

## **APPROACHES TO INTERVENTIONS – EDP 384C FALL 2017**

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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 psychologist and professional counselor is not static. Our work changes as new problems emerge, funding sources change; and the healthcare industry evolves. As a practitioner, you will be called upon to help in a broad and fluid array of circumstances. In some instances you will be asked to prevent problems from developing, to intervene early in the lifecycle of a problem, to alleviate crises, and/or to prevent relapse. In order to respond appropriately, you 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 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 activities and it will interfere with development of an inclusive, cohesive classroom environment. 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.

### **Major Performance Elements for Evaluating Student Performance**

#### **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 (25%)**

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. Each journal is due the class following the conclusion of each module.

### **Small Group Projects (50%)**

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 task forces 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 your assigned task group, other group members' performance, and your group's presentation. Evaluation forms will be provided to guide your performance appraisals.

### **Term Project (15%)**

The three-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, your task force needs to identify an issue or problem of interest, 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.

### **Class Schedule**

The schedule and tasks elucidated in this syllabus may be revised as required by either judgment or circumstances. It is your responsibility to make note of all changes to the course schedule announced during class.

DATE	TOPIC	READINGS	TASKS/DUE
	<b>MODULE 1- CRISIS INTERVENTION</b>		
<b>9-5-17</b>	Introduction to Crisis Intervention. Movie <b>The Bridge</b>	none	<b>None Due</b>
<b>9-12-17</b>	Student suicide: Facts, theories, intervention strategies, and pathogenic process	Baumeister, Roy. Psychological Review article 1990, Vol.97, No.1, 90-113	
<b>9-19-17</b>	Understanding suicide assessment . Assessment Planning	Jobes Chs 1,2,3, & 4	In-class assessment practice
<b>9-26-17</b>	Treatment planning using the CAMS approach	Jobes Chs. 5	In-class treatment planning practice
<b>10-3-17</b>	Tracking suicide risk and updating treatment plans	Jobes Chs.6 & 7	In-class practice tracking risk updating treatment plans
	<b>MODULE 2- ECOLOGICAL AND PROACTIVE PREVENTION</b>		
<b>10-10-17</b>	Introduction to Ecological Prevention: Focus on interventions in the physical and constructed environment (methods, purposes & modalities)	Review PPT slides on Ecological Prevention	Begin to organize for task force report activities for Ecological Prevention
<b>10-17-17</b>	Proactive Prevention: methods, purpose and modalities Understanding differences between population & individual interventions		Task force preparation time

<b>10-24-17</b>	<b>Public health &amp; population health interventions Guest presenter on Public health interventions</b>	<b>Presenter Susan Kirtz, Assessment Coordinator for Health Promotion</b>	<b>Task force preparation time</b>
<b>10-31-17</b>	<b>Ecological and proactive prevention Task force reports</b>	<b>Documents supplied by task forces</b>	<b>Task force presentations</b>
	<b>Module 3- Early Interventions &amp; Relapse Prevention</b>		
<b>11-7-17</b>	<b>Interventions in the early to middle stages of a pathogenic process: purpose, modalities utilized and challenges encountered</b>	<b>Review Early Intervention PPT slides</b>	<b>Task force preparation time</b>
<b>11-14-17</b>	<b>Early intervention continued</b>	<b>Kathy Redd and Amissa Miller from CMHC and VAV program</b>	<b>Task force preparation time, if available</b>
<b>11-21-17</b>	<b>Relapse prevention</b>	<b>Review PPT slides on relapse prevention</b>	<b>Task force preparation time as available</b>
<b>11-28-17</b>	<b>Relapse prevention continued</b>	<b>Review PowerPoint Slides on RP Sierra Castedo from the Center for Students in Recovery</b>	<b>Task forces 3 and 4 present</b>
<b>12-5-17</b>	<b>Final task force reports and course wrap-up</b>		<b>Task forces 1 and 2 present</b>
<b>12-12-17</b>	<b>Term project Due</b>		<b>Term project due</b>

### **Course Text**

**Jobes, David A., (2016). Managing Suicidal Risk, Second Edition: A collaborative Approach. New York: The Guilford Press**

## **Important Statements and Policies**

### **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. Academic Integrity*

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### **Q Drop Policy**

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

## **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>

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## **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.

### *University Resources for Students*

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

### *Services for Students with Disabilities*

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific

arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). <http://ddce.utexas.edu/disability/about/>

### *Counseling and Mental Health Center*

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

### *The Sanger Learning Center*

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

*Undergraduate Writing Center:* <http://uwc.utexas.edu/>

*Libraries:* <http://www.lib.utexas.edu/>

*ITS:* <http://www.utexas.edu/its/>

*Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>

***Important Safety Information:***

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: