

# Course Syllabus

**HD FS 311** Human Development and Family Studies Interventions (3) Survey of individual and family formal and informal intervention efforts; historical and current perspectives and approaches.

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## Overview

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 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:

1. Basic Concepts,
2. Best Practices, and
3. 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.

## Assignments

### Reading Assignments

There is no required text for this class. Because intervention science is a rapidly developing field, you will read current articles that relate to the topics we discuss in class. These articles (listed later in the syllabus) are posted on ANGEL (Resources→Library Reserves). Please see the e-Reserves section of the syllabus for more information about obtaining the readings.

The Lesson objectives are listed at the beginning of each commentary. Some of these objectives are based on information from the reading assignments. Use these objectives to help you determine what you should pay close attention to when you read the assignments.

### **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 two academic integrity quizzes, which are part of Lesson 1. *You will not receive a grade on any of your papers until you complete these quizzes with a score of 80% or above.* Students who score below 80% will be asked to complete a written revision of these exercises.

### **Application Activities**

A central goal of the course is for you to *apply* what you learn. Therefore, each week you will complete an application activity. These activities are a mix of brief written exercises, reading quizzes, and discussion posts. These assignments will also prepare you for the more in-depth papers and allow you to learn from your classmates. Each activity is worth 5 points. The rubric for the written exercises and discussion posts is included at the end of each commentary. I will post answers for the application exercises and quizzes on ANGEL 48 hours after the due date. I will provide you with individual feedback on your application activity (typically within a week of the due date); however, I strongly advise you to review the posted answers, even if you do well on the activity, for additional details about the material.

Your grade will be based on your best 12 out of 15 activities. If you turn an activity in late, you will lose 1 point. Because answers are automatically posted 48 hours after the due date, you must turn in each application activity within 48 hours of the deadline or you will earn a 0 on the activity. As long as you don't miss more than three application activities, then you will be able to drop these 0s. If you miss fewer than three application activities, then up to three of your lowest grades will be dropped. *I strongly advise you to complete all of the application activities, especially at the beginning of the semester.* If you get sick or a family emergency arises, this policy gives you time to catch up (read the commentaries and reading assignments) at your own pace. However, if you choose not to complete early assignments and then an emergency comes up later in the semester, you will not be able to go back in time and complete these earlier assignments!

### **Papers**

You will write three papers this semester. I have posted descriptions, answers to Frequently Asked Questions (FAQ), and grading rubrics for each paper in the "Paper Assignments" folder on ANGEL. You should submit each paper to the ANGEL Drop Box for that assignment by **8 a.m. Eastern Standard Time (EST) on the day that it is due.** To allow for computer errors, the Drop Box will close at 8:45 a.m. EST, at which point a "late Drop Box" will open for that paper. Submit late papers to that box. *Late papers will receive a 2 point deduction. You must turn in each paper within two weeks (14 days) of the due date or you will earn a 0 on the assignment.*

You can submit a draft for each paper up to 10 days before the paper is due. This will allow me enough time to comment on your draft. Check the course schedule for the exact due dates. The Drop Box for drafts will close at **8 a.m. EST** on the due date. *I will only read drafts that are submitted to the Drop Box.*

### **Turnitin.com**

To encourage academic integrity, I use the plagiarism detection website Turnitin.com to check all papers against a large database of student assignments, online text, and published articles. In addition to uploading each paper to the Drop Box on ANGEL, you will be asked to upload each paper to Turnitin. For directions on how to create a student account and how to submit your paper to this website, go to: [www.turnitin.com/static/pdf/tii\\_student\\_qs.pdf](http://www.turnitin.com/static/pdf/tii_student_qs.pdf). The class ID is 2545666 and the enrollment password is hdfs311.

### **Exams**

You will take a midterm exam and a *cumulative* final exam. Both of these exams will be closed book (i.e., you cannot use any outside materials, such as your notes or books, to take the exam). Each exam will have multiple-choice and short-answer questions. The questions are based on the learning objectives stated at the beginning of each Lesson. I will discuss the content of the exams later in the semester.

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 *cumulative* 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 40/50 (80%) on the midterm and a 44/50 (88%) on the final then your exam scores will be recorded as 44 and 44. I will *not* replace your final exam score with the midterm score, because the midterm does not cover material from the entire semester.

*Make-up midterm exams will not be given.* If you do not take the midterm exam between October 12 and October 16 [any specific hours??], you lose the opportunity to practice for the final and your final exam score will be double-counted. Make-up final exams will only be given if you have a documented medical excuse or documented family emergency.

Penn State has partnered with Kryterion to provide you with convenient online, secure tests for this course. Kryterion will proctor the test at a distance to ensure academic integrity. Your tests will be securely proctored on your computer via Kryterion's Webassessor software and monitored in real-time by an Online Kryterion Certified Proctor via your Hue webcam. **You MUST purchase the specific webcam described in the materials section of your syllabus in order to take your exams.** Mac users must have OS 10.5 or higher version to participate in Kryterion online-proctored exams.

If you are a Penn State student living in the residence halls, you will need to contact Outreach Testing Center (PH: 814-865-5403; Email: outreachtestingcenter@outreach.psu.edu) to arrange to take your online proctored exams.

Taking these exams will require you to be able to remain seated for an extended period of time. If you foresee any difficulties please visit the [World Campus Disabilities](#) website.

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## **Course Objectives**

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 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 in writing about prevention science with scientists (e.g., by using appropriate terminology) and with practitioners

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## Required Course Materials

The following materials are required for this course:

- All course materials can be accessed at the course Web site. Make sure to print out a copy of the course syllabus as soon as you access the course Web site.
- You will need to purchase the Kryterion specific webcam from MBS.

For pricing and ordering information, please see the MBS Direct Web site, located at <http://bookstore.mbsdirect.net/psude.htm>. MBS Direct can also be contacted at 1-800-325-3252.

Materials will be available at MBS Direct approximately three weeks before the course begins. When ordering your course materials, please pay close attention to the version number. It is very important that you purchase the correct materials. If your course requires one or more textbooks, you must have exactly the correct text required (edition and year).

## e-Reserves

This course also requires that you access Penn State library materials specifically reserved for this course. To access these materials, click on the Library Reserves link under the Resources tab.

Many of Penn State's library resources can be utilized from a distance. Through the [Library Resources and Services for Off-Campus Users](#) Web site, you can...

- access magazine, journal, and newspaper articles online using library databases
- borrow materials and have them delivered to your doorstep...or even your desktop
- ask a librarian for research help via e-mail, chat, or phone using the ASK! service

...and much more!

NOTE: You must have an active Penn State Access Account and be [registered with the University Libraries](#) in order to take full advantage of the Libraries' resources and services.

Registration and services are free!

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## Technical Requirements

<b>World Campus Technical Requirements</b>
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<b>Operating System</b>	Windows 2000/XP or Vista, Mac OS X 10.2 or higher (10.3 or higher recommended)
<b>Processor</b>	1 GHz or higher
<b>Memory</b>	256 MB of RAM
<b>Hard Drive Space</b>	500 MB free disk space
<b>Browser</b>	<p>Mac OS X: <a href="#">Firefox</a> (current version)  Windows: <a href="#">Firefox</a> (current version)</p> <hr/> <p>Note: Cookies, Java, and JavaScript must be enabled.  Pop-up blockers should be configured to permit new windows from Penn State web sites.</p> <p>Due to nonstandard handling of CSS, JavaScript and caching, older versions of Internet Explorer (such as IE 6 or earlier) do not work with our courses.</p>
<b>Plug-ins</b>	Adobe Reader [ <a href="#">Download from Adobe</a> ] Flash Player [ <a href="#">Download from Adobe</a> ]
<b>Additional Software</b>	Microsoft Office (2003 or later) <a href="#">iTunes/Quicktime</a>
<b>Internet Connection</b>	Broadband (cable or DSL) connection required
<b>Printer</b>	Access to graphics-capable printer
<b>DVD-ROM</b>	Required
<b>Sound Card, Microphone, and Speakers</b>	Required
<b>Monitor</b>	Monitor (Capable of at least 1024 x 768 resolution)

If you need technical assistance at any point during the course, please contact the [Outreach Helpdesk](#).

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**Course Schedule**

- **Course Starts:** August 24, 2009
- **Course Ends:** December 11, 2009
- **Course Length:** 16 weeks

A detailed schedule is provided below. Each week follows the same format.

*Time frame:* Indicates the dates when you should be working on that Lesson.

*Readings:* There is a list of the reading assignments that you will need to complete each week. Unless noted otherwise, the readings are available through the e-Reserves system. For some readings, however, you will be prompted to read something online or to read a pdf posted in the ANGEL folder for that Lesson. *Videos:* Some weeks there will be a brief video clip for you to watch online. Most of the time, these can be found within the Commentary and it is best to watch them when you are prompted to do so in the Commentary. Occasionally, the link to the video will be listed within the schedule itself.

*Websites:* Browse these websites to become more familiar with the material for that week and to get up-to-date information about the particular topic we are focusing on that week. Some weeks, I may email additional interesting links for you to browse. Intervention science is a rapidly developing field, so there are advances every day!

*Assignments:* This lets you know what assignments are due for the week as well as when the due date for the assignments is. Typically, assignments are due Monday

## UNIT 1: Basic Concepts

<b>Lesson 1 - Getting Started</b>	
<b><i>Time frame:</i></b>	8/24/09 - 8/30/09
<b><i>Readings:</i></b>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Lesson 1 Commentary</li> </ul>
<b><i>Videos:</i></b>	<ul style="list-style-type: none"> <li>• <b>You're Writing, Not Someone Else's</b> (p. 2 Lesson 1 Commentary)</li> </ul>
<b><i>Websites:</i></b>	
<b><i>Assignments:</i></b>	<ul style="list-style-type: none"> <li>• Introduce Yourself - Lesson 1 Discussion Forum</li> <li>• Read Academic Integrity Lesson</li> <li>• Take 2 Academic Integrity Quizzes</li> <li>• Lesson 1 Application Activity</li> </ul>

	<p><b>Assignment due date:</b></p> <ul style="list-style-type: none"> <li>Monday, August 31, 2009 at 8 a.m. EST*</li> </ul> <p>* all due dates are given in Eastern Standard Time, EST</p>
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<b>Lesson 2 - Overview of Critical Issues: Introduction to Intervention Science</b>	
<b>Time frame:</b>	08/31/09 – 09/6/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>Lesson 2 Commentary</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>Case Study: Ryan Halligan (p. 20 Lesson 2 Commentary)</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li><a href="#">Penn State Prevention Research Center</a></li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>Lesson 2 Application Activity: Ryan’s Problem</li> </ul> <p><b>Assignment due date:</b></p> <ul style="list-style-type: none"> <li>Monday, Sept. 7 at 8 a.m.</li> </ul>

<b>Lesson 3 - Overview of Critical Issues: Intervention spectrum &amp; developmental context</b>	
<b>Time frame:</b>	09/07/09 – 09/13/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Springer, F., &amp; Phillips, J. L. (2006). The IOM model: A tool for prevention planning and implementation. <i>Prevention Tactics</i>, 8(13), 1-8.</li> <li>Lesson 3 Commentary</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>Nurse-Family Partnership (p. 2 Lesson Commentary)</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li><a href="#">Nurse-Family Partnership</a></li> <li><a href="#">Prevention Action</a></li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>Lesson 3 Application Activity: Intervention Spectrum</li> </ul> <p><b>Assignment due date:</b></p> <ul style="list-style-type: none"> <li>Monday, Sept. 14 at 8 a.m.</li> </ul>

<b>Lesson 4 - Overview of Critical Issues: The role of risk, protection and logic models</b>	
<b>Time frame:</b>	09/14/09 – 09/20/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Search Institute. (2003). Unique strengths, shared strengths: Developmental assets among youth of color. <i>Insights and Evidence, 1(2)</i>, 1-13.</li> <li>• Baldwin, C.K., Caldwell, L.L., &amp; Witt, P.A. (2005). Deliberate programming with logic models: From theory to outcomes. In P.A. Witt &amp; L.L. Caldwell (Eds.), <i>Recreation and Youth Development</i>, pp.219-239. State College, PA: Venture Publishing</li> <li>• Chapter 1 from 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.</li> <li>• Summary of the NFP Logic Model – Found in the Lesson 4 folder on ANGEL</li> <li>• Lesson 4 Commentary</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Lesson 4 Application Activity: Olweus Bullying Logic Model</li> </ul> <p><b>Assignment due date:</b></p> <ul style="list-style-type: none"> <li>• <b>Monday, Sept. 21 at 8 a.m.</b></li> </ul>

<b>Lesson 5 - Overview of Critical Issues: Evaluating interventions - do they work?</b>	
<b>Time frame:</b>	09/21/09 – 09/27/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Prevention Research Center. (2005). Technical Assistance Fact Sheets: Evidence-based Programs. Produced by the Prevention Research Center under grant #2004-PC-ST-14568, Pennsylvania Commission on Crime and Delinquency. Available from</li> </ul>

	<p><a href="http://prevention.psu.edu/pubs/Tech_Asst_Pubs.html">http://prevention.psu.edu/pubs/Tech_Asst_Pubs.html</a>.</p> <ul style="list-style-type: none"> <li>• Lesson 5 Commentary</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="#">University of Colorado Blueprints for Violence Prevention</a></li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Lesson 5 Application Activity: Evaluating Evidence - <b>Due Monday, Sept. 28 at 8 a.m.</b></li> <li>• <b>Optional:</b> Draft of Paper 1: Intervention Description -<b>Due Friday, Sept. 25 at 8 a.m.</b></li> </ul>

## UNIT 2: Best Practices

<b>Lesson 6 - Best Practices: Family-Based Interventions</b>	
<b>Time frame:</b>	09/28/09 – 10/04/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Molgaard, V. K., Spoth, R. L., &amp; Redmond, C. (2000). Competency Training: The Strengthening Families Program: For Parents and Youth 10-14. <i>OJJDP Juvenile Justice Bulletin</i>. From <a href="http://www.ncjrs.gov/pdffiles1/ojjdp/182208.pdf">www.ncjrs.gov/pdffiles1/ojjdp/182208.pdf</a></li> <li>• Sexton, T. L., &amp; Alexander, J. F. (2000). Functional Family Therapy. <i>OJJDP Juvenile Justice Bulletin</i>. From <a href="http://www.ncjrs.gov/pdffiles1/ojjdp/184743.pdf">www.ncjrs.gov/pdffiles1/ojjdp/184743.pdf</a></li> <li>• Chapter 3 from 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.</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Overview of Strengthening Families Program for Parents and Youth 10-14</a></li> <li>• Incredible Years clips: (pp. 5, 8, 13, &amp; 18 in Lesson 6 Commentary)</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Incredible Years Home Page</a></li> <li>• <a href="#">Incredible Years Blueprints Description</a></li> <li>• <a href="#">Strengthening Families Program for Parents and Youth 10-14 Homepage</a></li> <li>• <a href="#">Functional Family Therapy Home Page</a></li> <li>• <a href="#">Functional Family Therapy Blueprints Description</a></li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Lesson 6 Application Activity: Reading Quiz</li> </ul>

	<ul style="list-style-type: none"> <li>• Paper 1: Intervention Description</li> </ul> <p><b>Assignment due date:</b></p> <ul style="list-style-type: none"> <li>• <b>Monday, Oct. 5 at 8 a.m.</b></li> </ul>
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<b>Lesson 7 - Best Practices: School-Based Interventions</b>	
<b>Time frame:</b>	10/5/09 – 10/11/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Parks, G. (2000). The High/Scope Perry Preschool Project. <i>OJJDP Juvenile Justice Bulletin</i>. From <a href="http://www.ncjrs.gov/pdffiles1/ojjdp/181725.pdf">www.ncjrs.gov/pdffiles1/ojjdp/181725.pdf</a> .</li> <li>• Center for the Study and Prevention of Violence. (2006). Promoting Alternative THinking Strategies (PATHS). From <a href="http://www.colorado.edu/cspv/blueprints/modelprograms/PATHS.html">www.colorado.edu/cspv/blueprints/modelprograms/PATHS.html</a> .</li> <li>• Center for the Study and Prevention of Violence. (2006). Life Skills Training (LST). From <a href="http://www.colorado.edu/cspv/blueprints/modelprograms/LST.html">http://www.colorado.edu/cspv/blueprints/modelprograms/LST.html</a> .</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• Social-emotional Learning Video (p. 7 Lesson 7 Commentary)</li> <li>• WPSU Interview with Dr. Karen Bierman (p. 10 Lesson 7 Commentary)</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Life Skills Training Homepage</a></li> <li>• <a href="#">Head Start REDI Homepage</a></li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Lesson 7 Application Activity1: Reading Quiz</li> <li>• Lesson 7 Application Activity2: Review</li> </ul> <p><b>Note, there are two application activities that are due this Lesson!</b></p> <p><b>Assignment due date:</b></p> <ul style="list-style-type: none"> <li>• <b>Monday, Oct. 11 at 8 a.m.</b></li> </ul>

<b>Lesson 8 - Mid-Term Exam</b>	
<b>Time frame:</b>	10/12/09 – 10/18/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>

<b>Videos:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> </ul> <p><i>Assignment due date:</i></p> <ul style="list-style-type: none"> <li>• Exam Closes - <b>Friday, Oct. 18 at 8 a.m.</b></li> </ul>

<b>Lesson 9 - Best Practices: College Drinking Interventions</b>	
<b>Time frame:</b>	10/19/09 – 10/25/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• National Institute on Alcohol Abuse and Alcoholism. (2007). What colleges need to know: An update on college drinking research. From <a href="http://www.collegedrinkingprevention.gov/1College_Bulletin-508_361C4E.pdf">www.collegedrinkingprevention.gov/1College_Bulletin-508_361C4E.pdf</a></li> <li>• Lesson 9 Commentary</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Challenging College Alcohol Abuse</a></li> <li>• <a href="#">BASICS</a></li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Lesson 9 Application Activity: College Drinking Discussion</li> </ul> <p><i>Assignment due date:</i></p> <ul style="list-style-type: none"> <li>• <b>Monday, Oct. 26 at 8 a.m.</b></li> </ul>

<b>Lesson 10 - Best Practices: Sex Education Interventions</b>	
<b>Time frame:</b>	10/26/09 – 11/01/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Collins, C., Alagiri, P., Summer, T., &amp; Morin, S.F. (2002). Abstinence-only vs. comprehensive sex education: What are the arguments? What is the evidence? <i>AIDS Research Institute, Policy Monograph Series</i>. Accessed March 20, 2009 from <a href="http://ari.ucsf.edu/science/reports/abstinence.pdf">ari.ucsf.edu/science/reports/abstinence.pdf</a></li> <li>• Lesson 10 Commentary</li> </ul>

<b>Videos:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Lesson 10 Application Activity: Evaluating Claims Discussion – <b>Due Monday, Nov. 2 at 8 a.m.</b></li> <li>• <b>Optional:</b> Draft of Paper 2: Intervention Evaluation– <b>Due Friday, Oct. 30 at 8 a.m.</b></li> </ul>

<b>Lesson 11 - Best Practices: After-school and Community-based Interventions</b>	
<b>Time frame:</b>	11/02/09 – 11/08/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Stuart, V., &amp; Chandley, S. (2002). After-school programs as prevention. <i>Prevention Tactics</i>, 6(2), 1-5.</li> <li>• Roberts, B.M. (2006). Underage binge drinking: A community’s problem, a community’s solution. <i>Prevention Tactics</i>, 8(14), From <a href="http://www.ca-cpi.org/Publications/Prevention_Tactics/PT8.14SP.pdf">www.ca-cpi.org/Publications/Prevention_Tactics/PT8.14SP.pdf</a></li> <li>• Wandersman, A., &amp; Florin, P. (2003). Community interventions and effective prevention. <i>American Psychologist</i>, 58(6/7), 441-448.</li> <li>• Chapter 2 from 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.</li> <li>• Lesson 11 Commentary</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Afterschool Alliance</a></li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Lesson 11 Application Activity: Selecting a Program</li> <li>• Paper 2: Intervention Evaluation</li> </ul> <p><b>Assignment due date:</b></p> <ul style="list-style-type: none"> <li>• <b>Monday, Nov. 9 at 8 a.m.</b></li> </ul>

## UNIT 3: Current Trends in Intervention Science

<b>Lesson 12 - Current Trends: Cost-Benefit Analyses</b>
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<b>Time frame:</b>	11/09/09 – 11/15/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Aos, S., Lieb, R., Mayfield, J., Miller, M., &amp; Pennucci, A. (2004). Benefits and costs of prevention and early intervention programs for youth. Washington State Institute for Public Policy.</li> <li>• Prevention Action (2008). Prevention Science Gets a Big Bang Theory. From <a href="http://www.preventionaction.org/prevention-news/prevention-science-gets-big-bang-theory">http://www.preventionaction.org/prevention-news/prevention-science-gets-big-bang-theory</a></li> <li>• Lesson 12 Commentary</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Lesson 12 Application Activity: Cost-Benefit Analyses</li> </ul> <p><b>Assignment due date:</b></p> <ul style="list-style-type: none"> <li>• <b>Monday, Nov. 16 at 8 a.m.</b></li> </ul>

<b>Lesson 13 - Current Trends: Coordinated Efforts and Diffusion</b>	
<b>Time frame:</b>	11/16/09 – 11/22/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Mihalic, S., Irwin, K., Fagan, A., Ballard, D., &amp; Elliot, D. (2004). Successful program implementation: Lessons from Blueprints. <i>OJJDP Juvenile Justice Bulletin</i>. From <a href="http://www.ncjrs.gov/pdffiles1/ojjdp/204273.pdf">www.ncjrs.gov/pdffiles1/ojjdp/204273.pdf</a> .</li> <li>• Prevention Action (2008). Setting Course for Every School - It's the Turtle's Turn. From <a href="http://www.preventionaction.org/what-works/turtle-turning/857">www.preventionaction.org/what-works/turtle-turning/857</a> .</li> <li>• Prevention Action (2008). Fidelity – Prevention Byword (or new F-word). From <a href="http://www.preventionaction.org/comment/fidelity-prevention-byword-or-new-f-word/758">www.preventionaction.org/comment/fidelity-prevention-byword-or-new-f-word/758</a></li> <li>• PROSPER handout – Found in the Lesson 13 folder on ANGEL</li> <li>• Lesson 13 Commentary</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• PROSPER Overview (p. 12 Lesson 13 Commentary)</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Communities That Care</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">PROSPER Homepage</a></li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Lesson 13 Application Activity: Reading Quiz</li> <li>• <b>Optional:</b> Draft of Paper 3: Community Intervention Plan</li> </ul> <p><i>Assignment due date:</i></p> <ul style="list-style-type: none"> <li>• <b>Monday, Nov. 30 at 8 a.m.</b></li> </ul>

<b>Lesson 14 - Current Trends: Building Bridges between Research, Practice, and Policy</b>	
<b>Time frame:</b>	11/30/09 – 12/06/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• Reread Chapter 3 from 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.</li> <li>• Ripple, C., &amp; Zigler, E. (2003). Research, policy and the federal role in prevention initiatives for children. <i>American Psychologist</i>, 58(6/7), 482-490.</li> <li>• Lesson 14 Commentary</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Lesson 14 Application Activity: Current Topics Discussion</li> </ul> <p><i>Assignment due date:</i></p> <ul style="list-style-type: none"> <li>• <b>Monday, Dec. 7 at 8 a.m.</b></li> </ul>

<b>Lesson 15 - FINAL EXAM</b>	
<b>Time frame:</b>	12/07/09 – 12/11/09
<b>Readings:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Websites:</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• FINAL EXAM</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Paper 3: Community Intervention Plan</li></ul> |
|--|--|

*Assignment due date:*

- **Friday, Dec. 11 at 8 a.m.**

NOTE: If you are planning to graduate this semester, please communicate your intent to graduate to your instructor. This will alert your instructor to the need to submit your final grade in time to meet the published graduation deadlines. For more information about graduation policies and deadlines, please see "[Graduation](#)" on the World Campus Student Policies Web site. Formal instruction will end on the last day of class. Provided that you have an active Penn State Access Account userid and password, you will continue to be able to access the course materials for one year from the day the course began (with the exception of library reserves).

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## Grading

You are responsible for monitoring your own grades. You can check your grades by going to Reports → Grades.

You are also responsible for reviewing all feedback that I give you on your assignments. For assignments submitted to a dropbox, I will upload my comments to that dropbox when I finish grading your assignment. If you have any questions about your grade on an assignment, please review my comments and then let me know if you have further questions. Please e-mail me if you wish to discuss your grades, assignments, or progress in the class.

## 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 5 p.m. EST on the last day of the course, December 11, 2009.* It is department policy that if extra credit assignments are offered, they must be offered to all students. They *cannot* be used to boost the grade of an individual student.

- **Approved online lectures** (2 points each). Provide a 1-page summary of your reaction to a talk that focuses on human services interventions. A list of several approved online lectures or videos can be found on ANGEL. Your summary must include the speaker and a link to the talk.
- **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. Go to [www.prevention.psu.edu](http://www.prevention.psu.edu) and select "Projects" to learn what interventions are being investigated at Penn State. 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:

<b>Assignment</b>	<b>Points</b>
Academic Integrity Exercises	12 points
Lesson 1 Discussion Board	3 points
Application Activities (5 points each – top 12 out of 15)	60 points
<b>Papers</b>	
Paper 1: Intervention Description	15 points
Paper 2: Intervention Evaluation	15 points
Paper 3: Community Intervention Plan	20 points
<b>Exams</b>	
Midterm Exam	50 points
Final Exam	50 points

<b>Letter:</b>	A	A-	B+	B	B-	C+	C	D	F
<b>Percent:</b>	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	70-77%	60-69%	<65%
<b>Points Needed</b>	209	202	195	186	180	173	157	135	1

**Policy on late work:**

One of the great things about an online class is that it allows you to be more flexible about when you complete your assignments. However, we will be progressing through this class together, which means that you will need to turn in work each week. As such, there are very strict deadlines for when your work is due. Generally, all work is due on Mondays at 8 a.m. Eastern Standard Time, although there are a few Friday deadlines for the papers. Please consult the course schedule to keep track of which work is due each week.

If you consistently hand in work late, it will be difficult for you 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 away from other aspects of this course. I also cannot post answers for the application activities until all work for that activity is turned in. 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, work obligations, health problems, deadlines for other classes, relationship problems, and computer glitches. To prevent these distractions from interfering with your work, be proactive – this means work ahead and let me know as soon as you encounter any

problems. That way, you will be prepared if something arises at the last minute. However, if it is the night before an assignment is due and you have not completed an assignment, 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 (a 1 point deduction for Application Activities and a 2 point deduction for Papers) and take some additional time to complete the assignment (note the deadlines for late work, however).
3. Not complete the assignment at all (you will earn a 0 on the assignment). If the assignment is an Application Activity and you have missed fewer than 3 application activities, then this 0 will be dropped. Attend to your emergency and reengage in the course as soon as you can.
4. Take a short-cut (copying and pasting from online, borrowing a friend's assignment, etc). *If you choose this option, you will earn a 0 on the assignment and in accordance with university policy, I will have to write you up for an academic integrity violation. This will be 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 are posted on ANGEL. Also, please feel free to e-mail me to discuss your options.

### **How To Do Well in This Class:**

**Read the assigned articles:** The readings provide an initial exposure to the material that you will learn about in the commentaries. By keeping up with the reading assignments, you will be able to more effectively understand the lectures and ask questions about any material you do not understand.

**Be engaged in the class and ask questions:** If you have questions about the course material, please post them on the HDFS 311 class Discussion Forum. This is essentially like raising your hand in class to ask a question. If something is not clear, ask a question. If you think of an example that applies to the material we are discussing that week or to the class in general, feel free to share that example.

**Submit drafts for papers:** Drafts allow you to make sure that you are on track with the paper 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 or improve your writing. Such violations are also unfair to your classmates. 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. To access these resources, go to Lessons -> Course Resources -> Resources for Students..

**Stay in touch and up-to-date:** This online course has a number of ways that you can stay in touch. A few examples are listed below:

- *Course e-mail:* Allows you to communicate directly with me or with other students: Go to Communicate tab -> Group Mail. Your ANGEL e-mail account will be the primary method through which I make announcements and send reminders.
- *HDFS 311 Discussion Board:* Post questions here that you would normally ask by raising your hand in class. Check here frequently for answers to other students' questions and to respond to others' questions. Go to Lessons -> HDFS 311 Discussion Board.
- *Contact Outreach Help Desk with Technical Questions:* Go to <http://tech.worldcampus.psu.edu/> or access the link under the Communicate tab in ANGEL

**Invest time into this class.** Doing well at anything requires investing time and energy. You should plan on setting aside sufficient time to read the articles, browse the websites, and complete the assignments each week. The exact amount of time will vary depending on your learning style, strengths, and weaknesses. For example, if you struggle with writing, plan to turn in drafts of your papers, have friends read over your assignments, or refer to the iStudy for Success materials under Student Resources on the World Campus Web site.

### **Course Engagement:**

Instructor's Responsibilities:

- Be respectful of students
- 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. *Usually, I will check e-mails from 8-9 a.m. EST each weekday and for an hour each evening (sometime between 5 p.m. and 10 p.m.)*
- Identify resources for students who are experiencing difficulty either academically or personally

#### Student's Responsibilities:

- Be respectful to the instructor and other students
- Be engaged in learning, willing to ask questions, and participate in discussions
- Complete assignments with timeliness and integrity
- Keep track of any changes in the course syllabus throughout the semester. *Please consult ANGEL and e-mail communications frequently for any changes.*

Contact the instructor as soon as possible if you anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. *Student athletes or students with complex family or personal issues should inform the instructor about their situation **at the beginning of the course or as their situation unfolds.** If you experience an extended illness or other emergency, you must provide a medical excuse to the instructor.* Please refer to the [University Grading Policy for Undergraduate Courses](#) for additional information about University grading policies.

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#### **Academic Integrity**

*For information about additional policies regarding items such as Penn State Access Accounts; credit by examination; course tuition, fees, and refund schedules; and drops and withdrawals please see the [World Campus Student Policies](#) Web site.*

**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 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](http://www.sa.psu.edu/ja/conduct.shtml)

The World Campus is committed to maintaining academic integrity in this and all other courses it offers. The World Campus, the [academic unit](#) that is the home of each course, the course instructor, and exam proctors take academic integrity matters seriously.

Academic integrity—scholarship free of fraud and deception—is an important educational objective of Penn State. Academic dishonesty can lead to a failing grade or referral to the [Office of Judicial Affairs](#).

Academic dishonesty includes, but is not limited to:

- cheating
- plagiarism
- fabrication of information or citations
- facilitating acts of academic dishonesty by others
- unauthorized prior possession of examinations
- submitting the work of another person or work previously used without informing the instructor and securing written approval
- tampering with the academic work of other students

In cases where academic integrity is questioned, [Penn State's policy on academic integrity](#) requires that the instructor give the student notice of the charge as well as the recommended sanction. Procedures allow the student to accept or contest the charge through discussions with the instructor. If a student accepts the charge and the recommended sanction, the respective College files the case with the Office of Judicial Affairs. If a student chooses to contest, the case will then be managed by the respective College or Campus Academic Integrity Committee. If a disciplinary sanction also is recommended, the case will be referred to the [Office of Judicial Affairs](#).

All Penn State colleges abide by this Penn State policy, but review procedures vary by college when academic dishonesty is suspected. Information about Penn State's academic integrity policy and college review procedures is included in the information students receive upon enrolling in a course. For that information in advance of enrolling in a course, please [contact us](#).

Additionally, students enrolled at Penn State via the World Campus are expected to act with civility and 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 own efforts. An environment of academic integrity is requisite to respect for self and others, and a civil community.

For more information on academic integrity at Penn State, please see the [Academic Integrity Chart](#) for specific college contact information or visit one of the following URLs:

[www.psu.edu/dept/oue/aappm/G-9.html](http://www.psu.edu/dept/oue/aappm/G-9.html)

[www.sa.psu.edu/ja/](http://www.sa.psu.edu/ja/)

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**Accommodating Disabilities**

Penn State encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please see more information on the [World Campus Web site](#). Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.  
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### **Additional Policies**

For information about additional policies regarding items such as Penn State Access Accounts; credit by examination; course tuition, fees, and refund schedules; and drops and withdrawals please see the [World Campus Student Policies](#) Web site.  
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**Disclaimer:** Please note that the specifics of this Course Syllabus are subject to change, and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

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