

**Seminar in Community Psychology:
Prevention Programs for Children and Families
(Psychology 556)**

Professor: Stephen Hupp, PhD
Room: Alumni Hall, Room 0333
Office: Alumni Hall, Room 0304

Semester: **Fall 2026**
Day/Time: Select Mondays from 12:00-2:50 pm
Office Hours: Mondays from 10:45-11:45 am

Date	Topic	Notes
Aug 24	Course Introduction	
Aug 31	Community Psychology	
Sep 7	LABOR DAY	
Sept 14	Alcohol & Drug Use	Grant Proposal Topic Options Due
Sept 21	Nurturing Well-being	Submit a Questioning Paragraph (by Tue at 9:00pm) Reply to Questioning Paragraphs (by Thurs at 9:00pm)
Sept 28	Challenging Misinformation	Submit a Questioning Paragraph (by Tue at 9:00pm) Reply to Questioning Paragraphs (by Thurs at 9:00pm)
Oct 5	Sexual Health	
Oct 12	Exam 1	Exam 1
Oct 19	Navigating Wellness	Submit a Questioning Paragraph (by Tue at 9:00pm) Reply to Questioning Paragraphs (by Thurs at 9:00pm)
Oct 26	Emotional Health	
Nov 2	Physical Health	
Nov 9	Behavioral Health	Submit a Questioning Paragraph (by Tue at 9:00pm) Reply to Questioning Paragraphs (by Thurs at 9:00pm)
Nov 16	Exam 2	Exam 2
Nov 23	THANKSGIVING WEEK	
Nov 30	Science Communication	Submit a Questioning Paragraph (by Tue at 9:00pm) Reply to Questioning Paragraphs (by Thurs at 9:00pm)
Dec 7	Special Topic: TBA	Submit a Questioning Paragraph (by Tue at 9:00pm) Reply to Questioning Paragraphs (by Thurs at 9:00pm)
Dec 14	Student Presentations	Student Presentations & Grant Proposals Due

Course Description: This course provides a deep dive into community psychology, which is the application of psychological principles to groups of people. This course provides an overview of prevention programs for youth and their parents. The course emphasizes the theoretical underpinnings of programs, the program strategies, and the research investigating the effectiveness of these programs. Finally, the course incorporates methods of science communication that are related to prevention.

COURSE READINGS & VIDEOS

The readings will include several articles as well as select chapters from...

Harrison et al. & National Association of School Psychologists (2023). *Best Practices in School Psychology: Student, Systems, and Family Services*. Washington, DC: National Association of School Psychologists. **(Abbreviated as BPSS)**.

Community Psychology

McIntyre, L. L. & S. Garbacz, A. (2023). Best Practices in Systems-Level Organization and Support for Effective Family, School, and Community Partnerships **(BPSS: Chapter 35)**.

American Psychological Association (2026). APA Resolution on Advancing Evidence-Based Health Promotion and Prevention across the Lifespan. Available at apa.org/about/policy/resolution-health-lifespan

Alcohol and Drug Use

Jenssen, B. P. et al. (2023). Protecting children and adolescents from tobacco and nicotine. *Pediatrics*, 151(5), e2023061806.

Tremblay, M., Baydala, L., Khan, M., Currie, C., Morley, K., Burkholder, C., ... & Stillar, A. (2020). Primary substance use prevention programs for children and youth: A systematic review. *Pediatrics*, 146(3), e20192747.

Nurturing Well-being

[VIDEO] “Christine Robinson: Community Psychology” (2022). Available on YouTube.

Challenging Misinformation

American Psychological Association (2024). Resolution on Combating Misinformation and Promoting Psychological Science Literacy. Available at apa.org/about/policy/combating-misinformation-promoting-literacy

[VIDEO] “A Field Guide to Spotting Misinformation | Melanie Trecek-King on Skeptical Inquirer Presents” (2026). Available on YouTube.

[VIDEO] “Psychological Inoculation Against Misinformation | Sander van der Linden” (2025). Available on YouTube.

Sexual Health

American Psychological Association (2026). APA Resolution On Sexual Health Education In Youth. Available at apa.org/about/policy/sexual-health-education.

National Association of School Psychologists (2021). Comprehensive and Inclusive Sexuality Education. NASP Position Statement. Available at nasponline.org.

Navigating Wellness

Tiller, N. (2022). Ten health and wellness fallacies every skeptic should know. Available at skepticalinquirer.org.

[VIDEO] “The Health and Wellness Lie | Nick Tiller on Skeptical Inquirer Presents” (2026). Available on YouTube.

[VIDEO] “Saving Your Mental Health from the Wellness Industry | Jonathan Stea” (2024). Available on YouTube.

Emotional Health

Yang, C. & Dong, Q. (2023). Best Practices in School-Wide Social and Emotional Learning (**BPSS: Chapter 24**).

Terri Erbacher, T. & Poland, S. (2023). Best Practices in Suicide Prevention, Intervention, and Postvention (**BPSS: Chapter 31**).

Physical Health

Caulfield et al. (2019). Health Misinformation and the Power of Narrative Messaging in the Public Sphere. *Canadian Journal of Bioethics/Revue canadienne de bioéthique*, 2(2), 52-60.

Varela, P., De Rosso, S., Moura, A. F., Galler, M., Philippe, K., Pickard, A., ... & Van Kleef, E. (2024). Bringing down barriers to children’s healthy eating: a critical review of opportunities, within a complex food system. *Nutrition Research Reviews*, 37(2), 331-351.

[VIDEO] “Countering the Next Phase of American Anti-Vaccine Activism | Peter Hotez” (2025). Available on YouTube

Behavioral Health

Pearrow, M. & Chester, C. (2023). Best Practices in Culturally Responsive School Safety plans for Violence Prevention (**BPSS: Chapter 28**).

Wang, C. & O’Neal, C. (2023). Best Practices in Prevention and Responsive School Services for Bullying and Cyberbullying (**BPSS Chapter 29**).

[VIDEO] “Transform Your Parenting Skills with Triple P Positive Parenting Program” (2024). Available on YouTube.

Science Communication

Redmond, T. (2025). Highly effective thinkers: Critical thinking for teens. Available skepticalinquirer.org.

[VIDEO] “Hearts and Minds: Rebuilding Respect for Science Through Engaging Science Communication | Laura Lindenfeld” (2024). Available on YouTube.

Grading System

1. Discussion Questions (25 points)
2. Discussion Replies (75 points)
3. Grant Proposal (100 points)
4. Grant Presentation (100 points)
5. Exams (200 points)

Final grades are as follows:

- A= 462-500 pts (92.5-100%)
B= 425-461 pts (85.0-92.4%)
C= 387-424 pts (77.5-84.9%)
D= 350-386 pts (70.0-77.4%)
F= less than 350 pts (0-69.9%)

Topic Selection for Grant Proposal. At the beginning of class (on Sept 14), verbally describe three ideas for a possible prevention grant proposal. The three topics should be completely different ideas. Be creative. Feel free to choose areas you have some expertise or completely new areas for you. You can pick from the broad topics of sex, drugs, internalizing problems, externalizing problems, health, or just about any area that you can relate to psychology and prevention somehow.

Be specific, though, in your selections. That is, rather than saying a “drug program,” you should say something like “a program to decrease vaping with middle school students.” Relatedly, here are three other examples of possible selected topics:

1. Teaching fire safety skills to elementary students
2. Preventing disrespectful behavior during dating for adolescent males
3. Encouraging parents to use vaccines

I will then pick which of the three topics you will do for your grant proposal.

Grant Proposal. The Helping Universal Prevention Programs Society (H.U.P.P.S.) is a well-known, generous, fictional funding agency which provides grants to promote research-supported prevention programs for children and families. H.U.P.P.S. is seeking out small grant proposals between \$20,000 to \$40,000.

Please use APA format, double-spacing, one-sided printing, 1-inch margins, & Times New Roman 12 pt font. **You will either need to develop a new program or look at an existing program in a way that advances the literature somehow.** Proposals should be in the form of a statement with attachments and should provide clear information with the following clearly marked subsections:

- * **Literature review** (at least 3 pgs including theory & research about a problem)
- * **Research Questions & Hypotheses:** concise statements (about ½ page)
- * **Proposed Methods:** detailed description of the participants, setting, measures (try to use established measures if they exist), materials, research design & proposed statistics (about 1-2 pages)
- * **Discussion of New Knowledge about Prevention Expected:** state how it is different/revised from other similar programs (about ½ page)
- * **References**

Attachments should include:

- * **Cover Letter:** describing the prevention program (1 page)
- * **Detailed Budget:** with 2 months salary for you
(no more than 50% of the grant budget can be for salary)
- * **Prevention Program Manual Outline:** appendix (at least 1 page)
- * **Measurement Tools:** appendix for any scales you developed (but not previously published scales)
- * Note: You do NOT need to make consent forms for the study.

The H.U.P.P.S. will evaluate your program based on the following criteria: a) organization/clarity of writing, b) creativity/originality of proposed program, c) practicality/workability, d) thoroughness/completeness, e) use of course principles and concepts. **Do NOT use: the same topic as your Literature review (from Psyc 553) or your Research Project (Psyc 598).** Turn this in via BlackBoard.

Exams. You can count on a wide range of questions. You are expected to know all information from class *lecture, videos, and discussion*. If we discuss part of a *reading* in class, know it very well. If we did not discuss a part of a reading in class, know the general ideas conveyed in the reading.

Online Activities. During some weeks, you will engage in an online discussion board. You can access Blackboard “Tools” on the left-hand column. See the first page of the syllabus regarding due dates.

On these weeks you are required to submit 1 questioning paragraph based on that week’s material. The questioning paragraph should include 4 or more sentences. The title of each thread should be a *brief* version of the question (a phrase or short sentence), and then you can expand on the question in a paragraph within the Message area.

You will be graded based on having posted acceptable questions. “Acceptable” means the question actually could invoke a “discussion” during class and that the answer is not a simple “fact.” I will inform you if you submit an unacceptable question. NOTE: If you do not hear anything from me about your questions, they are acceptable.

Most weeks, you should also reply to 3 questioning paragraphs. Your replies should also include 4 or more sentences each.

Rubric for Grading Discussion Board Posts (Questions & Comments)

	‘A’ work	‘B’ work	‘C’ work	‘D’ work and below
Content	Useful info that relates to the topic, is clearly written, and covers the correct material	Good info with good writing	Somewhat confusing ideas that need clarification	Unclear content & confusing writing
Length	Each question or comment is many sentences, often tackling many sub-questions.	One of the questions or comments is too brief.	Half of the questions or comments are too brief.	Most of the questions or comments are too brief.
Critical Thinking	Frequent <i>connections</i> with readings & other course material, especially in terms of <i>evidence</i>	Fair amount of <i>connections</i> with readings & other course material without much focus on evidence	Occasional <i>connections</i> with readings & other course material	Rare <i>connections</i> with readings & other course material
Stylistics	Free from typos and other mistakes	Some typos or other mistake	Several typos or other mistakes	A considerable amount of typos or other mistakes
Tone	The tone is <u>positive and constructive</u>	The tone is either <u>positive or constructive</u>	The tone is <u>neither positive or constructive</u>	The tone is offensive

Course Objectives:

1. Develop an understanding of community psychology principles and systems approach.
2. Review prevention programs that serve children and families.
3. Learn specific skills related to implementing prevention programs.
4. Apply course information in the development of a grant.
5. Develop online discussion skills related to prevention
6. Get familiar with prevention resources.

Technical Support, Requirements, and Capabilities

You can receive technical support for this course by contacting Information Technology Services at 618-650-5500 or help@siue.edu (www.siue.edu/its). At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free):
<http://get.adobe.com/reader/?promoid=HRZAC>
- Java plugin (free): <http://java.com/en/download/index.jsp>
- Any other specialized software or basic software (e.g., MS Office, etc.). Students can download MS Office at no charge here: <http://office365.siue.edu>

Course Policies

Artificial Intelligence. Do not use any artificial intelligence in this course (AI). Assignments written with AI will receive a grade of 0.

Texting and Laptops in Class: You should avoid using your phone during class. ***You also may not use your laptop or tablet during class.***

Assignment Due Dates: There will be a **24-hour grace period for the Discussion Board activities and a 48-hour grace period for all other assignments.** After the grace period is over, the grade will **drop by 15%** each business day until the assignment is turned in.

Accommodations for Students: Here is some information from ACCESS: “Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.”

Attendance Policy: Daily attendance is expected. ***If you miss class days for any reason, you are responsible for acquiring the notes from a peer.***

Psychology Policy on Incomplete Grades, Pass-No Credit Option, & Withdrawal: ***All withdrawals must be completed by the end of the 13th week of classes*** during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student’s grade based on the course requirements is an F. The grade of UW is calculated as an F in a student’s grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not

later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of "F" in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.*** Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

Plagiarism (PLEASE READ the Department of Psychology's Statement): ***Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper.*** Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

The Undergraduate Catalog provides the following statement on **plagiarism**: "The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one's own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one's own.*** Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation."

Department of Psychology Statement on Writing: This following policy statement (approved on April 10, 2015) will apply to all undergraduate psychology courses at the 200-level and above. "As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

Well-being Services for Students

SIUE offers 24/7 virtual health and well-being services for students

Whether you're feeling anxious or overwhelmed, you can talk to a licensed provider to get the care you need via phone or secure video visits. **TimelyCare services are available at no cost.**

How to access TimelyCare. Visit [timelycare.com/SIUE](https://www.timelycare.com/SIUE) or download the TimelyCare app from your app store and register with your school email address. You can then start visits from any web-enabled device – smartphone, tablet, laptop, or desktop – anywhere in the United States. Here's the available services:

- TalkNow - 24/7, on-demand emotional support.
- Scheduled Counseling - Select the day, time, and mental health provider of your choice. (9 visits per year)
- Health Coaching - Support for developing healthy behaviors.
- Basic Needs Support - Get connected to low or reduced-cost community resources.
- Self-Care Content - Yoga and meditation sessions and group conversations with our providers on a variety of health and well-being topics.

For more information visit: <https://www.siue.edu/counseling/student-services/timelycare.shtml>