Syllabus (Spring 2015)

CED 527 cross-listed with CPY 660: Prevention and Consultation

Please sign up for the CED 527 & CPY 660 course listserv now:

http://lists.asu.edu/cgi-bin/wa?SUBED1=CED527&A=1

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Course Contents

Practitioners in our field usually function in one of four roles: (a) prevention, (b) crisis intervention, (c) treatment, and (d) consultation.

Prevention generally focuses on what can be done to avoid future problems rather than the sorts of professional activities covered in a Theories of Counseling and Psychotherapy course (e.g., CED 522 and the Barlow book). Drug and career education, for example, are prevention activities. However, in some models of prevention, the boundaries between prevention of a problem and responding to it are blurred.

Crisis intervention typically occupies the short period of time between when prevention has failed and treatment begins. So telephone hot-line work and the emergency-room management of drug overdoses have traditionally fallen under this heading. National disasters and human inflicted terror have expanded the practitioner’s role. This course will also provide an expanded view of the topic that includes a) the iatrogenic effects of some commonly deployed strategies, b) conflict resolution, mediation, and other “slow motion” procedures, c) technology and human verbal responses, d) the assessment of suicide/homicide potential, and e) the importance of policy and procedure development within institutional settings.
Treatment unequivocally involves practitioner activities directed at the reduction of an existing problem. Although specific treatments for individuals suffering from clinical depression, for example, are outside the scope of this course, broad community and/or school-based efforts addressing suicide or violence prevention are not.

Consultation. Prevention work often involves consulting with other professionals, in or outside our field. Answers to vexing questions such as “Who is the client?” or “What is outreach?” can be found in the role of the counselor as consultant; so models of consultation are an essential part of this course as well. We will be covering evidence-based as well as more traditional concepts of consultation.

Lectures, media illustrations, assigned readings, and class projects will provide you with a thorough understanding of the foregoing topics and their major exemplars. Some topics in prevention and consultation receive coverage in other courses in our program. I am loath to participate in curricular redundancy, so I will tell you in class where you will become better acquainted with those concepts.

Course Requirements

I am working toward making the readings in this course entirely paperless. Fortunately, some extraordinary resources exist on the web. Our Prevention and Crisis Intervention Texts are published by the National Academies Press. The links below will take you to the table of contents and a set of links for reading the chapters on line. You also have the option of buying the books in hard copy and/or in pdf formats.

Prevention Text


Crisis Intervention Text


In lieu of the foregoing crisis intervention text, I have scheduled a specific instructional module in this subject area. More on this as class unfolds.

Consultation Text

I am building a Wikipedia reference on Consultation in the mental health professions.
Grading

Grades will be assigned on a non-competitive basis. I do not use a bell-shaped curve to judge the merits of your work.

There will be three tests and a class project. One test will derive from the Prevention text. Another follows the Crisis Intervention material; the last focuses on lectures and class topics not covered in the previous texts. Projects will be worked out in consultation with the instructor (e.g., a literature review, a specialized lecture, an experimental design proposal, etc.).

Passing a test means receiving a grade of at least 85% on objective test items randomly drawn from a given content area. To relieve test anxiety anyone not receiving a grade of 85% will have the opportunity to retake an equivalent form of the same test.

The tests are in true-false format and contain 40 items. In constructing a test on a given book, I've kept a content-validity principle in mind. Moreover, I do not knowingly use trick questions, and I attempt to select only the most important points in the domain to be assessed.

If in taking a test you find an item that you believe to be ambiguous, I urge you to write a brief paragraph explaining your answer. If your essay indicates that you are aware of the issue, I will give you credit for the question even if you marked it wrong. Once the test is handed in, however, I can not entertain post hoc pleas for credit. (You may write an essay on each of the 40 items if you like; I will read as many as necessary for you to reach the 85% criterion.)

Calendar of Events

There are usually 15 or 16 class days each semester during which lectures, discussions, demonstrations and so forth are possible. Day 1 on the spreadsheet to follow corresponds to the first day of any given semester. Classes run approximately three hours with a break in the middle. I have found it pedagogically best to schedule lectures and tests during the first half of each class and try to hold to this routine; however, the subject matter does not always permit me to do so.

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<th>Second half</th>
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<td>Day 1</td>
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<td>Group discussion of individual projects.</td>
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<td>Day 2</td>
<td>Individual conferences &amp; directed study</td>
<td>Individual conferences &amp; directed study</td>
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<td>Day 3</td>
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<td>Day 4</td>
<td>Instructor Topic 2 (Research)</td>
<td>Discussion of Part II of</td>
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<td>Day</td>
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<td>Day 5</td>
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<td>Crisis Intervention – In slow motion (Conflict Resolution, Mediation, ADR)</td>
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<td>Day 9</td>
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<td>Crisis Intervention (Suicide and Homicide Potential, Policies and Procedures by Setting)</td>
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<td>Day 11</td>
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<td>Consultation and Presentations/Lectures Test</td>
<td>Project 13</td>
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**Appendices**

**CACREP Objectives Addendum**

Accrediting bodies often require specific instructional objectives. This course addresses objectives in several curricular areas required by CACREP; it also focuses on academic content required by the American Psychological Association’s accrediting body reflected in the Psychologist Licensure Exam. CACREP mandates that its objectives be depicted in all course syllabi in the format below. Please realize, however, that the contents of this course are not restricted to the CACREP list.

The student will:
1. Gain awareness of the psycho-historical development of mental health counseling.

2. Learn about the expanded role of the mental health counselor and the relationship to other professionals in settings through prevention and consultation.

3. Gain an understanding of equity outreach programs that utilize prevention and consultation that address needs of special populations that are considered marginalized by race, gender, ethnic, sexual orientation, physical or mental status.

4. Become aware of organizational and consultation models that can be applied with mental health counseling.

5. Gain an understanding how to assess the ecosystems as part of mental health assessment in the community.

6. Understand counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional or national crisis, emergency or disaster.

7. Understand theories and models of individual, cultural, and community resilience.

8. Understand a general framework for practicing consultation.

9. Gain an understanding of multidisciplinary immediate, intermediate and long term responses to crises, emergencies and disasters, including the use of psychological first aid strategies.

10. Understand the management of mental health services and programs, including areas such as administration, finance, accountability and concepts and procedures used in mental health services for determining outcomes.

11. Understand the operation of an emergency management system within clinical mental health agencies and the community.

12. Apply knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in mental health counseling.

13. Describe the principles of mental health, including prevention, intervention, consultation, education, advocacy, and outreach as well as the operation of those programs and networks that promote mental health in a multicultural society.

14. Demonstrate knowledge of models, methods, and principles of program development and service delivery for a diverse clientele (e.g. support groups, peer facilitation training, parent education, and encouragement of self-help).

15. Understand the appropriate use of crisis intervention, brief, intermediate and long-term approaches.
16. Recognize the importance of family, social networks and community systems in the treatment of mental and/or emotional disorders.

17. Understand the potential impact of and principles of intervention for individuals with mental and/or emotional disorders during times of crises, emergency or disaster.

18. Understand effective strategies supporting client advocacy and influencing 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.

19. Know public policies on local, state, and national levels that impact the quality and accessibility mental health services.

20. Know models of program evaluation for clinical mental health programs.

21. Develop measurable outcomes for clinical mental health counseling programs, interventions and treatments.

22. Understand systems theories and models and processes of consultation.

CACREP Common Standards Addendum

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE- studies that provide an understanding of all of the following aspects of professional functioning:

   c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional or national crisis, emergency or disaster.

   **Standard:** Content is covered in the crisis intervention module. Competence is assessed via the CC test.

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following:

   d. theories and models of individual, cultural, and community resilience.

   **Standard:** Content is covered in the Prevention text, especially chapters 4, 5, & 6. Competence is assessed via the Prevention test.
5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

f. a general framework for understanding and practicing consultation

**Standard:** Content is covered in the consultation module. Competence is assessed via the CC test.

Clinical Mental Health Counseling

Students preparing to work as clinical mental health counselors will demonstrate the professional knowledge and skills/practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

7. Understands the management of mental health services and programs, including areas such as administration, finance, accountability and concepts and procedures used in mental health services for determining outcomes.

**Standard:** Content is covered in the Prevention text, especially chapters 9, 11, & 12. Competence is assessed via the Prevention test.

8. Understands the operation of an emergency management system within clinical mental health agencies and the community.

**Standard:** Content is covered in the crisis intervention module. Competence is assessed via the CC test.

B. Skills/Practice

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in mental health counseling.

**Standard:** Content is covered in the Prevention text, especially chapters 9, 11, & 12. Competence is assessed via the Prevention test.

COUNSELING PREVENTION AND INTERVENTION

C. Knowledge
1. Describes the principles of mental health, including prevention, intervention, consultation, education, advocacy, and outreach as well as the operation of those programs and networks that promote mental health in a multicultural society.

**Standard:** Content is covered in the Prevention text, especially chapters 1, 2, 3, 6, 11, 12, 13. Competence is assessed via the Prevention test.

3. Demonstrates knowledge of models, methods, and principles of program development and service delivery for a diverse clientele (e.g. support groups, peer facilitation training, parent education, and encouragement of self-help.)

**Standard:** Content is covered in the Prevention text, especially chapter 6. Competence is assessed via the Prevention test.

7. Understands the appropriate use of crisis intervention, brief, intermediate and long-term approaches.

**Standard:** Content is covered in the crisis intervention module. Competence is assessed via the CC test.

9. Recognizes the importance of family, social networks and community systems in the treatment of mental and/or emotional disorders

**Standard:** Content is covered by the Prevention text, especially chapter 6. Competence is assessed via the Prevention test.

11. Understands the potential impact of and principles of intervention for individuals with mental and/or emotional disorders during times of crises, emergency or disaster.

**Standard:** Content is covered in the crisis intervention module. Competence is assessed via the CC test.

**DIVERSITY AND ADVOCACY**

E. Knowledge

4. Understands effective strategies supporting client advocacy and influencing 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.

**Standard:** Content is covered by the Prevention text, especially chapters 6, 11, & 12. Competence is assessed via the Prevention test.
3. Knows public policies on local, state, and national levels that impact the quality and accessibility mental health services.

**Standard:** Content is covered by the Prevention text, especially chapters 6, 11, & 12. Competence is assessed via the Prevention test.

### ASSESSMENT, RESEARCH AND EVALUATION

**I. Knowledge**

2. Knows models of program evaluation for clinical mental health programs.

**Standard:** Content is covered by Prevention text, all of part II. Competence is assessed via the Prevention test.

**J. Skills/Practices**

2. Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments.

**Standard:** Content is covered by primary text, all of part II. Competence is assessed via the Prevention test.

This course is offered by the College of Letters and Sciences. For more information about the college, visit the website: [https://cls.asu.edu/](https://cls.asu.edu/) or send your inquiries to cls@asu.edu.

Questions about this course can be sent to me horan@asu.edu

john