

# Graduate Psychology, Rutgers University

## Fall 2006

Course Title: Strengths-Based Consultation to Religious, Public, and Private Education Settings: A Community Psychology Approach/  
The Changing Role of the Child Clinical Psychologist:  
Innovations in Application of Clinical Theory and Methods

Course: 16:830:653:01 (Seminar in Clinical Psychology) (satisfies the requirement for GSAPP Community Psychology course)

Instructor: Maurice J. Elias, Ph.D.

### Course Description & Goal Areas:

Community psychology is an empirically grounded field that employs an integration of research and action toward the goal of enhancing the well-being of individuals and the ability of communities to sustain that well-being. Community psychology is committed not only to the prevention of health-compromising and problem behaviors but also to the promotion of social competence and developmental socialization of skills needed to for people to grow in healthy, satisfying, and productive ways.

Education settings are becoming increasingly important as sources of transmission of the knowledge, skills, attitudes, and values that future generations of children will bring with them into their adult roles. Relatedly, more and more adults are turning to formal and informal education settings as a source of fulfillment or a place to “catch up” on current issues, trends, or areas of interest. Either way, those who work in education settings in Public School, Private School, and Religious contexts will find themselves standing at the threshold of opportunities for impacting on people that are new, exciting, and important.

Combined with this are advances in the areas of “emotional intelligence,” “social-emotional learning,” “multiple intelligences,” “strengths, resilience, and competencies,” “community psychology,” and an understanding that learning occurs best in the context of caring communities of learners, among people whose life skills are positively directed and supported by living in competence-enhancing settings. This course will illustrate these concepts and the practical methods needed to bring them alive in educational settings using a strengths-based approach.

It is believed that the synergy of academics and social-emotional learning—of IQ and EQ—is essential to leaving no child behind. From a community psychology point of view, this synergy is also essential for giving children and schools the power to advance all children toward the goal of being productive, healthy, contributing citizens of their families, schools, workplaces, neighborhoods, and democratic institutions. Developing Safe and Civil Schools: A Social-Emotional Learning Initiative (DSACS) has been funded by the NJ Department of Education to begin to create this synergy in public schools around the state. How this initiative, even if successful, will become a sustainable model scaled up to reach the state’s 600 school districts is a key problem in community psychology. Indeed, the issue of sustainability of interventions is looming as the current challenge across various kinds and levels of school-based services. Understanding and addressing this challenge will be a primary concern of this course.

Also part of our consideration is the larger backdrop of educational, child welfare and social services.. There is a great deal of turmoil in NJ government and this has a way of translating itself into difficulties with children’s services. In particular, our system for educating urban and other disadvantaged youth has been under court order to reform for two decades. What insights and practical applications does community psychology have to these issues? We will also be mindful of the continued impact of the aftermath of September 11, 2001, and the shadow that war and terror cast on how youth are now growing up, especially those in high-risk, high-need

communities. What does community psychology have to say about this? The impact of media, ethnic issues, and family organization also will be part of our considerations. These reflect a changed context for psychologists and other professionals who work with children and adolescents.

The core reading for the course will be the new text, **Community Psychology: Linking Individuals and Communities**, which is based on the key concepts of ecology, context, citizen participation, support and coping, risk and resilience, prevention of problem behaviors and promotion of competence, empowerment, diversity, and community change. It takes the perspective of Community Psychology, the branch of psychology most closely associated with how our society produces competent or dysfunctional citizens. It is especially concerned with the socialization institutions through which our children and youth pass (such as schools and families) and with the systems we have set up to help people when they have difficulties. Our focus in this course will be on educational settings and the ecological surround that impacts so strongly on their effectiveness. Rather than focus on a conceptual understanding of the field of community psychology, as outlined in the text, our emphasis will be on applying the concepts of community psychology to understand and inform key situations and decisions relating to the various topic areas noted earlier. These decisions are driven by political, economic, and media forces and are not waiting for psychologists' or other professionals' input. How do apply our knowledge and skills in such a fluid context?

We also will read **The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom**, examine web sites, and look at other readings selected according to the interests of the course participants. Course participants will also become familiar with the operation of CASEL, the Collaborative for Academic, Social, and Emotional Learning, and the CASEL and other web sites that are the source of much energy and networking in the field, including international work. The course also involves workshops to show preventive/competence promotion interventions "in action" and build students' skills in carrying out this kind of community/preventive work.

Overall, a CASE (Citizenship and Service Education) perspective will guide the course. This focuses on the processes that lead to competence, strength, and resilience and how these are necessary if children are to grow to become productive citizens in a democracy. Learning best takes place as concepts are applied to specific environments, contexts, and needs.

## **ACADEMIC EXPECTATIONS:**

1. **ATTENDANCE:** Students are requested to attend all class sessions. If you cannot attend a class, PLEASE INFORM ME IN ADVANCE.
2. **CLASS PARTICIPATION:** Students are expected to come to class prepared to discuss and challenge the assigned readings. Many classes will include detailed text analysis and discussion of a focal article/chapter. Full involvement in class work groups is also expected.
3. **COMPLETION OF ASSIGNMENTS:** Students will be asked to participate in several web search assignments and lead/participate in discussions in which the web findings are analyzed with concepts, tools, and/or the related material being considered in class. This will revolve around the focal concepts of Character Education/Social-Emotional Learning, Urban Education/Abbott Schools, Implementation and Sustainability of Interventions, and Early Childhood Education. Students will use work group and class discussions as the basis for producing a disseminable "product"-- usually in the form of an "Action Letter"-- that will have social/professional impact/influence. Examples will be handed out.
4. **TERM PROJECT:** Each student will produce a product related to consultation to education settings, related to organizations linked to topic areas studied. In most cases, this will take the form of a consultation/intervention plan, a participant/conceptualizer problem analysis, intervention grant application, and/or policy document related to the area of educational consultation chosen. Where possible, steps toward implementation will be made, perhaps to be continued in the subsequent semester.

<u>Date</u>	<u>Topic</u>	<u>Readings Due</u>
9/6	CP and the Conceptualization, Design, Implementation, Evaluation, and Spread of Sustainable Interventions in Educational Settings	"Lowell Housing Authority" Sustainability Inquiry Sarason, 2003; Kelly, 2003
9/13	The Community Psychology Perspective, Participant Conceptualization, and Action Planning	Dalton Ch. 1, 3, 14; Kozol, 2005 EG2EI Ch. 1
9/20*	Action/Research Methods for Community Inquiry and its Application to Character Ed., Social-Emotional Learning, Service Learning, Health, Teacher Preparation, And Vocational Competence in Schools and Beyond	EG2EI Part II (entire) Web sites: NJCCE, CASEL Dalton pp.97-111, 125-6 Review Dalton Ch.2
9/27 and 10/4	Prevention Programs and the Concepts of Risk, Stress, Coping, & Support  <u>Featuring: "Prevention: The DVD"</u>	Dalton Ch. 8, 9 EG2EI Ch. 13,14,16,18,23
10/11	Urban Education-I Explorations of Abbott vs. Burke & the Ecology of Service Delivery	Belsky, 1980; Rosado, 1986 Dalton Ch. 5, 6 Haberman articles assignment Review Kozol article EG2EI Ch.17,19,20,21,22,24,25
10/18	Early Childhood Education and the Creation of Learning Communities	Dalton Ch. 7 EG2EI Ch. 10,11,12 Summary reports from Early Education Web Sites Disrespecting Childhood
10/25	Best Practices for Safe and Drug-Free Schools, School-Based Prevention Program Implementation  <u>Featuring: GLEF, CASEL, and NEA Videos</u>	Dalton Ch. 10, 11 Summary from EG2EI CASEL Safe and Sound Guide Weick 1984 or Sarason 1978
11/1	Creating Sustainability/Lasting Organizational Change: Essential Parameters & A Look at Examples	Dalton Ch. 12, 13 Initial Project Reports Completion of Video Examples
11/8	Sustainability in Practice <u>A Guest Lecture/Teleconference on Implementation and Sustainability</u>	EG2EI Ch. 15 Other readings to be assigned

11/15*	Urban Education-II	Summary reports from Haberman-related Web Sites
11/29	Preliminary Project Consultations/Presentations	
12/8	Final Project Preparations/Consultation	
12/13*	Project Consultations, Review, Status of the Field; Course Summary and Evaluation	Dalton Ch. 15

### Texts

- Dalton, J., Elias, M. J., & Wandersman, A. (2006). *Community psychology: Linking individuals and communities (2<sup>nd</sup> ed.)*. Belmont, CA: Wadsworth.
- Elias, M., & Arnold, H. (Eds.). *The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom*. Thousand Oaks, CA: Corwin Press.
- Readings covering class assignments; CP Bibliography/Reading and Resource List to be provided **via E-mail**; other readings/course materials also may be distributed via e-mail.

### Required and Optional Readings

#### AJCP Special Issue on Oppression and Liberation:

- Potts, R. (2003). Emancipatory education versus school-based prevention in African American communities. *American Journal of Community Psychology*, 31 (1/2), 173-184.
- Prilleltensky, I. (2003). Understanding, resisting, and overcoming oppression: Toward psychopolitical validity. *American Journal of Community Psychology*, 31 (1/2), 195-202.
- Sonn, C., & Fisher, T. (2003). Identity and oppression: Differential responses to an in-between status. *American Journal of Community Psychology*, 31 (1/2), 117-128.
- Varas-Diaz, N, & Serrano-Garcia, I. (2003). The challenge of a positive self-image in a colonial context: A psychology of liberation for the Puerto Rican experience. *American Journal of Community Psychology*, 31 (1/2), 103-116.
- Watts, R., & Serrano-Garcia, I. (2003). The quest for a liberating community psychology: An overview. *American Journal of Community Psychology*, 31 (1/2), 73-78.
- Bencivenga, A., & Elias, M. J. (2003). Academic learning thrives in a caring, sharing educational community. *Middle School Journal*, 16 (2), 16-22.
- Biglan, A., & Smolkowski, K. (2002). The role of the community psychologist in the 21<sup>st</sup> Century. *Prevention and Treatment*, 5 (2).
- Black, M., & Krishnakumar, A. (1998). Children in low-income, urban settings: Interventions to promote mental health and well-being. *American Psychologist*, 53, 635-646.
- Brazelton, T. B., & Greenspan, S. (2000). *The irreducible needs of children*. Cambridge, MA: Perseus.
- Brown, P. M., & Elias, M. J. (2002). Character education in New Jersey schools: A status report. *New Jersey Journal of Supervision and Curriculum Development*, 12, 5-17.
- Collaborative for Academic, Social, and Emotional Learning (2003). *Safe and Sound: An educational leader's guide to evidence-based social-emotional learning (SEL) programs*. Chicago: University of Chicago/CASEL. (www.CASEL.org)
- Cowen, E. L. (1991). In pursuit of wellness. *American Psychologist*, 46 (4), 404-408.
- Dudley-Marling, C., Jackson, J., & Patel, L. (2006) Disrespecting childhood, *Phi Delta Kappan*, 87 (10), 748-755.
- Durlak, J. (2003). Effective prevention and health promotion programming. In T. Gullotta & M. Bloom (Eds.), *Encyclopedia of primary prevention and health promotion* (pp. 61-68). New York: Kluwer.
- Fredericks, L. (2003). *Making the case for social-emotional learning and service learning*. Denver, CO: Education Commission of the States, www.ecs.org/clc.
- Haberman, M. (1991). The pedagogy of poverty versus good teaching. *Phi Delta Kappan*, 73(4), 290-294
- Haberman, M. (2004). Urban education the state of urban schooling at the start of the 21st century. <http://www.educationnews.org/urban-education-the-state-of-urb.htm>.
- Kelly, J. G. (2003). Science and community psychology: Social norms for pluralistic inquiry. *American Journal of Community Psychology*, 31 (3/4), 213-218.
- Kozol, J. (2005). Apartheid in America? *Phi Delta Kappan*, 87 (4), 264-275.

Jessor, R. (1993). Successful adolescent development among youth in high-risk settings. American Psychologist, 48, 177-126.

ISI Special Issue on Community Involvement:

Batson, C. D., Ahmad, N., & Tsang, J. (2002). Four motives for community involvement. Journal of Social Issues, 58 (3), 429-446.

Clary, E. G., & Snyder, M. (2003). Community involvement: Opportunities and challenges in socializing adults to participate in society. Journal of Social Issues, 58 (3), 581-592.

Eyler, J. (2003). Reflection: Linking service and learning-linking students and communities. Journal of Social Issues, 58 (3), 517-534.

Penner, L. (2003). Dispositional and organizational influences on sustained volunteerism: An interactional perspective. Journal of Social Issues, 58 (3), 447-468.

Singer, J., King, L., Green, M., & Barr, S. (2003). Personal identity and civic responsibility: "Rising to the occasion" narratives and generativity in community action student interns. Journal of Social Issues, 58 (3), 535-556.

Munsch, J., & Wampler, R. (1993). Ethnic differences in early adolescents' coping with school stress. American Journal of Orthopsychiatry, 63 (4), 633-646.

Rasmussen, A., Aber, M., & Bhana, A. (2004). Adolescent coping and neighborhood violence: Perceptions, exposure, and urban youths' efforts to deal with danger. American Journal of Community Psychology, 33 (1/2), 61-75.

Reynolds, A. (1998). Resilience among urban black youth: Prevalence, intervention effects, and mechanisms of influence. American Journal of Orthopsychiatry, 68 (1), 84-100.

Rosado, J. (1986). Toward an interfacing of Hispanic cultural variables with school psychology service delivery systems. Professional Psychology: Research and Practice, 17 (3), 191-199.

Sarason, S. B. (1978). The nature of problem solving in social action. American Psychologist, 33, 370-380.

Sarason, S. B. (2003). The obligations of the moral-scientific stance. American Journal of Community Psychology, 31 (3/4), 209-212.

Stein, C., & Mankowski, E. (2004). Asking, witnessing, interpreting, knowing: Conducting qualitative research in community psychology. American Journal of Community Psychology, 33 (1/2), 21-35.

Watson, M. (2003). Learning to trust: Transforming difficult elementary classrooms through developmental discipline. San Francisco: Jossey-Bass.

Weick, K. (1984). Small wins: Redefining the scale of social issues. American Psychologist, 39, 40-49.

Web Sites

George Lucas Educational Foundation: [www.GLEF.org](http://www.GLEF.org)

Character Education Partnership: [www.character.org](http://www.character.org)

Collaborative for Academic, Social, and Emotional Learning; [www.CASEL.org](http://www.CASEL.org)

Compact for Learning and Citizenship: [www.ecs.org/clc](http://www.ecs.org/clc)

Center for Social-Emotional Education: [www.csee.net](http://www.csee.net)

6 Seconds: [www.6Seconds.org](http://www.6Seconds.org)

Responsive Classroom: [www.responsiveclassroom.org](http://www.responsiveclassroom.org)

Center for Learning and Citizenship: [www.ecs.org/clc](http://www.ecs.org/clc)

New Jersey DOE Student Code of Conduct: [www.state.nj.us/njded/code/current/title6a/chap16.pdf](http://www.state.nj.us/njded/code/current/title6a/chap16.pdf)

New Jersey Center for Character Education: [www.nj-charactered.net/](http://www.nj-charactered.net/)