I. Course Description:

This course provides graduate students in counseling and related fields with conceptual and "how-to" knowledge in designing, implementing and evaluating preventive interventions. Students will gain an understanding of how they can impact individuals, families, and social systems to avert psychological, educational, and health problems through "before-the-fact" preventive interventions. Prevention of social and psychological problems such as school violence, poverty, and substance abuse will be discussed, along with ethical and multicultural issues in prevention.

II. Course Readings

Required:


Other Readings As Assigned (Available on ERes)

Highly Recommended:


III. Course Requirements:

Successful completion of the course will be achieved through the following combination of assignments and activities:
1). Attendance and Participation: Students are expected to be actively involved and personally engaged with the readings assigned for class as well as the class discussion. You are expected to participate in informed discussions based on completed readings (to be read before class) and critical thinking, and to share these perspectives and analyses with your classmates. You will receive full credit if you participate in discussions and class exercises regularly. The point breakdown will be as follows:

85-100 points: You actively and regularly participated in class discussions, commenting on readings and sharing personal reflections. You were open and thoughtful in your comments.

75-84 points: You participated quite a bit in class discussions, but there were times you could have been more active.

61-75 points: Average to below average participation. Sometimes you went long periods without contributing meaningfully to discussions. You could have tried harder to be more actively involved.

0-60 points: Below average participation level; you rarely spoke in class without being called on. You had a hard time providing thoughtful comments to the discussion.

With the exception of illness or personal emergency, you are expected to attend every class session. You are allowed to have one (1) unexcused absences without penalty. For every absence beyond the allowed one absence you will have twenty (20) points subtracted from your original 100 points.

Behavior deemed disruptive to the classroom environment (e.g., texting, use of cell phones, falling asleep, angry outbursts) will also result in a loss of participation points. Positive, consistent participation that contributes to class sessions will be worth a maximum of 100 points.

2) Critique of Readings/Facilitate Class Discussion. For this assignment, please prepare a brief critique/personal reaction to the assigned reading for one class (5-10 minutes) and formulate three to five engaging discussion questions for class members to consider. Your job is NOT to summarize the main points of the reading or describe WHAT you read, but rather to provide a reaction to the ideas, thoughts, and theories of what you read. For example, you might note what you agreed with, what you disagreed with, what challenged you, what intrigued you, what puzzled you, what bored you, etc. Provide a copy of the discussion questions to class members on the day you are assigned. The questions should be typed and formulated to maximize discussion (e.g., open-ended wording, thoughtful, challenging, and central to the focus of the reading). This assignment is worth up to 50 points.

3) Midterm Exam. The midterm exam will be open book, open note, and will include 3 short answer questions (1/2 page typed, double-spaced each) and 2 longer essay questions (one page doubled spaced typed). The exam will include questions from required readings, class discussions, and other assigned readings. Each student should complete the exam independently. The exam will be distributed at Class Five and will be due at the start of Class Seven. The exam
is worth up to **175 points** towards your final grade.

4) **Final Group Prevention Project Paper.** The goal of the prevention project proposal is to help students apply conceptual information about prevention in a real or hypothetical prevention intervention. The generation of a prevention proposal is designed to be an opportunity for an integration and synthesis of the course content around a prevention topic that you have special interest. Students will create a preventive intervention using the course concepts that have been studied throughout the semester. Creative thinking and knowledge of the course concepts are required to complete a proposal that has depth and comprehensiveness. The outline for this project will be provided to you. All group papers should be typed, double-spaced, 12-point font, one-inch margins, stapled, and up to 15 pages in length (not including references). Proper use of APA style (5th edition of the APA Publication Manual) is required. Failure to maintain these standards will result in grade reductions. Papers will be graded based on completeness, integration, organization, clarity, originality, grammar, and application of knowledge. **You will be asked to give a brief oral description of your project on the last day of the class.**

**Note:** I will stop reading after fifteen pages (not including references), so please do not exceed the space limitations. Late papers will receive 1/2 credit if received within 72 hours of due date. **This assignment is worth up to 200 points of your final grade.**

**GRADERS**

Grades will be determined by your performance on the final prevention project paper, midterm exam, and class participation as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>488-525</td>
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<tr>
<td>90-92</td>
<td>A-</td>
<td>472-487</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>456-471</td>
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<td>83-86</td>
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<td>435-455</td>
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<td>80-82</td>
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<td>420-434</td>
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<td>77-79</td>
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<td>404-419</td>
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<td>70-76</td>
<td>C</td>
<td>367-403</td>
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<tr>
<td>&lt;70</td>
<td>E</td>
<td>&lt; 367</td>
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</tbody>
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**Note:** Any student who has documented a disability through UA Disabled Student Survives (CC 137, 442-5490) and is in need of academic accommodations should notify the professor of this course. Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.
Note: Students are expected to comply with the University at Albany’s *Community rights and responsibilities*. An incident of unethical conduct (e.g., cheating, plagiarism) or classroom disruption will result in a Fail and referral to the appropriate Departmental and University Committees.

Note: Please turn off all cell phones and beepers during class time.

IV. Course Schedule

FOUNDATIONS OF PREVENTION

Class One  Introduction to the Course. What is Prevention? Why is it important? What will you learn in this course?

Class Two  History and Conceptual Models of Prevention


Text: Conyne (2010), Chap. 1-2

Class Three  Criteria for Designing an Effective Prevention Programs


Text: Conyne (2010), Chap. 3
Class Four    Incidence Reduction, Strengths and Deficit Models


Text: Conyne (2010), Chap. 4

PROGRAM DEVELOPMENT AND EVALUATION

Class Five    Overview: Prevention Program Development and Evaluation


Text: Conyne (2010), Chap. 5, 7

Distribution of Midterm Exam

Class Six    Creating Collaborative, Culturally Relevant Prevention Programs


Text: Conyne (2010), Chap. 6

Class Seven    Designing Effective Prevention Programs


Midterm Exam Due

Class Eight  Advocacy and Social Change in Prevention


Class Nine  Ethical and Professional Issues in Prevention


Class Ten  Learning from Model Prevention Programs


Text: Conyne (2010), Chap. 10

Class Eleven  Future Directions in Prevention Practice, Research and Training


Class Twelve  Final Project Presentations  
Summing Up and Evaluation  
Final Project Paper Due  

Additional Recommended Reading List


**Relevant Journals Related to Prevention:**

Journal of Primary Prevention

American Journal of Community Psychology

Prevention in Human Services

Applied & Preventive Psychology

Journal of Prevention and Intervention in the Community

Journal of HIV/AIDS Prevention & Education in the Community

**Relevant Web Pages**

Prevention Online (SAMHSA, Substance Abuse)
http://www.health.org/

Division 17 of APA (Counseling Psychology) Prevention Section Listserve
join-prev-counpsy@listserve.uwstout.edu

International Society for the Prevention of Child Abuse & Neglect
http://www.ispcan.org/
Connect for Kids
http://www.connectforkids.org/
Society for Prevention Research  
http://www.preventionresearch.org/

Resources for Methods in Evaluation and Social Research  
http://gsociology.icaap.org/method

American Association of Applied and Preventive Psychology  
http://w3fp.arizona.edu/aaapp

National Institutes of Health Office of Prevention  
http://www.nih.gov/grants/grantinfo2.chm

Preline – A comprehensive collection of preventive programs, resources, statistics, and government and private funding  
http://www.health.org

Application of Prevention Technologies – Resources and technical assistance for alcohol, drug, and violence prevention.  
http://www.captus.org

U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP)  
http://www.ojjdp.ncjrs.org

Center for Disease Control (CDC) - CDC Prevention Guidelines Data Base – over 400 documents for the prevention and control of public health threats.  
http://www.cdc.gov

Center for AIDS Prevention Studies  
http://www.caps.ucsf.edu

Center for the Study and Prevention of Violence  
http://www.colorado.edu/cspv