

APPROACHES TO INTERVENTIONS – EDP 381 FALL 2013

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Or by Appointment

Course Syllabus

Overview

This graduate level course has as its purpose the exploration and understanding of a broad spectrum of interventions available to the mental health professional. It is a “survey” course in the sense that it will cover a number of different kinds of interventions and the associated purposes, targets, setting, and timing for which we intervene. It also covers the modalities of intervention available to enhance quality of life and to protect people’s safety. The scope of interventions covered in this course will range from intervening in systems that impact people’s wellbeing, to population-focused interventions, to disorder-focused treatment programs, to interventions that promote health and development, and to relapse prevention and post-crisis services.

Course methodology

Our primary course methodologies will be a combination of lecture and discussion; assigned and supplemental readings; in-class, small-group problem-based activities; and guest presenters.

Rationale for Course

The work environment of the professional counselor is not static: it changes as new problems emerge; as funding sources change; and as the healthcare

industry evolves. As a professional counselor, you will be called upon to help in a broad and fluid array of circumstances. In some instances you will be asked how to prevent problems from developing, how to intervene early in the lifecycle of a problem; how to alleviate crises; and how to reduce relapse. To be able to appropriately respond, the counselor must understand and be able to develop and apply specific interventions precisely tailored to the problem or issue at hand.

Course Aims and Objectives

This course is designed to help students accomplish the following:

To understand the wide spectrum of interventions available to mental health professionals in their quest to promote personal wellbeing and safety.

To learn where, when, and how to apply specific interventions to alleviate crises, prevent problems from developing, and/or address existing needs and problems.

To master conceptual, strategic and technical components of mental health interventions with an in-depth focus on those that protect personal safety or prevent problems from escalating.

To begin acquisition of a broad and flexible, yet focused, set of intervention skills to enrich your impact as a practitioner.

To expand your opportunities to work in a variety of the settings.

Behavior Elements required for satisfactory learning in this course include:

Timely reading of assignments

Collaborative participation in creation of a learning environment within the classroom

Ability to demonstrate diagnostic and applied intervention skills across different types of interventions

Ability to articulate principles central to the major categories of interventions

Evidence of effective teamwork in pursuit of course objectives

Attendance is Essential

Since much of what we learn in this course will occur in class, it is vital that you attend and be mentally present in class. In the course, I plan to use a variety of instructional methodologies including discussion of assigned readings, lectures, guest expert speakers, and small group presentations. Due to the variety of methodologies utilized, it will be difficult to “make up” missed opportunities and it will interfere with development of an inclusive, cohesive classroom environment.

If you miss a class, you will be expected to consult with your classmates to learn the material you missed and to review the material posted for that class on Blackboard. Should you miss more than one class, you will need to contact me to develop a plan for “making up” missed material and to demonstrate to me that you are keeping up to date with the rest of your classmates. My intent with this policy is not to be punitive, but rather to reassure myself that you are on the right path to becoming a responsible professional practitioner. I do understand that religious holy days, family emergencies, and personal illnesses may contribute to your missing a class. However, missing class will not alter my expectations that you will turn in assignments by the date specified in the syllabus.

Beliefs that Influence How I Teach

My role as the instructor is primarily as a course organizer, knowledge and skills consultant, and facilitator to the learning process.

Problem-based learning helps us understand abstract ideas and conceptual models more clearly than strictly lecture based approaches.

Collaborative learning, as compared to competitive and isolated learning, produces superior results in terms of both process and acquired skill and knowledge.

Trust and respect are central ingredients to a healthy classroom environment in which ideas can be freely exchanged, confusion clarified, and beliefs examined.

Learner Evaluation and Grading

You will be asked to contract to seek to do "A" or "B" level work in this course. No one will be allowed to contract for a lower grade, although a lower grade could be achieved. I allow students to contract for different levels of performance because I recognize that a few of you have obligations that compete for your time and energy such as work or family.

I will expect each of you to communicate via e-mail the grade level performance you are seeking by October 1, 2013 when your first term project related assignment is due. To help guide your decision about which level of performance to seek, I have outlined the major performance components of this course along with performance thresholds where appropriate and the relative percent rating each contributes to your grade.

Regardless of the grade you seek, you will be expected to: participate fully in class, actively and collaboratively participate in small-group activities, turn in assignments on time, and attend class regularly.

Major Performance Elements

Class participation (10%)

Your score on this performance measure will reflect the quantity and quality of your in-class participation, your preparedness, attendance and contribution to developing a productive classroom environment in which respect and trust abound.

Journal (10%)

A commitment to making thoughtful, deliberative journal entries at the conclusion of each module is an important learning activity for the class. The primary purposes of the journal are:

- To reflect on what you are learning about the intricacies and complexities of intervening in people's lives.
- To record your thoughts and feelings about the ethical, legal and personal issues involved in the type(s) of interventions under discussion.
- To help consolidate and integrate what you are learning.

Each entry should be important to you and should help you organize and consolidate your learning. I will collect and review your journals the week following the conclusion of each module.

Small Group Projects (20%)

During the semester we will cover five major types of intervention: Preventive Interventions (Ecological), Preventive Interventions (Proactive), Early Clinical Interventions, Life-safety/ Crises Clinical Interventions (suicide), and Post-Recovery/ Relapse Prevention Interventions. For several of these major types of interventions, the class will be divided into small groups to examine a particular issue and each group will report its findings to the class. Since I know it is difficult to organize and coordinate projects outside of class time, we will devote as much in-class time as can be afforded to assure your success. You will be asked to self-evaluate your performance in the small groups, other group members' performance, and your group's presentations. Evaluation forms will be provided to guide your performance appraisals.

Term Project (60%)

The five module intervention model presented in class encourages addressing an issue or problem by intervening at several points along its developmental path with interventions targeted to a specific aspect or phase of the problem. The purpose of the term project is to enable you to demonstrate your understanding and skillfulness in applying the knowledge and concepts covered in this course. To do so, you are to identify an issue or problem of interest to you, and by searching through journals, program

clearinghouses and appropriate web sites, you are to identify existing interventions specifically tailored to accomplish the goals of each part of your intervention plan. You should be sure to select for inclusion interventions for each of the modules covered in class and where possible cite evidence based interventions. If after a diligent search, you are unable to identify an intervention for a specific phase of a problem cycle/pathogenic process, then indicate what you would propose as an intervention.

A term project description sheet will be provided that will outline the requirements for an "A" or "B" level performance.

Class Schedule

The schedule and tasks elucidated in this syllabus may be revised as required by either judgment or circumstances. Changes will be posted on Blackboard and announced in class. It is your responsibility to make note of all changes.

Course Text

Calley, N.C. (2011). Program development in the 21st century: An evidence-based approach to design, implementation, and evaluation. Thousand Oaks, CA: Sage Publications.

INTERVENTIONS SYLLABUS: FALL 2013

DATE	TOPIC	READINGS	DUE DATES/ TASKS
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9-3-13	Introduction, course overview, intervention methodology, understanding behavioral healthcare in the present and future	No assignment	Begin contemplation of a topic for the term project
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9-10-13	Program development interventions and the pathogenic process. Population verses individual interventions. Stages of readiness for change. Assignment to task forces on ecological prevention	Calley Ch. 1 Baumeister, Roy. Psychological Review article 1990, Vol.97, No.1, 90-113	Start determining need for and feasibility of term project topic
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MODULE 1- PREVENTIVE INTERVENTIONS (ECOLOGICAL)

9-17-13	Introduction to Ecological Prevention: Focus on interventions in the physical and constructed environment (methods, purposes & modalities) Task force project coordination time	Calley Chs.2 and 3	Begin preparation for task force reports
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9-24-13	Ecological interventions continued; Task force project coordination time	Calley Ch.4	Continue preparation for task force reports
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MODULE 2-PREVENTIVE INTERVENTIONS (PROACTIVE)

10-1-13	Class reports on ecological prevention; Introduction to Proactive Prevention: methods, purpose and modalities	Calley Ch. 5	Present task force reports to class Establish task forces for proactive prevention
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10-8-13	Proactive Prevention continued. Task force project coordination time	Calley Chs. 6 & 7	
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10-15-13	Public health & campus health interventions: blending ecological and proactive prevention efforts. Task force preparation time	Calley Ch.10	Work on task force reports
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END 321	7		Continue working on
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Important Statements

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

University Electronic Mail Notification Policy

(Use of E-mail for Official Correspondence to Students)

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at

<http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Note: If you are an employee of the University, your e-mail address in Blackboard is your employee address.

Accommodations for students with disabilities

In compliance with the UT Austin policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

Documented Disability Statement for Syllabus

Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259- voice or 471-4641 – TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See Web site below for more information:

<http://deanofstudents.utexas.edu/ssd/providing.php>

Use of Blackboard in Classes

This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. (Student enrollments in each course are updated each evening.) Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are **not** an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

Religious Holidays

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time **after** the absence. It is the policy of The University of Texas at Austin that **you must notify each of your instructors at least fourteen days prior to the**

classes scheduled on dates you will be absent to observe a religious holy day.

FEEDBACK

Feedback is an important part of any learning. Without feedback on how well you understand the material or your proficiency in a skill, it is more difficult to make significant progress. During this course I will be asking you to give me feedback on your learning in informal as well as formal ways. Please let me know when something we discuss is not clear. It will enable me to provide additional information when needed or to explain a concept in different terms.

