CPSY 527: PREVENTION, ADVOCACY, AND OUTREACH: COMMUNITY-BASED INTERVENTIONS

Spring Semester 2014
Water Tower Campus

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Course Description

This seminar course will introduce students to the fundamentals of prevention, advocacy, and outreach work, components of a social-justice counseling model that advances the School of Education’s Conceptual Framework: Professionalism in Service of Social Justice. The course will integrate theory, practice, and evaluation research in its methods and will involve designing and implementing an actual community-based intervention program. A critical component of this course will be learning about the nuances of developing relationships with community systems.

Objectives

During the semester-long experience, students will be expected to (1) gain factual knowledge about the field of prevention (terminology, classifications, methods, trends), (2) learn fundamental principles and theories of prevention/health promotion, (3) learn to apply course material of the fundamentals of prevention, advocacy, and outreach by participating in the construction of a series of psychoeducational activities designed for community members, 4) to understand the complex interplay of social ecology and personal well-being and translate this knowledge into culturally sensitive and responsive programming, 5) to develop group facilitation and presentation skills through prevention activities, 6) plan the process of evaluation research as an aspect of the class’s work, 7) demonstrate a flexibility and responsivity to the complexities of engaging in community-based intervention, and 8) conduct oneself at all times in ethically-consistent, responsible, and professional ways.

Minor objectives of this class include: developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; acquiring skills in working with others as a member of a team; developing creative capacities; gaining a broader understanding and appreciation of intellectual activity; developing skill in expressing oneself orally or in writing; learning how to find and use resources for answering questions or solving problems; developing a clearer understanding of, and commitment to, personal values; learning to analyze and critically evaluate ideas, arguments, and points of view; and acquiring an interest in learning more by asking questions and seeking answers.
Required Reading:


counselors. *Professional School Counseling, 8,* 259-265.


**Supplemental Reading (Optional):**


**Course Requirements:**

1. Class participation: Given the applied nature of this course, students will be required to actively participate in classroom discussions, planning sessions, potential on-site community activities, and group supervision of these activities. Any absences must be excused by the instructor in advance.

2. Group Program Development: Along with a small number of your classmates, you will be responsible for one aspect of curriculum development as part of our prevention program activities. Details on this requirement will be generated from needs assessment data gathered from community constituents. Your group must develop a specific lesson plan, its rationale, and will be responsible for guiding the implementation of your program either in class or in the community. Additionally, your group must identify outcome expectations and an evaluation strategy. Due March 12, 2014.

3. Journal: As part of your experience, you will be asked to keep a journal in which you react to
the readings and document your reflections of the experiential component of the class. This will assist in your ability to process the semester and to come away from the experience aware of what you have learned. The journal will be kept electronically and the instructor will ask you to email your submissions for review once a month (Due Feb. 19, March 19, April 23, 2014).

4. Literature Review Paper/Research Proposal: Select a developmental challenge facing a population of your choice (e.g., staying in school, risky sexual behavior) and review the scientific literature pertaining to the prevention of this problem. This paper will ask you to do several things. First, you will attempt to articulate a “best practices” summary of what is known about preventing this problem with careful attention to cultural considerations (i.e., what works with whom, based on the literature). Second, you should articulate what is still UNKNOWN about prevention in this area. Third, you should propose at least 3 testable research questions based on what is unknown and make recommendations for how researchers could go about addressing these 3 areas. The Vera (2013) text contains many “best practices” in the prevention of school drop-out, substance abuse, pregnancy/risky sexual behavior, delinquency/violence, and youth suicide. Chapters in this book may point you in the direction of appropriate literature for your paper but you will need to use databases such as ERIC and Psychinfo to collect updated resources. Please limit yourself to 15 pages excluding references and use APA style. Due April 30, 2014.

5. Public Policy Activity: As an example of social justice advocacy, you will be asked to (a) identify a pending piece of public policy that is in the legislative process at either the federal or state level, and (b) develop an informed position on the proposal, and (c) contact the appropriate elected official to share your opinion. You will be required to document your activity by sharing a copy of your letters, copies of any responses you receive, and a short description of what you learned from the activity. More information will be shared on how to access pending legislation via the internet and how to contact your elected representatives. This project is due April 9, 2014.

Grading Policy:

Participation 10%
Group Project 25%
Journal 20%
Literature Review Paper: 25%
Public Policy Activity: 20%

TENTATIVE COURSE SCHEDULE

January 15  Introduction to Prevention
Readings: Albee (2000); Romano & Hage (2000); Vera 2000

January 22  Social Justice, Social Action—Dropout Nation

January 29
Social Ecological Models & Theories of Prevention
Readings: Biglan et al. (2012); Romano & Netland (2008)
Wandersman & Nation (1998); Yoshikawa et al (2012),
discuss project options

February 5
Positive Youth Development & Program Design
Readings: Biglan et al. (2012); Greenberg et al., (2003); Larson (2000);
Kumpfer & Alvarado (2003); Roth et al., (1998); Masten & Coatsworth (1998); Masten (2001)

February 12
Advocacy and Public Policy
Readings: McCartney & Rosenthal, 2000; Choi et al., 2005; Trusty & Brown, 2005; Steinberg et al. (2009)

February 19
Prevention Best Practices and Cultural Relevance
Readings: Durlak & Wells (1997); Durlak et al. (2011); Hage et al. (2007)

February 26
Community Outreach, Ethics, and Relationship Building--Interrupters
Readings: Reiss & Price (1996); Reese & Vera (2007); Trickett et al. (2011); Wandersman & Florin (2003)

March 5
Spring Break

March 12
Group Facilitation, Classroom Management, Presentation Skills
Presentation of Intervention Ideas

March 19
Evaluation: Multiple Methods and Outcomes
Readings: Bledsoe & Graham (2005); Cooksy et al., (2001)

March 26
Final Group Planning Activities

April 2
Program Delivery

April 9
Program Delivery

April 16
Program Delivery

April 23
Program Delivery

April 30
Last class, wrap up
Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

Technology: In this course you will use technology to aid you in communicating and locating resources. You will be able to locate journal articles through the Library’s PsychInfo or ERIC search engines, access resources from Blackboard, and find additional information through website links.

Diversity: Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to
facilitate your development as a multiculturally competent professional, able to work effectively with diverse students and communities.

**Conceptual Framework:** The SOE’s Conceptual Framework—*Professionalism in Service of Social Justice*—is a critical emphasis of this course. You will be using your skills and knowledge base to learn how to develop culturally relevant, social-justice oriented prevention programs and you will learn how prevention, outreach, and advocacy are part of a social justice agenda for mental health professionals.

**Dispositions**
This course will also be used to evaluate students' professionalism and fairness, both of which are core dispositional expectations of candidates in the School of Education.

**Clinical Mental Health Counseling Standards of CACREP:**

C. Knowledge
1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self help).

D. Skills and Practice
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

Diversity and Advocacy

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.