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 WSU Registrar

052

Washington State University  
 MAJOR CURRICULAR CHANGE FORM

ORIGINAL

(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/15/2014  New course  Temporary course  Drop service course  
 (effective date cannot be retroactive)  There is a course fee associated with this course (see instructions)

- Variable credit \_\_\_\_\_
- Increase credit (former credit \_\_\_\_\_)
- Number (former number \_\_\_\_\_)
- Crosslisting (between WSU departments)  
(Must have both departmental signatures)
- Conjoint listing (400/500)
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in \_\_\_\_\_ (Must have GenEd Committee Approval)  Fulfills GER lab (L) requirement
- Professional course (Pharmacy & Vet Med only)  Graduate credit (professional programs only)
- Other (please list request) \_\_\_\_\_

Repeat credit (cumulative maximum \_\_\_\_\_ hours)

Lecture-lab ratio (former ratio \_\_\_\_\_)

Prefix (former prefix ~~PH~~ \_\_\_\_\_)

Cooperative listing (UI prefix and number \_\_\_\_\_)

taught by: WSU  UI  jointly taught

S, F grading

Prev\_Sci 511 Introduction to Prevention Science  
 course prefix course no. title

3	3		None	
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (20 words or less) Disciplinary roots; the epidemiological approach to risk and prevention; design, implementation, and dissemination of preventive interventions.

Instructor: Laura Hill Phone number: (509) 335-8478 Email: laurahill@wsu.edu  
 Contact: Diane Scott Phone number: (509) 335-8439 Email: scottjd@wsu.edu  
 Campus Zip Code: 4852

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

[Signature] 9/20/13 Chair/date [Signature] 9/24/13 Dean/date \_\_\_\_\_ General Education Com/date

\_\_\_\_\_  
 Chair (if crosslisted/interdisciplinary)\* Dean (if crosslisted/interdisciplinary)\* Graduate Studies Com/date

\_\_\_\_\_  
 All-University Writing Com/date Academic Affairs Com/date Senate/date

\*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

## **Major Curricular Changes—Rationales Doctoral Program in Prevention Science**

As part of the implementation of the new interdisciplinary doctoral program in Prevention Science (a program that started in 8/2012), it is necessary to gain approval for three new courses, and to change the prefix of an additional course.

### *New Course—Prev\_Sci 511 Introduction to Prevention Science*

First year students in the Prevention Science doctoral program must get an overview of the field of prevention science, along with an understanding of its disciplinary origins and history, to provide them with the background they need to take advanced prevention science courses. This course, developed and taught by Dr. Laura Hill, a prevention scientist and HD faculty member, will provide students with this background. It is a required course for all Prevention Science doctoral students, but will be open to students in other graduate programs as well. No similar course currently exists in the WSU system, so it will have no impact on other units in Pullman or other branches.

*Revised*

### *—New Courses—Prev\_Sci 535 Effective Prevention Strategies I; Prev\_Sci 540 Effective Prevention Strategies II*

This two-course sequence will provide Prevention Science doctoral students with the necessary skills to conduct needs assessments, design evidence-based prevention programs, obtain resources for implementation, and conduct evaluation of prevention program outcomes. These are required skills for all Prevention Science graduates, so these are required courses. They will be open to students in other graduate programs as well. They will be taught by Drs. Brittany Cooper and Laura Hill, both members of the HD faculty and prevention scientists. No similar courses currently exist in the WSU system—the closest courses are in educational psychology (Ed\_Psych 570 “Introduction to Program Evaluation” and Ed Psych 571 “Advanced Program Evaluation”), but the main focus of these courses is not on prevention programming. They have a greater emphasis on educational programs. Drs. Mike Trevisan and Brian French, senior members of the educational psychology faculty, are also members of the Prevention Science faculty, and they agreed that requiring Prev\_Sci 535, Prev\_Sci 540, and Ed Psych 571 (see below) would give our Prevention Science students the skills they need for evaluation in prevention science settings. These courses will therefore have no impact on other units in Pullman or other branches.

*Revised*

### *—New Courses—Prev\_Sci 513 Research Methods in Prevention Science*

The first year doctoral students in Prevention Science require an introduction to prevention science research methods. The Department of Human Development was already offering a first semester graduate research methods course in their prevention-oriented MA program taught by Dr. Matthew Bumpus. Dr. Bumpus is currently teaching this course to first year Prevention Science students, but since it is a course that ALL students in the Prevention Science program will be taking, we thought it more appropriate to change the title and prefix to reflect the prevention science emphasis. Since this course has been offered for many years under the HD

prefix, it will have no impact on other units in Pullman or other branches. It will be offered to students in other graduate programs as well.

*Changes in the Prevention Science Doctoral Degree Requirements*

Since the Prevention Science Ph.D. has been approved, the Prevention Science Program Graduate Committee has been reviewing the doctoral requirements in our program proposal and has decided to make some changes to our requirements. Two tables are inserted below: one summarizing the new requirements and one summarizing the old requirements. In both tables, each row represents a program requirement and the columns represent options of courses students can take to meet these requirements. Requirements that are changed are in italics. Justifications for these changes follow the tables.

**NEW PROGRAM REQUIREMENTS**

<b>Core Requirements (25-27 credits)</b>		<b>Course Options (all courses 3 credits unless otherwise indicated)</b>	
<b><i>I. Developmental Epidemiology and Public Health (9 credits)</i></b>			
A. Theoretical Foundations	<i>PREV_SCI 511 Introduction to Prevention Science</i>		
B. Family Relationships	HD 550 Seminar in Family Relationships	<i>Nurs 531 Culture, Populations, &amp; Family Health Care</i>	<i>Com 517 Health Communication and Social Development</i>
C. Child Development	HD 560 Child Development		
<b><i>II. Research Methods &amp; Statistics (9 Credits)</i></b>			
A. Research Methods	<i>PREV_SCI 513 Research Methods in Prevention Science</i>		
B. Quantitative Methods I	<i>Ed_Psych 565 Quantitative Research</i>	<i>Nurs 527 Association, Group Difference and Regression Techniques for Health Services</i>	<i>Psych 511 Analysis of Variance and Experimental Design</i>
C. Quantitative Methods II	<i>Ed_Psych 569 Seminar in Quantitative Techniques in Education</i>	<i>Nurs 528 Multivariate Statistical Techniques for Health Sciences</i>	<i>Psych 512 Correlation, Regression, and Quasi- Experimental Design</i>

<b>III. Program Development, Implementation, and Institutionalization (7-9 credits)</b>			
A. Program Development	<i>PREV_SCI 535 Effective Prevention Strategies I</i>	Nurs 564 Health Promotion in Nursing Practice (2-3 credits)	
B. Program Evaluation	<i>PREV_SCI 540 Effective Prevention Strategies II</i>	<i>Nurs 591 Mixed Methods for Outcomes Evaluation (2 credits)</i>	
C. Advanced Evaluation	Ed Psych 571 Advanced Program Evaluation	<i>Nurs 554 Epidemiological Approaches to Community Health</i>	

### OLD PROGRAM REQUIREMENTS

<b>Core Requirements (25-27 credits)</b>		<b>Course Options</b> (all courses 3 credits unless indicated)		
<b>I. Human Development In Context (8-9 credits)</b>				
D. Theoretical Foundations	Com 501 Theory Building in Communication	HD 511 Theory and Substance in Human Development	Nurs 536 Nursing Theory: Foundation for Knowledge Development (2 credits)	
E. Family Relationships	HD 550 Seminar in Family Relationships			
F. Child Development	HD 560 Child Development			
<b>II. Research</b>				



<b>Methods* &amp; Statistics (9 Credits)</b>				
D. Research Methods	HD 513 Research Methods I			
E. Quantitative Methods	Com 509 Quantitative Research	HD 514 Research Methods II	Nurs 588 Research Inquiry: Quantitative Methods	
F. Qualitative Methods	Com 591 Qualitative Research Methods	Nurs 587 Research Inquiry: Qualitative Methods		
<b>III. Program Development &amp; Evaluation (8-9 credits)</b>				
D. Program Development	HD 535 Program Development in Child and Family Studies	Nurs 564 Health Promotion in Nursing Practice (2 credits)	Nurs 554 Epidemiological Approaches to Community Health	SPED 594 Research-Based Prevention and Intervention of Emotional & Behavioral Disorders
E. Program Evaluation	HD 540 Effective Intervention Programs			
F. Advanced Evaluation	EdPsy 571 Advanced Program Evaluation	Nurs 591 Mixed Methods for Outcomes Evaluation		

**Summary of Changes and Rationales**

The titles of two of the core requirement areas were changed to more accurately reflect the learning goals of the program. “Human Development in Context” was changed to “Developmental Epidemiology and Public Health” and “Program Development and Evaluation” was changed to “Program Development, Implementation, and Institutionalization.” The “Research Methods and Statistics” title stayed the same. These title changes do not change the program requirements, but are more accurate descriptions of what students will learn in their required courses.

### *Developmental Epidemiology and Public Health*

Rather than give students three options to meet their “Theoretical Foundations” requirement, we decided to require the new “Introduction to Prevention Science” course, Prev\_Sci 511 (see above), to all students. None of the previous options thoroughly covered the field of prevention science.

We added two courses (one in nursing and one in communication) to the “Family Relationships” requirement, to provide students with more flexibility in meeting their requirements. Our nursing and communication representatives on the Prevention Science Program Graduate Committee helped identify these courses. This will allow students entering the interdisciplinary program through nursing or communication to focus their training in their area of interest.

### *Research Methods and Statistics*

The “Research Methods” requirement stays the same, although as mentioned above, we are requesting to change the title and prefix of this course to reflect its emphasis on prevention science.

After reviewing the “Standards of Knowledge for the Science of Prevention” published in 2011 by the Society for Prevention Research, we decided to change our statistics requirements. Because the evaluation of prevention programs requires a knowledge of complex statistical methods for nested data and longitudinal designs, we felt it necessary to require a higher degree of statistical competence in our graduates than originally proposed. Because we did not want to increase the number of required credits for the degree (when we submitted the proposal, the graduate school administration made it clear that we should limit the number of required courses), this required that we drop the qualitative methods requirement. We will, however, strongly encourage our students to take qualitative methods courses (as well as additional quantitative courses) as electives. Students will now have the option of taking these quantitative courses in three departments (educational psychology, nursing, and psychology).

### *Program Development, Implementation, and Institutionalization*

Two options were dropped from the “Program Development” area—one because the instructor left WSU (SPED 594) and one that, after a closer inspection of the course content, was moved to the “Advanced Evaluation” area below (Nurs 554).

We added Nursing 591 “Mixed Methods for Outcomes Evaluation” to provide students with more options to meet the “Program Evaluation” requirement.

Together we believe that the revised requirements will better give our students the background they will need to graduate as well-trained prevention scientists and better meet the “Standards of Knowledge for the Science of Prevention” published by the Society for Prevention Research—a document that was published after we submitted our original doctoral proposal.

# prevention science

Prev Sci 511  
Introduction to  
Prevention Science

fall 2011

washington  
state  
university



## Course Description and Competencies

In this course, we explore the field of prevention science: its history and disciplinary roots; the epidemiological approach to risk prevention and health promotion; and the design, implementation, and dissemination of preventive interventions.

This course is designed to promote the following competencies:

1. Knowledge of the historical, disciplinary, and theoretical roots of the field
2. Understanding of how epidemiological methods and a developmental perspective guide research and practice in the field.
3. Understanding of the unique methodological challenges of prevention research and knowledge of the methods used to meet those challenges
4. Excellence in professional writing and oral communication
5. Self-directed learning

### What's in this syllabus:

Learning objectives	2
Course requirements	2
Evaluation	3
Policies	3
Schedule	4-6
Photo Gallery	7
Bibliography	8-10

your instructor:

Laura G. Hill

[laurahill@wsu.edu](mailto:laurahill@wsu.edu)

Johnson Tower 523

## learning objectives

### foundational

1. Define prevention science and discuss the field's historical, disciplinary, and theoretical roots
2. Describe the relevance of epidemiological methods to the design and dissemination of preventive interventions
3. Discuss methodological challenges of prevention
4. Identify current and emerging methodological approaches
5. Describe controversies and ethical issues related to public health approaches and prevention research

### application

1. Identify prevalence, incidence, and distribution of a mental health or behavioral outcome of interest
2. Describe evidence for predictors and comorbid conditions of your outcome of interest
3. Identify preventive, risk, and promotive factors related to the outcome
4. Identify the most relevant contexts and developmental periods for prevention of the outcome
5. Identify efficacy and effectiveness trials related to the outcomes and discuss their theoretical orientation, quality, limitations, and results

### human dimension

1. Identify potential stakeholders in prevention research and interventions
2. Analyze the political and economic implications of prevention research and programming
3. Identify the potential influence of culture and assumptions (yours and stakeholders') on the implementation, evaluation, and dissemination of prevention programs

## integrative

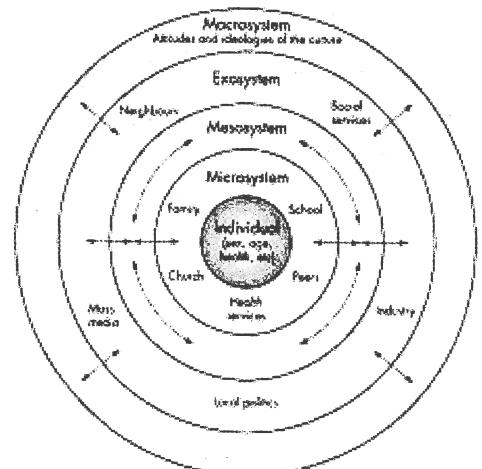
Integrate foundational, application, and human dimension objectives to describe the current state of knowledge and emerging research with regard to your chosen mental health or behavioral outcome

## Course Requirements

**Reading:** Complete all readings before coming to class

**Discussion:** We share seminar leadership. Come prepared to discuss the readings in depth. This means thinking, as you are reading, about what questions or topics might stimulate some discussion.

**Presentation:** Each student will identify a mental health or behavioral outcome of interest and develop and share expertise with regard to existing research evidence on prevalence, predictors, and preventive interventions relevant to that outcome (see Application Objectives). I expect that you will present some of this information in class when the topic is relevant.





# evaluation of student learning

Evaluation of your work for the course will be based on:

1. completion of assigned readings before class
2. active participation in seminar discussion
3. completion of occasional writing assignments  
..... and .....
4. a 15-minute individual meeting with the instructor for which the student should come prepared to show competence with respect to:
  - a. One of the Foundational objectives
  - b. One of the Human Dimension objectives
  - c. The Integration objective as it relates to your chosen mental health or behavioral outcome

## how to succeed in this class

1. complete assigned readings before class: schedule in reading time every day
2. participate actively in seminar discussion: read actively. notice problems. write down questions and bring them to class.
3. complete writing assignments before day of class: think, write, revise, hand it in
4. start early and work a little every week on mastering the state of knowledge in prevention of your mental health or behavioral outcome

## washington state university policies

### ACADEMIC INTEGRITY:

Academic integrity is the cornerstone of the university. Any student who engages in academic misconduct (including, but not limited to plagiarism, fabrication, or multiple submission) will fail the assignment and be reported to the Office Student Standards and Accountability. Academic misconduct is defined in the Standards for Student Conduct WAC 504-26-010(3).  
<http://conduct.wsu.edu/default.asp?PageID=338>

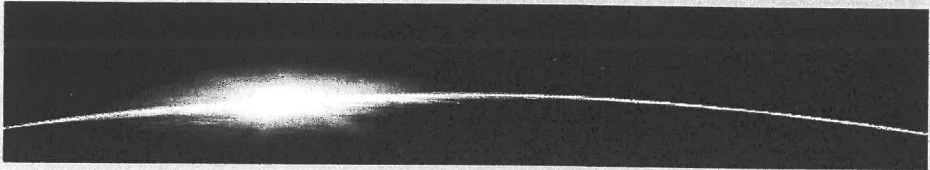
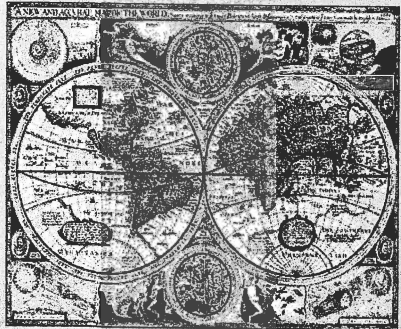
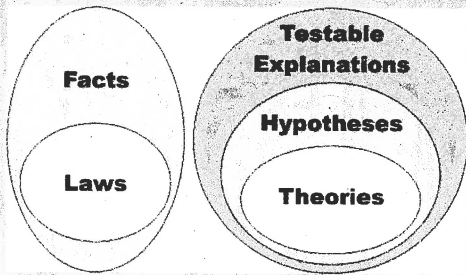
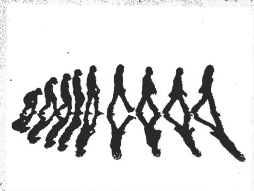

### STUDENTS WITH DISABILITIES:

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

### WSU SAFETY STATEMENT:

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safety.plan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://emergency.wsu.edu/emergencies> to become familiar with the information provided.

# Schedule

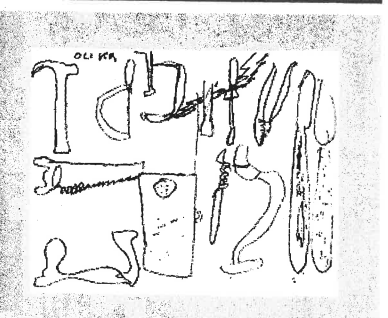
Date	Topic	Readings
8/25	<b>Overview</b>	
9/1	<b>Labor Day</b>	
9/8	<b>History and Disciplinary Roots</b>  Mental Hygiene Clinical Psych Developmental Psych Developmental Psycho-pathology  Public Health Social Work Community Psych Family Studies	Cowen 1980 IOM 2010 Chs 1-3 Kessler & Albee 1975 Rose Chs 1 & 5  Also: "Mental Hygiene"  
9/15	<b>Theoretical Approaches</b>  Health Beliefs Model Social Cognitive Theory Transtheoretical Model Self-Determination Theory Social Information Processing  Social Ecology Biopsychosocial Model Social Development Model	 Deci & Ryan 2008 Ryan, Patrick & Deci 2008 Rosenstock, Strecher & Becker 1988 Sroufe & Rutter 1984  Bronfenbrenner 1994 Dodge & Pettit 2003  Also: "Transtheoretical Model: Stages of Change"
9/22	<b>Emergence of Field</b>  Primary prevention Positive Psych Positive Youth Develop Public Health WHO	Coie et al. 1993 Catalano et al. 2002 Catalano et al. 2012 Cowen 1998 Green et al. 1995 Biglan et al. 2011 Rose Ch 4  
9/29	<b>Epidemiology</b>  Risk, Promotive and Protective Factors Screening Monitoring	 IOM 2010 Ch 4, 8 Kraemer et al. 1997 Hawkins, Catalano & Miller 1992 Loeber & Farrington 2000 Rose Ch 2, 3



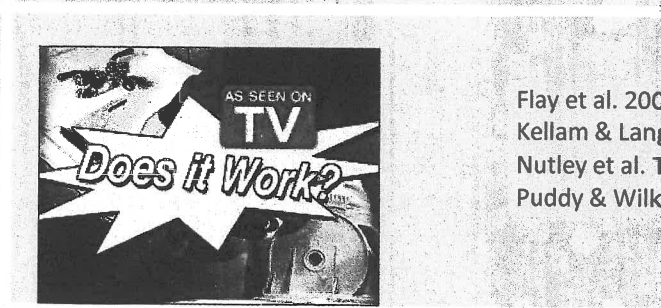
Date	Topic	Readings
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10/6  
**Methodological Issues**  
 Context  
 Development  
 Time frame of experiments (missing data, attrition, measurement)

Broidy et al. 2003  
 Brown & Liao 1999  
 Florin et al. 1990  
 MacKinnon & Lockwood 2003



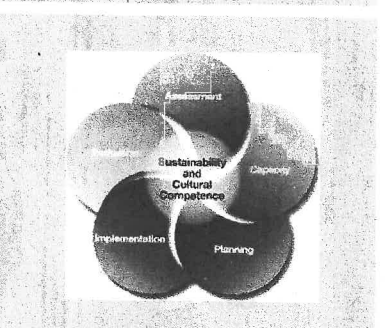
10/13  
**Efficacy and Effectiveness**



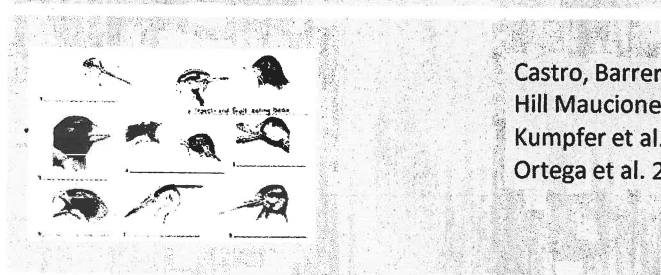
Flay et al. 2005  
 Kellam & Langevin 2003  
 Nutley et al. TBA  
 Puddy & Wilkins 2011

10/20  
**Implementation**  
 Community engagement  
 Implementation quality  
 Measuring impelment.  
 Recruitment/retention

CPPRG 2002  
 Durlak & Dupre 2008  
 Johnson et al. 2010  
 Martinez et al. 2012



10/27  
**Fidelity & Adaptation**  
 Fidelity v adaptation  
 Cultural adaptation  
 Measuring fidelity




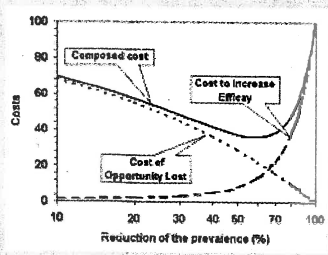
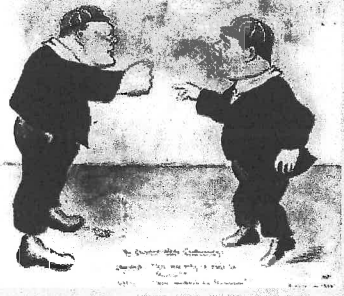
Castro, Barrera & Martinez 2004  
 Hill Maucione & Hood 2007  
 Kumpfer et al. 2002  
 Ortega et al. 2012

11/3  
**Dissemination & Infrastructure**  
 Diffusion of innovation  
 Systems of prevention  
 Community collaboration

IOM 11- 12  
 Rhoades & Bumbarger 2012  
 Rogers 2002  
 Roussos 2000  
 Spoth & Greenberg 2011





Date	Topic	Readings
11/10	Translation	 <p>IOM Ch 9 Glasgow Vogt Boles 1999 Spoth 2008 Wandersman 2003</p>
11/17	Economic Analysis	<p>Corso et al., 2002 Corso Fang &amp; Mercy 2011 Crowley Hill &amp; Kuklinski 2012 Foster Dodge &amp; Jones 2003 Kuklinski et al. 2012</p> 
11/24	Thanksgiving	
12/1, 8	Controversies	<p>Critique from outside Environment v people Social engineering</p>  <p>Gorman 2003 Mair &amp; Mair 2003 Rose Ch 8 Spoth et al. 2008</p>
12/15	EXAM WEEK	

## Credit Where Credit is Due

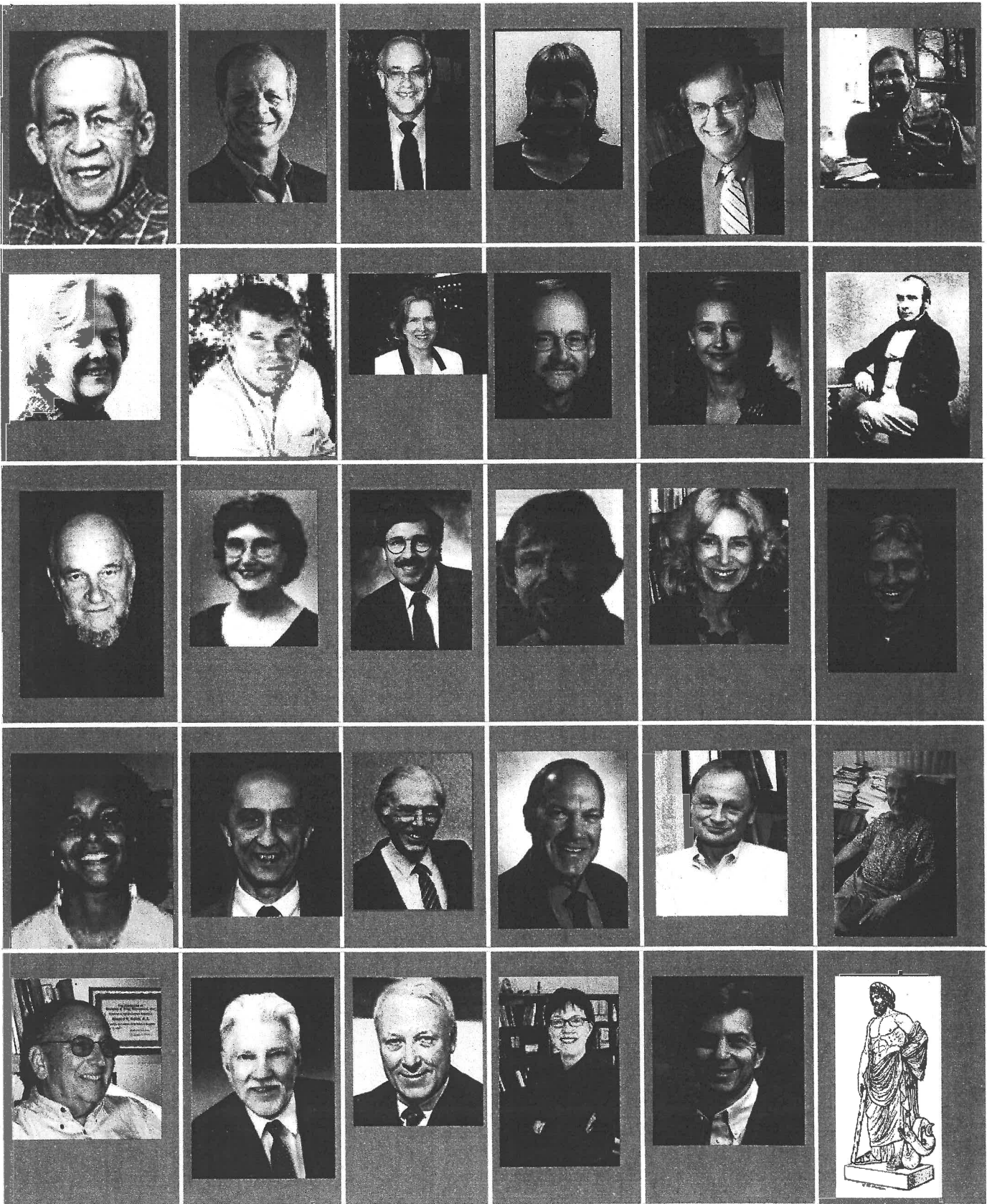
In creating this syllabus, I borrowed ideas from several sources:

- The syllabi of Irwin Sandler (for references) and David Hawkins (some learning objectives and the oral format for a final exam).
- The blog and syllabus of Tona Hangen for graphic design and syllabus makeover

- 'The Family of Man' for the pictures on the first page of this syllabus



# An Idiosyncratic Collection of Prevention and Health Promotion Scientists



..... Free dinner for the first student who can identify all these people .....

## References

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area 11/13

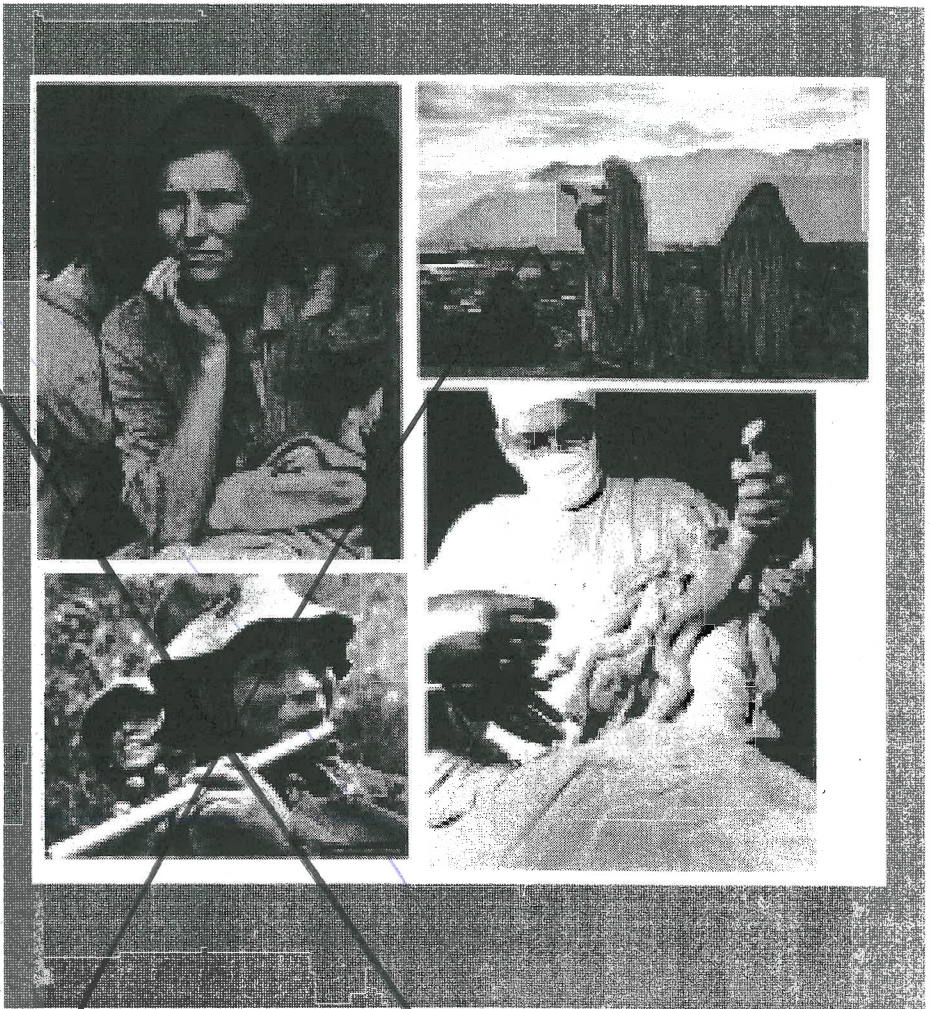
**prevention science**

Prev Sci 513  
Introduction to  
Prevention Science

3 credit  
Monday 3.10-6 pm

Murrow 55

Washington  
State  
University



## Course Description and Competencies

In this course, we explore the field of prevention science: its history and disciplinary roots; the epidemiological approach to risk prevention and health promotion; and the design, implementation, and dissemination of preventive interventions.

This course is designed to promote the following competencies:

1. Knowledge of the historical, disciplinary, and theoretical roots of the field
2. Understanding of how epidemiological methods and a developmental perspective guide research and practice in the field.
3. Understanding of the unique methodological challenges of prevention research and knowledge of the methods used to meet those challenges
4. Excellence in professional writing and oral communication
5. Self-directed learning

**What's in this syllabus:**

Learning objectives	2
Course requirements	2
Evaluation	3
Policies	3
Schedule	4-6
Photo Gallery	7
Bibliography	8-10



## learning objectives

### foundational

1. Define prevention science and discuss the field's historical, disciplinary, and theoretical roots
2. Describe the relevance of epidemiological methods to the design and dissemination of preventive interventions
3. Discuss methodological challenges of prevention
4. Identify current and emerging methodological approaches
5. Describe controversies and ethical issues related to public health approaches and prevention research

### application

1. Identify prevalence, incidence, and distribution of a mental health or behavioral outcome of interest
2. Describe evidence for predictors and comorbid conditions of your outcome of interest
3. Identify preventive, risk, and promotive factors related to the outcome
4. Identify the most relevant contexts and developmental periods for prevention of the outcome
5. Identify efficacy and effectiveness trials related to the outcomes and discuss their theoretical orientation, quality, limitations, and results

### human dimension

1. Identify potential stakeholders in prevention research and interventions
2. Analyze the political and economic implications of prevention research and programming
3. Identify the potential influence of culture and assumptions (yours and stakeholders') on the implementation, evaluation, and dissemination of prevention programs

### integrative

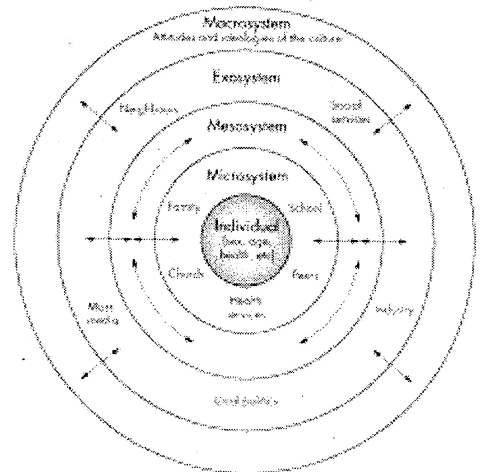
Integrate foundational, application, and human dimension objectives to describe the current state of knowledge and emerging research with regard to your chosen mental health or behavioral outcome

## Course Requirements

**Reading:** Complete all readings before coming to class

**Discussion:** We share seminar leadership. Come prepared to discuss the readings in depth. This means thinking, as you are reading, about what questions or topics might stimulate some discussion.

**Presentation:** Each student will identify a mental health or behavioral outcome of interest and develop and share expertise with regard to existing research evidence on prevalence, predictors, and preventive interventions relevant to that outcome (see Application Objectives). I expect that you will present some of this information in class when the topic is relevant.



# evaluation of student learning

Evaluation of your work for the course will be based on:

1. completion of assigned readings before class as evidenced by reaction papers (20%)
2. active participation in seminar discussion (20%)
3. completion of three writing assignments (25%)  
..... and .....
4. a 15-minute individual meeting with the instructor for which the student should come prepared to show competence (35%) with respect to:
  - a. One of the Foundational objectives
  - b. One of the Human Dimension objectives
  - c. The Integration objective as it relates to your chosen mental health or behavioral outcome

## how to succeed in this class

1. complete assigned readings before class: schedule in reading time every day
2. participate actively in seminar discussion: read actively. notice problems. write down questions and bring them to class.
3. complete writing assignments before day of class: think, write, revise, hand it in
4. start early and work a little every week on mastering the state of knowledge in prevention of your mental health or behavioral outcome

**Written work due before 3 pm on Mondays (class time).**

Late assignments will be graded down 2 points a day for 5 days. After 5 days I will not accept late assignments.

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = less than 60%

### ACADEMIC INTEGRITY:

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<http://conduct.wsu.edu/default.asp?PageID=338>.

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### WSU SAFETY STATEMENT:

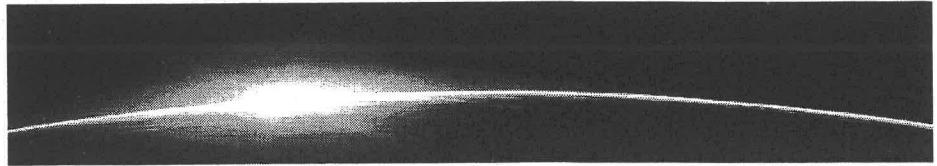
Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/emergencies> to become familiar with the information provided.



# Schedule

Date	Topic	Readings
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8/20 **Overview**



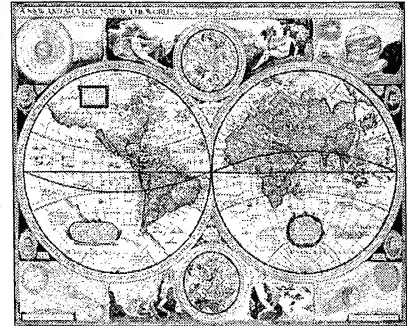
8/27 **History and Disciplinary Roots**

Mental Hygiene  
Clinical Psych  
Developmental Psych  
Developmental Psycho-  
pathology

Public Health  
Social Work  
Community Psych  
Family Studies

Cowen 1980  
IOM 2010 Chs 1-3  
Kessler & Albee 1975  
Rose Chs 1 & 5

Also: "Mental Hygiene"

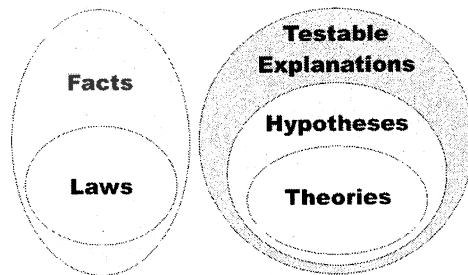


9/3 **Labor Day**

9/10 **Theoretical Approaches**

Health Beliefs Model  
Social Cognitive Theory  
Transtheoretical Model  
Self-Determination  
Theory  
Social Information  
Processing

Social Ecology  
Biopsychosocial Model  
Social Development  
Model



Deci & Ryan 2008  
Ryan, Patrick & Deci 2008  
Rosenstock, Strecher & Becker 1988  
Sroufe & Rutter 1984

Bronfenbrenner 1994  
Dodge & Pettit 2003

Also: "Transtheoretical Model: Stages of Change"

9/17 **Emergence of Field**

Primary prevention  
Positive Psych  
Positive Youth Develop  
Public Health  
WHO

Coie et al. 1993  
Catalano et al. 2002  
Catalano et al. 2012  
Cowen 1998  
Green et al. 1995  
Biglan et al. 2011  
Rose Ch 4



9/24 **Epidemiology**

Risk, Promotive and  
Protective Factors  
Screening  
Monitoring



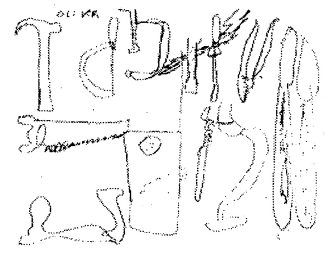
IOM 2010 Ch 4, 8  
Kraemer et al. 1997  
Hawkins, Catalano & Miller 1992  
Loeber & Farrington 2000  
Rose Ch 2, 3

Date	Topic	Readings
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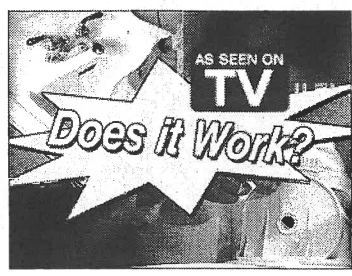
10/1 **Methodological Issues**

Context  
Development  
Time frame of experiments (missing data, attrition, measurement)

Broidy et al. 2003  
Brown & Liao 1999  
Florin et al. 1990  
MacKinnon & Lockwood 2003



10/8 **Efficacy and Effectiveness**

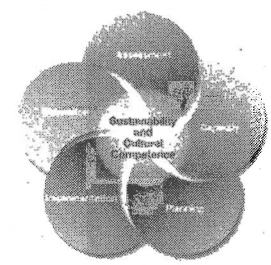


Flay et al. 2005  
Kellam & Langevin 2003  
Nutley et al. TBA  
Puddy & Wilkins 2011

10/15 **Implementation**

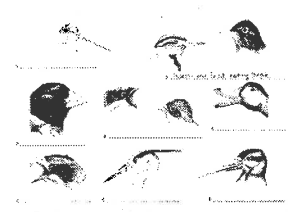
Community engagement  
Implementation quality  
Measuring implementation  
Recruitment/retention

CPPRG 2002  
Durlak & Dupre 2008  
Johnson et al. 2010  
Martinez et al. 2012



10/22 **Fidelity & Adaptation**

Fidelity v adaptation  
Cultural adaptation  
Measuring fidelity

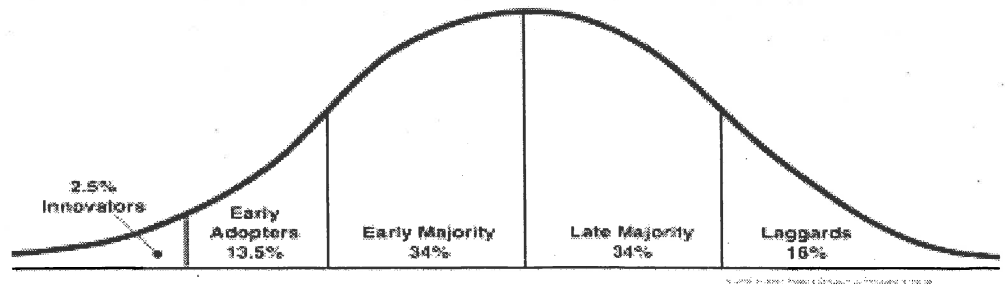


Castro, Barrera & Martinez 2004  
Hill Maucione & Hood 2007  
Kumpfer et al. 2002  
Ortega et al. 2012

10/29 **Dissemination & Infrastructure**

Diffusion of innovation  
Systems of prevention  
Community collaboration

IOM 11- 12  
Rhoades & Bumbarger 2012  
Rogers 2002  
Roussos 2000  
Spath & Greenberg 2011



11/5 Translation



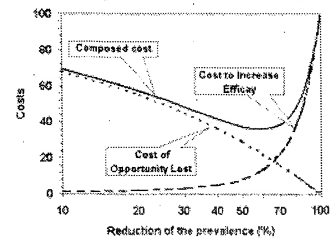
IOM Ch 9  
 Glasgow Vogt Boles 1999  
 Spoth 2008  
 Wandersman 2003

11/12 Veterans' Day

11/19 Thanksgiving

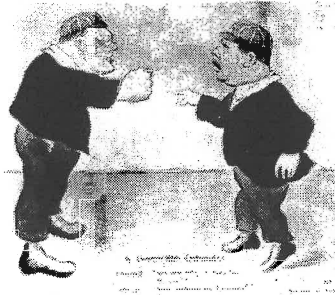
11/26 Economic Analysis

Corso et al., 2002  
 Corso Fang & Mercy 2011  
 Crowley Hill & Kuklinksi 2012  
 Foster Dodge & Jones 2003  
 Kuklinksi et al. 2012



12/3 Controversies

Critique from outside  
 Environment v people  
 Social engineering



Gorman 2003  
 Mair & Mair 2003  
 Rose Ch 8  
 Spoth et al. 2008

12/10 EXAM WEEK -- We will schedule individual oral presentations

## *Credit Where Credit is Due*

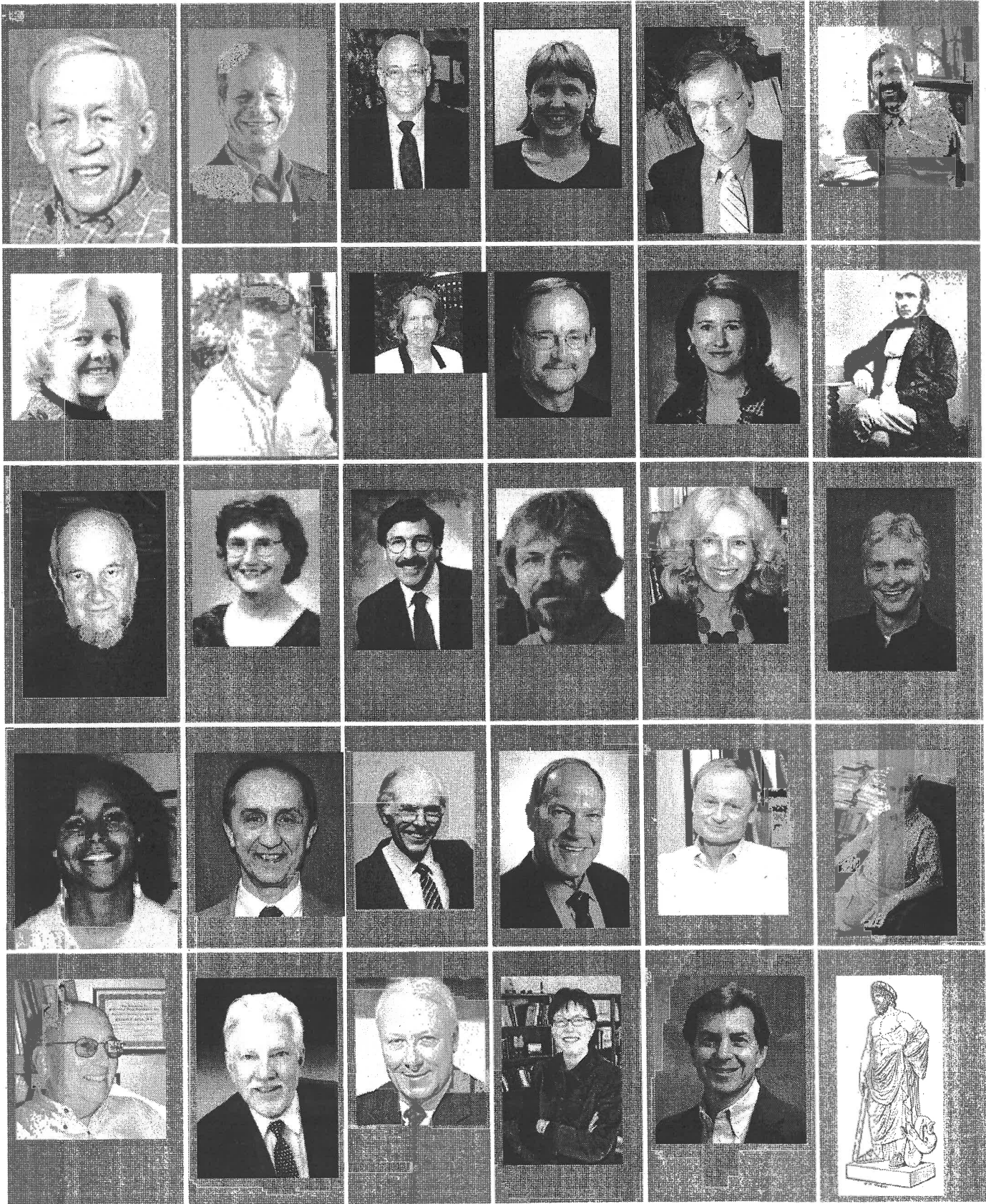
In creating this syllabus, I borrowed ideas from several sources:

- The syllabi of Irwin Sandler (for references) and David Hawkins (some learning objectives and the oral format for a final exam).
- The blog and syllabus of Tona Hangen for graphic design and syllabus makeover

- 'The Family of Man' for the pictures on the first page of this syllabus



# An Idiosyncratic Collection of Prevention and Health Promotion Scientists



..... Free dinner for the first student who can identify all these people .....



11/14/2013

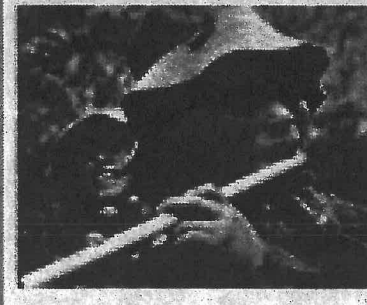
# prevention science

Prev\_Sci 511  
Introduction to  
prevention science

3 credits  
monday 3.10-6 pm

murrow 55

washington  
state  
university



## Course Description and Competencies

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### 5. Self-directed learning

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Learning objectives	2
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## learning objectives

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## integrative

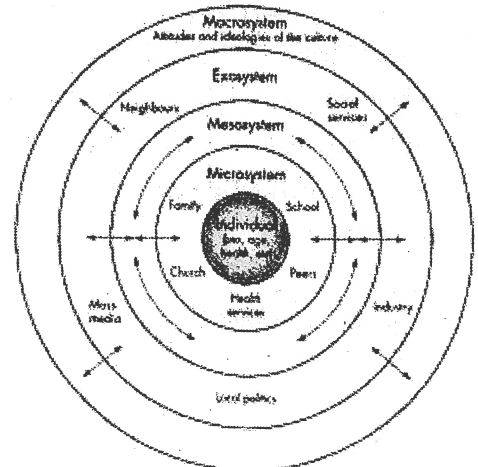
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## washington state university policies

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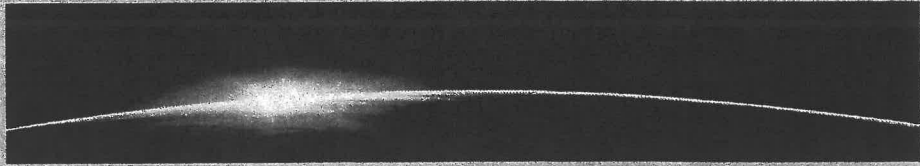
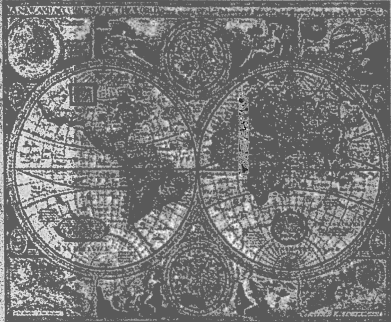
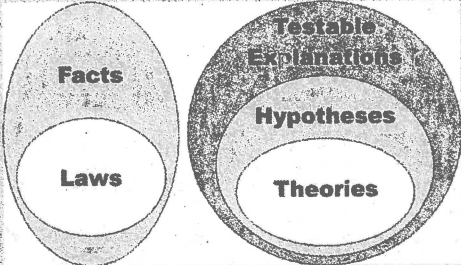

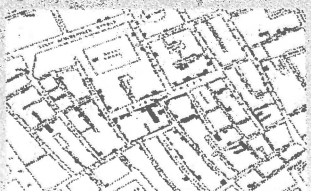
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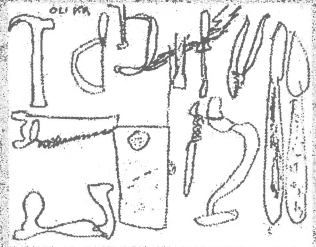
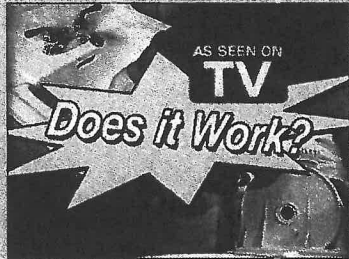
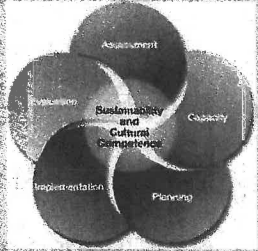
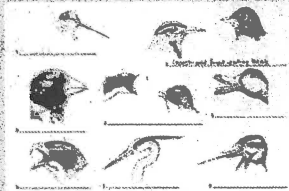
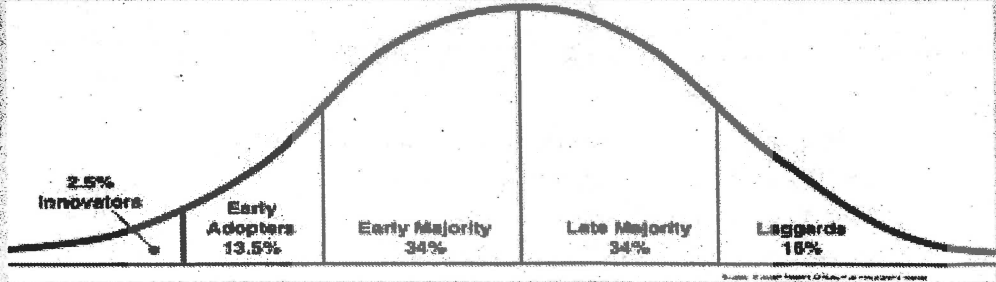
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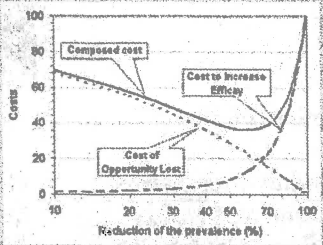

# Schedule

Date	Topic	Readings
8/20	Overview	
8/27	<b>History and Disciplinary Roots</b>  Mental Hygiene Clinical Psych Developmental Psych Developmental Psychopathology  Public Health Social Work Community Psych Family Studies	Cowen 1980 IOM 2010 Chs 1-3 Kessler & Albee 1975 Rose Chs 1 & 5  Also: "Mental Hygiene"  
9/3	Labor Day	
9/10	<b>Theoretical Approaches</b>  Health Beliefs Model Social Cognitive Theory Transtheoretical Model Self-Determination Theory Social Information Processing  Social Ecology Biopsychosocial Model Social Development Model	 <p>Deci &amp; Ryan 2008                      Ryan, Patrick &amp; Deci 2008                      Rosenstock, Strecher &amp; Becker 1988                      Sroufe &amp; Rutter 1984                       Bronfenbrenner 1994                      Dodge &amp; Pettit 2003                       Also: "Transtheoretical Model: Stages of Change"</p>
9/17	<b>Emergence of Field</b>  Primary prevention Positive Psych Positive Youth Develop Public Health WHO	Coie et al. 1993 Catalano et al. 2002 Catalano et al. 2012 Cowen 1998 Green et al. 1995 Biglan et al. 2011 Rose Ch 4  
9/24	<b>Epidemiology</b>  Risk, Promotive and Protective Factors Screening Monitoring	 <p>IOM 2010 Ch 4, 8                      Kraemer et al. 1997                      Hawkins, Catalano &amp; Miller 1992                      Loeber &amp; Farrington 2000                      Rose Ch 2, 3</p>



Date	Topic	Readings
10/1	<b>Methodological Issues</b>  Context Development Time frame of experiments (missing data, attrition, measurement)	Broidy et al. 2003 Brown & Liao 1999 Florin et al. 1990 MacKinnon & Lockwood 2003 
10/8	<b>Efficacy and Effectiveness</b>	 Flay et al. 2005 Kellam & Langevin 2003 Nutley et al. TBA Puddy & Wilkins 2011
10/15	<b>Implementation</b>  Community engagement Implementation quality Measuring impement. Recruitment/retention	CPPRG 2002 Durlak & Dupre 2008 Johnson et al. 2010 Martinez et al. 2012 
10/22	<b>Fidelity &amp; Adaptation</b>  Fidelity v adaptation Cultural adaptation Measuring fidelity	 Castro, Barrera & Martinez 2004 Hill Maucione & Hood 2007 Kumpfer et al. 2002 Ortega et al. 2012
10/29	<b>Dissemination &amp; Infrastructure</b>  Diffusion of innovation Systems of prevention Community collaboration	IOM 11- 12 Rhoades & Bumbarger 2012 Rogers 2002 Roussos 2000 Spoth & Greenberg 2011 



Date	Topic	Readings
11/5	Translation	 <p>IOM Ch 9 Glasgow Vogt Boles 1999 Spoth 2008 Wandersman 2003</p>
11/12	Veterans' Day	
11/19	Thanksgiving	
11/26	Economic Analysis	<p>Corso et al. 2002 Corso Fang &amp; Mercy 2011 Crowley Hill &amp; Kuklinski 2012 Foster Dodge &amp; Jones 2003 Kuklinski et al. 2012</p> 
12/3	<p>Controversies</p> <p>Critique from outside Environment v people Social engineering</p>	 <p>Gorman 2003 Mair &amp; Mair 2003 Rose Ch 8 Spoth et al. 2008</p>
12/10	<b>EXAM WEEK -- We will schedule individual oral presentations</b>	

### *Credit Where Credit is Due*

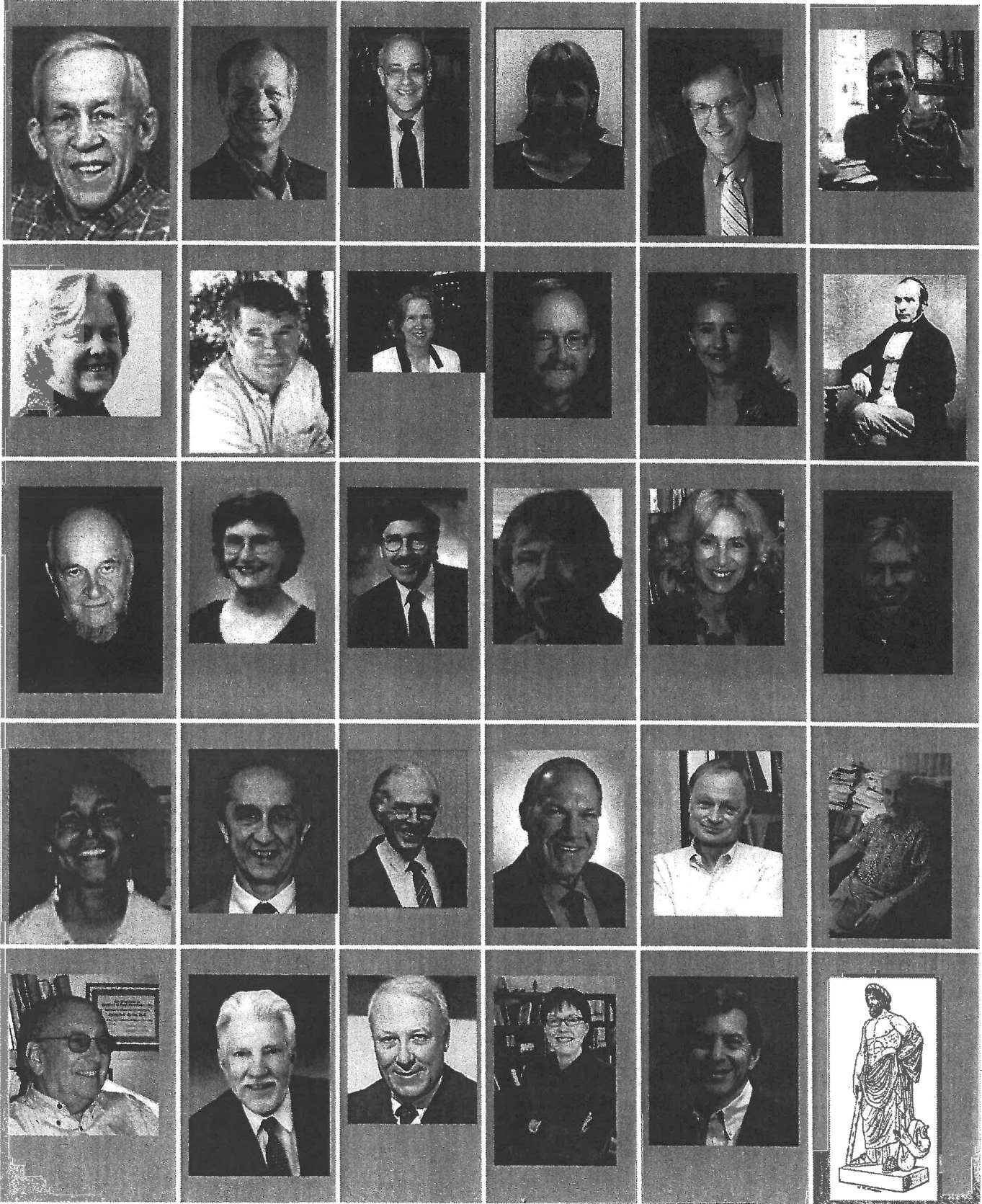
In creating this syllabus, I borrowed ideas from several sources:

- The syllabus of Irwin Sandler (for references) and David Hawkins (some learning objectives and the oral format for a final exam).
- The title and syllabus of Tona Hangen for the syllabus design and syllabus makeover

- 'The Family of Man' for the pictures on the first page of this syllabus



# An Idiosyncratic Collection of Prevention and Health Promotion Scientists



..... Free dinner for the first student who can identify all these people .....

