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054 ORIGINAL

Washington State University
MAJOR CURRICULAR CHANGE FORM - COURSE

(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 ~~H/D~~ _____)
 - Cooperative listing (UI prefix and number _____)
taught by: WSU UI jointly taught
 - S, F grading

Prev_Sci 535 Effective Prevention Strategies I
course prefix course no. title

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

Description (20 words or less) Community mobilization and problem analysis; program selection, implementation and management; grant writing.

Instructor: Brittany Cooper Phone number: (509) 335-2896 Email: brittany.cooper@wsu.edu
 Contact: Diane Scott Phone number: (509) 335-8439 Email: scottjdj@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.

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.

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

Core Requirements (25-27 credits)		Course Options (all courses 3 credits unless otherwise indicated)	
<i>I. Developmental Epidemiology and Public Health (9 credits)</i>			
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, & Family Health Care</i>	<i>Com 517 Health Communication and Social Development</i>
C. Child Development	HD 560 Child Development		
<i>II. Research Methods & Statistics (9 Credits)</i>			
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>

III. Program Development, Implementation, and Institutionalization (7-9 credits)			
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

Core Requirements (25-27 credits)		Course Options (all courses 3 credits unless indicated)		
I. Human Development In Context (8-9 credits)				
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			
II. Research				

Methods* & Statistics (9 Credits)				
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		
III. Program Development & Evaluation (8-9 credits)				
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 535: Effective Prevention Strategies I

INSTRUCTOR: Brittany Rhoades Cooper, Ph.D.
Email: Brittany.cooper@wsu.edu
Phone: 509-335-2896
Office Hours: By appointment

COURSE DESCRIPTION: This course is designed to provide students with a theoretical and practical foundation for selecting and implementing effective prevention strategies across multiple human service settings (e.g., schools, community-based organizations). Students will learn about the program selection and implementation process through a series of assignments that includes designing and implementing a needs and resource assessment and writing a grant proposal to fund an evidence-based program. This course is followed by HD 540 (where the emphasis is on program evaluation) as part of the Effective Prevention Strategies two-part sequence in the Prevention Science graduate program. The goals of this sequence are 1) to provide Prevention Science PhD students with knowledge of the historical, disciplinary, and theoretical roots of applied prevention science and 2) to teach the necessary skills to conduct needs assessments, design evidence-based programs, obtain resources for implementation, and conduct evaluation of program outcomes.

COURSE ORGANIZATION AND EXPECTATIONS: Students are required to work independently on some assignments and to work cooperatively with class members on other assignments. Class sessions will be a combination of: (1) lecture, (2) discussion, and (3) peer and instructor collaboration on activities and projects. In preparation for these in-class activities, you will be required to read the assigned text and/or articles. This is a reading intensive course. I expect you to come to class every week having completed all the assigned reading and prepared to participate in discussions and activities based on these readings.

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; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

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. Students are responsible for knowing the WSU policy on academic integrity as described in the Student Handbook. This information is available at <http://academicintegrity.wsu.edu/>.

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. It is also recommended that you become familiar with the WSU ALERT site (<https://alert.wsu.edu/>), where information about emergencies and other issues affecting WSU will be found.

COURSE GOALS & LEARNING OBJECTIVES

This course is designed to:

- 1) Increase students' knowledge of theoretical issues in prevention science with a specific focus on effective program selection and implementation.
- 2) Increase students' understanding of: a) effective prevention strategies, b) criteria for evidence-based programs in prevention science, and c) resources for identifying these programs.
- 3) Teach skills needed to design and carryout a needs and resource assessment, and to select and implement an evidence-based prevention program that addresses identified youth, family and/or community need.
- 4) Increase students' professional communication skills, including networking, working in teams, and grant-writing.
- 5) Foster professional relationships with peers and practicing professionals in the field of prevention.

At the end of this course, students will be able to:

- 1) Foundational knowledge objectives:
 - a. Define prevention science and discuss theoretical issues in prevention science.
 - b. Understand the current state of knowledge on the prevention of emotional, mental, and behavioral disorders in children using a risk and protective factors framework.
 - c. Describe and evaluate different models of program development, selection, and implementation.
 - d. Critique existing prevention programs from both theoretical and methodological perspectives.
- 2) Application objectives:
 - a. Design and conduct a needs and resource assessment using multiple data sources.
 - b. Locate existing evidence-based prevention programs.
 - c. Conceptualize a problem within an etiological (risk and protective factors) framework.
 - d. Formulate appropriate and measurable goals and objectives for a prevention program.
 - e. Understand components of the logic model, critique logic models for existing programs, and create a logic model for a prevention program.
 - f. Understand the language of grants and contracts and different components of a grant proposal.
 - g. Identify different funding sources for a specified topic.
 - h. Develop a program budget and project management plan for a prevention program.
 - i. Write a professional grant proposal.
- 3) Professional development objectives
 - a. Use APA style in professional writing.
 - b. Communicate effectively in class discussions and through a final oral presentation.

REQUIRED TEXTS

APA Publication Manual – 6th Edition

Kettner, P.M., Moroney, R.M., & Martin, L.I. (2008). *Designing and managing programs: An effectiveness-based approach*. SAGE Sourcebooks for Human Services.

National Research Council and Institute of Medicine (2009). *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities*. National Academies Press: Washington, D.C. -- Please note: A free PDF copy of this book is available at: http://www.nap.edu/catalog.php?record_id=12480

Yuen, F. K. O, Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals*. Wiley.

In addition to the above texts, several empirical articles (available through the WSU library full-text databases) and other

online reports/resources are assigned during the semester (see course schedule and reference list below).

COURSE COMPONENTS

Class Participation: Students' learning in this class will be commensurate with the effort they put forward on a weekly basis. This includes coming to class prepared and participating actively in class discussions and activities.

- 1) Each student will be responsible for submitting 2-3 discussion questions/comments based on the assigned reading for that day. These discussion questions/comments should be submitted on Angel by 5pm on the Wednesday before each class as assigned in the course schedule below.
- 2) In addition, each student will be assigned to lead class discussion once during the semester. 2-3 students will be assigned for each class and therefore you are expected to work together to develop the discussion/activities for your assigned day. On the day that it is your turn to lead discussion, please email me directly with a list of at least 5 discussion prompts/questions that you will use to lead the class (this takes the place of your individual 2-3 discussion questions/comments if they are due that day). You may also choose to conduct class or small-group activities designed to illustrate concepts from the reading or topics that have come up in class, or activities that you think will help with the needs assessment or grant-writing process.

Application Exercises: Through the semester, I will assign students to work independently or in small groups to research, review, assess, and/or critique a particular prevention topic/resource. The goal of these assignments is to give students an opportunity to apply the prevention concepts they are learning about during class. This will also give students an opportunity to summarize and informally present what they learn about their assigned topic/resource with the rest of the class. See the class schedule below for due dates. Further details will be discussed in class.

Needs & Resource Assessment: Students will work in small groups (2-3 students) to conduct a *Needs and Resource Assessment* for a specific Washington state community. This assignment will be focused on substance use/abuse problems using archival data and the results of resource assessments conducted in communities across the state. The ultimate goal of this assignment is for students to engage in a data-driven process to identify and match a specific evidence-based prevention program to the local needs of a specific community. This assignment will provide the foundation for the *Grant Proposal* assignment described next. Both assignments will be completed in phases, and students will receive feedback from me after each phase.

Assignment	Due	Component
Needs Assessment	10/1	The <i>Needs Assessment</i> will be a written document that includes descriptions of assessment question(s), the assessment's purpose/utility, the target population, methodology, and results. More detailed instructions/guidelines will be provided during class.
Resource Assessment & Recommendations	10/11	The <i>Resource Assessment</i> will logically flow from the <i>Needs Assessment</i> above. It will be a written document that includes similar sections as the needs assessment but it will be focused on assessing the existing prevention resources within your assigned community. It will also include a section that summarizes your recommendations for the community based on your overall assessment of how the needs of the community align (or don't) with the existing resources. More detailed instructions/guidelines will be provided during class.

Grant Proposal: The grant proposal assignment will logically build off of the *Needs and Resources Assessment*. You will work with the same small group to respond to a specific RFP (Request for Proposals) appropriate for funding the implementation of a prevention program selected based on your conclusions/recommendations from the *Needs and Resources Assessment* and from the *Prevention Program Analysis* assignment describe below. Funding sources might be federal or state agencies (e.g., SAMHSA) or private sources such as community or corporate foundations. Regardless of the specific format requested by the RFP, students will submit a grant proposal as a course requirement that includes several components (listed below). The *Grant Proposal* assignment will be completed in the following phases:

Assignment	Due	Component
Prevention Program Analysis	11/5	Each group will identify and analyze <u>one specific program</u> based on the conclusions and recommendations made in their <i>Needs and Resource Assessment</i> . Using this as a foundation the <i>Prevention Program Analysis</i> will be a written document that includes a statement of the program theory/theory of change, the program's target population, a description of the specific program components/strategies, the program's logic model, and a summary of the evidence for its effectiveness. More detailed instructions/guidelines will be provided during class.
Funding Options	11/15	Students will identify at least 4 potential funding opportunities for the selected program. More detailed instructions/guidelines will be provided during class.
Final Grant Proposal	12/9	Note that the proposal will include revisions to several of the components of the <i>Needs and Resource Assessment</i> and <i>Program Analysis</i> . It will be written document that includes (a) Specific aims; (b) Target population (c) Logic model specifying program inputs, outputs, and outcomes; (d) Approaches and methods; (e) Agency capacity and project management; and (f) Budget. More detailed instructions/guidelines will be provided during class.

Oral Presentation: At the end of the semester, each group will give a 30-minute presentation of their collaborative work on the aforementioned assignments. Presentations will take place on the last day of classes, **December 5, 2011**.

EVALUATION OF STUDENT LEARNING

Since this is a graduate-level course, the majority of the final grade will be based on the quality of students' written assignments and the extent of active participation in class discussions. Feedback and revisions are essential to good writing and mastery of concepts; thus, students will receive feedback on many components of the primary class assignments prior to final submission.

Not all of the activities and assignments completed during the semester will be graded; however each assignment is designed to provide students with essential skills. I strongly encourage students to think less about grades and points and more about mastery of concepts and improvement in writing. Final grades for the class will be assigned as follows.

Course Component	Points	%
Class Participation & Application Exercises	100	20%
Needs & Resource Assessment	150	30%
Grant Proposal	200	40%
Oral Presentation	50	10%
Total	500	

Letter Grade	
A-	90-93.5%
B+	87-89.5%
B	84-86.5%
C*	Below 80%

*A grade of C or lower could jeopardize graduate student funding.

NOTE ABOUT LATE ASSIGNMENTS: Assignments are due on the date and by the time listed in the syllabus. Late assignments will not receive my detailed feedback. Also, I reserve the right to deduct points for late submissions. Please alert me as soon as possible if you are having difficulty completing the requirements of the course.

WORKING IN GROUPS: Although this is typically less of a problem at the graduate-level, students sometimes have concerns about working in groups on graded assignments. Students will complete confidential peer evaluations at the end of the semester to evaluate collaborative efforts on class assignments.

TIPS FOR HOW TO SUCCEED IN THIS CLASS

- Block off reading time in your schedule every day.
- Complete ALL assigned readings before class.
- Think critically about the assigned readings (do not simply read for content, aim to integrate the content with other readings, knowledge, and experiences).
- When reading, don't get stuck on every word of a reading. Look for overall messages of sections and paragraphs and ask yourself how it relates back to the 'purpose statement' and article as a whole.
- Be prepared to actively participate in class discussions (you may want to write down questions/notes and bring them to class).
- Compose thought-provoking questions/comments for class discussions.
- When completing written assignments, give yourself plenty of time to think, outline, draft, and revise before submitting them.
- My goal is to give a lot of feedback on your first few assignments. This feedback is meant to be constructive – please see it as an opportunity for improvement and not a reflection of your abilities.
- Meet with your small groups early and often – work together to develop a timeline for when/how you will divide and complete the necessary work.
- Maintain respectful and professional communication with group members, classmates, and faculty.
- Be supportive of classmates! It's not a competition and grad school is a great way to network and build professional relationships. It isn't about being THE best, it's about being YOUR best and supporting one another so they can do the same.
- Don't hesitate to talk to me about any questions or concerns you have with any component of this class.
- I can guarantee at least one time during the semester you will feel discouraged, overwhelmed, incompetent, and/or wonder why you chose to pursue your PhD – this is COMPLETELY NORMAL. Talk to your fellow classmates and/or myself for moral support and to discuss strategies for how to persevere. You were accepted into this program for a reason – because YOU CAN DO IT.

COURSE SCHEDULE

Date	Topics	Required Readings	Assignment Due
Part 1 – Prevention Science: History, Core Principles, Frameworks & Settings			
8/22	Introduction to Prevention Science Levels of Prevention	IOM Ch. 1-3 Fineberg (2013)	Discussion Questions
8/29	Developmental Framework for Prevention Costs & Benefits of Prevention	IOM Ch. 4, 9 WSIPP Reports: http://www.wsipp.wa.gov/rptfiles/04-07-3901.pdf http://www.wsipp.wa.gov/rptfiles/12-04-1201.pdf	Discussion Questions
9/5	Prevention Infrastructure National, State & Local Context <i>Guest: Dr. Sarah Walker (UW Evidence-based Practice Institute)</i>	IOM 12, 13 Rhoades, Bumbarger et al. (2012) Spoth, Greenberg et al. (2004) Stith, Pruitt et al. (2006)	AE#1: National/State Prevention Initiatives
Part 2 – First Steps in Program Planning: Community Mobilization & Problem Analysis			
9/12	Introduction to Program Planning & Theory Community Coalitions	Kettner Ch. 1-3 Arthur, Hawkins et al. (2010) Nargiso, Friend et al. (2013)	Discussion Questions
9/19	Needs & Resources Assessment: Design & Methodology <i>Guest: Linda Becker & Julia Gleeson (DBHR, HYS)</i>	Kettner Ch. 4-5 SPF-SIG Guidance Document: http://store.samhsa.gov/shin/content//SMA09-4205/SMA09-4205.pdf	Discussion Questions
9/26	Needs & Resources Assessment: Using Archival Data Sources Analysis & Reporting	Yeun Ch. 4 (pp. 73-83) Yeun Ch. 7 (pp. 171-183) The Community Tool Box: http://ctb.ku.edu/en/tablecontents/sub_section_main_1903.aspx	AE#2: Identifying Data Sources (in class, bring laptops) NOTE: Needs Assessment due on Angel by 5pm Tuesday, October 1st.
Part 3 – Program Selection, Implementation, & Management			
10/3	Identifying & Selecting Programs Criteria for Evidence-Based Programs	Kettner Ch. 6 IOM Ch. 11 Flay, Biglan et al. (2005) Embry, Lipsey et al. (2013): http://www.aspe.hhs.gov/hsp/13/KeyIssue/sforChildrenYouth/BestIntentions/rb_bestintentions.cfm	AE#3: Review/Critique of EBP Lists
10/10	Family, School & Community Interventions Prevention of Specific Disorders	IOM Ch. 6-7 Birch & Ventura (2009) Brownson, Haire-Joshu & Luke (2006) Wandersman & Florin (2003)	Discussion Questions NOTE: Resource Assessment & Recommendations due on Angel by 5pm Friday, October 11th.
10/17	Implementation Models &	Meyers et al. (2013)	AE #4: Online Implementation

Date	Topics	Required Readings	Assignment Due
	Frameworks Program Fidelity & Adaptation	Berkel, Mauricio et al. (2011) Durlak (2013): http://aspe.hhs.gov/hsp/13/KeyIssuesforChildrenYouth/ImportanceofQuality/rb_QualityImp.cfm Hill & Owens (2013)	Resources
10/24	Logic Models & Theories of Change	Yeun Ch. 4 (pp. 86-96) Eddy, Dishion et al. (1998) Kellogg Foundation Logic Model Development Guide (Ch. 1-2): http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx Blase & Fixen (2013): http://aspe.hhs.gov/hsp/13/KeyIssuesforChildrenYouth/CoreIntervention/rb_CoreIntervention.cfm	Discussion Questions
10/31	NO CLASS		NOTE: Program Analysis due on Angel by 5pm Tuesday, November 5th.
Part 4: Grant Writing			
11/7	Program Accountability Introduction to Grant Writing Identifying Funding Sources	Kettner Ch. 10-11 Wandersman, Imm et al. (2000) Yuen Ch. 1-2 and 5 (pp. 99-107)	GW#5: Funding Search Activity (in class, bring laptops)
11/14	Components of a Proposal Agency Capacity & Project Management <i>Guest: Drew Betz (WSU Extension)</i>	Yuen Ch. 5 (pp. 107-118)	Discussion Questions NOTE: Funding Sources due on Angel by 5pm Friday, November 15th.
11/21	Budgeting & Sustainability Approaches & Methods Proposal Examples	Johnson, Hays et al. (2004) Scheirer & Dearing (2011) Yeun Ch. 5 (pp. 118-137), Ch. 7 (pp. 188-190), Ch. 8	Discussion Questions
11/28	NO CLASS - Happy Thanksgiving!		
12/5	Oral Presentations		
12/9	Finals Week (No Class)		Final Grant Proposal due on Angel by 5pm Monday, December 9th.

REFERENCES

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Prevention Science 535: Effective Prevention Strategies I

INSTRUCTOR: Brittany Rhoades Cooper, Ph.D.
Email: Brittany.cooper@wsu.edu
Phone: 509-335-2896
Office Hours: By appointment

CLASS TIME & LOCATION: TBA

CREDITS: 3

COURSE DESCRIPTION: This course is designed to provide students with a theoretical and practical foundation for selecting and implementing effective prevention strategies across multiple human service settings (e.g., schools, community-based organizations). Students will learn about the program selection and implementation process through a series of assignments that includes designing and implementing a needs and resource assessment and writing a grant proposal to fund an evidence-based program. This course is followed by HD 540 (where the emphasis is on program evaluation) as part of the Effective Prevention Strategies two-part sequence in the Prevention Science graduate program. The goals of this sequence are 1) to provide Prevention Science PhD students with knowledge of the historical, disciplinary, and theoretical roots of applied prevention science and 2) to teach the necessary skills to conduct needs assessments, design evidence-based programs, obtain resources for implementation, and conduct evaluation of program outcomes.

COURSE ORGANIZATION AND EXPECTATIONS: Students are required to work independently on some assignments and to work cooperatively with class members on other assignments. Class sessions will be a combination of: (1) lecture, (2) discussion, and (3) peer and instructor collaboration on activities and projects. In preparation for these in-class activities, you will be required to read the assigned text and/or articles. This is a reading intensive course. I expect you to come to class every week having completed all the assigned reading and prepared to participate in discussions and activities based on these readings.

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; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

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COURSE GOALS & LEARNING OBJECTIVES

This course is designed to:

- 1) Increase students' knowledge of theoretical issues in prevention science with a specific focus on effective program selection and implementation.
- 2) Increase students' understanding of: a) effective prevention strategies, b) criteria for evidence-based programs in prevention science, and c) resources for identifying these programs.
- 3) Teach skills needed to design and carryout a needs and resource assessment, and to select and implement an evidence-based prevention program that addresses identified youth, family and/or community need.
- 4) Increase students' professional communication skills, including networking, working in teams, and grant-writing.
- 5) Foster professional relationships with peers and practicing professionals in the field of prevention.

At the end of this course, students will be able to:

- 1) Foundational knowledge objectives:
 - a. Define prevention science and discuss theoretical issues in prevention science.
 - b. Understand the current state of knowledge on the prevention of emotional, mental, and behavioral disorders in children using a risk and protective factors framework.
 - c. Describe and evaluate different models of program development, selection, and implementation.
 - d. Critique existing prevention programs from both theoretical and methodological perspectives.
- 2) Application objectives:
 - a. Design and conduct a needs and resource assessment using multiple data sources.
 - b. Locate existing evidence-based prevention programs.
 - c. Conceptualize a problem within an etiological (risk and protective factors) framework.
 - d. Formulate appropriate and measurable goals and objectives for a prevention program.
 - e. Understand components of the logic model, critique logic models for existing programs, and create a logic model for a prevention program.
 - f. Understand the language of grants and contracts and different components of a grant proposal.
 - g. Identify different funding sources for a specified topic.
 - h. Develop a program budget and project management plan for a prevention program.
 - i. Write a professional grant proposal.
- 3) Professional development objectives
 - a. Use APA style in professional writing.
 - b. Communicate effectively in class discussions and through a final oral presentation.

REQUIRED TEXTS

APA Publication Manual – 6th Edition

Kettner, P.M., Moroney, R.M., & Martin, L.I. (2008). *Designing and managing programs: An effectiveness-based approach*. SAGE Sourcebooks for Human Services.

National Research Council and Institute of Medicine (2009). *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities*. National Academies Press: Washington, D.C. -- Please note: A free PDF copy of this book is available at: http://www.nap.edu/catalog.php?record_id=12480

Yuen, F. K. O, Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals*. Wiley.

In addition to the above texts, several empirical articles (available through the WSU library full-text databases) and other online reports/resources are assigned during the semester (see course schedule and reference list below).

COURSE COMPONENTS

Class Participation: Students' learning in this class will be commensurate with the effort they put forward on a weekly basis. This includes coming to class prepared and participating actively in class discussions and activities.

- 1) Each student will be responsible for submitting 2-3 discussion questions/comments based on the assigned reading for that day. These discussion questions/comments should be submitted on Angel by 5pm on the Wednesday before each class as assigned in the course schedule below.
- 2) In addition, each student will be assigned to lead class discussion once during the semester. 2-3 students will be assigned for each class and therefore you are expected to work together to develop the discussion/activities for your assigned day. On the day that it is your turn to lead discussion, please email me directly with a list of at least 5 discussion prompts/questions that you will use to lead the class (this takes the place of your individual 2-3 discussion questions/comments if they are due that day). You may also choose to conduct class or small-group activities designed to illustrate concepts from the reading or topics that have come up in class, or activities that you think will help with the needs assessment or grant-writing process.

Application Exercises: Through the semester, I will assign students to work independently or in small groups to research, review, assess, and/or critique a particular prevention topic/resource. The goal of these assignments is to give students an opportunity to apply the prevention concepts they are learning about during class. This will also give students an opportunity to summarize and informally present what they learn about their assigned topic/resource with the rest of the class. See the class schedule below for due dates. Further details will be discussed in class.

Needs & Resource Assessment: Students will work in small groups (2-3 students) to conduct a *Needs and Resource Assessment* for a specific Washington state community. This assignment will be focused on substance use/abuse problems using archival data and the results of resource assessments conducted in communities across the state. The ultimate goal of this assignment is for students to engage in a data-driven process to identify and match a specific evidence-based prevention program to the local needs of a specific community. This assignment will provide the foundation for the *Grant Proposal* assignment described next. Both assignments will be completed in phases, and students will receive feedback from me after each phase.

Assignment	Due	Component
Needs Assessment	10/1	The <i>Needs Assessment</i> will be a written document that includes descriptions of assessment question(s), the assessment's purpose/utility, the target population, methodology, and results. More detailed instructions/guidelines will be provided during class.
Resource Assessment & Recommendations	10/11	The <i>Resource Assessment</i> will logically flow from the <i>Needs Assessment</i> above. It will be a written document that includes similar sections as the needs assessment but it will be focused on assessing the existing prevention resources within your assigned community. It will also include a section that summarizes your recommendations for the community based on your overall assessment of how the needs of the community align (or don't) with the existing resources. More detailed instructions/guidelines will be provided during class.

Grant Proposal: The grant proposal assignment will logically build off of the *Needs and Resources Assessment*. You will work with the same small group to respond to a specific RFP (Request for Proposals) appropriate for funding the implementation of a prevention program selected based on your conclusions/recommendations from the *Needs and Resources Assessment* and from the *Prevention Program Analysis* assignment describe below. Funding sources might be federal or state agencies (e.g., SAMHSA) or private sources such as community or corporate foundations. Regardless of the specific format requested by the RFP, students will submit a grant proposal as a course requirement that includes several components (listed below). The *Grant Proposal* assignment will be completed in the following phases:

Assignment	Due	Component
Prevention Program Analysis	11/5	Each group will identify and analyze <u>one specific program</u> based on the conclusions and recommendations made in their <i>Needs and Resource Assessment</i> . Using this as a foundation the <i>Prevention Program Analysis</i> will be a written document that includes a statement of the program theory/theory of change, the program's target population, a description of the specific program components/strategies, the program's logic model, and a summary of the evidence for its effectiveness. More detailed instructions/guidelines will be provided during class.
Funding Options	11/15	Students will identify at least 4 potential funding opportunities for the selected program. More detailed instructions/guidelines will be provided during class.
Final Grant Proposal	12/9	Note that the proposal will include revisions to several of the components of the <i>Needs and Resource Assessment</i> and <i>Program Analysis</i> . It will be written document that includes (a) Specific aims; (b) Target population (c) Logic model specifying program inputs, outputs, and outcomes; (d) Approaches and methods; (e) Agency capacity and project management; and (f) Budget. More detailed instructions/guidelines will be provided during class.

Oral Presentation: At the end of the semester, each group will give a 30-minute presentation of their collaborative work on the aforementioned assignments. Presentations will take place on the last day of classes, **December 5, 2011**.

EVALUATION OF STUDENT LEARNING

Since this is a graduate-level course, the majority of the final grade will be based on the quality of students' written assignments and the extent of active participation in class discussions. Feedback and revisions are essential to good writing and mastery of concepts; thus, students will receive feedback on many components of the primary class assignments prior to final submission.

Not all of the activities and assignments completed during the semester will be graded; however each assignment is designed to provide students with essential skills. I strongly encourage students to think less about grades and points and more about mastery of concepts and improvement in writing. Final grades for the class will be assigned as follows.

Course Component	Points	%
Class Participation & Application Exercises	100	20%
Needs & Resource Assessment	150	30%
Grant Proposal	200	40%
Oral Presentation	50	10%
Total	500	

Letter Grade	
A	94-100%
A-	90-93.5%
B+	87-89.5%
B	80-86.5%
C*	70-79.5%
D	60-69.5%
F	Below 60%

*A grade of C or lower could jeopardize graduate student funding.

For all major group writing assignments, you are graded based on the following general components, each of which is given equal weight.

1) Quality of writing

- a. Is the writing style clear and concise?
- b. Is the writing free of typos, grammar errors, and run-on sentences?
- c. Is the content logically organized with appropriate headings and sub-headings?
- d. Is the tone and language used appropriate for the intended audience?

2) Presentation and Interpretation of Supporting Evidence

- a. Do the authors cite appropriate research literature/theory and data to support their analysis and conclusions?
- b. Do the authors provide a clear, logical interpretation of their data?
- c. Are the tables and figures clearly presented and described in the text?
- d. Do the authors describe the limitations of their data/analysis and make recommendations for how to address them?

3) Clarity of Thought/Argument

- a. Is the document easy to read? Does it tell a logical story from beginning to end?
- b. Do the authors provide the appropriate background information?
- c. Do the authors clearly state their objectives, methods, results/analysis, and conclusions?
- d. Does the analysis/assessment of information follow a logical rationale?
- e. Is the overall argument clear and convincing?
- f. Do the authors offer an integrative summary of their findings and the associated implications?

Other considerations include:

- Appropriate formatting and in-text citations for references
- Evidence of effective group work
- Incorporation of appropriate course concepts (when applicable)

NOTE ABOUT LATE ASSIGNMENTS: Assignments are due on the date and by the time listed in the syllabus. Late assignments will not receive my detailed feedback. Also, I reserve the right to deduct points for late submissions. Please alert me as soon as possible if you are having difficulty completing the requirements of the course.

WORKING IN GROUPS: Although this is typically less of a problem at the graduate-level, students sometimes have concerns about working in groups on graded assignments. Students will complete confidential peer evaluations at the end of the semester to evaluate collaborative efforts on class assignments.

TIPS FOR HOW TO SUCCEED IN THIS CLASS

- Block off reading time in your schedule every day.
- Complete ALL assigned readings before class.
- Think critically about the assigned readings (do not simply read for content, aim to integrate the content with other readings, knowledge, and experiences).
- When reading, don't get stuck on every word of a reading. Look for overall messages of sections and paragraphs and ask yourself how it relates back to the 'purpose statement' and article as a whole.
- Be prepared to actively participate in class discussions (you may want to write down questions/notes and bring them to class).
- Compose thought-provoking questions/comments for class discussions.

- When completing written assignments, give yourself plenty of time to think, outline, draft, and revise before submitting them.
- My goal is to give a lot of feedback on your first few assignments. This feedback is meant to be constructive – please see it as an opportunity for improvement and not a reflection of your abilities.
- Meet with your small groups early and often – work together to develop a timeline for when/how you will divide and complete the necessary work.
- Maintain respectful and professional communication with group members, classmates, and faculty.
- Be supportive of classmates! It's not a competition and grad school is a great way to network and build professional relationships. It isn't about being THE best, it's about being YOUR best and supporting one another so they can do the same.
- Don't hesitate to talk to me about any questions or concerns you have with any component of this class.
- I can guarantee at least one time during the semester you will feel discouraged, overwhelmed, incompetent, and/or wonder why you chose to pursue your PhD – this is COMPLETELY NORMAL. Talk to your fellow classmates and/or myself for moral support and to discuss strategies for how to persevere. You were accepted into this program for a reason – because YOU CAN DO IT.

COURSE SCHEDULE

Date	Topics	Required Readings	Assignment Due
Part 1 – Prevention Science: History, Core Principles, Frameworks & Settings			
8/22	Introduction to Prevention Science Levels of Prevention	IOM Ch. 1-3 Fineberg (2013)	Discussion Questions
8/29	Developmental Framework for Prevention Costs & Benefits of Prevention	IOM Ch. 4, 9 WSIPP Reports: http://www.wsipp.wa.gov/rptfiles/04-07-3901.pdf http://www.wsipp.wa.gov/rptfiles/12-04-1201.pdf	Discussion Questions
9/5	Prevention Infrastructure National, State & Local Context <i>Guest: Dr. Sarah Walker (UW Evidence-based Practice Institute)</i>	IOM 12, 13 Rhoades, Bumbarger et al. (2012) Spoth, Greenberg et al. (2004) Stith, Pruitt et al. (2006)	AE#1: National/State Prevention Initiatives
Part 2 – First Steps in Program Planning: Community Mobilization & Problem Analysis			
9/12	Introduction to Program Planning & Theory Community Coalitions	Kettner Ch. 1-3 Arthur, Hawkins et al. (2010) Nargiso, Friend et al. (2013)	Discussion Questions
9/19	Needs & Resources Assessment: Design & Methodology <i>Guest: Linda Becker & Julia Gleeson (DBHR, HYS)</i>	Kettner Ch. 4-5 SPF-SIG Guidance Document: http://store.samhsa.gov/shin/content//SMA09-4205/SMA09-4205.pdf	Discussion Questions
9/26	Needs & Resources Assessment: Using Archival Data Sources Analysis & Reporting	Yeun Ch. 4 (pp. 73-83) Yeun Ch. 7 (pp. 171-183) The Community Tool Box: http://ctb.ku.edu/en/tablecontents/sub_section_main_1903.aspx	AE#2: Identifying Data Sources (in class, bring laptops) NOTE: Needs Assessment due on Angel by 5pm Tuesday, October 1st.
Part 3 – Program Selection, Implementation, & Management			
10/3	Identifying & Selecting Programs Criteria for Evidence-Based Programs	Kettner Ch. 6 IOM Ch. 11 Flay, Biglan et al. (2005) Embry, Lipsey et al. (2013): http://www.aspe.hhs.gov/hsp/13/KeyIssueforChildrenYouth/BestIntentions/rb_bestintentions.cfm	AE#3: Review/Critique of EBP Lists
10/10	Family, School & Community Interventions Prevention of Specific Disorders	IOM Ch. 6-7 Birch & Ventura (2009) Brownson, Haire-Joshu & Luke (2006) Wandersman & Florin (2003)	Discussion Questions NOTE: Resource Assessment & Recommendations due on Angel by 5pm Friday, October 11th.
10/17	Implementation Models &	Meyers et al. (2013)	AE #4: Online Implementation

Date	Topics	Required Readings	Assignment Due
	Frameworks Program Fidelity & Adaptation	Berkel, Mauricio et al. (2011) Durlak (2013): http://aspe.hhs.gov/hsp/13/KeyIssuesforChildrenYouth/ImportanceofQuality/rb_QualityImp.cfm Hill & Owens (2013)	Resources
10/24	Logic Models & Theories of Change	Yeun Ch. 4 (pp. 86-96) Eddy, Dishion et al. (1998) Kellogg Foundation Logic Model Development Guide (Ch. 1-2): http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx Blase & Fixen (2013): http://aspe.hhs.gov/hsp/13/KeyIssuesforChildrenYouth/CoreIntervention/rb_CoreIntervention.cfm	Discussion Questions
10/31	NO CLASS		NOTE: Program Analysis due on Angel by 5pm Tuesday, November 5th.
Part 4: Grant Writing			
11/7	Program Accountability Introduction to Grant Writing Identifying Funding Sources	Kettner Ch. 10-11 Wandersman, Imm et al. (2000) Yuen Ch. 1-2 and 5 (pp. 99-107)	GW#5: Funding Search Activity (in class, bring laptops)
11/14	Components of a Proposal Agency Capacity & Project Management <i>Guest: Drew Betz (WSU Extension)</i>	Yuen Ch. 5 (pp. 107-118)	Discussion Questions NOTE: Funding Sources due on Angel by 5pm Friday, November 15th.
11/21	Budgeting & Sustainability Approaches & Methods Proposal Examples	Johnson, Hays et al. (2004) Scheirer & Dearing (2011) Yeun Ch. 5 (pp. 118-137), Ch. 7 (pp. 188-190), Ch. 8	Discussion Questions
11/28	NO CLASS - Happy Thanksgiving!		
12/5	Oral Presentations		
12/9	Finals Week (No Class)		Final Grant Proposal due on Angel by 5pm Monday, December 9th.

REFERENCES

- Arthur, M. W., Hawkins, J. D., Brown, E. C., Briney, J. S., Oesterle, S., & Abbott, R. D. (2010). Implementation of the Communities That Care prevention system by coalitions in the Community Youth Development Study. *Journal of Community Psychology, 38*(2), 245–258. doi:10.1002/jcop.20362
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- Birch, L. L., & Ventura, A. K. (2009). Preventing childhood obesity: What works? *International Journal of Obesity, 33*(S1), S74–S81. doi:10.1038/ijo.2009.22
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- Johnson, K., Hays, C., Center, H., & Daley, C. (2004). Building capacity and sustainable prevention innovations: A sustainability planning model. *Evaluation and Program Planning, 27*(2), 135–149.
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11/14/2013

**Prevention Science 535:
Effective Prevention Strategies I**

INSTRUCTOR: Brittany Rhoades Cooper, Ph.D.
Email: Brittany.cooper@wsu.edu
Phone: 509-335-2896
Office Hours: By appointment

CLASS TIME & LOCATION: TBA

CREDITS: 3

COURSE DESCRIPTION: This course is designed to provide students with a theoretical and practical foundation for selecting and implementing effective prevention strategies across multiple human service settings (e.g., schools, community-based organizations). Students will learn about the program selection and implementation process through a series of assignments that includes designing and implementing a needs and resource assessment and writing a grant proposal to fund an evidence-based program. This course is followed by HD 540 (where the emphasis is on program evaluation) as part of the Effective Prevention Strategies two-part sequence in the Prevention Science graduate program. The goals of this sequence are 1) to provide Prevention Science PhD students with knowledge of the historical, disciplinary, and theoretical roots of applied prevention science and 2) to teach the necessary skills to conduct needs assessments, design evidence-based programs, obtain resources for implementation, and conduct evaluation of program outcomes.

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- 2) In addition, each student will be assigned to lead class discussion once during the semester. 2-3 students will be assigned for each class and therefore you are expected to work together to develop the discussion/activities for your assigned day. On the day that it is your turn to lead discussion, please email me directly with a list of at least 5 discussion prompts/questions that you will use to lead the class (this takes the place of your individual 2-3 discussion questions/comments if they are due that day). You may also choose to conduct class or small-group activities designed to illustrate concepts from the reading or topics that have come up in class, or activities that you think will help with the needs assessment or grant-writing process.

Application Exercises: Through the semester, I will assign students to work independently or in small groups to research, review, assess, and/or critique a particular prevention topic/resource. The goal of these assignments is to give students an opportunity to apply the prevention concepts they are learning about during class. This will also give students an opportunity to summarize and informally present what they learn about their assigned topic/resource with the rest of the class. See the class schedule below for due dates. Further details will be discussed in class.

Needs & Resource Assessment: Students will work in small groups (2-3 students) to conduct a *Needs and Resource Assessment* for a specific Washington state community. This assignment will be focused on substance use/abuse problems using archival data and the results of resource assessments conducted in communities across the state. The ultimate goal of this assignment is for students to engage in a data-driven process to identify and match a specific evidence-based prevention program to the local needs of a specific community. This assignment will provide the foundation for the *Grant Proposal* assignment described next. Both assignments will be completed in phases, and students will receive feedback from me after each phase.

Assignment	Due	Component
Needs Assessment	10/1	The <i>Needs Assessment</i> will be a written document that includes descriptions of assessment question(s), the assessment's purpose/utility, the target population, methodology, and results. More detailed instructions/guidelines will be provided during class.
Resource Assessment & Recommendations	10/11	The <i>Resource Assessment</i> will logically flow from the <i>Needs Assessment</i> above. It will be a written document that includes similar sections as the needs assessment but it will be focused on assessing the existing prevention resources within your assigned community. It will also include a section that summarizes your recommendations for the community based on your overall assessment of how the needs of the community align (or don't) with the existing resources. More detailed instructions/guidelines will be provided during class.

For all major group writing assignments, you are graded based on the following general components, each of which is given equal weight.

1) Quality of writing

- a. Is the writing style clear and concise?
- b. Is the writing free of typos, grammar errors, and run-on sentences?
- c. Is the content logically organized with appropriate headings and sub-headings?
- d. Is the tone and language used appropriate for the intended audience?

2) Presentation and Interpretation of Supporting Evidence

- a. Do the authors cite appropriate research literature/theory and data to support their analysis and conclusions?
- b. Do the authors provide a clear, logical interpretation of their data?
- c. Are the tables and figures clearly presented and described in the text?
- d. Do the authors describe the limitations of their data/analysis and make recommendations for how to address them?

3) Clarity of Thought/Argument

- a. Is the document easy to read? Does it tell a logical story from beginning to end?
- b. Do the authors provide the appropriate background information?
- c. Do the authors clearly state their objectives, methods, results/analysis, and conclusions?
- d. Does the analysis/assessment of information follow a logical rationale?
- e. Is the overall argument clear and convincing?
- f. Do the authors offer an integrative summary of their findings and the associated implications?

Other considerations include:

- Appropriate formatting and in-text citations for references
- Evidence of effective group work
- Incorporation of appropriate course concepts (when applicable)

NOTE ABOUT LATE ASSIGNMENTS: Assignments are due on the date and by the time listed in the syllabus. Late assignments will not receive my detailed feedback. Also, I reserve the right to deduct points for late submissions. Please alert me as soon as possible if you are having difficulty completing the requirements of the course.

WORKING IN GROUPS: Although this is typically less of a problem at the graduate-level, students sometimes have concerns about working in groups on graded assignments. Students will complete confidential peer evaluations at the end of the semester to evaluate collaborative efforts on class assignments.

TIPS FOR HOW TO SUCCEED IN THIS CLASS

- Block off reading time in your schedule every day.
- Complete ALL assigned readings before class.
- Think critically about the assigned readings (do not simply read for content, aim to integrate the content with other readings, knowledge, and experiences).
- When reading, don't get stuck on every word of a reading. Look for overall messages of sections and paragraphs and ask yourself how it relates back to the 'purpose statement' and article as a whole.
- Be prepared to actively participate in class discussions (you may want to write down questions/notes and bring them to class).
- Compose thought-provoking questions/comments for class discussions.

COURSE SCHEDULE

Date	Topics	Required Readings	Assignment Due
Part 1 – Prevention Science: History, Core Principles, Frameworks & Settings			
8/22	Introduction to Prevention Science Levels of Prevention	IOM Ch. 1-3 Fineberg (2013)	Discussion Questions
8/29	Developmental Framework for Prevention Costs & Benefits of Prevention	IOM Ch. 4, 9 WSIPP Reports: http://www.wsipp.wa.gov/rptfiles/04-07-3901.pdf http://www.wsipp.wa.gov/rptfiles/12-04-1201.pdf	Discussion Questions
9/5	Prevention Infrastructure National, State & Local Context <i>Guest: Dr. Sarah Walker (UW Evidence-based Practice Institute)</i>	IOM 12, 13 Rhoades, Bumbarger et al. (2012) Spoth, Greenberg et al. (2004) Stith, Pruitt et al. (2006)	AE#1: National/State Prevention Initiatives
Part 2 – First Steps in Program Planning: Community Mobilization & Problem Analysis			
9/12	Introduction to Program Planning & Theory Community Coalitions	Kettner Ch. 1-3 Arthur, Hawkins et al. (2010) Nargiso, Friend et al. (2013)	Discussion Questions
9/19	Needs & Resources Assessment: Design & Methodology <i>Guest: Linda Becker & Julia Gleeson (DBHR, HYS)</i>	Kettner Ch. 4-5 SPF-SIG Guidance Document: http://store.samhsa.gov/shin/content//SMA09-4205/SMA09-4205.pdf	Discussion Questions
9/26	Needs & Resources Assessment: Using Archival Data Sources Analysis & Reporting	Yeun Ch. 4 (pp. 73-83) Yeun Ch. 7 (pp. 171-183) The Community Tool Box: http://ctb.ku.edu/en/tablecontents/sub_section_main_1903.aspx	AE#2: Identifying Data Sources (in class, bring laptops) NOTE: Needs Assessment due on Angel by 5pm Tuesday, October 1st.
Part 3 – Program Selection, Implementation, & Management			
10/3	Identifying & Selecting Programs Criteria for Evidence-Based Programs	Kettner Ch. 6 IOM Ch. 11 Flay, Biglan et al. (2005) Embry, Lipsey et al. (2013): http://www.aspe.hhs.gov/hsp/13/KeyIssueforChildrenYouth/BestIntentions/rb_bestintentions.cfm	AE#3: Review/Critique of EBP Lists
10/10	Family, School & Community Interventions Prevention of Specific Disorders	IOM Ch. 6-7 Birch & Ventura (2009) Brownson, Haire-Joshu & Luke (2006) Wandersman & Florin (2003)	Discussion Questions NOTE: Resource Assessment & Recommendations due on Angel by 5pm Friday, October 11th.
10/17	Implementation Models &	Meyers et al. (2013)	AE #4: Online Implementation

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