Psychology 534: Community and Preventive Interventions – 1/15/06

Instructors

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Course Overview

This required graduate seminar appears in a certain sequence in the doctoral program in Community and Prevention Research (CPR) of the UIC Department of Psychology. CPR Students will have already taken the following four required courses:

- Psychology 531: Community Research Methods (Quantitative)
- Psychology 531: Community Research Methods (Qualitative)
- Psychology 533: Advanced Community and Prevention Research
- Psychology 540: Research with Diverse Populations: Human Diversity in Socio-cultural Context

Next year CPR students will participate in a year-long sequence: Community Intervention-Seminar in Action Research (Psychology 537). In that course students will “apply community psychology principles and theories in the context of a field-based intervention. That course is designed to provide students a closely supervised experience with a social change effort, from initiating contact with a site to carrying out a project” (Reyes, 2005 course syllabus)

Psychology 534 (Community and Preventive Interventions) is intended to be a foundational course to help participants integrate (1) previous instruction and practical experiences with (2) deeper structured readings and explorations about “community and preventive interventions, so that (3) you feel better prepared to think about, work with, and lead community and preventive interventions in the future.

We begin the course by reading foundational descriptions of community and preventive intervention theory, research, and practice. We also examine diverse perspectives about how to conceptualize, design, implement, and disseminate evidence-based interventions. In addition, we will read Implementing change: Patterns, principles, and potholes (Hall & Hord, 2005) that focuses on the process of change and leadership using the Concerns Based Adoption Model (CBAM). This book focuses on ways to “understand, evaluate, and facilitate the change process by presenting a number of research-based models and tools with examples of how each can be used to facilitate change efforts” (Hall & Hord, 2005).

Students will learn about (1) how theories influence intervention designs, (2) logic models and evaluation considerations that articulate how interventions affect the development of people and their contexts, and (3) issues related to program design,
implementation, and sustainability. In addition to reading about these issues, our class will develop an interview protocol to guide conversations that you will have with program designers/adopters and program deliverers that address the following issues:

- A summary of intervention goals and strategies
- Theory and models of change underlying the intervention
- How issues of development, human diversity, and context influence program design, implementation, impact, and sustainability
- Ethical considerations
- Recommendations about ways to improve the intervention

Students will write a final report to be shared with the people they interviewed and the course instructor.

**Required and Recommended Textbooks and Materials**

One text is **required**:


Four additional texts are **recommended**:


The required text (Hall & Hord, 2006) will be available at the UIC Bookstore. If you prefer, you can order these texts through the internet. You may want to consult AddALL Book Searching and Price Comparison search engine ([http://www.addall.com](http://www.addall.com)). With this search engine, you can search over 40 online bookstores and comparison shop for these text books.

Additional readings will be distributed in class or can be downloaded by students by accessing electronic versions of articles.
Course Expectations and Grading

Students are expected to (a) participate actively in all class meetings, (b) complete all class readings, (c) lead or co-lead one section of class discussion each week addressing issues identified on the “critical thinking sheet” (attached), (d) identify and share information about one “extension” reading, web site, or resource each week, (e) make a class presentation about a “Community and Prevention Intervention” project; and (f) write a paper about the “Community and Prevention Intervention” project that will be submitted to the course instructors and someone connected to the “Community and Prevention Intervention” project. More details will be shared about “e” and “f” in class on January 26, 2006.

Grading will be based on a weighted combination of the above activities: 60% of the grade will be based on contributions to (a), (b), (c), and (d); 20% will be based on (e); and 20% will be based on (f).

Notifying the Instructor of Anticipated Absence from Class

If an emergency or unforeseen circumstances arise (or you are sick) and you are unable to attend a class, please contact one of us in advance by email or leave a message on our voice mail if at all possible, so we may take that information into account when planning the group activities for the week.

Accommodations for Students with Documented Disabilities

UIC and the Psychology Department strive to ensure the accessibilities of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, vision or hearing impairments, and emotional and physical disabilities. If you need accommodations for this class, be sure to register with the Office of Disability Services, 1190 SSB, 413-2183, and let us know your needs.
Weekly Assignments

January 12, 2006 – Organization Meeting: Course Overview

No readings assigned

January 19, 2006 – Historical Perspectives on Community and Preventive Interventions

**Guest Collaborator: Edison Trickett, University of Illinois at Chicago**


January 26, 2006 – Foundations


- Chapter 1: Community Psychology: Journeys in the Global Context
- Chapter 2: The Project of Community Psychology: Issues, Values and Tools for Liberation and Well-being
- Chapter 3: Values for Community Psychology
- Chapter 4: Ecology, Prevention and Promotion


- Introduction: An Overview of Community Psychology
- Chapter 1: Life is a Soap Opera

• Chapter 1: What is Community Psychology?
• Chapter 6: Understanding Human Diversity

February 2, 2006: Overview of Community and Preventive Interventions: Part 1


• Chapter 7: An Overview of Community Psychology Interventions
• Chapter 8: Social Interventions
• Chapter 9: Organizational and Community Interventions
• Chapter 10: Small Group and Individual Interventions


• Chapter 1: Implementing change: Patterns, themes, and principles

February 9, 2006: Overview of Community and Preventive Interventions: Part 2


• Chapter 8: Prevention
• Chapter 9: Self-help Groups
• Chapter 10: The Problem of Change
• Chapter 12: Community Development and Social Action in Community Psychology
• The Ethics of Community Intervention


• Chapter 2: Developing professional learning communities and understanding organizational culture
• Chapter 3: Systems thinking: Interconnections of parts that make a whole

February 16, 2006: Overview of Community and Preventive Interventions: Part 3

• Chapter 9: Prevention and Promotion: Key Concepts
• Chapter 10: Prevention and Promotion: Current and Future Applications
• Chapter 11: Prevention and Promotion: Implementing Programs
• Chapter 12: Citizen Participation and Empowerment
• Chapter 13: Organizing for Community and Social Change
• Chapter 14: Program Evaluation and Program Development


• Chapter 4: Diffusion: Communication and change agents
• Chapter 5: Organizational development: Problem solving and process consultants

February 23, 2006: Early Childhood Interventions

Guest Collaborators: Harriet Meyer & Portia Kennel, Ounce of Prevention


• Chapter 13: Promoting Healthy Development Through Intervention


• Chapter 6: Clarifying the change: Innovation configurations

March 2, 2006: Community Interventions with Adolescents and Adults

Guest Collaborator: Leonard Jason, DePaul University


- Chapter 7: Understanding perceptions and feelings about change: Stages of concern

**March 9, 2006: School-based Social and Emotional Learning**


- Chapter 8: Exploring the use of innovations: Levels of use

**March 16, 2006: Prevention that Works**


- Chapter 9: Describing what change facilitators do: Interventions

**March 23, 2006: Spring Vacation**

**March 30, 2006: Prevention Science and Community Science**


- Chapter 1: Introduction
- Chapter 2: New Directions in Definitions
- Chapter 10: Designing, Conducting, and Analyzing Programs within the Preventive Intervention Research Cycle.
- Chapter 11: The Knowledge Exchange Process: From Research Into Practice


community capacity for effective preventive interventions. *American Journal of Community Psychology, 35*, 143-158.


**April 6, 2006: Competence Enhancement and Positive Youth Development**


- Executive Summary
- Chapter 3: Personal and Social Assets that Promote Well-being
- Chapter 4: Features of Positive Developmental Settings


- Chapter 10: Defining change facilitator style: Different approaches produce different results

**April 13, 2006: Implementation and Sustainability**


- Chapter 11: Constructing understanding of change: Intervention mushrooms

**April 20, 2006: Ethics**


- Chapter 12: Implementing change: Applications, implications, and reflections

**April 27, 2006: Disorganization Meeting: Course Review and Future Directions**

No readings will be assigned for this class.

Papers are due!
Psychology 534: Community and Preventive Interventions
Critical Thinking Sheet

Name ___________________________ Class Date _______________

Article __________________________

**Instruction:** The Critical Thinking Sheet is designed to help students think critically, identify important points in the assigned readings, and raise issues that may be addressed during the seminar. If you find it helpful, fill out this sheet for your assigned article. The Sheet objectives are to (a) encourage students to share their personal perspectives about each article, and (b) focus attention on "big picture" issues such as: support for a theory or a conceptual advance; ideas related to intervention design, implementation, institutionalization, or dissemination; important research ideas or empirical contributions; and implications for policy.

_______________________________________________________________________

Most Important Point the Article Makes

An Article Point That You Want to Challenge

An Article Issue About Which You Want to Know More

Theoretical/Conceptual Issues

Intervention Issues

Research Ideas or Findings

Importance for Policy

How it Moves that Field

General Questions or Reactions for Class Discussion

Recommendation and/or Reaction about Extension Reading, Web Site, or Resources