

## **Psychology 132B – Mental Health in Schools: Policy and Practice**

### **General Course Description**

The content focus is on current and emerging policies, models, and delivery mechanisms for mental health in schools. This encompasses exploration of approaches designed to promote healthy social and emotional development and address barriers to development and learning.

The aim is for you to expand your *breadth* of knowledge regarding how schools and school-community partnerships can play a role in promoting mental health and responding to mental health and psychosocial problems. In particular, an effort will be made to place psychopathology into the broader perspective of normal development and psychosocial problems and to use this perspective as a basis for clarifying a range of associated theoretical, practical, and ethical issues.

In addition, there is the opportunity for *indepth* exploration of intervention practices, and related concepts, issues, and problems.

### **Assignments**

Assignments will include

1. Attending and participating with content that reflects weekly reading (35% of grade)
2. A class presentation on a relevant, approved topic (25% of grade)
3. A final product = written paper building on presentation topic (35% of grade)
4. Self-evaluation Rating Form (5% of grade)

See next pages for info on assignments and for criteria to be used in grading

## **Presentation & Final Product**

**Propose a topic that you think is relevant to the course and have it approved.**

Below are four examples of alternatives you can consider for a presentation and final product. *Whichever you choose to do, the work must be something that you do for this course and must reflect the specific material you have been learning in this course.*

1. Read, Present, and Develop a Product on a topic of special interest relevant to this course.

Below are examples of topics; see the Center's website for other ideas:

**<http://smhp.psych.ucla.edu/>**

Examples of topics:

- A. Student problems – focus could be on causes or on how schools do/should intervene
  - B. Promoting healthy social and emotional development in schools
  - C. The role schools can play in preventing mental health and psychosocial problems
  - D. How schools handle differences, diversity, and disabilities – implications for mental health in schools
  - E. Schooling as a cause of student problems
  - F. Economic factors and student problems
  - G. Special education and Mental Health
  - H. Legislation, litigation and mental health in schools
  - I. Policy trends related to mental health in schools
  - J. propose your own topic
2. If you are involved with a K-12 school or have some personal involvement with a youngster attending a K-12 school, you can propose to present and write up a critical *analysis* of your work or observations. The analysis should include a discussion of positive and negative aspects and must incorporate material you have been learning in this course.
  3. You can present and write-up a proposal for a research project related to your topic.

**BE CERTAIN THAT YOU DO NOT PROCEED BEFORE I HAVE APPROVED YOUR PROPOSAL.**

**\*\*\*DEADLINE for proposals is week 2. First presentations will be in week 3.**

**>The class presentation will be 25% of the course grade.  
Be sure to follow the *Guidelines for Class Presentation*.**

**>FINAL PAPERS ARE DUE ON THE LAST DAY OF INSTRUCTION.**

**>The final product will be 35% of the course grade\***

\*Your final product should incorporate reflections from the assigned readings, class lectures and presentations, and questions and concerns raised by class members in response to your presentation. The final product must include a list of your sources (using *APA style guidelines* for citing references).

At the end of the course, you will be asked for the following (5% of grade):

**Self-Evaluation Ratings – *How Did You Do with the Course Assignments?***

Name: \_\_\_\_\_

Circle Answers – Your responses will help me arrive at a fair set of final grades.

**1. Class participation and weekly reading (35% of the grade)**

(a) How many of the 30 class hours (3 per week) did you attend?

Less than 21    22-24            24-26            29            All

(b) During class, what percentage of the time did you contribute to the academic *interchange* (discussion) among class members?

Less than 5%    6-15%            16-25%            26-40%            41-60%    Over 61%

(c) What percentage of the assigned reading did you do?

None    1-10%            11-25%            26-40%            41-60%    Over 61%

**2. Class presentation on a relevant, approved topic (25% of the grade)**

(a) Did you use the opportunity to delve *in-depth* into a relevant topic?    Yes    No

(b) Did you learn a significant amount about the chosen topic?                      Yes    No

(c) Was the preparation of your presentation well enough designed to elicit the interest of class members?

Extremely So            Pretty Much            Not so Much            Not at all

(d) Based on the reactions of the class members, how much do you think they learned from your presentation?

Very Much            Much            Not too Much            Very Little

**3. Final product related to the presentation topic (35% of the grade)**

(a) How well did you use the final product as an opportunity to demonstrate and coalesce what you presented and also to add subsequent learning?

Very well            Well            Not too Well            Not at all Well

(b) How well does your product incorporate reflections from the assigned readings, class lectures and presentations, and questions and concerns raised by class members in response to your presentation?

Very well            Well            Not too Well            Not at all Well

(c) Does the product clearly cite your sources using *APA style guidelines*?    Yes    No

## Class Schedule

- Sept. 25 What's the course about?
- a) Intro to Content
    - >Activity
    - >Defining Mental Health
    - >Beyond Psychopathology and Clinical Interventions
    - >Why MH in schools?
    - >Why policy and not just practice?
  - b) Intro to Course Process

And a few words about the national **Center for Mental Health in Schools** at UCLA website: <http://smhp.psych.ucla.edu/>

- Oct. 2
- a) Which students should be the focus of MH in schools?
  - b) What are schools currently doing and why?
  - c) Why are so many students are assigned diagnostic labels?
  - d) Understanding a reciprocal deterministic view of cause and intervention
  - e) Barriers to learning and development
  - f) Resiliency and protective factors

**ALL PROPOSALS SHOULD BE IN & PRESENTATION DATES AGREED UPON**

- Oct. 9
- a) Finish outlined material from Week 2
  - b) Presentations

- Oct. 16
- a) Motivation, Causality, and Intervention – a systematically ignored, but critical factor in comprehensive models of cause & correction
    - >A brief look at motivation theory
    - >Cognitive-affective theory and student perceptions
    - >Motivation as a primary problem -- control, choice, consent
    - >Motivation: developing intervention strategies to research
    - >Socialization and helping interventions -- control, choice, consent
  - b) Presentations

- Oct.23
- a) Understanding students in terms of differences in motivation and ability
  - b) What's missing in prevailing school reform policy?
  - c) What's missing in prevailing policy to reform health and social services?
  - d) Why don't achievement test scores improve in many schools?
  - e) Toward a policy that expands current reform movements: An Enabling Component
  - f) Presentations

- Oct. 30
- a) Programs, Services – Interventions
  - b) Systems for Healthy Development and Prevention of Problems
  - c) Systems for Intervening as Soon After Problem Onset as is Feasible
  - d) Systems of Care
  - e) Toward a Comprehensive, Multifaceted, and Integrated Continuum of Interventions
  - f) Operationalizing the Continuum at a School Site:  
The Curriculum of an Enabling Component
  - g) Presentations

- Nov. 6     a) Opening the Classroom Door  
              b) Support for Transitions  
              c) Home Involvement in Schooling  
              d) Crisis Response and Prevention  
              e) Student and Family Assistance  
              f) Community Outreach/Volunteers  
              g) Presentations
- Nov. 13    a) The Research Base  
              b) Systemic Change & Widespread Replication: Process and Problems  
              c) Presentations
- Nov. 20    a) Toward a Theory of Intervention  
              b) Presentations
- Dec. 4     a) Summary and Concluding Comments and Activities  
              b) Presentations

**ALL FINAL PRODUCTS DUE**

## Assigned Readings and Finding Materials for Your Presentations and Final Products

Since you will not be tested directly on any of the readings, this is a chance to think in terms of enhancing your learning and enriching class discussions.

The designated readings relate to the class for the date listed below and, therefore, should be reviewed before that date.

### Finding Materials for Your Presentations and Final Products

In addition to what's listed below, you will be reading material of particular relevance to your presentation and final product. As an aid to finding relevant material, you can use the website for the national Center for Mental Health in Schools at UCLA. See <http://smhp.psych.ucla.edu> You might start by looking at the section that describes the many ways the site can be used to help you find materials – see <http://smhp.psych.ucla.edu/need.htm> For example, an extensive sampling of relevant references can be found through the – Go to the Quick Find search and scroll down the topic menu. If you don't find the specific topic of interest, you might start with some that are related topics. You can also check the Quick Find “Mental Health in Schools – A Sampling of References.”

### Assigned Readings

**Sept. 25-Oct. 9** (first two weeks)

Take a quick look at policy definitions at –  
[www.google.com/search?hl=en&lr=&rls=GGLD,GGLD:2004-51,GGLD:en&oi=defmore&q=define:policy](http://www.google.com/search?hl=en&lr=&rls=GGLD,GGLD:2004-51,GGLD:en&oi=defmore&q=define:policy)

In Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning*  
>Preface and Introductions  
>Chapters 1-3 , 11, and 16

**Oct. 16**

In Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning*  
>Chapters 4 and 12

Adelman, H. S. & Taylor, L. (2008). School-wide Approaches to Addressing Barriers to Learning and Teaching. In B. Doll & J. Cummings (Eds.), *Transforming School Mental Health Services: Population-based Approaches to Promoting the Competency and Wellness of Children*. Corwin.  
[http://smhp.psych.ucla.edu/publications/schoolwide approaches to address barriers.pdf](http://smhp.psych.ucla.edu/publications/schoolwide%20approaches%20to%20address%20barriers.pdf)

**Oct. 23**

U.S. Dept. of Health and Human Services (2001). *Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda*. Washington, DC: Author.  
[www.surgeongeneral.gov/cmh/childreport.htm](http://www.surgeongeneral.gov/cmh/childreport.htm)

Adelman, H.S. & Taylor, L. (2000). Looking at school health and school reform policy through the lens of addressing barriers to learning. *Children Services: Social Policy, Research, and Practice*, 3, 117-132.  
[Http://smhp.psych.ucla.edu/pdfdocs/psych188a/23 looking at school health and school reform.pdf](http://smhp.psych.ucla.edu/pdfdocs/psych188a/23%20looking%20at%20school%20health%20and%20school%20reform.pdf)

In Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning*  
>Chapter 18 (browse)

*Diversity and Professional Competence in Schools... a mental health perspective.*  
<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/Spring04.pdf>

**Oct. 30**

In Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning*  
>Part II Introduction, Chapters 5 and 6

**Nov. 6**

Adelman, H.S. & Taylor, L. (2000). Moving prevention from the fringes into the fabric of school improvement. *Journal of Educational and Psychological Consultation, 11*, 7-36.  
[Http://smhp.psych.ucla.edu/pdfdocs/psych188a/24 moving prevention from the fringes into the fabric.pdf](http://smhp.psych.ucla.edu/pdfdocs/psych188a/24%20moving%20prevention%20from%20the%20fringes%20into%20the%20fabric.pdf)

In Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning*  
>Chapter 15

Cárdenas, J., Taylor, L., & Adelman, H.S. (1993). Transition support for immigrant students. *Journal of Multicultural Counseling and Development, 21*, 203-210.  
[Http://smhp.psych.ucla.edu/pdfdocs/psych188a/transition support for immigrant students.pdf](http://smhp.psych.ucla.edu/pdfdocs/psych188a/transition%20support%20for%20immigrant%20students.pdf)

**Nov. 13**

In Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning*  
>Chapter 9  
>Chapter 14 (browse)  
>Chapter 13  
>Chapter 10

**Nov. 20**

Berliner, D. (2005). *Our impoverished view of educational reform*. Analysis of the role of poverty in school reform. Online at – <http://epsl.asu.edu/epru/documents/EPSSL-0508-116-EPRU.pdf>

*Cultural concerns in addressing barriers to learning*. Browse this is a packet of resource materials; you may find it useful at some point in time. Take a quick look at what's in the packet. On the *Center for Mental Health in School's* website – <http://smhp.psych.ucla.edu/pdfdocs/cultural/culture.pdf>

*About Positive Psychology* <http://www.smhp.psych.ucla.edu/pdfdocs/positivepsychology.pdf>

**Dec. 4**

In Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning*  
>Chapter 17

In Adelman, H.S. & Taylor, L. (1994). *On understanding intervention in psychology and education*. Westport, CT: Praeger.  
Read "Introduction." <http://smhp.psych.ucla.edu/pdfdocs/contedu/understandingintervention.pdf>

American Psychological Association (2002). *Ethical principles of psychologists and code of conduct*. Washington DC: Author.  
*General Principles* – <http://www.apa.org/ethics/code2002.html#general>