REDEFINING COURSEWORK: CONNECTING THE DOTS

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Stage I
Intervention generation/refinement

Stage 0
Basic research

Stages II & III
Efficacy (in research clinics & in community clinics)

Stage V
Implementation & Dissemination

Stage IV
Effectiveness
Applied Experiences (aka, practica)

Coursework (e.g., seminars)

Research
Scholarly Literature

Local Idiosyncracies and Constraints
Clinical Psychology

Community Psychology
Human competencies and problems are best understood by viewing people within their social, cultural, economic, geographic, and historical contexts.

Goal: To promote the use of social and behavioral science to enhance the well-being of people and their communities and to prevent harmful outcomes.
How Do Students Learn (From Coursework?)

**COA-FRIENDLY**

- Faculty driven
- Students learn from faculty
- Students work independently
- Applied work and scholarship independent

**PCSAS-FRIENDLY**

- Faculty AND student driven
- Students learn from each other and faculty learn from students
- Students work collaboratively
- Applied work and scholarship are integrated
Means of Connecting the Dots

- Clinical-Community Psychology “Lab Course”
- Project-Based Learning
Old course title was “Laboratories in Clinical and Community Psychology”

Taught by core faculty

Scholarly readings and didactic discussions

Includes hands-on applied component
  - But can be taken as “seminar”

Data collection is the norm
Project-Based Learning

- Very similar to problem-based and inquiry-based learning
- Learning occurs by carrying out a project
  - Example of middle school project: Collect information/data and then write a paper describing the relation between the weather and the growth of grass – over course of project, students learn about math, biology, atmospheric science, ...
Skills Promoted Via Project-Based Learning

- Problem solving
- Critical thinking
- Collaboration (with classmates and also faculty; also across disciplines)
- Creativity
- Learn how to learn
HOW TO INCORPORATE PROJECT-BASED LEARNING INTO A CLINICAL SCIENCE PROGRAM?

Case Study:
University of Illinois
at Urbana-Champaign
OLD

- A great deal of required reading assigned by professor
- Two 2-hour meetings to discuss readings
- Weekly “thought papers”

NEW

- A lot of required reading assigned by professor (but 25% reduction) plus reading selected by students
- Two 1.5 hour meetings to discuss readings plus 1 hour weekly meeting to work on projects
- Bi-weekly “thought papers”
What Can Be Done in Champaign County To Reduce the Rate of Self-Harm (Including, But Not Limited To, Suicide)?
Carrying Out the Project Over the Course of the Year

- 2 projects per semester
- Projects interconnected
Prepare a scholarly paper that

- Provides your definition of self-harm
- Critically reviews what is known about the etiology of self-harm
  - Attending to multiple levels, ranging from individual genes to macroeconomics
- Summarizes what is known about the epidemiology of self-harm, including epidemiology in Champaign County
Prepare a ppt presentation that could be given to local stakeholders that describes current resources and policies in Champaign County that are relevant to the prevention of self-harm.
Scholarly paper that critically reviews current best practices relevant to the prevention of self-harm

- be sure to pay attention to multiple levels

- Potential innovations suggested by what you have learned about self-harm
Prepare a grant proposal that aims to test 2-4 hypotheses, each of which tests whether a proposed change would reduce the rate of self-harm in Champaign County
Spring: Project 2B

- Prepare a ppt presentation that could be given to local stakeholders
  - It is your job to figure out who the relevant stakeholders would be
- The presentation should describe 2-4 proposals (each of which is tied to a hypothesis in the grant proposal in Project 2a) aimed at reducing the rate of self-harm in Champaign County
Clinical Science

- A psychological science directed at the promotion of adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition and health
- The application of knowledge in ways consistent with scientific evidence
Knowledge
- Scholarly (e.g., knowing the scientific literature)
- Local (e.g., idiosyncratic presentation of phenomena in geographical/cultural area)

Application
- if desired; e.g., can develop and deliver an intervention as part of the project