

**Houston Graduate School of Theology**

COU 630 Prevention, Intervention, and Consultation

Spring 2018, Wednesdays, 10:00 am -12:30 PM

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*Houston Graduate School of Theology equips women and men to be ministers and messengers of God's mission of reconciliation through academic excellence, personal transformation, and leadership development*

**I. Course Description**

This course prepares students for their roles as counselors in prevention, intervention, and consultation endeavors with specific populations in specific settings. Various approaches to addressing these three domains of counseling will be explored and, using an action research model, students will prepare a blueprint for a prevention, intervention, or consultation project for a community, agency, or organization. Topics include planning, implementation, and program evaluation.

**II. Course Learning Outcomes**

Upon completion of this course, the student will be able to:

- A. Understand concepts, practices, and settings related to prevention, intervention, and consultation (Midterm Exam and Final Project/Paper). MAC-1
- B. Understand and apply prevention, intervention, and consultation approaches to specific populations (Midterm Exam and Final Project/Paper). MAC 2 -3
- C. Apply the action research model to the planning, implementation, and evaluation of prevention, intervention, and consultation projects (Final Project/Paper). MAC-2
- D. Analyze and apply needs assessment strategies (Needs Assessment Assignment). MAC-2
- E. Plan, design, and develop a blueprint for a prevention, intervention, or consultation project (Final Project/Paper). MAC- 4, 5

**III. Texts and Course Schedule**

***Required Textbooks:***

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

Kanel, K. (2015). *A guide to crisis intervention* (5th ed.). Stamford, CT: Cengage Learning. ISBN: 978-1-285-73990-8

Stringer, E. T. (2007). *Action research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN 978-1-41295223-1

*Assigned journal articles are located on instructor's course page.*

***Recommended Reading:***

Dinkmeyer, D. & Carlson, J. (2006). *Consultation. Creating school-based interventions* (3<sup>rd</sup> ed.). New York, NY: Routledge/Taylor & Francis Group.

Dougherty, A. M. (2005). *Psychological consultation and collaboration in school/community settings*. Mason, OH: Cengage Learning.

Lawson, D. M. (2013). *Family violence. Explanations and evidence-based practice*. Alexandria, VA: American Counseling Association

**COU 630 Prevention, Intervention, and Consultation**  
**Class and Reading Schedule - due dates for assignments are marked by asterisks (\*)**

**January 17**

- Introduction to the course, to include expectations for written assignments
- Student and professor introductions
- Introduction to Prevention, Intervention, and Consultation.

**January 24**

Reading: Article – An overview of primary prevention (Albee)

Book excerpt – Prevention. In community and agency counseling (Gladding)

**January 31\***

Reading: Kanel, Chap. 1 - What is Crisis and Crisis Intervention?

Stringer, Chap. 1

Article – The Imperative of Primary Prevention.

**February 7\***

Reading: Kanel – Chap. 2 – Ethical, Legal, and Professional Issues

Stringer, Chap. 2 - Theory and Principles of Action Research

Article - Initial impact of the Fast Track prevention trial for conduct problems (CPPRG)

**February 14\***

Reading: Kanel – Chap. 3 – The ABC Model of Crisis Intervention

Stringer, Chap. 3 - Setting the Stage: Planning a Research Process

Article - Everybody wins (Israel)

**February 21\***

Reading: Kanel, Chap. 4 – When a Crisis Leads to Danger to Self, Others, of Psychotic  
Decompensation

Stringer, Chap. 4 – Research in Professional and Public Life

**February 28\***

Reading: Kanel, Chap. 5 – Developmental Crises and Special Issues of Adolescence

Article - The Empowerment Program

Article - Family debriefing: When terrorists strike – What school counselors can do.

**March 7\***

Reading: Kanel, Chap. 6 – Crises of Loss: Death, Relationship Breakups, and Economic Loss

Stringer, Chap. 5 - Think: Interpreting and Analyzing

Article - The value of engaging stakeholders in planning and implementing evaluations (Gilliam)

**March 14** – Spring Break

**March 21**

**Midterm Exam**

- Work on final project outline in class, after exam
- Article - Creating partnership synergy (Lasker)  
 Stringer, Chap. 6 – Act: Resolving Problems – Planning and Implementing Solutions  
 Stringer, Chap. 7 – Strategic Planning for Sustainable Change and Development

### **March 28\***

#### **Project Outline Due**

Reading: Kanel, Chap. 7 – PTSD, Trauma, and Community Disasters  
 Kanel, Chap. 8 – Veteran’s Issues  
 Stringer, Chap. 8 – Formal Reports

Article: Ideas that work – An Adlerian Consultation Model (Dinkmeyer).

### **April 4\***

Reading: Reading: Stringer, Chap. 9 – Understanding Action Research

### **April 11\***

- **Project Presentations**

### **April 18\***

- **Project Presentations**

### **April 25\***

- **Project Presentations**

### **May 2\***

#### **Final Project Paper Due**

*The professor reserves the right to adjust classroom topics as the course develops.*

## **IV. Course Requirements**

- Article summaries (2)** – Each student will be required to select and summarize two articles as assigned. In these summaries, students will provide a brief 1- to 2-page synopsis of the essential elements of article content and a critical response. APA format. **Due on date that article is assigned – 10% of final grade.**
- Midterm Exam** – A multiple choice and short answer exam on the lectures, reading materials, and class discussions/topics covered. **March 19 - 25% of final grade.**
- Outline of Final Project/Paper. Due on March 26 - 5% of final grade**
- Project Presentation.** Each student will offer a 20-minute project presentation. See details below. **Presentation dates: April 12, April 19, and April 26 - 30 % of final grade.**
- Project paper. See details below. Due May 2 – 30% of final grade.**

**The Final Project and Paper** for this course will be a demonstration of your mastery of the major concepts presented in the course as they relate to prevention, intervention, or consultation in a community, agency, or organization through one of the following:

- **a prevention project** focused on promoting mental health that addresses a specific issue, problem, or concern prior to a widespread occurrence;  
OR
- **an intervention project** focused on promoting mental health that addresses a specific issue, problem, or concern, through remediation after the issue, problem, or concern has already begun to affect a population;  
OR
- **a consultation project** focused on promoting mental health that educates, supports, and/or trains professionals in schools, local agencies, churches, hospitals or other facilities on an issue or problem of community concern. As a result of your services, the consultee will be able to disseminate the information learned from your training through a prevention or intervention program.

As you progress through the course, you will fulfill tasks related to your Final Project that will help you in its completion:

**On March 28**, you are asked to submit your ideas in **outline form** about a social issue, problem, or concern that you might like to address for your Final Project. Your instructor will provide you with feedback on these ideas. Outline in a 1- to 2-page statement that:

- describes the issues, problem, or concern that you will address;
- identifies the type of plan (prevention, intervention, or consultation) that you will create to address the issue, problem, or concern;
- identifies the prevention, intervention, or consultation approach that you will use;
- describes any ethical or legal issues that may arise during the development and/or implementation of your plan.

Your instructor will provide feedback on this statement to help you better complete your Final Project.

**Your Final Project** must be presented via:

- A PowerPoint presentation (minimum 10 slides) - **Due on April 11, 18, or 25**. This PowerPoint must be accompanied by a 3- to 4-page summary to be shared with classmates and follow these guidelines:
  - A verbal presentation that should include anything and everything you would say in a paper.
  - References and citations may be included at the end of the presentation in the final slides and citations throughout the presentation after the applicable information.
  - The presentation should demonstrate proficiency in the use of PowerPoint or Prezi presentation.
- A 10-page (not including references, title page, or abstract), double-spaced, APA-formatted paper. **Due May 2. Paper must also be submitted to TURNITIN.**

All Final Projects, regardless of their format, must include:

- a minimum of ten references (in addition to any course readings you may wish to reference);
- a justification of the issue, problem, or concern you selected and the type of project (prevention, intervention, or consultation) that you developed to address it;
- an analysis of the evidence-based research related to the intervention(s) or treatment method(s) that you chose;
- a description of your target population, stakeholders, and participants;
- a description of the data collection and analysis methods that you will use for the needs assessment;
- an explanation of the project goals and how you will assess them;
- an action plan, including tasks to be implemented;
- an analysis of possible challenges to implementation and how they may be addressed;
- a description of how your project will influence social change.

Note that each of the above components should include enough detail so that an individual in a community, agency, or organization can clearly understand the purpose of your project and how you will implement it.

#### **G. Student Workload Expectations – Total 132 hours**

Class time – 45 hours

Reading – Kanel 285 @ 20/hr = 14; Stringer 258 @ 15/hr = 17) – 31

Journal Articles 50 @ 5/hr = 10

Article summaries 2 – 8

Midterm Exam – 8

Final Presentation – 10

Final Paper - 20

- V. Course Grading Scale** - Grading criteria include, following the assignment (30%), compiling a paper or project with graduate-level content (50%), using proper grammar and writing techniques and adhering to correct formatting (20%). An “A” represents excellent work in all categories; “B” is good; “C” is fair; and “D” is poor. Pluses and minuses will be assigned as appropriate.

A	100-95	B	89-85	C	79-75
A-	94-92	B-	84-82	C-	74-72
B+	91-90	C+	81-80	D	71-70

#### **VI. Classroom-related Academic Policies**

- A. Regular attendance and regular submission of assignments on due dates in the syllabus is expected. The following guidelines have been approved for inclusion in all HGST syllabi and reflect standards for all courses:

Fall/Spring semester 15-session course – 3-absence maximum

Summer term 8-session course – 1-absence maximum (equals 4 hours).

6-session hybrid – 1-absence maximum

4-session hybrid – 0-absence maximum

- If a student reaches the designated number of absences, the student will no longer be allowed to stay in the class. The student does have the opportunity to appeal to the Academic Dean and should assume responsibility for scheduling that meeting as soon as possible.
- B. Work is expected on the due date. Late papers will receive no less than a one-letter grade reduction.
- C. Turnitin.com
1. All written assignments are subject to required submission to [www.turnitin.com](http://www.turnitin.com) to check for originality and style. The assignments that are required for submission will be described in the syllabus (Final Paper).
  2. Students will create an account at [www.turnitin.com](http://www.turnitin.com). After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
  3. Students will submit assignments by the due date and time and will be required to submit the assignments in a hard copy format as well.
- D. Electronic Equipment Usage in Classrooms
- It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.
- E. *Please review the Academic Catalog for requirements regarding Incompletes and Plagiarism issues. For more information on Library Services, please download the Library Handbook from the HGST website.*

## VII. Notes for Writing Assignments

APA formatting is accepted as prescribed in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> edition*. All students shall utilize 12-point Times New Roman font throughout. The instructor prefers that the student **not** use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.

Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly for academic-style assignments. Failure to do so will be penalized.

- Avoid first- or second-person references, both singular and plural (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
- Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.

- Spellcheck! Spellcheck! Spellcheck!
- Grammar check works as well!
- All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

### Bibliography

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Boisvert, C., & Faust, D. (2002). Iatrogenic symptoms in psychotherapy: A theoretical exploration of the potential impact of labels, language, and belief systems. *American Journal of Psychotherapy, 56*(2), 244-259.

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Isaacs, T. (2001, Summer/Fall). Domestic violence and hate crimes: Acknowledging two levels of responsibility. *Criminal Justice Ethics, 31*-43.

Israel, G. D., & Ilvento, T. W. (1995, April). Everybody wins: Involving youth in community needs assessment. *Journal of Extension*, 33(2). Retrieved from

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Lasker, R. D. & Weiss, E. S. (2003). Creating partnership synergy: The critical role of community stakeholders. *Journal of Health & Human Services Administration*, 26(1), 119-139.

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