

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

Spring Semester 2011  
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. Our primary community system will be Helen C. Peirce Elementary School, located within the Edgewater community of Chicago. Students will be required to spend a proportion of class time on site involved in prevention and outreach activities as designed by the class.

### **Objectives**

During the semester-long experience, students will be expected to 1) apply their knowledge of the fundamentals of prevention, advocacy, and outreach by participating in the construction of a series of psychoeducational activities designed for community members, 2) to understand the complex interplay of social ecology and personal well-being and translate this knowledge into culturally sensitive and responsive programming, 3) to develop group facilitation and presentation skills through community-based activities, 4) plan and participate in the process of evaluation research as an aspect of the class's work, and 5) demonstrate a flexibility and responsivity to the complexities of engaging in community-based intervention, and 6) conduct oneself at all times in ethically-consistent, responsible, and professional ways.

### **Required Reading:**

Albee, G. (2000). Commentary on prevention and counseling psychology. *The Counseling Psychologist*, 28, 845-853.

Biglan, A., Mrazek, P. J., Carnine, D., & Flay, B. R. (2003). The integration of research and practice in the prevention of youth problem behaviors. *American Psychologist*, 58, 433-440.

Black, M. M. & Krishnakumar, A. (1998). Children in low-income, urban settings: Interventions to promote mental health and well-being. *American Psychologist*, 53, 635-646.

Choi, B., Pang, T., Lin, V., Puska, P., Sherman, G., Goddard, M., Ackland, M., Sainsbury, P., Stachenko, S., Morrison, H., & Clottey, C. (2005). Can scientists and policy makers work together? *Journal of Epidemiology & Community Health, 59*, 632-637.

Durlak, J. A. & Wells, A. M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology, 25*, 115-152.

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

Hage, S. M., Romano, J.L., Conyne, R.K., Kenny, M., Matthews, C., Schwartz, J. P., & Waldo, M. (2007). Best practice guidelines on prevention practice, research, training, and social advocacy for psychologists. *The Counseling Psychologist, 35*, 493-566.

Kumpfer, K. L. & Alvarado, R. (2003). Family-strengthening approaches for the prevention of youth problem behaviors. *American Psychologist, 58*, 457-465.

Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist, 55*, 170-183.

Masten, A. S. (2001). Ordinary Magic: Resilience processes in development. *American Psychologist, 56*, 227-238.

Masten, A. S. & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist, 53*, 205-220.

McCartney, K. & Rosenthal, R. (2000). Effect size, practical importance, and social policy for children. *Child Development, 71*, 173-180.

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

Nilsson, J. & Schmidt, C. (2005). Social justice advocacy among graduate students in counseling: An initial exploration. *Journal of College Student Development, 46*, 267-279.

Reese, L. E. & Vera, E. M. (2007). Culturally relevant prevention programs: Scientific and practical considerations. *The Counseling Psychologist, 35*, 763-778.

Reiss, D. & Price, R. H. (1996). National research agenda for prevention research: The National Institute of Mental Health Report. *American Psychologist, 51*, 1109-1115.

Romano, J. L. & Netland, J. D. (2008). The application of the theory of reasoned action and planned behavior to prevention science in counseling psychology. *The Counseling Psychologist*, 36, 777-806.

Romano, J. & Hage, S. (2000). Prevention and counseling psychology: Revitalizing commitments for the 21st century. *The Counseling Psychologist*, 28, 733-763.

Roth, J., Brooks-Gunn, J., Murray, L., & Foster, W. (1998). Promoting healthy adolescents: Synthesis of youth development program evaluations. *Journal of Research on Adolescence*, 8, 423-459.

Steinberg, L., Cauffman, E., Woolard, J., Graham, S., & Banich, M. (2009). Are adolescents' less mature than adults? *American Psychologist*, 64, 583-564.

Trusty, J. & Brown, D. (2005). Advocacy competencies for professional school counselors. *Professional School Counseling*, 8, 259-265.

Vera, E. (2000). A recommitment to prevention work in counseling psychology. *The Counseling Psychologist*, 28, 829-837.

Vera, E.M., & Speight, S.L. (2003). Multicultural competencies, social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist*, 31, 253-272.

Wandersman, A. & Florin, P. (2003). Community interventions and effective prevention. *American Psychologist*, 58, 441-448.

Wandersman, A. & Nation, M. (1998). Urban neighborhoods and mental health: Psychological contributions to understanding toxicity, resilience, and interventions. *American Psychologist*, 53, 647-656.

Weissberg, R., Kumpfer, K., & Seligman (2003). Prevention that works for children and youth: An introduction. *American Psychologist*, 58, 425-432.

### **Supplemental Reading (Optional):**

Conyne, R. (2004). *Preventive counseling*. Hove, East Sussex: Brunner-Routledge.

Lerner, R. (1995). *America's Youth in Crisis: Challenges and Options for Programs and Policies*. Thousand Oaks, CA: Sage Publications.

McWhirter, J. J., McWhirter, B. T., McWhirter, A. M., & McWhirter, E. H. (1998). *At-risk youth: A comprehensive response*. Pacific Grove, CA: Brooks/Cole.

### **Course Requirements:**

1. Class participation: Given the applied nature of this course, students will be required to

actively participate in classroom discussions, planning sessions, on-site community activities (March/April), and group supervision of these activities. Since the experiential component of this class involves representing ourselves and Loyola in a “real world” community context, the stakes of poor participation are very high. Thus, remaining in this course implies your willingness to fully participate in this dynamic experience.

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 in the community. Additionally, your group must identify outcome expectations and an evaluation strategy. Due March 1, 2011.

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. 8, March 15, April 5, April 26, 2011).

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 McWhirter et al. (1998) text outlines “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 May 3, 2011.

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 5, 2011.

Grading Policy:

Participation 10%

Group Project 20%

Journal 20%

Literature Review Paper: 30%

Public Policy Activity: 20%

**TENTATIVE COURSE SCHEDULE**

January 18	Introduction to Prevention Readings: Albee (2000); Romano & Hage (2000); Vera 2000;
January 25	Social Justice, Social Action, and Multicultural Competencies Readings: Vera & Speight (2003), Nilsson & Schmidt, 2005
February 1	Social Ecological Models of Development & Theories of Prevention Readings: Black & Krishnakumar (1998); Wandersman & Nation (1998); Romano & Netland (2008) Review of Focus Group Data
February 8	Positive Youth Development & Program Design (Form Work Groups) Readings: Greenberg et al., (2003); Larson (2000); Kumpfer & Alvarado (2003); Roth et al., (1998); Masten & Coatsworth (1998); Masten (2001)
February 15	Advocacy and Public Policy Readings: McCartney & Rosenthal, 2000; Choi et al., 2005; Trusty & Brown, 2005; Steinberg et al. (2009)
February 22	Prevention Best Practices and Evaluation Methods Readings: Durlak & Wells (1997); Hage et al. (2007) Biglan et al., (2003); Nation et al., (2003); Weissberg et al., (2003)
March 1	Community Outreach and Relationship Building Readings: Reiss & Price (1996); Reese & Vera (2007) Wandersman & Florin (2003); Group Facilitation Skills, Classroom Management Skills Presentation of Intervention Ideas
March 8	Spring Break
March 15	Program Delivery

March 22	Program Delivery
March 29	Program Delivery
April 5	Program Delivery
April 12	Program Delivery
April 19	Program Delivery
April 26	Program Delivery

### 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](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](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.

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.