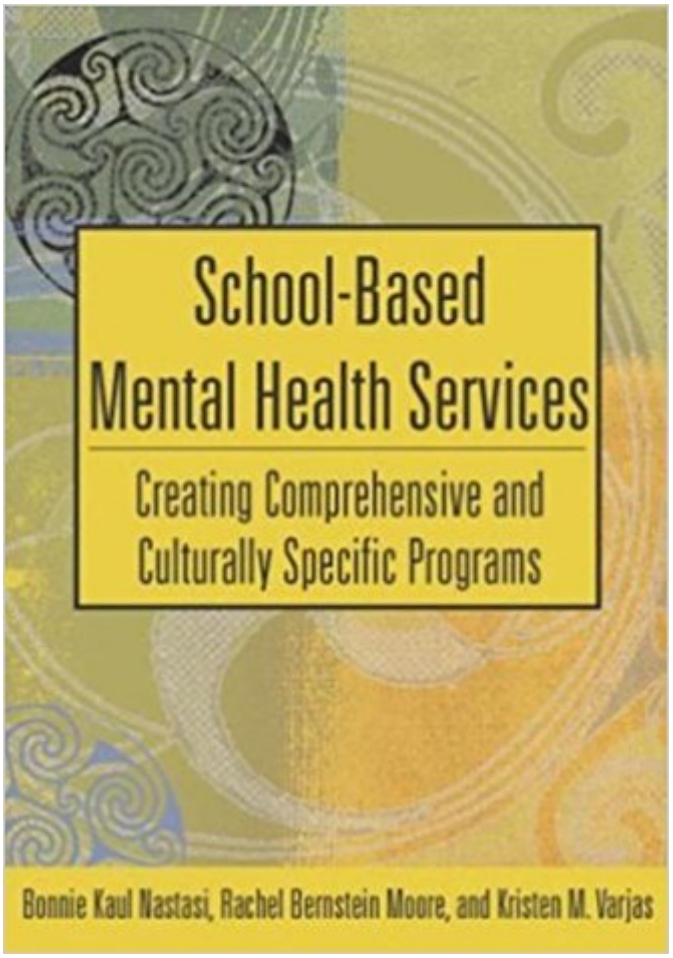
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School-Based Mental Health Services: Creating Comprehensive And Culturally Specific Programs (Applying Psychology To The Schools)



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Synopsis

School-Based Mental Health Services fills an important gap by challenging school psychologists to think broadly about how to best use their training and skills to empower individuals, schools, and communities. The authors urge readers to choose not only efficacious programs but also programs that are effective through sensitive adaptation and modification on the basis of ethnicity, race, and culture of local schools and communities. This volume presents the Participatory Cultural-Specific Intervention Model (PCSIM)--an innovative model grounded in theories and techniques of applied cultural anthropology and school psychology. This intriguing model establishes a continuous feedback-driven, self-perpetuating process that balances research with application. It includes an inventive array of participant observations, expert consultation, research, and continuous program refinement that extends the traditional model of intervention into program development. Practitioners will be attracted to this innovative and far-reaching approach and will quickly see how to become system change agents within their schools. School-Based Mental Health Services is the latest volume in the Applying Psy

Book Information

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Customer Reviews

Bonnie Kaul Nastasi, Ph.D. (Kent State University, 1986, School Psychology & Early Childhood Education)" "is a Professor in the Department of Psychology, School of Science and Engineering, at Tulane University, New Orleans, Louisiana, USA. Dr. Nastasi co-directs a trauma specialization in

the School Psychology PhD Program at Tulane. Dr. Nastasi s research focuses on the use of mixed methods designs to develop and evaluate culturally appropriate assessment and intervention approaches for promoting mental health and reducing health risks such as sexually transmitted infections (STIs) and HIV, both within the US and internationally. She has worked in Sri Lanka since 1995 on development of school-based programs to promote psychological well-being and directed a multi-country study of psychological well-being of children and adolescents with research partners in 12 countries from 2008-2013. She was one of the principal investigators of an interdisciplinary public health research program to prevent STIs among married men and women living in the slums of Mumbai, India from 2002-2013. Most recently she has been engaged in development of culturally and contextually relevant school-based mental health services in New Orleans as part of the redevelopment of public education following the 2005 Hurricane Katrina, working with community stakeholders and a team of Tulane University students. She is active in promotion of child rights and social justice within the profession of school psychology and has directed the development of a curriculum for training school psychologists internationally on child rights, a joint effort of International School Psychology Association, International Institute of Child Rights and Development, Division 16 of the American Psychological Association (APA), and Tulane University s School Psychology Program. Dr. Nastasi is a past-president of APA s Division 16 and past Co-Chair of APA s Committee on International Relations in Psychology.Moore completed her Psy.D. in school psychology at the University at Albany, State University of New York. She is currently working as a school psychologist in the Schenectady city school district in New York.Varjas received her Psy.D. in school psychology from the University of Albany, State University of New York. she is currently an assistant professor in the Counseling and Psychological Services Department at Georgia State University, Atlanta.

This is a great book for anyone interested in social change in the educational system or in the community. It provides a step by step guide to creating a comprehensive culturally specific programs in school; however, it can also be applied to other areas in the community.

The book is an excellent resource for mental health services in schools. Good references as well! The author presents a good model fore mental health services in schools.

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