

Midterm Exam: Review of Lesson Objectives

Lesson 2:

- Explain what intervention science is
- Explain why studying intervention science is important
- Identify the problem(s) or positive goals that will be targeted by an intervention
- Describe why identifying the problem / goal is important

Lesson 3

- Briefly describe how NFP addresses each of the six critical issues of intervention science
- Explain why Dr. David Olds used *nurses* as home visitors for NFP*
- Identify the three levels of prevention
 - Describe who is targeted at each level
 - Describe the advantages & disadvantages of each level
 - Identify the degree of risk exhibited by the participants at each level*
 - Identify the intensity of the interventions at each level*
- Identify where any intervention lies along the continuum of care protractor
- Identify which level(s) of the ecological context are targeted by an intervention
 - Describe the intervention activities that target these levels
 - Describe two factors that influence our decision of when to implement an intervention

Lesson 4

- Describe what risk and protective factors are
 - Understand *cumulative* risk / protective factors
 - Understand *modifiable* risk / protective factors
- Describe the difference between risk reduction & health promotion prevention goals and strategies
- Describe the relationship between *number* of developmental assets and number of high-risk behaviors. Describe the relationship between *number* of developmental assets and number of thriving behaviors*
 - Are these relationships similar or different across racial/ethnic groups?*
 - Are these relationships similar or different for youth from low-income families?*
- Describe three limitations of focusing on differences between racial / ethnic groups with respect to developmental assets. (Hints: Think about: other factors that might be important; the dangers of ignoring diversity within groups; and similarities between groups)*
- Describe what the title of the article “Unique strengths, shared strengths” means*
- Explain what “Problem free is not fully prepared” means
- Identify the goals and strategies of any intervention as risk reduction, health / competence promotion, or both
- Describe what logic models are and why we use them
- Identify the proximal, distal, and ultimate outcomes of an intervention*
- Describe why it is important to consult the literature (i.e., review previous research) before developing an intervention program*
- What should someone do if they are working on a program that does not already have a clear, established logic model?*
- Construct a basic logic model for most interventions

Lesson 5

- Identify three reasons why we need evidence-based programs*
- Describe the strengths and problems associated with each level of evidence
- Describe several factors to consider when evaluating whether there is “good” evidence that an intervention “works”
- Critique evidence that an intervention program “works”, using the factors identified above
- Provide an example of how we could draw the wrong conclusions from a study done with a pre-post only design. *
- Describe how comparison group studies can lead to wrong conclusions about whether or not a program works. *
- Explain why a program should report on the long-term outcomes of a program, rather than just the short-term effects.*
- Evaluate whether there is weak, moderate, or strong evidence that a program works

Lesson 6

- Identify three reasons why families are an important context for interventions to target
- Compare behavioral parent training, family skills, and family therapy approaches to intervention in terms of format and age group that is targeted
- Explain what coercive processes are and their role in the Incredible Years logic model (e.g., How are coercive processes linked to the ultimate outcome? What intervention activities try to reduce coercive processes?)
- Identify the level of evidence for the Incredible Years program and explain *why* it would be considered weak, moderate, or strong evidence
- Describe some of the challenges of implementing family-based programs as well as possible ways to overcome these challenges*
- Describe some of the challenges of evaluating family-based programs in the “real world”
- Compare Functional Family Therapy to other types of court services*
- Explain what multi-component interventions are, and give one example of a multi-component intervention

Lesson 7

- Describe three reasons why intervention programs are often implemented in schools
- Describe some of the challenges of implementing programs in schools
- Describe social-emotional learning
- Explain why SEL interventions are important
- Compare the similarities and differences between the Perry Preschool Project and Head Start

* Objectives followed by a * are either partly or entirely discussed in the Reading Assignment