COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE #: EDP 8250
COURSE TITLE: Fundamental Studies in Educational Psychology IV
COURSE CREDIT: 3 Semester Hours
SECTION #: 001
CALL #: 22313
TERM/YEAR: Winter 2014
COURSE LOCATION: 114 Education Building
DAY/TIME: Monday, 4:30-7:15
INSTRUCTOR: Dr. Jina Yoon
OFFICE ADDRESS: 335 College of Education
OFFICE HOURS: Mon./Wed. 2:00 to 4:00; and by appt.
OFFICE PHONE #: 313-577-1427
EMAIL: jyoon@wayne.edu
DEPT.SECRETARY: Sheri Martini at 577-1614 or aa5574@wayne.edu

COURSE DESCRIPTION

The seminar covers a wide range of prevention and intervention for children and adolescents that address their developmental contexts such as family, peer, school and community. A special emphasis is given to evidence based practices and prevention and intervention efforts that addresses multiple contexts of healthy youth development. Applications to both school and therapeutic environments are presented, including school based mental health and community based programs.

COURSE OUTCOMES

After this seminar students are expected to demonstrate the following competencies:

• Describe the importance of developmental psychopathology to an understanding of risk, resilience, prevention, and intervention, including biological, cognitive, affective, and social contributors to healthy and deviant developmental pathways.

• Be familiar with the principles and criteria of evidence-based practice; be able to apply these criteria to describe the strengths, weaknesses and supporting evidence for diverse mental health interventions; be able to select interventions that are most suited for the purpose and the population that they will be used with

• Understand the historical development of prevention science and critical issues of prevention efforts.

• Become knowledgeable about a variety of prevention and intervention efforts that address multiple contexts of youth development.
• Describe current progress and obstacles in multi-component, community-based, school-based prevention and intervention efforts.

• Critically evaluate the evidence of intervention effectiveness, including research design, data analysis, measurement, fidelity, and investigation of mediators and moderators.

ASSIGNED READINGS:

Assigned readings are listed for each week in the tentative schedule. Many of the journal articles and book chapters are available on-line through WSU library (www.lib.wayne.edu). Readings that are not available on-line could be obtained through the inter library loan services (wayne.illiad.oclc.org/illiad/illiad.dll) or from the instructor.

COURSE ASSIGNMENTS:

1. Weekly Quiz

Each week the class will start with a quiz on the assigned readings. This will take 20-25 minutes, followed by lectures and discussions. No additional time is provided for tardy students. Exceptions to the “tardy” policy may be made at the instructor’s discretion, based on exceptional circumstances. Students are expected to come to class and take a quiz on time. Students with an excused absence may “make up” missed quizzes. Each quiz is worth 10 points.

2. Assignment

Students may work with another student and submit one report with both students’ name on it. Provide statistics requested below for U.S. and Michigan (if available). Be sure to provide the reference for your statistics and be sure you have the most recent statistics available. This assignment is worth 10 points. Helpful websites for these statistics are provided below.

a. What percentage of children under the age of 18 or 19:
   • live with only 1 parent
   • live in poverty
   • do not have health insurance
   • are obese
   • exercise regularly

b. What is the infant mortality rate? What percentage of females under 20 gave birth? Under age 13?

c. Among adolescents (defined as high school students or 13-18), what is the prevalence of:
   • Tobacco and alcohol use (life time and current)?
   • Depression/hopelessness
   • Suicide attempts
   • Carry a gun or other weapon to school
• Are victims of violence at school?
• Engage in sexual activity (before age 13)?
• Were murdered?

d. What percentage of youth repeats at least one grade prior to leaving school? How does this vary by race/ethnicity?

e. What percentage of 4th graders is proficient in reading? How does it vary by race/ethnicity?

Helpful websites:
http://www.cdc.gov/HealthyYouth/yrbs/index.htm
Youth Risk Behavioral Survey. Stats for states and several cities on adolescent risk behaviors.
The Nation’s Report Card 2005
http://nces.ed.gov/programs/digest/
The Digest of Education Statistics
http://www.ojjdp.ncjrs.org/ojstatbb/
Office of Juvenile Justice and Delinquency Prevention
http://www.nces.ed.gov/
National Center for Educational Statistics

The Common Core of Data (CCD), a program of the U.S. Department of Education's National Center for Education Statistics, is a comprehensive, annual, national statistical database of information concerning all public elementary and secondary schools (approximately 95,000) and school districts (approximately 17,000).

3. Paper

Students are required to complete a paper on an evidence-based program. Go to SAMHSA National Registry’s Evidenced-Based Programs and Practices and select one particular program/practice. The paper must have the following sections: (1) abstract; (2) a summary of the program/practice with respect to its objectives/goals, areas of interest, target gender, setting, etc.—this is a short description of the program/practice; (3) a short literature review on the topic; (4) a theoretical background that program/practice uses; (5) a detailed description of program/practices (components, methods, frequency, etc.); (6) a summary of the findings of outcome studies—read outcomes 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; (7) a critique of the program based on the developmental psychopathology perspectives and other critical issues that you have learned in this seminar; and (6) references.

Written paper is worth 100 points. To avoid the same program to be reviewed by more than one student, you should identify a program of your choice and inform the instructor by Jan. 21.

The paper should be 20 to 25 pages long and should cover the areas that are described above. The rubric is provided at the end of this syllabus. APA style must be used for all aspects of
your paper. Be sure to read the most recent version of the APA Publication Manual. This paper is due on the day of scheduled presentation.

4. Presentation

All students are required to deliver a presentation on the paper. Presentation is worth 100 points. No late papers or presentation rescheduling will be permitted, except in cases of absolute emergency.

Each student should prepare a 30 minute presentation, covering all the components of the paper. It is important that your topic be presented and not read. Students should present materials in a natural, dynamic way that will maintain audience interest and attention. This requires that students know the materials so thoroughly that through the use of notes and/or an outline, they are able to discuss the topic in a commanding manner. Create a PowerPoint presentation. Invite questions and comments throughout the presentation. Students will be evaluated both on the content and the process of presentation. Please see the rubric at the end of this syllabus.

CLASS POLICY ON ATTENDANCE AND PARTICIPATION:

Attendance is expected every week. Participation in class discussions, in-depth knowledge of assigned reading, and attendance at each class meeting are all expected, barring any reasonable excused absence. Unexcused absences will result in removal of points from final grade. Consistent with this expectation, students are required to come to class with questions and/or comments about the readings that they would like to clarify and/or discuss further. Each student should have something to contribute to every class discussion.

PROFESSIONAL BEHAVIOR:

Students are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these areas in this course. These skills (listed below) are critical to the development of successful psychology practitioners, and problems in these areas will require intervention by the instructor and/or the program directors.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

GRADING SYSTEM:

Your final grade will be calculated out of a possible 300 points as described above. Grading rubrics are included at the end of this syllabus. The following graduate grading scale will be applied based on the total number of points accumulated by the semester end:
ACADEMIC DISHONESTY, INCLUDING PLAGIARISM:

No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, you should read the Undergraduate and Undergraduate Bulletins found at http://www.bulletins.wayne.edu/, The Student Due Process Policy at http://students.slis.wayne.edu/policies/index.php and any other formal documents that are created for students at WSU found through www.wayne.edu. You will be asked to sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

WSU Plagiarism Policy: Plagiarism includes copying material (more than 5 consecutive words) from outside texts or presenting outside information as if it were your own or by not crediting authors through citations. (APA cites require author, year, and page number for direct quotes in quotation marks and for paraphrases with no quotation marks.) It can be deliberate or unintended. If in doubt about the use of a source, cite it. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. Students caught plagiarizing information from other sources will receive a failing grade in the course. To enforce this policy, all outside references must be submitted with assignments. [Check out web resources related to plagiarism to learn more. For instance a good plagiarism definition can be found at: http://www.suite101.com/content/a-definition-for-plagiarism-a10232; and paraphrasing examples good and bad at http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm.

RELIGIOUS OBSERVANCE POLICY:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provisions for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual students who find that their classes or examinations involve conflicts with their religious observances. They are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
STUDENT DISABILITY SERVICES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

WITHDRAWAL DEADLINE:

Withdrawal Policy: Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that withdrawal has been approved. Withdrawals can be requested at any point from the firth week of class through the end of the 10th week of classes.

Students are sent two communications each semester regarding course withdrawals and deadlines for withdrawing. The medical withdrawal process can be initiated for up to three months following the end of a term, and is not impacted by this change in withdrawal deadline. Exceptions for other reasons would be considered only when circumstances beyond a student’s control affect ability to complete course requirements, and occur after the end of the withdrawal period and prior to the beginning of the final examination period. In no case will a late withdrawal be approved after a student has taken the final exam, or received a final grade in the class.
TENTATIVE SCHEDULE/TOPICS/READINGS

Jan. 6  Introduction to the course

Jan. 13  Youth Mental Health


Assignment Due

Jan. 20  NO CLASS—MLK, JR. DAY

Jan. 27  Conceptual Models of Developmental Psychopathology: Biological, Cognitive, Affective, and Social Aspects of Behavior
Quiz 1


Feb. 3  Evidence Based Practices (EBP)
Quiz 2


SAMHSA National Registry’s Evidenced-Based Programs and Practices

What Works Clearing House
[http://ies.ed.gov/ncee/wwc/](http://ies.ed.gov/ncee/wwc/)  Go to References and Resources tab, and then to The Review Process and Evidence Standards
Feb. 10 Prevention Sciences
Quiz 3


Feb. 17 Prevention Sciences
Quiz 4


Feb. 24 Prevention/Intervention: Family
Quiz 5


Mar. 3 Prevention/Intervention: Peer/School
Quiz 6


Mar. 10          SPRING BREAK

Mar. 17          School Based Mental Health
Quiz 7


Mar. 24          Prevention/Intervention Efforts: Multi-contexts
Quiz 8


Mar. 31          Prevention/Intervention Efforts: Multi-contexts
Quiz 9


and community collaborative program for children who have emotional disturbances. 
*Journal of Emotional and Behavioral Disorders, 10*(2), 99-107.

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<thead>
<tr>
<th>Date</th>
<th>Evaluation of Prevention and Intervention Efforts</th>
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<tbody>
<tr>
<td>Monday, Apr. 7</td>
<td>STUDENT PRESENTATION</td>
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<td>Monday, Apr. 14</td>
<td>STUDENT PRESENTATION</td>
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**GRADING RUBRIC FOR PAPER**

1. Summarize the descriptive information (10 points)
   - Identify a program
   - Thorough review of descriptive information
   - Intended purposes/target areas

2. Describe the nature of programs (20 points)
   - Theoretical background
   - Thorough description of the program
   - Clear understanding of what is involved in the program

3. Read outcome studies and summarize the findings (15 points)
   - Comprehensive review reflecting existing studies
   - Findings are summarized for intended purposes
   - Accurate interpretation of study findings

4. Evaluate the strengths and weaknesses of the studies (15 points)
   - Research design
   - Reliabilities/Validities
   - Quality of data
   - Implementation fidelity

5. Provide a critique of the program based on the developmental psychopathology perspectives and other critical issues that you have learned in this seminar (20 points)
   - Reflecting a wide range of issues related to developmental psychopathology
   - Reflecting issues that are discussed throughout this seminar
   - Application and challenges of using the program
6. References (10 points)
   APA style
   Complete list

7. Writing (10 points)
   Clear writing style
   Good organization
   APA format throughout the paper

GRADING RUBRIC FOR PRESENTATION

1. Level of Familiarity and Mastery (30 points)
   Knowledgeable about different aspects of program
   Able to answer questions

2. Critical Analyses of Program/Evidence (30 points)
   Offer critical insights to others
   Use developmental psychopathology perspectives
   Evaluation of existing effectiveness/efficacy studies

3. Presentation Style (20 points)
   Comfortable, engaging, inviting questions, appearing prepared/organized

4. Powerpoint (20 points)
   Clear, succinct, organized, professional appearance of slides