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

Spring Semester 2021
Water Tower Campus

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School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, and to act with care and dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return
Spring 2021 RETURN to CAMPUS Checklist
Spring 2021 RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

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 responsibility 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:**


**Required Media:**

**Dropout Nation**
https://www.pbs.org/wgbh/frontline/film/dropout-nation/

**The Interrupters**
APA Videos
https://www.youtube.com/watch?v=n24sTYqpqDM
https://www.youtube.com/watch?v=9MWvpvh8e2M
https://www.youtube.com/watch?v=NI2KxaKY7M0

Stay Woke-Black Lives Matter Movement
https://www.youtube.com/watch?v=eIoYtKOqxeU&feature=youtu.be

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, and group presentations. 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), in addition to guiding the implementation of your program in class as a simulation for 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 22, 2021. 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 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 March 1, April 19, 2021).
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 PsychInfo to collect updated resources. Please limit yourself to 15 pages excluding references and use APA style. Due May 3, 2021.

Grading Policy:
Participation 10%
Group Project 35%
Journal 20%
Literature Review Paper: 35%

TENTATIVE COURSE SCHEDULE

January 25  Introduction to Prevention, Outreach, and Advocacy
Readings: Romano Text1 & 2, Tropp Text 1; Albee (2000);
Romano & Hage (2000); Vera 2000

February 1*  Social Justice, Social Action- Dropout Nation
Readings: Romano Text 5, Braveman et al. (2011), Vera & Speight
(2003), Caldwell & Vera (2010); DeBlare et al. (2019)

February 8  Social Ecological Models & Theories of Prevention/Empowerment
Readings: Romano Text 3; Odgers (2015), Romano & Netland (2008);
Yoshikawa et al (2012)

February 15*  Positive Youth Development & Program Design
Readings: Romano Text 4; Biglan et al. (2012); Greenberg et al. (2003),
Kumpfer & Alvarado (2003), Larson (2000); Masten (2001)
discuss project options

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  School Collaborations, Group Facilitation, Classroom Management,
Presentation Skills
Readings: Tropp Text 8

March 8  Spring Break

March 15*  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 22  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 29*  Advancing Social Justice through Activism & Organizing--*Stay Woke-BLM*
Readings: Gorski & Chen (2015); Speer & Christens (2014); Watts & Flanagan (2007); Zimmerman et al., (2011)

April 12  Evaluation & Ethics: Multiple Methods and Outcomes
Readings: Text 8 & 9; Bledsoe & Graham (2005); Cooksy et al., (2001); Powers et al., (2016).

April 19*  Program Delivery

April 26*  Program Delivery

*Due to the Coronavirus pandemic, classes will be held on-line with a combination of asynchronous lecture presentations, discussion board conversations, and Zoom meetings. While Zoom meetings will be used for group presentations and small group dialogue, no recording of these sessions will occur. If any Zoom meetings were to be recorded, students would need to grant permission for their presence on any recordings.

Loyola University Chicago
School of Education
Syllabus Addendum

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade. The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

**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](https://www.luc.edu/education/studentlife/resources/syllabi/).

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*.

**Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

**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.