

University of Washington
School of Social Work
Social Welfare 579 A
J. David Hawkins, Ph.D.

Fall 2005
Wednesdays
9:30 a.m.-12:20 p.m.
Room: SWS 125

**INTERDISCIPLINARY APPROACHES TO
PREVENTION SCIENCE:
CHILDREN AND ADOLESCENTS**

Overview:

This course presents an overview of theory, research, and practice in prevention science. A developmental perspective is used to focus on factors that promote or inhibit healthy development at different stages and during transitions. The focus is from before birth through age 21. Topics include the promotion of healthy development in childhood and adolescence and the prevention of child abuse and neglect, developmental delays, early pregnancy, violence and delinquent behavior, school misbehavior, dropout; and mental health disorders, including conduct disorders and substance abuse.

The Institute of Medicine's Mental Health Intervention Spectrum is used as a framework to distinguish universal, selective, and indicated prevention from treatment. The course demonstrates how prevention science is built on the foundations of epidemiological research and etiological research on predictors of health, mental health, and behavior problems including research from neuroscience, genetics, developmental psychopathology, social welfare, sociology, and economics. The course follows the preventive intervention research cycle to explore the role of clinical and field trials in identifying efficacious and effective preventive interventions. Economic analyses of the costs and benefits of effective preventive interventions are discussed. Approaches, results, and issues in large scale, community preventive interventions are also explored. Finally, opportunities and prospects for dissemination of effective preventive interventions and research on dissemination are investigated.

This course seeks to increase opportunity for interdisciplinary dialogue. Students interested in designing a course of study in preventive research will develop application knowledge relevant to their interventive and substantive areas. The seminar includes guest faculty from around the university who are specialists in course topics.

Objectives:

1. Able to describe stages in the preventive intervention research cycle.
2. Able to describe the importance, from a public health perspective, of understanding the incidence and prevalence of the outcome of concern in designing preventive interventions.
3. Able to present the current evidence regarding incidence and prevalence of a health, mental health, or behavior outcome chosen by the student.
4. Able to present the current evidence regarding the co-occurrence of the outcome chosen by the student and other health, mental health, and behavior problems.

5. Able to describe the empirically identified predictors of the health, mental health, or behavior outcome of concern to the student.
6. Able to present the current evidence regarding biological and psychosocial risk and protective factors, their points or periods of developmental salience, and their interactions in the etiology of a health, mental health or behavior problem chosen by the student.
7. Able to describe the degree to which developmentally appropriate efficacious and/or effective interventions have been identified that affect the health, mental health, or behavior outcome chosen by the student.
8. Able to describe a set of developmentally appropriate, tested, and efficacious or effective interventions that have been found to affect the health, mental health, or behavior outcome chosen by the student.
9. Able to identify likely consequences of these interventions beyond the student's focal outcome.
10. Able to describe the importance of understanding the prevalence of risk and protective factors in designing community preventive interventions.
11. Able to describe current progress and obstacles in multi-component community-based preventive intervention.
12. Able to describe emerging opportunities and challenges in dissemination research.
13. Able to describe the elements of cost-benefit analysis and applications to prevention science.
14. Able to formulate emerging research questions regarding epidemiology, etiology, preventive interventions, or dissemination of preventive interventions as appropriate to the student's chosen outcome.

Assignments:

Assigned readings are relevant to each session of the seminar. Please complete readings before each class session. Seminar leadership will be shared. Each student will identify a health, mental health, or behavior outcome of concern and develop and share expertise with regard to existing research evidence on prevalence, predictors, and preventive interventions relevant to that outcome, specifically:

1. the outcome, its incidence and prevalence in the general population and in ethnic, gender, and other subpopulations;
2. co-morbidity or co-variation of the outcome with other health, mental health, and behavior outcomes;
3. current research evidence concerning biopsychosocial predictors of the outcome;
4. current research evidence regarding efficacious and effective interventions to reduce risk, enhance protection, and change the incidence and prevalence of the outcome;
5. current substantive and methodological issues that need to be addressed in prevention

research studies focused on the outcome, with a focus on issues the student may choose to address in subsequent research.

Students are encouraged to make scheduled presentations to the class on these topics as related to their chosen outcome.

Readings can be obtained from:

Rams Copy Center
4144 University Way NE
Seattle, WA 98105 – 6214
(206) 632-6630

Evaluation:

The three-credit course will be graded credit/no credit. Expectations for credit are: completion of assigned reading before class sessions, active participation in the seminar sessions, and a scheduled 15 minute individual conversation with the instructor during finals week for which the student should come prepared to show competence with respect to 3 of the course objectives.

Appointments and Assistance:

I will be available to meet with students in my office (211-C) in the School of Social Work on Wednesdays, 12:30-1:30 p.m. or by appointment. Please contact my assistant, Jody Sisson, at 206.543.6742 or at jodys2@u.washington.edu to schedule an appointment. I can be reached by e-mail at jdh@u.washington.edu or by phone at 206.543.7655.

If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students, 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from the office of Disability Resources for Students (formerly Disabled Student Services) indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

Website for Class Materials:

The course website is located at:

<http://www.ssw.washington.edu/courses/hawkins/579>

Your course website is password protected. You will be asked for a Username and Password. They are the same for everyone in the course (all lower case letters):

Username: **sw579**

Password: hawkins

Most references can be found on-line. See the directions below for accessing library reserves.

SELF-SERVICE RESERVES

SOCIAL WORK LIBRARY

- Locate items on the *Web Catalog* under Course Reserves by course or professor, or go to **MY UW**.
- Reserve readings are listed alphabetically by title (book, journal, or personal item) along with their shelving location
- Reserve stacks are organized into 5 sections: Practicum Binders, General Interest Reserve, Binders by Class, Journals by Title, Books by Call Number.

ELECTRONIC RESERVES

- Go to **MY UW**:

SLN	Course	Credits	Title	Meetings				Grading Option	More Information
				Days	Time	Location	Instructor		
8314	WOMEN 501 A	5.0	HISTORY OF FEMINISM	T	1230- 320	SAV 146	YEE ,S		Library Reserves
7838	SOC W 525 A	5.0V	ADVANCED PRACTICUM	To be arranged			ROBERTS ,E	CR/NC	Library Reserves

- **OR** go to the *Web Catalog*: <http://catalog.lib.washington.edu/>
- Click on By Course or By Professor
- Print readings are on the library's reserve shelves; check to see if *available* or *checked out*.
- Electronic readings:
 - § Click on **+ELECTRONIC COURSE MATERIALS**
 - § Click on Connect to this title online
 - § Enter your **UWNetID & Password**

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Sessions:

1. September 28 – Social Work Room 125

Topic: Foundations of prevention.

The intervention spectrum

Alternative strategies for prevention

The preventive intervention research cycle

Epidemiology and life course development

Prediction and etiology

Reading:

- § Mrazek & Haggerty, 1994, Chapters 2-3 (on reserve at SSW Library)
- § Tonry & Farrington, 1995, Chapter 1.

2. October 5 – Social Work Room 125

Topic: Risk and protective factors and processes in adolescent health, mental health and behavior.

Individual (microbiological, genetic, neurological, psychological), interpersonal (meso-family, school, peer group, neighborhood), and sociocultural/structural (macro) predictors.

Mediation and moderation.

Resilience, protection, and risk.

Reading:

- § Howell, 2003, Chapter 6.
 - § Sameroff & Gutman, 2004.
 - § Fraser, Richard & Galinsky, 2004.
 - § Baron & Kenny, 1986. (Skim for ideas, don't worry about statistics.)
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- § Caspi, Sugden, Moffitt, Taylor et al., 2003.
 - § Rutter, 1985.
 - § Masten, 1999.
 - § Farrington, 2002.
 - § Lipsey & Derzon, 1998. (Metaanalysis of predictors of violent and serious delinquency.)
 - § Bond et al, 2005. (Study of risk and protective factors for depressive symptoms in adolescents.)
 - § Crum, Ensminger, Ro, and McCord, 1998.
 - § O'Donnell, Hawkins, & Abbott, 1995.
 - § Pollard, Arthur, Hawkins, 1999.
 - § Werner & Smith, 2001.
 - § White, Labouvie & Papadaratsakis, 2005.
 - § Hawkins, Catalano & Miller, 1992. (Review of risk factors for adolescent

drug abuse.)

3. October 12 – Social Work Room 125

Topic: Principles of prevention science.

Using theories of etiology to guide preventive intervention.

Addressing ethnic and gender issues in prevention research.

Reading:

§ Coie et al., 1993.

§ Cauce, Coronado & Watson, 1998.

§ Peterson, Hawkins, Abbott, & Catalano, 1994.

§ Maggs & Schulenberg, 2001.

§ Hawkins, Guo, Hill, Battin, Pearson, & Abbott, 2001.

§ Unger, Yan, Shakib et al, 2002. (Risk factors for smoking across cultures: China and California)

§ Bersamin, Paschall, Flewelling, 2005. (Comparing risk and protection across races)

§ Harachi, Catalano & Hawkins, 1997. (Culturally tailoring interventions)

4. October 19 - Social Work Room 125

Topic: Using epidemiologic data to guide preventive intervention and designs for preventive trials.

Tracking incidence and prevalence over development.

Reducing incidence and prevalence as goals of preventive intervention.

Randomization and matching in prevention trials.

Testing theory through prevention trials

Reading:

§ Eaton, 2003.

§ Brown & Liao, 1999.

§ Society for Prevention Research, 2004. (Standards of Evidence. Available on line at www.preventionresearch.org).

§ Abbott, O'Donnell, Hawkins, Hill, Kosterman, & Catalano, 1998.

5. October 26 - Social Work Room 125

Topic: Methodological challenges in prevention science.

Measurement issues.

Unit of analysis.

Heterogeneity of effects in different subgroups.

Attrition.

Assessing intervention effects on developmental change.

Guest: Michael Arthur, Ph.D., Research Associate Professor, Social

Development Research Group; Research Director: Community Youth Development Study

Reading:

- § Mrazek & Haggerty, 1994, Chapter 10.
- § Kellam & Langevin, 2003.

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- § MacKinnon and Lockwood, 2003.
 - § Park, Kosterman et al., 2000.
 - § Muthen & Curran, 1997.

Sessions 6 - 9 focus on interventions in specific developmental periods. An overarching focus throughout these sessions is on evidence regarding the timing, intensity, scope, duration, and combination of interventions required to achieve sustained change. In addition to assigned readings, seminar participants may develop, with the instructor's assistance, specific readings relevant to their chosen prevention topic.

6. November 2 – Social Work Room 125

Topic: Preventive interventions in early childhood

Family focused interventions.

Center based early childhood education programs.

Cognitive and social/emotional competence promotion.

Combining family and school focused interventions in early childhood

*Guest: Carolyn Webster-Stratton, Ph.D., FAAN
Professor of Family and Child Nursing, University of Washington
Director, Parenting Clinic*

Reading:

- § Mrazek & Haggerty, 1994. pp. 215-225.
- § Webster-Stratton & Taylor, 2001.
- § Reid, Webster-Stratton & Baydar, 2003.
- § Reid, Webster-Stratton & Beachaine, 2001.

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- § Weissberg & Greenberg, 1998.
 - § Farrington & Welsh, 2002. Family-based crime prevention.
 - § Websites for additional Webster-Stratton articles: www.incredibleyears.com, www.son.washington.edu/centers/parenting-clinic/default.asp
 - § US. Department of Health and Human Services, 2001. Chapter 5: Prevention and Intervention, pp 99-125. (Model, promising and ineffective programs for violence prevention across developmental periods.)
 - § Channing Bete Company www.channingbete.com/psg/psg
 - § Campbell Collaboration www.campbellcollaboration.org

- § Cochrane Collaboration www.cochrane.org
- § SAMHSA Model Programs www.modelprograms.samhsa.gov/

7. November 9 – Social Work Room 125

Topic: Preventive interventions in pregnancy, infancy, and early childhood.

Pre and perinatal medical care.

Intensive health education for mothers.

Home visiting programs.

Immunizations.

Guest: Kathryn E. Barnard, R.N., Ph.D., Charles and Gerda Spence Endowed Professor of Nursing; Director, Center on Infant Mental Health and Development, University of Washington.

Reading:

- § Barnard, K.E. (1996).
- § Shonkoff & Phillips, 2000. pp. 337-367.
- § Olds, 2002.
- § Emde, et al (2004). (on reserve at Health Sciences Library for Nursing 558)

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- § Alper, 2002.
 - § Seattle King County Department of Public Health (2003) “From Neurons to King County Neighborhoods: the Science and Policies of Early Childhood Development”. Available online at:
<http://www.metrokc.gov/health/reports/neurons-booklet.pdf>

8. November 16 - Social Work Room 125

Topic: Preventive interventions from age 6 to 11.

Prevention science and positive youth development.

School based approaches: School restructuring and social climate change; classroom organization, management and instruction; curricular approaches; and behavior management approaches.

Family focused interventions.

Cognitive and social/emotional competence promotion.

Combining universal, selective and indicated school and family focused interventions during the elementary years.

*Guest: Kevin Haggerty, MSW, Lecturer and Director, Raising Healthy Children, PI, Family Connections Project
Social Development Research Group, University of Washington*

Reading:

- § Gottfredson, Wilson & Najaka, 2002. School-based crime prevention.
- § Catalano, R. F., Berglund, M. L., Ryan, J. et al., 2004 (Positive youth development.)

- § Haggerty, Catalano, Harachi, & Abbott, 1998. (Intervention description)
- § Hawkins, Smith, Hill, Kosterman, Catalano, & Abbott, 2003.
(pp 284-303- Intervention Effects)

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- § National Research Council, (2002).
<http://books.nap.edu/catalog/10022.html>
 - § Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999.
 - § Lonczak et al, 2002.
 - § Hawkins et al., 2005
 - § Catalano, Haggerty et al, 2004.

9. November 23 - Social Work Room 125
Topic: Preventive interventions in adolescence.

- School based approaches.
- Mentoring.
- Family focused interventions.
- Competence promotion.
- After-school opportunities.
- Harm reduction approaches.

Guests: Robert J. McMahon, Ph.D.
Professor Psychology, University of Washington
G. Alan Marlatt, Ph.D.
Professor of Psychology and Director, Addictive Behaviors
Research Center.

Reading:

- § Conduct Problems Prevention Research Group, 2000.
 - § Conduct Problems Prevention Research Group, 2002.
 - § Marlatt & Witkiewitz, 2002.
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- § Botvin et al., 1995. (The outcome study of Life Skills Training)
 - § Griffin et al., 2004 (A long term follow up of effects of Life Skills Training)
 - § Greenberg, Domitrovich, & Bumbarger, 2001. (A review of prevention approaches for mental health problems).
 - § Kirby, 2003. (A review of risk and protective factors and effective preventive interventions for teen pregnancy.)
 - § Gottfredson, et al., 2004. (A review of current state of knowledge on effects of after school programs.)

10. November 30 - Social Work Room 125
Topics: Mass media and community prevention approaches.

- Communication theories and health promotion.
- Tailoring preventive interventions to community perceptions, values and standards.

Implementing and sustaining effective preventive interventions at the community level.

Using theory to guide complex multi-component interventions.

Research designs for community interventions

Reading:

Community Prevention Approaches

- § Klerman, Santelli & Klein, 2005 (Overview of results of community coalition approaches in adolescent pregnancy prevention)
- § Hawkins, Catalano, & Arthur, 2002. (Description of Communities That Care system.)
- § Toomey, Rosenfeld, & Wagenaar, 1996.
- § Flora & Cassady, 1990.

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- § Hallfors, Cho, Livert et al. 2002 (Evaluation of coalition approach in Fighting Back initiative of RWJ Foundation)
 - § Wagenaar, Murray, Gehan, Wolfson, Forster, et al., 2000. (Evaluation of a community strategy for prevention of alcohol problems.)
 - § Singer & Singer, 2001. (Handbook of Children and the Media – see chapters for specific topics.) Book on reserve at SSW Library.
 - § Capella, Yzer, & Fishbein, 2003.
 - § Biglan, Ary, & Wagenaar, 2000. (Interrupted time series designs for community studies.)
 - § Murray 2001. (Experimental design and analysis strategies for community trials)
 - § Feinberg, Greenberg, Olson & Osgood, 2005. (Effects of CTC in Pennsylvania)
 - § Feinberg, Greenberg et al., 2002. (Evaluation of CTC implementation in Pennsylvania)
 - § Arthur et al., 2003. (Evaluation of CTC in Oregon)

11. December 7 - Social Work Room 125

Policy approaches to prevention. Disseminating effective prevention: research, opportunities and prospects.

Cost benefit analysis and public policy.

Changing public policy.

Diffusion of innovation.

Dissemination of programs or principles.

Going to scale.

Guest: Steve Aos, Associate Director

Washington State Institute for Public Policy

Reading:

- § Aos, Lieb, Mayfield, Miller & Panucci, 2004.
(available on line at <http://www.wsipp.wa.gov/rptfiles/04-07-3901.pdf>)

Disseminating prevention:

- § Rogers, 2002. (Diffusion of innovation theory applied to prevention)
- § Elliott & Mihalic, 2004. (Exploration of issues in dissemination.)
- § Greenberg, 2004.
- § Botvin, 2004.

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- § Aos, Lieb et al (2004) Technical Appendix (Available on line at <http://www.wsipp.wa.gov/rptfiles/04-07-3901a.pdf>)
 - § Ringwalt, Ennett, Vincus et al. 2002. (State of dissemination of tested substance use prevention programs)
 - § Gottfredson & Gottfredson, 2002. (Study of school based prevention on the ground across US)

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- Botvin, G.J., Baker, E., Dusenbury, L., Botvin, E.M., Diaz, T. (1995). Long-term Follow-up Results of a Randomized Drug Abuse Prevention Trial in a White Middle-class Population. Journal of the American Medical Association, 273,(14), 1106-1112.
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