

## SESP 303: Program Development and Implementation Spring 2010

Monday/Wednesday 1:00 PM - 2:20 PM ANNENBERG G02

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This course examines the development, design and implementation of successful intervention programs for children, adolescents and adults. Students will be encouraged to take an interdisciplinary perspective and we will evaluate programs in human development, public health, education and social welfare. We will begin the course with an overview of the theoretical framework supporting program development and implementation to provide students with an evaluative toolbox and lens through which they can understand why some programs work and others do not. A major goal of the course is to understand the links between large scale social policies and the resulting local development and implementation of programs. Students will be challenged to understand the commonalities and differences among successful programs through the reading of case studies and evaluations. They will be required to design their own new intervention program where they will integrate what they have learned from class and discussion and apply it to a social problem.

### **Assignments and Requirements:**

- Attendance is required! Attendance and Participation (20%)
- Four Short Reflection Papers (2-3 pages) due on: April 9, April 23, May 7, May 19 (25%)
- Discussion Leading: Each student will lead a discussion of the readings once during the quarter (10%)
- Final: Design of New Intervention Program (15 pages) due Monday June 7 (40%)
- Presentation of New Intervention Program May 26 and June 2 (5%)

### **Texts:**

- Allen-Meares, P. & Fraser, M. (2004). *Intervention with Children and Adolescents: An Interdisciplinary Perspective*. Boston, MA: Pearson Education.
- Course packet and blackboard to include all other readings.

### **Format:**

We will meet on Mondays and Wednesdays from 1:00pm – 2:20pm in Annenberg G02. In general, the first class of a new topic will be lecture and discussion, and the second class will be review and small group work in a design workshop format.

### **Weekly Syllabus**

#### **Introduction: What is Prevention and Intervention?**

Monday March 29:

Sameroff, A.J. & Gutman, L.M. (2004). Contributions of risk research to the design of successful interventions. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 2, pp. 9-26). Boston, MA: Pearson Education.

### **Developmental Interventions: Design, Rationale and Implementation**

Wednesday March 31:

Walker, T., Rodriguez, G., Johnson, D., & Cortez, C. (1995). Avance Parent-Child Education Program. In S. Smith (Ed.), *Two generation programs for families in poverty: A new intervention strategy*. Norwood, NJ: Ablex Publishing.

Webster-Stratton, C. & Taylor, T. (2001). Nipping early risk factors in the bud: preventing substance abuse, delinquency, and violence in adolescence through interventions targeted at young children (0-8 years). *Prevention Science*, 2(3), 165-192.

Hawkins, J., Catalano, R., Arthur, M., Egan, E., Brown, E., Abbott, R. & Murray, D. (2008). Testing communities that care: the rationale, design and behavioral baseline equivalence of the community youth development study. *Prevention Science*, 9(3), 178-190.

Monday April 5: Movie and introduction to Design Workshops

“An Ounce of Prevention. The World of Abnormal Psychology.”

### **Program Evaluation and Implementation Issues in Prevention Research: What works?**

Wednesday April 7:

Gottfredson, D., Gottfredson, G., & Skroban, S. (1998). Can prevention work where it is needed most? *Evaluation Review*, 22, 315-340.

Domitrovich, C. & Greenberg, M. (2000). The study of implementation: Current findings from effective programs that prevent mental disorders in school-aged children. *Journal of Educational and Psychological Consultation*, 11(2), 193-221.

Rossi, P., Freeman, H., & Lipsey, M. (1999). Programs, policies and evaluations. In *Evaluation: A systematic approach*. Thousand Oaks: Sage Publications.

Monday April 12: Design Workshop

Wednesday April 14: NO CLASS

## **Policy Perspectives on Implementation**

Monday April 19:

Lipsky, M. (1980). *Street-level beaurocracy: Dilemmas of the individual in public services*. New York: Russell Sage. Chapters 1 and 2.

## **Role of Race, Ethnicity and Gender:**

Wednesday April 21:

Barbarin, O., McCandies, T., Coleman, C., & Atkinson, T. (2004). Ethnicity and culture. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 3, pp. 27-53). Boston, MA: Pearson Education.

Reyna, C. (2000). Lazy, dumb, or industrious: When stereotypes convey attribution information in the classroom. *Educational Psychology Review*, 12, 85-110.

Potter, C.C. (2004). Gender differences in childhood and adolescence. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 4, pp. 54-79). Boston, MA: Pearson Education.

Monday April 26: Design Workshop

## **Socioeconomic Status and Poverty:**

Wednesday April 28:

Linver, M.R., Fuligni, A.S., Hernandez, M., & Brooks-Gunn, J. (2004). Poverty and child development: Promising interventions.. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 6, pp. 106-129). Boston, MA: Pearson Education.

Burchinal, M.R., Campbell, F.A., Bryant, D.M., Wakik, B.H. & Ramey, C.T. (1997). Early intervention and mediating processes in cognitive performance of children of low-income African American families. *Child Development*, 68, 935-954.

LoSciuto, L. Hilbert, S.M., Fox, M.M., Porcellini, L., & Lanphear, A. (1999). A two-year evaluation of the Woodrock Youth Development Project. *Journal of Early Adolescence*, 19, 488-507.

## **Schools and After School Programs:**

Monday May 3:

Lipsitz, J. (1995). *Successful schools for young adolescents*. Chapters 1 and 4.

Aston, R.A., Benbenishty, R., Pitner, R.O., & Meyer, H.A. (2004). Bullying and peer

victimization in schools. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 19, pp. 417-448). Boston, MA: Pearson Education.

Wednesday May 5: Design Workshop

### **Neighborhood and Community Interventions:**

Monday May 10:

Herrenkohl, T.I., Ick-Joong, C., & Catalano, R.F. (2004). Review of research on predictors of youth violence and school-based and community-based prevention approaches. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 20, pp. 449-476). Boston, MA: Pearson Education.

Hawkins, J.D. & Catalano, R.F. (2005). *Investing in your communities youth: An introduction to the Community That Cares system*. US Department of Health and Human Services.

Howell, J.C. (2004). Youth gangs: Prevention and Intervention. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 22, pp. 493-514). Boston, MA: Pearson Education.

Wednesday May 12: Design Workshop

### **Mental and Physical Health and Well-being**

Monday May 17:

Oyserman, D. (2004). Depression during the school-aged years. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 12, pp. 264-281). Boston, MA: Pearson Education.

Macgowan, M.J. (2004). Prevention and intervention in youth suicide. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 13, pp. 282-310). Boston, MA: Pearson Education.

Wednesday May 19:

Gillmore, M.R. (2004). AIDS/STD prevention for U.S. adolescents. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 16, pp. 356-377). Boston, MA: Pearson Education.

Corcoran, J. & Franklin, C. (2004). Adolescent pregnancy and parenting: A biopsychosocial framework. In Allen-Meares & Fraser (Ed.s) *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (Chapter 18, pp. 398-377). Boston, MA: Pearson Education.

Kaye, K., Suellentrop, K., & Sloup, C. (2009). *The Fog Zone: How Misperceptions, Magical Thinking,*

*and Ambivalence Put Young Adults at Risk for Unplanned Pregnancy.* Washington, DC: The National Campaign to Prevent Teen and Unplanned Pregnancy.

Monday May 24: Workshop, Review and Integration

**FINAL STUDENT PRESENTATIONS: Wednesday May 26 and Wednesday June 2**  
**FINAL RESEARCH PROPOSALS DUE: Monday June 7**