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

Spring Semester 2019
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 responsivity 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:**


**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 (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 February 20, 2019. 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. 13, March 27, 2019).

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 26, 2019.
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 17, 2019.

Grading Policy:

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

**TENTATIVE COURSE SCHEDULE**

**January 16**
Introduction to Prevention, Outreach, and Advocacy
Readings: Romano Text1 & 2, Tropp Text 1; Albee (2000); Romano & Hage (2000); Vera 2000

**January 23**
Social Justice, Social Action - Dropout Nation

**January 30**
Social Ecological Models & Theories of Prevention
discuss project options

**February 6**
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 13**
Prevention Best Practices and Cultural Relevance
Readings: Durlak & Wells (1997); Durlak et al. (2011); Hage et al. (2007)

**February 20**
School Collaborations, Group Facilitation, Classroom Management, Presentation Skills
Presentation of Intervention Ideas
Readings: Tropp Text 8
February 27  Community Outreach, Ethics, and Relationship Building--Interrupters
Readings: Tropp Text 10; Boone et al. (2011); Reese & Vera (2007); Trickett et al. (2011); Wandersman & Florin (2003), Webster et al (2013)

March 6  Spring Break

March 13  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

March 20  Evaluation & Ethics: Multiple Methods and Outcomes
Readings: Text 8 & 9; Bledsoe & Graham (2005); Cooksy et al., (2001); Powers et al., (2016).

March 27  Final Group Planning Activities

April 3  Program Delivery
April 10  Program Delivery
April 17  Program Delivery
April 24  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/](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/](http://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.