

**Introduction to Human Development & Family Studies Interventions**  
**HD FS 311, Spring 2008**  
**110 Wartik, T Th 9:45 – 11:00 a.m.**

**Instructor:** Kelly Rulison, M.S.  
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Office Hours: Wednesdays 1-2 pm or by appointment

**Graduate Teaching Assistants:** Please e-mail the TA for your Team (as identified in ANGEL) for appointments or questions about assignments or exams

- *Team 1: XXXXX*  
Office hours: By appointment
- *Team 2: XXXXX*  
Office hours: Tuesdays, 1-2 p.m. and by appointment, XXX Henderson

**Course Description:**

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. Individual assignments and required readings reinforce and deepen important themes. The course introduces issues addressed in greater detail in several 400-level HDFS intervention courses.

**Specific Learning Objectives:**

- *After completing Unit 1 (Basic concepts in intervention science) you will be able to:*
  - Articulate reasons why it is important to evaluate interventions
  - Describe any intervention in terms of:
    - The problems it attempts to address
    - The targeted population (universal, selected, or indicated prevention; treatment)
    - The strategic approach (risk reduction and/or competence enhancement)
    - The ecological niches and developmental context
  - Use knowledge of basic development to identify an intervention’s logic model
  - Critically evaluate the amount of evidence that exists for a particular intervention
- *After completing Unit 2 (Best practices in intervention science) you will be able to:*
  - Identify key trends, principles, and examples in family-, school-, and community-based interventions
  - Find reliable information about evidence-based interventions
- *After completely 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

**Website:**

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

## Required Readings.

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. Answers for the reading guides will also be posted (Lessons → Reading Guides → Reading Guides Answers).

1	Hawkins, J. D. (2006). Science, social work, prevention: Finding the intersections. <i>Social Work Research, 30</i> (3), 137-152
2	Springer, F., & Phillips, J. L. (2006). The IOM model: A tool for prevention planning and implementation. <i>Prevention Tactics, 8</i> (13), 1-8.
3	Catalano, R.J., Hawkins, D.J., Berglund, M., Pollard, J.A., & Arthur, M.W. (2002) Prevention science and positive youth development: Competitive or cooperative frameworks? <i>Journal of Adolescent Health, 31</i> (Supplement), 230-239.
4	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
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, pp.219-239</i> . 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	Mihalic, S., Irwin, K., Fagan, A., Ballard, D., & Elliot, D. (2004). Successful program implementation: Lessons from Blueprints. <i>Juvenile Justice Bulletin, 1-11</i> .
8	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.
9	Kumpfer, K. L., & Alvarado, R. (2003). Family-strengthening approaches for the prevention of youth problem behaviors. <i>American Psychologist, 58</i> (6/7), 457-465.
10	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, 58</i> (6/7), 466-474.
11	Stuart, V., & Chandley, S. (2002). After-school programs as prevention. <i>Prevention Tactics, 6</i> (2). 1-5.
12	Wandersman, A., & Florin, P. (2003). Community interventions and effective prevention. <i>American Psychologist, 58</i> (6/7), 441-448.
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, 5</i> (1), 31-39.
14	Ripple, C., & Zigler, E. (2003). Research, policy and the federal role in prevention initiatives for children. <i>American Psychologist, 58</i> (6/7), 482-490.
15	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 ( <a href="http://www.wsipp.wa.gov">www.wsipp.wa.gov</a> ).

## Assessments:

**Exams.** There will be three exams. Tests will consist of multiple-choice questions and short answer questions. Each exam primarily focuses on approximately 5 weeks of course material (required readings, lecture notes, handouts and class activities). However, *exams will be cumulative*. For example, understanding best practices in intervention science (Unit 2) requires that you have a good grasp of basic intervention science concepts (Unit 1). Therefore, each lecture (and thus each exam) will build on previous course material.

No written study guide will be distributed. Please use the reading guides and the “By the end of today...” slides from each lecture to focus your studying. The last lecture before each exam will bring the ideas from each unit together and will serve as a review session for the exam.

**Written Assignments.** There will be four written assignments. Complete descriptions and grading rubrics for each assignment can be found on ANGEL. All assignments must be double-spaced, with 12pt font and 1” margins (note: This is not the default in many versions of Word. To change the margins, go to File → Page Setup → Margins in older versions of Word or Page Layout → Margins in Word 2007 ). If you find writing to be challenging, have others read over your assignments and/or consult the Writing Resources folder on ANGEL (Student Resources → Writing Resources). You can also submit a draft for each assignment. For all assignments, points will be awarded for clear academic writing.

Intervention Identification. Identify the program you will use for assignment 1.

Intervention Description. You will use the basic concepts in intervention science to write a description of an intervention. The goal is to demonstrate your understanding of the basic concepts in Unit 1.

Intervention Evaluation. You will discuss the logic model and evaluate the evidence for the intervention described in assignment 1. Then, you will discuss what other factors need to be considered by future evaluations of the intervention.

Community Intervention Plan. You will use information on the costs and benefits of different prevention programs to plan a portfolio of intervention programs for a hypothetical community. The task will be to decide how to allocate scarce funding to address a wide variety of community needs and to defend your choices.

**Participation.** At the end of most lectures (~ 16 times), I will ask you to respond to an in-class activity or to a question posed in class. 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.) Your responses will 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 13 best scores. I will post answers on ANGEL. Your participation responses will not be handed back. Please contact your team if you would like to go over your responses.

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

### Exams

Exam 1: Basics of Intervention Science	50 points
Exam 2: Best Practices in Intervention Science	50 points
Exam 3: Current Trends in Intervention Science	50 points

### Writing Assignments

Assignment 0: Intervention Identification	1 point
Assignment 1: Intervention Description	20 points
Assignment 2: Intervention Evaluation	20 points
Assignment 3: Community Intervention Plan	20 points

Participation (top 13 in-class activities counted) 39 points

Total Points Possible 250 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	233	225	218	208	200	193	175	150	1

**Extra Credit.** You may add up to 6 points to your final average by completing extra credit assignments.

*Prevention Research Seminars or other approved talks on campus* (3 points each). Type a 1-page summary of your reaction to a talk or lecture that deals in some way with human services interventions. If you attend a talk other than one given through the Prevention Research Seminar, you must get the talk pre-approved by me. A link to the Prevention Research Seminar schedule will be maintained on ANGEL. If you become aware of a talk that seems relevant, please provide the instructor/TA with relevant details and we will add it to the list. Your summary must include the date of the talk and the speaker, and must be turned in within 2 weeks of the talk.

*PSU Intervention Research Projects* (6 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.

All extra credit assignments must be turned in by the beginning of the last class period.

### **Submitting Writing Assignments and Extra Credit**

All assignments should be submitted into 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 an immediate reduction of 5% (1 point), followed by a 5% (1 point) reduction for every 24-hour period that has elapsed.

Drafts can be submitted up to a week and a half prior to when the assignment is due (to allow your TA enough time to read and 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. *TAs will only read drafts that are submitted to the dropbox.*

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

### **Course Engagement:**

#### *Student's Responsibilities:*

- Be engaged in learning, willing to ask questions, and participate in discussions
- Be respectful to the instructor, teaching assistants, and other students
- Do not distract other students. Wait to pack up your materials until the instructor is 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 assistants
- Present material and assignments in a clear and understandable manner
- 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
- Identify resources for students who are experiencing difficulty either academically or personally

#### *Teaching Assistants' Responsibilities:*

- Be engaged in helping students learn and understand course material
- Be respectful of students, instructor, and fellow teaching assistants
- Provide useful and constructive feedback on papers that will allow students to improve their skills
- Assist students in understanding and relating course material to their assignments
- Evaluate assignments and exams impartially
- Respond to students' questions within 24 hours on weekdays or within 48 hours on weekends

## 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 in your assignments, you are encouraged to contact your TA or instructor well in advance of turning in your paper. *Assignments with inadequate citations which are submitted for a grade will be considered to be willfully plagiarized.* In this course, students who do not practice academic integrity will receive one of the following sanctions at the instructor's 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. More information about the different sanctioning guidelines for minor, moderate, or major offenses of academic integrity can be found under Academic Integrity at the website of the Office of Judicial Affairs: <http://www.sa.psu.edu/ja/conduct.shtml>

### **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 Class Attendance policy below)*
  - 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. *Students should not make plans to leave campus before finals week, as an 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. Assignments are graded by the team's TA; students should e-mail their team TA if they wish to discuss their assignments. The instructor is willing to provide guidance as requested.*
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. [...] *See Class Attendance policy below.*
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 policy 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 11:00 a.m.*), and will be addressed by the instructor.

**Class attendance:**

Class attendance is *strongly* encouraged. I will make every effort to post lecture notes ahead of time, however these notes will not always match *exactly* what I present in class: sometimes I will add slides at the last minute that are not posted online; other times I will add details to what I present in class to preserve some suspense! The only way to be sure that you have complete notes is to attend class on a regular basis. There will be frequent (~16) in-class assignments and the top 13 of these assignments are worth 15% of your grade. Absolutely no make-ups will be given for in-class assignments. If you miss a class, plan to get notes from someone else in class; TAs will not provide class notes. For exams, in-class assignments and written assignments, you will be responsible for all lecture material (including class discussions) in addition to the readings.

*Extenuating circumstances:* 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 are experiencing a short-term illness: get notes from your classmates, count your missed in-class assignment as one of your low scores, get some rest, and drink plenty of fluids. If you are experiencing an extended illness, you must provide a medical excuse to your TA. 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 your TA.

Wk	Date	Topic	Reading Assignments	Due Dates
1	1/15	Overview of Course		
	1/17	Justifying Interventions; Identifying the Prob	(1) <i>Science, social work, prev., p. 137-147</i>	
2	1/22	Intervention Spectrum	(2) <i>The IOM model</i>	
	1/24	Example: Life Skills Training		
3	1/29	Risk Reduction & Health Promotion	(3) <i>Prevention Science &amp; PYD</i> (4) <i>Preventing drug Use, Ch. 1</i>	
	1/31	Developmental Theory & Ecological Niches		Assign0
4	2/5	Logic Models	(5) <i>Programming with logic models</i>	
	2/7	Standards of Evidences: Levels of Evidence	(6) <i>Identifying ed. practices, p.iii-4</i>	A1 draft
5	2/12	Standards of Evidence: Evaluating Evidence	(6 cont.) <i>Identifying ed. practices, p.5-17</i>	
	2/14	Standards of Evidence: Issues in Evaluation	(7) <i>Lessons from Blueprints</i>	
6	2/19	Bringing it Together: Critical Concepts		Assign1
	2/21	<b>Test #1: Basics of Intervention Science</b>		
7	2/26	Family-based Interventions	(4) <i>Preventing drug use, Ch. 3</i> (8) <i>Swamp nurse</i>	
	2/28	Family-based Interventions	(9) <i>Family-strengthening approaches</i>	
8	3/4	Family-based Interventions		
	3/6	School-Based Interventions	(10) <i>Enhancing school-based prevention</i>	
	3/11	<b>Spring Break</b>		
	3/13			
9	3/18	After-school Interventions	(11) <i>After school programs as prevention</i>	
	3/20	School-Based Interventions		A2 draft
10	3/25	Community-based interventions	(12) <i>Community Interventions</i> (4) <i>Preventing drug use, Ch. 2</i>	
	3/27	Community-based Interventions	(13) <i>PROSPER univ-community partner.</i>	
11	4/1	Bringing it Together: Best Practices		Assign2
	4/3	<b>Test #2: Best Practices in Intervention Science</b>		
12	4/8	Early History of Helping		
	4/10	Current Trends: Generalists, Professionals & Social Work		
13	4/15	Costs & Benefits	(14) <i>Benefits &amp; costs of prevention</i>	
	4/17	Costs & Benefits		
14	4/22	Public Policy	(15) <i>Policy and the federal role</i>	
	4/24	Policies & Trends in Pennsylvania		A3 draft
15	4/29	Looking Forward: Volunteer, Intern, Grad		
	5/1	Bringing it Together: Trends		Extra credit
Finals Week	5/5			Assign3
	TBA	<b>Test #3: Current Trends in Intervention Science</b>		

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.