

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

### **Instructors**

**Roger P. Weissberg**

**Mary Utne O'Brien**

### **Course Overview**

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

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

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

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

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

Students will learn about (1) how theories influence intervention designs, (2) logic models and evaluation considerations that articulate how interventions affect the development of people and their contexts, and (3) issues related to program design,

implementation, and sustainability. In addition to reading about these issues, our class will develop an interview protocol to guide conversations that you will have with program designers/adopters and program deliverers that address the following issues:

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

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

### **Required and Recommended Textbooks and Materials**

One text is **required**:

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

Four additional texts are **recommended**:

Dalton, J. H., Elias, M. J., & Wandersman, A. (2001). *Community psychology: Linking individuals and communities*. Stamford, CT: Wadsworth.

Levine, M., Perkins, D. D., & Perkins, D. V. (2005). *Principles of community psychology: Perspectives and applications*. New York: Oxford University Press.

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being* (pp. 1-91). New York: Palgrave MacMillan.

Weissberg, R. P., & Kumpfer, K. (Eds.). (2003). Special Issue: Prevention that works for children and youth. *American Psychologist*, 58, 425-490.

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

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

### **Course Expectations and Grading**

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

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

### **Notifying the Instructor of Anticipated Absence from Class**

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

### **Accommodations for Students with Documented Disabilities**

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

## Weekly Assignments

### January 12, 2006 – Organization Meeting: Course Overview

No readings assigned

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

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

Sarason, S. B., Levine, M., Goldenberg, I. I., Cherlin, D.L., & Bennett, E. M. (1966). *Psychology in community settings: Clinical, educational, vocational, social aspects*. (pps. 1-73, 645-649). New York: John Wiley & Sons.

Caplan, G. (1964). *Principles of preventive psychiatry* (pp. 3-88). New York: Basic Books.

Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology*, 9(1), 1-25.

### January 26, 2006 – Foundations

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being* (pp. 1-91). New York: Palgrave MacMillan.

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

Levine, M., Perkins, D. D., & Perkins, D. V. (2005). *Principles of community psychology: Perspectives and applications* (pp. 3-53). New York: Oxford University Press.

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

Dalton, J. H., Elias, M. J., & Wandersman, A. (2001). *Community psychology: Linking individuals and communities* (pp. 2-25; 152-185). Stamford, CT: Wadsworth.

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

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

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being* (pp. 137-231). New York: Palgrave MacMillan.

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

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (pp. 2-17). Boston: Allyn and Bacon.

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

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

Levine, M., Perkins, D. D., & Perkins, D. V. (2005). *Principles of community psychology: Perspectives and applications* (pp. 271-402; 427-456; 464-468). New York: Oxford University Press.

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

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (pp. 18-62). Boston: Allyn and Bacon.

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

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

Dalton, J. H., Elias, M. J., & Wandersman, A. (2001). *Community psychology: Linking individuals and communities* (pp. 258-434). Stamford, CT: Wadsworth.

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

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (pp. 63-107). Boston: Allyn and Bacon.

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

### **February 23, 2006: Early Childhood Interventions**

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

Shonkoff, J. P., & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development* (pp. 337-380). Washington, DC: National Academy Press.

- Chapter 13: Promoting Healthy Development Through Intervention

W. W. Kellogg Foundation. (2004). *Using logic models to bring together planning, evaluation, and action: Logic model development guide*. Battle Creek, MI: Author.

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (pp. 110-132). Boston: Allyn and Bacon.

- Chapter 6: Clarifying the change: Innovation configurations

### **March 2, 2006: Community Interventions with Adolescents and Adults**

#### **Guest Collaborator: Leonard Jason, DePaul University**

Jason, L. A. (2006). *Benefits and challenges of generating community participation*. Manuscript submitted for publication.

Jason, L. A., Braciszewski, J., Olson, B. D., & Ferrari, J. R. (2005). Increasing the number of mutual help recovery homes for substance abusers: Effects of government policy and funding assistance. *Behavior and Social Issues, 14*, 70-78.

Pokorny, S. B., Jason, L. A., & Shoeny, M. (2004). Current smoking among young adolescents: Assessing school-based contextual norms. *Tobacco Control, 13*, 301-307.

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (pp. 133-157). Boston: Allyn and Bacon.

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

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

Collaborative for Academic, Social, and Emotional Learning. (2005). *The Illinois edition of safe and sound: An educational leader's guide to evidence-based social and emotional learning programs*. Chicago, IL: Author.

Kress, J. S., & Elias, M. J. (2006). Implementing school-based social and emotional learning programs. In *Handbook of child psychology. Vol 5. Child psychology in practice* (5th ed., pp. 592-618). New York: John Wiley & Sons.

Selman, R. L., & Dray, A. (2006). Risk and prevention. In *Handbook of child psychology. Vol 5. Child psychology in practice* (5th ed., pp. 378-419). New York: John Wiley & Sons.

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). The scientific base linking emotional learning to student success and academic outcomes. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 3-22). New York, NY: Teachers College Press.

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (pp. 158-181). Boston: Allyn and Bacon.

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

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

Durlak, J. A., & Wells, A. M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology, 25*, 115-152.

Weissberg, R. P., Kumpfer, K., Seligman, M. E. P. (Eds.). (2003). Prevention that works for children and youth: An introduction. *American Psychologist, 58*, 425-432.

- Biglan, A., Mrazek, P. J., Carnine, D., & Flay, B. R. (2003). The integration of research and practice in the prevention of youth problem behaviors. *American Psychologist, 58*, 433-440.
- Wandersman, A., & Florin, P. (2003). Community interventions and effective prevention. *American Psychologist, 58*, 441-448.
- Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybold, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist, 58*, 449-456.
- Kumpfer, K. L., & Alvarado, R. (2003). Family strengthening approaches for the prevention of youth problem behaviors. *American Psychologist, 58*, 457-465.
- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*, 466-474.
- Hall, G. E., & Hord, S. M. (2001). *Implementing change: Patterns, principles, and potholes* (pp. 184-206). Boston: Allyn and Bacon.
- Chapter 9: Describing what change facilitators do: Interventions

### **March 23, 2006: Spring Vacation**

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

- Mrazek, P. J., & Haggerty, R. J. (Eds). (1994). *Reducing risks for mental disorders: Frontiers for preventive intervention research* (pp. 3-29; 359-435). Washington, DC: National Academy Press.
- Chapter 1: Introduction
  - Chapter 2: New Directions in Definitions
  - Chapter 10: Designing, Conducting, and Analyzing Programs within the Preventive Intervention Research Cycle.
  - Chapter 11: The Knowledge Exchange Process: From Research Into Practice
- Wandersman, A. (2003). Community science: Bridging the gap between science and practice with community-centered models. *American Journal of Community Psychology, 31*, 227-242.
- Chinman, M., Hannah, G., Wandersman, A., Ebener, P., Hunter, S. B., Imm, P., & Sheldon, J. (2005). Developing a community science research agenda for building



- community capacity for effective preventive interventions. *American Journal of Community Psychology*, 35, 143-158.
- Miller, R. L., & Shinn, M. (2005). Learning from communities: Overcoming difficulties in dissemination of prevention and promotion efforts. *American Journal of Community Psychology*, 35, 169-184.
- Hawkins, J. D., Catalano, R. F., & Arthur, M. W. (2002). Promoting science-based prevention in communities. *Addictive Behaviors*, 27, 951-976.
- Rappaport, J. (2005). Community psychology is (thank God) more than science. *American Journal of Community Psychology*, 35, 231-238.

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

- Pittman, K. J., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2003). *Preventing problems, promoting development, encouraging engagement: Competing priorities or inseparable goals*. Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. Available on line at [www.forumfyi.org](http://www.forumfyi.org).
- Cowen, E. L. (2000). Psychological wellness: Some hopes for the future. In D. Cicchetti, J. Rappaport, I. Sandler, & R. P. Weissberg (Eds.), *The promotion of wellness in children and adolescents* (pp. 477-503). Washington DC: CWLA Press.
- Eccles, J. & Gootman, J. A. (2002). *Community programs to promote youth development* (pp. 1-18; 66-118). Washington DC: National Academy Press.
- Executive Summary
  - Chapter 3: Personal and Social Assets that Promote Well-being
  - Chapter 4: Features of Positive Developmental Settings
- Weissberg, R. P., & Greenberg, M. T. (1998). School and community competence-enhancement and prevention programs. In W. Damon (Series Ed.) & I. E. Sigel & K. A. Renninger (Vol. Eds.). *Handbook of child psychology: Vol 4. Child psychology in practice* (5th ed., pp. 877-954). New York: John Wiley & Sons.
- Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (pp. 207-230). Boston: Allyn and Bacon.
- Chapter 10: Defining change facilitator style: Different approaches produce different results

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

Durlak, J. A. (1998). Why program implementation is important. *Journal of Prevention & Intervention in the Community*, 17 (2), 5-18.

Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissberg, R. P. (2003). Implementation, sustainability, and scaling of social-emotional and academic innovations in public schools. *School Psychology Quarterly*, 32, 303-319.

Fagin, A. A., & Mihalic, S. (2003). Strategies for enhancing the adoption of school-based prevention programs: Lessons learned from the Blueprints for Violence Prevention replications of the Life Skills Training Program. *Journal of Community Psychology*, 31, 235-253.

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (pp. 231-251). Boston: Allyn and Bacon.

- Chapter 11: Constructing understanding of change: Intervention mushrooms

#### **April 20, 2006: Ethics**

Pope, K. S. (1990). Identifying and implementing ethical standards for primary prevention. *Prevention in Human Services*, 8, 43-64.

Trickett, E. J. (1998). Toward a framework of defining and resolving ethical issues in the protection of communities involved in primary prevention projects. *Ethics & Behavior*, 8, 321-337.

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (pp. 254-278). Boston: Allyn and Bacon.

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

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

No readings will be assigned for this class.

Papers are due!

**Psychology 534: Community and Preventive Interventions  
Critical Thinking Sheet**

Name \_\_\_\_\_ Class Date \_\_\_\_\_

Article \_\_\_\_\_

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

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**Most Important Point the Article Makes**

**An Article Point That You Want to Challenge**

**An Article Issue About Which You Want to Know More**

**Theoretical/Conceptual Issues**

**Intervention Issues**

**Research Ideas or Findings**

**Importance for Policy**

**How it Moves that Field**

**General Questions or Reactions for Class Discussion**

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