2009 INTRODUCTION TO PREVENTION SCIENCE & COMMUNITY PSYCHOLOGY— Psychology 320

Psychology 320 Fall 2009
Joseph Galano, Ph.D. 11:00-12:20 TR

GENERAL INFORMATION

Course Info: BLACKBOARD>> PSY320>> COURSE INFO

This course introduces you to Community Psychology and the rapidly developing area in psychology known as Prevention Science. This course presents a brief overview of theory, research, and practice in prevention science. A developmental perspective is used to focus on factors that promote or inhibit healthy development at different stages and during transitions. The course adopts an ecological perspective of behavior and behavior change goes beyond the individual. The focus is from before birth through age 21.

The Institute of Medicine's Mental Health Intervention Spectrum is used as a framework to distinguish universal, selective, and indicated prevention from treatment. The course demonstrates how prevention science is built on the foundations of epidemiological research and etiological research on predictors of health, mental health, and behavior problems

The course will trace the history of and the impetus for Community Psychology and Prevention Science, examine the goals and values of these new fields, and consider their impact on mental health practice. You will be presented with preventive interventions, emerging research findings, and examine how well we have been able to translate our knowledge into effective program models that promote competencies and prevent mental-emotional disorders from occurring.

High priority societal problems such as the prevention of child abuse and neglect, school failure, and youth violence are considered, as well as well researched areas such as the documented relationship between stressful life events and the onset of mental and physical disorders. We will also examine new approaches aimed at promoting strengths and social competencies. The current status of efforts to prevent mental illness and substance abuse in Virginia will be a theme throughout the course.

Based on current knowledge and need, the course identifies areas with the most immediate potential for preventing mental-emotional disabilities and considers the future place that prevention/promotion programs should have within the field of mental health. Approaches and findings from large scale, community preventive interventions are also explored. Economic analyses of the costs and benefits of effective preventive interventions is considered. The course should help to answer the complex question "Is Mental Illness Preventable?" and determine if an investment in prevention/promotion research and services is likely to substantially lower the incidence and toll of mental-emotional disorders and improve the well-being of individuals, families, and communities.

GOALS & OBJECTIVES

1. To be familiar with the science and practice of Prevention Science, Health Promotion, and Community Psychology.

2. To understand how prevention science and community psychology are applicable to a wide range of problems in contemporary society.

3. To adopt an ecological perspective of behavior and change that goes beyond the individual and expand and reconsider how we implement interventions so that they are maximally effective.

4. To emphasize that a focus on prevention and treatment is complementary and demonstrate how clinical treatment can be strengthened by understanding ecological levels and community resources.

5. Able to present current evidence regarding the incidence and prevalence and co-occurrence of health and the mental health/social problems covered in this course

6. To be able to present current evidence regarding biological and environmental risk factor, their developmental salience and the role they play in the etiology of mental health or behavior problems.

7. To become familiar with prevention/promotion intervention research studies that document the effectiveness and limitations of prevention/promotion activities.

8. Able to identify tested and effective interventions that have been found to affect the outcomes studied.

9. Able to describe the origins and current state of community-wide prevention approaches

10. To become familiar with prevention/promotion activities in Va. at the community and State levels.

11. Able to formulate new research questions regarding epidemiology, etiology, preventative interventions or dissemination of preventive interventions.

12. Appreciate that mental health should not a monopoly of mental health workers-rather a concern for the entire community, therefore, encourage and value partnerships and collaboration.

13. To become aware of the skills and actions needed to implement and sustain preventive/promotion interventions in the community and the many roles that psychologists can play.

14 Be able to convince a reasonable person that important social problems can be significantly reduced by preventive interventions (my personal goal).

15. To encourage <u>your</u> future participation and optimism in developing and applying prevention/promotion strategies that are empirically validated and beneficial to the communities of which we are a part.

PRIMARY REQUIRED TEXTS:

1. Blueprints For Violence Prevention: Life Skills Training (Book 5), Multisystemic Therapy (Book 6), Bullying Prevention Program (Book 9)
2. *The Effects of Childhood Stress*, CDC&P Report (on Blackboard and website) http://www.cdc.gov/ncipc/pub-res/pdf/Childhood_Stress.pdf
3. Prevention Planning Guide: Phase III (2002). Office of Prevention, Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services.
4. Our Common Language: A Quick Guide to Prevention Terminology in Virginia (2004)

Additional Prevention Resources:

Community Psychology: Linking Individuals and Communities. (2007). Dalton, J., Elias, M., & Wandersman, A. Second edition. Wadsworth, Belmont, CA.

Farrington, D. P. & Welsh, B. C. (2007) *Saving Children From a Life of Crime*. New York: Oxford University Press, Inc.

Doll, L. S. et al. (2007). *Handbook of Injury and Violence Prevention*. Atlanta: Springer Science+Business Media, LLC.

Tolan, P. et al. (2007). *Preventing Youth Substance Abuse: Science-Based Programs for Children and Adolescents*. Washington, D.C.: American Psychological Association.

Lutzker, J. R. (2006). *Preventing Violence: Research and Evidence-Based Intervention Strategies*. Washington, D.C.: American Psychological Association.

Orpinas, P. & Horne, A. M. (2006). *Bullying Prevention: Creating a Positive School Climate and Developing Social Competence*. Washington, D.C.: American Psychological Association.

Benard, B. (2004). *Resiliency: What We Have Learned*. San Francisco: WestEd.

Dozois, D.J. & Dobson, K.S. (2004). *The Prevention of Anxiety and Depression: Theory, Research, and Practice.* Washington, D.C.: American Psychological Association.

K.I. Maton, et al (2004). Investing in Children, Youth, Families, and Communities: Strength-Based Research and Policy. APA. Washington, D.C.

Levine, M., Perkins, D.& Perkins, D. (2005) Principles of community psychology: perspectives and applications. N.Y.C. N.Y. Oxford.

Helping Adolescents at Risk: Prevention of Multiple Problem Behaviors (2004). Biglan, A., Brennan, P., Foster, S.L., & Holder, H.D. New York: The Guilford Press

Hogan, J. A. et. al. (2003). *Substance Abuse Prevention: The Intersection of Science and Practice*. Boston: Pearson Education, Inc.

Romer, D. (2003). *Reducing Adolescent Risk: Toward an Integrated Approach*. Thousand Oaks, California: Sage Publications, Inc.

Schewe, P. A. (2002). *Preventing Violence in Relationships: Interventions Across the Life Span*. Washington, D.C.: American Psychological Association.

Understanding Substance Abuse Prevention (1999). Substance Abuse and Mental Health Services Administration.

Program Planning and Evaluation Handbook: A Guide for Safe and Drug-Free Schools and Communities Act Programs. (1999). Atkinson, A., Deaton, M., Travis, R., & Wessel, T. Virginia Effective Practices Project, Office of Substance Abuse Research, JMU. Harrisonburg, VA.

Here's Proof Prevention Works (1999). Substance Abuse and Mental Health Services Administration.

Primary Prevention Works. Albee, G. & Gullotta, T. (Eds.) (1997). Thousand Oaks, CA., Sage. Community-based Prevention Planning . (1995). Office of Prevention, Virginia Departmental Mental Health, Mental Retardation, and Substance Abuse Services.

Weissberg, R.P. et. al.(Eds.) (1997). Establishing Preventive Services. Newbury Park. CA., Sage.

Weissberg, R.P. et. al.(Eds.) (1997). Enhancing Children's Wellness. Newbury Park. CA., Sage.

Bloom, M. (1996). Primary Prevention Practices. Thousand Oaks, CA., Sage.

Barton, H., Hopkins, K., McElhaney, S., Heigel, J. & Salassi, A. (1995) The NMHA Directory to Model

Programs to Prevent Mental Disorders and Promote Mental Health. Alexandria, VA. NMHA.
Institute of Medicine (1994). Reducing Risk for Mental Disorders. National Academy Press, Washington, D.C.
Dryfoos, J. (1990). Adolescents At Risk: Prevalence and Prevention. N.Y.C., N.Y., Oxford University Press.
Price, R., Cowen, E., Lorion, R., & Ramos-McKay, J. (Eds.) (1988). 14 Ounces of Prevention: A casebook for practioners, APA, Wash., DC.

"New and improved" READINGS ON Blackboard: All required readings not found in your required texts will be available on Blackboard.

GRADES

There will be a mid-term worth 40% of your final grade and a final exam (**Dec. 7, 2:00PM**) which will account for 60% of your grade. The exams will primarily be a combination of identification, short answer, and essay questions; however, more specific information regarding the content and format of exams will be provided later in the semester. Each student will also have the opportunity to write an optional scholarly term paper. The paper will require you to (a) research a problem area you are interested in, (b) to conceptualize the problem using the theories and models presented in the course, (c) to develop a prevention program (or major elements of one) that makes use of the prevention strategies presented during the semester, (d) to consider the ethical and political implications of your approach, and (e) to determine how program success will be evaluated. A guideline for developing this semester paper will be provided to each student selecting this option. Students may work individually or in teams of up to three. (Students working as a team may collaborate on some parts of the project but must complete other portions independently. This will be specified in the guidelines). Papers must be turned in on or before 5 p.m. on **Dec. 4th**. The optional paper will account for 40% of the total final grade but can only maintain or raise the letter grade earned from the mid-term and final. The decision to write the term paper must be on or before **Oct. 8th**.

Course Info Websites and Internet Prevention Resources

I have attempted to assemble a collection of some of the best web sites and internet resources that focus on prevention and health promotion. Virtually none of these sites existed five or ten years ago; many of the sites identify effective prevention programs. Some sites are specifically targeted problem domains, such as violence or substance abuse, and others are more generic. I've also listed several Virginia programs; some of them will be coming into our class this semester. Many of the sites also provide specific information designed to help communities or other host settings implement model programs. In addition to model programs, many of the sites contain access to research, public policy, and advocacy efforts aimed at prevention and health promotion and links to other sites or organizations. These web sites are a tremendous resource that I hope you will familiarize yourself with. They represent the attempt to document what we know about effective programs and to see that that knowledge is accessible to citizens, programs, and policy makers across the country. **See Blackboard >> PSY 320>> External Links and Course Documents**

CLASS PARTICIPATION & EXTRA CREDIT

This semester there are many new readings and new topics. Because of this, I am especially interested in your reactions to the material. Moreover, many of the topics deserve far more time than a single class period or two that are allocated which means that (for both of us) reading and thinking about the material before class, so we can try to discuss what's important and relevant in some depth, is essential. Some short optional assignments may be offered to interested students. They can only contribute positively toward your grade and only if they are of high quality.

2009 -- 320 CALENDAR OF COURSE TOPICS

Aug. 27	**Introduction to Prevention Science and Community Psychology and Organization of the Course**
Sept. 1	**What is Prevention Science and Community Psychology? Current Status of Prevention, Community Psychology, and Community Mental Health**
3	**How has Prevention and Community Psychology Developed: History & Impetus**
8	**The Need for Prevention: Social Costs and Benefits** **Epidemiology and life course development/Prediction and etiology (VA. YRBS and KIDS Count)**
10	**The Effects of Adverse Childhood Experience on Adult Health and Well-Being across the Lifespan: Turning Gold into Lead**
15	**Understanding Individuals within Environments: The Ecological Perspective**
17/22	**Prevention and Promotion - Key Concepts// Model Prevention Programs Across the Life Span: A Close-Up Look at Four**
24	**Kerry Redican - - Community showcase on Prevention Program Planning**
	Intervening During the Early Years & Before Birth
29	**The Early Years: Prevention Programs before Birth, In Infancy, and In the Early Years and Preventing Physical and Sexual Abuse and Promoting Resilient Outcomes for Children**
Oct. 1	**Understanding and Promoting Resiliency**
6	**MIDTERM EXAM**
8	**Community Showcase: The Hampton Healthy Families Partnership OCT 10-13 FALL BREAK!!**
	Preventive Programs during the School Years
15	**A Community Showcase: The Resilient Children Making Healthy Choices Project (Al's Pals)**
20	**Lecture: Positive Youth Development**
22	**Seattle Social Development Program (SSDP)**
27	**Community Showcase: Positive Youth Development**
29	**Communities That Care: Planning Prevention Initiatives in/with Communities**
Nov.3	**Lecture: Preventing Youth Alcohol, Tobacco, and Substance Abuse (Project Star)**
5	**Preventing Youth Alcohol, Tobacco, and Substance Abuse -- LST**
10	**Restructuring Social Climate and Bully Prevention - Olweus**
12	**Community Showcase: A Model Prevention Program -- Responding in Peaceful and Positive Ways**
17/19/24	**Community Violence and Children: Preventing Exposure and Reducing Harm**
19	**Community Showcase: A Bridge between Clinical and Community Psychology (Pat Dorgan)** **Interventions Targeting Adolescents with Behavior Problems –MST**
26	**THANKSGIVING BREAK**
Dec. 1	**The Future of Prevention Science and Community Psychology**
3	**Finale**
7	**FINAL EXAM: 2:00-5:00**

SYLLABUS – 2009

Introduction to Community Psychology

Aug. 27 **Introduction to Prevention Science & Community Psychology**

Sept. 1 **What is Prevention Science & Community Psychology?**
Current Status of Prevention, Community Psychology, and Community Mental Health
Required reading:
(a) Blackboard: Primary Prevention's Evolution (Albee & Gullotta, 1997).

3 **How has Prevention & Community Psychology Developed: History & Impetus**
Required reading to more about the history and development of Community Psychology:
(a) How has Community Psychology Developed (Ch. 2, Dalton text)

8 **The Need for Prevention: Social Costs and Benefits**
Epidemiology and life course development/Prediction and etiology (VA. YRBS and KIDS Count)
Required reading: Helping Adolescents at Risk: Chapters 1, 2, 3

10 **The Adverse Childhood Experiences Study (ACEs)**
Required reading: Blackboard
Relationship between Adverse Childhood Experiences and Adult Health: Turning Gold into Lead
The Effects of Childhood Stress, CDC&P Report (on Blackboard and website)
http://www.cdc.gov/ncipc/pub-res/pdf/Childhood_Stress.pdf

15 **Understanding Individuals Within Environments: The Ecological Perspective**
Required reading: Understanding Individuals Within Environments (Ch. 5, Dalton text)

17/22 **Prevention and Promotion - Key Concepts / Model Prevention Programs across the Lifespan: A Close-Up Look at Four (and A Strengths Perspective: Putting Health Back into Mental Health)**
Required Reading**: Thursday, 9/17**
(a) Chapter 2 Hogan Prevention Research (An Intro to Risk & Protective Factor Theory)
(b) Coie, J.D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R., Markman, H.J., Ramey, S.L. Shure, M.B., & Long, B. (1993). The science of prevention: A conceptual framework and some directions for a national research program. American Psychologist, 48, pp. 1013-1022.
Required Reading: **Tuesday, 9/22**
(c) IOM Study, Chapter 2, New Definitions for Mental Health Interventions and Prevention
(d) Chapter 4, Influences on the Development of Multiple Problems (Adolescences at Risk)
(e) **Optional:** Peruse if possible, VA. Prevention Plan: Phase III. Prevention Science (pp. 17-31)

OPTIONALRESOURCE: Special Issue (2003) of American Psychologist: Prevention that Works for Children and Youth, V58, #6/7

24 **Kerry Redican - Community showcase on Prevention Program Planning**
Required Reading: TBA

Intervening During the Early Years & Before Birth

29 **The Early Years: Prevention Programs Before Birth, In Infancy, and In the Early Years**
Required Reading: **Blackboard**
(a) The High/Scope/Perry Pre School Project: Primary Prevention Works, (1997), Weikart, D. & Schweinhart, L.
(b) Prenatal & Infancy Home Visiting by Nurses: (2002), Prevention Science, Olds, D.

Oct. 1 **Understanding and Promoting Resiliency**
Required Reading: Blackboard
(a) Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community, Bonnie Bernard, Prevention Forum.
(b) Resilience: A Universal Capacity (Chapter 1 Bernard 2004)

6 **MID-TERM EXAM**

8 **The Prevention of Child Abuse & Neglect. The Hampton Healthy Families Partnership**: **The Healthy Start Program** (A Community showcase)
http://www.hampton.va.us/healthyfamilies/
Required Reading: Blackboard
(a) National Data Analysis System Issue Brief on Child Abuse and Neglect: January 2006
(b) Developing and sustaining a successful community prevention initiative (2000). Journal of Primary Prevention. Galano, J., Credle, W., Perry, D., Berg, W., Huntington, L., and Steif, E. **In Prevention Plan: Phase III, pp 83-97.**
(c) Healthy Families America, Prevention Plan Phase III, pp 77-81

13 **FALL BREAK!!**

Intervening During the Early School Years

Introduction to Social and Emotional Learning (SEL) and Positive Youth Development (PYD)

15 **A Community Showcase: Resilient Children Making Healthy Choices Project (Al's Pals)**
Required Reading: TBA
[[**Social Emotional Learning]] These readings will only be assigned if the community showcase cannot be scheduled**
Readings: **Blackboard**
(a) The Scientific Base Linking Social and Emotional Learning to School Success (Ch.1) Consult with guest speaker
(b) Strategies to Infuse Social and Emotional Learning into Academics (Ch. 7)

20 **Lecture: Positive Youth Development**
NEED READINGS FOR 2008
Required Readings: Positive Youth Development is necessary and possible (Brian Flay)

22 **Seattle Social Development Program (SSDP)**
(a) Reading Required: Social Development & Social and Emotional Learning by Hawkins, Smith, & Catalano (2004)
(b) Additional Findings from an 18-School Experimental Test of SSDP Published in *Victims and Offenders,* 2007

27 **Positive Youth Development (A Community Showcase: Cindy Carlson, Director, Hampton Coalition for Youth)**
(a) The Hampton Experience as a New Model for Youth Civic Engagement

29 **Communities That Care: Planning Prevention Initiatives in/with Communities and Positive Youth Development**
Required Readings: (a) Chapter 3, Prevention Program Planning (from Hogan, 2003)

Nov. 3 **Preventing Youth Alcohol, Tobacco, and Substance Abuse -- LST**
Required Reading: Review Blueprint Book 5, Life Skills Training
(a) **Blackboard**: Preventing Adolescent Drug Abuse through Life Skills Training: Theory, Evidence, and Implementation Issues, (2000), Botvin, G.
OPTIONAL: Facts About Drugs; Chapter 4 of Hogan (2003)

5 **Preventing Youth, Alcohol, Tobacco, and Substance Abuse**
Required Reading: **Blackboard**
Exemplars of Effectiveness:
(a) Strengthening Families Program: An Evidence-Based Multicultural Family Skills Training Program (2007), Kumpfer, Tait, & Whiteside.
(b) Midwestern Prevention Project (2000), Lapin, A. & Pentz, M.

10 **Restructuring Social Climate & Bullying Prevention**
Required Reading: Review Blueprint Book 9, Bullying Prevention Program
(a) Blueprints Bullying Prevention Program--**The Olweus Bullying Prevention Program & Blueprints Power Point**
(b) Download Model Program Description from Blueprints Site
http://www.colorado.edu/cspv/blueprints/index.html

12 **Community Showcase: A Model Prevention Program --*Responding in Peaceful and Positive Ways***
http://www.preventionopportunities.com/programs.html
http://modelprograms.samhsa.gov/pdfs/Details/RiPP.pdf (on Blackboard)

17 **Community Violence and Children: Preventing Exposure and Reducing Harm**
Required Reading: Blackboard
(a) Preventing Delinquency and Antisocial Behavior, 2-page intro?
(b) Surgeon General's Report on Youth Violence: Ch. 3 Developmental Dynamics of Youth Violence
(c) Surgeon General's Report: Chapter 4, Risk Factors for Youth Violence

19 **Community Showcase: A Bridge between Clinical and Community Psychology - Dr. Pat Dorgan**
Consider MST

24 **Continuation of Community Violence and Children: Preventing Exposure and Reducing Harm**
Required Reading: Review Blueprint Book 6, Multisystemic Therapy
(a) Explore Model Programs **from Blueprints for Violence Prevention Website:**
http://www.colorado.edu/cspv/blueprints/index.html
(b) Optional: Chapter 5 from the Surgeon General's Report, Violence Prevention Interventions

26 **THANKSGIVING BREAK**

Dec. 1 **The Future of Prevention Science and Community Psychology**
Required Reading: TBA

3 **Finale**
Required Reading: (a) Helping Adolescents at Risk: CH 9

7 **FINAL EXAM**: (2:00-5:00)