Prevention is Where it Ends, Intervention is How We Begin.

Emily Bragg, Stephanie Hall, Ana Ramos
Portfolio Overview

4 semesters

- Service Learning
- Policy
- Research
- Practice II

Group dynamic change

255 hours total
Agency Analysis

- Overview of STARRY Counseling
- Population Served
- Demographics of the Population
- Services Provided
- Historical Outline
Problem Analysis

- **Defining the Problem** - The problem can best be defined as a definite need for education about crisis prevention and crisis resources universally.

- **Prevalence of the Problem** - The prevalence to the problem stems from the lack of awareness and education on prevention and intervention on crisis.

- **The Population Affected** - The population affected by the lack of education about crisis prevention and intervention are those who have experienced a crisis, or those who have come into contact with a person who has experienced a crisis.

- **Community Efforts to Address the Problem** - Other programs offered Fosters Home Family Care, Cross Timbers Family Services, and CASA.

- **Current Available Services** - The STARRY organization located in Stephenville is focused on outreach in Erath County. Services available through STARRY our counseling, foster care, and adoption.
Research Plan

Research Question: To what extent is there a level of need for education about crisis prevention and intervention services in Erath county?

Hypotheses
H_1: The majority of participants will report having a limited understanding of crisis situations.
H_2: Participants who have experienced a crisis are not likely to seek professional intervention.
H_3: Female participants are more likely to seek professional intervention compared to male participants.
H_4: Participants who have experienced more than 5 crisis situations will report lower family functioning.
Research Plan

Objectives

O₁: To obtain a consensus of the communities’ understanding on crisis situations.
O₂: To gain knowledge about the likelihood of a person who has experienced a crisis to seek professional intervention.
O₃: To obtain an accurate degree of difference in likelihood of a person to seek professional intervention based on gender.
O₄: To understand how crisis situations affect family functioning.
Research Plan

Convenience and snowball sampling

11 demographic questions

4 open ended questions about experience with crisis

30 question likert scale from the Intimacy, Conflict, and Parenting Style (ICPS) Family Functioning Assessment (Noller, 1992)

Consent form
Crisis Prevention and Intervention Survey

1. What is your age? ____________________________

2. What is your ethnic background? ____________________________

3. What is your gender? Female ___ Male ___ N/A ___

4. What is the gender of your preferred partner? Female ___ Male ___ N/A ___

5. What is your religion? ____________________________

6. Please choose one of the following that best describes your social class:
   - $0-$12,000/year
   - $12,000-$24,000/year
   - $24,000-$48,000/year
   - $48,000-$60,000/year
   - $60,000+/year

7. What is the highest level of education you have completed?
   - Some high school ___
   - High School ___
   - Some college ___
   - Associate's Degree ___
   - Bachelor's Degree ___
   - Master's Degree or higher ___

8. Are you currently a student? Yes ___ No ___
   - If yes, undergraduate ___ or graduate ___ Major: ____________________________

9. Are you currently employed ___ unemployed ___
   - If employed, are you part-time ___ full-time ___

10. What is your marital status?
    - Single ___ Married ___ Divorced ___ Widowed ___

11. Have you ever been in the military service? Yes ___ No ___
    - If yes, which service? ____________________________
    - Length of time you served? ____________________________

12. Have you ever participated in any conflict resolution or peace education programs in a school or community setting? Yes ___ No ___
    - If yes, please indicate when and where and describe the program ____________________________

13. Check the crisis situations you have experienced in your lifetime.
   - Divorce ___ Psychological abuse ___ Emotional Abuse ___
   - Miscarriage ___ Conflict with the criminal justice system ___
   - Abortion ___ Divorce of parents ___ Natural disaster ___
   - Mental impairment ___ Loss of parent(s) ___
   - Physical impairment ___ Loss of child/children ___
   - Loss of spouse ___ Loss of residency ___
   - Unemployment ___ Alcohol or substance abuse ___
   - Intimate partner violence ___ Unplanned pregnancy ___
   - Physical/emotional/mental abuse ___
   - Other (please explain): ____________________________

14. Please explain to the best of your understanding what crisis is? ____________________________

15. Please check the following services you have benefited from:
   - General counseling ___ Marital counseling ___ Family counseling ___
   - Crisis hotline ___ Suicide prevention hotline ___ Medication for a disease or illness ___
   - Food assistance ___ Financial aid ___ Parenting classes ___
   - Premarital counseling ___ Legal aid ___ Spiritual guidance ___
   - Crisis education ___ Single parent assistance ___ Family planning ___


For the following section, please circle the appropriate number using the 6 point scale provided.

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1. People in our family help and support each other.
   1   2   3   4   5   6

2. Each member of our family has a say in important family decisions.
   1   2   3   4   5   6

3. It is hard to get a rule changed in our family.
   1   2   3   4   5   6

4. We are honest with each other.
   1   2   3   4   5   6

5. We often misunderstand each other.
   1   2   3   4   5   6

6. Parents usually agree on things involving the family.
   1   2   3   4   5   6

7. We are flexible about who does what in our family.
   1   2   3   4   5   6

8. Even though we mean well, we interfere too much in other’s lives.
   1   2   3   4   5   6

9. There is a lot of anger between family members.
   1   2   3   4   5   6

10. Family members feel very close to each other.
    1   2   3   4   5   6

11. Children have say in the rules.
    1   2   3   4   5   6

12. We interrupt and talk over each other.
    1   2   3   4   5   6

13. We show affection and tenderness to one another.
    1   2   3   4   5   6

14. One parent sides with children against the other parent.
    1   2   3   4   5   6

15. We work together to sort out problems.
    1   2   3   4   5   6

16. Each person is encouraged to make up their own mind about things.
    1   2   3   4   5   6

17. Once we have decided something, we have difficulty making changes.
    1   2   3   4   5   6

18. Family members show their true feelings to each other.
    1   2   3   4   5   6

19. Making decisions and plans is a problem for our family.
    1   2   3   4   5   6

20. Each family member is accepted for who they are.
    1   2   3   4   5   6

21. Children are consulted with and participate in decision making.
22. It is easier to talk about problems with people outside the family than with other family members.

23. We listen to and respect each other’s point of view.

24. We try to change each other in big ways.

25. We can usually sort out problems by talking about them.

26. Family members share interests and hobbies with each other.

27. Family members have a say in family matters.

28. Even when we disagree, we still show our love for each other.

29. Parents and children talk about things before decisions are made.
Literature Reviews

14 Literature Reviews

Types of studies (qualitative, quantitative)

Sample sizes: 168 - 5,064

- Emotionally Focused Therapy
- Substance abuse Potential
- Community Efforts
Literature Reviews

Emotionally Focused Therapy

Stavrianipoulos, Faller, and Furrow. (2014). Focuses on challenges within the family structure with issues such as stress, anxiety, and emotional conflict.

Hamby, Finkelhor, and Turner. (2015). the article focusing on families with children exposed to family violence, using data on police, advocate, and service contact top practices.

Coyle. (2012). The study can help resolve parent-adolescent conflicts. Using the family resilience perspective in a positive method allows families to overcome conflict though family intervention.
Literature Reviews

Substance Abuse Potential

Akin, Brook, and Lloyd. (2015). Focuses on how children in the foster care system living with a serious emotional disorder and with parents of substance abuse score on functioning and behavioral test versus those that did not have parents with substance abuse.

Boulton, Brook, Little, McDonald, and Riefenbark. (2014). Focuses on the understanding the individual and contextual development of youth substance abuse.

Brook, Mariscal, McDonald, and Yan. (2014). Shows that the overall high-risk profile of foster youth makes then an important population of targeted prevention education.
Bradshaw, P., Waasdrop, O’Brennan M., Gulemotova M., (2013). Refers about how teachers need more training when it comes to bullying. They need more education on what and how this is happening and what are the trends.

Skiba, J., Peterson, L., (2000). States that stating that there is little evidence that zero tolerance procedures have increased school safety or improved student behavior.

Cardazone, Sy, Chik, and Corlew. (2014). The research also found areas with no coalition organization had low scores in public awareness of child maltreatment occurrences. Two of the primary purposes of the coalition discussed in the article are to raise public awareness of child maltreatment.

Hyunil, Wilderman, Jonson-Reid, Drake (2017) research analyses the occurrence of child maltreatment in order to examine the effectiveness of child maltreatment prevention and intervention services, which will in turn determine how well social justice is being accomplished.
Policy Project

Senate Bill 11 Section 5

Prevention and Early Intervention (PEI) risk assessment tool

Determine the effectiveness of current PEI programs
Policy Project

SWAD

Legislative communication

Tony Dale Chief of Staff
Christie Goodman

Dr. DJ Sheffield

Elsa Mendoza
Social Work Advocacy Day at the Capitol
Service Day 2017
Prevention is where it ends, intervention is how we begin
April 4th, 2017 at 9:30 am
John Tarleton Statue
Research Project

Research question: To what extent is there a level of need for education about crisis prevention and intervention services in Erath county?

- 74 surveys
- Mixed methodology with quantitative emphasis
- Intimacy, Conflict, and Parenting Style (ICPS) Family Functioning Assessment (Noller, 1992)
- Strengths and limitations
- Ethics
Research Project

Sample population:

74 participants
Resident of Erath County
18 years of age or older

Participants:

Cowboy Capital Mental Health Connection
Foster’s Home
Hook Elementary PTO
Faith Lutheran Preschool
Nature N Nurture Daycare
Tarleton Child Development Center
Erath County Community Coalition
Community Members
Research Project

H1: The majority of participants will report having a limited understanding of crisis situations.

- Situation: 26
- Something: 13
- Event: 7
- Negative: 5
- Negative words: 74
- Help: 8
- Time sensitive: 8
- Subjective: 6
- Control: 13
Research Project

H2: Participants who have experienced a crisis are not likely to seek professional intervention.

- Average # of crisis experienced: 3.6
- Average # of services benefited from: 3.1
- Only 5 participants experienced crisis but did not receive any services.
Research Project

H3: Female participants are more likely to seek professional intervention compared to male participants.

# of services
males benefited from: 3.9
females benefited from: 3.0

# of services
males benefited from: 3.9
Research Project

H4: Participants who have experienced more than 5 crisis situations will report lower family functioning.
Research Project

Implications for social work:

- Micro
- Mezzo
- Macro
Macro Project

16 week project plan

Weekly updates

Meetings with community partner

Service day
Macro Project

April 12, 2018 at 5:30 pm to 6:30 pm

Meeting took place at The Pizza Place

- We each took turns to go

Communication was done with Community Partner and Balinda with CASA

On April 4th at 1pm a Press Release was done with Stephenville Empire-Tribune
What we’ve Learned from our semesters together