

Social Emotional Learning (SEL) Practicum
EPSE 561D
Classes: September 11, 2006 - April 2, 2007

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**Community Liaison/
Practicum Facilitator:** Gail Gallander
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Meeting Time: Monday, 9:00am to 4:00pm
Meeting Room: **Fall:** 108 SWNG **Winter:** 1022 SCARFE

Office Hours: Monday or by appointment.

Prerequisites: Course in developmental psychology or equivalent experience in child/adolescent development or education.

Social and emotional learning (SEL) is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. Research has shown that SEL is fundamental to children's social and emotional development-their health, ethical development, citizenship, academic learning, and motivation to achieve. Social and emotional education is a unifying concept for organizing and coordinating school-based programming that focuses on positive youth development, health promotion, prevention of problem behaviors, and student engagement in learning.

Collaborative for Academic, Social, and Emotional Learning (2004, www.casel.org)

Course Description and Purpose

Welcome to the Social-Emotional Learning (SEL) Practicum Course. This course will provide both foundational knowledge in the theoretical and empirical literature on SEL and opportunities to translate theory and research into practice. The course is aimed at masters and doctoral level teachers and graduate students in education, counselling psychology, developmental psychology, special education, school psychology, and related disciplines who wish to learn about the latest cutting-edge theory and research in the area of social-emotional learning, prevention science, and intervention and how to apply this knowledge to practice in order to enhance the lives of children and youth.

This practicum is offered in honour of Mrs. Edith Lando, who dedicated her life to helping children and youth reach their full potential. The course is made possible through the generous donations of her family through the Edith Lando Charitable Foundation, the Edward D. and Anna Mitchell Family Foundation and the Attias Family Foundation. We are extremely grateful that they are carrying on Edith's work by helping us to find ways to make a difference in children's lives.

The SEL course includes two components -- classroom-based lectures and discussions (Mondays 9-4) and a separate practicum/field placement (5 to 7 hours/week) through which students learn to apply their skills in a variety of educational settings across the lower mainland.

In this course, students

- learn about the nature of social-emotional development in education, mental health, and risk prevention;
- receive training in the some of the latest techniques for enhancing social-emotional growth from trainers in the field as well as faculty members;
- understand the importance of evidence-based practice and gain knowledge and experience in evaluating the effectiveness of SEL programs; and
- work directly with children and youth in existing programs in community, classroom, and school contexts as part of their field placement under the supervision of faculty and our practicum facilitator/school liaison.

Drawing on the latest research and theory in child and adolescent development, prevention science, risk and resiliency, and best practices in teaching and learning, students consider social and emotional learning within the cultural contexts in which they occur, emphasizing developmental approaches that acknowledge cultural diversity. Using a “train the trainer” model, the SEL course provides students with training in several different intervention approaches offered from established programs such as SafeTeen, the UBC Ropes Course, and Leave Out Violence, Restorative Practices, Mindfulness Education, Moral Dilemma discussions, etc., as well as programs offered through the Vancouver School Board’s focus on “social responsibility” (e.g., Second Step, Focus on Bullying), programs developed by UBC faculty (e.g., Anti-discrimination response training or A.R.T.) or being evaluated by UBC faculty (e.g., Roots of Empathy).

The practicum field placement (5-7 hours/week) serves an integrating function for content taught in the classroom-based portion of the course as student observe children and youth in school and community contexts and get the opportunity to “try out” some of the techniques they learn in a real world setting and gain hands-on experience in a SEL prevention and intervention program.

Over the year, students use dialogue journals and critical discussion to improve their practice, submitting weekly written reflections of their practicum and training experiences. At the end of the first term, each student is also expected to also prepare a capstone project that integrates theory and practice in SEL. At the end of the course, students participate in a conference on SEL, sharing what they have learned with others in education.

Goals of the course:

1. The student will become familiar with some of the current literature in the area of social and emotional learning and development in relation to education, enhancing capacity to be an intelligent consumer of developmental/ educational research (e.g., able to critically evaluate the strengths and weaknesses of particular pieces of research).
2. In the practicum context, students will be expected to demonstrate an awareness of their own learning by applying what they learn in the course to educational practice and reflect weekly on those experiences. Moreover, the student will become aware of the salient issues in the relating theory and research to practice in the implementation of SEL in schools.
3. Finally, as critical consumers, students will learn to identify the issues and challenges that must be considered when planning and evaluating preventions/interventions to promote SEL in children and adolescents.

The SEL Team

Gail Gallander has worked with children and youth for over 30 years as a preschool teacher, child care worker, youth worker, and special education assistant with children and youth with autism, Downs Syndrome, and physical/mental health difficulties. She was the Director of a community youth centre for several years and worked as a community school coordinator for over a decade.

Gail is the community/school liaison for the course and will maintain links between practicum placements in school and community agencies, our course and the SEL Team. Difficulties regarding the practicum should be brought first to her attention. Gail will also serve as an observer of our students in community/school settings, supporting students in their practicum and also evaluating how well students are able to translate what is learned in the course into educational practice.

Shelley Hymel is a Professor in Education at UBC who studies human social development, with a focus on social-emotional learning in educational settings. She works regularly with schools on issues of bullying and social responsibility, and has directed summer camps and classroom programs to facilitate social growth. She is currently one of four directors of the Canadian Initiative for the Prevention of Bullying, and one of six members of a 5-year research network funded by the Canadian Institutes for Health Research to understand gender and aggression.

Kimberly Schonert-Reichl is an Associate Professor of Education at UBC. She has worked as a middle school, secondary school teacher for “at risk” students, and as a child therapist at a residential treatment institution for children with severe behavioral disorders. In addition to working on a number of school-based projects in the area of social responsibility in collaboration with educators in Vancouver and Coquitlam, Kim is currently involved in several practice-based research projects examining the efficacy of social-emotional competence programs, including the “Roots of Empathy” and “Safe Spaces”, and the well-being of children during middle childhood.

Shelley and Kim are the instructors for the course and serve as coordinators for both the training and practicum components of the course. In addition to direct teaching within the course, these instructors will provide students with feedback and support regarding their reflections and practicum experiences as well as their ability to translate theory into practice and become critical consumers within this field. They will be ultimately responsible for final grades for the course, with input from both the practicum facilitator and the practicum site supervisor.

Required Readings

Required Readings:

Zins, J.E., Weissber, R.P., Wang, M.C. & Walberg, H.J. (2004). *Building academic success on social and emotional learning: What does the research say?* NY: Teachers College Press. Chapter 1.

Elias, M.J., and Arnold, H (Eds.) *The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom.* Corwin Press/ Sage Publications.

BC Ministry of Education *Performance Standards for Social Responsibility* (see also www.bced.gov.bc.ca/perf_stands/social_resp.htm)

Social and Emotional Learning Standards – www.casel.org

Reading Package (for purchase)

Required readings and articles, many available on-line, will be assigned throughout the practicum, as specified on the course schedule below. In addition, students will have access to a reference library of materials, programs and readings for the practicum, made available on reserve through the Psychoeducational Research and Training Centre (PRTC) located on the first floor of the Scarfe building.

IMPORTANT NOTE: Students must complete a registration form (copies provided) to gain access to PRTC materials.

Course Structure

The class will meet from 9-4 each Monday. Class attendance is mandatory. On most days, 9-3 will be devoted to training programs in SEL, with a lunch break during which we hope to have opportunities to discuss the training activities with class members. Please bring your lunch. Each day, from 3-4 pm, is reserved for movies, debriefing, review of practicum experiences, or literature summaries.

The first class of each term will provide a forum for setting up the theoretical and empirical foundations for the practicum and will be conducted in seminar format interspersed with discussions, class activities, and videos.

Students will also participate in a school-based practicum for approximately 5-7 hours/week. The practicum field placement begins with school based observations (October), followed by program/curriculum development activities (Oct/November) and direct teaching of cooperative games to children (Nov/December), leading to a longer-term practicum placement that continues until April 2007. Students are expected to demonstrate an awareness of their own learning by *applying* what they learn in the course to educational practice and reflect weekly on those experiences.

IMPORTANT NOTE: Each student must complete a criminal records check prior to the start of their school practicum.

Course Evaluations

Evaluation: Your mark in this class will be based on your class participation, practicum experience, and class projects/assignments/presentations (replacing exams). Class participation is very important (this is a class on social development after all, so we should be social!), and provides an opportunity for us to teach each other (through class discussions and presentations). Accordingly, it is imperative that you keep up with class readings and come to class prepared to participate fully in class discussions.

1. Attendance and participation are mandatory. 10%

2. Literature Reviews/ Presentations. 10%

During each term, students will be asked to review relevant literature and present a summary and critical evaluation or recommendation to the class. During the first term, students will be asked to identify and evaluate children's books aimed at particular social-emotional issues or skills (i.e., bullying, compassion/empathy, teasing, tolerance, multicultural issues, etc.). During the second term, students will be asked to consider a particular issue/skill in SEL to consider. In each case, students are to prepare a summary or annotated bibliography of the books/articles read for the topic and identify and briefly summarize one book/article that they believed to be exceptional.

3. Weekly Reflections / Dialogue Journal 20%

Each week, students will submit a concise, typed, **ONE-PAGE** reflection sheet that

- (a) documents the practicum activities and hours completed during the previous week and
- (b) summarizes their reactions, insights, comments, criticisms, etc. on the class discussion/readings/activities and/or practicum/field experiences.

Feedback on these reflections will be provided by SEL instructors each week, creating a "dialogue journal" between students and facilitators. Journal entries should include the following components:

- a) a **brief** summary,
- b) your thoughtful reaction and critical evaluation of the activity/experience,
- c) a discussion of the relation of the reading/activity to educational practice, and
- d) how it is or could be informed by theory and research.

Each reflection journal entry must include the following header:

Weekly Reflection # (1-23)	
Name: _____	Date: _____
1. Weekly Practicum Summary (if applicable):	Week of: _____
Setting: _____	
Nature of the activity: _____	
Students involved (number, age, etc.): _____	
Number of Hours: _____	
(Repeat as needed for different contexts/experience)	
2. Weekly Reflection:	

3. Evaluation of practicum field experience 30%

This portion of your mark will reflect your involvement/experience within your practicum placement. The community liaison /practicum facilitator will observe students in their practicum setting on several occasions throughout the year, providing support and observing student efforts to initiate relevant SEL activities and dialogue and integrate classroom knowledge and social-emotional learning skills into their practicum activities. These observations also serve to verify the appropriateness of each practicum experience for our students and the fit between the SEL course and the practicum experience.

4. Final project TERM 1: “Translating Theory into Practice” 20%

One of goals of this course is to develop a repository for a variety of materials/resources related to the promotion of SEL in schools in an effort to assist educators and other practitioners in their efforts to promote SEL in children and adolescents. To this end, each student in the practicum is asked to develop an SEL resource by the end of the first term of the course. Students should review their choices for this assignment with the instructors prior to embarking on the project. Students can choose one of the following assignments (or suggest an equivalent):

a. **Research Critique of an Empirical Article(s).** Review, summarize and critique a published empirical research article or article(s) examining the efficacy/effectiveness of an SEL program. Those interested in this option should contact us for information and articles delineating critique guidelines. Some knowledge of research methodology is needed to complete this assignment. Your critique should be approximately 5 pages (double-spaced) and follow APA guidelines (5th edition).

b. **Review and Critique a Specific Program in Social and Emotional Competence Promotion.** For this project you should summarize and critique an existing educational program designed to promote children’s and adolescents’ social and emotional development. This critical review may be theoretical or empirical (if relevant research exists). As an alternative, you may want to compare and contrast two programs). Look at CASEL’s criteria for reviewing programs. Your critique should be approximately 5 pages (double-spaced) and follow APA guidelines (5th edition).

c. **Lesson Plans.** One of the current challenges for teachers is to find ways to integrate SEL into the curriculum. For this assignment we would like you to develop a lesson plan or plans that links SEL to existing school curriculum. For instance, you might want to develop a series of lesson plans that promote SEL through literacy activities (books). There are endless possibilities and many examples available on the web. See us for further information/discussion. The lesson plan should be sufficiently detailed that an unfamiliar instructor would gain a clear understanding of the theoretical foundation, purpose and specific tasks and materials needed to conduct such a lesson.

d. **Knowledge Translation.** Translating theory and research into practical language that is digestible to the layperson is one of the challenges in the field. For this assignment, we would like you to pick one topic in SEL (e.g., children’s emotional development, self-concept) and summarize the research findings in a way that is easily understood by the novice. You might also want to put forth recommendations. We can provide examples and/or direction for this.

e. **Workshop.** Develop a workshop for teachers and/or parents that communicates some important ideas (e.g., recent research, current interventions) on a dimension of social and emotional development (e.g., bully/victims, emotional intelligence, risk and resiliency, empathy promotion, moral education programs). You must include the following components: a rationale for the workshop, the link between theory/research and practice, a review of recent research findings on the topic, practical guidelines/educational applications, and resources/references for future readings. See us for examples of workshops.

5. Final project TERM 2 : “Translating Theory into Practice” 10%

As a culminating experience, learning to communicate your knowledge about SEL to others, students are expected to prepare a presentation regarding the course itself or a related aspect of the course for a provincial conference on Social – Emotional Learning. Details to be discussed in class. The conference will be held in late April 2007 (replacing final exams).

Expectations regarding final marks for the course should be based on an understanding of the meaning of particular letter grades, as suggested within the ECPS department:

A+ (90-100), A (85-89), A- (80-84)

Demonstrates exceptional breadth and depth of understanding of the subject matter; demonstrates proficient use of existing research literature and exceptional analytic and critical thinking skills, articulates ideas unusually well in both oral and written form, consistently makes strong, explicit connections between theory and practice; shows a high degree of creativity and personal engagement with the topic.

B+ (75-79), B (72-75), B- (68-71)

Demonstrates good breadth and depth of understanding of the subject matter; demonstrates good use of existing research literature and strong analytic and critical thinking skills, articulates ideas well in both oral and written form, at times makes strong, explicit connections between theory and practice; shows some creativity and satisfactory personal engagement with the topic.

C+ (64-67), C (60-63), C- (55-59)

Demonstrates adequate breadth and depth of understanding of the subject matter; demonstrates some ability to use existing research literature in simple ways, and some indication of analytic and critical thinking skills, oral and written skills are adequate but need some work, occasionally makes connections between theory and practice, but ideas need to be developed further; few creative ideas and/or a low level of personal engagement with the topic.

D (50-54)

Breadth and depth of understanding of the subject matter are minimal; minimal use of existing research literature even in basic ways, and minimal indication of analytic and critical thinking skills, oral and written skills are barely adequate; minimal connections between theory and practice; minimal indication of creative thinking and/or a low level of personal engagement with the topic.

F (<50)

Breadth and depth of understanding of the subject matter are far from adequate; shows consistent misunderstanding of core concepts of the course; may have been caught plagiarizing or copying; work is extremely deficient or sub-standard.

Course Schedule: Year at a Glance

DATE	FOCUS/TOPIC
September 11	Introductions/ Course Overview/ Information Package Definitions of SEL Social Responsibility / Safe Schools / 4 th R – Relationships Promoting Social and Emotional Development in Schools: Theory & Research Web Scavenger Hunt
<i>September ??? at Vancouver School Board (VSB)</i>	<i>Roots of Empathy Training with Larry Haberlin, Vancouver School Board (9:30-3:30)</i>
September 18	Scavenger Hunt results UBC Ropes Course Training – Day 1 of 3
September 25	UBC Ropes Course Training – Day 2 of 3
October 2	UBC Ropes Course Training - Day 1 of 3
October 9	THANKSGIVING –No CLASS
October 16	Second Step Training with Lisa Pedrini, Vancouver School Board
October 23	Addressing Bullying and Peer Harassment with Shelley Hymel, UBC
October 30	Roots of Empathy Program / Moral Education with Kim Schonert-Reichl, UBC
November 6	FRIENDS (anti-anxiety program) with ????? / Literature Review (children's books)
November 13	Holiday in lieu of Remembrance Day Nov.11
November 20	Anti-discrimination Response Training with Ishu Ishiyama, UBC
November 27	Anti-discrimination Response Training with Ishu Ishiyamja, UBC
December 4	Drama Presentation(s) with Dr. George Belliveau, Faculty of Education, UBC Class Discussion/Wrap-Up
January 8	Evidence – Based Practice / Program Evaluation Systems Change/Creating Caring Communities
January 15	SAFETEEN with Anita Roberts
January 22	SAFETEEN with Anita Roberts
January 29	SAFETEEN with Anita Roberts
February 5	SAFETEEN with Anita Roberts / Literature Review (selected SEL issues)
February 12	Restorative Practice with Catherine Borgen, Fraser Community Justice Initiative
February 19	READING WEEK...No Classes
February 26	Restorative Practice with Catherine Borgen, Fraser Community Justice Initiative
March 5	Restorative Practice with Catherine Borgen, Fraser Community Justice Initiative
March 12	Safe Spaces with ???? OR Mindfulness Training with Nancy Fischer
March 19	Leave Out Violence (L.O.V.E.) with Michael Maxwell
March 26	Dare to Care Program
April 2	Review of Practicum Experiences Rehearsal of Encompass Conference Presentations
April 20-22	ENCOMPASS CONFERENCE 2007 Social Emotional Development and Academic Success

NOTE: Students will be invited to attend several additional presentations relevant to SEL that are offered through the Vancouver School Board. These are printed in *italics* on the schedule. Only a subsample of students from the course will participate in training for the Roots of Empathy Program (Sept 12-14), as the primary focus of their practicum placement, these students will then serve as ROE instructors in a school within the Vancouver School Board for the remainder of the academic year.

Recommended Readings

Defining SEL and Social – Emotional Development

Zins, J.E., Bloodworth, M.R., Weissberg, R.P., & Walberg, H.J. (2004). The scientific base linking social and emotional learning to school success. In J.E. Zins, R.P. Weissberg, M.C. Wang, & H.J. Walberg, (Eds.), *Building academic success through social and emotional learning: What does the research say?* (pp. 3-22). NY: Teachers College Press. **(required text)**

Schonert-Reichl, K.A., & Hymel, S. (1996). Promoting social development and acceptance in the elementary classroom. In J. Andrews (Ed.), *Teaching students with diverse needs: Elementary classrooms* (pp. 152-200). Scarborough, ON: Nelson.

Kohn, A. (1991). Caring kids: The role of schools. *Phi Delta Kappan*.

Weissberg, R. P., Kumpfer, K. L., & Seligman, M. E. P. Prevention that works for children and youth: An introduction. *American Psychologist*, *58*, 425-432. **(Available on-line)**

Greenberg, M. T., Weissberg, R. P., Utne O'Brien, M., Zins, J. E., Fredericks, L., Resnik, H. et al. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic-learning. *American Psychologist*, *58*, 466-474. **(Available on-line)**

Jaffe, P. G., Wolfe, D., Crooks, C., Hughes, R., & Baker, L. L. (2004). The Fourth R: Developing health relationships through school-based interventions. In P. G. Jaffe, L. L. Baker, & A. J. Cunningham (Eds.), *Children from domestic violence* (pp. 200-218). NY: Guilford Press.

Greenberg, M. T. (2004). Current and future challenges in school-based prevention: The researcher perspective. *Prevention Science*, *5*, 5-13. **(Available on line)**

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, & Davion, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, *58*, 449-456. **(Available on-line)**

Elias, M.J., Zins, J.E., Graczyk, P.A., & Weissberg, R.P. (2003). Implementation, sustainability, and scaling-up of social - emotional and academic innovations in public schools. *School Psychology Review* *32*, 303-319. **(Available on-line)**

Berkowitz, M., & Bier, M. C. (2005). *What works in character education: A research-Driven guide for educators*. Character Education Partnership. **(Available on-line at <http://www.character.org/resources/ceppublications/>)**

Collaborative for Academic, Social, and Emotional Learning. (2003). *Safe and Sound: An educational leader's guide to evidence-based social and emotional learning (SEL) Programs*. Author. **(Available on-line at www.casel.org)**