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, the seminar provides the opportunity for in-depth exploration of intervention practices and related concepts, issues, and problems. Based on your in-depth work, you will have the experience of teaching others in the seminar through a seminar presentation and sharing a final paper with the class. In return, you will have the opportunity to learn from the presentations of the other seminar participants.

Assignments

Assignments will include

1. Attending and participating with content that reflects weekly reading (35% of the grade)
2. Your class presentation on a relevant, approved topic (25% of the grade)
3. Your final product in the form of a well developed written paper building on your presentation topic (35% of the 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 three alternatives you can consider in pursuing in-depth work that will be the basis for your (a) seminar presentation and (b) final critical analysis paper.

1. Survey the general literature on a topic of special interest relevant to this course as a basis for a brief overview presentation to the class. After the presentation, you will develop the topic into a written scholarly critical analysis review as your final paper.

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 a scholarly overview of your work/observations – first as a brief class presentation and then as a more extensive written critical analysis.

3. You can present and write-up a formal proposal for a research project related to your chosen topic.

Below are examples of possible topics; see the Center for MH in Schools & Student/Learning Supports’ website for others – http://smhp.psych.ucla.edu/

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

Whatever alternative and topic you choose, the work must be something that you do specifically for this course and must reflect the material you have been learning in this course.

Several seminar participants can choose to work together in presenting different facets of a topic. However, final papers must be done individually and with significant depth on the specific facet presented by each contributor.

BE CERTAIN THAT YOU DO NOT PROCEED BEFORE I HAVE APPROVED YOUR PROPOSAL – Email your proposal to adelman@psych.ucla.edu

***DEADLINE for proposals is by the second class session. First presentations will be during the third class session.

>The class presentation will be 25% of the course grade.
ABOUT THE FINAL PAPER

Your final paper should be oriented to a **scholarly critical analysis**. That is, it should not just provide a expanded version of your presentation. It should indicate the major **ISSUES** (not problems) associated with the topic. Issues are matters that are being consistently argued about such as: *What is the right policy for schools? What are the cost-benefits of proposed practices for schools? What are the right new directions for school practice and related research and personnel preparation?*

The paper must incorporate reflections from the assigned readings, class lectures, presentations, and issues raised by class members in response to your presentation.

- Prepare a formal outline and include it as an addendum to your paper.
- Use the outline headings in your paper (following **APA style guidelines**).
- Include an abstract.
- Cite your references (using **APA style guidelines**).

***PAPERS ARE DUE AS AN EMAIL ATTACHMENT BY THE LAST DAY OF INSTRUCTION. Note: I will be emailing a copy of each paper to all members of the seminar.***

>**In preparing the paper, remember that it will be 35% of the course grade.**

Note: While I don’t set a specific length, I do expect the paper to be a significant reflection of your work over the quarter. This means it is thorough and critically analytic presentation on the topic, written in a concise manner.

If you don’t have ready access to the APA style manual, do an online search for APA Style guidelines. You will find various aids (e.g., see https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html )

APA Headings

1. Centered, Boldface, Uppercase and Lowercase Headings
2. Left-aligned, Boldface, Uppercase and Lowercase Heading
3. Indented, boldface, lowercase heading with a period. Begin body text after the period.
4. Indented, boldface, italicized, lowercase heading with a period. Begin body text after the period.
5. Indented, italicized, lowercase heading with a period. Begin body text after the period.

Thus, if the article has four sections, some of which have subsections and some of which don’t, use headings depending on the level of subordination. Section headings receive level one format. Subsections receive level two format. Subsections of subsections receive level three format.
At the end of the course, you will be asked for the following (5% of grade):

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

Name: ____________________________________

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

1. Seminar attendance and participation (35% of the grade)
   (a) How many of this quarter’s 27 seminar hours (9 X 3 per week) did you attend?
      Less than 21      22-24      24-26      27-29      All
   (b) During class, what percentage of the time did you contribute to the academic **interchange**
       (discussion) among seminar members?
      Less than 5%     6-15%      16-35%     36-60%     61-80%     Over 80%
   (c) What percentage of the assigned readings did you do?
      None      1-10%      11-25%     26-50%     51-70%     71-80%     Over 80%

2. Seminar presentation (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 your presentation well designed to elicit the **interest** of seminar members?
      Extremely So      Pretty Much      Not so Much      Not at all
   (d) Based on the reactions of the seminar members, how much do you think they learned
       from your presentation?
      Very Much        Much         Not too Much        Very Little

3. Final paper related to your presentation topic (35% of the grade)
   (a) How well did you use the final product as an opportunity to further your learning and
       demonstrate your ability to bring together and critically reflect on what you presented?
      Very well       Well        Not too Well       Not at all
   (b) How well does your written product incorporate issues from the assigned readings, class
       lectures, presentations, and discussions and concerns raised by seminar members in
       response to presentations?
      Very well       Well        Not too Well       Not at all
   (c) How well does the written paper reflect guidelines for good writing and citing
       references as laid out in the **APA style guidelines**?
      Very well       Well        Not too Well       Not at all
Initial Class Schedule

First Seminar:
What's the course about? Content & Process
>Activities

> About Mental Health in Schools
• How do you define mental health?
• Mental health in schools: Who and what are we talking about?
• Why should schools include a focus on mental health?

> Intro to Course Process
> And a few words about the national Center for MH in Schools & Student/Learning Supports at UCLA – See website:
http://smhp.psych.ucla.edu/

ALL PROPOSALS SHOULD BE EMAILED TO ME & PRESENTATION DATES AGREED UPON NO LATER THAN THE SECOND SEMINAR

Email: adelman@psych.ucla.edu

Second & Third Seminars:
More About Mental Health in Schools
What do schools do currently with respect to mental health concerns?
• Delivery Mechanisms & Formats
• What’s wrong with the way schools currently focus on mental health?
• Why are so many students assigned diagnostic labels?
Third seminar -- First presentations by students & related discussion

Fourth & Fifth Seminars:
What’s missing in school policy and practice with respect to what schools are doing to address learning, behavior, and emotional problems?
• Lenses for understanding what’s missing
• Understanding causes and intervention from a reciprocal determinist perspective
• About human motivation -- a brief look at motivation theory
Presentations & discussion

Sixth Seminar:
About human motivation (cont.)
• Motivation as a primary problem – control, choice, consent
• About Psychological Reactance and Misbehavior
• A Caution about Overreliance on Extrinsics
• Appreciating Intrinsic Motivation
• About School Engagement & Re-engagement
Presentations & discussion

Seventh Seminar:
What has policy research identified as what’s needed to advance how schools address learning, behavior and emotional problems?
• Toward a school improvement policy that expands current reform movements – an Enabling or Learning Supports Component
• Connecting with the community
Presentations & discussion
Eighth Seminar:

**Operationalizing the Third Component Policy for School Improvement:**

*Framing the continuum of interventions*
- Subsystem for Healthy Development and Prevention of Problems
- Subsystem for Intervening as Soon After Problem Onset as is Feasible
- Subsystem of Care
- An Integrated Continuum of subsystems

*Framing the content of the component*
- Classroom Learning Supports
- Support for Transitions
- Home Involvement in Schooling
- Crisis Response and Prevention
- Student and Family Assistance
- Community Outreach/Volunteers

*Putting the continuum and content together -- full intervention framework*

Presentations & discussion

THIS IS A GOOD TIME TO START FILLING OUT YOUR SELF-EVALUATION

Ninth Seminar:

**Where’s It Happening? Examples and Lessons Learned**
- Research & Development
- Systemic Change & Widespread Replication: Process and Problems

Presentations & discussion

Tenth Seminar:

**Last Presentations & related discussion**

**Summary and Concluding Comments and Activities**

TURN IN YOUR SELF-EVALUATION

ALL FINAL PRODUCTS DUE – sent as email attachments to adelman@psych.ucla.edu
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 of the assigned readings as an opportunity to enhance your learning and enrich class discussions, presentations, and final papers.

The designated readings relate to the seminar time listed below and, therefore, should be reviewed before that time.

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. See, in particular – http://smhp.psych.ucla.edu/selfhelp.htm.

An extensive sampling of relevant references can be found through the Center’s Online Clearinghouse – Go to the Quick Find search and scroll down the topic menu. If you don’t find the specific topic in which you are interested, you might start with a related topics. You can also check the Quick Find “Mental Health in Schools – A Sampling of References.”

Assigned Readings

You will be using the following book and also other internet accessible readings:

With respect to this book, Psych.132B for Fall 2019 is part of a textbook program called Inclusive Access. The purpose of Inclusive Access is to make sure that you have access to the digital version of the book on or before the first day of class at a highly competitive rate. If you haven't already, you will soon be receiving an e-mail from the UCLA Store with instructions on how to access the book. (The e-mail will be sent to the address on file with the registrar's office.)

Everyone enrolled in the course will automatically be granted access to the digital form of the book. Those who have not opted-out and are still enrolled after Friday of 2nd week (October 11, 2019) will be billed $18.82 to their Bruin Bill account.

This program is OPTIONAL; however you must ACTIVELY OPT-OUT if you do not wish to participate. If you choose to Opt-Out, you must do so on or before October 11, 2019 by going to the UCLA Store's Compare webpage for your class: [Verba Compare Link for Course].

In exchange for giving reduced prices, publishers require that the bookstore not carry the printed books to help encourage an increased buy-in from the students. Those who choose to purchase a hard copy will need to order it from other sources.

If you have questions or concerns, please e-mail the UCLA Store at inclusiveaccess@asucla.ucla.edu.
In preparing for the first and second seminars:
Take a quick look at policy definitions at –
http://www.bing.com/search?q=define:policy&FORM=AARBBG&PC=MAAR&QS=n

READ:
> Preface, Book Introduction, & Part I Introduction
> Chapters 1-2
> Also take a brief look at the rest of the book to get a sense of what’s there.

In preparing for the third seminar:

READ:
> Part II Introduction and Chapters 3, 4 and 5
  http://www.surgeongeneral.gov/topics/cmh/childreport.html

In preparing for the fourth seminar:

READ:
> Part III Introduction and Chapters 6, 7 and 8

In preparing for the fifth seminar:

READ:
> Chapter 4. “Enhancing Engagement in Learning at School. In Improving School Improvement –
  http://smhp.psych.ucla.edu/pdfdocs/improve.pdf
> "Reactance” https://en.wikipedia.org/wiki/Reactance_(psychology)
> Alley, K.M. (2019). Fostering middle school students’ autonomy to support motivation and engagement, Middle School Journal, 50, 5-14,

For those interested in learning more about Deci, et al.’s work on intrinsic motivation, see
> When rewards compete with nature: The undermining of intrinsic motivation (e.g., browse “Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again,” Review of Educational Research (2001) online at http://rer.sagepub.com/content/71/1/1.full.pdf+)
> Intrinsic Motivation, Student Engagement, and the Work of Deci and Ryan
  http://smhp.psych.ucla.edu/pdfdocs/deciinforesource.pdf
> About Intrinsic Motivation from the Perspective of Self-determination Theory
  http://smhp.psych.ucla.edu/pdfdocs/selfdeter.pdf
> Deci has a 14 minute Youtube presentation at
  https://www.youtube.com/watch?v=VGrcets0E6I#t=19
  see also the Center’s Quick Find on Motivation – http://smhp.psych.ucla.edu/qf/motiv.htm
In preparing for the sixth seminar:

READ:


In preparing for the seventh seminar:

READ:

In preparing for the eighth seminar:

READ:

In preparing for the ninth seminar:

READ:
> Part I in Transforming Student and Learning Supports ... (about 22 pages) http://smhp.psych.ucla.edu/pdfdocs/book/intropt1.pdf

> Transforming Student & Learning Supports – Lessons Learned from Trailblazing and Pioneer Initiatives http://smhp.psych.ucla.edu/summit2002/trailblazing.htm

> Browse the Case Study on Gainesville City Schools (GA) http://smhp.psych.ucla.edu/pdfdocs/casestudy.pdf

In preparing for the tenth seminar:

BROWSE:


For those interested in more, see the following FREE books on:
- Improving School Improvement
- Addressing Barriers to Learning: In the Classroom and Schoolwide

Available at: http://smhp.psych.ucla.edu/pdfdocs/barriersbook.pdf