

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

Spring Semester 2018
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: *Social Action through Education*. The course will integrate theory, practice, and evaluation research in its methods and will involve designing and implementing a community-based intervention program. A critical component of this course will be learning about the nuances of developing relationships with community systems.

Objectives

In general, the two overarching IDEA objectives for this course are:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)

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 responsiveness to the complexities of engaging in community-based intervention, and (8) conduct oneself at all times in ethically-consistent, responsible, and professional ways.

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— *Social Action through Education* - 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*, a core dispositional expectation of candidates in the School of Education.

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.

Biglan, A., Flay, B., Embry, D., & Sandler, I. (2012). The critical role of nurturing environments for promoting human well-being. *American Psychologist*, 67, 257-271.

Bledsoe, K. & Graham, J. (2005). The use of multiple evaluation approaches in program evaluation. *American Journal of Evaluation*, 26, 302-319.

Boone, M. S., Edwards, G. R., Haltom, M., Hill, J. S., Liang, Y., Mier, S. R., ... & Yau, Y. T. (2011). Let's Talk: Getting out of the counseling center to serve hard-to-reach students. *Journal of Multicultural Counseling and Development*, 39, 194-205.

Braveman, P. A., Kumanyika, S., Fielding, J., Laveist, T., Borrell, L., Mandersheid, R., & Troutman, A. (2011). Health disparities and health inequity: The issue is justice. *American Journal of Public Health*, 101, S1, S149-S155.

Caldwell, J. & Vera, E. (2010). Critical incidents in counseling psychology professionals' and trainees' social justice orientation development. *Training and Education in Professional Psychology*, 4, 163-176.

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.

Cooksy, L. J., Gill, P., & Kelly, P. A. (2001). The program logic model as an integrative framework for multimethod evaluation. *Evaluation and Program Planning*, 24, 119-128.

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.

Durlak, J. A., Weissberg, R., Dymnicki, A., Taylor, R., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development, 82*, 405-432.

Eagleman, D. (2013). Why public dissemination of science matters: A manifesto. *Journal of Neuroscience, 33*, 12147-12149.

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.

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.

Odgers, C. L. (2015). Income inequality and the developing child: Is it all relative? *American Psychologist, 70*, 722-731.

Powers, J. T., Cook, J. A., Vaughns, V. P., Garcia, J., Apfel, N., & Cohen, G. L. (2016). Changing environments by changing individuals: The emergent effects of psychological intervention. *Psychological Science, 27*, 150-160.

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

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.

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

Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9, 17-25.

Trickett, E. J., Beehler, S., Deutsch, C., Green, L., Hawe, P., McLeroy, K., Miller, R. L., Rapkin, B. D., Schensul, J. J., Schulz, A. J., & Trimble, J. E. (2011). Advancing the science of community-level interventions. *American Journal of Public Health*, 101, 1410-1419.

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.

Webster, D. W., Whitehall, J. M., Vernick, J. & Curnero, F. (2013). Effects of Baltimore's Safe Streets: A replication of Chicago's Ceasefire. *Journal of Urban Health*, 90, doi:10.1007/s11524-012-9731-5.

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

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist*, 67, 272-284.

Supplemental Reading (Optional):

Romano, J. (2015). *Prevention psychology*. Washington, DC: American Psychological Association.
ISBN: 1-4338-1791-8

Tropp, L. (2018). *Making research matter*. Washington, DC: American Psychological Association.

Vera, E. M. (Ed). (2013). *Oxford Handbook of Prevention in Counseling Psychology*. New York, NY: Oxford University Press.

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 (based in the literature), 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. You will also be asked to rate your group partners' contributions to this project and the extent to which each person participated in a professional manner. This information will be one determinant of your grade. Ideas must be approved by the instructor by March 15, 2018. The presentation of this assignment will occur in the last weeks of the semester.
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 twice during the semester (Due Feb. 15, March 29, 2018).
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 May 3, 2018.

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, 2018.

Grading Policy:

Participation 10%

Group Project 25%

Journal 20%

Literature Review Paper: 25%

Public Policy Activity: 20%

TENTATIVE COURSE SCHEDULE

January 18	Introduction to Prevention, Outreach, and Advocacy Readings: Romano Text 1 & 2, Tropp Text 1; Albee (2000); Romano & Hage (2000); Vera 2000
January 25	Social Justice, Social Action- <i>Dropout Nation</i> Readings: Romano Text 5, Braveman et al. (2011), Vera & Speight (2003), Caldwell & Vera (2010)
February 1	Social Ecological Models & Theories of Prevention Readings: Romano Text 3; Odgers (2015), Romano & Netland (2008); Yoshikawa et al (2012) discuss project options
February 8	Positive Youth Development & Program Design Readings: Romano Text 4; Biglan et al. (2012); Greenberg et al. (2003), Kumpfer & Alvarado (2003), Larson (2000); Masten (2001)
February 15	Advocacy and Public Policy Readings: Tropp Text 2,4; Eagleman (2013); Choi et al., (2005), McCartney & Rosenthal, 2000; Steinberg et al. (2009), Trusty & Brown, 2005
February 22	Prevention Best Practices and Cultural Relevance Readings: Durlak & Wells (1997); Durlak et al. (2011); Hage et al. (2007) Biglan et al., (2003); Nation et al., (2003); Tervalon & Murray-Garcia (1998); Weissberg et al., (2003)
March 1	Community Outreach, Ethics, and Relationship Building-- <i>Interrupters</i>

Readings: Tropp Text 10; Boone et al. (2011); Reese & Vera (2007); Trickett et al.(2011); Wandersman & Florin (2003), Webster et al (2013)

March 8	Spring Break
March 15	School Collaborations, Group Facilitation, Classroom Management, Presentation Skills Presentation of Intervention Ideas Readings: Tropp Text 8
March 22	Evaluation & Ethics: Multiple Methods and Outcomes Readings: Text 8 & 9; Bledsoe & Graham (2005); Cooksy et al., (2001); Powers et al., (2016).
March 29	Final Group Planning Activities
April 5	Program Delivery
April 12	Program Delivery
April 19	Program Delivery
April 26	Program Delivery

**Loyola University Chicago
School of Education
Syllabus Addendum**

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through 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.