: Integrating school, family, and community*. New York: Guilford Press. (Chapters 7 and 8: Developing Selective and Indicated Prevention Programs; Developing Universal Programs)

Baker, J. A. (2006). Contributions of teacher-child relationships to positive school adjustment during elementary school. *Journal of School Psychology, 44*, 211-229.

Lubbers, M. J., et al. (2006). The impact of peer relations on academic progress in junior high. *Journal of School Psychology, 44*, 491-512.

Conduct Problems Prevention Research Group (2004). The effects of the Fast Track Program on serious problem outcomes at the end of elementary school. *Journal of Clinical Child and Adolescent Psychology, 33*, 650-661.

**March 7      Spring Break**

**March 13**      Critical Elements: Evaluating Outcomes  
 Assignment: Review each of the following articles and prepare two discussion questions for each article.  
 Classroom Activity: Review procedures for preparing the introduction section of grant proposal. Review sample application for early career development grant.

*Readings for class*

McIntosh, K., Horner, R. H., Chard, D. J., Boland, J. B., & Good, R. H. (2006). The use of reading and behavior screening measures to predict nonresponse to school-wide positive behavior support: A longitudinal analysis. *School Psychology Review, 35*, 275-291.

Chafouleas, S. M., Christ, T. J., Riley-Tillman, T. C., Briesch, A. M., & Chanese, J. A. M. (2007). Generalizability and dependability of direct behavior ratings to assess social behavior of preschoolers. *School Psychology Review*.

Leff, S. S., Crick, N. R., Angelucci, J., Haye, K., Jawad, A. F., Grossman, M., & Power, T. J. (2006). Social cognition in context: Validating a cartoon-based attributional measure for urban girls. *Child Development, 77*, 1351-1358.

Grant proposal for early career development grant

**March 20 Early Career Grants**

Guest speaker: Heather Jones, Ph.D.

Classroom Activity: Student presentations of introduction section of grant proposal. *Submit grant proposal introduction*

*Reading for class*

Grant proposal for another early career development award

**March 27 Grant Writing: Preparing Training Goals, Objectives and Activities**

Classroom activity: Workgroups to prepare training goals, objectives, and activities.

*Reading for class*

Review training plans on sample early career development grant applications.

**April 3 Grant Writing: Preparing Research Aims and Hypotheses**

Classroom activity: Workgroups to prepare research aims and hypotheses.  
*Training goals, objectives, and activities due.*

*Reading for class*

Grant proposal for research grant.

**April 10 Grant Writing: Developing an Evaluation Plan**

Classroom activity: Workgroups to develop evaluation plans  
*Research aims and hypotheses due*

**April 17 Grant Writing: Disseminating Findings and Sustaining the Program**

Classroom activity: Workgroups to address any concerns about grant proposal

**April 24 Presentation of Grant Projects**

Classroom activity: Brief presentations of grant proposals.  
*Grant proposals due*