

Introduction to Human Development & Family Studies Interventions
HDFS 311, Spring 2009
205 Henderson South, Mondays, 6 p.m. – 9 p.m.

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Course Description:

Welcome to HDFS 311! In your previous coursework, you may have focused on the first three goals of science: describing, explaining, and predicting behavior. In this course, we have the opportunity to discuss the fourth goal: trying to *change* behavior. Specifically, we will discuss a wide range of interventions in human development and family studies, with an emphasis on preventive interventions. Examples will include interventions targeting individuals and families at all stages of development and interventions implemented in a variety of school, work, and community settings. The overall goal of the course is to provide you with an organized way to think about these interventions so that you:

(a) understand the central role of developmental and ecological theory, research, and evaluation

(b) understand how to help organizations and communities make the best use of scarce resources

The course is organized into three units: Basic Concepts, Best Practices, and Current Trends in Intervention Science. Application activities and required readings reinforce and deepen important themes. The course introduces issues addressed in greater detail in several 400-level HDFS courses.

Specific Learning Goals:

By choosing to register for this class, you are making a commitment to yourself, your classmates, and to me to be fully engaged in the course and to work hard to understand some potentially challenging concepts – trying to change behavior is not easy! Fully engaged means attending class, keeping up with reading assignments, participating in discussions, asking questions whenever they arise, and completing written work in a timely fashion. If you are fully engaged in this course then you will be able to achieve the following learning goals:

- *After completing Unit 1 (Basic concepts in intervention science) you will be able to:*
 - Describe why it is important to evaluate interventions
 - Describe any intervention in terms of the problems it addresses, the targeted population, the strategic approach used, the ecological niches involved, and the developmental context
 - Use knowledge of human development to describe an intervention’s road map (or logic model)
 - Critically evaluate the evidence that exists for a particular intervention
- *After completing Unit 2 (Best practices in intervention science) you will be able to:*
 - Identify key trends and examples in family-, school-, and community-based interventions
 - Find reliable information about evidence-based interventions
- *After completing Unit 3 (Current trends in intervention science) you will be able to:*
 - Describe current pressures for accountability in human services organizations
 - Use information about costs and benefits of different programs to plan a reasonable portfolio of interventions for a community
- *After completing the course you will be able to:*
 - Clearly communicate orally and in writing about prevention science with scientists (e.g., by using appropriate terminology) and with practitioners

Website:

Go to ANGEL at <http://cms.psu.edu>, log in, and look up the course. If you have difficulty navigating around ANGEL, please ask your TA or instructor for help.

Reading Assignments.

There is no required text for this class. Because intervention science is a rapidly developing field, we will be reading current articles that relate to the topics we discuss in class. These articles (listed below) are posted on ANGEL (Lessons → Required Readings). To facilitate your understanding of course material, *please read the assigned readings before coming to class.*

The articles come from different sources, (e.g., academic journals, federal institutions, research organizations). Because you may be unfamiliar with some of these article formats, a 1-2 page guide will be posted for the required readings (Lessons → Reading Guides). Each guide asks questions that draw your attention to key ideas or themes and highlights the material that you will need to know for the exams.

1	Springer, F., & Phillips, J. L. (2006). The IOM model: A tool for prevention planning and implementation. <i>Prevention Tactics</i> , 8(13), 1-8.
2	National Institute on Drug Abuse (2003). <i>Preventing Drug Use among Children and Adolescents</i> , Bethesda, Maryland: U.S. Department of Health and Human Services
3	Boo, K. (2006). Swamp Nurse: What's the best hope for the first child of a poor mother? <i>The New Yorker</i> , February 6, 2006.
4	Search Institute. (2003). Unique strengths, shared strengths: Developmental assets among youth of color. <i>Insights and Evidence</i> , 1(2), 1-13.
5	Baldwin, C.K., Caldwell, L.L., & Witt, P.A. (2005). Deliberate programming with logic models: From theory to outcomes. In P.A. Witt & L.L. Caldwell (Eds.), <i>Recreation and Youth Development</i> , pp.219-239. State College, PA: Venture Publishing
6	U.S. Department of Education (2003). <i>Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide</i> . Washington, D.C.: Institute of Educational Sciences.
7	Kumpfer, K. L., & Alvarado, R. (2003). Family-strengthening approaches for the prevention of youth problem behaviors. <i>American Psychologist</i> , 58(6/7), 457-465.
8	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. <i>American Psychologist</i> , 58(6/7), 466-474.
9	Stuart, V., & Chandley, S. (2002). After-school programs as prevention. <i>Prevention Tactics</i> , 6(2), 1-5 .
10	Wandersman, A., & Florin, P. (2003). Community interventions and effective prevention. <i>American Psychologist</i> , 58(6/7), 441-448.
11	Aos, S., Lieb, R., Mayfield, J., Miller, M., & Pennucci, A. (2004). Benefits and costs of prevention and early intervention programs for youth. Washington State Institute for Public Policy
12	Mihalic, S., Irwin, K., Fagan, A., Ballard, D., & Elliot, D. (2004). Successful program implementation: Lessons from Blueprints. <i>Juvenile Justice Bulletin</i> , 1-11.
13	Spoth, R., Greenberg, M., Bierman, K., & Redmond, C. (2004). PROSPER community–university partnership model for public education systems: Capacity-building for evidence-based, competence-building prevention. <i>Prevention Science</i> , 5(1), 31-39.
14	Ripple, C., & Zigler, E. (2003). Research, policy and the federal role in prevention initiatives for children. <i>American Psychologist</i> , 58(6/7), 482-490.

Opportunities to Demonstrate What You Have Learned:

Academic Integrity Exercises.

As a member of the Penn State community, academic integrity is your responsibility. It is also vital to your learning in this course. To ensure that all students are familiar with Penn State's policies on academic integrity, your first task will be to complete the academic integrity exercises posted on ANGEL. *You will not receive a grade on any of your written assignments until you complete these exercises with a score of 80% or above.* Students who score below 80% will be asked to complete a written revision of these exercises.

Participation.

During each class, I will ask you to respond to an in-class activity or question. Responses will be scored on a 3-point scale (0 = absent, no response; 1 = minimal response, off-target; 2 = mostly correct, minor errors; 3 = clear, correct answer.) Scores will be posted on ANGEL. Your responses will help prompt in-class discussion, allow me to track attendance, and help me determine whether I need to review certain concepts in more detail. Your participation grade will be based on your *best 11 out of 13 scores*. We will discuss the responses in class but they will not be handed back. *Absolutely no make-ups will be given for in-class activities.* If you must miss a class (or if you miss the activity because you leave early or arrive late), you will receive a 0. As long as this does not happen more than twice, then you will be able to drop these scores.

Application Activities.

Because the primary goal of the course is for you to be able to *apply* what you know, there will be five out-of-class application activities. These activities are designed to allow you to practice application skills, to prepare you for the more in-depth writing assignments, and to spark in class discussion. Each application activity will be handed in during class on the day that it is due. Each activity is worth 5 points. Late activities *will result in a 1 point deduction*. All application activities must be turned in *within two weeks* of the due date or they will receive no credit.

Written Assignments.

There will be three written assignments. Descriptions and grading rubrics for each assignment are posted on ANGEL. All assignments should be submitted to the ANGEL dropbox for that assignment by **5 pm on the day that it is due.** To allow for computer errors, the dropbox will close at 5:45 pm, at which point a "late dropbox" will open for that assignment. Submit late assignments to that box. *Late assignments will receive a 2 point deduction. All assignments must be turned in within 10 days of the due date or they will receive no credit.*

Drafts can be submitted up to a week and a half prior to when the assignment is due (to allow your TA and me enough time to comment on your draft). Check the course schedule for the exact due dates. The dropbox for drafts will close at **5:45 p.m.** on the date that the drafts are due. *Your TA and I will only read drafts that are submitted to the dropbox.* If you wish to receive feedback and you have missed the draft deadline, you can make an appointment to meet with your TA or me to review your draft in person.

Grades for assignments will be available in the assignment dropboxes as well as summarized in Report → Grades. Feedback on assignments will also be available in the dropboxes on ANGEL.

Exams.

There will be a midterm exam and a *cumulative* final exam. Each exam will have multiple-choice and short answer questions. The midterm lets us check in to see how the course is progressing. Students learn at different paces and instructors have different testing approaches, so the midterm is partly a practice for the final. You may earn up to 2 additional points on your midterm if you turn in your graded exam with a written explanation for each missed response. The final demonstrates your mastery of material for the entire semester. Therefore, if your final exam score is higher than your midterm score, then I will replace your midterm score with your final exam score. For example, if you earn a 30/40 on the midterm and a 35/40 on the final then your exam scores will be recorded as 35 and 35. I will *not* replace your final exam score with the midterm score.

Make-up midterm exams will only be given if you arrange to complete the midterm before the exam date. If you miss the midterm, you lose the opportunity to practice for the final and your final exam score will be double-counted.

Extra Credit. You may add up to 4 points to your final average by completing extra credit assignments. All extra credit assignments must be turned in by the beginning of the last class period.

Prevention Research Center (PRC) Seminars or approved online lectures (2 points each). Provide a 1-page summary of your reaction to a talk that focuses on human services interventions. If you attend a talk other than one given through the PRC, you must get the talk pre-approved by me. I will add these talks to the list. A link to the PRC seminar schedule and a list of several approved online lectures or videos can be found on ANGEL. Your summary must include the date of the talk and the speaker. If you use an online talk, please include a link to the talk as well.

PSU Intervention Research Projects (4 points). Write a 2-3 page summary of an intervention that has been developed and/or is being evaluated by a Penn State researcher. Your summary should follow the same format as your individual assignment #1.

Final grades will be based on the total number of points earned as described below:

Academic Integrity Exercises	12 points
Application Activities: 5 points each	25 points
Participation (top 11 out of 13 in-class activities)	33 points
Writing Assignments	
Assignment 1: Intervention Description	15 points
Assignment 2: Intervention Evaluation	15 points
Assignment 3: Community Intervention Plan	20 points
Exams	
Midterm Exam	40 points
Final Exam	40 points
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Total Points Possible	200 points

Letter:	A	A-	B+	B	B-	C+	C	D	F
Percent:	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	70-77%	60-69%	<65%
Points Needed	186	180	174	166	160	154	140	120	1

Policy on late work:

Consistently handing in work late makes it difficult to contribute to class discussions, to learn new course concepts, and to receive feedback from me in a timely manner. In addition, I find that keeping track of late assignments diverts my attention from preparing quality class meetings for you and your classmates. Therefore, there are consequences for late work, which are spelled out for each type of assignment above.

Unfortunately, many distractions may vie for your attention this semester, such as family or roommate emergencies, health problems, deadlines for other classes, relationship problems, work schedules, and computer glitches. To prevent these distractions from interfering with your work, try to work ahead. That way, you will be prepared if something arises at the last minute. However, it is not always possible to work ahead. If it is the night before an assignment is due and you have not completed it, you have several choices:

- (1) Hand in whatever you have done so far. Depending on how much of the assignment you have completed, you may only lose a few points.
- (2) Accept the consequence for the late assignment (often a 1 or 2 point deduction) and take some additional time to complete the assignment (note the deadlines for late work, however).
- (3) Not complete the assignment at all (which will result in a 0 on the assignment).
- (4) Take a short-cut (copying and pasting from online, borrowing a friend's assignment, etc). This will result in a 0 on the assignment and you will be written up for an academic integrity violation. This is upsetting for you, for me, and for the head of the department. ***Please do not make this choice.***

If you anticipate a large number of complications arising, you may wish to consider whether you have the time and energy to devote to your coursework this semester. If you stay enrolled but need additional support for challenges that you are experiencing outside of the course, please consult the student resources that I have posted on ANGEL. Also, feel free to meet with me to discuss your options.

How To Do Well in This Class:

Attend class and arrive on time: Although I post lecture notes, many of the activities that we do in class (e.g., videos, discussion, in-class activities) go beyond the material in the readings and notes. These activities are designed to facilitate your learning in this course and prepare you for written assignments. Consistently arriving late for class or leaving early will be disruptive to both your learning and that of your classmates.

Read assigned articles before class: The readings provide an initial exposure to the material we will be discussing in class. By reading ahead of time, you will be able to more effectively participate in class discussions and ask questions about any material you do not understand.

Print lecture notes before class: I will try to post lecture notes by 5 p.m. on Sunday night so that you can print the notes before class. You will probably still want to take notes, because not everything will be covered in the posted slides. However, having most of the notes in front of you will allow you to focus on in-class discussions, rather than trying to copy everything down from the slides.

Be engaged in class and ask questions: Because you do not need to spend so much time copying notes, you can take charge of your learning experience. If something is not clear, ask a question. If you think of an example that might apply to our discussion, feel free to share that example. I will frequently ask questions to make sure that my presentation is clear and to prompt discussion.

Submit drafts for written assignments: Drafts allow you to make sure that you are on track with the assignment and to make sure that you are citing your sources properly. By completing a draft ahead of time, you will also give yourself more time to avoid last minute problems such as family or roommate emergencies, sickness, or computer glitches.

Review feedback on written assignments: Learning to write is a never ending process. Even your instructors continually learn how to improve their writing. By reviewing all feedback *even if you get a high grade*, you will better understand your strengths and learn ways to improve your writing.

Practice academic integrity: Plagiarizing and other academic integrity violations will not help you to learn the course material. Such violations are also unfair to your classmates who are working hard. Academic dishonesty can lead to failure on assignments or in the course (see the academic integrity policy below).

Use the resources posted on ANGEL: I have posted many resources to help you improve your studying and writing in ANGEL under Student Resources. There are also links for students who are experiencing problems or need support outside of the classroom.

Attend office hours: Even though this course is smaller than many lecture courses, it can still be difficult for me to meet everyone's needs in class. Meeting with me during office hours is a great way to ask questions (especially if you are shy about asking questions in class).

Invest time into this class. Doing well at anything requires investing time and energy. I will try to maximize your learning experiences within class, but you should plan on setting aside sufficient time to complete the reading and writing assignments outside of class. The exact amount of time will vary depending on your learning style, strengths, and weaknesses. For example, if you struggle with writing, plan to spend additional time seeking help during office hours, having friends read over your assignments, or going to the writing center for additional support.

Course Engagement:

Student's Responsibilities:

- Be engaged in learning, willing to ask questions, and participate in discussions
- Be respectful to the instructor, teaching assistant, and other students
- Do not distract other students. Arrive on time, wait to pack up your materials until I am finished talking, refrain from cell phone use, and refrain from social conversation in class
- Complete relevant readings *before* class begins
- Complete assignments with timeliness and integrity
- Give sufficient notice if you want to meet outside of office hours so that we can arrange our schedule

Instructor's Responsibilities:

- Be engaged in teaching, willing to ask and answer questions in a way that encourages discussion
- Be respectful of students and teaching assistant
- Present material and assignments in a clear and understandable manner
- Provide useful and constructive feedback on papers that will allow students to improve their skills
- Evaluate assignments and exams impartially and return all graded material in a timely manner
- Be willing to review student's graded assignments and exams and suggest ways to improve
- Respond to students' questions within 24 hours on weekdays or within 48 hours on weekends
 - ***I will set aside time to respond to e-mails from 8:30-9 a.m. each weekday and for a half hour each evening (sometime between 5 p.m. and 10 p.m.)***
- Identify resources for students who are experiencing difficulty either academically or personally

HDFS Departmental Policy on Student Responsibilities and Classroom Conduct:

(Instructor Addenda are italicized)

1. Students are responsible for attending all classes, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
 - a. Requests for taking exams or submitting assignments after the due dates require documentation of events such as illness, family emergency or a university sanctioned activity. *(See policies given above for course specific guidelines)*
 - b. Conflicts with dates on which examinations or assignments are scheduled must be discussed with the instructor or TA prior to the date of the exam or assignment. *No make up midterm exams will be given after the exam date. Students should not make plans to leave campus before finals week, as a final exam will be given during finals week.*
2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester. *ANGEL and e-mail communications should be frequently consulted.*
3. Students are responsible for monitoring their grades. *Grades are posted on ANGEL. Go to Reports → Grades. Students should e-mail me if they wish to discuss their assignments or progress in the class.*
4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. [...] *Student athletes, students with complex family or personal issues, or students who regularly participate in off-campus events should inform the instructor about their situation **at the beginning of the course or as their situation unfolds**. If you experience an extended illness, you must provide a medical excuse to the instructor. Remember that University Health Services will only verify serious illnesses for which their staff provides services or when UHS has received documentation of illness from other medical professionals. Documentation for other emergencies must be provided to me.*
5. If extra credit assignments are offered, they must be offered to all students and should not be used to boost the grade of an individual student. *See Extra Credit information above.*
6. Behaviors that disrupt other students' learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading non-course related materials, social conversation during class, *or packing up to leave prior to 9 p.m.*), and will be addressed by the instructor.

University Statement of Academic Integrity (Policy 49-20)

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Violations of the University's Academic Integrity Policy include, but are not limited to, the following: cheating, copying on tests, plagiarism, tampering with work, acts of aiding and abetting, unauthorized possession, submitting previous work, ghosting or misrepresenting, altering exams, and computer theft. Each of these violations is described in more detail at <http://www.hhdev.psu.edu/hdfs/undergrad/integrity.html>.

Instructor's Addendum regarding Academic Integrity. If you are unclear about whether or not you practice academic integrity, especially with respect to citations, you are encouraged to contact your TA or me before you turn in your assignments. *Assignments with inadequate citations which are submitted for a grade will be considered to be willfully plagiarized.* In this course, if you do not practice academic integrity, you will receive one of the following sanctions at my discretion: (a) a failing grade for the assignment, (b) a failing grade for the course, and/or (c) a referral to Judicial Affairs for a possible XF grade, suspension, or expulsions. Information about the sanctioning guidelines for minor, moderate, or major offenses of academic integrity can be found under Academic Integrity the Office of Judicial Affairs website: www.sa.psu.edu/ja/conduct.shtml

Turnitin.com

To encourage academic integrity, I use the plagiarism detection website Turnitin.com to check all written assignments against a large database of student assignments, online text, and published articles. In addition to uploading each paper to the dropbox on ANGEL, you will be asked to upload your paper to Turnitin. Uploading your assignments into Turnitin will allow you to spot and fix any problems with citations in your paper. For directions on how to create a student account and how to submit your paper to this website, go to: www.turnitin.com/ and under "Training" click on the link for "Student Quickstart Guide". You can also try the link on ANGEL, in the assignments folder. The class ID is 2545666 and the enrollment password is hdfs311. We will discuss how to use turnitin in class.

Note about Class Cancellations Due to Bad Weather:

Although our class meets during the "spring" semester, there may be occasions when we must cancel class due to bad weather. Of course, if Penn State is closed, we will not meet. Penn State closing information can be found at <http://wpsu.org/closings.htm>.

However, there may be occasions when Penn State does not close but we decide to cancel class anyway, especially if many of you live far away. If bad weather is predicted, I will watch the weather and e-mail you by 4 p.m. on Monday to let you know that class is canceled. Our schedule is able to accommodate one such weather cancellation. However, if it becomes necessary to cancel class more than once, you will be expected to make up the lecture material in a subsequent week. In such an event, I will go over the details of what will be required at the next class meeting. Because I am currently designing the World Campus version of this course, it is likely that you would be asked to read the lecture content for a make-up lecture online.

If we must cancel class due to bad weather, enjoy the evening off, continue moving forward with any assignments, look for e-mail updates from me, stay warm, and drive safe! Additional FAQs about Penn State's policies on bad weather can be found at: <http://live.psu.edu/story/36230>

Course Schedule

Wk	Date	Topic	Reading Assignments	Opportunities to demonstrate your learning: Due Dates
1	1/12	Course Overview Why study interventions? What is the nature of the problem?		
2	1/19	No Class – MLK Day		
3	1/26	Who should receive the intervention? What are the short- and long-term goals? Example: Nurse-Family Partnership	(1) <i>The IOM model</i> (2) <i>Preventing drug Use, Ch. 1</i> (3) <i>Swamp nurse</i>	Academic Integrity Exercises Application Activity 1
4	2/2	What is the developmental context? How should the intervention work?	(4) <i>Unique strengths, shared strengths</i> (5) <i>Programming w/ logic models</i>	
5	2/9	Does the intervention work?	(6) <i>Identifying ed. practices, p.iii-17</i>	Application Activity 2 Assign 1 Draft (O)
6	2/16	Bringing it together: Basics Family-based interventions	(2) <i>Preventing drug use, Ch. 3</i>	Assign 1 – Due FRIDAY, 2/19
7	2/23	Family-based Interventions continued	(7) <i>Family-strengthening approaches</i>	
8	3/2	TBA or Snow day catch-up		Midterm Exam
	3/9	Spring Break		
9	3/16	School-Based Interventions	(8) <i>Enhancing school-based prevention</i>	
10	3/23	School-Based Interventions After-school Interventions	(9) <i>After school programs as prevention</i>	Application Activity 3 Assignment 2 draft (O)
11	3/30	Community-based Interventions Adulthood/aging interventions	(10) <i>Community Interventions</i> (2) <i>Preventing drug use, Ch. 2</i>	Assignment 2 – Due FRIDAY 4/2
12	4/6	Bringing it together: Best Practices Intro to Costs & Benefits	(11) <i>Benefits & costs of prevention</i>	Application Activity 4
13	4/13	Costs & Benefits		
14	4/20	Coordinated efforts & diffusion	(12) <i>Lessons from Blueprints</i> (13) <i>PROSPER univ-community partnership</i>	Assignment 3 draft (O) Application Activity 5
15	4/27	Public Policy & Trends in Pennsylvania Bringing it Together: Trends	(14) <i>Policy and the federal role</i>	Extra credit
Finals Week	5/4			Assignment 3
	TBA			Final Exam

Please note: Minor changes in schedule are likely (e.g., to accommodate guest speakers, to accommodate snow cancelations). All changes will be announced in class and/or posted on ANGEL. You are responsible for keeping up with all such changes.