Proposal for a New Academic Program

Institution: University of Oregon  
College/School: College of Education  
Department/Program: Department of Counseling Psychology and Human Services (CPHS)  
Proposed Degree and Title: Ph.D. in Prevention Science and Health Promotion (PSHP)

1. Program Description
   
a. Proposed Classification of Instructional Programs (CIP) number

   19.0799

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

We are seeking authorization to offer Doctor of Philosophy (Ph.D.) training in Prevention Science and Health Promotion (PSHP) at the University of Oregon. This new program will provide training at the graduate level for students interested in obtaining expertise in prevention science, including training in “improving public health by identifying malleable risk and protective factors, assessing the efficacy and effectiveness of preventive interventions, and identifying optimal means of dissemination and diffusion” (Society for Prevention Research, 2011). Broadly speaking, prevention science is oriented at promoting health and well-being and preventing adverse outcomes for individuals and families. Prevention Science training focuses on the scientific investigation of the etiology and prevention of behavioral health problems, including but not limited to substance abuse, mental health, risky sexual behavior, violence, accidents, suicide, delinquency, obesity, diet/nutrition problems, and chronic illness; and training on the translation of that information to promote health and well being.

The field of prevention science has a long and rich history particularly with regards to public health concerns. Early examples of such efforts include the creation of sewage systems in the mid-1800’s to prevent disease and death by asphyxiation, efforts to prevent many diseases including malaria in the early 1900’s, and more recent efforts to combat persistent health compromising conditions such as AIDS and cancer. Social scientists have long been involved in such efforts to prevent smoking, tobacco, and alcohol use, as well as the large-scale violence prevention efforts undertaken in the mid-1970’s, to name a few. The field has a stand-alone well-established professional organization, the Society for Prevention Research, as well as numerous well-regarded journals that focus specifically on prevention (e.g., Prevention Science, The Journal of Prevention & Intervention in the Community, The Journal of Primary Prevention). The proposed program draws upon this public health orientation, and has a specific emphasis on understanding and serving under-served communities in the U.S. and globally.

This program is intended for students who have completed a bachelor’s or master’s degree in a prevention science-related discipline or have significant human development, psychology, education, or prevention science experience. The majority of courses being offered as part of the proposed program already exist in the UO’s College of Education (COE) curriculum. We draw primarily upon existing courses in CPHS, and also include the COE-required EDUC courses for training in research methodology. In addition, three courses are drawn from SPECS, one course is drawn from EDLD, and one course is drawn from EDST (Philosophy of Research – required by the COE). The CPHS department is currently
completing a second year of offering a 1 year, 45-credit M.Ed. in Counseling, Family, & Human Services (CFHS) with a specialization in Prevention Science that has been highly successful. Please see our related applications for an M.Ed. program to convert this CFHS specialization into an M.Ed. in PSHP, as well as a new 2-year M.S. degree program in PSHP. Different student populations are targeted within each program; we provide a summary of the differences in the Matrix of Proposed Degree Programs (see Appendix A).

Our development of a graduate degree program in the area of prevention science has been underway for the past four years. First, from 2012-2015, we made four key hires related to prevention across the CPHS programs, including Drs. Skowron, Leve, Khurana, and Cronce. Second, through leadership of core CPHS faculty members (such as Dr. Stormshak) and our key new faculty hires across programs, the long-standing UO Child and Family Center research unit broadened its portfolio and became the UO Prevention Science Institute in 2013, which increased our capacity for grant management of faculty research, student training, and interdisciplinary research collaboration related to prevention science. Third, we developed the specialization in prevention science for our master’s program, which has been a success and has served as a “pilot” program of the larger vision for these degrees. This program was launched in 2013. Fourth, we increased our local and national visibility in the area of prevention science through our coursework, federally-funded research, and close affiliation with the Prevention Science Institute. These linkages and expansions enhanced our ability to pursue a UO sponsored “Cluster of Excellence” hire in obesity prevention and health promotion, which was successfully funded in 2014 as the first “Cluster of Excellence” hire at the UO. All of these factors have culminated in our ability to develop prevention science graduate programs by building on our strong foundation of research and teaching expertise in this area.

As noted above, the disciplinary foundation of prevention science is multidisciplinary, integrating theories and methodologies from the disciplines of public health, human development, developmental psychopathology, education, behavioral sciences (e.g., psychology, sociology, developmental neuroscience), economics, evaluation, epidemiology, and public policy and administration. Program objectives and focus for the Ph.D. include training in three primary areas: (1) the production or generation of research-based knowledge that focuses on increasing the understanding of risk and protective factors and processes related to prevention and health promotion in human populations; (2) the translation of basic research findings into effective programs and policies that positively impact the well-being of children, youth, adults, families, and their communities; and (3) development of successful partnerships with community, county, state, and national organizations to disseminate effective programs into routine practice in local, regional, national, and international settings. The Society for Prevention Research (SPR), an international society dedicated to advancing the scientific investigation of the etiology and prevention of social, physical, and mental health, and academic problems and to the translation of that information to promote health and well-being, has established standards for the science of prevention. Dr. Leve serves on the Board of Directors for SPR, and Drs. Stormshak, Khurana, and Skowron are engaged SPR members who have provided extensive committee service to SPR. The philosophy, training, and coursework of the UO’s PSHP Graduate Programs are based on the guidelines provided by SPR.

**Program Requirements for the Ph.D.**

- 101 quarter credits minimum core course requirements [includes at least 7 quarter credits of research (PSHP 601)]
- 18 quarter credits minimum dissertation credit
- Completion of a “Pre-Dissertation Research Paper” (after 1st and 2nd year courses passed)
• Completion of a Comprehensive Examination (after 1st and 2nd year courses passed)
• Advance to candidacy after completion of 72 credits/all coursework for the first 2 years of the program, completion of the Pre-Dissertation Research Paper, and completion of the Comprehensive Examination
• Completion of 3 courses (9-12 credits) in a Specialty Area and 3 credits of PSHP 607: Doc Sem Specialty Area. Options for Specialty areas include (1) School-based Health; (2) Advanced Methodology; (3) Applied Developmental Neurobiology; (4) Community Wellness and Equity Promotion; or (5) College Student Development
• Completion of a dissertation
• The majority of students will complete the degree in 4 years

Our program curriculum plan follows on the next page.
# Model 4-Year Doctoral Program Curriculum Progression, B.A. or B.S. Entry, Prevention Science and Health Promotion

**First Year** (Have your Doctoral Program Plan completed and turned in to your advisor by the end of winter term.)

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<tr>
<th>FALL (12 min credits + addl. research)</th>
<th>WINTER (13 min credits + addl. research)</th>
<th>SPRING (12 min credits + addl. research)</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>CPSY 631: Intro to Prevention Science (3)</td>
<td>EDST 670: Philosophy of Research (4)</td>
<td>CPSY 643: Community &amp; Prev Interven (3)</td>
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<td>CPSY 621: Lifespan Developmental Psych (3)</td>
<td>CPSY 615: Counseling Diverse Pops (4)</td>
<td>CPSY 632: Risk &amp; Resil Adol &amp; Y Adults (3)</td>
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<td>CFT 609: Micro Counseling Skills (1)</td>
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<td>PSHP 601: Research (1-5)*</td>
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**Second Year**

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<th>FALL (11 min credits + addl. research)</th>
<th>WINTER (13 min credits + addl. research)</th>
<th>SPRING (11 min credits + addl. research)</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>CPSY 633: Epidemiology (3)</td>
<td>CPSY 645: Health Psych (3)</td>
<td>CPSY 634: Implementation Science (3)</td>
<td>Complete Research</td>
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<tr>
<td>EDUC 642: Multiple Regression in Educ (4)</td>
<td>SPSY 652: Bio Aspects of Behav. (5) (yr 2 or 3)</td>
<td>SPSY 650: Devel Psychopathology (4)</td>
<td>Complete project</td>
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<tr>
<td>SPED 626: Grant Writing (3)</td>
<td>EDUC 644: Multivariate Stats (4)</td>
<td>Specialty Area Class (3-4) **</td>
<td>Complete Comps</td>
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<tr>
<td>PSHP 601: Research (1-5)*</td>
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<td>PSHP 601: Research (1-5)*</td>
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**Third Year** (Fulfill specialty area requirements during this year)

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<tr>
<th>FALL (9 min credits + addl. research)</th>
<th>WINTER (14 min credits + addl. res or Diss)</th>
<th>SPRING (6 min credits + addl. res or Diss)</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>Specialty Area Class (3-4)**</td>
<td>CPSY 642: Child/Family Interventions (4)</td>
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<tr>
<td>Specialty Area Class (3-4)**</td>
<td>EDLD 620 HLM I (4) or EDLD 633 SEM I (4)</td>
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<tr>
<td>PSHP 601: Research (1-5)*</td>
<td>PSHP 601: Research or 603: Dissertation (1-5)</td>
<td>PSHP 601: Res. or 603: Dissertation (1-5)</td>
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<tr>
<td>PSHP 602: Sup Col Teach (1)-any term yr 3-4</td>
<td>EDUC 620: Program Evaluation I (4) (yr 3 or 4)</td>
<td>EDUC 621: Program Eval II (4) (yr 3 or 4)</td>
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**Fourth Year** (Dissertation during this year)

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<th>FALL (6 credits min)</th>
<th>WINTER (6 credits min)</th>
<th>SPRING (6 credits min)</th>
<th>SUMMER</th>
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*students register for a minimum of 1 credit of PSHP 601 and may register for more credits each term for 3 years based on projects, research teams, etc.
**Specialty Area (12 cr. min, 12-15 cr. Total):** Students take a min of 3 courses (9-12 credits) in an identified "Speciality Area," and each term of year 3 enroll in "PSHP 607: Doc Sem: Specialty Area" (Ph.D. only) as an advising and research seminar to focus on Specialty Area research and content (3 cred min). Areas include: (1) School-Based Health; (2) Adv. Methodology; (3) Applied Developmental Neurobiology; (4) Community Wellness & Equity Promotion; (5) Col. Student Development. Courses from COE and other UO departments. E.g., Biology and Human Phys. are collaborators in UO Cluster of Excellence on Health Promotion & Obesity Prevention.

**Summary:**
- **119 Total minimum credit hours** (including 18 minimum Dissertation credits)
- **41 Core curriculum content credits in CPHS** (courses/seminars/research credits)
- **36 Total Research Methods Course Credits** (COE core research EDUC courses and one EDST 670 college-wide course)
- **12 Specialty Area Credits** (9-12 credits in courses, plus 3 additional research seminar credits counted as part of 41 CPHS credits above)
- **12 SPSY and SPED shared doctoral course credits** (SPSY (9 cr) prefixes are combined CPSY/SPSY classes and will now include PSHP doc students)
- **18 minimum Dissertation Credits in PSHP in CPHS**
Core Coursework

Required coursework covers the following domains:

1) Applied Human Development and Psychological Foundations (21 credits minimum);
   CPSY 621: Lifespan Developmental Psych (3)
   CPSY 645: Health Psychology (3)
   CPSY 632: Risk & Resilience Adol and Young Adults (3)
   CPSY 633: Epidemiology (3)
   SPSY 652: Bio Aspects of Behavior (5)
   SPSY 650: Developmental Psychopathology (4)

2) Research Methods (63 credits minimum);
   EDUC 612: Social Sci Research Design (4)
   EDUC 614: Educational Statistics (4)
   EDUC 640: Appl Stat Design & Analysis (4)
   EDST 670: Philosophy of Research (4)
   EDUC 642: Multiple Regression in Educ (4)
   EDUC 644: Multivariate Stats (4)
   EDLD 628: HLM I (4) or EDLD633: SEM I (4)
   EDUC 620: Program Eval I (4)
   EDUC 621: Program Eval II (4)
   PSHP 601: Research (9)
   PSHP 603: Dissertation (var: 18+)

3) Prevention and Intervention Science (18 credits minimum);
   CPSY 631: Intro to Prevention Science (3)
   CFT 609: MicroCounseling Skills (1)
   CPSY 615: Counseling Diverse Populations (4)
   CPSY 643: Community & Preventative Interventions (3)
   CPSY 634: Implementation Science (3)
   CPSY 642: Child/Family Interventions (4)

4) Professional Foundations (5 credits minimum);
   SAPP 508: Prevention Ethics (1)
   PSHP 602: Sup Col Teaching (Var: 1+)
   SPED 626: Grant Writing (3)

5) Specialty Area (12 credits minimum)
   Elective
   Elective
   Elective
   PSHP 607: Doc Sem: Specialty Areas (PhD) (3)

Elective Coursework

Students are required to take a minimum of 9-credits (at least 3 courses) in a Specialty area. Options for Specialty areas include (1) School-based Health; (2) Advanced Methodology; (3) Applied Developmental Neurobiology; (4) Community Wellness and Equity Promotion; or (5) College Student Development. Courses will be drawn from existing courses in the COE, as well as University wide. In addition, as part of the Specialty area, students will enroll in PSHP 607: Doc Sem: Specialty Area for three terms of their third year. This will be a small graduate seminar that focuses specifically on integrating and synthesizing the material learned in the specialty area courses.

Research Requirement
The Ph.D. program is a research-intensive program. All students in the program are expected to demonstrate research competence through (a) active participation in research projects, (b) communication of theory and empirical findings through professional presentations and publications, (c) completion of a minimum of 7 research credits in PSHP 601 (research). All students will complete a “Pre-Dissertation Research Project.” Students who completed a masters’ thesis or masters’ thesis research equivalent before entering the Prevention Science program can have their thesis evaluated to determine if it meets the Prevention Science and Health Promotion thesis/pre-dissertation research project requirement.

A master’s degree and completed Pre-Dissertation Research Project will be required prior to proceeding to doctoral candidacy.

Comprehensive Examination

Students will write three 20-25 page (maximum) papers (with relevant citations) in APA format. Faculty will provide three questions to students 12 weeks prior to the due date of this competency (summer). The three topics areas will map onto the first three domains of study noted above: Applied Human Development and Psychological Foundations, Research Methods, and Prevention and Intervention Science. The questions will be integrative and broad. The comprehensive exam must be passed prior to advancement to candidacy.

Dissertation/Thesis

Students must take a minimum of 18 dissertation credits (PSHP 603), form a dissertation committee (at least 4 members as defined in the College of Education and UO), defend their dissertation proposal to their committee, write their dissertation, and give an oral defense of their dissertation. All UO Graduate School dissertation requirements must be adhered to. Students will be required to have faculty members from at least two (preferably three) disciplines on their dissertation committee.

Evaluation

Student evaluations will occur annually. Evaluation is a central component in research training and supervision. Additionally, students will be provided regular feedback by their faculty advisor. The evaluation process includes annual student self-evaluation and core program faculty completion of a student's performance review each year.

Advising

The graduate programs in PSHP will respect and adhere to the COE Advising Policy. When students are first admitted into the program, they will be assigned to a faculty advisor to work with them and oversee their academic progress. During the first term, students will be required to meet with their advisor in order to facilitate their entry into the program, to initiate their program plan and training goals, review their academic and professional backgrounds, and to meet any specific needs regarding class schedule or support services. The College of Education Academic Policies and Procedures Handbook outlines the following student and faculty responsibilities for advising:

Minimum student responsibilities include:

- Arranging a meeting with the advisor to complete the Program Plan
- Preparing for advising meeting by developing questions and/or documents for review
- Initiating an advising meeting fall and spring terms to review progress
- Following through on assigned tasks

Minimum advisor responsibilities include:

- Assisting students in developing a Training Plan that meets program requirements
• Availability to meet at least once in each of the fall and spring terms with student to review his/her progress
• Reviewing student’s performance in courses and research, suggesting corrective action if necessary

In summary, students will be required to meet with their advisor in the fall and spring terms. Students will be required to contact their advisor no later than the first week of spring term to schedule an advising meeting prior to the end of spring term.

c. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The program will be delivered through courses taught on the University of Oregon main campus. All but four course offerings are existing courses already offered in the UO College of Education, with the vast majority of these belonging to the CPHS department. Four new courses are proposed, three of which have already been approved by the COE and the UO Committee on Courses: (Year 1) CPSY 631: Intro to Prevention Science; (Year 1) CPSY 632: Risk & Resilience in Adolescents & Young Adults; and (Year 2) CPSY 634: Implementation Science. Our fourth new course ([Year 2] CPSY 633: Epidemiology) has been approved by the COE Curriculum Committee and is pending vote by COE faculty. We also have a request pending for regularization of CPSY 610: Health Psychology into CPSY 645: Health Psychology, which has been taught for the past two years to the prevention science specialization students. This course regularization has also been approved by the COE Curriculum Committee and is pending vote by COE faculty.

The program will be housed in the CPHS department, in the COE, at the University of Oregon. Upon final approval of the program, Core Program Faculty will elect a program director from among the Core Program Faculty. This process parallels the process used in selecting other Program Directors in the CPHS department.

d. Adequacy and quality of faculty delivering the program.

The intellectual foundation for this program has been enhanced over the past four years with the hiring of numerous faculty members with prevention-related research and teaching programs, the establishment of the Prevention Science Institute, and the UO Foundation-funded Health Promotion and Obesity Prevention cluster hires. Faculty currently agreeing to participate in program development, coordination, instruction, and research mentoring have expertise spanning a range of prevention-oriented domains including: neurobiological and genetic underpinning of adaptive and maladaptive development; prevention of problem behaviors, include child abuse and neglect, domestic violence, delinquency, drug use, and risky sexual behavior; promotion of healthy behaviors, including career success, positive peer relations, and effective parenting; and implementation of evidence-based practices into community settings. Faculty expertise also includes a focus on under-served and under-studies populations.

At present, primary participating faculty members are housed in the CPHS department, and include Drs. Elizabeth Skowron (Program Director of the current Prevention Science specialization that is part of the Master’s degree in CFHS), Leslie Leve (Associate Director of the Prevention Science Institute), Elizabeth Stormshak (Director of the Prevention Science Institute), Benedict McWhirter (Department Head, CPHS), Ellen McWhirter (Program Director, Counseling Psychology [CPSY]), Krista Chronister (faculty in CPSY), Atika Khurana (faculty in Family and Human Services), Jeff Todahl (Program Director, Couples and Family Therapy), Jessica Cronce (faculty member, CPHS; Cronce begins her appointment in September, 2015). We anticipate broadening the group of participating faculty upon final approval of the program, pending
conversations from other faculty in the department and COE, and based on the research interests of enrolled students.

All primary participating faculty will teach in the program, advise graduate students in the program, and serve on committees for students in the program. Collectively, the faculty members listed above have produced more than 300 papers, 18 books, and have directed dozens of research grants in the area of prevention science. In addition, as part of the Health Promotion and Obesity Prevention cluster hire, we have secured Foundation funding to hire two additional faculty in CPHS, who would also serve as core faculty in this program. We anticipate that the new Cluster Hire faculty would start by Fall, 2016. The expansion of CPHS department faculty combined with the two new Cluster Hire positions will allow us to readily have sufficient faculty to teach the four new proposed courses, and to advise the anticipated PSHP graduate students, in addition to continuing all core faculty members’ ongoing teaching, mentoring, and services responsibilities across the department and college. See Appendix B for vitae of all primary participating faculty.

Additional faculty are expected to affiliate with the program over time as more faculty with prevention science research and instructional programs join the UO, College of Education, and other units as part of the growth of the Prevention Science Institute, or current faculty develop prevention interests.

When fully operational, 9 of the current participating faculty have each agreed to mentor 1-6 PSHP Ph.D. students at any given time (and 1-5 PSHP Master’s students at any given time).

**e. Faculty resources – full-time, part-time, adjunct.**

All nine core faculty are full time tenure-line in the CPHS department.

**f. Other staff.**

In addition to the primary participating faculty listed above, we have spoken with and secured participation from affiliated faculty in the COE, including School Psychology (SPSY), Special Education (SPED), Communication Disorders and Sciences (CDS), and Educational Methodology, Policy, and Leadership (EMPL). This includes Drs. Randy Kamphaus (Dean of the COE and Professor in SPSY), Laura Lee McIntyre (Co-Director of SPSY), Andy Garbacz (Co-Director of SPSY), Robert Horner (Alumni-Knight Endowed Professor of Special Education), Hank Fien (Director of the Center for Teaching and Learning), Kent McIntosh (faculty in SPED), Wendy Machalicek (faculty in SPED), Samantha Shune (faculty in CDS), Charles Martinez (Department Head, EMPL, and Director of Center for Equity Promotion), and David DeGarmo (faculty in EMPL, and Director of the Center for Assessment, Statistics, and Evaluation). There will be one additional faculty member hired in SPSY a part of the Cluster Hire, and that individual will also be affiliated with the PSHP programs. In addition, in conjunction with the Cluster Hire, we have affiliated faculty participation from Human Physiology and Biology. This includes Christopher Minson (Endowed Professor of Human Physiology) and William Cresko (Director of the Institute of Ecology and Evolution, Department of Biology). One new hire will be made in Biology and one new hire will be made in Human Physiology as part of the Cluster Hire. These two new hires will also be affiliated faculty in the PSHP program. We also have affiliated faculty in Psychology, including Drs. Philip Fisher, Jennifer Pfeiffer, and Nick Allen, and the Director of the Lewis Center for Neuroimaging (LCNI) Fred Sabb. See Appendix C for vitae of all affiliated faculty who have agreed to participate in the PSHP program as affiliated faculty.

Affiliated faculty have been involved in the development of these programs in various ways, for example, via early discussions about the PSHP degrees, engaging in program conceptualization, discussing curriculum development, cross-departmental collaborations, and/or consenting to serve as an affiliated faculty member for the programs. We envision that affiliated faculty may serve on dissertation committees, work with students on common research interests, teach PSHP students’ in special emphasis courses they teach, share data sets with students, and collaborate with CPHS faculty.
on research and training, among other activities. We anticipate working with these colleagues to further refine and clarify their roles vis a vis CPHS as new faculty are hired in the COE and for the Cluster Hires. See Appendix C for letter of support from Affiliated Faculty in the COE.

**g. Facilities, library, and other resources.**

Our faculty belongs to the multidisciplinary Prevention Science Institute at the University of Oregon (http://psi.uoregon.edu/), which is home to several dozen research grants in the area of prevention science, with a annual grant-based revenue of over $5 million. See Appendix D for a copy of the PSI annual report. Our faculty is also affiliated with the Center on Teaching and Learning (https://ctl.uoregon.edu/), a world-class research center at the University of Oregon that uses scientific evidence and research-based practices to advance teaching and student learning, with the COE Center for Equity Promotion (http://ceqp.uoregon.edu/), and with the Center for Assessment, Statistics, and Evaluation (CASE; http://case.uoregon.edu/). In addition, we are fortunate to have existing collaborations with a number of local community organizations that specialize in prevention science. These include the Oregon Research Institute (www.ori.org), the Oregon Social Learning Center (www.oslc.org), Womenspace (http://womenspaceinc.org/), the Lane County Department of Youth Services (www.lanecounty.org), and Lane County Public Health, Prevention (http://www.preventionlane.org/). Letters of support can be found in Appendix E.

**h. Anticipated start date.**

We expect to enroll our first cohort in Fall 2016.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.

The program is highly consistent with the UO’s mission to be a “comprehensive public research university committed to exceptional teaching, discovery, and service” though our focus on generating research in the area of prevention science, with the goal of promoting well-being in underserved populations. We are a research-intensive program. Central to the program is a commitment to engaging with and focusing on improving outcomes for high-risk and underserved populations and communities in the applied, community-embedded, and translational research of participating faculty and students.

Further, we will contribute to the “generation, dissemination, preservation, and application of knowledge” by training cohorts of scholars in the best evidence-based practices for promoting health and well-being, and giving them the skills to work with community partners to implement programs and practices in community settings, world-wide. Our proposed program is also consistent with the UO’s Cluster Hire in Health Promotion and Obesity Prevention.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The PSHP program has a particular focus on promoting well-being in underserved, high-risk populations. Oregon is ranked 41st out of 50 U.S. states for high school on-time graduation rate, has a high level of children qualifying for free and reduced lunch (52%), demonstrates one of the highest rates of child poverty and hunger in the United States, and has one of the highest incidences of child abuse and neglect in the country. There is a significant and high need for prevention efforts and implementation of high quality prevention science to address these significant social problems in Oregon. Additionally, in 2003, the Oregon Legislature passed Senate Bill 267. It mandates the use of “evidence-based practices” in programs that treat criminals, drug users and people with mental illness. Beginning July 1, 2005, state agencies must document that 25% of their budget (federal and state dollars) is spent for evidence-based
practices. The requirement increased to 50% on July 1, 2007 and ultimately to 75% on July 1, 2009 and beyond. There is an enormous need for prevention-trained professionals to help ensure that Oregon’s 75% mandate is met. This program will train doctoral level scholars to develop, evaluate, and implement prevention and intervention practices across diverse settings across the state, nation, and internationally. This training program directly addresses state and national needs.

More specific related to policy, the University of Oregon supports and values diversity. In order to do this effectively requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university

The PSHP program shall embrace a culture of respect and inclusion with a commitment to honoring diversity in all aspects of our program. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, and spiritual/religious affiliations. We aim to honor and value diverse ways of learning, knowing, and experiencing. We also hope to create a forum where dialogues can take place that foster individual, as well as collective self-awareness and growth. In keeping with our commitment to these values, we ask that everyone (students, faculty, staff and supervisors) partner in a shared responsibility to build inclusion, equity, and respect of diversity across the PSHP program. We seek specific forms of reflection and action (praxis) that support both social change (social injustices) and professional change (critical reflection and action about our professions’ contributions to oppression and inequity). This can only happen if we continue to reflect on how our cultural and socio-economic backgrounds and diverse life experiences influence our work. Thus, while we each bring unique perspectives to our professional work, as a program we expect that our students, faculty and staff, as human service professionals, strive toward competency in fully respecting all people.

c. **Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:**

   1. improve educational attainment in the region and state;
   2. respond effectively to social, economic, and environmental challenges and opportunities; and
   3. address civic and cultural demands of citizenship.

At the national level, interest in prevention has skyrocketed. This is evidenced by increased participation in national and international organizations such as the Society for Prevention Research ([http://www.preventionresearch.org/](http://www.preventionresearch.org/)), which has seen substantial growth in membership and conference attendance over the past decade. For example, membership has increased by more than 20% in the past decade, and attendance at the annual conference has increased by 20%. Of particular relevance is the number of new student members, with over 100 new student members joining the society every year for the past 4 years. Student members (new and returning) currently comprise 35% of the society’s membership. Further, the 2014-2018 strategic plan provided by the National Institutes of Health (NIH) Office of Disease Prevention ([https://prevention.nih.gov/about/strategic-plan](https://prevention.nih.gov/about/strategic-plan)), includes a specific focus on activities to strengthen existing programs and develop new initiatives to advance the prevention research agenda at the NIH and improve public health. In the State and region, there are a
number of initiatives aimed at prevention efforts, including prevention of drug and alcohol use, gambling, under-age tobacco use, suicide risk, child abuse/neglect, and mental health problems. See http://www.oregon.gov/oha/amh/Pages/prevention.aspx for more information about current statewide initiatives. The PSHP program would increase the number of professionals trained in prevention in our state, thereby increasing our ability to successfully develop, evaluate, and implement prevention efforts statewide, and ultimately improving health outcomes for underserved and at-risk populations and reducing the social and economic burden of disease.

Please also see the External Site Visit Report for more details on the demand for the proposed program.

3. **Accreditation**
Not Applicable

4. **Need**

   a. **Anticipated fall term headcount and FTE enrollment over each of the next five years.**
   We aim to begin by enrolling cohorts of 4-6 Ph.D. students each year for the next 5 years. This number is within the range (but on the lower end) recommended by our External Site Visit. We anticipate the potential to increase capacity after the program has been in operation for 3-5 years.

   b. **Expected degrees/certificates produced over the next five years.**
   We expect to graduate our first cohort of 4-6 Ph.D. students in Spring 2020. In addition, because a master’s degree is obtained in route to the Ph.D. (typically after two years of the program), we anticipate awarding 12-18 M.S. degrees by the end of the next five years for students enrolled in the Ph.D. program. [See the M.S. and M.Ed. proposals for a separate count of degrees awarded from those programs].

   c. **Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).**
   We expect to draw students nationally and internationally given our success at recruiting students nationally for our current graduate specialization in prevention science (i.e., 63% of our current prevention science cohort come from states other than Oregon). Also similar to our Counseling Psychology (CPSY) doctoral program, we aim to attract students across all socioeconomic and ethnic backgrounds, given the focus of our program on underserved populations. We anticipate that most students will be enrolled full-time, although part-time enrollment is an option in a manner that is consistent with the UO Graduate School requirements and policies. Our CPSY program and CFHS masters/prevention science specialization program provide examples of our ability to recruit nationally from diverse pools of students. Over the past 20 years, the CPSY doctoral program has consistently enrolled about 50% of the students from ethnically diverse backgrounds. We plan to build on this same success in our PSHP graduate degree programs. Based on the applicants to the Washington State University Ph.D. program, we anticipate that most students will enter the program with a Bachelor’s degree in Human Development and Family Studies, however, a range of social science degrees are likely, including psychology and education.

   d. **Evidence of market demand.**
   There is a surge in interest among prospective graduate students in seeking advanced training in prevention science. This need has been demonstrated in the results of a survey published in an article, “Prevention science training: Implications for educating the next generation,” conducted by the Society for Prevention Research (Eddy, Smith, Brown, & Reid, 2005). The resulting impact of this student-driven need is the
appearance of an increasing number of graduate training degrees or specializations in Prevention Science. However, only two other universities in the country offer a Ph.D. degree in Prevention Science: Washington State University (WSU) began enrolling their first cohort of Ph.D. students in Fall 2012, and the University of Miami will enroll its first cohort in Fall 2015. The WSU prevention science program director (Dr. Laura Griner Hill) reports current enrollment of 26 Ph.D. students, with applicant pools ranging from 22-28 each year, over the first four years (2012-2015), and cohort sizes ranging from 6-13 students each year. The University of Miami’s application deadline for their first cohort was February 2015, and Dr. Guillermo Prado reports that 59 applications were received, and the admissions committee is currently considering 49 of those applicants for acceptance into the Ph.D. program. We anticipate a similar level of interest in our program. The establishment of the Prevention Science Institute at the University of Oregon together with affiliated faculty who are among the leaders in the field of Prevention Science make the UO an ideal home for graduate programs in PSHP with ability to attract many prospective graduate students.

At the state level, demand for jobs in Prevention Science and related fields is growing at a faster than average pace (Career Information Systems, 2015). According to the Oregon Career Information Systems, a state-wide occupational database, the projected job demand in Oregon for prevention oriented positions in public and community health and health service administration are high. In the area of public health administration, the employment scope is large with 3,434 people employed in the state of Oregon, a projected 10 year growth that is fast – 18.5% per year, and annual openings are high with 146 positions opening each year. In the prevention science area of public and community health occupations, the employment scope is medium with 747 people employed in the state of Oregon, a projected 10 year growth that is fast - 15.7%, and anticipated annual openings to be moderate with 32 openings each year.

Further, we have seen the need locally within our own CPSY doctoral application pool. In our annual pool of over 200 applicants to the CPSY Ph.D. program, we have over 100 applicants each year who do not have a Master’s degree (and are not enrolled in a Master’s degree program) when they apply to the CPSY Ph.D. program. These students are somewhat less competitive for admission into the CPSY program because they do not have sufficient clinical experiences. In the past three years, only 3-5 applicants without Master’s degrees have been admitted into the CPSY program per year. Over half of the Bachelor’s-level applicants who are not admitted into CPSY due to relative weaknesses in their applied clinical experience would be strong candidates for the Ph.D. program in PSHP, due to their prevention-focused research experiences and interests. We anticipate drawing from the large CPSY applicant pool for applicants there who have strong prevention-focused research background but insufficient clinical background to be competitive for the CPSY program. We also anticipate drawing nationally from the pool of increasing number of students interested in prevention and health promotion.

   e. **If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

There are no other Prevention Science graduate degree programs in the State of Oregon.

   f. **Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?**

Eugene is one of the principal employers of prevention scientists nationally. At one point in the past decade, upwards of 25% of NIH funding was centered in Eugene, Oregon. Prevention Science is anchored by The Oregon Research Institute ([www_ori.org](http://www_ori.org)) and the Oregon Social Learning Center.
(www.oslc.org), which are long-standing independent research centers in Eugene. Other local research institutes that have historically sought and hired Ph.D. level researchers with expertise in prevention-related disciplines include Eugene Research Institute (http://www.eugeneresearch.org/), ORCAS (http://www.orcasinc.com/), and EPIC (https://www.epiconline.org/), among others. Additionally, there is an increasing trend nationally to evaluate programs and interventions to be acceptable to State Departments of Health and Human services as evidence-based, and there is already an increasing focus on the integration of care – health and mental health – that will change the horizon for prevention practice in the future. National organizations, such as the Patient Centered Outcomes Research Institute (PCORI) have been developed to enhance community partnerships with research organizations and focus on health care outcomes from a prevention framework. All of these organizations serve as potential employment paths for graduates of this program. The Society for Prevention Research maintains a job opportunities website, and as of winter 2015, there were several dozen job openings in the area of prevention for scholars with a Ph.D. in Prevention Science. These ranged from postdoctoral fellows, to research positions, to faculty positions, to applied mental health positions (http://www.preventionresearch.org/conferences/job-opportunities/).

5. Outcomes and Quality Assessment
   a. Expected learning outcomes of the program.

The goals and objectives of the program reflect our program philosophy and training model. We aim to produce graduates who are competent prevention science, committed to multicultural competence, and seek to promote the well-being among populations at elevated risk. There are 20 areas of competency that students will gain through coursework, research, and professional activities in the course of completing their degree.

The left column of this chart lists the expected competencies associated with the three proposed PSHP graduate degree programs. The developmental level at which competencies are displayed varies somewhat by program, due to the differences in focus, intensity, and duration of training. These developmental differences are presented below, by program. All competency levels described under a given program are subsumed within the program to its right, for example, competencies described in the M.Ed. column are subsumed in the corresponding competencies in the M.S. column.

<table>
<thead>
<tr>
<th>Competency</th>
<th>M.Ed.</th>
<th>M.S.</th>
<th>Ph.D.</th>
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<tr>
<td>Competency 1: Students demonstrate knowledge of risk and protective factors associated with positive and negative behavioral health outcomes across the lifespan.</td>
<td>Students can list risk and protective factors associated with 5-10 positive and/or negative behavioral health outcomes across the lifespan.</td>
<td>Students demonstrate scientific writing skills and oral presentation skills for synthesizing the evidence base on risk and protective factors associated with numerous positive and/or negative behavioral health outcomes across the lifespan.</td>
<td>Students can design and carry out research studies that contribute to the literature on risk and protective factors associated with numerous positive and/or negative behavioral health outcomes across the lifespan.</td>
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<tr>
<td>Competency 2: Students demonstrate knowledge of theories</td>
<td>Students can describe a variety of theories related to development.</td>
<td>Students demonstrate scientific writing skills and oral presentation.</td>
<td>Students can design and carry out research studies grounded in.</td>
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related to development and human behavior that describe processes and mechanisms through which risk and protective factors are related to positive and negative health outcomes.

Skills for linking theories about the processes and mechanisms through which risk and protective factors are related with subsequent positive and negative behavioral health outcomes.

Theoretical models of the mechanisms and processes by which risk and protective factors contribute to subsequent positive and negative behavioral health outcomes.

**Competency 3:**
Students demonstrate awareness of the interplay of individual, family, societal, and environmental factors associated with positive and negative behaviors across the lifespan.

Students can describe the bi-directional influences of individuals, families, society, and other dimensions of the environment on positive and negative human behaviors.

Students demonstrate scientific writing skills and oral presentation skills linking the evidence base for bi-directional ecological influences on positive and negative human behaviors.

Students can design and carry out research studies that contribute to the evidence base for bi-directional ecological influences on positive and negative human behaviors.

**Competency 4:**
Students demonstrate awareness of theories and foundations of prevention science.

Students can describe the origins, foundations, and standards of prevention science.

Students can describe the origins, foundations, and standards of prevention science.

Students can describe scientific writing skills and oral presentation skills linking the evidence base for bi-directional ecological influences on positive and negative human behaviors.

**Competency 5:**
Students demonstrate skill in conceptualizing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive behavioral health outcomes.

Students can critique interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive behavioral health outcomes.

Students demonstrate basic skill in conceptualizing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive behavioral health outcomes.

Students demonstrate advanced skill in conceptualizing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive behavioral health outcomes.

**Competency 6:**
Students demonstrate knowledge of evidence-based practices in prevention science and health promotion.

Students can describe approaches to/history of defining what is evidence based, and give examples of evidence-based approaches to prevention science and health promotion.

Student writing and oral presentations demonstrate knowledge of and ability to critique evidence-based practices in prevention science and health promotion.

Students demonstrate knowledge of evidence-based practices in prevention science and health promotion in critiquing, designing, and carrying out research.

**Competency 7:**
Students demonstrate understanding of developmental, ecological, and epidemiological

Students can describe the importance of developmental, ecological, and epidemiological

Students demonstrate a strong understanding of developmental, ecological, and epidemiological

Students incorporate developmental, ecological, and epidemiological
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<tr>
<th>Competency 8: Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in human development, health outcomes, and prevention research and practice.</th>
<th>Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in academic discussions and applied activities.</th>
<th>Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in scientific writing, oral presentations, evaluation, and applied activities.</th>
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<tbody>
<tr>
<td>Competency 9: Students apply multicultural knowledge, theory, scholarship, and self-awareness to their research and applied activities, adapting their professional behavior and research practices in ways that are sensitive to and inclusive of the needs of the individuals and communities with whom they interact and work.</td>
<td>Students can critique research studies and prevention practices from multicultural perspectives.</td>
<td>Students incorporate multicultural knowledge, theory, scholarship, and self-awareness in their research and applied activities, adapting their professional behavior and research practices in ways that are sensitive to and inclusive of the needs of the individuals and communities with whom they interact and work.</td>
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<tr>
<td>Competency 10: Students demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as diversity, privilege, power, social justice, and identity, and</td>
<td>Students can describe and define key constructs in multicultural competency development such as diversity, privilege, power, social justice, and identity, and</td>
<td>Students demonstrate commitment to learning and enhancing multicultural competencies, including continued development of critical self-awareness in their scientific writing, oral presentations, evaluation, and applied activities.</td>
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<tr>
<td>Competency 11:</td>
<td>Competency 12:</td>
<td>Competency 13:</td>
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<tr>
<td>Students recognize the central role of prevention science and multicultural competencies in their ongoing research, program evaluation work, and implementation work.</td>
<td>Students can articulate the central role of prevention science and multicultural competencies in their ongoing program evaluation work and implementation work.</td>
<td>Students demonstrate a basic knowledge of standard research designs, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science, including those that identify risk, promotive, and protective factors for positive and negative behaviors and those that capture the developmental salience of these factors.</td>
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<tr>
<td>Students demonstrate growing self-awareness of their own cultural identities and those of others.</td>
<td>Students demonstrate attention to the central roles of prevention science and multicultural competencies in their scientific writing and oral presentations.</td>
<td>Students can apply knowledge of research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science into critique and, with support, the design of research aiming to identify risk, promotive, and protective factors and the developmental salience of these factors.</td>
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Competency 11: Students recognize the central role of prevention science and multicultural competencies in their ongoing research, program evaluation work, and implementation work. Students can articulate the central role of prevention science and multicultural competencies in their ongoing program evaluation work and implementation work. Students demonstrate attention to the central roles of prevention science and multicultural competencies in their scientific writing and oral presentations. Students integrate knowledge of research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science into the design of research aiming to identify risk, promotive, and protective factors and the developmental salience of these factors.
prevention (i.e., the Society for Prevention Research Standards of Knowledge for the Science of Prevention).

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<tr>
<th>Competency 15:</th>
<th>Students are able to describe key organizations related to prevention science and health promotion (such as the Society for Prevention Research, the Society for Research on Adolescence, the Society for Research on Child Development, the International Society for Prevention of Child Abuse and Neglect, etc.).</th>
<th>Students affiliate with organizations and/or activities related to prevention science and health promotion (such as the Society for Prevention Research, the Society for Research on Adolescence, the Society for Research on Child Development, the International Society for Prevention of Child Abuse and Neglect, etc.).</th>
<th>Students affiliate with and/or involve themselves in organizations and/or activities related to prevention science and health promotion (such as the Society for Prevention Research, the Society for Research on Adolescence, the Society for Research on Child Development, the International Society for Prevention of Child Abuse and Neglect, etc.).</th>
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<tr>
<td>Competency 16: Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff.</td>
<td>Students demonstrate concern for the welfare of others, empathy, respect, ability to distinguish between appropriate and inappropriate professional language, demeanor, and behavior, awareness of impact of self on others, problem solving skills, collegiality, flexibility, and listening skills.</td>
<td>Students develop and maintain effective professional relationships with others including faculty, research supervisors, collaborators, participants, agency personnel, peers, and staff.</td>
<td>Students develop and maintain effective professional relationships with others including faculty, research supervisors, collaborators, participants, agency personnel, peers, and staff.</td>
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<tr>
<td>Competency 17: Students demonstrate the ability to collaborate in the</td>
<td>Students provide constructive input to peers on research and scholarship, and are formally and informally contribute to the research activities and scholarship of</td>
<td>Students collaborate with peers and others in the activities of research and</td>
<td>Students collaborate with peers and others in the activities of research and</td>
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<th>Competency 18:</th>
<th>Competency 19:</th>
<th>Competency 20:</th>
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<tr>
<td><strong>Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development.</strong></td>
<td><strong>Students demonstrate an understanding of and responsiveness to feedback from faculty, supervisors, and peers.</strong></td>
<td><strong>Students demonstrate knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).</strong></td>
</tr>
<tr>
<td><strong>Student attitudes and behaviors indicate a commitment to continuous learning and to ongoing professional development.</strong></td>
<td><strong>Students demonstrate an understanding of and responsiveness to feedback from faculty, supervisors, and peers.</strong></td>
<td><strong>Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).</strong></td>
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b. **Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.**

Student performance and competency development will be evaluated through course examinations, comprehensive examinations, evaluations on Graduate Assistantships, advising feedback on professional and academic development as well as research production process, and Annual student reviews. We will use specific Program Competencies described above as benchmarks for student performance and development. Processes in place for improving the program, curriculum, and instructional and research opportunities include engaging in routine student feedback, instructor evaluations, connecting with advisors and cohort members through the Prevention Science Doc-Sem in Year 3, the COE annual student survey, and other methods. Similar to the other training programs in our department, we will also hold weekly faculty meetings of all Core Faculty. Affiliated faculty will be invited on a quarterly basis. Finally, we will hold an annual retreat for all Core and Affiliated Faculty, to engage in program review and planning.

c. **Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.**

See vitae for evidence of research and creative activity productivity and annual expectations for UO faculty members in an AAU institution (Appendix B). Publications, grants, and service are key activities, and faculty evaluations will occur on an annual basis as outlined in the UO faculty collective bargaining agreement.

6. **Program Integration and Collaboration**
a. Closely related programs in this or other Oregon colleges and universities.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

d. Potential impacts on other programs.

There are no directly competing programs within the state of Oregon—UO would be the only Oregon university with graduate degrees in Prevention Science and Health Promotion. There are a number of existing programs that may offer strong opportunities for training and/or research collaboration. Within the UO, we already have in place collaborations with several departments and colleagues, including the Biology Department and Human Physiology Department for our Cluster of Excellence hires in Health Promotion and Obesity Prevention, as well as with Psychology and all other COE departments. Our collaborations also include many research and outreach units in the COE and UO.

Other UO Programs. The proposed PSHP program is conceptually distinct from other professional training programs as documented by the consensus working definition of the field, which is stated as; “The primary goal of prevention science, according to the taskforce, is “to improve public health by identifying malleable risk and protective factors, assessing the efficacy and effectiveness of preventive interventions and identifying optimal means for dissemination and diffusion.” This definition is reflected in this doctoral program in the following ways.

1. PSHP training is essentially an applied research degree as indicated in all three components of the definition. Prevention science training does not require the extensive clinical training in the form of multiple practica, internships, or other in-field experiences typical of educator preparation programs and aligned psychology programs.

2. The focus on prevention includes the study of healthy individuals, or the protective factors that promote human development, as well as those at-risk for problems.

3. The definition of the field emphasizes population-based research and practice rather than the delivery, evaluation, and dissemination of individual interventions.

4. The populations of interest span all ages, including infants, children, adolescents, and emerging adults, adults, and the elderly.

5. The prevention science field is inherently interdisciplinary, requiring training in research and practice in prevention as part of a collaborative effort. The faculty currently aligned with the program come from diverse degree programs and disciplines, even those that are currently faculty members in CPHS.

While current degree offerings in a variety of disciplines may share some of these characteristics it is the totality of the operationalization of the prevention science field that distinguishes the proposed degree program.

Overall, the addition of this program will have the beneficial impact of producing small increases in class size for the existing courses. The CPHS department has concluded that there is room for additional students to enroll without significantly changing the nature of these courses. College of Education EDUC research methodology courses would also see an increase in enrollment, which will increase student demand for some courses that are currently undersubscribed, such as program evaluation. Faculty program coordinators will be convened at least annually to assess the need for adding additional sections. The Dean of the College of Education has committed to adding course sections if, a) enrollment exceeds expectations, or b) a deleterious effect on student instruction in existing courses is detected by instructors or record.
There may also be possible synergies in the form of positive consequences of the proposed PSHP programs for increasing student demand for other UO and College of Education graduate training programs. For example, the proposed new courses (see Section 1) in Prevention Science, Epidemiology, and Implementation Science may fit well into the program plans of students in Clinical Psychology, Counseling Psychology, School Psychology, Special Education, and Educational Methodology, Policy, and Leadership. These new courses would be open to enrollment by graduate students in these other programs. In addition, students seeking graduate training and careers in the area of School Psychology or Special Education may be further attracted to the SPSY or SPED graduate programs at the UO because some of the SPSY and SPED faculty have affiliated roles with the PSHP program. Prospective SPSY and SPED students may view this as an added strength to the SPSY or SPED programs they are seeking to obtain their degree from and view the UO a more attractive option as compared to our competitors in these programs outside of the state or Oregon.

Most of the students applying for Prevention Science graduate programs elsewhere in the U.S. are entering with Bachelor’s degrees in human development and family studies, psychology, or general social science degrees, and are seeking to work with community-based populations (not specific to school settings). Based on these student characteristics, we do not anticipate that other UO graduate programs would see a decrease in enrollment as a result of the PSHP programs and may, in fact, experience increases as this program raises the overall profile of the UO and College of Education.

Enrollment in the program will be adjusted in the same manner as all programs in the College of Education in that it will be affected by the timeliness of faculty recruitment and retention, the availability of research and training grants to support students, donor support for student scholarships and assistantships, and student demand. The development goal for the College of Education includes endowment support for six new graduate fellowships, some of which could be devoted to this program based on a competitive process.

Other Oregon Programs. Elsewhere in the state, Oregon State University offers a Ph.D. degree in Public Health that has some similar content, but rests on a different foundation and has a different institutional home. First, the OSU graduate degree program resides with their College of Public Health, which has a foundation in the field of public health and population-based health care systems. The focus of the Ph.D. in Public Health with a concentration in Health Promotion and Health Behavior is to train students to “gain an understanding of the role of behavioral and social influences in public health and learn to apply the principles and practices of health promotion and behavior to address current and emerging public health problems.” This Ph.D. program prepares students for careers in research, university teaching in graduate programs, policy analysis and development, and high-level public health positions. A master’s degree in a relevant field is required for consideration of admission. Those without an MPH degree will be required to take MPH core courses. A 200-hour internship is required. The majority of courses have a public health focus. Graduates of this program typically seek employment in health care systems and global health. Thus, OSU public health degrees are distinct from the prevention science field in their specific focus on public health, their admission requirements (Master’s degree required), and their internship requirement. Further, the proposed PSHP degree is intimately intertwined with our mission as a College of Education to make educational and social systems work for all (https://education.uoregon.edu/dean-office/about-college); thus, fulfilling a different niche than the mission of Public Health schools. Second, each program is connected to a different national society (the Society for Prevention Research vs. the American Public Health Association). Each society supports different journals and has unique advocacy and public policy initiatives. Thus, although there is some complementary content across the programs, the programs are distinct in their foundational principles, mission, and the career paths of graduates.
Portland State offers a “Community Health” Ph.D. degree within their College of Urban and Public Affairs, in the School of Community Health. Similar to the OSU degree, the PSU degree has a public health orientation, with 9 required Health courses and 12 additional required credits in Health elective courses. The program is distinguished by its unique focus on three areas of emphasis (social and behavioral health, aging and health, and urban health), and students may draw broadly upon faculty from within the College of Urban and Public Affairs and partners across PSU, such as the Department of Sociology and the School of Social Work, as well as from academic and community partners such as Oregon Health and Sciences University (OHSU) and the Oregon Health Authority. Thus, this program also has a different foundational background and emphasis than the proposed PSHP Ph.D. degree.

Overall, the proposed graduates degrees in PSHP will extend the reach of graduate student training provided by the CPHS department, COE, and UO. They offer a focus in prevention that is not provided by the existing Ph.D. degree programs in the state of Oregon. Given that the UO does not currently have a Medical School or a College of Public Health, the proposed programs will provide a unique niche at UO for students who seek careers in the area of risk, resilience, and health promotion. We do not anticipate significant negative impacts on other programs within the UO, or within the state.

7. Financial Sustainability
(See Appendices for excel spreadsheets, enrollment, revenue, and cost estimates.)

Budget Narrative:
The attached budget summary in Excel workbook format (Appendix F) represents a single budget sheet to be used for each of the three proposed graduate programs. In addition, a separate budget sheet is provided for the Ph.D. program specifically. Most courses are shared among program students and personnel costs are shared among the three proposed programs. Specific costs for each program are identified within the Excel pages. However, the costs and revenues for these three programs can also be reviewed efficiently as a single document. Please see Appendix F.

The new Ph.D., M.S., and M.Ed. programs are built on a solid base of existing program courses and advising structures already in place in CPHS and the COE. Any new program or set of programs, however, will incur greater costs in personnel and resources, and the attached budget sheets of anticipated revenue and expenses reflect these. Estimates for revenue in each of the three programs (Ph.D., M.S., and M.Ed.) are based on estimated enrollments from our past enrollments (for our M.Ed. specialization) and on current national interests expressed for new prevention science doctoral programs in the U.S. (University of Miami and Washington State University). The attached workbook also indicates two types of costs: (1) full costs to run programs, and (2) modified costs to run the programs (explained in the documents).

Regarding the M.Ed. program, that program exists and is now in its second year as a “specialization.” Changing this specialization to a program will incur minimal costs to the department or the COE, as the M.Ed. is already staffed. The new proposed courses will require some additional staffing.

We propose these programs concurrent with having already been awarded two new and funded faculty lines in CPHS through our “Health Promotion and Obesity Prevention (HPOP)” cluster hires. Funding for these positions represents entirely new funds to the COE from Foundation/Development work of the UO. A third funded faculty member in this “Cluster of Excellence” hiring process will be in School Psychology, one of the programs collaborating with CPHS on the prevention science programs. So, in the next two years we will hire two new faculty members in CPHS and an additional faculty member in School Psychology – for a total of 3.0 FTE – to support the three new prevention science programs (Ph.D., M.S., and M.Ed.), but the costs for these faculty salaries will be borne outside of the COE.
Meanwhile, we anticipate no more than approximately 1.0 FTE of new and additional faculty instructional and research advising time to be associated with the three programs.

This small increase is expected because of the following:

(1) New Courses: At this time we are only creating four new 3-credit courses for the prevention science programs – all of which will serve students across the proposed programs (in the COE a 3-credit course = .13 FTE x 4 = .52 FTE). As faculty members are hired we may offer other class alternatives or “alternate year rotating” classes in different areas, based on their specific expertise.

(2) Existing Courses: Because the Counseling Psychology Program already has a prevention, multicultural, and community focus, some of our already existing courses will serve students in all three of the new Prevention Science programs – either as requirements or elective course options. Additionally, we already operate a successful M.Ed. prevention science specialization which will remain the same as a new “Program.” Dr. Elizabeth Skowron already co-teaches (with B. McWhirter) the M.Ed. Prevention Science seminar (at .26 FTE throughout the year), so this seminar for our M.Ed. specialization will not be an added expense once we launch the M.Ed. “Program.”

(3) Common COE Courses: Students in all Prevention Science programs will enroll in our already existing rigorous COE research statistics and methodology courses. Additional costs associated with having to create new course sections because of our increased enrollments, for example, will be offset by increases in student tuition and commensurate College-level tax that is incurred to support the College-level statistics and methods courses.

(4) Advising: Over the past three years, the Counseling Psychology Program and the CPHS department has expanded the number of doctoral advising faculty members, from four to nine (9). This growth, combined with the two new anticipated Cluster Hires in CPHS and one in School Psychology, will provide more than adequate faculty members to advise the 4-6 new Ph.D. students and 8-10 new M.S. students who we anticipate enrolling in PSHP each year. Increased costs include increases in staffing, supplies and services, faculty FTE (as described above and on the excel spreadsheets) and to some degree faculty release time to cover program administration. Because of our success in beginning a new focal area in health promotion and obesity prevention (HPOP), the CPHS department has already received more resources to help manage and run these programs than it has ever had in the past. See Appendix F for the Excel budget documentation.

8. **External Review**

   If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

   See Appendix G for the External Site Visitor Report and our response to the report. Appendix G also includes the vitas for the Site Visitors.

**Additional Materials:**

See Appendix H for Course Syllabi for all proposed courses.
Budget Outline Form: Year 1
Estimated Costs and Sources of Funds for Proposed Program
Prevention Science and Health Promotion (PSHP) Ph.D. Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

**Institution:** University of Oregon  **Academic Year:** AY16

* Costs for Ph.D. program are ONLY those not accounted for in the M.Ed. or the M.S. program budgets, such as S&S & staff. First 2 years of Ph.D. includes 4 new courses; these are accounted for in the M.Ed. and M.S. program budgets

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| Equipment             | 0        | 0        | 0        | 0        | 0        | 0        | 0     |
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| Physical Facilities   |          |          |          |          |          |          |       |
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**Grand Total**

|                     | 0        | 0        | 0        | 0        | 0        | 0        | 0     |

* Note: GTF support is not reflected here because GTFs will be hired through our FHS UG program at no new cost (currently FHS hires community adjuncts for some field placement supervision and research support – and these adjunct positions will be converted to GTFs at no new costs to the Department – consistent with OBM 2.0).
Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program:

Prevention Science and Health Promotion (PSHP) Ph.D. Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

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## Prevention Science and Health Promotion (PSHP) Ph.D. Program

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* .13 Faculty FTE = 3, 1-credit Research Prosems in year 3 of Ph.D. program. New courses are accounted for in FTE for the M.S. and M.Ed. programs.*
## Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program:

Prevention Science and Health Promotion (PSHP) **Ph.D.** Program

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* Dissertation advising/supervising does not count as course FTE in the COE and is presumed part of instructional/mentoring faculty load.
Appendix Table of Contents

Appendix A – Program Matrix Describing the Ph.D., M.S., M.Ed. Programs

Appendix B – Core Faculty Vitas

   Krista M. G. Chronister
   Jessica M. Cronce
   Atika Khurana
   Leslie D. Leve
   Benedict T. McWhirter
   Ellen Hawley McWhirter
   Elizabeth A. Skowron
   Elizabeth A. Stormshak
   Jeffrey L. Todahl

Appendix C – Affiliated Faculty Vitas

   Letter of Support: Affiliated Faculty, College of Education

   Nicholas B. Allen
   William A. Cresko
   David S. DeGarmo
   Hank Fien
   Phillip A. Fisher
   S. Andrew Garbacz
   Robert H. Horner
   Randy William Kamphaus
   Wendy Machalicek
   Charles R. Martinez, Jr.
   Kent McIntosh
Laura Lee McIntyre
Christopher Todd Minson
Jennifer H. Pfeifer
Fred W. Sabb
Samantha E. Shune

Appendix D – PSI Annual Report

Appendix E – Letters of Support
Lane County Division of Youth Services
Lane County Health & Human Services
Oregon Research Institute
Oregon Social Learning Center
Womenspace

Appendix F – Budget Materials

Appendix G – External Site Visit Report
External Site Visit Agenda
Report of External Review Committee on Ph.D. Program
Response to Site Visitor Feedback
External Review Committee Vitas
Richard F. Catalano
Doug Coatsworth
Laura G. Hill

Appendix H – Course Syllabi
CPSY 631: Intro to Prevention Science
CPSY 621: Lifespan Developmental Psychology
EDUC 612: Social Science Research Design
CFT 609: Micro-Counseling Skills
CPSY 645: Health Psychology
CPSY 615: Counseling Diverse Populations
EDCU 614: Educational Statistics
CPSY 643: Community and Preventive Interventions
CPSY 632: Risk and Resilience
EDUC 640: Applied Statistical Design and Analysis
SAPP 508: Prevention Ethics
EDST 670: Philosophy of Research
EDUC 642: Multiple Regression in Educational Research
SPED 626: Grant Writing
CPSY 633: Epidemiology
SPSY 652: Biological Aspects of Behavior
EDUC 644: Applied Multivariate Statistics
CPSY 634: Implementation Science
SPSY 650: Developmental Psychopathology
PSHP 602: Supervised College Teaching
CPSY 642: Child and Family Interventions
EDLD 628: Hierarchical Linear Models I
EDLD 633: Structural Equation Modeling I
PSHP 607: Prevention Science Professional Seminar
EDUC 620: Program Evaluation I
EDUC 621: Program Evaluation II
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<th>Ph.D.</th>
<th>M.S.</th>
<th>M.Ed.</th>
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<tbody>
<tr>
<td>Required coursework</td>
<td>Speciality Area Coursework</td>
<td>Required coursework</td>
<td>Required coursework</td>
</tr>
<tr>
<td>Pre-Dissertation Research Paper</td>
<td>Comprehensive Exam</td>
<td></td>
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<tr>
<td>Comprehensive Exam</td>
<td>Doctoral Dissertation</td>
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<tr>
<td>Doctoral Dissertation</td>
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<tr>
<th>New courses proposed</th>
<th>Ph.D.</th>
<th>M.S.</th>
<th>M.Ed.</th>
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</thead>
<tbody>
<tr>
<td>(Total = 4; shared across degree programs)</td>
<td>4 (plus 1 regularization)</td>
<td>4 (plus 1 regularization)</td>
<td>1 (plus 1 regularization)</td>
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<tr>
<th>Target Student Population</th>
<th>Ph.D.</th>
<th>M.S.</th>
<th>M.Ed.</th>
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<tbody>
<tr>
<td>Students with a bachelor’s or master’s degree in prevention science-related discipline or have significant human development, psychology, education, or prevention science experience.</td>
<td>Students with a bachelor’s degree in a prevention science-related discipline or with relevant human development, psychology, education, or prevention science experience.</td>
<td>Students with a bachelor’s degree in a range of disciplines, including human development, psychology, education, liberal arts and sciences in general. Students with other masters’ degrees who are interested in basic applied scientific training in the prevention sciences. Students exploring career possibilities that require additional research training.</td>
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<thead>
<tr>
<th>Targeted career placement of graduates</th>
<th>Ph.D.</th>
<th>M.S.</th>
<th>M.Ed.</th>
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<tbody>
<tr>
<td>(1) Research scientist/independent researcher</td>
<td>(1) Very strong preparation for future doctoral degree in prevention science or related field, including public health, psychology, counseling psychology, school psychology, etc.</td>
<td>(1) Preparation for state certification as Certified Prevention Specialist (CPS)</td>
<td></td>
</tr>
<tr>
<td>(2) Faculty member</td>
<td>(2) Master’s level research assistant or associate in research setting</td>
<td>(2) Employment in community setting/return to agency employed in prior to seeking the M.Ed. degree</td>
<td></td>
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<tr>
<td></td>
<td>(3) Program director or program evaluator</td>
<td>(3) Very good preparation for future doctoral study in related area or applied masters’ degree study, such as Couples and Family Therapy, Counseling degrees, etc.</td>
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<table>
<thead>
<tr>
<th>Course delivery method</th>
<th>Ph.D.</th>
<th>M.S.</th>
<th>M.Ed.</th>
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<tbody>
<tr>
<td>Some Year 1-2 courses have online potential</td>
<td>Some Year 1-2 courses have online potential</td>
<td>All courses have online or distance learning potential</td>
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</tbody>
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<thead>
<tr>
<th>Approx. # of admits per yr.</th>
<th>Ph.D.</th>
<th>M.S.</th>
<th>M.Ed.</th>
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<tr>
<td>4-6</td>
<td>8-10</td>
<td>10-15</td>
<td></td>
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Prevention Science Institute

Old Growth

New Growth

2014 Annual Report
Mission
The core mission of the Prevention Science Institute is to improve the lives and well-being of at-risk children, individuals, and families throughout the lifespan. PSI’s three major focus areas are consistent with the field of prevention science: translational neuroscience, prevention and intervention, and implementation science. PSI researchers seek to identify effective intervention strategies and the outcomes associated with these interventions across multiple domains of functioning, including biological, social, and contextual. The PSI is committed to research that expands our understanding of interventions and development among diverse populations and actively seeks to promote research that reduces health disparities in service utilization. Collaboration is fostered in all areas of prevention science and among researchers and faculty across disciplines, including psychology, social and affective neuroscience, development, and education. Our work is conducted in partnership with local, state, national, and international organizations and researchers, including child welfare service providers, school district leaders, mental health providers, criminal justice system leaders, and policy makers. Together, we work to understand and promote healthy adaptation in children and families, with a particular emphasis on the dissemination of effective interventions to real-world settings.
The Prevention Science Institute at the University of Oregon is a multidisciplinary research institute where scientists seek to understand human development, prevent behavioral health problems, and implement effective interventions in community settings.

History and Background
For more than two decades, the University of Oregon has maintained a strong presence in the field of prevention science, with extensive federal grant-funded research in all areas of prevention relevant to the human lifespan. The field has been rapidly expanding to include the study of new populations (e.g., those with autism spectrum disorders) and new methodologies (e.g., neuroimaging) and an emphasis on the interplay between neuroscience and intervention science. Earlier, the university’s programs of research had been spread across departments (psychology), colleges (College of Education), and centers (Child and Family Center), and it was difficult to bring together the various areas of interest. Fortunately the university’s strengths in all the areas of prevention science made it well situated to capitalize on these competencies through an organized focus that has brought together faculty expertise in the Prevention Science Institute.

Research Foci
PSI’s research is guided by a synergistic emphasis on translational neuroscience, prevention/intervention science, and implementation science. In each of these areas, the understanding of basic developmental processes is incorporated into models of risk and adaptation that predict behavior across the lifespan, from early childhood to adulthood. This synergism is a key strength of our collaborative team as we develop and test theories of change.

Graduate Education
Enhancing interdisciplinary graduate education in prevention science is a core focus of the PSI. The institute provides multiple opportunities for graduate training by (1) housing an NIH-funded T32 training grant that supports predoctoral and postdoctoral trainees; (2) obtaining predoctoral minority supplements to funded R01 grants to support qualified minority doctoral students; (3) providing a research training structure for graduate students in the new prevention science master’s program offered by the university’s counseling psychology and human services program; (4) providing applied settings for students in counseling, school, and clinical psychology for training in evidence-based practice; and (5) providing mentorship and support for graduate students submitting applications for independent funding, such as NRSA and NSF fellowships and foundation fellowships.

The PSI is entirely funded by federal grants and other sponsored research. Our primary funders include the National Institutes of Health and the U.S. Department of Education. The PSI includes faculty from across campus who work together to understand prevention and health promotion through translational science and applied intervention research. The future of the PSI involves a continued focus on understanding and testing effective prevention strategies and an expanded focus on understanding how effective prevention strategies affect not only social and behavioral outcomes, but biological outcomes, such as brain development. Our collective research emphasizes understanding the interplay between biological mechanisms, social ecologies, and contextual risk and interventions that change these multiple systems.

The theme “Old Growth, New Growth” captures the PSI at this critical juncture. The institute has been built on a strong foundation of support from UO and from past leaders in the field of prevention science who have contributed to building the university’s emphasis on research. PSI’s work is consistent with the values of the larger Oregon community, which emphasize healthy lifestyles, creating supportive communities for children, and preventing problems before they occur. PSI’s continued success will rely on our work as a team and our continued support from UO and the Oregon community.

Beth Stormshak, PhD, Director
Prevention Science Institute
The integration of intervention science with neuroscience is a key synergistic focus of the Prevention Science Institute. A group of PSI researchers, including Drs. Elliot Berkman, Philip Fisher, and Jennifer Pfeifer, embraces the “translational neuroscience” approach of leveraging methods and knowledge from cognitive and affective science to develop and refine efficacious interventions to improve mental and physical health (see figure). Translational neuroscience is on the cutting edge of intervention science. In early 2014, National Institute of Mental Health director Dr. Tom Insel indicated a major pivot in NIMH policy toward translational neuroscience: “New clinical trials will need to identify a target or mediator; a positive result will require not only that an intervention ameliorated a symptom, but that it had a demonstrable effect on a target, such as a neural pathway implicated in the disorder or a key cognitive operation” (A New Approach to Clinical Trials, February 27, 2014, blog post). At the PSI, much of this work is done by using functional magnetic resonance imaging, or fMRI, to measure brain activity during basic social, affective, and cognitive operations, such as viewing images of adolescent peers, regulating emotions, or intentionally directing attention away from evocative stimuli. The neural circuits identified during such tasks are candidate target systems for intervention in the translational neuroscience approach.

All fMRI research at the PSI is conducted at the Lewis Center for Neuroimaging at the University of Oregon. The LCNI houses a state-of-the-art Siemens Magnetrom Skyra 3T full-body MRI system capable of producing structural and functional images of the human brain at resolutions of 1 millimeter³ or less. The LCNI offers a range of advanced services to facilitate this research, including a full-time director, magnetic

Examining Effects of a Family-Based Intervention on the Neural Mechanisms Underlying Adolescent Risk-Taking Behaviors

Can effective interventions in early childhood change brain development in adolescence? In this ongoing study, PSI researcher Dr. Atika Khurana is examining a subsample of early adolescents who had participated in the longitudinal Early Steps multisite project, a randomized, controlled study designed to evaluate the efficacy of the Family Check-Up intervention for the prevention of early-onset problem behaviors in at-risk children. Families have been followed for 10 years, since they were first enrolled in the study at age 2 years, and the project is ongoing (funded by NIDA). Data collection was conducted at the Lewis Center for Neuroimaging, where structural and functional MRI data were collected on adolescents. To date, behavioral and neuroimaging data have been collected from 29 adolescents ages 10–12 and one of their parents. The principle goal in this study is to (a) examine individual differences in the interactions between neural reward and control systems as predictors of early-onset risk behaviors, including substance use, and (b) identify malleable factors at the individual and environmental levels, including intervention effects, that are associated with individual differences in the neural reward and control circuitry as they relate to risk-taking behaviors in early adolescents. By using fMRI data to test for environmental effects on brain activation patterns related to adolescent risk taking, this study will help demonstrate the plasticity in neural systems that underlie self-regulatory behaviors. In doing so, the research team will also be able to identify malleable environmental targets (e.g., parenting behaviors) that can be used to design novel, ecologically valid interventions. This study was funded in part by a University of Oregon Faculty Research Award to Dr. Khurana.
Prevention Science Institute studies are logging impressive statistics. These are some data from Fiscal Year 2014.

- **4,507** Subjects across studies
- **827** Subjects who provided DNA and cortisol saliva samples
- **45** Mother/child dyads who provided blood samples to measure chronic stress via allostatic load diagnostic testing
- **48** States represented by participants in PSI studies
- **41,302** Pages of surveys that study participants responded to
- **43,131** Text messages received from study participants in text-messaging interventions
- **478** Hours of videotaped observation collected
- **651** Hours spent coding videotaped observations
- **405** Hours spent coding audiotaped speech samples
- **4,529** Checks written to families and individuals in payment for their participation in PSI studies
- **60** Articles published in peer-reviewed journals, reporting findings from PSI studies
- **48** National and international conference presentations during which PSI scientists presented findings from their studies
- **39** Employees who collected data directly from individuals and families participating in studies
- **21** Undergraduate students and volunteers who assisted with PSI studies
- **7** Graduate students who assisted with PSI studies
- **20** Years that a study sample has been followed, in PSI’s longest running study, Project Alliance 1
- **11** Community agency partnerships (including Early Childhood CARES, University of Oregon; Child Development & Rehabilitation Center, Oregon Health & Science University; Department of Human Services, Head Start, Developmental Disabilities Services, all of Lane County, Oregon; and Oregon Social Learning Center, in Eugene).

Translational neuroscience is an innovative approach that leverages knowledge and methods from neuroscience to develop and refine risk-reducing interventions. Candidate brain systems are associated with known risk factors and health-related outcomes. The systems are studied directly and targeted for change with behavioral interventions.

An example of the translational neuroscience approach comes from Dr. Elliot Berkman’s research on inhibitory control, or the ability to prevent an unwanted behavioral or emotional response. Deficits in inhibitory control are the hallmark of several disorders, such as ADHD and conduct disorder, and a symptom of others, such as OCD and substance use/abuse. Inhibitory control and its neural systems are also disrupted by early adverse experiences, such as poverty, abuse, and neglect, suggesting that improving inhibitory control among individuals who have experienced early adversity might reduce the onset of a range of disorders associated with disinhibition. Dr. Berkman is testing whether a focused inhibitory control training for adolescents who have experienced early adversity will show improved functioning in the right inferior frontal gyrus—a region critically involved in inhibitory control—and, through that improved functioning, also show better inhibitory control on a set of neurocognitive tests used to assess general functioning and risk for subsequent mental health and behavioral problems. The intervention he developed has already been shown to be efficacious in young adults, and now he is using insights from neuroscience to refine and test an intervention tailored for at-risk youths.
Child maltreatment affects close to one million children in the United States each year. In Oregon alone, nearly 70,000 reports of abuse and neglect were filed in 2012, and more than 12,000 children spent time in foster care. At the PSI, scientists are attempting to combat the societal problem of maltreatment and its impact on children through a number of innovative research efforts funded by the National Institutes of Health. This research encompasses three main focus areas: (1) understanding how child maltreatment and related problems, such as family instability and domestic violence, affect the developing brain; (2) developing family-focused interventions to prevent child abuse and neglect; and (3) following high-risk families over time to see if our interventions are successfully breaking the cross-generational cycle of abuse. Here’s a snapshot of some of our work in this area:

Studies led by PSI scientist Dr. Elizabeth Skowron are investigating the characteristics of moment-to-moment interactions between maltreating mothers and their young children. What can we learn about how maltreating mothers’ physiological responses while interacting with their child might interfere with their ability to use positive parenting strategies? Skowron and her colleagues invite mothers and children to the lab so that time-synchronized observational and cardiac physiology data can be collected from them. Her studies have shown that in abusive mothers, increases in positive parenting lead to changes in a mother’s physiology (i.e., changes in heart rate variability), which results in subsequent use of more strict/harsh control behaviors toward her child. These associations suggest that a physically abusive mother’s efforts to provide warm support to her child ends up taxing her physiologically, leading her to become more controlling toward her child in strict and hostile ways. These findings underscore the challenges that abusive mothers face while they attempt to provide adequate caregiving, given the heightened arousal they experience in particular while engaged in positive parenting. Skowron’s findings further suggest that the parenting capacities of abusive mothers are uniquely challenged by deficits in physiological regulation. Her upcoming work is designed to test whether evidence-based parenting interventions that teach, reinforce, and support greater use of positive parenting strategies by abusive parents not only strengthen their positive parenting skills, but also lead to secondary benefits, that is, improvements in physiological regulation.

Research by PSI scientist Dr. Philip Fisher focuses on the use of video coaching in combination with parenting groups to help foster families with preschool-age foster children more effectively care for their children. Fisher’s prior research in this area has found that similar programs can help increase the security of foster children’s attachment to their caregivers and increase their likelihood of maintaining stable placements. In addition, Fisher and colleagues have found that foster children who receive these interventions show more stable stress hormone
levels over time, whereas many children in conventional foster care show altered levels of stress hormones. The alteration in stress hormone levels among children in conventional foster care appears to be associated with the stress levels of their foster parents: the greater the foster parents’ stress, the more the children’s stress hormone systems appear to become dysregulated. On the positive side, Fisher and colleagues’ interventions also have been found to reduce the amount of stress reported by foster parents. Fisher and his graduate students and staff are also studying the extent to which video coaching interventions for neglectful parents to support positive parenting affect the brain functioning of those parents in ways that increase their ability to be responsive to their child. This investigative work is being conducted in a number of sites in Oregon, Washington, Connecticut, Canada, and England.

In a third study, PSI scientist Dr. Leslie Leve is interviewing women who experienced abuse and neglect as children, became involved in the juvenile justice system as teens, and are now in their 20s and 30s and are having families of their own. When they were teens, all the women in this study received intensive out-of-home intervention services either through foster care (Multidimensional Treatment Foster Care; MTFC) or by living in a therapeutic group home. In the earlier years of this study, Leve and her colleagues at the Oregon Social Learning Center found that MTFC was more successful than group care for preventing future juvenile arrests, preventing teen pregnancies, and reducing depressive symptoms. Interviews with these women 10 years later are suggesting that these effects are sustained into adulthood and that compared with those who did not receive MTFC as teens, fewer of the women are now involved in the child welfare system for suspected abuse and maltreatment of their own children.

Although these PSI scientists are making progress in terms of understanding the origins and prevention of maltreatment, there is still work to be done to increase the impact and reach of our interventions, to better understand how they affect brain development and to get successful intervention services into the hands of community partners who can implement them within their agencies. This year, they were awarded a multiyear National Institute on Drug Abuse Center of Excellence grant to further their research efforts in this area. In collaboration with the Oregon Social Learning Center, this grant comprises a constellation of integrated research projects, pilot studies, and training and outreach activities. This Center of Excellence will be a national resource for cutting-edge, multidisciplinary, innovative research in the prevention of child maltreatment.

The estimated average lifetime cost per victim of nonfatal child maltreatment is $210,012 in 2010 dollars, including $32,648 in childhood health care costs, $10,530 in adult medical costs, $144,360 in productivity losses, $7,728 in child welfare costs, $6,747 in criminal justice costs, and $7,999 in special education costs. The estimated average lifetime cost per death is $1,272,900, including $14,100 in medical costs and $1,258,800 in productivity losses. The total lifetime economic burden resulting from new cases of fatal and nonfatal child maltreatment in the United States in 2008 was approximately $124 billion. In sensitivity analysis, the total burden is estimated to be as large as $585 billion.

The PSI Portland research base, opened in 1995, was first located in the northeastern sector of the city in a renovated house situated in a residential neighborhood. The location gave the nascent research staff easy access to a potential study sample for the earliest studies conducted there. At that time only one grant was housed in this location, and the operation functioned with minimal staff. Since that time Portland Public Schools and surrounding districts, such as North Clackamas, have been partners with the UO mission and eventually enabled us to study and work with children and families in the Portland area for 20 consecutive years. Our collaborations with community health agencies, such as Trillium Family Services, have also been instrumental in moving our research forward. Our Portland research office enables the UO to not only accomplish research and at the same time furnish support to this urban community, it also provides us with the opportunity to test our models on a diverse population that faces unique challenges of living in an urban area.

Our Portland base of operations was moved to the UO’s White Stag Building in 2012. Four grant-funded research studies are now being conducted there by 15 staff members distributed across these projects. Each project is community based and provides support for children and families in the Portland area while helping us understand effective interventions for families that reduce risk and promote healthy adjustment throughout the lifespan.

Two major grant awards have been funding longitudinal studies that have followed a sample of 999 youths, now adults, from sixth grade through the emerging adult years and another sample of 593 young adults who started the project in 2005 as sixth graders. The first sample was originally recruited from three schools in Northeast Portland, and the first wave of data was collected in 1995.

Project Alliance, the overarching
name of the project that has been funded by more than five individual grants since its inception, has generated one of the most interesting datasets housed at the PSI. During the middle school years, half the families were randomly assigned to receive the Family Check-Up (FCU) intervention or school as usual. This was the first of several randomized trials of the FCU, which eventually led to more than 100 publications focused on the prevention and treatment of substance use in middle school and adolescence. Retention for this sample is high, with 80% of youths and families continuing to participate after nearly 20 years. Findings from this project support the FCU as a strategy to prevent a range of risk behaviors, including substance use, antisocial behavior, high-risk sexual behavior, school failure, depression, and family conflict.

Current research in the Portland office focuses on collecting genetic data from the entire sample (R01 DA070301) and collecting videotaped observations of young adults and their romantic partner (R01 AA022071). This information will greatly inform our understanding of substance use prevention at this age. The genetic data will help us understand genetic liability for substance use and the potential benefits of family-centered interventions that reduce risk even in those youths with the genetic propensity for substance abuse. The relationship study will help us understand how intimate relationships either protect and reduce risk of substance use at this age or enhance use through dynamics within the relationship that support risk behavior.

Allison Caruthers, PhD, has been employed in University of Oregon research since 2008, when she began working as a project coordinator in the PSI’s Portland office. Since the beginning she has been instrumental in conducting the research and shaping the goals and specific aims of the grant-funded studies she has been involved in. Dr. Caruthers now serves as the Oregon-based principal investigator on two studies in the Portland location, funded by NIDA and NIAAA, which are sub-awards from Arizona State University, where Dr. Thomas Dishion is the PI. In 2005 Dr. Caruthers received her PhD in developmental psychology from the University of Michigan. Her research emphasis is on high-risk sexual behavior and risk outcomes in late adolescence and early adulthood. “Now that our samples are in the developmental phase of emerging adulthood, I am excited to study the risks and protective factors associated with this important time period, which has been understudied in community samples,” says Dr. Caruthers. Her work has been critical to the success of the Portland office, staff, and the overall research mission of the PSI.

Department of Education–Funded Study Shifts Into Gear

In July 2014 the Prevention Science Institute team in the Portland office began work on a new study funded by an Institute of Education Sciences award to Dr. Elizabeth Stormshak, professor in the University of Oregon’s College of Education and director of the Prevention Science Institute. This research builds on a history of successful projects that have examined the effectiveness of the Family Check-Up (FCU) intervention in schools. Our school-based work to date has focused primarily on the middle school years. We have found that children in families who participate in the intervention engage in less risky behavior, such as substance use, in high school and show better achievement and school success during the transition to high school. The new study will evaluate the efficacy of implementing the FCU and our Positive Family Support model, a school-based, ecological approach to supporting families and enhancing family–school partnerships, during the transition into elementary school. The transition to elementary school is a critical time for the development of key skills that are necessary for school success, and effective parent support at home and home-to-school communication is associated with school readiness indicators that predict successful adaptation to school. It is anticipated that children and families who receive the support provided through this intervention will show more improvement in academic skills and behavior throughout the early elementary school years. Five elementary schools in Oregon’s North Clackamas School District will participate, with an ethnically and economically diverse population of 560 children and families randomly assigned to receive the intervention program or the services typically provided by this school district. Data will be collected for three years from teachers, families, and children, from kindergarten through second grade.
Grant-Funded Research at PSI

Development and Psychopathology Research Training Program

Funding period: June 30, 2009–June 30, 2014
Principal Investigator: Dr. Elizabeth Stormshak
Faculty/Mentors in 2013–2014: Dr. Krista Chronister, Dr. Philip Fisher, Dr. Elizabeth Skowron, Dr. Elizabeth Stormshak
Funded by: National Institute of Mental Health
Grant number: T32 MH20012

In this program graduate-level predoctoral trainees and postdoctoral fellows are trained in child and adolescent mental health, with an emphasis on developmental psychopathology research and the science of developing effective interventions for youths and families. Connections between neurobiology and developmental, clinical, and school psychology are emphasized. The program is guided by a developmental–ecological model, addresses questions from multiple domains of development (e.g., neuroscience and parenting interventions, culture and school success) and includes training in methodology and theory. A seminar series organized by themes, with particular relevance to emerging issues in development and psychopathology and the specific interests of research trainees, is also provided.

Early Family-Centered Prevention of Adolescent Alcohol, Drug Use, and Psychopathology (Early Steps)
Funding period: May 1, 2014–April 30, 2019
Principal Investigators: Dr. Leslie Leve, University of Oregon; Dr. Thomas Dishion, Arizona State University; Dr. Daniel Shaw, University of Pittsburgh; Dr. Melvin Wilson, University of Virginia
Funded by: National Institute on Drug Abuse
Grant number: R01 DA036832

This randomized prevention trial is testing the long-term effects of the Family Check-Up (FCU) for enhancing parenting practices from toddlerhood through adolescence. The sample was originally recruited from WIC centers in three geographically, socioeconomically, and ethnically diverse communities: Pittsburgh, Pennsylvania; Charlottesville, Virginia; and Eugene, Oregon. The children and families were initially assessed at child age 2 years and then yearly through age 10.5. In this follow-up study families are being interviewed at child age 13.5 and 15.5, DNA samples are being collected from youths, and the long-term effects of the FCU intervention on adolescent problem behavior are being tested.

Early Growth and Development Study: Family Process, Genes, and School Entry
Funding period: September 1, 2007–July 31, 2014
Principal Investigator: Dr. Leslie Leve
Funded by: National Institute of Child Health and Human Development, National Institute on Drug Abuse, Office of Behavioral and Social Sciences Research
Grant number: R01 HD042608

This study builds on emerging evidence about the relationship between heredity and the family environment, that is, nature and nurture, and how the two work together and separately in child development. It is the first of its kind to examine these issues while also examining general adoption issues, such as openness. The study follows a linked sample of adopted children, adoptive parents, and birth parents as the children enter the early school-age years; each birth parent is surveyed once and each adoptive family three times (child age 4.5, 6, and 7 years).

Ecological Approach to Family Intervention and Treatment
Funding period: March 1, 2009–February 28, 2014
Traditional thinking was that nature or nurture influences a child’s development. Recent research shows that nature and nurture are closely connected and both, together, may influence the same area of a child’s development.
Prevention Science Institute 2014 Annual Report

Principal Investigators: Dr. Leslie Leve, University of Oregon; Dr. Jenae Neiderhiser, The Penn State University

Funded by: National Institute of Mental Health

Grant number: R01 MH092118

This study is examining the interplay between genetic, prenatal, and postnatal environmental influences on early pathways to conduct, anxiety, and depressive behaviors by interviewing adoptive parents about child behavior and symptoms between ages 6 and 8 years. Adoptive parents are also interviewed about their own mental health.

Inhibitory Control Training to Remediate the Effect of Early Adversity in At-Risk Youth

Combined funding period: January 1, 2014–June 15, 2015

Principal Investigator: Dr. Elliot Berkman

Funded by: Center on the Developing Child at Harvard; National Institute on Drug Abuse Translational Drug Abuse Prevention Center

Grant number: P50 DA035763

This combined study evaluates the feasibility of an intervention to reduce peer-linked risk behaviors by increasing inhibitory control in a sample of at-risk adolescents. Peer-associated risk behaviors and their sequelae are pronounced among individuals with high levels of early adversity (EA), and EA is associated with inhibitory control deficits throughout childhood and adolescence. This research seeks to quantify the effects of EA on inhibitory control and the neural mechanisms through which those effects might be remediated with intervention. Groups with high and with low levels of EA will be compared in terms of their underlying neural systems for inhibitory control and how those systems respond differently to intervention.

KEEP-P, a Prevention Intervention for Foster Preschoolers

Funding period: July 1, 2013–April 30, 2018

Principal Investigator: Dr. Philip Fisher

Funded by: National Institute of Child Health and Human Development

Grant number: R01 HD075716

The KEEP-P study is a randomized clinical trial of a low-cost, group-based intervention for foster preschoolers and their caregivers. Foster/kinship caregivers attend 16 weekly support group sessions. Some participating families complete a 10-week video coaching program designed to reinforce and strengthen supportive interactions between children and their caregivers. Goals are improved parenting, reduced rates of disrupted placements, and improved child outcomes among this population, who are otherwise at high risk for numerous negative outcomes, particularly those associated with foster placement disruptions.

Oregon Parent Project (OPP)

An RCT of Parent Training for Preschoolers with Delays

Funding period: June 1, 2011–February 29, 2016

Principal Investigator: Dr. Laura Lee McIntyre, University of Oregon

Co-Investigator: Dr. Thomas Dishion, Arizona State University

Funded by: National Institute of Child Health and Human Development

Grant number: R01 HD059838

This study is examining child and family well-being during the preschool period in 200 families with young children with developmental delays or disabilities. Children and families participate in six assessments during a two-year period. Half of the families are invited to attend OPP parent education classes based on a modified version of the Incredible Years parent training program. The Oregon Parent Project examines the effects of various early childhood interventions and services on children’s adaptive behavior, problem behavior, and family well-being during early childhood.
Parent training programs are highly beneficial for parents with preschool-age children, and they allow professionals to intervene during a time when the children are still young and negative family interactions are malleable.

Project Alliance 1: Genetics
Development, Ecology, and Prevention of Early Adult Addictive Behavior
Funding period: September 15, 2011–May 31, 2016
Principal Investigators: Dr. Allison Caruthers, University of Oregon; Dr. Thomas Dishion, Arizona State University
Funded by: National Institute on Drug Abuse
Grant number: R01 DA070301
This program of research is testing genetically informed ecological models of the development of alcohol and other drug (AOD) use and dependence, antisocial behavior, and high-risk sexual behavior in adulthood, and is examining the malleability of risk and protective processes as addressed in the intervention protocol of the Family Check-Up (FCU). In middle school, the original study sample had been randomly assigned to the FCU in an earlier iteration of the PAL 1 study. Intervention effects were found on drug use from age 11 through 14 years, and long-term intervention effects were observed with respect to AOD use in late adolescence. These effects were found to extend to ages 23–24. DNA from this sample is being collected and analyzed, and the study will test genetically informed ecological models of adaptation and maladaptation from early adolescence to adulthood.

Project Alliance 1: Relationship Dynamics and Young Adult Drug Use and Abuse
Funding period: September 20, 2012–August 31, 2017
Principal Investigators: Dr. Allison Caruthers, Dr. Krista Chronister, University of Oregon; Dr. Thomas Dishion, Arizona State University
Funded by: National Institute on Alcohol Abuse and Alcoholism, National Institute on Drug Abuse
Grant number: R01 AA022071
This study is investigating the covariation between alcohol and other drug (AOD) use trajectories, lifestyle activities, and intimate partner adjustment in early adulthood. It entails longitudinal modeling of dynamic changes in relationships, AOD use, and lifestyle over two years in early adulthood. This longitudinal research builds on an existing data set from a multiethnic sample of 999 youths and families assessed with 10 waves of data, starting at youth age 11–12. The current study is extending this work to research early adult intimate relationship dynamics at ages 27–29. Selecting intimate partners and the resulting relationship dynamics are key developmental milestones in early adulthood and form the foundation of family stability and health. This research is examining gender-specific longitudinal models of adult AOD use as a dynamic adaptation to activity and relationship contexts and the impact of the previously offered intervention on partner selection, intimate relationship adjustment, and AOD use in early adulthood.

Project Alliance 2
Parenting to Prevent Substance Use in Late Adolescence
Funding period: August 15, 2012–May 31, 2017
Principal Investigator: Dr. Elizabeth Stormshak, University of Oregon
Co-Investigators: Dr. Krista Chronister, University of Oregon; Dr. Thomas Dishion, Arizona State University
Funded by: National Institute of Child Health and Human Development
Grant number: R01 HD075150
Researchers in this study are examining how parent–youth relationships in late adolescence may be protective or may contribute to escalating substance use and abuse during the transition to adulthood. A community sample of ethnically and socioeconomically diverse youths and their families who have participated in a longitudinal study is being followed up to understand unique aspects of parenting during this period. A late-adolescence version
of the Family Check-Up intervention being used in the study is designed to (a) prevent escalation of substance use, (b) focus on parent–youth relationships that foster independent living, (c) discourage unhealthy peer relationships and activities that promote drug use, and (d) provide support to enhance adaptive behavior and healthy adult outcomes during the transition to adulthood.

Self-, Peer-, and Distant Other-Authored Messages for Cigarette Smoking Cessation

**Funding period:** September 1, 2012–August 31, 2014

**Principal Investigator:** Dr. Elliot Berkman

**Funded by:** National Cancer Institute, University of Michigan Center for Excellence in Cancer Communications Research

**Grant number:** P50 CA101451

This research seeks to make health messages about cigarette smoking cessation self-relevant by personally tailoring them to increase their persuasiveness and effectiveness. Self-relevance activates the brain’s medial prefrontal cortex, which is predictive of health behavior change. It is not known if self-authored messages are more effective than other messages or if distance from the self improves effectiveness, nor is it known if self-authored messages recruit the same or different neural systems as other-authored messages. Neural, self-report, and behavioral measures of health-related message effectiveness are used, as are predictive statistics and computational linguistic analyses.

**Siblings Reared Apart: A Naturalistic Cross-Fostering Study of Young Children**

**Funding period:** September 30, 2013–May 31, 2017

**Principal Investigator:** Dr. Leslie Leve

**Funded by:** National Institute on Drug Abuse

**Grant number:** R01 DA035062

A naturalistic human cross-fostering design is being used to examine childhood pathways to development by identifying nuances in the rearing environment associated with specific child risk behaviors and competencies. The sample consists of 7-year-old sibling pairs in which one sibling was reared from birth by an adoptive family and the other sibling was reared from birth by their biological mother. As such, effects of the rearing environment are isolated from effects of genes shared between parent and child.

Two supplemental grants support a graduate student and an undergraduate student to participate in the research activities.

**Translational Drug Abuse Prevention Center (TDAP)**

**Funding period:** September 1, 2013–April 30, 2018

**Principal Investigators:** Dr. Philip Fisher, University of Oregon; Dr. Patricia Chamberlain, Oregon Social Learning Center

**Funded by:** National Institute on Drug Abuse

**Grant number:** P50 DA035763

The TDAP aims to improve outcomes for children and families involved in U.S. child welfare systems (CWS) by broadening understanding of mechanisms that contribute to healthy child development and testing practical interventions and implementation strategies. It targets three key areas specific to youths involved in the CWS: (1) underlying mechanisms and processes associated with exposure to high levels of early life adversity and specific to risky decision making in certain social contexts during early adolescence, (2) high rates of drug use and engagement in HIV-risk behaviors in adolescent girls, and (3) implementation of extant evidence-based interventions into real-world CWS settings with high fidelity and empirical measurement of implementation success/failure.
Children and adolescents involved in child welfare are among the most disadvantaged individuals in American society and are at greatly elevated risk for drug use and related problems, including delinquency, teen pregnancy, poor physical and mental health, homelessness, incarceration, and HIV-risk behaviors.

Translational Drug Abuse Prevention Center

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Elliot Berkman, PhD, studies the factors that contribute to success and failure at health goals, such as cigarette smoking cessation and dieting. His research leverages the distinct strengths of several research methods, including functional magnetic resonance imaging, longitudinal survey methods, and laboratory experiments. This work adopts a translational neuroscience approach by using knowledge of brain function, structure, and connectivity to design and improve interventions on health behavior.

The research interests of Allison Caruthers, PhD, center on adolescent gender and sexual socialization and their relationship to sexual behavior, sexual risk taking, and emotional well-being in adolescence and adulthood. She is examining the distinction between normal, healthy sexual exploration and truly problematic behavior, as well as possible mechanisms by which intervention services reduce risky sexual behavior.

The research focus of Krista Chronister, PhD, is domestic violence prevention and community-based intervention, including women survivors’ economic and vocational development, community mental health interventions with ethnic minority and immigrant families experiencing domestic violence, and couple interventions for young adults at risk for domestic violence and substance use.

Dave DeGarmo, PhD, is interested in family stress models and evaluation of preventive intervention and treatment programs for families at risk for compromised parenting, including families of divorce, families in child welfare systems, and military families. A major focus of his work is on independent and interactive effects of fathering and prevention science methodology. Dave is director of the Center for Assessment, Statistics and Evaluation in the Office of Research Innovation and Graduate Education at the University of Oregon.

The research and clinical endeavors of Melissa Donovick, PhD, are broadly centered on Latina/o mental health, parenting, and prevention science with Spanish-speaking Latina/o families and are aimed at improving child mental health outcomes. Her research agenda focuses on decreasing mental health disparities among Latinas/os by promoting culturally competent research, including developing, implementing, and evaluating culturally relevant preventive interventions for Latina/o families.

The research focus of Phil Fisher, PhD, is on the effects of early stressful experiences (trauma, maltreatment, poverty) on children’s neurobiological and psychological development, and in designing and evaluating prevention and
treatment programs for improving children’s functioning in areas such as attachment to caregivers, relationships with peers, and functioning in school. He is also interested in the brain’s plasticity in the context of therapeutic interventions. Particular areas of neurobiological functioning studied by Dr. Fisher are the hypothalamic-pituitary-adrenal axis, the prefrontal cortex, and neural reward pathways. His laboratory, the Stress Neurobiology and Prevention lab, includes graduate students, postdoctoral fellows, and other researchers with similar interests.

**Andy Garbacz, PhD**, is interested in promoting positive social behavior outcomes for children and adolescents by partnering families and educators to create sustainable systems of support across homes and schools. His research focuses on prevention and intervention within a tiered framework, conjoint (parent–teacher) consultation, and Positive Family Support. Andy is an assistant professor of school psychology at the University of Oregon. He is a licensed psychologist, licensed school psychologist, and nationally certified school psychologist.

**Kristina Hiatt Racer, PhD**, is interested in individual differences in attention and emotion regulation and how they interact with parenting and peer experiences to promote or prevent the development of psychopathology. She has used behavioral and event-related potential techniques to examine individual differences in the attention, inhibitory control, and reward/punishment sensitivity in children and adolescents.

**Atika Khurana, PhD**, is on understanding and preventing the onset of health risk behaviors during adolescence. She uses an ecological systems approach to examine the interplay of individual and environmental risk and protective factors as they relate to adolescent substance use, risky sexual behaviors, academic disengagement, and mental health problems. Her current research is focused on examining the role of executive functions (e.g., working memory) and impulsivity in predicting adolescent risk behavior trajectories, with an emphasis on the role of families in the development of adolescent self-regulation.

The translation of basic research to inform preventive interventions is the research focus of PSI’s associate director, **Leslie Leve, PhD**. Her studies focus on developmental pathways and intervention outcomes for at-risk youths and families. Her research includes intervention studies aimed at preventing risk behaviors and improving public health outcomes among youths in foster care and with adolescents in the juvenile justice system. She is also overseeing adoption studies that examine the interplay between biological (genetic, hormonal), psychological, and social influences on development. Her published work in the area of gene–environment interplay emphasizes the translation of basic research findings to help refine the selection of malleable environmental targets in the context of prevention and intervention studies. She is also

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**PSI Scientists’ University of Oregon Home Departments**

- Education Methodology, Policy, and Leadership  
  Dave DeGarmo

- Department of Special Education and Clinical Sciences  
  Andy Garbacz  
  Laura Lee McIntyre

- Department of Counseling Psychology and Human Services  
  Krista Chronister  
  Melissa Donovick  
  Atika Khurana  
  Leslie Leve  
  Elizabeth Skowron  
  Beth Stormshak

- Department of Psychology  
  Elliot Berkman  
  Phil Fisher  
  Jennifer Pfeifer

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Laura Lee McIntyre, PhD, is interested in early identification and treatment of childhood developmental and behavioral problems, with an emphasis on the multiple systems of care that support children (e.g., families, schools, healthcare). Within this broad framework, three specific lines of research emerge: (1) parent training, education, and support; (2) transition to kindergarten; and (3) child risk factors and family well-being. She is especially interested in early intervention and prevention work with families who have young children with developmental problems who are at risk for negative social, emotional, and behavioral outcomes at home and at school. She is the codirector of training in the School Psychology program, a licensed psychologist, certified school psychologist, and board-certified behavior analyst.

Kevin Moore, PhD, has focused his professional and scientific career on the development and implementation of evidence-based and evidence-informed behavioral health treatments for children, youths, and families. He has extensive experience in researching, implementing, clinically supervising, and consulting on evidence-based treatments for externalizing and internalizing disorders across educational, community-based mental health, social welfare, residential, and juvenile justice settings. He is also interested in methodological and analytic techniques for the study of naturally occurring clinical events in the psychological and medical treatments of children.

Elizabeth Skowron, PhD

I am broadly interested in the effects of early adversity on development in childhood, particularly within the domain of self-regulation, the neurobiology of parenting at risk, and interventions to prevent child maltreatment and improve positive parenting.

PSI’s National Collaborations

Arizona State University
The Family Check-Up, developed at PSI’s Child and Family Center, is one of the key interventions being implemented and disseminated through the REACH institute at Arizona State University, in collaboration with colleagues at the PSI and with the University of Pittsburgh. REACH is dedicated to the implementation and dissemination of family-centered interventions for children and families. It focuses on research and education that advances children’s health (REACH; http://reachinstitute.asu.edu); Dr. Thomas Dishion, formerly at the Child and Family Center, is the REACH director and the developer of the Family Check-Up.

Harvard University
PSI scientist Dr. Philip Fisher holds an appointment as a senior fellow at the Center on the Developing Child at Harvard University. The focus of Fisher’s work at the center is in two areas: (1) translating scientific knowledge about how early stress affects healthy brain development into information that can be useful for policy makers, health care professionals, and the general public; and (2) supporting the development of innovative, neuroscience-based intervention strategies in community settings. The Harvard Center will be funding Fisher’s team at PSI to develop a multisite database that will facilitate the evaluation of these novel, community-based interventions, all of which are based on a core theory of change regarding the importance of promoting “serve and return” interactions between young children and their caregivers.

The Pennsylvania State University
The PSI’s three collaborative grants with Penn State are focused on investigating questions related to the nature–nurture debate. Dr. Jenae Neiderhiser, liberal arts research professor of psychology at Penn State, and PSI scientist Dr. Leslie Leve joined forces to recruit and interview 561 families who adopted a child domestically at birth. Participating families live in nearly every state in the United States and are interviewed in their homes. The collaboration with Penn State enables us to be especially efficient with our grant dollars, because PSI staff can interview families on the West Coast and Penn State staff can interview families on the East Coast.
Implementation of the Family Check-Up

The Family Check-Up (FCU) was originally proposed in 1994 to the National Institute on Drug Abuse as a public health approach to the prevention of escalation in problem behavior and drug use among at-risk youths in school contexts. During the past twenty years the FCU has been found to be effective for improving the mental and behavioral health of young children and adolescents and for improving family climate and parenting practices. Researchers across university and research settings have also found that the intervention could be implemented in community mental health settings, using their own professional therapists, as well as in public schools throughout Oregon.

The world has changed in twenty years. On the positive side, there are now more than 100 evidence-based interventions that prevent and treat child and adolescent problems associated with mental and behavioral health. However, real-world community mental health services, public schools, pediatric care, and the like simply are not using the interventions. The challenges we face now are how to re-create interventions so they are user friendly and how to cost-effectively educate and train providers.

Efforts to develop an effective strategy for collaborating with agencies and schools to implement the FCU model are well underway and involve several key staff at the PSI: Nancy Weisel, LCSW, conducts workshops and consults with therapists who are using the FCU and organizes the team of fidelity raters who use the COACH rating system to improve therapist performance. Kevin Moore, PhD, is involved in the school-based implementation model (Positive Family Support) and in community mental health and also provides workshop and individualized consultation support. The FCU implementation team has actively collaborated with two community agencies in South Carolina, the state mental health network in Nevada, the public school system in Pennsylvania, and Lane County (Oregon) mediation services.

and in the development and use of low response-cost clinical monitoring tools.

Jennifer Pfeifer, PhD, is interested in how brain function related to affect, motivation, regulation, self-evaluation, and social context interact and influence adolescent behavior. She studies the development of these related phenomena at behavioral and neural levels, with the goal of enabling healthy transitions from childhood through adolescence and into adulthood. Her research is focused on building a knowledge base about normative and atypical trajectories of functional brain development in these content areas and using fMRI as a tool to advance understanding of neurobiological mechanisms that put some adolescents at risk for adverse outcomes. She is also interested in how functional brain development is related to various endogenous and exogenous factors, such as pubertal development and early adversity.

The research of Elizabeth Skowron, PhD, focuses on clarifying the individual and joint contributions of neurobiology and environment to the development of self-regulation and school readiness in at-risk children. She is especially interested in understanding the neurobiology of parenting at risk and mechanisms of change in interventions that are effective for reducing child abuse and neglect. She and her research team use physiological, behavioral, and microanalytic coding techniques to model data streams in individual and dyadic family processes that are associated with neurobehavioral outcomes.

Beth Stormshak, PhD, PSI Director, has expertise in the area of prevention, including prevention of substance use, problem behavior, and later mental health problems in children and youths. Her research focuses on the development of family-centered, model-driven interventions designed to reduce problem behavior and promote successful developmental transitions. She has served as the principal investigator on multiple grants, including randomized trials that tested the efficacy and effectiveness of family-centered models of prevention to reduce risk behavior in early childhood, in school-age children, and in adolescents, with a primary focus on enhancing parenting skills and behavioral management. She currently is the principal investigator on Project Alliance 2, an NICHD-funded program to test the efficacy of the Family Check-Up (FCU) model of intervention during the early adult years. She has completed an effectiveness trial of the FCU in community mental health agencies and designed a website for dissemination and implementation of the model. She also was the principal investigator on an NIMH T32 award to support the training of predoctoral and postdoctoral students in translational research. She is currently starting a new study funded by the Department of Education to develop the Positive Family Support model and FCU for elementary schools in the Portland, Oregon, area.
PSI 2014 Trainees

Postdoctoral Trainees

Kimberly Rhoades, PhD, completed her doctorate in social/health psychology at Stony Brook University. Her primary research interest is the influence of stressful family processes on the development of conduct problems, delinquency, and substance use from infancy to young adulthood. Her research focuses on the longitudinal course of these behaviors and how family processes and genetic influences interact to influence youth adjustment over time. Kimberly is also interested in how family processes influence the development of healthy sleep patterns across childhood and adolescence. As an extension of this basic research, she is interested in the development and dissemination of empirically supported prevention and intervention programs. Dr. Rhoades is currently an assistant professor at Washington State University.

Argero Zerr, PhD, received her doctoral degree in developmental psychology from Arizona State University. Her research interests broadly focus on the study of cultural factors related to the development, measurement, and amelioration of internalizing problems in children and adolescents. In particular, she is interested in the design and evaluation of culturally informed intervention and prevention programs. At the PSI she studied child, familial, and cultural characteristics related to the development and prevention of youth internalizing problems. Dr. Zerr is now at the University of California–San Diego.

Predoctoral Trainees

Harpreet Bahia, MC, MS, is a counseling psychology doctoral candidate at University of Oregon. In 2013–2014 she was a first-year predoctoral DEEP fellow and a second-year clinical extern at the PSI. Her clinical and research interests include exploring relationship dynamics among marginalized families and couples, in particular, understanding intimate partner violence.

Kimbree Brown, MS, is a doctoral candidate in counseling psychology at the University of Oregon. Her research interests span three topics: the development of intervention strategies to prevent problem behaviors and academic failure in youths with disabilities, implementation and evaluation of mental health interventions in schools, and teachers’ use of behavior management strategies in classroom settings. While at PSI, she has worked as a Positive Family Support school consultant to Oregon public middle schools in the statewide implementation of an evidence-based prevention program designed to increase family–school partnerships and reduce student problem behavior. She also worked as a child and family therapist trainee to provide mental health and behavioral support to parents and youths to develop effective parenting.
contexts.

Elisa DeVargas, BA, is a third-year doctoral student in the Counseling Psychology program at the University of Oregon, under the mentorship of Dr. Elizabeth Stormshak. She is working at the PSI as a minority investigator on the Parenting to Prevent Substance Use in Late Adolescence project directed by Dr. Stormshak. She began working at PSI in October 2013 after having been awarded a supplemental research grant for ethnic minorities and the experiences of Latino children and adolescents in these settings.

Research Training at PSI

A new master’s program in prevention science, which debuted in fall 2013, is a one-year, 45-credit program that provides training in psychological foundations, research competencies, and design, evaluation, and implementation of effective interventions to reduce risk and enhance protective factors in children, youths, and families. Students in the program have the opportunity to take graduate courses alongside doctoral students in counseling psychology and master’s students in couples and family therapy. They also gain experience conducting additional, elective research training at the PSI (collecting psychophysiological data from at-risk mothers and preschool children, conducting psychological assessments, coding behavioral data, and conducting statistical analyses) and participating in the implementation of evidence-based prevention programs with Lane County Prevention (assessing fidelity of implementation for the school-based Good Behavior Game). Following graduation, the students obtain employment in community prevention settings as research technicians and/or pursue further doctoral training or clinically oriented master’s programs. Interested students can complete both the M.Ed. and specialization in prevention science in one academic year. Students in the first cohort completed the program in June 2014, and we look forward to welcoming our second class of 14 students in fall 2014.

At the PSI we embrace UO’s membership in the Association of American Universities through training and supporting graduate education at many levels. First, the PSI houses a clinic for training graduate students in science-based practice. At the clinic, students learn cutting-edge interventions that can be put into practice among community populations and settings. Second, an NIMH-funded T32 training grant supports predoctoral and postdoctoral trainees at PSI. This grant has enabled us to develop a training and seminar series and to support graduate students across multiple disciplines in their research careers at UO. Third, graduate students across campus work with PSI’s multiple research data sets to develop research studies that not only meet the requirements of their program, but prepare them for future research careers. Numerous master’s and doctoral students in the College of Education and Department of Psychology have worked with ample data generated by PSI research throughout many years to develop independent research projects that not only exert a positive impact on the world of science, but enhance their futures as they complete their degrees and move on to professional research careers at other universities.

Undergraduate Fellowship

In summer 2014, PSI’s work was enhanced by a NIDA-funded summer fellowship to UO undergraduate Mariam Admasu, one of only 72 award recipients nationwide. The paid fellowship is designed to enable high school students and college undergraduates to intern alongside well-established scientists in the field of substance abuse and addiction to learn about risk behaviors and their consequences. Admasu participated in PSI scientist Dr. Leslie Leve’s study of the impact of family dynamics and parenting techniques on a child’s risk for substance use or dependence. Findings from Leve’s studies, which include elementary school youths and adolescents involved in the juvenile justice system, will eventually inform programs of intervention and prevention. Admasu, a native Oregonian from Portland, is an undergraduate in Family and Human Services, College of Education, at UO.
Ryan Giuliani, MS, is a doctoral student in developmental cognitive neuroscience, under the mentorship of Drs. Helen Neville and Elizabeth Skowron. His research is focused on individual differences in executive function across the lifespan, particularly in parents and their children. Ryan’s current projects are using electroencephalogram (EEG) and measures of autonomic physiology to examine how chronic life stress affects the development of selective attention and response inhibition.

The future career plans of Kenya Makhiawala, BS, include working with children with developmental disabilities and their families, specifically those from high-risk backgrounds in primary care. She seeks to better understand the experiences of children with disabilities and their families in the context of their school and home environments. She is interested in issues related to parent social support and sibling adjustment in the promotion of overall family well-being, particularly in ethnic minority families and families from impoverished backgrounds, and exploring differential treatment outcomes as a function of race, ethnicity, and social class. She seeks to better understand the role that protective factors play in treatment outcomes for children and families. Kenya has been working with the Oregon Parent Project directed by Dr. Laura Lee McIntyre. She is working toward her PhD in school psychology and is currently completing her predoctoral internship at the Munroe-Meyer Institute in Omaha, Nebraska.

Laura Noll, MSc, is a doctoral student in clinical psychology at the University of Oregon. Her research focuses on stress neurobiology and the intergenerational transmission of trauma. Currently she is exploring the impact of a strengths-based video-coaching intervention on EEG/ERP markers of parental function, such as inhibitory control and perceptual sensitivity. This study focuses on child welfare–involved mothers of children ages 0–3.

Shannon Peake, MA, is a doctoral student in developmental psychology at the University of Oregon. His research interests focus on the influence of social factors on cognitive skills and brain development. Currently, Shannon is exploring the effect of social rejection on adolescent risk decisions, with the intent of determining the extent to which certain adolescents may be more susceptible to making poor choices in social situations. The studies combine behavioral and neuroimaging approaches to explore how the development of social and emotional regions of the adolescent brain contribute to decision making.

The University of Oregon and the Prevention Science Institute are committed to excellence in research and in graduate education.


March 17, 2015

Leslie Leve, Ph.D.
Professor
College of Education
Department of Counseling Psychology and Human Services
University of Oregon
Eugene, OR 97403

Dear Leslie,

On behalf of the Lane County Division of Youth Services, I am writing to provide my enthusiasm and support for the new graduate degree programs in Prevention Science in the Department of Counseling Psychology and Human Services in the College of Education at the University of Oregon. We have collaborated with Dr. Leve and others in the College of Education on several prior studies and are happy to hear that the University of Oregon is proposing to add graduate degree programs in Prevention Science. We value our partnership with UO and would enjoy the research-practitioner collaborations these new programs would provide.

The Division of Youth Services provides assessment, education, probation, training, counseling and detention services for youth in Lane County, ages 12-17 years old, referred by local law enforcement because of criminal behavior. We serve hundreds of youth annually, and are committed to using evidence-informed practices.

Over the past year we have worked closely with the Prevention Science Institute on recruitment for an intervention for girls between the ages of 13-18 who have been involved in the juvenile justice system in Oregon. The intervention, Safe, Healthy, Adolescent Relationship and Peers, is aimed at reducing teenage girls’ risks related to health-risking sexual behavior, drug use, delinquency, and partner selection, and improving peer relationships and self-competence. This research collaboration provides a good example of the type of collaborations between the UO and our organization that could be expanded if graduate programs in Prevention Science were offered at the UO.

The addition of Prevention Science graduate degree programs at the University of Oregon will facilitate YS and other agencies’ ability to continue to collaborate to deliver much-needed services to the community-at-large. Graduates of the program would be well-suited to work in or partner with juvenile justice centers throughout the state and nationwide. The proposed programs will position the University of Oregon at the forefront of this burgeoning research field.

I look forward to continued opportunities to collaborate and produce innovative work in the area of prevention science. Thank you for pursuing these exciting programs of graduate study.

Sincerely,

[Signature]

Al Levine
Division Manager
Lane County Division of Youth Services

[Signature]

John Aarons
Assistant Division Manager
Lane County Division of Youth Services
March 18, 2015

Elizabeth Skowron, Ph.D.
Associate Professor
College of Education
Department of Counseling Psychology and Human Services
University of Oregon
Eugene, OR 97403

Dear Elizabeth,

On behalf of Lane County Health & Human Services and the Public Health Prevention Program, PHPP, I enthusiastically provide my support for the new graduate degree programs in Prevention Science in the Department of Counseling Psychology and Human Services in the College of Education at the University of Oregon. The PHPP has collaborated with Dr. Skowron and the UO to provide prevention science students with externship training opportunities in applied prevention practice and are happy to hear that the University of Oregon is proposing to add graduate degree programs in Prevention Science. We value our partnership with UO and would enjoy the research-practitioner collaborations these new programs would provide.

Lane County PHPP, is a model prevention program having blended prevention approaches in public health, behavioral health and expanded strategies specifically targeting members of Trillium Community Health Plan, Lane County’s Coordinated Care organization. PHPP is committed to using evidence-informed prevention practices and provides our community with a variety of services including subject matter expertise for planning and policy work, community education, technical assistance, coordination and support for school based prevention, data analysis, and training to name a few.

Over the past two years we have worked with Dr. Skowron and five graduate students in the prevention science specialization to provide training in evidence-based prevention practice. Students have worked with us to support and conduct fidelity assessments related to implementation of the Good Behavior Game throughout elementary schools in the Lane County School District. This collaboration provides a good example of the type of collaborations between the UO and our organization that could be expanded if graduate programs in Prevention Science were offered at the UO.

The addition of Prevention Science graduate degree programs at the University of Oregon may support Lane County PHPP and our partnering agencies’ abilities to deliver much-needed prevention programs to our county residents. Graduates of the program would be well-suited to work in or partner with agencies throughout the state and nationwide. The proposed programs will position the University of Oregon at the forefront of this burgeoning research field.

We look forward to continued opportunities to collaborate and produce innovative work in the area of prevention science. Thank you for pursuing these exciting programs of graduate study.

Sincerely,

Alicia Hays, Director
Lane County Health & Human Services

Cc: C.A. Baskerville, CPS
PHPP Supervisor
March 24, 2015

Leslie Leve, Ph.D.
Elizabeth Stormshak, Ph.D.
College of Education
Department of Counseling Psychology and Human Services
University of Oregon
Eugene, OR 97403

Dear Leslie and Beth:

On behalf of Oregon Research Institute (ORI), I am writing to express enthusiasm and support for the new graduate degree programs in Prevention Science in the Department of Counseling Psychology and Human Services in College of Education at the University of Oregon. The proposed doctoral and master’s degree programs will fill a campus-wide need for courses and training in the area of prevention. It is an exciting time in the field of prevention science research, and I am excited that the University of Oregon is working hard to offer such high-quality education.

I am the Science Director and a Senior Scientist at Oregon Research Institute. My research interests include promoting a public health framework for improving parenting practice and evaluating the effects of delivering parenting information through non-clinical media-based approaches. In my role as Science Director, I am committed to building awareness of the research done at ORI and building collaborative partnerships between ORI and other research, education, and practice entities.

ORI is the largest independent behavioral research center in Oregon. In 2014, 49 ORI scientists worked on 68 different research grants, with a total budget of $18.7 million. Our areas of research – promoting healthy child development; promoting physical and psychological health; and preventing and treating tobacco, alcohol, illegal drug use, and related problems – align well with the goals of the proposed graduate programs in Prevention Science at the UO.

Recently, the interest in prevention science on a national level has increased exponentially. The National Institutes of Health (NIH) Office of Disease Prevention is focusing on activities to strengthen existing programs and develop new initiatives to advance the prevention research agenda at the NIH and improve public health. The proposed graduate programs will position the University of Oregon at the forefront of this burgeoning research field. Oregon Research Institute scientists have enjoyed working with faculty and graduate students at the University of Oregon on prevention-oriented NIH-funded research studies. One example of this is the collaboration between Dr. John Seeley at ORI and Dr. Beth Stormshak at the UO, focused on developing an online version of a family-centered school-based intervention to reduce problem behavior during the middle school years. Further, graduate
students at the UO have worked and gained research experience on a number of our prevention research grants and have used data collected at ORI to complete their dissertation research.

I look forward to continued opportunities to collaborate and produce innovative work in the area of prevention science together. Best of luck to you in receiving approval for your new programs in Prevention Science.

Sincerely,

Carol W. Metzler, Ph.D.
Science Director
Oregon Research Institute
March 18, 2015

Leslie Leve, Ph.D.
Professor
College of Education
Department of Counseling Psychology and Human Services
University of Oregon
Eugene, OR 97403

Dear Leslie,

On behalf of the Oregon Social Learning Center, I am writing to provide my enthusiasm and support for the new graduate degree programs in Prevention Science in the Department of Counseling Psychology and Human Services in College of Education at the University of Oregon. The proposed doctoral and master’s degree programs will fill a campus-wide need for courses and training in the area of prevention. It is an exciting time in the field of prevention science research and I am thrilled that the University of Oregon is working hard to offer such high-quality education.

I am the Science Director for the Oregon Social Learning Center and have more than thirty years of experience in research that has focused on developing and evaluating prevention and treatment programs for children, teenagers, and families who are served in the juvenile justice, child welfare, and mental health systems.

The Oregon Social Learning Center has a rich history of Prevention Science research. We have more than thirty scientists who work to increase the scientific understanding of social and psychological processes related to healthy development and family functioning. Since 2003, OSLC has been awarded more than $119,000,000 in grants from the National Institutes of Health, the Institute of Education Sciences, and the Administration for Children and Families.

Recently, the interest in prevention science on a national level has increased exponentially. The National Institutes of Health (NIH) Office of Disease Prevention is focusing on activities to strengthen existing programs and develop new initiatives to advance the prevention research agenda at the NIH and improve public health. The proposed programs will position the University of Oregon at the forefront of this burgeoning research field. Oregon Social Learning Center scientists have enjoyed working with graduate students enrolled at the University of Oregon. One example of this is our NIDA Center of Excellence that is a collaboration between the two institutions, and supports the activities of several graduate students. The addition of graduate degrees in Prevention Science will further enhance collaborative opportunities between our institutions.

I look forward to continued opportunities to collaborate and produce innovative work in the area of prevention science. Thank you for considering this exciting opportunity.

Sincerely,

Patricia Chamberlain, Ph.D.
Science Director
Oregon Social Learning Center
March 26, 2015

Leslie Leve, Ph.D.
Professor
College of Education
Department of Counseling Psychology and Human Services
University of Oregon
Eugene, OR 97403

Dear Leslie,

On behalf of Womenspace, I am writing to express my enthusiasm and give my support for the new graduate degree programs in Prevention Science in the Department of Counseling Psychology and Human Services in the College of Education at the University of Oregon. We have collaborated with Dr. Krista Chronister, Dr. Jeff Todahl, and others in the College of Education on several prior studies and are happy to hear that the University of Oregon is proposing to add graduate degree programs in Prevention Science. We value our partnership with UO and would enjoy the research-practitioner collaborations these new programs would provide.

Womenspace provides crisis intervention, shelter, transitional housing, economic empowerment, legal, and advocacy services for survivors of intimate partner violence living in Lane County. We serve hundreds of adult survivors and their children every year, and are committed to using evidence-informed practices.

For the past 13 years we have worked with Dr. Chronister to provide individual and group career counseling and economic empowerment programming to adult women survivors of intimate partner violence. We have collaborated with Dr. Chronister to offer her ACCESS intervention services at no-cost to survivors and to collect research data for intervention evaluation and improvement. This research collaboration provides a good example of the type of collaborations between the UO and our organization that could be expanded if graduate programs in Prevention Science were offered at the UO.

The addition of Prevention Science graduate degree programs at the University of Oregon will facilitate Womenspace’s and other agencies’ ability to continue to collaborate to deliver much-needed services to the community-at-large. Graduates of the program would be well-suited to work in or partner with intimate partner violence agencies throughout the state and nationwide. The proposed programs will position the University of Oregon at the forefront of this burgeoning research field.

I look forward to continued opportunities to collaborate and produce innovative work in the area of prevention science. Thank you for pursuing these exciting programs of graduate study.

Sincerely,

Peggy A. Whalen
Executive Director
Womenspace, Inc.
M. Ed.

### Basis for Calculations

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Acad Yr</th>
<th>Education Base</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer SCH</th>
<th>AY</th>
<th>Summer</th>
<th>Total To COE</th>
<th>Total to Dept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per SCH Value</td>
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<td>59,446.66</td>
<td>42,290.35</td>
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</tr>
<tr>
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<td>Value per UG degree</td>
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<td>GTF (Res &amp; Nonres)</td>
<td>-</td>
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<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Graduate*</td>
<td>Per Term</td>
<td>Family/Staff</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>13,608.00</td>
<td>-</td>
<td>13,608.00</td>
<td>9,680.73</td>
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</tr>
</tbody>
</table>

| Base in-State | 5,504.32 | Education Supervision | Fall | Winter | Spring | Summer SCH | Enter anticipated headcount for AY | #Students x #credits |
| Supervision In-State | 5,922.50 | | | | | | | |
| Clinical In-State | 6,458.10 | | | | | | | |

| Base Out of-State | 7,811.52 | Education Clinical | Fall | Winter | Spring | Summer SCH | Enter anticipated headcount for AY | #Students x #credits |
| Supervision Out of-State | 8,220.43 | | | | | | | |
| Clinical Out of-State | 8,728.22 | | | | | | | |

| Family Staff Tuition | 1,134.00 | | | | | | | |

### Notes:
- * Graduate Tuition rates are FY15 rates with projected 3% increase.
- ** UG values are updated for FY16 anticipated budget model dollars.
- *** Projected revenue calculates full tuition assumes students are fully enrolled in programs.
- **** FY15 COE assessment used.
### Basis for Calculations

<table>
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<tr>
<th>Category</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Per SCH Value</td>
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<td>Yearly Per Major</td>
<td>1,640.00</td>
</tr>
<tr>
<td>Value per UG degree</td>
<td>1,590.00</td>
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### Graduate*

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<td>Supervision In-State</td>
<td>5,922.50</td>
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<td>Clinical In-State</td>
<td>6,458.10</td>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Per Term</th>
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</thead>
<tbody>
<tr>
<td>Base Out-of-State</td>
<td>7,811.52</td>
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<tr>
<td>Supervision Out-of-State</td>
<td>8,220.43</td>
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<tr>
<td>Clinical Out-of-State</td>
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### Family Staff Tuition

<table>
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<tr>
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<td>30% of UG tuition</td>
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### Tuition Distribution of Graduate Credits

<table>
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<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Non GTF pass through</td>
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</tr>
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<td>GTF pass through</td>
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### COE Assessment****

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td></td>
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### MS Year 1

#### Education Base

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<th>Spring</th>
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<td>138,156.19</td>
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#### Education Supervision

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<th>Spring</th>
<th>Summer SCH</th>
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</thead>
<tbody>
<tr>
<td>Resident, non-GTF</td>
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<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nonresident, non-GTF</td>
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<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>GTF (Res &amp; Nonres)</td>
<td>-</td>
<td>-</td>
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<td>-</td>
</tr>
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<td>Family/Staff</td>
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#### Education Clinical

<table>
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<tr>
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<th>Winter</th>
<th>Spring</th>
<th>Summer SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident, non-GTF</td>
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<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nonresident, non-GTF</td>
<td>-</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>GTF (Res &amp; Nonres)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Family/Staff</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Notes:

* Graduate Tuition rates are FY15 rates with projected 3% increase.
* UG values are updated for FY16 anticipated budget model dollars.
* Projected revenue calculates full tuition assumes students are fully enrolled in programs.
* FY15 COE assessment used.

**PREV SCI M.S. - YEAR 1 Only - 1 Cohort**
### Basis for Calculations

**Undergraduate**

<table>
<thead>
<tr>
<th>Per SCH Value</th>
<th>140.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearly Per Major</td>
<td>1,640.00</td>
</tr>
<tr>
<td>Value per UG degree</td>
<td>1,590.00</td>
</tr>
</tbody>
</table>

**Graduate**

| Base in-State | 5,504.32 |
| Supervision In-State | 5,922.50 |
| Clinical In-State | 6,458.10 |
| Base Out of-State | 7,811.52 |
| Supervision Out of-State | 8,220.43 |
| Clinical Out of-State | 8,728.22 |
| Family Staff Tuition | 1,134.00 |

#### Tuition Distribution of Graduate Credits

- Non GTF pass through: 90%
- GTF pass through: 100%

#### COE Assessment****

29%

### PREV SCI M.S. - BY YEAR 2 - 2 Cohorts

#### Projected Headcounts

<table>
<thead>
<tr>
<th>Education Base</th>
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<th>Spring</th>
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<tbody>
<tr>
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<td>12</td>
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<tr>
<td>Nonresident, non-GTF</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>GTF (Res &amp; Nonres)</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Family/Staff</td>
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<tr>
<td>Total</td>
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#### Education Supervision

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident, non-GTF</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nonresident, non-GTF</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>GTF (Res &amp; Nonres)</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>Family/Staff</td>
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</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Education Clinical

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident, non-GTF</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nonresident, non-GTF</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>GTF (Res &amp; Nonres)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Family/Staff</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Total</td>
<td>0</td>
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</table>

### Education Base

<table>
<thead>
<tr>
<th>SCH/Yr</th>
<th>AY</th>
<th>Summer</th>
<th>Total To COE</th>
<th>Total to Dept</th>
</tr>
</thead>
<tbody>
<tr>
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<td>178,339.97</td>
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</tr>
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<td>84,364.42</td>
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<td>Total</td>
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### Education Supervision

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<tr>
<th>SCH/Yr</th>
<th>AY</th>
<th>Summer</th>
<th>Total To COE</th>
<th>Total to Dept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident, non-GTF</td>
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<td>-</td>
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</tr>
<tr>
<td>Nonresident, non-GTF</td>
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<td></td>
</tr>
<tr>
<td>GTF (Res &amp; Nonres)</td>
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<tr>
<td>Family/Staff</td>
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<tr>
<td>Total</td>
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### Education Clinical

<table>
<thead>
<tr>
<th>SCH/Yr</th>
<th>AY</th>
<th>Summer</th>
<th>Total To COE</th>
<th>Total to Dept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident, non-GTF</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Nonresident, non-GTF</td>
<td>-</td>
<td>-</td>
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<td></td>
</tr>
<tr>
<td>GTF (Res &amp; Nonres)</td>
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<td></td>
</tr>
<tr>
<td>Family/Staff</td>
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<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

### Total Projected Revenue

276,312.38 - 276,312.38 - 196,568.63

Notes:

* Graduate Tuition rates are FY15 rates with projected 3% increase.
** UG values are updated for FY16 anticipated budget model dollars.
*** Projected revenue calculates full tuition assumes students are fully enrolled in programs.
**** FY15 COE assessment used.
### Basis for Calculations

**Undergraduate**

- Per SCH Value: 140.00
- Yearly Per Major: 1,640.00
- Value per UG degree: 1,590.00

**Graduate**

- Per SCH: 5,504.32
- Supervision In-State: 5,922.50
- Clinical In-State: 6,458.10

- Base Out of-State: 7,811.52
- Supervision Out of-State: 8,220.43
- Clinical Out of-State: 8,728.22

**Family Staff Tuition**

- 30% of UG tuition: 1,134.00

### Tuition Distribution of Graduate Credits

- Non GTF pass through: 90%
- GTF pass through: 100%

### COE Assessment

- 29%

### PhD Year 1

#### Education Base

<table>
<thead>
<tr>
<th>SCH</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer SCH</th>
<th>AY</th>
<th>Summer</th>
<th>Total To COE</th>
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<td>-</td>
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<td>-</td>
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</table>

- Resident, non-GTF
- Nonresident, non-GTF
- GTF (Res & Nonres)
- Family/Staff

| Total | Enter SCH #Students x #credits | - | - | - | - | - | - | - |
| 5 | 5 | 5 | 82,564.80 | - | 82,564.80 | 58,736.60 |

#### Education Supervision

<table>
<thead>
<tr>
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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer SCH</th>
<th>AY</th>
<th>Summer</th>
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<td>-</td>
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<td>-</td>
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<td>-</td>
</tr>
</tbody>
</table>

- Resident, non-GTF
- Nonresident, non-GTF
- GTF (Res & Nonres)
- Family/Staff

| Total | Enter SCH #Students x #credits | - | - | - | - | - | - | - |
| 0 | 0 | 0 | 0 | 82,564.80 | - | 82,564.80 | 58,736.60 |

#### Education Clinical

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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer SCH</th>
<th>AY</th>
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- Resident, non-GTF
- Nonresident, non-GTF
- GTF (Res & Nonres)
- Family/Staff

| Total | Enter SCH #Students x #credits | - | - | - | - | - | - | - |
| 0 | 0 | 0 | 0 | - | - | - | - |

**Total Projected Revenue**: 82,564.80 - 82,564.80 58,736.60

### Notes:

* Graduate Tuition rates are FY15 rates with projected 3% increase.
** UG values are updated for FY16 anticipated budget model dollars.
*** Projected revenue calculates full tuition assumes students are fully enrolled in programs.
**** FY15 COE assessment used.

**PREV SCI PHD - FIRST YEAR ONLY - 1 Cohort**
## PHD by Year 3

### Basis for Calculations

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Academic Year</th>
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<tbody>
<tr>
<td>Per SCH Value</td>
<td>140.00</td>
</tr>
<tr>
<td>Yearly Per Major</td>
<td>1,640.00</td>
</tr>
<tr>
<td>Value per UG degree</td>
<td>1,590.00</td>
</tr>
</tbody>
</table>

### Graduate* Per Term

| Base In-State | 5,504.32 |
| Supervision In-State | 5,922.50 |
| Clinical In-State | 6,458.10 |
| Base Out-of-State | 7,811.52 |
| Supervision Out-of-State | 8,220.43 |
| Clinical Out-of-State | 8,728.22 |

### Family Staff Tuition

| 30% of UG tuition | 1,134.00 |

### Tuition Distribution of Graduate Credits

| Non GTF pass through | 90% |
| GTF pass through | 100% |

### COE Assessment****

| 29% |

### Prev SCI PHD - Year 3 with 3 cohorts

#### Education Base

<table>
<thead>
<tr>
<th>Per SCH Value</th>
<th>140.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearly Per Major</td>
<td>1,640.00</td>
</tr>
<tr>
<td>Value per UG degree</td>
<td>1,590.00</td>
</tr>
</tbody>
</table>

#### Education Supervision

| Base In-State | 5,504.32 |
| Supervision In-State | 5,922.50 |
| Clinical In-State | 6,458.10 |
| Base Out-of-State | 7,811.52 |
| Supervision Out-of-State | 8,220.43 |
| Clinical Out-of-State | 8,728.22 |

#### Education Clinical

| 30% of UG tuition | 1,134.00 |

#### Notes:

* Graduate Tuition rates are FY15 rates with projected 3% increase.
** UG values are updated for FY16 anticipated budget model dollars.
*** Projected revenue calculates full tuition assumes students are fully enrolled in programs.
**** FY15 COE assessment used.

### Projected Headcounts

#### Projected Revenue***

<table>
<thead>
<tr>
<th>Enter anticipated headcount for AY</th>
<th>#Students x #credits</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Winter</td>
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<tr>
<td>15</td>
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<table>
<thead>
<tr>
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<th>#Students x #credits</th>
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</thead>
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<td>Fall</td>
<td>Winter</td>
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<table>
<thead>
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<th>Enter anticipated headcount for AY</th>
<th>#Students x #credits</th>
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<td>Fall</td>
<td>Winter</td>
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<td>0</td>
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#### Total Projected Revenue

<p>| 247,694.40 | - | 247,694.40 | 176,209.80 | 176,209.80 |</p>
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<thead>
<tr>
<th>Faculty Ph.D. Program</th>
<th>Snapshot of expenses for Year 2</th>
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<tr>
<td><strong>Eligibility</strong></td>
<td><strong>Estimated Costs for all three programs: Ph.D., M.S., M.Ed.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UO PERSONNEL</strong></th>
<th><strong>SALARIES/WAGES</strong></th>
<th><strong>UO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty (across 3 Programs for 6 new or existing PSHP courses)</strong></td>
<td><strong>BASE</strong></td>
<td><strong>Yr 1</strong></td>
</tr>
<tr>
<td><strong>Ph.D. Program</strong></td>
<td><strong>UO</strong></td>
<td><strong>BASE</strong></td>
</tr>
<tr>
<td><strong>New faculty teach Doc Rsch Seminars (yr 3, 1-cr for 3 terms)</strong></td>
<td>12</td>
<td>19,975</td>
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<tr>
<td><strong>Leslie Leve (one existing course for CPSY: CPSY 643)</strong></td>
<td>9</td>
<td>140,400</td>
</tr>
<tr>
<td><strong>Arika Khunna (one existing course CPSY 621 for CPSY &amp; SI)</strong></td>
<td>9</td>
<td>77,246</td>
</tr>
<tr>
<td><strong># HPOP Cluster Hire 1 (two New courses, only 1 year 1)</strong></td>
<td>9</td>
<td>140,400</td>
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<tr>
<td><strong># HPOP Cluster Hire 2 (two New courses, only 1 year 1)</strong></td>
<td>9</td>
<td>82,000</td>
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<table>
<thead>
<tr>
<th><strong>Staff/Administration</strong></th>
<th><strong>UO</strong></th>
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<tr>
<td><strong>Hillary Nadeau</strong></td>
<td>12</td>
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<tr>
<td><strong>OA Graduate Coordinator</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Coordinator of Finance &amp; Operations</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Operations and Travel Coordinator</strong></td>
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<table>
<thead>
<tr>
<th><strong>TOTAL PERSONNEL</strong></th>
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<td><strong>BASE</strong></td>
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<tr>
<td><strong>%</strong></td>
<td>175,044</td>
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<tr>
<td><strong>%</strong></td>
<td>200,905</td>
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<tr>
<td><strong>%</strong></td>
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<table>
<thead>
<tr>
<th><strong>TOTAL COSTS FOR ALL-THREE (3) PROGRAMS:</strong></th>
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<tr>
<td><strong>BASE</strong></td>
<td>205,088</td>
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<tr>
<td><strong>%</strong></td>
<td>276,801</td>
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<tr>
<td><strong>%</strong></td>
<td>316,290</td>
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<td><strong>%</strong></td>
<td>331,940</td>
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<tr>
<th><strong>Modified Costs:</strong></th>
<th><strong>UO</strong></th>
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<tr>
<td><strong>Current courses and prosems are not new expenses:</strong></td>
<td><strong>BASE</strong></td>
</tr>
<tr>
<td><strong>Currently budgeted, to subtract from costs of programs:</strong></td>
<td><strong>BASE</strong></td>
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<table>
<thead>
<tr>
<th><strong>ACTUAL NEW COSTS for all 3 PSHP Programs: MODIFIED TOTAL NEW COSTS:</strong></th>
<th><strong>UO</strong></th>
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<tbody>
<tr>
<td><strong>BASE</strong></td>
<td>120,469</td>
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<tr>
<td><strong>%</strong></td>
<td>187,952</td>
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<tr>
<td><strong>%</strong></td>
<td>222,998</td>
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<td><strong>%</strong></td>
<td>233,983</td>
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<tr>
<th><strong>Department Estimates:</strong></th>
<th><strong>UO</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Estimated Program Revenue Summary following Excel Spreadsheets with Estimated Enrollments (see previous pages):</strong></td>
<td><strong>BASE</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>TOTAL REVENUE FROM ALL THREE (3) PROGRAMS:</strong></th>
<th><strong>UO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASE</strong></td>
<td>$299,016</td>
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<tr>
<td><strong>%</strong></td>
<td>$456,036</td>
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<td><strong>%</strong></td>
<td>$514,774</td>
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<tr>
<td><strong>%</strong></td>
<td>$573,508</td>
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<table>
<thead>
<tr>
<th><strong>ACTUAL NEW REVENUES for all 3 PSHP Programs (M.Ed. Revenue exists and is not new):</strong></th>
<th><strong>UO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASE</strong></td>
<td>$157,020</td>
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<tr>
<td><strong>%</strong></td>
<td>$314,040</td>
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<td><strong>%</strong></td>
<td>$372,778</td>
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<tr>
<td><strong>%</strong></td>
<td>$431,512</td>
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---

# New HPOP Cluster Hires are expenses entirely covered by UO Foundation endowment to the COE and do not incur any costs to the program, COE, or UO.

**Courses and Prosems expenses for M.Ed. Program are NOT NEW expenses and are in our Department Budget. The M.Ed. Is in its second year and is completely staffed.**
<table>
<thead>
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<th></th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
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<td>27,718</td>
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<td>61,067</td>
<td>64,121</td>
<td>67,327</td>
</tr>
<tr>
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<td>80,937</td>
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<tr>
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<td>138,308</td>
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<td>-</td>
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<tr>
<td></td>
<td>Column C</td>
<td>61,067</td>
<td>64,121</td>
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<td>31,401</td>
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<td>43,658</td>
<td>45,840</td>
<td>48,132</td>
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# Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Prevention Science and Health Promotion (PSHP) Ph.D. Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

### Institution: University of Oregon

### Academic Year: AY16

* Costs for Ph.D. program are ONLY those not accounted for in the M.Ed. or the M.S. program budgets, such as S&S & staff. First 2 years of Ph.D. includes 4 new courses; these are accounted for in the M.Ed. and M.S. program budgets.

<table>
<thead>
<tr>
<th>LINE ITEM</th>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
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<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>*Graduate Assistants (Include FTE)</td>
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<td>0</td>
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<td>Support Staff (Include FTE)</td>
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<td>Fellowships/Scholarships</td>
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<tr>
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<td>Physical Facilities</td>
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<td>Major Renovation</td>
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</tr>
</tbody>
</table>

* Note: GTF support is not reflected here because GTFs will be hired through our FHS UG program at no new cost (currently FHS hires community adjuncts for some field placement supervision and research support – and these adjunct positions will be converted to GTFs at no new costs to the Department – consistent with OBM 2.0).
Budget Outline Form: Year 2
Estimated Costs and Sources of Funds for Proposed Program:
Prevention Science and Health Promotion (PSHP) Ph.D. Program
Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From Current Budgetary Unit</td>
<td>Institutional Reallocation from Other Budgetary Unit</td>
<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
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Budget Outline Form: Year 3
Estimated Costs and Sources of Funds for Proposed Program:
Prevention Science and Health Promotion (PSHP) Ph.D. Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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<th>Column E</th>
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<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
<td>LINE ITEM TOTAL</td>
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*.13 Faculty FTE = 3, 1-credit Research Prosems in year 3 of Ph.D. program. New courses are accounted for in FTE for the M.S. and M.Ed. programs.
Budget Outline Form: Year 4
Estimated Costs and Sources of Funds for Proposed Program:
Prevention Science and Health Promotion (PSHP) Ph.D. Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

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| **GRAND TOTAL**                  | 0        | 0        | $27,718  | 0        | 0        | $27,718  |

* Dissertation advising/supervising does not count as course FTE in the COE and is presumed part of instructional/mentoring faculty load.
# University of Oregon
## College of Education
### Department of Counseling Psychology & Human Services
#### External Review Panel site visit for proposed graduate programs in *Prevention Science and Health Promotion*
**April 9-10, 2015**

**Review Panel members:**
- Dr. Laura Griner Hill (Chair of Panel), Department of Human Development, Washington State University
- Dr. Richard F. Catalano, Jr., School of Social Work, University of Washington
- Dr. J Douglas Coatsworth, Department of Human Development and Family Studies, Colorado State University

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<tr>
<td>6:25pm (EUG) Catalano</td>
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<tr>
<td>11:00pm (Eugene) Hill</td>
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<td>Andy Berglund, Associate Dean of the Graduate School and Kassie Fisher, Assistant Dean of the Graduate School</td>
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<td>Core Faculty of the Prevention Science Graduate Programs (Elizabeth Skowron, Leslie Leve, Atika Khurana, Beth Stormshak, Benedict McWhirter, Ellen McWhirter, Krista Chronister, Jeff Todahl)</td>
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<td>Randy Kamphaus, Dean, College of Education</td>
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<td>Barbara Altmann, Senior Vice Provost for Academic Affairs</td>
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<td>Panel Exit Report: Initial findings and recommendations</td>
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Report of External Review Committee on the Proposal for a New Academic Program

Institution: University of Oregon
College/School: College of Education
Department/Program: Department of Counseling Psychology and Human Services
Proposed Degree and Title: Ph.D. in Prevention Science and Health Promotion
Date of Review: April 9th and 10th, 2015

Reviewers:

Laura G. Hill (Chair of Review Committee)
Washington State University
Professor and Chair, Department of Human Development
Interim Director, Prevention Science Ph.D. Program

Richard F. Catalano, Ph.D.
Bartley Dobb Professor for the Study and Prevention of Violence
Social Development Research Group
School of Social Work
University of Washington
President-Elect, Society for Prevention Research

Doug Coatsworth, Ph.D.
Professor
Human Development and Family Studies
Colorado State University
Introduction

This report is based on the review of program materials for three separate Prevention Science degree program proposals (M.Ed., M.S., and Ph.D.), a site visit of the Prevention Science Institute, and dialogues with Andy Berglund, Associate Dean of the Graduate School; Kellie Geldreich, Academic Affairs Manager; core faculty of the Prevention Science Graduate Programs; affiliate faculty in the College of Education; Randy Kamphaus, Dean, College of Education; and Barbara Altmann, Senior Vice Provost for Academic Affairs. The review panel was impressed with the proposals, faculty, the need for each program, and the resources available to mount all three programs simultaneously. A few general comments are in order. Every day, across the U.S., behavioral health problems in childhood and adolescence, from school failure to violence, take a heavy toll on millions of lives. For decades, the approach to these problems has been to treat them only after they’ve been identified – at a high and ongoing cost to young people, families, entire communities, and our nation. Now we have a 30-year body of research and more than 50 programs showing that behavioral health problems can be prevented. This critical mass of prevention science research is converging and has stimulated growing interest in prevention across education, healthcare, child psychiatry, child welfare and juvenile justice systems. The challenge now is to mobilize across disciplines and communities to unleash the power of prevention on a nationwide scale. The proposed set of advanced degrees in Prevention Science at University of Oregon couldn’t come at a better time.

The assembled faculty include national leaders and developing scholars in prevention science. In combination, the three degree programs will bring the substantial research portfolios of the core and affiliated faculty into the curriculum of the University of Oregon and the College of Education in particular. We can’t stress enough the importance of this link between faculty research and curriculum. Faculty at a number of universities, both tenure and research track, are conducting cutting edge research in prevention; however, too frequently this research is not shared in classrooms because curriculum structures are not flexible and lag behind new discoveries. The three proposed UO degree programs provide the opportunity to bring this cutting edge research into the classroom, and through mentoring, will bring students into the research process. The recent endowment for a cluster hire in Health Promotion and Obesity Prevention provides evidence that Prevention Science is an important interest for donors as well as academics and practitioners. The three programs provide well-reasoned distinctions for the need for prevention practitioners (M.Ed.), prevention program managers and evaluators (M.S.), and prevention scientists (Ph.D.). The expertise and resources for these programs are more than adequate to mount these three programs.

Based on the strength of the proposal, the outstanding interdisciplinary faculty, the demonstrated state and national need, and the cost-neutral budget, we recommend that these programs go forward through the degree program review process. Below we respond to the External Review Report Guideline questions with recommendations in bold italics throughout the document and summarized at the end.
Ph.D. Program in Prevention Science

Prevention science is an interdisciplinary field that draws substantially from the fields of education, developmental psychopathology, epidemiology, community psychology and intervention sciences such as Counseling and Clinical Psychology. As the field of prevention science has grown, so has the need for educational programs that provide the broad integrative training to help students build the knowledge base and requisite skills to be successful scientists.

The objectives of the proposed Ph.D. program are articulated as: (1) the production or generation of research-based knowledge that focuses on increasing the understanding of risk and protective factors and processes related to prevention and health promotion in human populations; (2) the translation of basic research findings into effective programs and policies that positively impact the well-being of children, youth, adults, families, and their communities; and (3) development of successful partnerships with community, county, state, and national organizations to disseminate effective programs into routine practice in local, regional, national, and international settings.

The outlined training in terms of proposed coursework and research experience, demonstration of 20 areas of competency (both knowledge and skills [e.g., thinking writing, evaluating]) and production of a dissertation is well mapped to these objectives and provides a clear track for students to develop the skills required to be successful in a prevention science career requiring the Ph.D. The multiple means by which students will be assessed are appropriate and the success of the program will be marked in large part by the successful placement of students after graduation. Standards by which to evaluate whether students are meeting the learning outcomes are not specified and would be beneficial as the program grows. Methods for monitoring the success of the program (not exclusively student success) will include student feedback, instructor evaluations and an annual COE student survey. These assessments should be closely tied to the objectives of the Ph.D. program and would be extremely useful in evaluating student learning outcomes.

The broad structures for the program to run effectively appear to be in place with outstanding and committed faculty from many departments engaged in ensuring the success of the program. A brief description of the proposed administrative structure of the program would enhance the solidity of the structures.

The proposed program is clearly aligned with the University’s mission of strategically growing areas of excellence in its graduate programs. The college and university’s track record and current research portfolio in the area of prevention science, the rapid growth of the University’s Prevention Science Institute, the success of the current Prevention Science certificate program, and the evident need in the community and in the scientific field all suggest that this is likely to be a wise “investment” for the University and likely to help it meet its institutional goal of increasing the number of Ph.D. students.

The proposed program indicates outstanding coverage of foundational disciplines of prevention science (developmental psychopathology, education, community psychology, epidemiology, clinical intervention science) coupled with the promise of advancing the field in innovative areas such as developmental neuroscience. The available faculty is exceptionally strong and committed. A strength of the proposed program is that it capitalizes on existing faculty capacity and on many existing courses, thereby requiring the creation of only four (4) new courses. An additional strength of the program will be the “apprenticeship” training that students will receive by working on research projects directed by eminent prevention scientists. The large number of funded research projects provides many opportunities for students to gain expertise in
the design, implementation, and evaluation of basic and intervention research projects. **We recommend that the initial targeted enrollment for Ph.D. students be increased from 2 to 5-10.** There is evidence from the other two Prevention Science Ph.D. programs (at Washington State University and University of Miami) that there will be adequate demand to recruit at least 5 Ph.D. students, and a cohort of 5-10 will provide a more solid foundation for an entering class. There are resources to support and capacity to advise at least this many Ph.D. students.

The program is interdisciplinary and built strategically around interconnections across departments and programs within the university. These linkages create exceptional opportunities for faculty and students to collaborate on innovative ideas that draw from multiple research traditions and perspectives and provide new insight into promoting health and preventing problems.

**Faculty**

The quality of the core faculty is outstanding. There is a good mix of senior faculty and developing faculty. The senior faculty have extensive portfolios of funded research and well-cited publications. Senior scientists are leading diverse research teams, playing administrative roles in research and educational missions. They are national leaders in prevention science and most are members of the Society for Prevention Research, a scientific membership society where cutting edge research is presented annually and journal with a high impact factor, *Prevention Science*. The senior faculty are already providing mentoring and collaborative opportunities for the developing faculty. The Prevention Science Institute is a leading prevention research organization, not just in Oregon, but in the U.S. and internationally. Their connections to prevention scientists in Oregon and the nation are deep and strong, allowing nimbleness to address emerging, cutting-edge research priorities. The developing faculty have strong demonstrated promise both in the classroom and in publications. All faculty appear to be collaboratively involved in research, mixing and matching areas of expertise to configure winning proposal ideas. The new cluster hires in Health Promotion and Obesity Prevention will add an important new strength to the faculty. These cross-department hires will increase the capacity to teach students in important new areas of prevention, and add diversity to the strengths of existing faculty.

In addition, the group of affiliated faculty provides enormous support for the program in concept, research opportunities, and skills and in desire to train and provide research experience to the students of the new degree program. Of note among the affiliated faculty are the Center for Neuroimaging and the Center for Teaching and Learning. Both provide important cutting-edge supports that are not available at other prevention science programs. The neuroimaging center provides collaborative expertise for bio-psycho-social-environmental research so highly prized by NIH and will provide excellent training grounds for students. The Center for Teaching and Learning provides a large data network from schools as well as potential research and practice sites. Coupled with its focus on developing evidence-based practices to prevent and solve learning difficulties, this Center now has taken on a dissemination mission, and this bipartite mission will serve the range of students focused on direct service, administration, and research who are targeted by the degree proposals. Both Centers provide critical elements of 21st century prevention science that can be utilized by students and faculty. In sum, the core and affiliated faculty provide incredible strengths in teaching and research and are leaders or developing leaders in multiple, coherent areas of prevention science-learning, development, substance abuse, child abuse, and intervention research based in schools, families and communities.
The plan is well crafted to take advantage of existing curricular offerings. New courses are likely to appeal not just to students in the program but to students across campus in affiliated disciplines. Increasing the number of graduate students at University of Oregon is an institutional priority that the creation of this program will support. Core, affiliated and new faculty have the credentials to mount the courses and will be able to handle the workload for student advising and mentoring, teaching excellence, and research oversight.

Need for the Proposed Ph.D. Program

The need for this training program in Oregon is clear. Oregon continues to confront many social problems and with its mandate to use evidence-based programs and practices to prevent and ameliorate these problems comes a substantial need for well-trained professionals at the Ph.D. and Master’s levels. The demand for the program is also apparent, evidenced by the success of the prevention science specialization in Counseling Psychology and Human Services here at Oregon, a number one- and two-year Master’s programs that have emerged in recent years, and the rapid growth of the two existing Prevention Science programs at Washington State University and the University of Miami. It also will occupy a new niche within Oregon. Although there is minor overlap in content with the Oregon State University program in Health Promotion and Health Behavior, the proposed programs have substantially different focuses. The degrees offered by OSU are a Master's and Ph.D. in Public Health. Whereas the OSU degrees are firmly rooted in the medical tradition of public health -- for example, they include specialty tracks in environmental and occupational health and in international public health promotion -- the proposed degree programs at OU are strongly rooted in behavioral science, with an emphasis on experimental methodology, rigorous analytic methods, and school-, family-, and community-based interventions.

There is increasing emphasis on prevention federally, at NIH, in the Affordable Care Act, and at the state level. The mandates for use of evidence-based programming on state- or federally funded projects in schools, communities, and health settings, as well as the increased demand for program evaluation and accountability, create job opportunities for prevention science trainees at all levels. Within the institution, the programs address the University of Oregon strategic goal of increasing proportion of graduate student to be commensurate with other mid-size AAU institutions. Additional needs are documented in the proposal, including the need of Oregon’s citizenry for effective prevention programming (high rates of substance abuse and low rates of high school graduation.)

Substantial evidence of student demand for the Ph.D. program comes from the two existing Ph.D. programs in Prevention Science. Washington State University’s program, which is finishing its third year, has enrolled 37 students. University of Miami’s program, which begins in Fall 2015, received 59 applications in spring 2015. There is likely to be strong demand for the program both internally and externally: Interestingly, at WSU approximately a quarter of enrolled students are university employees with master’s degrees who work in health promotion and other areas of student affairs, and are seeking advanced scientific training. There is market demand for prevention science postdoctoral students, research scientists, and tenure-line faculty members as evidenced by job postings of the Society for Prevention Research and other academic associations. As the third Ph.D. program in prevention science nationwide, University of Oregon will be on the leading edge to recruit students. Currently, the Society for Prevention Research has over 800 members and has grown over time. Dedicated interdisciplinary Prevention Science Ph.D. programs will be more attractive as the research base continues to grow and as the demand for evidence-based programs increases.
Resources

a. The program does not appear to require additional resources in terms of library, computers, lab, or other research facilities and equipment. Most courses in the degree are already offered, with only 4 new classes required. The affiliation of multiple departments, institutes and centers (e.g. the Prevention Science Institute, Center for Teaching and Learning, Center for Neuroimaging, School Psychology, Physiology) provides a wealth of resources funded centrally, by sponsored projects, and by donations.

b. The proposed budget is cost neutral in terms of overhead, and the leverage of existing resources (e.g. incorporation of currently offered courses into the core curricular requirements for the degree) is well articulated. Given the very modest increase in the number of new courses being developed for this program, the anticipated revenue from tuition, and the high potential to increase external funding opportunities, the program will likely be have a positive benefit-cost ratio for the university.

c. The capacity of the Counseling Psychology program to advise graduate students has doubled in the past three years and will increase further as a result of the cluster hire in Health Promotion and Obesity Prevention. In addition, faculty affiliated with the program through other departments (e.g. School Psychology) will increase capacity to advise students. The advising method is well developed and articulated, and the increased number of students, given the increase in faculty numbers, is not problematic. Counseling Psychology Ph.D. students are currently guaranteed funding for one year but in practice are funded for 4 or 5 years. Faculty in Counseling Psychology anticipate that this model will be the same for the new Ph.D. program. **The cost of assistantships is not included in the projected budget expenses and should be included for a thorough examination of costs related to the program.**

d. There appears to be strong support for the program from institutional leaders. The Dean of the College of Education has stated his support for the program and is an affiliate faculty of the Prevention Science Institute. The university is supporting a cluster hire in Health Promotion and Obesity Prevention, and the department of Counseling Psychology and Human Services has already added new faculty with prevention research backgrounds. The head of the department is a member of the proposed degree’s core faculty.

e. The program will likely increase capacity of current and new faculty to acquire external funding. Most faculty involved are tenure-line. Only 4 new courses will be created for the program. Because the program is nearly cost-neutral, the university should be able to sustain the program as part of its current ongoing commitments.

Specific recommendations of the review committee

1. Standards by which to evaluate whether students are meeting the learning outcomes are not specified and would be beneficial as the program grows.
2. Program assessments should be closely tied to the objectives and learning outcomes of the program.
3. A description of the proposed administrative structure of the program is needed.
4. We recommend that the initial targeted enrollment for Ph.D, students be increased from 2 to 5-10.
5. The cost of assistantships should be included in the projected budget expenses.
The External Site Visitors offered enthusiasm and support for the proposed Ph.D. program. In addition, they highlighted five specific recommendations. Each recommendation is noted below, along with our response.

1. Standards by which to evaluate whether students are meeting the learning outcomes are not specified and would be beneficial as the program grows.

Response: We significantly revised Section 5a of the Ph.D. proposal to include specific competencies and indicators of each competency. In addition, we elaborated section 5b to more fully describe the ways in which we will assess learning outcomes.

2. Program assessments should be closely tied to the objectives and learning outcomes of the program.

Response: We significantly revised Section 5a of the Ph.D. proposal to include specific competencies and indicators of each competency.

3. A description of the proposed administrative structure of the program is needed.

Response: Section 1c describes that the program will be housed in the CPHS department, and the process by which a program director will be selected.

4. We recommend that the initial targeted enrollment for Ph.D., students be increased from 2 to 5-10.

Response: We increased the target enrollment to 4-6. It is conceivable that we could expand beyond this after the program has been in operation for several years, but we believe that starting on the smaller end of the recommended enrollment will help ensure a successful launch of the program.

5. The cost of assistantships should be included in the projected budget expenses.

Response: We will adhere to all UO and GTFF policies regarding student assistantships. Appendix F provides the budget expense details.
RICHARD F. CATALANO, JR.

Curriculum Vitae

ADDRESS
Social Development Research Group
9725 3rd Avenue NE, Suite 401
School of Social Work
University of Washington, Box 358734
Seattle, Washington 98115
Tel: 206.543.6382; Fax: 206.543.4507
Email: catalano@u.washington.edu

EDUCATION

FIELDS OF SPECIALIZATION
Positive and Problem Development among Youth: Etiology and Prevention
Cultural Similarities and Differences in Etiology and Program Effects

AWARDS
Outstanding Contributions to Prevention Research and Practice, Utah, Division of Substance Abuse and Mental Health, 2014.

Member, Washington State Academy of Sciences, 2013


Presidential Award, Society for Prevention Research, 2012

Kristen Anderson Moore Lecture, PEW Charitable Trust, 2011


Excellence in Research Award, Honorable Mention, Society for Social Work and Research, 2010

Bartley Dobb Endowed Professorship for the Study and Prevention of Violence, 2008

Vollmer Award, American Society of Criminology, 2007
Fellow, Academy of Experimental Criminology, 2003

Paul Tappan Award, Western Society of Criminology, 2003

Prevention Science Award, Society for Prevention Research, 2001

7th Annual Award of Excellence for Outstanding Contribution to the Field of Prevention and the National Prevention Network, 1996

PROFESSIONAL POSITIONS


Adjunct Professor of Sociology, University of Washington, Seattle, Washington. 2003-present.

Adjunct Professor of Education, University of Washington, Seattle, Washington. 2003-present.

Professor, School of Social Work, University of Washington, Seattle, Washington, 1995-present.


Research Associate, Pathways of Reentry from Therapeutic Communities, National Institute on Drug Abuse, 1979-1981.


Research Analyst III, Community Based Care for the Functionally Disabled, Project of the Office of Research, Department of Social and Health Services, State of Washington, 1976.


CURRENT RESEARCH GRANTS and CONTRACTS
Principal Investigator of subcontract, A cross-national longitudinal comparison of modifiable influences for the development of harmful young adult alcohol use in Washington State, USA, and Victoria, Australia, Australia National Health Medical Research Council, 2013-present.

Principal Investigator, Evidence2Success, Annie E. Casey Foundation, 2009-present.

Investigator, Mechanisms Linking Social and Built Environments to Health in the 30s, National Institute on Drug Abuse, 2013-present.

Investigator, Risk Factors for Adolescent Drug Use in the United States and Colombia, National Institute on Drug Abuse, 2012-present.

Investigator, Skills Training for Parents and Teens to Improve the Transition to High School, subcontract with Fr. Flanagan’s Boys Home funded through National Institute on Drug Abuse, 2011-present.


Investigator, Long-term Effects of Communities That Care on Young Adults from Small Towns, National Institute on Drug Abuse, 2002-present.

COMPLETED RESEARCH GRANTS AND CONTRACTS
Principal Investigator, Jim Casey Youth Opportunities Initiative/Supporting Early Adulthood Transitions Study, Bill & Melinda Gates Foundation, 2011-2014

Investigator, Disparities of Drug Use in Emerging Adults, National Institute on Drug Abuse, 2008-2014.

Principal Investigator, Indian Country Supplement to The Community Youth Development Study, National Institute on Drug Abuse, 2010-2013.


Principal Investigator, Environment-Person Influences on the Development of Early Alcohol Use and Misuse, National Institute on Alcohol Abuse and Alcoholism, 2008-2013.


Investigator, Understanding Alcohol Misuse, Abuse and Dependence in Young Adulthood, National Institute on Alcohol Abuse and Alcoholism, 2009-2012.


Principal Investigator, Raising Healthy Children in Bedford, PA, Bedford County, PA, 2006-2010.

Investigator, Substance Use and the Consolidation of Adult Roles, National Institute on Drug Abuse, 1996-2010.

Co-Principal Investigator, Long Term Follow-up of Focus on Families, National Institute on Drug Abuse, 2000-2008.


Principal Investigator, Epidemiology and Etiology of Substance Use in Australia/USA, National Institute on Drug Abuse, 2000-2006.

Co-Principal Investigator, Intergenerational Influence of Substance Use on Children, National Institute on Drug Abuse, 2000-2006.


Co-Principal Investigator, Diffusion of Prevention Science in Communities, National Institute on Drug Abuse, 1997-2004.


Co-Principal Investigator, Development and Consequences of Alcohol Use and Abuse, National Institute on Alcohol Abuse & Alcoholism, 1996-1998.


Co-Principal Investigator, Six State Risk Assessment Project, Center for Substance Abuse Prevention, 1994-1997.


Investigator, Rural Family and Community Drug Abuse Prevention Project, Subcontract with Iowa State University, National Institute on Drug Abuse, 1991-1996.


Co-Principal Investigator, Adolescent Drug Abuse Treatment and Early Intervention, National Institute on Drug Abuse, 1984-1990.

Principal Investigator, Community Substance Abuse, Washington State Department of Social and Health Services, 1988-1989.


Principal Investigator, King County Drug and Alcohol Survey, King County Department of Alcohol and Drug Abuse Services, 1986-1987.

PUBLICATIONS

Books


Articles


Hawkins, J. D., Catalano, R. F., & Kuklinski, M. R. (2012). Communities That Care: Bridging science and community practice to prevent adolescent health and behavior problems,


**Book Chapters**


**Monographs**


**Newsletter and Magazine Articles**


**PRESENTATIONS**

Catalano, R.F. (2014, November) Building Prevention Infrastructure to Reduce Delinquency, Violence and Substance Use: Communities that Care. The University of Michigan Injury Prevention Center, Ann Arbor, MI.


Catalano, R. F. (2012, September). Plenary: Advancing State Prevention Infrastructure: Lessons Learned in States to Improve MEB Health and Preventing Mental Disorders and Substance Abuse in Children, Youth, and Young Adults. SAMHSA State Policy Academy, Gaithersburg, MD.


Catalano, R. F. (2011, April). Presentation: Communities That Care, Prince George, BC.


Catalano, R. F. (2010, January). Temple University School of Social Work Research Speaker Series: Empowering Communities to Use the Knowledge Base for Prevention Science: Communities that Care, Philadelphia, PA.


Catalano, R. F. (2008, November). Chair: Findings from the Community Youth Development Study After 4 Years of the Communities That Care Intervention. American Society of Criminology, St. Louis, MO.


Catalano, R.F. (2005, November). Using the Communities That Care Survey to Assess and Address Barriers to Learning. Governor's Safe Schools Summit. Oklahoma City, OK.


Catalano, R.F. (2000, December). Promotion/Prevention Adaptation. Inaugural World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders. Carter Center, Atlanta, GA.


Catalano, R.F. (1999, December). Communities That Care: Preventing Adolescent Problems. Ministry of Justice, Bunbury Primary Health Services, Education Department of Western Australia, and Edith Cowan University. Bunbury, Western Australia, Australia.


Catalano, R.F. (1999, June). Keynote: Understanding the Knowledge Base for Prevention. Workshop: Applying the Knowledge Base for Prevention in States and Communities. Drugs and Youth: A Community Responds Colloquium, Wright State University School of Medicine, Montgomery County Alcohol Drug Addiction and Mental Health Service Board, Dayton, OH.


& Young People, Melbourne, The Australian Drug Foundation and Centre for Youth Drug Studies, Melbourne, Victoria, Australia.


Catalano, R.F. (1998, September). Plenary: Understanding the Knowledge Base for Prevention and Workshop: Applying the Knowledge Base for Prevention in States and Communities, 8th Annual Interdisciplinary Symposium on Alcohol and Other Drug Abuse, Vanderbilt University Medical Center, Nashville, TN.


Catalano, R.F. (1998, June). Empowering Communities to Use the Knowledge Base for Prevention: Communities That Care. Kathleen Syme Education Centre, Royal Women’s Hospital, Melbourne, Victoria, Australia.


Catalano, R.F. (1996, October). Model for Risk-focused Prevention of Substance Abuse. Linking Health Care with Substance Abuse Prevention, University of Kansas, School of Nursing, Kansas City, KS.


**SCHOOL OF SOCIAL WORK SERVICE**

Director, Social Development Research Group, 2004-2014

Faculty Recruitment Committee, Co-Chair, 2013-present

Faculty Council, Chair, 2014-present

Ph.D. Steering Committee, 2012-2014

Prevention Science Concentration Committee, Chair, 2012-present


Advisory Review Committee, Dean of the School of Social Work, 2011-2012.


Activity Based Budgeting Subcommittee, Chair, 2009-2012


Ad Hoc Tenure Review Committee: 16 committees, 7 as chair

Administrative Streamlining Committee, 2009.


Social Development Research Group, Associate Director 1987-2004.

Strategic Program Options Workgroup, 2003.


**UNIVERSITY SERVICE**

Faculty, LEAH, Children’s Hospital, 2012-present.

Member, University of Washington Center for AIDS Research Internal Advisory Committee; and its Substance Use Working group, 2011-present.

Member, Institute of Translational Health Sciences, 2008-2014.

Member, University of Washington/Fred Hutchinson Cancer Center for AIDS Research, 2007-present.

Confederation of NW Addiction Research Centers, Co-Secretary, 2006-present.

Member, Royalty Research Fund Spring Review, 2011.

Member, University of Washington Global Health Strategic Planning Workgroup on Children and Adolescents, 2008-2011.

Member, Advisory Search Committee on Deanship of the College of Education, 2009.

Member, 2Y2D Discovery Focus Group, 2009.

Member, Royalty Research Fund Fall Review, 2009.


**CONSULTING AND COMMUNITY SERVICE**

President-elect, Society for Prevention Research, 2014-present.

Associate Editor, Journal of Adolescent Health, 2004-present.

Scientific Advisory Board Member, Boys Town/University of Nebraska, 2012-present.
Scientific Advisory Board Member, Parents’ Translational Research Center, 2010-present.

Chair, Washington State Division of Alcohol and Substance Abuse Prevention Research Committee, 2008-present.

Member, America’s Promise Alliance, Research Council, Washington, DC, 2006-present.

Chair, Washington State Division of Alcohol and Substance Abuse Epidemiological Workgroup, Washington State, 2005-2010.


Senior Advisor, Active Living Research, a program of the Robert Wood Johnson Foundation, 2008-2012.

Member, Institute of Medicine Dissemination Meeting sponsored by SAMHSA, Alexandria, VA, 2011.

Member, Emphasizing Evidence-Based Programs for Children and Youth Forum, Washington, DC. 2011.

Member, Behavioral Health Consultants Meeting, Implementation of State-Level Initiatives to Prevent Mental, Emotional, and Behavioral Health Problems in Children and Youth. Alexandria, VA. 2011

Chair, Expert Panel Review of the Family Council Technical Paper 3, Department of Social and Health Services, Olympia, WA. 2011

Expert Panel Member / Consultant, Center for Disease Control, Division of Adolescent and School Health, Atlanta, GA, 2010.


Consultant, Center for Disease Control, Division of Sexual and Reproductive Health, 2006-2009.

Chair, Research Committee, Washington State Division of Alcohol and Substance Abuse, 1990-2009.


Member, Child and Adolescent Development Institute Planning Group, Seattle, WA. 2002-2003.

Advisor, Center for Prevention Methodology, The Pennsylvania State University, Pittsburgh, PA, 2002.


Member, Chapter VI Working Group on Committee on Community-Level Programs for Youth. National Research Council/Institute of Medicine, & National Academy of Sciences, Seattle, WA, 2000.

Member, Technology Advisory Group, Center for Substance Abuse Prevention, 1999-2001.


Member, Task Force on Core Data Initiative, Center for Substance Abuse Prevention, 1998-2001.

Member, Prevention Science Faculty, World Federation for Mental Health (WFMH) International Consortium for Prevention, 1996-2000.


Member, Office of Juvenile Justice Prevention (OJJDP) Advisory Committee on Preventing Delinquency through Family Programs, 1996-1997.

Member, Epidemiology and Prevention Research Review Group, National Institute on Drug Abuse, 1990-1993.


Consultant, "Countering Pressures Related to Adolescent Misuse of Alcohol" grant, University of Michigan, Ted E. Dielman, Principal Investigator, 1989.

Chair, Special Review Group, National Institute on Drug Abuse, Drug Abuse Treatment as AIDS Prevention, June, 1989.


Member, Washington State House of Representatives Social and Health Services Task Force on Developing an Adolescent Drug Abuse Treatment Continuum of Care, 1986.

Member, King TV Drug and Alcohol Community Task Force, 1985-1987.


Consultant, Ryther Child Center's Youth Alcohol and Substance Abuse Program, 1984-1986. Designed evaluation system for program and analyzed first-year results.

Grant Reviewer, Alcoholism and Drug Abuse Institute, University of Washington, 1983-1986.


Board Member, Seattle Drug and Narcotics Rehabilitation Program, 1982-1997.

Board Member and Secretary, Washington State Substance Abuse Professionals Association, Certification Board, 1982-1984.


Consultant, SCOPI/United Indians of All Tribes, 1982. The Indian Street Youth Survey.

Instructor, Statistical Package for the Social Sciences, Office of Planning and Research, Department of Social and Health Services, State of Washington, 1976.
PROFESSIONAL AFFILIATIONS

- Society for Social Work and Research
- American Society of Criminology (Member; Site Selection Committee, 1992-1993)
- Society for Prevention Research (President-elect, 2014-)
- Society for Adolescent Medicine and Health
- American Sociological Association
J. Douglas Coatsworth
Human Development and Family Studies
439 Behavioral Sciences Building
Colorado State University
Fort Collins, CO  80523
doug.coatsworth@colostate.edu

Education:

1991  Ph.D.,  Clinical Psychology/Child Development
       University of Minnesota, Minneapolis, MN

1983  A.B.,  Psychology and Social Relations (Magna Cum Laude with
       Highest Honors), Harvard College, Cambridge, MA

Professional Positions:

2013 - Present  Professor, Colorado State University
                Department of Human Development and Family Studies

                Director, Colorado State University Prevention Research Center

2000 - Present  Faculty Affiliate,
                Prevention Research Center for the Promotion of Human
                Development, The Pennsylvania State University

2012 - 2013  Professor, The Pennsylvania State University
              Department of Human Development and Family Studies
              Prevention Research Center for the Promotion of Human

2011 – 2013  Professor-in-Charge of the Graduate Program
              Department of Human Development and Family Studies
              The Pennsylvania State University

2006 - 2012  Associate Professor, The Pennsylvania State University
              Department of Human Development and Family Studies
              Prevention Research Center for the Promotion of Human
              Development

2006 - 2011  Professor-in-Charge of the Undergraduate Program
              Department of Human Development and Family Studies
              The Pennsylvania State University

2000 - 2006  Assistant Professor, The Pennsylvania State University
              Department of Human Development and Family Studies
2004 - 2013  Faculty Affiliate,  
Child Study Center, The Pennsylvania State University

1994 – 2000  Research Assistant Professor, Center for Family Studies,  
University of Miami School of Medicine

1997 – 1998  Co-Director, Prevention Research Branch, Center for Family  
Studies, University of Miami School of Medicine

1994 – 1996  Assistant Director of Research, Center for Family Studies  
University of Miami School of Medicine

1991 – 1994  Post Doctoral Fellow, Preventive Intervention Research Center  
Arizona State University, Tempe, AZ.

Honors and Awards

2008  President’s Award for Engagement with Students,  
The Pennsylvania State University

2006  Health and Human Development Alumni Society Excellence in Teaching Award,  
College of Health and Human Development, The Pennsylvania State University

2005  Evelyn R. Saubel Faculty Award, College of Health and Human Development,  
The Pennsylvania State University.

2003  Outstanding Research Publication Award from the American Association for  
Marriage and Family Therapy for the article: Coatsworth, J. D., Pantin, H., &  
Szapocznik, J. (2002). Familias Unidas: A family-centered ecodevelopmental  
intervention to reduce risk for conduct problems and substance use among  

2001  Early Career Preventionist Award from the Society for Prevention Research

Grant Support

Current Grant Support:

Efficacy Trial of a Mindfulness-enhanced Strengthening Families Program,  
National Institute on Drug Abuse (R 01), 9/09 – 08/14, $3,662,801, Principal Investigator,  
(Co-Investigators: Greenberg, M. G., Feinberg, M.E., Duncan, L. G. & Nix, R. T.)

Past Grant Support:

Penn State Clearinghouse for Military Family Readiness (CMFR): Science to Practice  
through Extension-Community-Researcher Partnerships  
United States Department of Agriculture, 05/10 – 4/11, $1,000,000, Investigator (Daniel  
Perkins Principal Investigator)
The Social Ecology of Urban Adolescent Substance Use: A Multiple Domain Approach,
National Institute on Drug Abuse (R 21). 9/07 – 8/10, $436,035, Co-Investigator (Michael Mason, Principal Investigator). Principal Investigator on Subcontract to Penn State; $57,623.

Pilot Efficacy Study of a Mindfulness-Based Parenting Intervention,
Penn State Children Youth and Families Consortium, 10/06 – 10/07, $20,000, Principal Investigator, (Co-Investigators: Duncan, L. G., &. Greenberg, M. G.).

Pilot and Feasibility Study of a Mindfulness-Based Parenting Intervention,
Penn State Children Youth and Families Consortium, 2/06 – 4/06, $3,300, Principal Investigator, (Co-Investigators: Duncan, L. G., &. Greenberg, M. G.).

Neighborhood Variation in the Effects of Prevention Programs on Positive Youth Outcomes, The William T. Grant Foundation, 9/03 – 8/05, $438,148. Co-Investigator, (Deborah Gorman-Smith, & Sean Reardon, Principal Investigators). Principal Investigator on Subcontract to Penn State, $42,533.

Coach Training to Promote Social Development,
National Institute of Child Health and Human Development (R 03), 4/03 – 4/06, $138,757, Co-Investigator, (David Conroy, Principal Investigator).

Promoting Positive Activity Engagement in Adolescence
Penn State Children Youth and Families Consortium, 10/03 – 10/05, $14,500, Principal Investigator. (Co-Investigators: Ferrer-Wreder, L & Hutchinson, S.).

Clinical Processes in Drug Abuse Prevention,
National Institute on Drug Abuse (R 01), 10/00-10/03; 2004/2005 continuation; $619,706 Principal Investigator, (Co-Investigators: M.S. Robbins, & J. Szapocznik).

Effects of Alternative Education on Academic and Social Development of At-Risk Youth: Family-school Involvement, The Greater Harrisburg Foundation, 9/02 – 8/03, $5,000. Investigator with S. Poyralzi, & L, Ferrer-Wreder, L.

Clinical Processes in Drug Abuse Prevention; Minority Supplement,
National Institute on Drug Abuse, 10/00-9/02, $51,359, Principal Investigator and Mentor for A. Gonzalez-Soldevilla.

Minority Student Summer Internship Training Grant,
National Institute on Drug Abuse, 6/03 – 9/03, $28,013, Principal Investigator.

Minority Student Summer Internship Training Grant,
National Institute on Drug Abuse, 6/02 – 9/02, $14,515, Principal Investigator.

Structural Ecosystems Prevention Intervention –Continuation,
Center for Substance Abuse Prevention, 10/99 – 9/00, $150,000, Principal Investigator, (Co-Investigators: J. Szapocznik, & H. Pantin).

Structural Ecosystems Prevention Intervention,
Center for Substance Abuse Prevention, 10/96 – 9/99, $1,532,967, Co-Principal Investigator, (Principal Investigator: J. Szapocznik).

Latinas: Supportive Connections for Growth,
Center for Substance Abuse Prevention, 10/95 – 9/98, $1,603,167 Co-Principal Investigator, (Principal Investigator: J. Szapocznik).
Publications:

* indicates student collaborator


Manuscripts submitted for review/in preparation:


Lippold, M.A., Duncan, L. G., Coatsworth, J.D., & Greenberg, M.T. (manuscript under review). Understanding how mindful parenting may promote youth disclosure, parental solicitation, and parental knowledge.

Presentations:

Lippold, M.A., Duncan, L. G., Coatsworth, J.D., & Greenberg, M.T. (2015, March). Understanding how mindful parenting may promote youth disclosure, parental solicitation, and parental knowledge


Coatsworth, J.D., (2013, October). Can mindfulness in parenting enhance an evidence-based preventive intervention? Invited keynote presentation for the annual meeting of the Center for Personalized Prevention Research at the University of Minnesota, Minneapolis MN.


of the themed symposium *Promoting Empathy, Awareness, and Compassion with Parents, Teachers and Youth*, The International Symposia for Contemplative Studies, Denver, CO.


Coatsworth, J.D., Duncan, L.G., & Greenberg, M.G. (2008, May) *Infusing mindfulness into*


Coatsworth, J. D. (2007, August) Activities Involvement, Expressive Identities and Positive
Youth Development. Invited Keynote talk at the 13th European Conference on Developmental Psychology, Jena, Germany.


Coatsworth, J. D. (2006, October). Resilience in Childhood and Adolescence: Research to Application, Second Annual Nemours Conference on Child Health Promotion. Wilmington, DE.


Duncan, L.G. & Coatsworth, J. D. (2004, May). Ethnic differences in patterns of retention in a preventive intervention for Hispanic and African American families. In J. D. Coatsworth...
Factors influencing participation and retention in experimental trials of preventive interventions. Symposium conducted at the 12th annual meeting of the Society for Prevention Research, Quebec City, Quebec, Canada.


Sport and Physical Activity, Savannah, GA


Award, Inaugural Bi-Annual Substance Abuse Prevention Research Congress, Center for Substance Abuse Prevention, Washington, D.C.


**Workshops:**

November, 2010 *Interpersonal Mindfulness*

Workshop/meeting hosted by the Garrison Institute to present work being done on mindful parenting mindful teaching. Co-delivered a breakout workshop. Garrison, New York. (Presenter)
April, 2011  Mindful Teaching Forum  
Workshop/meeting hosted by the Garrison Institute to discuss the concept and measurement of mindful teaching. Garrison, New York. (Presenter)

September, 2010  Mindful Parenting  
Workshop/meeting hosted by the Garrison Institute to discuss similarities and differences between the concepts of mindful parenting and reflective parenting and to examine observational methods for the measurement of mindful parenting. Garrison, New York. (Presenter)

September, 2009  Parenting in the 21st Century  
Workshop/meeting hosted by the W. K. Kellogg Foundation, the Fetzer Institute, and the Talaris Institute to discuss how mindfulness and mindfulness based interventions can help address the growing needs of parents, youth and families in today’s changing society. Seattle, Washington. (Participant)

Workshop presented at the 21st annual Children’s Interagency Meeting sponsored by the Pennsylvania Child and Adolescent Service System Program Training and Technical Assistance Institute, State College, PA. (Presenter)

April 2005,  Resilience Research: Basic Studies and Empirically Validated Interventions.  
Presented as part of The Resilient Child and Family, a workshop sponsored by the Central Pennsylvania Psychiatric Institute of the Department of Psychiatry, Penn State College of Medicine, Wilkes-Barre, PA. (Presenter)

October, 2005  Resilience Research: Basic Studies and Empirically Validated Interventions.  
Presented as part of The Resilient Child and Family, a workshop sponsored by the Central Pennsylvania Psychiatric Institute of the Department of Psychiatry, Penn State College of Medicine, State College, PA. (Presenter).

June, 2004  Researching Resilience: Basic Studies to Empirically Supported Programs.  
Presented as part of The Resilient Child and Family, a workshop sponsored by the Central Pennsylvania Psychiatric Institute of the Department of Psychiatry, Penn State College of Medicine, Granville, PA. (Presenter).

October, 2004  Researching Resilience: Using Basic Studies to Inform Interventions. Presented as part of The Resilient Child and Family, a workshop sponsored by the Central Pennsylvania Psychiatric Institute of the Department of Psychiatry, Penn State College of Medicine, Malvern, PA. (Presenter).

April, 2003  Resilience: Concepts and Interventions in Family Practice. Workshop presented at the 17th annual Children’s Interagency Meeting sponsored by the Pennsylvania Child and Adolescent Service System Program Training and Technical Assistance Institute, State College, PA. (Presenter).

Workshop presented to the Berks County Child and Adolescent Service System Program Training and Technical Assistance Institute, State College, PA. (Presenter).
April, 2002  From Science to Practice: Studying Clinical Processes and Outcomes in Family-based Interventions for Problem Behaviors in Minority Youth. Workshop delivered at the 16th annual Children’s Interagency Meeting sponsored by the Pennsylvania Child and Adolescent Service System Program Training and Technical Assistance Institute, State College, PA. (Presenter, with M Robbins).


Affiliations, Consultation and Citizenship:

Professional:

2009 – 2014  Member, External Advisory Board, DCISR for Adaptive Intervention Models in Children's Mental Health, University of Minnesota, Gerald August PI.

2010 - 2013  Member, Research Advisory Board, Search Institute; Family Strengths Initiative


2009- 2013  Editorial Board Mindfulness


2003-2004  Member, Executive Conference Planning Committee, Society for Prevention Research annual meeting, Quebec City, Canada, May 26 – May 28, 2004


2001-2002  Member, Executive Conference Planning Committee, Society for Prevention Research annual meeting, Seattle, WA, May 29-June 1, 2002

2000-2001  Member, Executive Planning Committee, Society for Prevention Research annual meeting, Washington DC, May 28-June 3, 2001

1999-2004  Director, Society for Prevention Research Board of Directors. Membership Committee Co-Chair

1999- 2001  Chair - Early Career Preventionist Network

**Service Penn State University**

**University Level:**

2010 – 2012   Member, steering committee Gene Environment Research Initiative (GERI); Child Study Center.

2011   Atherton Tenure and Pre-tenure Teaching Awards Selection Committee

2010-2011   Penn State World Campus Task Force on Faculty Capacity

2009-2010   Search Committee Member; Curriculum and Instruction, College of Education

**College Level - College of Health and Human Development:**

2011 - 2012   Co-Chair, Search Committee for Director of Prevention Research Center

2011 - 2013   Graduate Program Council.

2011 - 2013   Faculty Evaluation Committee.

2010 - 2013   Faculty Representative on the oversight committee for the Gary Schultz Child Care Center

2009 – 2013   Member, Program Directors Committee, Prevention Research Center

2009 – 2013   Co-Director, Family Science and Intervention Program, Prevention Research Center

2009 – 2013   Co-Director, Promoting Empathy Awareness and Compassion in Education (PEACE) Program, Prevention Research Center

2006 - 2013   Curricular Affairs Committee (Chair; 2010-2011)

2007-2008   Outreach Council

2006 - 2011   Undergraduate Program Council

2004- 2013   Faculty mentor; Prevention and Methodology Training Grant. Prevention Research Center and Methodology Center

2004 - 2009   Training Faculty; Integrative Training in Early Childhood Mental Health Research, Prevention Research Center and Child Study Center

2002 - 2003   Dean’s Search Committee for Head of HDFS Department

HDFS Children’s Programs Review Committee
**Department Level - Department of Human Development and Family Studies:**

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Positions and Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>HDFS Executive Committee; Program Planning Development and Evaluation; Graduate Admissions Committee</td>
</tr>
<tr>
<td>2010-2011</td>
<td>HDFS Executive Committee; Program Planning Development and Evaluation; Family Search Committee</td>
</tr>
<tr>
<td>2009-2010</td>
<td>HDFS Executive Committee; Program Planning Development and Evaluation;</td>
</tr>
<tr>
<td>2010 – 2013</td>
<td>HDFS Executive Committee; Faculty representative to HDFS Children’s Programs</td>
</tr>
<tr>
<td>2008-2009</td>
<td>HDFS Executive Committee; Program Planning Development and Evaluation; Family Search Committee; HDFS Internship Director Search Committee (Chair)</td>
</tr>
<tr>
<td>2007-2008</td>
<td>HDFS Executive Committee; Promotion and Tenure Committee; Family Search Committee</td>
</tr>
<tr>
<td>2006-2007</td>
<td>HDFS Executive Committee; Faculty Advisor to the HDFS Undergraduate Student Organization; Program Planning Development and Evaluation</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Faculty Advisor to the HDFS Undergraduate Student Organization; Program Planning Development and Evaluation</td>
</tr>
<tr>
<td>2004-2005</td>
<td>Program Planning Development and Evaluation; Family Search Committee; Graduate Admissions Committee</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Program Planning Development and Evaluation; Family Search Committee</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Comprehensive Exam Committee; Family Search Committee Program Planning Development and Evaluation</td>
</tr>
<tr>
<td>2001-2002</td>
<td>Graduate Admissions Committee; Comprehensive Exam Committee</td>
</tr>
<tr>
<td>2000-2001</td>
<td>Graduate Admissions Committee</td>
</tr>
</tbody>
</table>

**Community:**

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - 2013</td>
<td>Member of the Board of Directors, Smart Start Centre County</td>
</tr>
<tr>
<td>2004</td>
<td>Member, expert panel for Report Card on Youth Sport in America, Citizenship Through Sports Alliance (CTSA)</td>
</tr>
<tr>
<td>2003- 2009</td>
<td>Member, Communities that Care Prevention Board, Mifflin County</td>
</tr>
</tbody>
</table>

**Professional Memberships:**

- Association for Psychological Science
- Society for Prevention Research
- Society for Research on Adolescence
Society for Research in Child Development
Laura Griner Hill  
Department of Human Development  
Washington State University  
laurahill@wsu.edu  
(509) 335-8478

Education/Training

PhD  Psychology, Vanderbilt University  1998  
MS  Psychology, Vanderbilt University  1994  
BA  Greek Studies, Smith College  1979  

Professional Experience

Washington State University  
Professor and Chair  
Professor  
Associate Director for Health Promotion, Research and Evaluation  
Associate Professor  
Assistant Professor  

The Pennsylvania State University  
Research Associate, FAST Track Early Intervention Program  

State of Tennessee  
Researcher, Departments of Health/Mental Health and Retardation  

Vanderbilt University  
Data Analyst, NICHD Study of Early Child Care  
Research Assistant, FAST Track Early Intervention Program  

University of Rochester  
Activities Therapist, Psychiatric Day Treatment  
Computer Programmer  

Study in Greece  
Co-Director  
Executive Assistant to the Director  
Administrative Assistant  

Research Interests

As a prevention researcher, I am interested in 1) basic research on risk and protective factors in adolescents and young adults; 2) translational research on the costs and benefits, implementation and dissemination of prevention programming in real-world settings; and 3) parent-child communication in young adult development. Current projects
include research on the adaptation, implementation and evaluation of an evidence-based prevention program (Strengthening Families Program for Parents and Youth 10-14) in Washington State; Project Healthy Campus, a risk and protective factor framework for implementation and evaluation of a theory-based approach to health and wellbeing in the university community; and development of methodological approaches to accurate measurement of real-world prevention program effectiveness and economic efficiency.

**WSU Graduate Courses Taught**

- **HD540 Effective Intervention Programs** (Sp14, Sp12, Sp10, Sp06, Sp04, Sp02)
- **HD513 Research Methods** (Fall 2002–2009)
- **HD511 Prevention Science (Theories of Human Development)** (F12)

**Graduate Students Supervised As Primary Adviser and Committee Chair**

**Prevention Science PhD**

- **Paula Adams** In progress
  - Topic: Self-determination theory and bystander intervention to avert sexual violence
- **Gitanjali Shrestha** In progress
  - Prevention program evaluation in nonexperimental settings
- **Anna Whitehall** In progress
  - Topic: A theoretical approach to evaluation of an experiential leadership course
- **Jaimie Jeffords** In progress
  - Topic: TBD

**Human Development MA**

- **Leah Hyman** In progress
  - Topic: Gender differences in response to a preventive parent intervention
- **Lisa Stocker** (2013)
  - Experiences of minority college students and the influence of culture centers and services
- **Casey Suter** (2010)
  - Economic evaluation of a community–based, family–skills prevention program
- **Jennifer Wilcox** (2010)
  - Cultural adaptations of the Strengthening Families Program for Parents and Youth 10–14 in the state of Washington
- **Robert Owens** (2009)
  - Variations in delivery of specific process and content components of the Strengthening Families Program
- **Anna Whitehall** (2008)
  - “Facilitator and program participant attitudes and beliefs about program evaluation
- **Angel Cantu** (2007)
  - Program fidelity and provider characteristics in the Strengthening Families Program: Indicators of positive outcomes
- **Janelle Hood** (2007)
  - Children’s goals and competence: The relation between children’s goals, competence, and adjustment
- **Brianne Hood** (2006)
  - Parental influence on children’s appraisals of stressful events
- **Kate Maucione** (2005)
  - Implementation of the Strengthening Families Program: An examination of provider and program structural characteristics

**Other MA and PhD Committees Served on at WSU**

**Prevention Science PhD**

- **Ben Bayly** In progress
  - Topic: Concordance of values in parent-child dyads
Eleanor Dizon  In progress  Topic: TBD
Ashley Eaton  In progress  Topic: Evaluation of an obesity prevention program for parents of young children
Eunsam Kim  In progress  Topic: TBD
Stephanie Roeter  In progress  Topic: Effects of an equine assisted program - PATH to Success - on child stress and coping and momentary effects of equine activities on child cortisol levels

School of Economic Sciences PhD

Vidhura Tennekoon  (2012)  Lo, a virgin is with HIV
Scott Goates  (2010)  The influence of social attitudes towards cigarette use on policy impact

Human Development MA

Annelise Smith  (2013)  Effects of an equine-assisted growth and learning program on children’s diurnal cortisol patterns
Kayla Weinmann  (2013)  Control beliefs and coping strategies in young adolescents
Ryan Gagnon  (2013)  Implementation of an experiential education program with incoming freshmen
Rachael Hill  (2013)  Emotion regulation and delay of gratification in preschoolers
Carole-Anne Seeley  (2009)  The effect of parenting styles on children’s ability to cope with stress
Charlie Anderson  (2008)  Factors contributing to mental health service utilization by sexual minority youth
Katie Cooney  (2008)  Retention of child care staff: Understanding predictors of retention with survival analysis
Daquarrii Rock  (2008)  Adolescent Internet aggression
Linda Sung  (2007)  Parenting practices across children’s temperament and cultures
Tracy Tachiera  (2007)  Attitudes toward persons with disabilities: The similarity between mothers and children
Tiffany Shannon  (2006)  The development of leadership among youth involved in asset mapping
ViviAnne Fischer  (2005)  The influences of faith on stress, depression, and attachment in adolescent mothers
Katie Przepyszny  (2005)  Attributional biases as a mediator of normative beliefs and relationally aggressive behavior
Michelle Kistler  (2004)  Adolescents and their interactions with music media: Self-concept and gender attitudes from a symbolic interactionist perspective
Huihua He  (2004)  Exploring the cultural roots of parenting: European–American and mainland Chinese parenting beliefs, goals and practices
Melissa Hardy  (2003)  Parental influences on preschoolers’ relational aggression
**Funding**

**Under review:**

Parental notification following student substance use violations. Alcohol and Drug Abuse Research Program, Washington State University. PI: Matthew Bumpus. Co-PIs: Brittany Cooper and Laura Hill. [1, 2]

**Current funding:**


**Completed:**


Increasing agency capacity for implementation of Strengthening Families Program in King County. Raikes Foundation. $150,000. PIs: Drew Betz and Renee Overath. (9/09-12/10). Role: Co–Principal Investigator [2, 3, 5]


Strengthening Families 10–14 evaluation and technical assistance. State of Oregon, Department of Human Services. $84,000. PI: Laura G. Hill. (4/08-4/09) [1, 2, 3, 4, 5]

Economic issues in mental health promotion and their effects on public policy. Washington State University, Office of Grant and Research Development. $8000. PIs: Laura G. Hill, Louise A. Parker, Thomas G. Power, Robert Rosenman, & Tracy Skaer. (2/07-12/08) [1, 2, 3, 4, 5]


Enhancing state capacity to foster adoption of science–based practices. National Institute of Drug Abuse, National Institutes of Health. $206,000. PI: Linda G. Becker. (8/05-7/08). Role: Co–Principal Investigator [1, 2, 3, 4, 5]

Development of a culturally appropriate substance abuse prevention program for American Indian teens. Washington State University, alcohol and drug abuse grant. $25,000. PI: Laura G. Hill. (1/03-6/04) [1, 2, 3, 4, 5]

Strengths and needs of American Indian adolescents on the Colville Nation Reservation. Washington State University, new faculty seed grant. $7000. PI: Laura G. Hill. (7/2002 – 7/2003) [1, 2, 3, 4, 5]


1) Provided the initial idea
2) Developed research design and hypotheses
3) Authorship of grant application
4) Developed and/or managed budget
5) Managed personnel and project activities

Professional articles, manuscripts published and in press, refereed

(* Significant role in papers with student authors; students marked with asterisk)


Hill, L.G., Rosenman, R., *Tennekoon, V. & Mandal, B. (2013). Selection effects and prevention program outcomes. Prevention Science, 14, 557-569. DOI 10.1007/s11121-012-0342-x [a, b, c, e, f] (The first two authors are listed alphabetically and contributed equally to the conceptualization and writing of the manuscript.)


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**Professional Articles, Manuscripts Under Review**


Cooper, B.R., Hill, L.G., *Shrestha, G. & *Hyman, L. Replication of two fidelity coding schemes. *Journal of Primary Prevention. [a,b,c,d,e,f]


Shrestha, G., *Jeffords, J., Turnbull, M.C., & Hill, L.G.* Preliminary findings from a bystander intervention to prevent alcohol overdose deaths in college students. *Journal of American College Health.* [a,b,d,e,f]

**Books and Book Chapters**


**Professional Articles and Technical Reports, Non-Refereed**


**Abstracts, refereed**


**Conference proceedings, refereed**


Invited presentations at professional conferences, refereed


Paper and workshop presentations at professional conferences, refereed

2015


2014


and life skills. Northeastern Recreation Research Symposium, Cooperstown, NY.

2013


2011


2010


2009


2008

2007

2006

2005

2004
2003


1997


1996


1995


1994


POSTER PRESENTATIONS AT PROFESSIONAL CONFERENCES, REFEREED

2015


2014


2013


2012


2011


Deen, M.K., Parker, L., Hill, L.G. & Whitehall, A. (2011). Navigating Difference: Building professional competencies for effective cultural engagement at home and across the globe. CAHNRS All-Faculty Conference, Pullman, WA.


2010


2009


2008


2007


2006


2005


Development, Atlanta, GA.

2004

2003

2001

Invited Workshops, non-referred
Liberating Structures Immersion Workshop (2014, November). Invited to lead activities at a two-day workshop led by Keith McCandless, Plexus Institute. Austin, TX.
Liberating Structures Workshop For Faculty And Graduate Students (2014, November). Organized and facilitated workshop for WSU's Global Campus.

Invited Presentations, non-referred

Hill, L.G. (2012, November). Project Healthy Campus: An Innovative Approach to Student Health, Vitality and Retention. Presentation to annual Regents Meeting of the Association for Faculty Women.


Extension Publications, Refereed


Extension Presentations and Workshops, Non-Refereed

What is Prevention Science and How Does it Relate to Extension? (December 5, 2012). Presentation to statewide meeting of Extension Youth and Family faculty.


Audience: Statewide Extension faculty, state agencies and community partners.

Role: Presenter/speaker.


Audience: Statewide Extension faculty, state agencies and community partners.

Role: Co–coordinator, organizer, presenter/speaker.

**Strengthening Families Statewide Partnership Meeting (November 8, 2004).** Videoconference meeting of statewide partners to further coordinate dissemination of Strengthening Families.

**Audience:** WSU Extension SFP Team; WA Division of Alcohol and Substance Abuse; Department of Health, WA Family Policy Council; WA Community Technological and Economic Development.

**Role:** Co-coordinator, organizer, presenter/speaker.

**Strengthening Families Training Retreat (March 3-6, 2003).** Statewide training for Extension faculty and community partners as facilitators for the Strengthening Families Program. Extension personnel who had previously been trained in facilitating the program and had run programs of their own were trained to become leaders of local facilitation teams.

**Audience:** Statewide Extension faculty and community partners.

**Role:** Co-coordinator, organizer, presenter/speaker.

**Research Basis for the Strengthening Families Program.** Presentations of the theoretical basis and research findings for the Washington Strengthening Families Program at training for Extension professionals and community partners conducted by Extension Family Living specialists Drew Betz and Chris Koehler.

**Role:** Presenter

**Audience:**
- Strengthening Families Program facilitators in Chelan County
- Strengthening Families Program facilitators in Skagit County
- Strengthening Families Program facilitators and trainers in King County
- Strengthening Families Program facilitators in Whitman County
- Strengthening Families Program facilitators in Bellingham County
- Parent educators attending the Northwest Regional Parenting Conference
- School district personnel and family educators in Yakima
- School district personnel and family educators in Whatcom County
- School personnel and volunteers in Spokane County
- 4H Volunteers in Quilcene
- School district personnel in Yakima
- WSU Extension personnel, DASA personnel, parent educators in Spokane
- Parent educators in Spokane County

**Presentations:**
- August 15, 2008
- May 2, 2008
- June 26, 2007
- June 20, 2007
- October 24, 2005
- March 30, 2005
- February 10, 2005
- October 9, 2003
- May, 2003
- December 8, 2002
- February 21, 2002
- February 11, 2002
- February 8, 2002

**Prevention Research: Connections between Cooperative Extension and Human Development (October 16, 2002).** Presentation of research interests of Human Development faculty engaged in prevention research, with an emphasis on partnerships with Cooperative Extension and the relation of prevention research to Cooperative Extension outreach.

**Audience:** All--Extension Conference participants

**Role:** Presenter

**Extension Engaged: Strengthening Families (April 3, 2002).** WHETS broadcast presentation of research basis and findings on the Strengthening Families Program in the context of a general introduction to prevention research: its history and current state, with particular emphasis on bridging research and practice.

**Audience:** Statewide Extension personnel and community partners.

**Role:** Presenter
**Other Presentations, Non-Refereed**


Whitehall, A.P., Cooper, R. & Hill, L.G. (2014). Communication and Life Skills Course as a Possible Intervention for College Students' Well-being. Academic showcase.


**Extension and Community Outreach Research Products, Non-Refereed**

**Strengthening Families Program Evaluation Reports**

Outcome evaluation reports presented to Extension professionals and community partners:

- **Hill, L.G.,** Hyman, L., & Jeffords, J. (2014) **37 reports**
- **Hill, L.G. & Hyman, L.** (2013) **28 reports**
- **Hill, L.G.,** Stocker, L., & Hyman, L. (2012) **29 reports**
- **Hill, L.G.,** Shrestha, G. & Stocker, L. (2011) **53 reports**
- **Hill, L.G. & Owens, R.W.** (2008) **52 reports**
- **Hill, L.G. & Owens, R.W.** (2007) **27 reports**
- **Hill, L.G. & Cantu, A.** (2006) **29 reports**
- **Hill, L.G. & Hood, B.** (2005) **22 reports**
School Climate Reports


Other


Extension Web Pages, Non–Refereed


**Awards and Honors**

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<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2014</td>
<td>Commission on the Status of Women: Washington State University's <em>Woman of the Year</em></td>
</tr>
<tr>
<td>2013</td>
<td>College of Agriculture, Human and Natural Resource Sciences, <em>Individual Integrated Award</em>, honoring high-quality scholarly accomplishments that demonstrate the integration of teaching, research, and extension programs</td>
</tr>
<tr>
<td>2012</td>
<td><em>V-Day Award</em>, honoring long-standing commitment to the empowerment of women and girls</td>
</tr>
<tr>
<td>2009</td>
<td><em>Faculty Excellence Award</em> from WSU Athletics</td>
</tr>
<tr>
<td>2002</td>
<td>Showcase of Excellence, All-Extension Conference, Washington State University. Strengthening Families Program</td>
</tr>
<tr>
<td>1979</td>
<td>Phi Beta Kappa</td>
</tr>
</tbody>
</table>

**Service**

**National service**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2013-2014</td>
<td>Co-leader of <em>Task Force on Economic Analyses of Prevention</em>, part of the Mapping Advances in Prevention Science (MAPS) initiative funded by the National Institute on Drug Abuse Society.</td>
</tr>
<tr>
<td>2012</td>
<td>Co-founder and co-leader of Prevention Efficiency Research Group (PEPR), a special interest group of the Society for Prevention Research.</td>
</tr>
<tr>
<td>2008</td>
<td>Grant proposal reviewer, United States Department of Agriculture: Cooperative State Research, Education, and Extension Service National Research Initiative Competitive Grants Program: Human Nutrition and Obesity</td>
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**Regional service**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2013-2014</td>
<td>Strategic Planning Committee to Minimize Negative Public Health Impacts of I-502 (cannabis legalization). WA State Department of Health, Department of Social and Health Services, and Liquor Control Board.</td>
</tr>
<tr>
<td>2011-present</td>
<td>Advisory Board, DBHR Strategic Prevention Enhancement Policy Consortium, SAMHSA and WA State Department of Health and Social Services</td>
</tr>
<tr>
<td>2010-present</td>
<td>Co-Chair, DBHR Prevention Research Subcommittee, WA State Department of Health and Social Services</td>
</tr>
<tr>
<td>2007–2010</td>
<td>DASA Prevention Research Subcommittee , WA State Department of Health and Social Services</td>
</tr>
<tr>
<td>2010</td>
<td>Department of Commerce work group</td>
</tr>
<tr>
<td>2009</td>
<td>Division of Behavior Health and Recovery: Prevention Redesign Stakeholder Group</td>
</tr>
<tr>
<td>2008–2010</td>
<td>Division of Alcohol and Substance Abuse Prevention Research Subcommittee working group on creation of cross-agency database (WA State Department of Health and Social Service)</td>
</tr>
<tr>
<td>2007–2008</td>
<td>Committee to Establish Fidelity Guidelines (regional collaboration with Strategic Prevention Framework State Incentive Grant Program personnel from Oregon and Washington)</td>
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**University service**

<table>
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<tr>
<th>Year</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2013–2015</td>
<td>Sahlin Faculty Excellence Awards Selection Committee</td>
</tr>
</tbody>
</table>
2014 Board of Advisors, WSU Alcohol and Drug Abuse Research Program
2013-present Board of Directors, Students’ Book Corporation
2013-2014 Faculty Status Committee
2014 Graduate and Professional Education Committee
2012-present Chair, Association for Faculty Women Graduate Student Awards Committee
2013-present Campus-Community Coalition to Prevent Substance Abuse
2012-2014 Honor’s Thesis advisor for Caitlin Bayly
2014 Mentoring committee for Anne Cox, College of Education
2013 Confidential investigation of a faculty member's performance for Provost's Office
2012-2013 President’s Task Force on Alcohol Misuse
2012-2013 Provost's Leadership Steering Committee
2012-2013 Grant reviewer for Alcohol and Drug Abuse Research Program
2011-2012 Liaison to the Provost, Association for Faculty Women
2011 Reader of Honor’s Thesis for Lauryn Ringwood
2011 Chair, Evaluation Team, Project Healthy Campus
2010 Implementation Team, Project Healthy Campus
2009 Price and Positioning Study focus group member
2007-2008 Adolescent Health Initiative committee
2006–2011 Distance Degree Program advisory committee
2001-2008 Phi Beta Kappa scholarship committee
2004 Representative of Graduate School presiding at dissertation defense, Department of History
2002 Representative of Graduate School presiding at oral preliminary examination, Department of Psychology

**CAHNRS and Extension service**

2014 Reviewer of grant proposals for CAHNRS Research Initiative in Human Sciences
2013 CAHNRS Faculty-Staff Excellence Awards Reviewer
2010–2013 Extension Family Meals team
2002–present Extension Family Living Program
2001–present Strengthening Families Program dissemination team
2011 Ad hoc Tenure and Promotion Committee for Extension County Faculty
2009–2010 CAHNRS Budget Advisory Committee
2008 Faculty Search Committee, School of Economic Sciences
2008 Faculty Search Committee, Extension County Director, Lincoln County
2008-2010 Mentoring Committee for Bridget Rohner, Extension County Director, Lincoln County
2008 Program Planning and Evaluation Committee (Extension Professional Development)
2008 Mentoring Committee for Hye-Young Kim (AMID)
2008 Speaker at CAHNRS orientation for new faculty
2007–2010 Women’s History Month Committee (Chair, 2008–09)
2006–2007 Faculty Search Committee, School of Economic Sciences and Extension
2003 CAHE Scholarship Committee
2003 New Faculty Orientation Committee
2002 Summer Alive orientation and dinner
2007–2008 Extension Health Promotion Committee
### Departmental service

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014–2015</td>
<td>Interim Director, Prevention Science PhD Program</td>
</tr>
<tr>
<td>2014–2015</td>
<td>Chair, Mentoring committee for Kimberly Rhoades (sitting in for Tom Power)</td>
</tr>
<tr>
<td>2014–2015</td>
<td>Search Committee Vancouver Academic Director position</td>
</tr>
<tr>
<td>2013–2014</td>
<td>Chair, Prevention Science Faculty Search Committee</td>
</tr>
<tr>
<td>2013–2014</td>
<td>Child Development Faculty Search Committee for Human Development, Vancouver Campus</td>
</tr>
<tr>
<td>2012–present</td>
<td>Mentoring committee for Brittany Cooper</td>
</tr>
<tr>
<td>2012</td>
<td>Ad hoc committee for development of standards for promotion to full professor</td>
</tr>
<tr>
<td>2011–2012</td>
<td>Chair, Prevention Science faculty search committee</td>
</tr>
<tr>
<td>2011–present</td>
<td>Prevention Science doctoral program steering committee</td>
</tr>
<tr>
<td>2011–2012</td>
<td>Ad hoc committee to establish departmental criteria and standards for promotion</td>
</tr>
<tr>
<td>2001–2014</td>
<td>Graduate Studies Committee</td>
</tr>
<tr>
<td>2008–2013</td>
<td>Chair, Mentoring Committee for HD faculty member Patricia Pendry</td>
</tr>
<tr>
<td>2003–2014</td>
<td>Academic Integrity Committee (Chair, 2004–2006)</td>
</tr>
<tr>
<td>2009–2010</td>
<td>Member of mentoring committee for HD faculty member Jared Lisonbee</td>
</tr>
<tr>
<td>2009–2010</td>
<td>Interim chair, Mentoring Committee for HD faculty member Jenifer McGuire</td>
</tr>
<tr>
<td>2007–2008</td>
<td>Faculty Search Committee, Human Development</td>
</tr>
<tr>
<td>2003–2010</td>
<td>Chair, End of Year Assessment Committee</td>
</tr>
<tr>
<td>2001–2005</td>
<td>Extension Committee</td>
</tr>
<tr>
<td>2001–2003</td>
<td>Coordinator, Prevention Research Group</td>
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<tr>
<td>2001–2002</td>
<td>Advising Committee</td>
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<td>2002–2003</td>
<td>Faculty Search Committee, Human Development</td>
</tr>
<tr>
<td>2005–2006</td>
<td>Faculty Search Committee, Human Development</td>
</tr>
<tr>
<td>2002</td>
<td>Distance Degree Program Committee</td>
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### Professional service

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2013</td>
<td>Implementation Practice Group leader and abstract reviewer with Brittany Rhoades-Cooper for Global Implementation Conference, Washington D.C.</td>
</tr>
<tr>
<td>2013</td>
<td>Society for Prevention Research Conference Planning Subcommittee on Dissemination and Diffusion</td>
</tr>
<tr>
<td>2012</td>
<td>Expert Interview, Substance Abuse Prevention, Mercer Government Human Services Consulting</td>
</tr>
<tr>
<td>2004–present</td>
<td>Reviewer of submissions to Society for Prevention Research annual conferences</td>
</tr>
<tr>
<td>2009</td>
<td>Fidelity expert panel for Pacific Institute of Research &amp; Evaluation Think Smart Alaska trial</td>
</tr>
<tr>
<td>2003</td>
<td>Society for Prevention Research Conference Planning Subcommittee on Dissemination and Diffusion</td>
</tr>
<tr>
<td>2002</td>
<td>Chair, Society for Prevention Research Subcommittee on Aggression</td>
</tr>
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</table>

### Community service

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Board of Directors, Palouse Choral Society</td>
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</tbody>
</table>
2006–2009 Volunteer, Hospice of the Palouse, Gritman Hospital, Moscow, ID.
2002–2008 Member, Advisory Board of the Safe and Drug–Free Schools program (Moscow, Idaho School District 281)
2002–2003 Core Group of Moscow’s Promise
2001 Guest presenter on talking with children about war and terror in order to minimize their stress, for the Working Parents of the Palouse group (November 27).

Professional Memberships
Society for Prevention Research
American Evaluation Association
American Psychological Society
Society for Research in Child Development
European Society for Prevention Research

Clinical and Community Experience
Outpatient assessment (intellectual and personality) of children. Structured diagnostic interviews.
Family therapy and individual outpatient therapy.
1993 Practicum trainee. Vanderbilt University Medical Center:
Intellectual and personality assessment of inpatient and outpatient population, including applicants for sex–change procedures and pain and disability clients. Co–therapist with psychiatric resident of therapy group with adult borderline outpatients.
Met weekly with parents of children identified as being at high risk for conduct disorder, for problem solving, support, and training in methods of non–physical discipline.
Founded, publicized, and co–led a community–based support group for single parents.

Professional Development
2014 Two-day workshop in use of Liberating Structures in the classroom, Austin, TX
2014 Center for Transformational Learning and Leadership: October Women’s Leadership Symposium
2014 CAHNRS Chair’s School
2014 Series of 6 workshops from Provost’s office for Chairs and Directors
2014 Two-day workshop on Latent Class Analysis, training conducted at WSU by Dr. Bethany Brae of the Prevention Research Methodology Center, Pennsylvania State University.
2014 One-day workshop "New Chair Alliance", training at Academic Chairperson’s Conference, Jacksonville, FL.
2012 Two-day workshop in Acceptance and Commitment Therapy, training conducted by Dr. DJ Moran.
Washington State University.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>2011</td>
<td>Five-day workshop in Acceptance and Commitment Therapy, training conducted by Dr. Kelly Wilson at Cape Cod Institute</td>
</tr>
<tr>
<td>2011</td>
<td>Two-day workshop on Benefit-Cost Analysis, The Evaluators’ Institute, San Francisco, CA</td>
</tr>
<tr>
<td>2010</td>
<td>Audited Econ 526 (Math for Economists) and Econ 527 (Microeconomics). Fall.</td>
</tr>
<tr>
<td>2010</td>
<td>One-day workshop at Society for Medical Decision Making: Principles and Practices of Person-Level Cost Effectiveness Analysis</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Sabbatical leave</td>
</tr>
<tr>
<td>2010</td>
<td>Communities that Care evaluation training workshop with Richard Catalano and Kevin Haggerty (January).</td>
</tr>
<tr>
<td>2010</td>
<td>CAHNRS Curriculum Workshop: Effective assignment design: creating or refining an assignment or learning activity, with Kimberly Green (January).</td>
</tr>
<tr>
<td>2009</td>
<td>Transformational Leadership and Training (TiLT) workshop conducted by Barbara Butterfield, PhD, Executive Consultant to the University of Michigan and Senior Consultant to the Segal Company and Jane Tucker, PhD, Principal of Jane Tucker and Associates (October).</td>
</tr>
<tr>
<td>2009</td>
<td>Three-day workshop in Acceptance and Commitment Therapy training conducted by Dr. Kelly Wilson at Oregon Research Institute (January).</td>
</tr>
<tr>
<td>2005</td>
<td>Visited program officers at National Institute of Mental Health, National Institute of Drug Abuse, and National Institute of Child Health and Development as part of the WSU’s Mission to DC program.</td>
</tr>
<tr>
<td>2005</td>
<td>Attended courses in Measurement and Implementation Evaluation, Evaluators’ Institute, San Francisco, CA.</td>
</tr>
<tr>
<td>2003</td>
<td>Technical Assistance Workshop for Grant Writing NIAAA 2003</td>
</tr>
<tr>
<td>2001</td>
<td>Summer Institute on Longitudinal Methods: Longitudinal Modeling with Mplus (with Bengt Muthen). Prevention Research Methods Center at Pennsylvania State University</td>
</tr>
<tr>
<td>2001</td>
<td>Multilevel Statistical Methods with MLWin (with Harvey Goldstein). University of Houston.</td>
</tr>
<tr>
<td>2000</td>
<td>Missing Data Methods workshop (with Joe Shaffer) at Pennsylvania State University</td>
</tr>
</tbody>
</table>
1. General Course Information

Professor: Leslie Leve, Ph.D.  Class Time: XXXXX
Office: 357 HEDCO  Class Location: XXXXX
Phone: 541-346-9601  Office Hours: Friday 12-1 or by appointment
Email: leve@uoregon.edu (preferred contact method)

2. Course Overview

The overall goal of this course is to present an overview of theory, research, and practice in prevention science and health promotion. The National Research Council and Institute of Medicine’s Mental Health Intervention Spectrum is used as a framework to distinguish mental health promotion and universal, selective, and indicated prevention from treatment. We explore the field of prevention science and related theories of prevention science through: 1) the history of prevention science and its foundational concepts; 2) the translation of theory and epidemiology to interventions; 3) the evidence-base and methodological considerations of this work; and 4) the translation of evidence-based programs to real-world contexts. This course follows the preventive intervention research cycle, with a focus on interdisciplinary dialog and the translation of basic preventive intervention research to inform intervention development and dissemination. This course will help students understand core concepts related to prevention that we will build upon in CPSY 643 Community and Preventive Interventions. This is a non-repeatable course.

The course is designed for masters-level and doctoral-level students in prevention science, counseling psychology, and other health or service professions, as well as advanced students in policy, sociology, psychology or other social sciences with plans related to a career in applied research.

3. Student Learning Outcomes

Through successful completion of this course, students will be able to:

1. Define prevention science and discuss the field’s historical, disciplinary, and theoretical roots;
2. Describe stages in the preventive intervention research cycle;
3. Describe the relevance of epidemiological methods and developmental approaches to the design of preventive interventions;
4. Discuss methodological challenges of prevention;
5. Identify current and emerging methodological approaches;
6. Describe controversies and ethical issues related to public health approaches and prevention research;
7. Identify prevalence, incidence, and distribution of a behavioral outcome of interest;
8. Describe evidence for predictors and comorbid conditions of your outcome of interest;
9. Identify preventive, risk, and promotive factors related to your outcome of interest;
10. Identify the most relevant context and developmental periods for prevention of your outcome of interest;
11. Identify efficacy and effectiveness trials related to your outcome of interest and discuss their theoretical orientation, quality, limitations, results, and implications;
12. Identify potential stakeholders in prevention research and interventions; and
13. Analyze the political and economic implications of prevention research and programming.
14. Identify the potential influence of culture and assumptions (yours and stakeholders’) on the implementation, evaluation, and dissemination of prevention and health promotion programs.

**Program Competencies Addressed**

CPHS Prevention Science program competencies addressed in this class include:

- **Competency 1**: Students demonstrate knowledge of risk and protective factors associated with positive and negative behavioral and behavioral health outcomes across the lifespan.
- **Competency 2**: Students demonstrate knowledge of theories related to development and human behavior that describe processes and mechanisms through which risk and protective factors are related to positive and negative health outcomes.
- **Competency 3**: Students demonstrate awareness of the interplay of individual, family, societal, and environmental factors associated with positive and negative behaviors across the lifespan.
- **Competency 4**: Students demonstrate awareness of theories and foundations of prevention science.
- **Competency 5**: Students demonstrate skill in conceptualizing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive health outcomes.
- **Competency 6**: Students demonstrate knowledge of evidence-based practices in prevention science and health promotion.
- **Competency 7**: Students demonstrate understanding of developmental, ecological, and epidemiological perspectives and models in research conceptualization, design, and critique.
- **Competency 8**: Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in prevention research and practice.
- **Competency 9**: Students apply multicultural knowledge, theory, scholarship, and self-awareness to their research and applied activities, adapting their professional behavior and research practices in ways that are sensitive to and inclusive of the needs of the individuals and communities with whom they interact and work.
- **Competency 13**: Students demonstrate skill in presenting research and scholarship via formal academic presentations, professional conferences, and professional writing.
- **Competency 14**: Students perform activities consistent with those identified as best standards of professional practice in prevention (i.e., the Society for Prevention Research Standards of Knowledge for the Science of Prevention).
- **Competency 16**: Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff.
- **Competency 18**: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development.
• **Competency 19**: Students are responsive to feedback from faculty, supervisors, and peers.

**Course Format**
We will begin each class meeting with a lecture/presentation. The lecture portion of the class each week will typically last approximately 75-80 minutes, followed by a brief break. The second half of each class meeting will comprise “learn by doing” group activities. Group activities will focus on discussions of the assigned readings.

**Course Requirements**
1. *Attendance and participation in class discussions (20% of grade).* You are expected to come to class prepared, and to participate in class discussions each week.

2. *Reading summaries (40% of grade).* You will turn in a 1-page summary of the assigned readings 8 weeks of the term. These will be collected prior to the start of the class period and we will use some of them during the class discussion of the lecture readings. All readings are listed in the syllabus and will be posted on Blackboard. Each summary accounts for 5% of your grade.

3. *Paper and presentation (40% of grade).* Each student will identify a health, mental health, or behavior outcome of concern and develop and share expertise with regard to existing prevention research evidence on prevalence, predictors, and preventive interventions relevant to that outcome. Specifically, students will write an 8-10 page paper that includes a description of:
   - the outcome, its incidence and prevalence in the general population and in ethnic, gender, and other subpopulations;
   - co-morbidity or co-variation of the outcome with other health, mental health, and behavior outcomes;
   - current research evidence concerning predictors of the outcome (preventive, risk, and promotive factors);
   - the most relevant context and developmental periods for prevention of your outcome;
   - current research evidence regarding efficacious and effective interventions to reduce risk, enhance protection, and change the incidence and prevalence of the outcome;
   - current substantive and methodological issues that need to be addressed in prevention research studies focused on the outcome.

   Your paper must include at least 10 references. A reference list with at least 10 references to be included in your review is due at Week 6 at the start of class. Use current APA formatting. In addition to developing the reference list, you must make a copy of the first page of each article you use (abstract) and turn it in with your reference list, to document that you have acquired the articles. Your final written report must be 8-10 double-spaced pages in length and follow APA style guidelines. All students will give a brief presentation on their report in Week 10. Presentations will briefly cover the same materials that are in your written paper. The order of presentations will be selected at random, with preferences considered. Papers are due on the final day of the term.

4. **Reading Materials**


### 5. Weekly Schedule of Class Topics and Assignments

#### Week 1

**Lecture topic: Overview & Defining Prevention Science**

**Lecture readings (required):**


#### Week 2

**Lecture topic: Prevention Paradigms: Risk, Protection, & Resilience**

**Lecture readings (required):**


**Additional lecture readings (choose yourself)**

1. Article in your interest area that discusses risk & protective factors

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**Week 3**

**Lecture topic: Prevention Paradigms: Wellness & Promotion**

**Lecture readings (required):**


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**Week 4**

**Lecture topic: Translating Theory to Prevention: Major Theoretical Approaches**

**Lecture readings (required):**


**Additional lecture readings (we will split these up):**

1. **Self-Determination Theory**

2. **Health Beliefs Model**
3. **Transtheoretical Model:**

4. **Developmental Models:**
     i. Please note: A free PDF copy of this book is available at: http://www.nap.edu/catalog.php?record_id=12480
     i. Please note: A free PDF copy of this book is available at: http://www.nap.edu/catalog.php?record_id=12480

5. **Social/Ecological Models:**

**Week 5**

**Lecture topic: Standards of Evidence: Efficacy, Effectiveness, & Evidence-based**

**Lecture readings (required):**


**Additional (choose one):**

1. Explore CDC’s Understanding Evidence website and complete all modules: http://vetoviolence.cdc.gov/apps/evidence/#&panel1-1
2. Explore Blueprints for Health Development website and read the blueprints criteria: http://www.blueprintsprograms.com/


**Week 6**

**Lecture topic: How and For Whom Do Interventions Work? Mediation and Moderation**

*Note: Groups will be assigned to one topic and will read the associated articles*

**Topic #1: Mediation**

**Topic #2: Moderation**

**Week 7**

**Lecture topic: Cultural Adaptations**

**Lecture readings (required):**

Additional lecture readings (choose one):

**Week 8**

Lecture topic: Implementation, Dissemination & Sustainability in the Real World

Lecture readings (required):

Additional lecture readings (choose one):

**Week 9**

Lecture topic: The Economics of Prevention

Lecture readings (required)

Additional lecture readings (choose one):

**Week 10**

Lecture topic: Presentations

### 6. Grading Components and Criteria

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<th>Points</th>
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<tr>
<td>Reading summaries (5 points each X 8)</td>
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<tr>
<td>Attendance and class participation</td>
<td>20</td>
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<tr>
<td>Paper (topic = 1; reference list = 4; paper = 30; presentation = 5)</td>
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<td><strong>Total points:</strong></td>
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### 7. Graduate/Undergraduate differentiation

Not applicable. This course is open to master’s and doctoral candidates only.

### 8. Role of the GTF

There is no assigned GTF for this course.

### 9. Student Engagement Inventory (3-credit course = 120 hours)

<table>
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<tr>
<th>Educational Activity</th>
<th>Hours Student Engaged</th>
<th>Explanatory comments (if any):</th>
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</thead>
<tbody>
<tr>
<td>Course Attendance</td>
<td>30</td>
<td>3 hours/week</td>
</tr>
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</table>
### 10. Attendance and Absence Guidelines

Attendance and participation are mandatory. Do not turn in article summaries unless you attend class. You will receive credit for coming to class with a written summary of the assigned lecture readings and actively participating in class.

**If you must miss a class, please e-mail me in advance. You are responsible for course content and assignments that you miss. Frequent class absences will result in a significant grade reduction.**

### 11. Expected Classroom Behavior

I see learning as a collaborative process in which the instructors and students both participate actively. Although I have knowledge and expertise, you as students come to this class with a wealth of personal experiences, knowledge, and interpretations to share. As such, my role in the class is to provide you with contextual and specific information related to course content and practices, to facilitate discussions, as well as provide appropriate responses to your questions, concerns, and feedback. In your role as students, I expect you to complete all readings and assignments on time, attend every class meeting punctually, and participate actively in class. I hope that we can collaborate to create a respectful class discourse by integrating our diverse perspectives and opinions.

### 12. Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

### 13. Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)
14. Mandatory Reporting
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message

15. Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

16. Conflict Resolution
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1782 or surendra@uoregon.edu.

Outside the College, you can contact:
- **UO Bias Response Team**: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- **Conflict Resolution Services**: 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- **Affirmative action and Equal Opportunity**: 346-3123 or http://aaeo.uoregon.edu/

17. Grievance Policy
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

18. In Case of Inclement Weather
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In
addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

19. Course Incomplete Policy
Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses
Course Administrative Information

Instructor: Atika Khurana, Ph.D.  Class Time: Tuesdays 9:00 – 11:50
Office: 369 HEDCO  Class Location: 146 HEDCO
Phone: 541-346-5540  Office Hours: Friday 12-1, or by appointment
Email: atika@uoregon.edu (put “621” on the subject line)

Course Overview

This course focuses on research and theory related to development across the lifespan to better understand continuity and change in human development and ways in which the development of children, adolescents, and adults can be enhanced. Processes and mechanisms of influence are emphasized, and sociocultural and contextual factors that may account for individual differences in socioemotional, cognitive, and physical aspects of development are considered. The course approach is grounded in scientific principles with an emphasis on recent research findings, analytical thinking, and critical evaluation of findings. The course is taught with the assumption that the students are familiar with basic terminology and methods related to developmental research. The format for the course involves readings, lectures, class discussions, student presentations, videos, and small group exercises. The emphasis of this course is on understanding the importance of human development research, how it is conducted, its implications for the field, and how this research can be critically evaluated.

Course Goals

This course is geared for graduate students in the professional fields of education and counseling that have already had exposure to basic concepts in psychology to meet the following objectives:

1. To build students’ foundational knowledge of developmental psychology and sociocultural and contextual factors on development across the life span and students’ ability to apply this knowledge to real-life situations.
2. To develop students’ ability to evaluate research findings and identify implications for research and practice. These skills will enable students to engage in advanced research experiences and practica.
3. To provide students with opportunities to increase knowledge of and expertise in topics related to development across the lifespan, and strengthen communication skills using oral and written materials.
4. This course is designed to complement other CPSY courses focused on human development and individual differences, including CPSY 642: Child/Family Interventions; CPSY 643: Community and Preventive Interventions; SPSY 650: Developmental Psychopathology; CPSY 617: Theories of Career Development; and CPSY 615: Counseling Diverse Populations.
Recommended Texts and Readings


Required readings for each week will be made available on blackboard.

Student Learning Outcomes

Through successful completion of this course, students will be able to:

1. Discuss conceptual, theoretical, and methodological issues in the study of human development.
2. Develop a sound understanding of theories and processes of human development as well as the influence of social contexts on development.
3. Develop an understanding of how variations in context influence development.
4. Describe the relevance of culture, race, ethnicity, gender, SES etc. to understanding differences in human development and behavior.
5. Understand the role of risk and protective factors associated with adaptive and maladaptive developmental outcomes.
6. Identify strategies for facilitating optimal development across the lifespan.
7. Critically evaluate research on development across the lifespan.
8. Analyze the current state of research with respect to a specific area of lifespan development and propose needed future research.
9. Be able to present research ideas in a professional setting, and provide critical feedback on research presentations.
10. Understand and apply an ecologically-valid conceptual framework for understanding lifespan development.

Program Competencies Addressed

CPHS Prevention Science program competencies addressed in this class include:

- Competency 1: Students demonstrate knowledge of risk and protective factors associated with positive and negative behavioral outcomes across the lifespan.
- Competency 2: Students demonstrate knowledge of theories related to development and human behavior that describe processes and mechanism through which risk and protective factors are related to positive and negative health outcomes.
- Competency 3: Students demonstrate awareness of the interplay of individual, family, societal, and environmental factors associated with positive and negative behaviors across the lifespan.
- Competency 5: Students demonstrate understanding of developmental, ecological, and systems perspectives and models in research conceptualization, design, and critique.
- Competency 6: Students demonstrate awareness and understanding of contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in prevention research and practice.
- Competency 7: Students apply multicultural knowledge, theory, scholarship, and self-awareness to their research activities.
- Competency 9: Students recognize the central role of prevention science and multicultural competencies in their ongoing research and program evaluation work.
- Competency 11: Students demonstrate skills in research methods appropriate to conducting their master’s capstone projects.
- Competency 12: Students demonstrate skill in presenting research and scholarship via formal academic presentations, professional conferences, and professional writing.
- Competency 17: Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff.
- Competency 18: Students demonstrate the ability to collaborate in the activities of research, scholarship, and prevention practice.
- Competency 19: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development.
- Competency 21: Students are responsive to feedback from faculty, supervisors, and peers.

CPSY doctoral program competencies addressed in this class include:
- Competency 1a: Students demonstrate knowledge of the bases of scientific and professional psychology (e.g., developmental, biological, cognitive/affective, and social aspects of behavior, and the history of the discipline of psychology).
- Competency 5b: Students demonstrate incorporation of the ecological model in research conceptualization, design, and critique.
- Competency 6a: Students demonstrate awareness and understanding of diversity and contextual issues (e.g., culture, identity, gender, sexual orientation, disability, marginalization, poverty, etc.).
- Competency 8c: Students and graduates recognize the central role of prevention science and multicultural competencies in their ongoing work as counseling psychologists.
- Competency 10c: Students and graduates affiliate with and/or involve themselves in organizations and/or activities associated with and related to counseling psychology and other applied psychology areas (e.g., applied developmental psychology, family psychology).
- Competency 11b: Students demonstrate facilitative interpersonal skills with others, including supervisors, peers, staff, and supervisees.
- Competency 11c: Students are responsive to feedback from faculty, supervisors, and peers.
- Competency 12a: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing personal and professional development.

Competencies associated with other training programs (e.g., school psychology) are reflected in many of the competencies specified above.

Course Format

We will begin each class with a lecture/presentation. The lecture portion of the class will typically last approximately 80 minutes, followed by a brief break. The second half of each class meeting will comprise of student group presentations. Students will be assigned to groups of 2-3 during the first meeting of the term. One student group presentation will take place each week, starting week 3. Details about the organization and delivery of student presentations are provided below.
Course Requirements

1. **Attendance and participation in class discussions (20% of grade).** You are expected to read all assigned readings prior to each class and come ready to ask questions and discuss the weekly readings. Asking questions and discussing issues is essential to learning at the graduate level. I expect all students to contribute to discussions and small group activities, and to listen respectfully to the comments of others. To facilitate this discussion, you are required to submit a brief "reaction paper" (350-500 words) based on your reaction to the assigned readings for the week. You need to submit your reaction paper electronically on blackboard each Mon before noon to get points for this assignment. In the reaction paper, you should discuss the importance of the research presented in the readings, how it relates to your own research interests, and identify specific points of confusion that can be discussed and clarified in class. Students are encouraged to read and comment on their peers’ reaction papers. All class readings will be posted on Blackboard approximately one week in advance.

2. **Student group presentations (30% of grade):** All students will present a research article in class as part of a group. All presenting group members need to demonstrate involvement in the article review, slide preparation, class presentation, leading class discussion and answering questions. Your score on this assignment will be based on your group’s performance. Further details about student presentations are provided below:

   **Student presentations:** Members of each group will select one empirical research article (not a review, meta-analysis, or intervention study) related to the developmental stage being covered in class that week. This article will have to be approved by the instructor at least a week before the actual presentation. The group members will be responsible for sending electronic copies of their article to the class by the Friday of the preceding week. The group members will together conduct a 15-20 mins presentation on the selected article summarizing (a) background and rationale of the study, (b) summary of methods; (2) summary of findings; (3) strengths and weaknesses of the research described; and (4) at least two suggestions for future research and practice. The presentation should not go beyond 20 mins, time yourself so that you can get to the results and findings, strengths and weaknesses, and discuss future research that could/should be done, and not remain stuck on the sample selection and methodology. This will be followed by a 15 mins Q&A session, led by the presenting students. Students in the audience will work in groups and take 5 mins to discuss the article presentation, and come up with 2 questions per group. Each student group will get to ask at least one question of the presenting group. Student groups will submit both questions to the instructor along with feedback on their peers’ presentation. The purpose of this activity is to involve you in the process of selecting, understanding, presenting, and critiquing research articles that are typical in the area of human development.

3. **Peer feedback and discussion questions (5% of grade).** Students will work with classmates as a group to come up with 2 research questions following the student group presentations each week. All students will also be required to provide feedback to their presenting peers.

4. **Research Paper Theme & copies of 3 abstracts (5% of grade).** In weeks 6 & 7, each student will take 2-3 minutes to informally describe their paper topic to their peers and why they are interested in that topic. Students would also turn in copies of the abstracts of three articles they selected, along with a 350-500 word description of why they selected each article in class on the same day.
5. **Research Paper (40% of grade).** Students are required to submit a brief review paper (10-12 pages, typed, double-spaced, 12 pt font with 1” margins, not including the title page, reference list etc., APA style) on a topic related to lifespan development. You will critically review 3 developmental studies (preferably longitudinal, with diverse and/or national samples) published in peer-reviewed journals. Your review should not only address what is currently known about the topic in the field, but also include a critical evaluation of that literature. Finally, you should conclude your review with recommendations for future research and practice/interventions (if applicable). In the recommendations for future research, you should address possible research questions for future research as well as theoretical or methodological issues that are important to keep in mind. Your paper should include the following sections:

- **Introduction (1 page)**
  Include Rationale/justification

- **Review of related literature (8 pages)**
  Include theoretical foundation, sample, methodology, findings, and a critical evaluation of strengths & weaknesses

- **Conclusions (1 page)**

- **Recommendations for future research and practice (1-2 pages)**

- **References (APA style)**

**Total points** 40 points

Your final paper will be due on **Friday, Dec 5**. Please submit hard copies in my mailbox (on 3rd floor HEDCO) by 5 pm. You don’t need to attach copies of your articles along with.

**Attendance and Absence Guidelines**

Attendance is mandatory. You will receive only 50% of the points possible if you submit your reaction paper on blackboard but do not come to class. You will also not be able to turn in peer feedback forms and discussion questions unless you attend class. If you must miss a class, please e-mail me in advance. You are responsible for course content and assignments that you miss. Frequent class absences will result in a significant grade reduction.

**Expected Classroom Behavior**

All students are expected to participate fully in class discussion and turn in assignments on time. To facilitate classroom discussions and participation in small group activities, the use of laptops is discouraged during class, unless used for the purpose of note-taking. Use of smart phones for reading or sending emails or browsing the internet is similarly discouraged. I view learning as a collaborative process. My role in this class is to guide your learning. You bring a wealth of knowledge, experiences, and interpretations to class, and I look forward to learning from you and challenging my own views and assumptions about lifespan development. I hope
that together we can create a respectful and safe learning environment for self-exploration and learning.

**Grading Components and Criteria**

- Reaction papers (2 X 10)  
  20 points
- Student group presentations  
  30 points
- Peer feedback and discussion questions (0.5 X 10)  
  5 points
- Summary of final paper theme & 3 abstracts  
  5 points
- Final research paper  
  40 points

Total points: 100

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<tr>
<td>B+</td>
<td>88-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-77.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-67.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

**Extra Credit**

Students can earn up to 5 extra credit points (one time only) by submitting a 2-3 pg response to a question provided by the instructor. You would have 1 week from the day you get the question to turn in your response. This option is only available during weeks 1 – 9.

**Student Engagement Inventory (120 hours)**

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Student Engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Attendance</td>
<td>30</td>
<td>3 hours/week</td>
</tr>
<tr>
<td>Assigned Readings &amp; Online interaction</td>
<td>40</td>
<td>4 hours/week</td>
</tr>
<tr>
<td>(Comments on blackboard)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td>15</td>
<td>Group presentation</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>35</td>
<td>Final paper</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

**Schedule of Class Topics and Assignments**

Each week, there will be 2-3 required readings. These readings are designed to provide background information on the specific lecture topics. The readings will cover the important themes during each developmental period; however, we may not get to discuss all developmental changes/issues during our class time together. That is why additional recommended readings will also be provided on certain weeks. These should be good references for your future work. On weeks when we are having student group presentations, there will be an additional assigned reading as well. All readings will be posted on the Blackboard course website. Please note that depending on your background and progression in your program, you may not fully understand the research methodology and statistics described in these studies. That is okay and expected. The purpose of these readings is to introduce you
to a rigorous way to evaluate developmental research. You will be graded based on effort and thoughtfulness of your comments, relative to your level in the program you are enrolled in. Course readings are subject to change.

The schedule below is tentative and subject to change. Changes will be posted on blackboard and announced in class.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Lecture Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30</td>
<td>Course &amp; Syllabus overview Introduction to lifespan development</td>
<td>Assignments for student group presentations</td>
</tr>
<tr>
<td>10/7</td>
<td>Theories of Human Development Guest Speaker: Dr. Deborah Capaldi (OSLC)</td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>10/14</td>
<td>Prenatal Development Methods &amp; Measures in Developmental Research</td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>10/21</td>
<td>Infancy/Toddlerhood Guest Speaker: Dr. Dare Baldwin (UO Psychology)</td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>10/28</td>
<td>Preschool Years</td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>11/4</td>
<td>Childhood/School age</td>
<td>-Group Presentation -Research paper summary &amp; abstracts due</td>
</tr>
<tr>
<td>11/11</td>
<td>Adolescence</td>
<td>-Group Presentation -Research paper summary &amp; abstracts due</td>
</tr>
<tr>
<td>11/18</td>
<td>Young adulthood Guest Speaker: Dr. Joann Wu Shortt (OSLC)</td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>11/25</td>
<td>Adulthood</td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>12/2</td>
<td>Older Adulthood and Aging</td>
<td>-Group Presentation</td>
</tr>
</tbody>
</table>

**Final research paper is due on Friday, Dec 5 before 5 pm.**
Policies and Notifications

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.
Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance

In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy

Incompletes with due dates may be permitted by the instructor under exceptional circumstances. Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://registrar.uoregon.edu/incomplete_policy.
EDUC 612 Social Science Research Design
Winter 2012

4 Credits – CRN 26469/27358
University of Oregon – College of Education

Meeting Days/Time: Monday 5:00-8:50pm
Location: Education 115 / Portland Metro

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Rohanna Buchanan, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>(541) 954-8879</td>
</tr>
<tr>
<td>Fax:</td>
<td>(815) 550-1789</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:rohannab@oslc.org">rohannab@oslc.org</a></td>
</tr>
<tr>
<td>Address:</td>
<td>12 Shelton-McMurphey Blvd. Eugene, OR 97401</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment, location TBA</td>
</tr>
</tbody>
</table>

DESCRIPTION

DEMP 612 Social Science Research Design is designed to prepare students for their dissertation research. Research Design is a survey of contemporary quantitative and qualitative research designs. The development of evidence-based inquiry skills is the central theme and goal of the course. Course topics include the methods and philosophy of scientific inquiry, quantitative research design, qualitative research design, validity, control, ethics, and critique of published research.

OBJECTIVES

The expectation is not complete mastery of the intricacies of research design, but rather the development of competencies related to the practice of evidence-based inquiry. Students will learn fundamental research principles, develop an understanding of quantitative research approaches, and acquire the ability to critically evaluate published research. By the end of the course, students should be able to formulate testable research questions, identify several different research methodologies, and critically evaluate the design of published research.

COURSE STRUCTURE

Research Design meets Mondays from 5:00–8:50 PM in ED 115/Portland Metro. Class meetings will consist of lecture, discussion, and in-class activities. This course is intended to be dynamic and students are expected to be actively engaged in: (a) generating questions during lectures, (b) small and large group discussions, and (c) small and large group activities.
REQUIRED MATERIALS

**Textbook:**

*Note.* Older editions are acceptable if students work with the instructor to ensure that assigned readings are coordinated across editions. Chapters assigned will be from the 12th edition. The textbook will not be ordered through the University of Oregon Bookstore.

**Textbook Chapters:**

**Journal Articles:** Available on Blackboard

**Recommended Text (for further reading):**

GRADING POLICY

All work submitted for the class must be legible, clearly organized, and proofread. Illegible work will not be graded, but can be resubmitted subject to the late penalty outlined below. For Portland Metro students and those who prefer to submit work electronically (and students who are unable to attend or arrive on time to a particular class), all work must be submitted to the instructor via email prior to (i.e., before 5:00 PM) the start of class in which the assignment is due. The time stamp associated with the email containing the assignment(s) will be used to determine whether to apply the late penalty. **Work submitted electronically should include the author’s last name and title of the assignment in the subject line (i.e., Smith Homework 1). All work should contain the student’s name on the submitted document to avoid the resubmission penalty.**

Each student is responsible for submitting his/her own original work. Any instance of academic dishonesty (e.g., plagiarism or copying a student’s work) will minimally result in a score of zero for any assignment for all parties involved. Late work will be penalized 10% per class period.
**Homework:** There will be four homework assignments during the term. Assignments are due on the day listed in the course schedule. Late homework will be penalized 10% per class period. Each homework assignment will contribute 5% to the final grade.

**Reaction Papers:** There will be three reaction papers during the term. Students are required to submit a one page reaction paper for each of the articles EXCEPT the one they are presenting in class (see Article Presentation, below). For complete credit, students will need to turn-in their response to the article at the beginning of the class in which the reaction is due. Each reaction paper will contribute 5% to the final grade.

**Article Presentation:** Working with a group, each student is required to present a component of one of the assigned article readings. To earn a high mark, student presenter(s) will need to clearly articulate the main theme(s) and/or controversies and take an active role in facilitating the associated discussion. Article presentations are to be delivered on a prearranged date and typically last for one hour. A failure to present on the prearranged date will result in a score of zero for the assignment. Article presentations will contribute 7.5% to the final grade.

**Research Article Summary:** Each student is required to submit a type written critique of the design of a published research study. Students will locate a research article to summarize. The research summary is due on the day listed in the course schedule. Research article summaries will contribute 10% to the final grade.

**Synthesis Matrix:** Each student is required to locate and select 5 research articles, organize the critical components into a matrix, and submit the articles and type written matrix electronically. The synthesis matrix is due on the day listed in the course schedule. Matrices will contribute 10% to the final grade.

**Research Synthesis:** Using the articles from the matrix assignment, each student is required to submit an 8-10 page type written synthesis. This assignment will integrate concepts and skills learned throughout the course. The synthesis will contribute 17.5% to the final grade.

**Exams:** There will be two take-home examinations, one at the midpoint of the term and one at the end of the term. Exam topics will be derived from class lecture and material contained in the text. No "make-ups" will be given. Each exam will contribute 10% to the final grade for a total of 20%.

**Extra Credit:** In the interest of fairness and equity, there are no extra credit assignments or special arrangements available to make up for low performance on any graded course work. If you are struggling with the material, join a peer-based study group and/or make arrangements to see me right away.

**Withdrawal:** The last day to withdraw from the class or change the grading option is **February 26.**

**Grades:** Grades will be based on the following scale, although I retain the right to amend particular cutoffs for the students' benefit: A+ 97-100% A 93-96%, A- 90-92%; B+ 87-89%, B 83-86%, B- 80-82%; C+ 77-79%, C 73-76%, C- 70-72%; D+ 67-69%, F < 66%. 
The policy for grade challenges is as follows.

- Grade challenges are not entertained until at least 24 hours have passed to allow time for a more dispassionate consideration of instructor feedback and associated score(s).
- Grade challenges must be made in writing and based on argument of substantive or mathematical error, supported by evidence.
- Factors other than math or substance will not be taken into account (including a “need” to have a particular grade).
- Grade challenges that trigger a review can result in the grade going either up or down.

### Assignment Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (4 x 10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Reactions (3 x 10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Article Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Midterm</td>
<td>20</td>
</tr>
<tr>
<td>Article Summary</td>
<td>20</td>
</tr>
<tr>
<td>Synthesis Matrix</td>
<td>20</td>
</tr>
<tr>
<td>Research Synthesis</td>
<td>35</td>
</tr>
<tr>
<td>Final</td>
<td>20</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
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# Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | Jan 9  | • Introduction  
       • Overview of Social Science Research  
       • Science & Scientific Inquiry | • Babbie Chapter 1 *Human Inquiry and Science*  
       • Babbie Chapter 2 *Paradigms, Theory, and Social Research* |
| 2    | Jan 16 | • No class – MLK Jr. Holiday                                          | • Homework 1 (by 5pm)                                                     |
| 3    | Jan 23 | • Variables and Measurement  
       • Quantitative Research Design: Validity Threats/Control Strategies | • Babbie Chapter 4 *Research Design*  
       • Babbie Chapter 5 *Conceptualization, Operationalism, and Measurement* |
| 4    | Jan 30 | • Literature Search Strategies  
       • Quantitative: Quasi & True Experiments | • Babbie Chapter 8 *Experiments*  
       • Gersten et al.  
       • Shadish, Cook, & Campbell Reading 1-18  
       • Homework 2 (by 5pm)  
       • Group Presentation 1  
       • Reaction 1 |
| 5    | Feb 6  | • Quantitative: Quasi & True Experiments                               | • Shadish, Cook, & Campbell Readings 18-32  
       • Homework 3 (by 5pm) |
| 6    | Feb 13 | • Evaluating Research Articles  
       • Quantitative: Non-Experimental  
       • Qualitative: Research Design and Methodology | • Babbie Chapter 17 *Reading and Writing Social Research*  
       • Babbie Chapter 10 *Qualitative Field Research* |
|      | Feb 19 |                                                                        | • Midterm Exam (take home, electronic submission by 5pm)                   |
| 7    | Feb 20 | • No class  
       • Research article search activity | • Homework 4 due (electronic submission by 5pm)                           |
|      | Feb 23 |                                                                        | • Article Summary                                                         |
| 8    | Feb 27 | • Finish Qualitative Research Design and Methodology  
       • Implications for Policy | • Babbie Chapter 9 *Survey Research*  
       • McCall, et al.  
       • Reaction 2  
       • Group Presentation 2 |
| 9    | March 5| • Mixed Method Designs                                                 | • Johnson & Onwuegbuzie  
       • Reaction 3  
       • Group Presentation 3  
       • Synthesis Matrix |
| 10   | March 12| • Ethics  
       • Program Evaluation                                              | • Babbie Chapter 12 *Evaluation Research*  
       • Chapter 3 *The Ethics and Politics of Social Research*  
       • Weiss  
       • Reaction 4  
       • Group Presentation 4 |
| Finals | March 19 |                                                                        | • Research Synthesis                                                      |
|      | March 22 |                                                                        | • Final Exam Due                                                          |
COURSE INCOMPLETES

Incompletes are given only in rare and extreme situations that truly prevent the student from completing course work during the regular course schedule. My policy on incompletes is more restrictive than the general UO policy. Incompletes will NOT be awarded simply because you have not been able to finish course work. Incompletes will only be awarded when there is a documented medical or similar unforeseen emergency that prevents the student from completing course work.

ATTENDANCE POLICY

Attendance is required. If a class is missed, students are responsible for all lecture notes, assignments, handouts, and other materials missed during their absence. A missed class (or a late arrival to class) will not be considered a legitimate excuse for not being prepared for an exam or avoiding late penalties on assignments. Contact the instructor in case of illness or emergencies that preclude taking an exam, completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. Lectures are recorded and can be accessed by contacting the instructor in case of missed classes or a student's interest in re-watching a lecture.

ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://www.uoregon.edu/~conduct/). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or stevensj@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:

- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346 -0617 or http://studentlife.uoregon.edu/programs/crs/
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/
DIVERSITY

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- Respect the dignity and essential worth of all individuals.
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Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/

EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices

Note. Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

GRIEVANCE

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.
INCLEMENT WEATHER

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If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others. If it is unsafe for you to travel to class due to the weather, please notify the instructor and make arrangements to obtain class materials and access the recording of the class.
Course Description
This class is designed to provide students with an overview of beginning micro-counseling skills, including the components of cultural competency and the basic listening sequence (attending behavior). The skills selected for this course are the initial skills needed for clinical work. Each week a new concept will be introduced that builds on the previous week in order for students to develop a thorough repertoire of therapeutic skills for clinical practice.

Course Learning Outcomes
By the end of the course, students will be able to:
1) Articulate the basic components of cultural competency in clinical practice
2) Demonstrate the use of basic micro-counseling skills by decision making of what skills are needed for what clinical situations
3) Demonstrate the skills of the basic listening sequence
4) Demonstrate influencing skills and strategies

Below is a list of assignments that link to the Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

Course Format
The format of this course will rely heavily on student involvement and participation. Students will be introduced to a new micro-counseling skill each week and class time will be spent practicing this specific skill. This class will involve a combination of instruction and student role-plays. There will be no outside work for this class as it is heavily weighted on student involvement during class.

Course Assignments
Attendance and Readings (50 points: SLO1)
Attendance, including arriving on time to every class, is essential to successful mastery of course material. Our time together will be very focused and dependent on your attendance. There should be no need for student use of electronic devices in this class. If you do want to take notes on a laptop, please ensure that you are not on any social networking sites. Cell phones should be turned off during class unless you are awaiting a call from someone re: an urgent matter. Please inform me of your need to leave your cell phone on during class before class begins. Your colleagues deserve the respect of their time through your engagement in class. There will be a few readings throughout the course. Please log onto the Blackboard course site to access the electronic articles and chapters. The readings will be labeled by the week and there may not be readings assigned for every week. You need to complete the readings before the class meets that week. In other words, if the documents are labeled Week 3 readings, they should be read before we meet for class during week 3.
Role Plays (25 points; SLO1, SLO3, SLO4)
Students will be in groups of two or three and will remain in these groups the entirety of the term. Each week, you will have the opportunity to “try on” the skill of the week. This will require your full participation in both the therapist and client roles. For this reason, your grade is primarily focused on your participation in the role-plays each class period. You will be deducted 4 points for each role play you choose not to participate in during class.

Observation of micro-skills (25 points; SLO1, SLO4)
CFT students will observe their 2nd year CFT match student at the Center for Family Therapy as they are conducting a therapy session with a current of client. CPSY students will observe one role play in (a) Dr. Karrie Walters child/family practicum class (contact Karrie for scheduling at kwalters@uoregon.edu), or (b) observe role-play tapes from the adult or child/family practicum. Students will watch for the micro-skills that the therapist/counselor is using and how well these micro-skills seem to be working in practice. Students should write a 2-3 page, double-spaced reflection paper about your experience doing this observation and the micro-skills you were able to observe. Write about how you might use micro-skills similarly and differently as well as the effect you noticed the micro-skills having on the therapy process and/or the client/pseudo-client. Be sure to include a discussion of cultural competency and how you will adjust your micro-skills as appropriate.

Student Engagement Inventory

<table>
<thead>
<tr>
<th>Education Activity</th>
<th>Hours</th>
<th>Student Engaged</th>
<th>Explanatory Comments (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Attendance (includes Roles Plays)</td>
<td>10 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>5 hours</td>
<td></td>
<td>This will vary depending on student</td>
</tr>
<tr>
<td>Clinical Observation</td>
<td>2 hours</td>
<td></td>
<td>This includes both the preparation and the actual observation</td>
</tr>
</tbody>
</table>

Total Hours: 17 hours

Course Evaluation

Your grade will be determined by your performance in the assigned areas specified previously and summarized as follows.

Course Grading: ≥ 80 Pass  ≤ 80 No Pass

Course Requirements and Evaluation

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Role Plays</td>
<td>25</td>
</tr>
<tr>
<td>Observation</td>
<td>25</td>
</tr>
</tbody>
</table>

TOTAL-----------------------------------------------> 100

POLICIES

Respect for Diversity
This class embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, and spiritual/religious affiliations. I aim to honor and value diverse ways of learning, knowing, and experiencing. I also hope to create a forum where dialogues can take place that foster individual as well as collective self-awareness and growth. In
keeping with our commitment to these values, I ask that everyone partner in a shared responsibility to build inclusion, equity, and respect of diversity. This can only happen if we continue to reflect on how our cultural backgrounds and diverse life experiences influence our work with clients. Thus, while we each bring unique perspectives to our professional work, I expect that as human service professionals, we will strive toward competency in meeting our clients’ diverse needs and respecting all people.

**Ethical Standards of Practice**
Each MFT student is expected to maintain the highest ethical standards of clinical practice, including strict adherence to the maintenance of client confidentiality. Specifically, students agree to the following:

- Familiarity with and behavior in accordance with the [AAMFT Code of Ethics](http://aamft.org) at all times.
- Maintaining client confidentiality by never disclosing client names, identifying information, or discussing cases outside of the observation or supervision areas.
- Removing oneself from any involvement (observation of sessions, team participation, any inquiry about treatment or progress, etc.) in a case in which the student knows one or more of the clients.
- Maintaining a professional and respectful manner when observing or interacting with clients.

**Disclosure of Personal Information**
The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have established policies for informing applicants and students regarding disclosure of their personal information (COAMFTE Standard 140.02, 2003). With this standard in mind, I would like to highlight that in this course personal disclosures may occur. Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential and remain only in the classroom unless an exception to confidentiality applies. The AAMFT Code of Ethics states in standard 4.7 (2001) that marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. With this in mind, the program would like to highlight that clinical supervisors who share responsibility for supervisees will share relevant information without a written waiver in an effort to provide a quality standard of supervision, maintain coherent training throughout the program, and ensure client care.

**Documented Disability**
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

**Academic Misconduct Policy**
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://www.uoregon.edu/~conduct/). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Academic Honesty**
Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website: "Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts."

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person's actual words or replicates all or part of another's product;
2. One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

(Unplagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts."

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu. Outside the College, you can contact:

- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabidGrievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

Inclement Weather Policy

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather
than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: [https://education.uoregon.edu/academics/incompletes-courses](https://education.uoregon.edu/academics/incompletes-courses)

**Cell Phones & Laptops**
Due to the fact that cell phones (e.g., text messaging, internet surfing) are disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced and text messaging and cell phone internet access is not allowed during class. If you have an exceptional circumstance (e.g., ill family member), and need to be on standby for a possible cell phone call, please let me know and set your cell to vibrate and exit the classroom if you receive a call. If an alternate learning ability requires the use of a laptop, please contact me on the first day of class about this. Additionally, if you use a laptop to take notes during class, please seek the permission of those around you. Typing notes during class can be very disruptive for people sitting near you – be sure that those around you are not distracted by your note taking. Computer laptop Internet surfing and/or chatting is prohibited during class.

<table>
<thead>
<tr>
<th><strong>COURSE SCHEDULE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
</tr>
<tr>
<td>9/29/14, Class #1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>10/6/14, Class #2</td>
</tr>
<tr>
<td>10/13/14, Class #3</td>
</tr>
<tr>
<td><em>Guest Teacher: Dr. Benedict McWhirter</em></td>
</tr>
<tr>
<td>10/20/14, Class #4</td>
</tr>
<tr>
<td>10/27/14, Class #5</td>
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<tr>
<td>11/3/14, Class #6</td>
</tr>
<tr>
<td>11/10/14, Class #7</td>
</tr>
</tbody>
</table>

***Observation Assignment is due: December 2nd by 4pm in Dr. Brown’s box on the 2nd floor of HEDCO.***
**University of Oregon CFT Educational Outcomes**

**Student Learning Outcomes:** As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

**Faculty Outcomes:** Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

**Program Outcomes:** The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.
1. General Course Information

Professor: Jorge I. Ramírez García, Ph.D  
Class Time: Mon, 9:00 am – 11:50 am
Office: XXX  
Phone: 503-851-5083  
Email: jramire3@uoregon.edu (preferred contact method)

Note: will respond to your e-mails promptly; for time sensitive communication call or text. Virtual Office hours will be available via Blackboard’s “Office Hours chat” (instant messaging) or Facetime/Skype. Weekly day/times will be posted on Black Board.

2. Course Overview

The purpose of this course is to provide an introduction to the major theoretical orientations and empirical work in health psychology. While the course will provide an overview of major content areas within health psychology, it will also focus on other aspects of psychology, such as Ethnic Minority, Developmental and Community Psychology as they pertain to health related behaviors. The course will encourage a strengths-based approach to prevention, as well as an emphasis on multicultural competence. Finally, students will learn how to apply their knowledge in ways that will facilitate the promotion and maintenance of health-related behavior in a preventative context. This is a non-repeatable course.

3. Student Learning Outcomes

Through successful completion of this course, students will be able to:

1. Describe the unifying features of the specialty of health psychology;
2. Describe health psychology as a prevention science;
3. Understand and describe the predictors and processes associated with positive and negative behavioral health outcomes in diverse populations; and
4. Critique health interventions, including their design, implementation and evaluation in diverse settings in a ways that are helpful for health policy making and health research development.

Competencies Addressed

Competencies addressed in this class include:

- Knowledge of health risk and protective factors associated with positive and negative behavioral outcomes across the lifespan
- Knowledge of theories related to development and human behavior that describe processes and mechanisms through which risk and protective factors are related to positive and negative health outcomes.
• Demonstrate awareness of the interplay of individual, family, societal, and environmental factors associated with positive and negative health behaviors across the lifespan
• Demonstrate understanding in developmental and ecological perspective models in research conceptualization, design, and critique
• Demonstrate awareness and understanding of contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality in prevention research and practice.
• Demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.
• Recognize the central role of prevention science and multicultural competencies in their ongoing research and program evaluation work.
• Demonstrate basic knowledge of the history and professional identity of prevention scientists.
• Students are responsive to feedback from faculty, supervisors, and peers.

Course Format
The course is graded A - F. In accordance with Graduate School policy, a grade of I (incomplete) is assigned only for work which has been of passing quality through the academic term but which, for good reason (this does not include poor planning or time management), cannot be completed within the time frame of the term. Students for whom special circumstances may warrant an “I” at the end of the semester must discuss this matter with the instructor before the last week of class. It is your responsibility to plan for the course’s assignments and assessments as well as to proactively manage challenges such as computer problems, emergencies, illness, etc. Grades for late assignments will be lowered. Poorly written assignments/ papers/ tests will receive lower grades regardless of the content (check spelling, grammar, punctuation!), as will assignments that are not written in APA format. Plagiarized materials (including use of others’ summaries) will result in 0 points on the assignment and possible failure of the course (see University of Oregon policy). Attendance and active participation are class requirements. In addition to class attendance and active class participation, grades will be based on a series of assignments detailed in this syllabus.

Course Requirements

Exams (50% of grade). There will be a midterm and a final exam, for the most part non-cumulative. They will consist of two portions: (a) multiple choice questions and (b) one essay. The former will target your mastery of key concepts and the latter your integration of the material, plus your analytical and writing skills. You will be provided with about six essay questions approximately 10 days ahead so that you can prepare for the essay portion. During the exam you will be asked to answer only 1 question under “closed notes/books” like conditions. You will be provided a grading rubric guide and the opportunity to submit essay outlines for feedback prior to the essay exam.

Health Disparity Analyses (30% of grade). The purpose of the group projects are to foster the integration of material, and promote critical thinking and communication skills. Students will be randomly selected into groups. Each group will select a Health Disparity and: (a) write a research paper, and (b) conduct an oral presentation to the class. The health (or mental health) disparity should be of high public health relevance such as those listed in Healthy People 2020 (www.HealthyPeople.gov – see Topics & Objectives tab) or in similar resources in the state of
Oregon or in Lane county. Briefly the project products (paper and presentation) will: (a) clearly define the health/illness disparity and its public health impact, (b) define its plausible cause pathways (risk/protective factors) with integrative bio-ecological perspectives based on clearly articulated theories/hypotheses and/or empirical research, and (c) offer analyses of prevention, intervention and/policy to improve health and reduce the health disparity. You will be provided with opportunities to submit topics, references, and outlines of your project reports/presentations as well as with a rubrics with grading criteria.

Class participation and activities (20% of grade). The goals of class activities are to promote active learning, that is, processing of readings and course material through brief exercises. These activities will include:

1. Prior to each class, you are expected to submit 2 questions/issues based on your analyses of the assigned readings. Each of the 2 issues will be clearly described in a way that communicates the question or issues and what is your line of thinking about it.
2. Participation in class discussions. We will discuss course material during our class meeting and in Black Board; active engagement by all will maximize learning opportunities for all.
3. Class exercises and activities. There will be brief exercises to process course material and/or to prepare for assessments and course projects.

Grade calculations. You will be provided with a table/grid that will allow you to add your earned scores from each of the grade components to convert to your class grade.

Expectations:

1. Students are expected to come to every class prepared to discuss the readings, actively seek the opinions of others, and share own opinions. Optimally, opinions would approximate Hypotheses (i.e., educated guesses). Students are expected to think critically and apply acquired knowledge to a variety of situations. We will talk about issues that are often difficult to process in a group such as race, social class, gender, sexual orientation, values. All of us are expected and responsible to maintain a professional demeanor during these discussions including active listening, refraining from using offensive and/or inflammatory language as well as other verbal and non-verbal communication that obstructs constructive analyses of issues. Students will assume shared responsibility for drawing each other into the discussion, for owning opinions and reactions, and for maintaining a respectful and collegial environment. Students will read the APA Publication Manual (6th ed.) and type all assignments in APA format unless otherwise indicated.
2. During class, students are expected to refrain from use of email or any non-class related activity with their computer, tablet, mobile device, etc., as it is distracting to other students in the class and compromises your ability to be present and engaged in our discussions.
3. I am invested in your professional development and learning. I will provide you with opportunities to consult with me about your individual challenges with this course (Please see my contact information and communication options at the top of the Syllabus). There will be a course evaluation at the end of the course, and I plan on providing other opportunities for all students to provide input on how to continue shaping course activities to maximize achievement of learning objectives. If you have time sensitive and/or major concerns about the course, please do not hesitate to contact me.
4. Due to concerns regarding spread of influenza virus, I encourage you to stay home and take care of yourself when ill, at least until 24 hours after a fever.
4. Reading Materials


5. Weekly Schedule of Class Topics and Assignments (Version November 14, 2014)

*Note: In order to accommodate guest lectures and unforeseen events such as inclement weather, scheduled readings are subject to change. Please check weekly; Adjustments will be announced during class and/or in the course website.*

**Topic I: Health Psychology & Health Behaviors Overview**

**Sept. 29**

**Introductions; Overview of course;**

**Chapter 1. What is Health Psychology?**
- Introductions
- Course goals and approach
- Defining Health Psychology, Health and Illness; Health and Mental Health

**Oct. 6**

**Chapter 3. Health Behaviors**
- Health Promotion and Overview
- An introduction to health Barriers

**Chapter 4: Specific health-related behaviors**
Topic II: Bio-Ecological Perspectives of Health/Illness

Oct. 13  
**Chapter 2: The systems of the body**  
The Nervous System (pp. 15-18)  
The Cardiovascular system (pp. 21-25)

**Chapter 14: Psychoneuroimmunology and immune-related disorders**  
Psychoneuroimmunology (pp. 343-352)  
Type 1 Diabetes (pp. 375-377)

Oct. 20  
**Chapter 6: Stress**  

**Chapter 7: Moderators of the Stress Experience**  

Oct. 27  
**Ecological Perspectives and Social Determinants of Health**


Nov. 3  
**EXAM I (Midterm)** **TIME TBD**

Topic III: Intervention & Policy

**Chapter 3. Health Behaviors – Intervention sections**  
Changing Health Habits  
Cognitive-Behavioral Approaches  
The Trans-theoretical Model  
Social Engineering  
Venues for health-habit modification

Nov. 10  
**Chapter 8. Using Health Services**  
Nov. 17    **Health Disparities and multicultural competence**


Nov. 24    **Community Intervention Approaches**


**Topic IV: Chronic illnesses and Specific Health/Illness Areas**

Dec. 1    **Chapter 11: Management of Chronic Illnesses**


Group Presentations

**Final Exam**    **Essay 10:15am-12:15pm Thur., Dec. 11 in 240 HEDCO**

BlackBoard MC/TF/Short Answers –Available in BB Thursday Dec 11 and Friday Dec. 12

Health Disparity Analyses Papers due Friday December 12, 5pm

**6. Grading Components and Criteria**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading questions and class participation</td>
<td>20</td>
</tr>
<tr>
<td>Health disparity analysis and group presentation</td>
<td>30</td>
</tr>
<tr>
<td>Midterm</td>
<td>25</td>
</tr>
<tr>
<td>Final</td>
<td>25</td>
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</tbody>
</table>

**Total points:** 100

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-97.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-77.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-67.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>
7. **Graduate/Undergraduate differentiation**

Not applicable. This course is open to master’s and doctoral candidates only.

8. **Role of the GTF**

There is no assigned GTF for this course.

9. **Student Engagement Hours (120 hours)**

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Student Engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Attendance</td>
<td>30</td>
<td>3 hours/week</td>
</tr>
<tr>
<td>Weekly Course Readings &amp; Summaries Preparation</td>
<td>30</td>
<td>3 hours/week</td>
</tr>
<tr>
<td>Preparation for Midterm Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Health Disparities Paper &amp; Presentation</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Preparation for Final Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

10. **Attendance and Absence Guidelines**

Attendance is required to succeed in this course and master the course material. If you miss class, it is your responsibility to get class notes, and handouts or other distributed materials. Contact me prior to class by email in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. If no prior arrangements have been made before class time, there will be no guarantee of opportunities to make up loss of points due to absence.

Students must notify instructor in case of illness or emergencies that preclude attending class sessions. Messages can be left on my e-mail or voice mail prior to class. If no prior arrangements have been made before class time, the absence is unexcused.

11. **Expected Classroom Behavior**

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Refrain from reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated
12. Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

13. Documented Disability
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term or first two class meetings, whichever is first. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

14. Mandatory Reporting
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
- http://around.uoregon.edu/mandatoryreporting

15. Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code found at http://conduct.uoregon.edu. This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

16. Conflict Resolution
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

At University of Oregon, you may contact:

- UO Bias Response Team: 541-346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 541-346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 541-346-3123 or http://aaeo.uoregon.edu

17. Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance

18. In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

19. Course Incomplete Policy

Incompletes with due dates may be permitted by the instructor under exceptional circumstances. Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://registrar.uoregon.edu/incomplete_policy.
Course Description

Course Information
This course serves as an introduction to thinking critically about the clients’ and therapist’s group memberships and identifications, and the effects of these memberships and identities on the therapeutic relationship and interventions. Particular emphasis is placed on understanding both enduring and changing human diversity contexts through the use of Bronfenbrenner’s Ecological Model and genograms as assessment and intervention techniques.

The course also emphasizes the convergence and divergence of memberships and identities for individuals and families, and the effects of these similarities and differences for the person, family, therapy relationship, organizations, and the culture(s) at large. Understanding human diversity factors and the meanings the client ascribes to them informs the goodness of fit for different family therapy interventions.

This course is not intended to provide a comprehensive survey or overview of human diversity factors. Rather, examples from diverse groups are used to illuminate the therapist’s process of understanding the client and delivering sensitive and competent interventions. Additional resources for broader exposure to diverse populations will be provided by the instructor for students’ continued development.

Reasonable self-disclosure is required.

Course Format
We meet as a large group on Mondays. You will engage in didactic activities, large and small group discussions, and experiential exercises. You will also write papers and complete additional activities to create products for evaluation.

Students will complete a major assignment outside class hours (independent lab). This will be shared with the class.

Course Objectives and Outcomes
1. Differentiate between emic and etic approaches to human diversity.
2. Describe the utility of genograms and the ecological model as culturally sensitive assessment and intervention techniques.
3. Identify the therapist’s own group memberships and identities and describe how these might influence his/her work with clients who are similar and different.
4. Describe the relationship between cultural sensitivity and decision-making about therapeutic modality, family involvement, and potential interventions.
5. Generate and resolve clinical dilemmas associated with client and therapist group memberships and identities.

**AAMFT Core Competencies Addressed in this Course:**
3.4.5 Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

**CFT Competencies addressed in this course**
- Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
- Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.

**Counseling Psychology competencies addressed in this course**

**Competency 6a:** Students demonstrate awareness and understanding of diversity and contextual issues (e.g., culture, identity, gender, sexual orientation, disability, marginalization, poverty, etc.).

**Competency 6c:** Students demonstrate awareness of multicultural and contextual issues in their professional interactions and commitment to relevant guidelines (e.g., APA's Multicultural Guidelines).

**Competency 6d:** Students recognize connections between injustice, oppression, and mental health, and the responsibility of counseling psychologists to address these issues.

**Competency 7a:** Students competently apply multicultural knowledge, experience, theory and scholarship to their own research.

**Competency 7b:** Students demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.

**Competency 8c:** Students and graduates recognize the central role of prevention science and multicultural competencies in their ongoing work as counseling psychologists.

**Competency 11c:** Students are responsive to feedback from faculty, supervisors, and peers.

**Competency 12b:** Students demonstrate awareness of their strengths and areas of needed development as they progress through the program, including recognizing how their privilege, identities, and power influence their research and practice activities.

**Prevention Science competencies addressed in this course**

**Competency 6:** Students demonstrate awareness and understanding of contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in prevention research and practice.

**Competency 7:** Students apply multicultural knowledge, theory, scholarship, and self-awareness to their research activities.

**Competency 8:** Students demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.

**Competency 9:** Students recognize the central role of prevention science and multicultural competencies in their ongoing research and program evaluation work.
Competency 17: Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff.

Competency 19: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development.

Competency 20: Students demonstrate awareness of their strengths and areas of needed development as they progress through the program, including recognizing how their privilege, identities, and power influence their prevention research and practice activities.

Competency 21: Students are responsive to feedback from faculty, supervisors, and peers.

Texts and Materials

Additional materials may be added in response to feedback, questions, and during course development.

Required Texts


Required and Reference Websites

- APA Ethics
- AAMFT Ethics
  http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx
- APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations
- Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients
- McIntosh: White Privilege: Unpacking the Invisible Knapsack
  http://amptoons.com/blog/files/mcintosh.html

Required Readings Available on Blackboard

One copy has been made available for educational purposes. Please do not redistribute, and obey copyright law. You are not required to read every item.


**Recommended Text**


**Recommended Readings Available on Blackboard**


**Recommended Readings Available through Library or Other Resources**


*Additional readings may be added in response to student requests and current events.*

**Class Schedule**
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings and Assignments (due on this date)</th>
<th>General Course Topics (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/5</td>
<td>• ALL: Review syllabus, look at Blackboard, and examine books for structure and content</td>
<td>• Stimulus activities.</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>• Course introduction and overview, diversity and family therapy, diverging and converging memberships/identities, emic vs. etic approaches, stereotypes and generalizations, Type 1 and Type 2 errors. Constructing the genogram, genograms as a culturally sensitive intervention. Agreements for class. Self-disclosure and countertransference.</td>
</tr>
<tr>
<td>1/12</td>
<td>• Read AAMFT Code of Ethics [URL] or APA Ethical Principles [URL]</td>
<td>• About the reading, journal, lab assignment.</td>
</tr>
<tr>
<td>2</td>
<td>• Read APA Guidelines... [URL]</td>
<td>• <a href="#">Genogram assignment described.</a></td>
</tr>
<tr>
<td>1/19</td>
<td>• Read Ecological Model materials as needed—assignments in this folder are not required</td>
<td>• Hays’s ADDRESSING framework. Multicultural counseling, ethnocentric monoculturalism, competencies. The ecological model. Constructing the ecological risk and resilience assessment, ecological assessment as a culturally sensitive intervention. Limitations to McGoldrick et al., and other sources.</td>
</tr>
<tr>
<td>3</td>
<td>• Read a chapter of McGoldrick et al. that relates to your family of origin, and one that seems very different. Write in your journal about these chapters, particularly in relation to yourself.</td>
<td>• Ecological model assignment described.</td>
</tr>
<tr>
<td>1/26</td>
<td>• Genogram and ecological model worksheet due</td>
<td>• Lab assignment described.</td>
</tr>
<tr>
<td>4</td>
<td>• Continue Fadiman</td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>• Read Shelton &amp; Delgado-Romero, Sue et al. (2007)</td>
<td>• Yuri Choi: Microaggressions</td>
</tr>
<tr>
<td>5</td>
<td>• Continue Fadiman</td>
<td>• Stimulus video: Clips</td>
</tr>
</tbody>
</table>

Yuri Choi: Microaggressions
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 2/9  | **Paper described.**  
- Finish Fadiman  
- Read at least three: Decker, Grealy, Hertlein, Kerewsky, Steele  
- Stimulus video: Murderball  
- Interplay of disability and gender. Ability/disability, health, and mental health considerations. | |
| 2/16 | **Paper due**  
- Read McGoldrick et al. Chapter 20, 21, 27  
- Read at least three: Beah, Boyd-Ball & Dishion, Muramoto, Nguyen, Serdarevic & Chronister, Swofford, Ung, Williams & Williams-Morris  
- Bring Fadiman to class.  
- Stimulus video: New Year Baby  
- Stereotypes, generalization, macrosystemic similarities and differences.  
- Culturally appropriate intervention strategies. Which cross-cultural counseling strategies hold across cultural and other groups? Cultural variables beyond culture/ethnicity/race. Ethical considerations.  
- Lab work time if available. | |
| 2/23 | **Lab assignment due**  
- Skim McGoldrick et al., Chapters 10, 22, 23  
- Read at least three: Beatie; Carroll, Gilroy, & Ryan; Davies et al.; Loschiavo et al.; Mahalik et al.  
- Stimulus video: There Is No Name for This or Coming Out, Coming Home  
- Sexual orientation, gender, trans, non-majority family arrangements. Genogram practice with non-majority families. | |
| 3/2  | **Lab assignment due**  
- TBA  
- Yuri Choi: International Students  
- Stimulus video: The Cold Water | |
| 3/9  | **Read at least three: hooks, Lott, Miller & Thoreson, Pies & Geppert, Root, Wangchuck, Yardley add**  
- Stimulus video: Trembling before G-d.  
- Discussion of lab assignment.  
- Beyond the therapy room: Cultural Competence in the Exosystem. Course wrap-up. | |
| In finals week or thereafter | **Skim 2009 doctoral students’ summary of Sue et al.**  
- Read Georgas et al. (2 parts)  
- Skim McGoldrick et al., Chapter 5, 6, 7, 8, 9 | |

**Course Evaluation and Grading**

Below is a list of assignments that link to the CFT Program Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

**Specific Course Requirements and Evaluation Criteria**

**Grading**

1. **Attend class and scheduled group meetings, complete required readings on time, participate actively (criterion requirement) (CFT SLO 1).**
   - The instructor may calculate this portion of your grade on any objective criteria, including attendance at time of roll, pop quizzes, in-class assignments, etc. A “0” will be given for missing or late in-class assignments. If you provide a doctor’s note (or
other note documenting your reason for missing class), I will consider this information if you are between two grades for the course. It is my expectation that graduate students prepare for and attend all classes except in the case of unavoidable and major conflicts.

- You will keep a journal as described in class. This journal will not be collected, but will form the personal basis of your reflection paper.

2. **Paper (30%) (CFT SLO 4).** A semi-formal typed paper of 1000-2000 words related to your journal responses and your assessment of your own group memberships and worldview as they inform your practice as a future therapist/researcher within your discipline. This will be elaborated upon in class. Points are accrued by staying on topic, organizing your paper coherently, running a spelling check, using correct grammar and punctuation, formatting as requested, meeting the word count, and turning in the paper on time.

- **FORMAT:** Your paper must be typed, single-spaced, and printed on one side of white paper in black ink only; have all hyperlinks removed; and have your name, the date, and the course number at the top RIGHT corner. You must staple. Loose pages and folded corners are not acceptable.
- **CONTENT:** Your responses to the topic (given in class); further thoughts or questions that this topic raises for you; descriptions of follow-up activities or conversations in which you engage at your site or with others; or other contents as assigned by instructor.

3. **Genogram (20%) (CFT SLO 4).** Construct a personal 3-generational genogram focusing on human diversity, education, and pro-social activities. This must be neat, professional, suitable for a clinical case note file (i.e., no photos, drawings, emoticons, etc.; if more than one page, pages numbered sequentially) and on unlined white 8 ½ x 11 paper. It may be computer-generated or professionally handwritten. If you use genogram generating software, you may not submit a genogram with a “sample” or “trial” watermark, and your genogram must still conform to the genogram style and symbols presented in class.

4. **Ecological model, risk and resilience worksheet (25%) (CFT SLO 4).** Complete a personal worksheet focusing on your ecology in the context of a current personal situation of your choice.

5. **Independent Lab: Clinical response to The Spirit Catches You and You Fall Down (25%) (CFT SLO 4).** In a small group, prepare a response according to instructions in class. This assignment will be shared with other students.

Work is due as assigned. Late group work may earn a grade of 0 for all group members because the structure of the course relies on timely submission of your work. Late individual work will be accepted; however, the calculated grade ceiling will be reduced 5% for each day late (i.e., your grade will be calculated, then multiplied by .95 on the first day late, .90 on the second, etc.). This includes weekend and holiday days.

There are no opportunities to earn extra credit in this course. Some make-up assignments may be offered. Incompletes will be given only for emergencies and by prior arrangement with your instructor. All work is due as assigned or as described in class. No work will be accepted after class on Week 10 except by prearrangement with the instructor.

**Grading**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 94%</td>
<td>A</td>
</tr>
<tr>
<td>93 - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86 - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83 - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>Below 80%</td>
<td>individual meeting required</td>
</tr>
</tbody>
</table>

**Student Engagement Inventory**

| Educational activity | Hours | Explanatory comments |


### Policies and Notifications

#### Attendance and Absence Guidelines

You are expected to attend class. Under some circumstances, make-up activities may be negotiated in advance with the instructor. Documented medical and athletic absences may be made up. However, if you miss a significant proportion of the class for any reason, the instructor may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with make-up work at the instructor’s discretion.

#### Expectations for Professional in Training

Please see the sections below on ethics, conduct, and related issues.

You are expected to participate actively. Inattention, disruption, lateness, or other unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade.

You must reference your sources in essay responses and use quotation marks for direct quotes. Plagiarism and disallowed collaboration are serious academic offenses and will be managed accordingly. You may not collaborate unless explicitly required or permitted to do so. Sharing information from this class with other class members is permitted only when this does not violate standards of academic honesty. No recording is permitted without prior approval from the instructor. You may not repost the instructor’s materials (PowerPoints, worksheets, etc.) without permission from the instructor. Posting, selling or otherwise sharing class or exam notes will be treated as academic dishonesty.

#### Additional Course Requirements

Please save or print a copy of this syllabus. Some readings may be on Blackboard. If you have trouble printing directly from Blackboard, try 1) saving the document to your computer; or 2) copying the document using CONTROL+A, CONTROL+C, then pasting it using CONTROL+V into a Word document.

If you are having trouble accessing or using Blackboard from off-campus, UO Microcomputing recommends that you use the Firefox browser. If you are having trouble downloading PDFs, try using a PC (not Mac).

When you e-mail the instructor(s) or a GTF, please give your full name and the class number and title. E-mail with an instructor or GTF is a professional communication. Please be clear and courteous, and use the writing style you would use in an informal paper.

You are responsible for keeping copies of all of your work until after you are satisfied with your final grade. This may mean making an electronic backup of all assignments completed on the computer (or e-mailing yourself a copy that can be retrieved if your computer crashes), keeping graded work until after the class is over, or keeping a copy of any e-mail you send and receive related to the course.

#### Ethics and Academic Standards

This course may involve opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are also required to report information about sexual assaults, regardless of when or where they occurred. **Participation in this class does not confer confidentiality.**

### Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Accommodation**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term or first two class meetings, whichever is first. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

**Mandatory Reporting**

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- [https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message)
- [http://around.uoregon.edu/mandatoryreporting](http://around.uoregon.edu/mandatoryreporting)

**Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code found at [http://conduct.uoregon.edu](http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

At University of Oregon, you may contact:

- UO Bias Response Team: 541-346-1139 or [http://bias.uoregon.edu/whatbrt.htm](http://bias.uoregon.edu/whatbrt.htm)
- Conflict Resolution Services 541-346-0617 or [http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx](http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx)
- Affirmative Action and Equal Opportunity: 541-346-3123 or [http://aaeo.uoregon.edu](http://aaeo.uoregon.edu)

**Grievance Policy**

A student or group of students may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the
student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://neweducation.uoregon.edu/academics/student-grievance) or enter search: student grievance.

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In the event that the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy
Incompletes with due dates may be permitted by the instructor under exceptional circumstances. Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://registrar.uoregon.edu/incomplete_policy.
University of Oregon CFT Educational Outcomes

Student Learning Outcomes: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Faculty Outcomes: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

Program Outcomes: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.
EDUC 614: Educational Statistics  
Winter Term, 2014

Instructors: Roland H. Good III, Ph.D., HEDCO 378, phone 541-954-9222  
email: rhgood@uoregon.edu

Office Hours/Help Session: Thursday, 2:00 – 3:20,  
344 HEDCO on 1/9/2014 only  
371 HEDCO on all other Thursdays

Class: Monday 16:00– 19:50 (4:00pm – 7:50pm), 142 HEDCO.  
CRN: 23336

Lab: Integrated in class, usually about 5:20 - 6:30.

Supervised College Teaching:  
Jake Mahon  
jmahon@uoregon.edu  
Phone: 541-654-1776

SCT Help Hours: To be announced

Website: Blackboard

Support Seminar: Students who desire more statistics support may enroll for SPSY 607: Seminar Statistics Support (CRN 26875). This optional seminar may be taken for 1 to 4 credits. Attendance at most office hours/help sessions is required. SPSY 607: Seminar Statistics Support is P/NP, with the seminar grade based on a passing grade in EDUC 614.

Required Texts:
(Optional Text. Earlier editions are fine)

These books are referred to in assignments as Howell, Morgan, and APA respectively.

IBM SPSS Statistics Standard Grad Pak. Apparently, the current version number is 21. I have version 19 and will be using that version for presentations and demonstrations. If you have an earlier version, it will probably be fine for our purposes. The IBM SPSS Statistics Base GradPack is available on laptops that can be checked out from HEDCO 110 Learning Commons and will be sufficient for procedures used in EDUC 614: Educational Statistics. Selected
advanced procedures that we will use toward the end of EDUC 640: Applied Statistical Design and Analysis are not available in the IBM SPSS Statistics Base GradPack version and are only available in IBM SPSS Statistics Standard GradPack. SPSS will be used whenever possible in other statistics courses in the College of Education. Please think of this as a valuable investment for your future research work. A very limited number of laptops with IBM SPSS Statistics Base will be available in HEDCO 110 Learning Commons during Stats classes on a first come, first served basis and students will be expected to share. They can be checked out up to 30 minutes before class for a 4.5 hour window (Monday 3:30 – 8:00; Thurs 9:30-12:30). Note: the Learning Commons closes at 8:00pm on Mondays so you will need to hurry to return laptops. In addition, most desktop computers in HEDCO 110 Learning Commons have IBM SPSS Statistics Base. For this course, subsequent statistics courses, and for your own research, it will be preferable to have your own version of IBM SPSS Standard Grad Pak (with SPSS Statistics Base, Advanced Statistics, and Regression) on your own laptop. Any fairly recent version will be fine.

**Description:**

This is a graduate level statistics course designed primarily for students in the College of Education. Students in other colleges are welcome. The second course in the series, EDUC 640: Applied Statistical Design and Analysis, will be offered Spring, 2014. The first course will cover descriptive statistics, logic of hypothesis testing, elementary inferential statistics, confidence intervals, and introduce one-way analysis of variance. The second course will focus on analysis of variance techniques.

**Attendance and Absence Policy**

As we approach this flu season, we should all be considerate of the health and welfare of others. We will try to video all class lectures and post them on Blackboard as soon as possible. If you are not able to attend class in person for any reason, you should be able to benefit from the presentation and discussion via video. If we have to cancel class due to illness, weather, or travel, we will try to have a guest lecturer or video a makeup lecture so we don't get behind. Even though the video will be an option, attendance and participation in person for lectures is strongly encouraged. If you require special arrangements for exams due to medical or other emergency circumstances, please contact the instructor as soon as reasonably possible.

**Exams and Grading Policy:**

**Course Requirements:**

<table>
<thead>
<tr>
<th>Weekly Probes (30 points maximum)</th>
<th>30 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Comprehension Checks</td>
<td>20 points</td>
</tr>
<tr>
<td>Midterm in-class exam. <strong>Green or Blue Exam Book required.</strong></td>
<td>20 points</td>
</tr>
<tr>
<td>Midterm take-home exam.</td>
<td>35 points</td>
</tr>
<tr>
<td>Term Project</td>
<td>40 points</td>
</tr>
<tr>
<td>Final in-class exam. <strong>Green or Blue Exam Book required.</strong></td>
<td>20 points</td>
</tr>
<tr>
<td>Final take-home exam.</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>Course Total (Maximum)</strong></td>
<td><strong>205 Points</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned in accordance with the College of Education grading requirements.
Each student’s total points will be tabulated and percentage scores will be computed using the total number of points possible in the term. The following standards apply to assigned grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

*Please note that if this class is taken P/NP as a graduate student, 80% or higher is required to pass the class.*

**Incomplete Grades**

Incomplete grades must be negotiated with the instructor prior to the end of the term. Requests for an incomplete grade must include: (a) specification of incomplete work to be done and evaluation procedures to be used, and (b) timeline for completion of incomplete work. The incomplete grade petition is available at Graduate School Forms.

Graduate students must convert a graduate course incomplete "I" into a passing grade within one calendar year of the assignment of the incomplete (for additional information see 2013-2014 UO Catalog, Graduate Studies section.

Go to [http://uocatalog.uoregon.edu/graduatestudies/graduate%20school](http://uocatalog.uoregon.edu/graduatestudies/graduate%20school), then "Edit... Find on this page… Incomplete" it should be about half way down).

**Class Expectations:**

1. We have a lot to accomplish this term. In consideration for your classmates and instructors, please be settled and ready to go at the start of class. We will try to start promptly at 4:00 according to the clock in the classroom. We also will try to stop promptly at 7:50.

2. Check blackboard for lecture notes, handouts, and materials before lecture.

3. We welcome and encourage participation and questions during class. This course is dedicated to the principles of equality of opportunity and freedom from discrimination for all members of the university community and an appreciation of diversity as an affirmation of individual identity. Please treat all participants, questions, and discussions with respect and consideration.

4. Unless otherwise specified, **Weekly Probes** are due in the class session following the one during which they were assigned (regardless of whether we reach that point in lecture). Early or late probes will not be accepted unless special arrangements are made. Email probes will not be accepted unless special arrangements are made. More than 30 points worth of probes will be assigned during the term, but a maximum of 30 probe points will be awarded. By completing your 30 probe points early in the term you will have more time for assignments (such as the term project) later in the term.

5. **Homework** is not to be turned in, but you are strongly encouraged to practice the skills required by the homework assignments. Questions about the homework will be covered in help sessions and only occasionally in class.
6. I think a good course is one where we all work hard and we are all successful. Please see us early if you need additional help.

Student Supports:

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, you must meet with the course instructor within the first two weeks of the term. This documentation must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities.

In particular, if you anticipate needing extra time for in-class examinations due to second language or disability challenges, please make arrangements with the instructors the week before the exam.

Use of appropriate language in class discussions and written work.

People with disabilities are people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like "the handicapped," "EH kids," "severely retarded," or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts "people first," for example, “a student with a severe disability,” “the program for students with emotional and behavioral disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics that people can possess.

College of Education Policies

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu
Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbtrt.htm
- Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses
## Schedule of Classes:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Reading</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/6/2014</td>
<td>Part 1</td>
<td>Howell: Chap. 1</td>
<td>Overview, road map, syllabus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Morgan: Chap. 1</td>
<td>The importance of Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.uvm.edu/~dhowell/methods/">http://www.uvm.edu/~dhowell/methods/</a></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Do the math review at the bottom of the page.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 1</td>
<td>Morgan: Chap. 2, &amp; pp. 37-43</td>
<td>Recommendation: Bring your laptop with</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UCLA Class notes on Entering</td>
<td>SPSS Grad Pak to Lab sessions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Data, Movie</td>
<td>A limited number of laptops with SPSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Version are available for checkout</td>
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<tr>
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<td>at the Learning Commons (HEDCO).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Topic: Entering data and working with data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part 2</td>
<td>Howell: Sect. 2.1 – 2.11</td>
<td>Scales of measurement, plotting data,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>APA: Sect. 4.09, 4.10, 4.19-4.21, 4.31-4.38</td>
<td>measures of central tendency and variability.</td>
</tr>
<tr>
<td>2</td>
<td>1/13/2014</td>
<td>Part 1</td>
<td>Howell: 2.12 &amp; Chap. 3</td>
<td>The normal distribution and</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>transformations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 3</td>
<td>Morgan: pp. 44-53, Chap. 4,</td>
<td>Topic: Describing your data – plots and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&amp; pp. 86-88.</td>
<td>measures of central tendency and variability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part 2</td>
<td>Howell: Sect. 4.1 – 4.6</td>
<td>Randomness, Sampling Distributions,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Logic of hypothesis testing.</td>
</tr>
<tr>
<td>3</td>
<td>1/20/2014</td>
<td>Martin Luther King Day</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>1/27/2014</td>
<td>Part 1</td>
<td>Howell: Sect. 4.7 – 4.13</td>
<td>Errors in hypothesis testing, Rejecting the null hypothesis, Effect sizes</td>
</tr>
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<td>-----------------------------------------------------------------------</td>
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<td></td>
<td>Morgan: pp. 98-103</td>
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<td></td>
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<td>APA: Sect. 4.41 – 4.49</td>
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<tr>
<td>Lab 4</td>
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<tr>
<td>Part 2</td>
<td></td>
<td></td>
<td>Howell: Sect. 7.1 – 7.3</td>
<td>Hypothesis tests applied to means (z and t tests for one group).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>APA: Chap. 5</td>
<td></td>
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<td></td>
<td><strong>Take-home midterm exam assigned.</strong></td>
</tr>
<tr>
<td>2/3/2014</td>
<td>Part 1</td>
<td></td>
<td>Howell: Sect. 7.5 - 7.7</td>
<td>Testing differences between means for two groups (independent observations). Homogeneity of variance</td>
</tr>
<tr>
<td>Lab 5</td>
<td></td>
<td></td>
<td>Morgan: Problems 9.2 &amp; 9.4</td>
<td>Topic: Testing hypotheses about the mean (two samples)</td>
</tr>
<tr>
<td>Part 2</td>
<td></td>
<td></td>
<td>Howell: Sect. 7.4</td>
<td>Testing differences between means for two groups (dependent observations).</td>
</tr>
<tr>
<td></td>
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<td><strong>Take-home midterm due.</strong></td>
</tr>
<tr>
<td>2/10/2014</td>
<td>Part 1</td>
<td></td>
<td>Howell: Chap. 8</td>
<td>Power and Effect Sizes Revisited</td>
</tr>
<tr>
<td>Lab 6</td>
<td></td>
<td></td>
<td>Morgan: pp. 124-135</td>
<td>Topic: Scatterplots and correlations</td>
</tr>
<tr>
<td>Part 2</td>
<td></td>
<td></td>
<td>Howell: Sect. 9.1 to 9.5</td>
<td>Correlations between quantitative variables</td>
</tr>
<tr>
<td>2/17/2014</td>
<td>Part 1</td>
<td></td>
<td>Howell: Sect. 9.6, 9.8 - 9.9, 9.11</td>
<td>Linear regression: purpose &amp; procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>APA: Sections 2.05-2.08, 2.11</td>
<td></td>
</tr>
<tr>
<td>Lab 7</td>
<td></td>
<td></td>
<td>Morgan: pp. 138-146</td>
<td>Topic: Correlations and simple regression</td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>In-Class Midterm Examination.</strong> Exam will include open-book and closed-book sections. <strong>Exam book required.</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Part</td>
<td>Assignment</td>
<td>Topic</td>
<td></td>
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</tr>
<tr>
<td>2/24/2014</td>
<td>1</td>
<td>Howell: Sect. 9.7, 9.10, 9.12-9.16</td>
<td>Linear regression: Residuals, Assumptions, Hypothesis tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 8 Morgan: Problem 10.1</td>
<td>Topic: Regression and AOV</td>
<td></td>
</tr>
<tr>
<td>3/3/2014</td>
<td>1</td>
<td>Howell: Sect. 11.4 to 11.6</td>
<td>Take-home final exam assigned.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 9 Morgan: Problem 10.2</td>
<td>Topic: AOV and multiple comparisons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Howell: Sect. 11.7 to 11.13</td>
<td>AOV Unequal sample sizes, Assumptions, Magnitude of Effects, Power</td>
<td></td>
</tr>
<tr>
<td>3/10/2014</td>
<td>1</td>
<td>Howell: Sect. 12.1 to 12.7</td>
<td>AOV multiple comparisons</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab 10 Morgan: Problem 7.1</td>
<td>Topic: Chi-square</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Howell: Sect. 6.1 to 6.4</td>
<td>Hypothesis tests with proportions, 2 Proportions: layout and symbols.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Howell: Sect. 6.6 to 6.9, &amp; 6.11</td>
<td>Take-Home Final Exam Due. Term project due.</td>
<td></td>
</tr>
</tbody>
</table>
The purpose of this project is to provide an impetus for you to become involved in real research and real data. The intent is for you to try out the procedures we have learned in a context that is meaningful and interesting for you. Details of this assignment can be negotiated with the instructors, so long as the purpose and intent are maintained. We encourage you to discuss your ideas for this assignment with us as early in the term as possible to be sure you thoroughly understand all its requirements and how they pertain to your particular ideas.

The term project is due on Monday, March 10, 2014 at 4:00 pm. A no-penalty grace period will extend to Friday, March 14, 2014 at 4:00 pm.

Essentially, you are to **ask one specific research question** and develop a related research hypothesis, then, using real or fictitious data and *the data analysis procedures covered during this term*, respond to your hypothesis and question. First, identify a research project you are interested in for your area. It might be research you are conducting, or that you would like to conduct, or that another student or faculty member you know is conducting. Please consult your advisor first for ideas directly relevant to your discipline or area of study. As a last resort, consult me, and I will help you develop a suitable research project. Your research hypothesis should specify **1 quantitative dependent variable** and **at least 1 independent variable** which can be either a classification (qualitative) or a quantitative variable. I recommend only 2 levels of a qualitative independent variable for this project. *Data (real or fictitious) must be available for your variables, and your variables and analysis must fit in cells of the map of many statistical analyses covered this term.*

Following is a recommended outline for this assignment, however your project should be written in narrative form (not outline form). Refer to the latest edition of the American Psychological Association (APA) style manual for instructions regarding formatting this paper, paying particular attention to statistics in text, table formatting, levels of heading, and citations. **Of the 30 points available for this assignment, 10 will be awarded explicitly on the basis of presentation and compliance with APA style requirements for statistics in text, tables, and references – See attached checklist.**

I. **Introduction.** This section of the paper should be brief – at most, three paragraphs long.

   A. It should provide your research context.

   B. It should also include (preferably at the end) your *research question* or hypothesis, and related null hypothesis.

      1. Your research question should correspond with information presented in your research context.

      2. Your research question should address a relation between constructs for a population.

      3. Specify the specific *statistical null hypothesis* to be evaluated.
II. **Methods.** Here you should discuss the subjects and specific variables involved in your research hypothesis and how data for these variables were gathered.

A. Briefly describe the subjects included in your study. This section is not the focus of the term project. *If you are using fictitious data, simply state here that data are fictitious.* Be clear and public.

B. Dependent variable. Describe this variable and how data for this specific variable were gathered (e.g., how were the items worded on a test, what questions were asked during a person-to-person interview, what and how were behaviors observed, etc.). Describe the range of possible values associated with this variable (e.g., a variable may be measured on a seven-point scale with the value “0” meaning complete absence of the thing being measured and the value “7” meaning the maximum amount available of the thing being measured). Specify whether the variable the variable is qualitative or quantitative and whether it has independent observations or dependent observations.

C. Independent variable(s). Describe this (these) variable(s) and how data for these specific variables were gathered. Describe the possible values associated with each independent variable. If an independent variable is a classification variable (qualitative), specify the classification associated with each possible value (e.g., if the variable is “gender,” the value associated with boy may be “0,” and the value associated with girl may be “1”). Specify whether the independent variable is manipulated or measured, and whether the independent variable is a between-subjects variable or a within-subjects variable.

III. **Analysis and results.** In this final section of the paper you should **name the specific data analysis procedures** you followed and discuss the results of that analysis. Note that you need not provide a “discussion” section in which you would relate your results to theory or to the research context from which you drew your question. You need only describe the results of your analysis and explain whether or not they allow you to reject the null hypothesis.

A. Data analysis. You should use one of the SPSS procedures learned during the term to test the null hypothesis. **In Appendix A,** show the SPSS data set you used for your project (i.e., print out your data file. If it is long, print a one-page sample). **In Appendix B,** show the final SPSS output files with the corresponding syntax for each analysis you reported in your paper.

1. Provide descriptive statistics for the quantitative dependent variable in an appropriate APA formatted table. Be sure to include measures of center and spread, and describe the shape of this variable’s distribution in text.

2. If your independent variable (or one of your independent variables) is a classification variable (qualitative), provide descriptive statistics for the quantitative dependent variable using the qualitative independent variable to form groups. For example, if your qualitative independent variable is gender (two groups – women and men) and your dependent variable is income, you should provide descriptive statistics regarding
income for men as one group and for women as a separate group. That is, you would include measures of the center, spread, and describe the shape of the distribution of income for men separately and for women separately. (Note, with #1 this means you will provide descriptive stats in your APA table both overall and by group. You may accomplish #1 and #2 in one table if it can be done clearly and in an esthetically pleasing way.)

3. If your independent variables are quantitative, use Excel or SPSS to provide a scatterplot showing the relation between that independent variable and the dependent variable and report the correlation between the variables. As with your quantitative dependent variables, provide descriptive statistics for any quantitative independent variable in your analysis.

4. **Name and describe the statistical analysis** you used to test the null hypothesis. Use the language and vocabulary that would explain to another statistician (a) what you did, (b) how you considered your variables, and (c) the roles your variables played. Briefly discuss your rationale for using this procedure given your particular research question/hypothesis.

5. Use SPSS to test the null hypotheses. Again, be sure to include the output file showing the results of these analyses in an appendix.

B. Results.

1. Report your results in a clear and concise paragraph using APA style.

2. Briefly report the results of your hypothesis test in APA format.

3. State clearly whether or not you reject the null hypothesis.

4. In **Appendix C** that will not be in APA format, provide a detailed report of the hypothesis test being sure to include all 5 steps of the hypothesis test.

5. If possible, construct and report a 95% confidence interval for the parameter(s) that would correspond to the hypothesis test you conducted in #A5. Note, some statistical tests we will discuss this term do not have a corresponding confidence interval available – it is not necessary to provide a confidence interval if one has not been covered in the course.

6. Briefly state what the analysis outcome means with respect to the research context.
Final Project Cover Sheet

Name: ____________________________________________

1. Introduction. (3 points) _______

2. Methods and Variables. (7 points) _______

3. Analysis. (10 points) _______

4. Results. (10 points) _______

5. APA Style for Tables and Statistics in Text. (10 points) _______
### APA Style Table Checklist

<table>
<thead>
<tr>
<th>OK</th>
<th>Needs work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Table formatted margin to margin.</td>
</tr>
<tr>
<td>2.</td>
<td>Double space all narrative text, table text may be single space for readability.</td>
</tr>
<tr>
<td>3.</td>
<td>“Table #” in regular text, left aligned.</td>
</tr>
<tr>
<td>4.</td>
<td>Table title in italic, left aligned.</td>
</tr>
<tr>
<td>5.</td>
<td>Descriptive title.</td>
</tr>
<tr>
<td>6.</td>
<td>Major words of table title in caps. <em>Descriptive Statistics for Weight...</em></td>
</tr>
<tr>
<td>7.</td>
<td>No vertical rules (lines).</td>
</tr>
<tr>
<td>8.</td>
<td>Horizontal rule (line) between title and column heads.</td>
</tr>
<tr>
<td>9.</td>
<td>Spanner heads have a horizontal rule indicating which columns are spanned.</td>
</tr>
<tr>
<td>10.</td>
<td>Horizontal rule between column heads and column contents.</td>
</tr>
<tr>
<td>11.</td>
<td>Horizontal rule after column contents.</td>
</tr>
<tr>
<td>12.</td>
<td>6 points above and below horizontal rules.</td>
</tr>
<tr>
<td>13.</td>
<td>Center column heads over the column.</td>
</tr>
<tr>
<td>14.</td>
<td>Capitalize first word <em>only</em> for column heads and row designators.</td>
</tr>
<tr>
<td>15.</td>
<td>Use italics for all statistics symbols.</td>
</tr>
<tr>
<td>16.</td>
<td>Align decimals within column. <em>[Very Strong Hint: use the Table function in Word with decimal aligned tabs.]</em></td>
</tr>
<tr>
<td>17.</td>
<td>Report all values to same number of decimals – usually 2 decimals.</td>
</tr>
<tr>
<td>18.</td>
<td>Use leading 0 if value could be greater than 1. No leading 0 if value cannot be greater than 1 (like a correlation coefficient).</td>
</tr>
<tr>
<td>19.</td>
<td>All sentences end in a period “.” For example: “p &lt; .05.”</td>
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<tr>
<td>20.</td>
<td>Avoid computer codes or commands.</td>
</tr>
<tr>
<td>21.</td>
<td>Avoid SPSS variable names – meaningful labels and words are preferred.</td>
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</tbody>
</table>

### APA Style Statistics in Text Checklist

<table>
<thead>
<tr>
<th>OK</th>
<th>Needs work</th>
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<tbody>
<tr>
<td>1.</td>
<td>Greek letters, subscripts, and superscripts that function as identifiers (not variables) and abbreviations that are not variables are in standard font. Example: $SS_B$ (B is not italic because it is not a variable but an abbreviation for between), $M_X$ (X is in italic because it is subscript and a variable name).</td>
</tr>
<tr>
<td>2.</td>
<td>[Very rare rule.] Symbols for vectors are in <strong>bold</strong>, non-italic font.</td>
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<tr>
<td>3.</td>
<td>[Most common rule.] All other statistical symbols are in <em>italic</em>.</td>
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<tr>
<td>4.</td>
<td>Use recommended statistical abbreviations and symbols (see APA Manual, Table 3.9, pp. 141 – 144).</td>
</tr>
<tr>
<td>5.</td>
<td>Space before and after mathematical symbols: = &lt; &gt; - + (Hint: The show paragraph button [¶] enables you to see where there are spaces and how many spaces there are. Spaces are required or prohibited.)</td>
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<tr>
<td>6.</td>
<td>No space between a statistic and the parentheses for the degrees of freedom.</td>
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<td>7.</td>
<td>e.g., $t(60) = 1.99, p &lt; .05$. Note: Spaces are required or prohibited.</td>
</tr>
<tr>
<td>8.</td>
<td>e.g., $F(2, 60) = 4.03, p &lt; .05$. Note: Spaces are required or prohibited.</td>
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<tr>
<td>9.</td>
<td>e.g., $\chi^2(4, N = 90) = 10.51, p &lt; .05$. Note: Spaces are required or prohibited.</td>
</tr>
</tbody>
</table>
Course Administrative Information

Professor: Leslie Leve, Ph.D.  Class Time: Mondays 16:00-18:50
Office: 357 HEDCO  Class Location: 240 HEDCO
Phone: 541-346-9601  Office Hours: Friday 12-1 or by appointment
Email: leve@uoregon.edu

Course Overview
This course has the overarching goal of providing Counseling Psychology doctoral students and masters students in the CPHS Prevention Science specialization with a survey of evidence-based preventive interventions for children/adolescents, individuals, and families. The focus will be on preventive interventions designed to promote mental health and to prevent mental illness and problem behaviors across a variety of populations. We will cover the definition of evidence-based practice (EBP); review the intervention techniques, methods, and outcomes for a selected set of EBPs; and discuss the barriers and successful methods to applying EBPs in community settings. Throughout the course, we will also consider the implications of this work for public policy initiatives aimed at vulnerable children and families, and discuss social justice issues related to providing effective services for underserved populations.

Course Goals
1. In contrast with more traditional foci on individual treatment, and consistent with the Counseling Psychology Program’s ecological model, this course will situate ideas about interventions and group dynamics into a prevention science context, emphasizing the systemic factors that contribute to mental health and behavior problems and their prevention and/or amelioration.

2. This course is designed to complement other courses that are prerequisites for CPSY 609: Child and Family Practicum, and is designed to prepare students for advanced research experiences and practica, such as participation in the CoE program evaluation sequence and completion of the Prevention Science capstone project.

3. Consistent with best practices in psychology, this course is designed to help students conceptualize the principles at the root of ecologically-grounded, evidence-based intervention and prevention strategies.

Student Learning Outcomes
Through successful completion of this course, students will:
1. learn the definitions and classifications of prevention research and research methodology;
2. become familiar with an ecologically-valid conceptual framework for children and youth at risk for psychosocial problems;
3. understand key risk and protective factors for the onset of psychosocial problems and mental health problems;
4. become familiar with a range of EBPs for children, adolescents, and families that address trauma and maltreatment, school problems, delinquency, and other problems within family and community settings;
5. develop a critical perspective on the state of knowledge, and of the limits of current research and community and preventive interventions;
6. understand the processes by which EBPs are developed and the methodologies employed for evaluating interventions, including efficacy and effectiveness trials;
7. understand the state of the field with respect to implementation science (the process by which EBPs are disseminated in community settings once they have been found to be effective);
8. utilize an ecological model for conceptualizing the synergy between prevention research and the prevention and resolution of human problems;
9. understand the diverse roles of mental health professionals in community practice, community action, and research; and
10. be able to competently debate either side of a controversial topic related to community and preventive intervention work.

Program Competencies Addressed

CPHS Prevention Science program competencies addressed in this class include:

- **Competency 1**: Students demonstrate knowledge of risk and protective factors associated with positive and negative behavioral outcomes across the lifespan.  
- **Competency 2**: Students demonstrate knowledge of theories related to development and human behavior that describe processes and mechanisms through which risk and protective factors are related to positive and negative health outcomes.  
- **Competency 3**: Students demonstrate awareness of the interplay of individual, family, societal, and environmental factors associated with positive and negative behaviors across the lifespan.  
- **Competency 4**: Students demonstrate skill in developing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive health outcomes.  
- **Competency 5**: Students demonstrate understanding of developmental and ecological perspectives and models in research conceptualization, design, and critique.  
- **Competency 6**: Students demonstrate awareness and understanding of contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in prevention research and practice.  
- **Competency 7**: Students apply multicultural knowledge, theory, scholarship, and self-awareness to their research activities.  
- **Competency 9**: Students recognize the central role of prevention science and multicultural competencies in their ongoing research and program evaluation work.  
- **Competency 12**: Students demonstrate skill in presenting research and scholarship via formal academic presentations, professional conferences, and professional writing.  
- **Competency 13**: Students perform activities consistent with those identified as best standards of professional practice in prevention (i.e., the Society for Prevention Research Standards of Knowledge for the Science of Prevention).  
- **Competency 17**: Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff.
- **Competency 18**: Students demonstrate the ability to collaborate in the activities of research and scholarship.
- **Competency 19**: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development.
- **Competency 21**: Students are responsive to feedback from faculty, supervisors, and peers.

CPSY doctoral program competencies addressed in this class include:

- **Competency 3d**: Students demonstrate ability to evaluate efficacy of interventions.
- **Competency 4a**: Students demonstrate knowledge of evidence-based practices in prevention science, psychology, and counseling psychology.
- **Competency 5b**: Students demonstrate incorporation of the ecological model in research conceptualization, design, and critique.
- **Competency 6a**: Students demonstrate awareness and understanding of diversity and contextual issues (e.g., culture, identity, gender, sexual orientation, disability, marginalization, poverty, etc.).
- **Competency 7b**: Students demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.
- **Competency 8c**: Students recognize the central role of prevention science and multicultural competencies in their ongoing work as counseling psychologists.
- **Competency 10b**: Students demonstrate knowledge of counseling psychology as an applied discipline with a prevention focus.
- **Competency 11b**: Students demonstrate facilitative interpersonal skills with others, including supervisors, peers, staff, and supervisees.
- **Competency 11c**: Students are responsive to feedback from faculty, supervisors, and peers.
- **Competency 12a**: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing personal and professional development.

**Course Format**

We will begin each class meeting with a lecture/presentation. The lecture portion of the class each week will typically last approximately 75-80 minutes, followed by a brief break. The second half of each class meeting will comprise “learn by doing” group activities. Students will be assigned to groups at the first meeting of the term, and each group’s composition will remain the same for the duration of the term. There are 2 different types of group activities:

1. **Discussion groups (4 times during the term)**: The purpose of discussion groups is to involve you actively in learning about, presenting, and critiquing studies that are typical of research in the area of community and prevention interventions. Each discussion group will consist of 6 students, and each group will read and discuss one of the articles on cultural diversity and EBPs (week 2), or one of the Cochrane Collaboration or Campbell Systematic reviews that is assigned in week 3, 5, and 6. Discussion group reading assignments will be made a week in advance. Cochrane Collaboration and Campbell Systematic reviews are systematic reviews of interventions in human health care and health policy (including mental health), and are internationally recognized as the highest standard in evidence-based health care. They address the question of, “how do you know if one treatment will work better than another, or if it will do more harm than good?”
Students are expected to read the review that their group has been assigned for that week in advance of the class meeting. Each student will then create a summary of the assigned reading (1 page, typed, double-spaced, with 1" margins, 12 point font) and bring copies of this to class (1 copy to share with your group and 1 copy to turn in). Your summary should include the following: (1) summary of methods; (2) summary of findings; (3) strengths and weaknesses of the research described in the review from your perspective; (4) at least one suggestion for what counseling psychology researchers and practitioners could do next; (5) at least one thing that surprised you, and why; (6) 2 discussion questions that you will use to contribute to the discussion of the article within your group. In every discussion group, 1-2 students will take primary responsibility for leading the group discussion and then giving a 5-minute presentation to the full class summarizing the review (rotate this assignment so that each group member has a turn to lead to the full class at least one time). You should plan for the group discussion to take approximately 30 minutes. I will “visit” with one or more of the groups each week, and also be available to answer questions from any group. NOTE: The topics for the discussion group readings are sometimes different from the lecture topics for that week).

2. Debates: Week 8 of the term we will have a debate tournament on controversial topics in the area of community and preventive interventions. The debate tournament will consist of three debate topics. Class time will be devoted in Week 3 of the term to providing information about the debate topics, the structure and format of debates, the procedures for the tournament, and criteria for judging. In Week 7, class time will be provided to meet with your group and work on your arguments for the debate topics. I will rotate through the groups to answer questions and provide feedback. The winning team will receive a fabulous prize!

Course Requirements

1. Attendance and participation in class discussions (40% of grade). You are expected to come to class prepared, and to participate in class discussions each week. In order to facilitate this, you will need to turn in a 1-page summary of the review assigned to your discussion group at the beginning of class in Weeks 2, 3, 5, and 6. In addition, in Weeks 2, 3, 4, 5, 6, and 7, come to class with at least 2 talking points or questions that you develop from the assigned lecture readings. These will be collected prior to the start of the class period, and we will use some of them during the class discussion of the lecture readings. All readings are listed in the syllabus and will be posted on Blackboard.

2. Debate performance (10% of grade). You will work with a group of classmates to research and develop arguments for and against one debate topic. Your grade on this assignment will be based on your teams’ written outlines for your topic, and your teams’ debate performance. Additional information about the structure of the debates will be posted on Blackboard and covered in Week 3.

3. EBP paper and brief presentation (40% of grade). Students will review one EBP that is not covered in the course lecture readings (e.g., it cannot be one of the assigned lecture readings, but it can be an intervention included in the Cochrane Collaboration or Campbell Research Reviews). The Blueprints website provides a useful starting place for identifying community and preventive interventions for this assignment: (http://www.blueprintsprograms.com/allPrograms.php). There are currently 53 EBP programs listed on the website to choose from. Please follow the guidelines below in your written report. Presentations are a brief synopsis of the EBP, and are limited to 7 minutes. Presentations will be given in Week 10.
   a. The EBP and the corresponding behavior(s) it is targeting must be described in detail.
b. You must include at least 8 references, including at least 2 papers published in peer-reviewed scientific journals that specifically focus on outcomes from the EBP evaluation.

c. The outcomes studies you summarize must include treatment vs. comparison groups. Randomized control trials are preferable but you may also summarize evaluation studies that employ a quasi-experimental design.

d. For each evaluation study included in your review, you must include: (1) summary of methods; (2) summary of findings; (3) strengths and weaknesses of the research from your perspective.

e. A brief description of the EBP and specific behavior you plan to focus on is due at the beginning of class at Week 3. List a first, second, and third choice EBP, so that we can avoid too many classmates working on the same EBP.

f. A reference list with at least 8 references to be included in your review is due at Week 6 at the start of class. Use current APA formatting. In addition to developing the reference list, you must make a copy of the first page of each article you use (abstract) and turn it in with your reference list, to document that you have acquired the articles.

g. Your final written report must be 4-6 double-spaced pages in length, not including the reference section, title page, etc., and follow APA style guidelines.

h. All students will give a 7-minute presentation on their report in Week 10 (Dec 1). Presentations will briefly cover the same materials that are in your written paper.

i. Order of presentations will be selected at random, with preferences considered.

j. Paper is due December 9 by 5 pm, turned in via Blackboard

4. Final Quiz (10% of grade). Please pay attention to your classmates’ EBP presentations in Week 10. There will be a 10-item quiz administered through Blackboard following the class presentations. If you actively listened to the presentations, you should be able to get all 10 questions correct. Notes permitted as you take the quiz.

**Attendance and Absence Guidelines**

Attendance is mandatory. Do not turn in discussion group summaries or article questions unless you attend class. You will receive credit for coming to class with a written summary of your assigned discussion group reading and your discussion questions from the assigned lecture readings.

**Expected Classroom Behavior**

1. **Class participation:** All students are expected to participate fully in class discussion.

2. **Assignments:** Assignments include written summaries of the discussion group reading, written questions from the lecture readings, debate performance, the EBP paper and presentation, and a final quiz.

***If you must miss a class, please e-mail me in advance. You are responsible for course content and assignments that you miss. Frequent class absences will result in a significant grade reduction.***

I see learning as a collaborative process in which the instructors and students both participate actively. Although I have knowledge and expertise, you as students come to this class with a wealth of personal experiences, knowledge, and interpretations to share. As such, my role in the class is to provide you with contextual and specific information related to course content and practices, to facilitate discussions, as well as provide appropriate responses to your questions, concerns, and feedback. In your role as students, I expect you to complete all readings and assignments on time, attend every class meeting punctually, and participate actively in class. I
hope that we can collaborate to create a respectful class discourse by integrating our diverse perspectives and opinions.

**Grading Components and Criteria**

Discussion group summaries (5 points each X 4)  
Weekly questions from assigned readings (3 points each X 6 + 2 extra points for turning in questions all 6 weeks)  
Debate performance  
EBP paper (topic = 1; reference list = 4; paper = 30)  
EBP paper presentation  
Final quiz

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>B+</td>
<td>88-89.9%</td>
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<td>C+</td>
<td>78-79.9%</td>
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<td>D+</td>
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<td>&lt; 59.9%</td>
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**Extra Credit**

There is an opportunity for extra credit. You may take advantage of this opportunity, but it should not be used in place of required assignments. Extra credit assignments must be turned in no later than the beginning of the last class meeting (Week 10, December 1). For 5 extra credit points, write a 1-page double-spaced summary of a current news release (something released during fall term, 2014) of an intervention trial outcome that appeared in a newspaper, news magazine, or news website. Locate the original empirical article describing the intervention trial referred to in the news release, and write a 1-page, double-spaced summary of the article, study strengths and weaknesses, and implications for prevention researchers and practitioners. Turn in a copy of the news release (may be internet-based), a copy of the original full research article, and your typed summary, all stapled together. You make take advantage of this opportunity one time, for a total of up to 5 extra credit points.

**Student Engagement Inventory (120 hours)**

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Student Engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
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<tbody>
<tr>
<td>Course Attendance</td>
<td>30</td>
<td>3 hours/week</td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>20</td>
<td>~2 hours/week</td>
</tr>
<tr>
<td>Projects</td>
<td>50</td>
<td>EBP paper + Debate prep</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>20</td>
<td>Reading and Discussion Group Q’s</td>
</tr>
</tbody>
</table>
Weekly Schedule of Class Topics and Assignments

Each week, there are 2-3 assigned readings, including lecture readings and discussion group readings. Lecture readings (1-3 per week) are designed to be supplemental and to provide background information on the specific lecture topics. They also should be good references for your future work. My strong recommendation is that you at a minimum look over the lecture readings each week, as the lectures will contain information from them, and you receive credit for turning in questions related to the readings. On weeks when we are having discussion groups, there will be one discussion group reading assignment. You are only required to read the one article assigned to your group that week (skimming or reading the other reviews is highly encouraged). Lecture topic readings and group discussion readings are listed below and will be posted on the Blackboard course website. In addition, group discussion readings can be obtained from these websites: (http://www.cochrane.org/cochrane-reviews; http://www.campbellcollaboration.org/lib/?go=monograph). Please note that depending on your progression in the program that you are enrolled in, some of the statistics in the reviews may be beyond what you have learned thus far. You are not expected to understand the statistical methods used. The purpose of the reviews is to introduce you to a rigorous way to evaluate prevention and intervention research. You will be graded based on effort and thoughtfulness of your summaries, relative to your level in the program you are enrolled in. Course readings are subject to change.

Week 1, September 29

Lecture topic: Organizational meeting

Conceptual model and framework for prevention research

Lecture readings (lecture readings are recommended but not required this first week):


Week 2, October 6

Lecture topic: Prenatal Interventions

Preventive intervention reviewed: Nurse-Family Partnership

Lecture readings:

Discussion group topic: Cultural diversity and EBPs

Discussion group readings:


**Week 3, October 13**

Lecture topic: Infancy/toddler Interventions

Guest speaker: Dr. Melanie Berry, Department of Psychology, University of Oregon

Preventive intervention reviewed: FIND

Lecture readings:


Discussion group topic: School-based preventive interventions

Discussion group readings:


among school aged children and youth. *Campbell Systematic Reviews, 8.*
doi:10.4073/csr.2011.8

Reminder: EBP paper topic due today (please list 3 choices, rank ordered, with your first choice listed as #1).

**Week 4, October 20**

Lecture topic: Preschool preventive interventions  
Guest speaker: Dr. Katherine Pears, Oregon Social Learning Center

Preventive interventions reviewed: KITS, Child-Parent Center Education Program

Lecture readings:


Discussion group: Library research on EBP topic

**Week 5, October 27**

Lecture topic: Preventive interventions for children in foster care/children exposed to maltreatment

Preventive interventions reviewed: KEEP, Attachment and Biobehavioral Catch-up (ABC), The Bucharest Early Intervention Project

Lecture readings:


Discussion group topic: Foster care and maltreatment

Discussion group readings:


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**Week 6, November 3**

**Lecture topic:** Preventive interventions for delinquent adolescents

**Preventive interventions reviewed:** Multidimensional Treatment Foster Care; Multisystemic Therapy; Functional Family Therapy

**Lecture readings:**


**Discussion group topic:** Delinquency, neighborhood violence

**Discussion group readings:**


Reminder: Reference list for EBP paper due (with copies of the abstracts).

**Week 7, November 10**

**Lecture topic:** Implementation

**Guest speakers:** Drs. Patricia Chamberlain and Lisa Saldana, Oregon Social Learning Center

**Lecture readings:**


**Discussion group topic:** Debate prep

**Week 8, November 17**

**Lecture topic:** Debates!

**Week 9, November 24**

**Lecture topic:** Culturally-informed preventive interventions

**Special Guest:** Community Panel – location TBA

**Preventive interventions reviewed:** Familias Unidas; Latino Youth and Family Empowerment project; Strong African American Families (SAAF)

**Lecture readings:**


**Week 10, December 1**

**Student Presentations on EBP papers on Dec 1**

**Blackboard-based quiz to follow the presentations (Dec 2-7)**

**EBP paper due by 5 pm Dec 9**
Policies and Notifications

**Diversity**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Documented Disability**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term or first two class meetings, whichever is first. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

**Mandatory Reporting**

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
- http://around.uoregon.edu/mandatoryreporting

**Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code found at http://conduct.uoregon.edu. This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

At University of Oregon, you may contact:

- UO Bias Response Team: 541-346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 541-346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 541-346-3123 or http://aaeo.uoregon.edu

**Grievance Policy**

A student or group of students may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://neweducation.uoregon.edu/academics/student-grievance) or enter search: student grievance.

**In Case of Inclement Weather**

In the event that the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Incompletes with due dates may be permitted by the instructor under exceptional circumstances. Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://registrar.uoregon.edu/incomplete_policy.
University of Oregon
Prevention Science and Health Promotion Program
CPSY 632: Risk and Resilience in Adolescence and Young Adulthood
CRNXXXXX; 3 credits
Course Syllabus and Schedule, Spring 2017

1. General Course Information
Instructor: Atika Khurana, Ph.D.    Class Time: XXXX
Office: 369 HEDCO    Class Location: XXXX
Phone: 541-346-5540    Office Hours: XXXX
Email: atika@uoregon.edu (preferred contact method)

2. Course Overview
This course focuses on research and theory related to risk and resiliency processes during adolescence and young adulthood, with a focus on populations at elevated risk for adverse outcomes. Class readings will emphasize processes and mechanisms of influence as they relate to risk and resiliency outcomes. Sociocultural and contextual risk and protective factors that account for individual differences in risk and resilience will also be considered. Efforts will be made to connect readings and class discussions to prevention and intervention programs aimed at promoting healthy outcomes and reducing maladaptive forms of risk-taking. The course approach will be grounded in scientific principles with an emphasis on recent research findings, analytical thinking, and critical evaluation of findings. The course is taught with the assumption that the students are familiar with basic terminology and methods related to prevention science and human development. The format for the course involves readings, lectures, class discussions, student presentations, videos, and small group exercises. This is a non-repeatable course.

Course Goals
This course is geared for graduate students in the fields of prevention science, education, and counseling who have already had exposure to basic concepts in psychology to meet the following objectives:

1. To build students' foundational knowledge of adolescent and young adult development, sociocultural and contextual factors that influence development, and students' ability to apply this knowledge to real-life situations.
2. To provide students with opportunities to increase knowledge of and expertise in topics related to prevention of risk behaviors and promotion of resilience in adolescents and young adults.
3. To develop students' ability to evaluate research findings and identify implications for research and practice. These skills will enable students to engage in advanced research and applied experiences.
4. To strengthen oral and written communication skills.
5. This course is designed to complement other Prevention Science and CPSY courses, including CPSY 642: Child/Family Interventions; CPSY 643: Community and Preventive Interventions; SPSY 650: Developmental Psychopathology; CPSY631 (proposed): Introduction to Prevention Science.
3. Student Learning Outcomes

Through successful completion of this course, students will be able to:

1. Discuss conceptual, theoretical, and methodological issues in the study of risk and resilience.
2. Develop a sound understanding of theories and processes of adolescent and young adult development as well as the influence of social contexts on development.
3. Develop an understanding of how variations in context influence development.
4. Describe the relevance of culture, race, ethnicity, gender, SES etc. to understanding differences in risk and resiliency.
5. Understand the role of risk and protective factors associated with adaptive and maladaptive developmental outcomes.
6. Critically evaluate research on reducing maladaptive risk-taking and promoting positive developmental outcomes.
7. Analyze the current state of prevention research with respect to a specific area of risk taking and propose needed future research.
8. Be able to present research ideas in a professional setting, and provide critical feedback on research presentations.
9. Understand and apply an ecologically-valid conceptual framework for understanding risk and resilience.
10. Identify strategies for facilitating optimal development outcomes.

Program Competencies Addressed

CPHS Prevention Science program competencies addressed in this class include:

- Competency 1: Students demonstrate knowledge of risk and protective factors associated with positive and negative behavioral and behavioral health outcomes across the lifespan.
- Competency 2: Students demonstrate knowledge of theories related to development and human behavior that describe processes and mechanisms through which risk and protective factors are related to positive and negative health outcomes.
- Competency 3: Students demonstrate awareness of the interplay of individual, family, societal, and environmental factors associated with positive and negative behaviors across the lifespan.
- Competency 4: Students demonstrate awareness of theories and foundations of prevention science.
- Competency 5: Students demonstrate skill in conceptualizing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive health outcomes.
- Competency 6: Students demonstrate knowledge of evidence-based practices in prevention science and health promotion.
- Competency 7: Students demonstrate understanding of developmental, ecological, and epidemiological perspectives and models in research conceptualization, design, and critique.
- Competency 8: Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in prevention research and practice.
- **Competency 12**: Students demonstrate competence in basic research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science, including those that identify risk, promotive, and protective factors for positive and negative behaviors and those that capture the developmental salience of these factors.

- **Competency 13**: Students demonstrate skill in presenting research and scholarship via formal academic presentations, professional conferences, and professional writing.

- **Competency 14**: Students perform activities consistent with those identified as best standards of professional practice in prevention (i.e., the Society for Prevention Research Standards of Knowledge for the Science of Prevention).

- **Competency 16**: Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff.

- **Competency 17**: Students demonstrate the ability to collaborate in the activities of research and scholarship.

- **Competency 18**: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development.

- **Competency 19**: Students are responsive to feedback from faculty, supervisors, and peers.

### 4. Recommended Texts and Readings


Required readings for each week will be made available on blackboard.

**Tentative Reading List**

(2-3 readings will be assigned as required readings each week)

### Introduction to Risk and Resilience


### Theories of Risk and Resilience


**Methodological Approaches to Examining Risk and Resilience**


**Contexts of Risk and Resilience**


**Special populations & Prevention Approaches: Juvenile Delinquency**


**Special populations & Prevention Approaches: Substance Abuse**


**Special populations & Prevention Approaches: Sexual Risk-Taking**


Special populations & Prevention Approaches: Abused and maltreated populations


Special populations & Prevention Approaches: Coping and mental health


Positive Youth Development


5. Weekly Schedule of Class Topics and Assignments

Each week, there will be 2-3 required readings. These readings are designed to provide background information on the specific lecture topics. The readings will cover the important themes related to each topic; however, we may not get to discuss all relevant issues during our
class time together. That is why additional recommended readings will also be provided on certain weeks. These should be good references for your future work. On weeks when we have student group presentations, there will be an additional assigned reading as well. All readings will be posted on the Blackboard course website. Please note that depending on your background and progression in your program, you may not fully understand the research methodology and statistics described in these studies. That is okay and expected. The purpose of these readings is to introduce you to a rigorous way to evaluate prevention research. You will be graded based on effort and thoughtfulness of your comments, relative to your level in the program you are enrolled in. Course readings are subject to change.

The schedule below is tentative and subject to change. Changes will be posted on blackboard and announced in class.

<table>
<thead>
<tr>
<th>Lecture Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Assignments for student group presentations</td>
</tr>
<tr>
<td>Course &amp; Syllabus overview</td>
<td></td>
</tr>
<tr>
<td>Introduction to risk and resilience</td>
<td></td>
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<tr>
<td>Readings:</td>
<td></td>
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<tr>
<td>The construct of resilience: A critical evaluation</td>
<td></td>
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<tr>
<td>and guidelines for future work. Child Development</td>
<td></td>
</tr>
<tr>
<td>71, 543–562.</td>
<td></td>
</tr>
<tr>
<td>Reyna, V. F., &amp; Farley, F. (2006). Risk and</td>
<td></td>
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<tr>
<td>rationality in adolescent decision making.</td>
<td></td>
</tr>
<tr>
<td>Psychological Science in the Public Interest, 7(1),</td>
<td></td>
</tr>
<tr>
<td>1–44.</td>
<td></td>
</tr>
<tr>
<td>Masten, A. S. (2004). Regulatory processes, risk,</td>
<td></td>
</tr>
<tr>
<td>and resilience in adolescent development.</td>
<td></td>
</tr>
<tr>
<td>Annals of the New York Academy of Sciences, 1021,</td>
<td></td>
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<tr>
<td>310–319.</td>
<td></td>
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<tr>
<td><strong>Week 2</strong></td>
<td></td>
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<tr>
<td>Theories of Youth Risk and Resilience</td>
<td></td>
</tr>
<tr>
<td>Readings:</td>
<td></td>
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<tr>
<td>Steinberg, L. (2010). A dual systems model of</td>
<td></td>
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<tr>
<td>brain self control. Current Directions in</td>
<td></td>
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<tr>
<td>Psychological Science, 22(2), 82–87.</td>
<td></td>
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<tr>
<td>A psychosocial framework for understanding and</td>
<td></td>
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<tr>
<td>protective theory for building prevention</td>
<td></td>
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<tr>
<td>programs, policies, and community capacity</td>
<td></td>
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<tr>
<td>to support youth. Family Relations, 45(2).</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Methodological Approaches to Examining Risk and Resilience</td>
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<tr>
<td>Readings:</td>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>Contexts of Risk and Resilience</th>
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<tbody>
<tr>
<td>Readings:</td>
<td></td>
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<tr>
<td>Borawski, E. A., lever-Landis, C. E., Lovegreen, L. D., &amp; Trapl, E. S.</td>
<td>(2003). Parental-</td>
</tr>
</tbody>
</table>
monitoring, negotiated unsupervised time, and parental trust: The role of perceived parenting practices in adolescent health risk behaviors. *Journal of Adolescent Health, 33*(2), 60–70.


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**Week 5**

**Special populations & Prevention Approaches: Juvenile Delinquency**

Readings:


- Group Presentation
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Special populations &amp; Prevention Approaches: Substance Abuse</th>
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<tbody>
<tr>
<td>Readings:</td>
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</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Special populations &amp; Prevention Approaches: Sexual Risk Taking</th>
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<tbody>
<tr>
<td>Readings:</td>
<td></td>
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</table>
**Week 8**

**Special populations & Prevention Approaches:** Abused and maltreated populations

**Readings:**


- Group Presentation
<table>
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<tr>
<th>Week 9</th>
<th>Special populations &amp; Prevention Approaches: Coping and mental health</th>
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</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Positive Youth Development</th>
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</thead>
<tbody>
<tr>
<td>Catalano, R. F., Berglund, M. L., Ryan, J. A. M.,</td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>-Final paper due</td>
<td></td>
</tr>
</tbody>
</table>

**Course Format**

Each class will begin with a lecture or guest presentation for approximately 80 minutes, followed by a brief break. The second half of each class meeting will comprise of student group presentations. Students will be assigned to groups of 2-3 during the first meeting of the term. One student group will present each week, starting week 3. Details about the organization and delivery of student presentations are provided below.

**Course Requirements**

1. **Attendance and participation in class discussions (20% of grade).** You are expected to read all assigned readings prior to each class and come ready to ask questions and discuss the weekly readings. Asking questions and discussing issues is essential to learning at the graduate level. I expect all students to contribute to discussions and small group activities, and to listen respectfully to the comments of others. To facilitate this discussion, you are required to submit a brief “reaction paper” (350-500 words) based on your reaction to the assigned readings for the week. You need to submit your reaction paper electronically on blackboard each Mon before noon to get points for this assignment. In the reaction paper, you should discuss the importance of the research presented in the readings, how it relates to your own research interests, and identify specific points of confusion that can be discussed and clarified in class. Students are encouraged to read and comment on their peers’ reaction papers. All class readings will be posted on Blackboard approximately one week in advance.

2. **Student group presentations (30% of grade):** All students will present a research article in class as part of a group. All presenting group members need to demonstrate involvement in the article review, slide preparation, class presentation, leading class discussion and answering questions. Your score on this assignment will be based on your group’s performance. Further details about student presentations are provided below:

   **Student presentations:** Members of each group will select one empirical research article (not a review or meta-analysis) related to the topic being covered in class that week. This article will have to be approved by the instructor at least a week before the actual presentation. The group members will be responsible for sending electronic copies of their article to the class by the Friday of the preceding week. The group members will together conduct a 15-20 mins presentation on the selected article summarizing (a) background and rationale of the study, (b) summary of methods; (2) summary of findings; (3) strengths and weaknesses of the research described; and (4) at least two suggestions for future research and practice. The presentation should not go beyond 20 mins. Time yourself so that you can get to the results and findings, strengths and weaknesses, and discuss future research that should be done, and not remain stuck on the sample selection and methodology. This will be followed by a 15 mins Q&A session, led by the presenting students. Students in the audience will work in groups and take 5 mins to discuss the article presentation, and come up with 2 questions per group. Each student group will get to ask at least one question of the
presenting group. Student groups will submit both questions to the instructor along with feedback on their peers’ presentation. The purpose of this activity is to involve you in the process of selecting, understanding, presenting, and critiquing research articles that are typical in the area of youth risk and resilience.

3. **Peer feedback and discussion questions (5% of grade).** Students will work with classmates as a group to come up with 2 research questions following the student group presentations each week. All students will also be required to provide feedback to their presenting peers.

4. **Research Paper Theme & copies of 3 abstracts (5% of grade).** In weeks 6 & 7, each student will take 2-3 minutes to informally describe their final research paper topic to their peers and why they are interested in that topic. Students would also turn in copies of the abstracts of three articles they selected, along with a 350-500 word description of why they selected each article in class on the same day.

5. **Research Paper (40% of grade).** Students are required to submit a brief review paper (10-12 pages, typed, double-spaced, 12 pt font with 1” margins, not including the title page, reference list etc., APA style) on a topic related to risk and/or resiliency in adolescence or young adulthood. You will critically review 3 studies (preferably longitudinal, with diverse and/or national samples) published in peer-reviewed journals. Your review should not only address what is currently known about the topic in the field, but also include a critical evaluation of that literature. Finally, you should conclude your review with recommendations for future research and practice/interventions (if applicable). In the recommendations for future research, you should address possible research questions for future research as well as theoretical or methodological issues that are important to keep in mind. Your paper should include the following sections:

- **Introduction (1 page)**
  Include Rationale/justification

- **Review of related literature (8 pages)**
  Include theoretical foundation, sample, methodology, findings, and a critical evaluation of strengths & weaknesses

- **Conclusions (1 page)**

- **Recommendations for future research and practice**
  (1-2 pages)

- **References (APA style)**

**Total points** 40 points

6. **Grading Components and Criteria**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation in Class (Reaction Papers - 2 X 10)</td>
<td>20 points</td>
</tr>
<tr>
<td>Student group presentations</td>
<td>30 points</td>
</tr>
<tr>
<td>Peer feedback and discussion questions (0.5 X 10)</td>
<td>5 points</td>
</tr>
</tbody>
</table>
Summary of final paper theme & 3 abstracts 5 points
Final research paper 40 points

Total points: 100

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>A</td>
<td>93-97.9%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>88-89.9%</td>
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<tr>
<td>B</td>
<td>83-87.9%</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
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<tr>
<td>C+</td>
<td>78-79.9%</td>
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<td>C</td>
<td>73-77.9%</td>
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<tr>
<td>C-</td>
<td>70-72.9%</td>
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<tr>
<td>D+</td>
<td>68-69.9%</td>
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<td>D</td>
<td>63-67.9%</td>
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<tr>
<td>D-</td>
<td>60-62.9%</td>
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<tr>
<td>F</td>
<td>&lt; 59.9%</td>
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</table>

**Extra Credit**

Students can earn up to 5 extra credit points (one time only) by submitting a 2-3 pg response to a question provided by the instructor. You would have 1 week from the day you get the question to turn in your response. This option is only available during weeks 1–9.

**7. Graduate/Undergraduate differentiation**

Not applicable. This course is open to master’s and doctoral candidates only.

**8. Role of the GTF**

There is no assigned GTF for this course.

**9. Student Engagement Inventory (120 hours)**

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Student Engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance in Class</td>
<td>30</td>
<td>This course is 3 hours/week</td>
</tr>
<tr>
<td>Assigned Readings &amp; Reaction Papers,</td>
<td>40</td>
<td>4 hours/week. This includes</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td></td>
<td>completing the required readings,</td>
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<tr>
<td></td>
<td></td>
<td>the reaction papers, peer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>feedback, and discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>questions (items 1 and 3 in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the Course Requirements)</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15</td>
<td>Includes the paper theme, 3</td>
</tr>
<tr>
<td>Research Paper</td>
<td>35</td>
<td>abstracts, and research paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(items 4-5 in Course Requirements)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
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</table>

**10. Attendance and Absence Guidelines**

Attendance is mandatory. You will receive only 50% of the points possible if you submit your reaction paper on blackboard but do not come to class. You will also not be able to turn in peer feedback forms and discussion questions unless you attend class. If you must miss a class, please e-mail me in advance. You are responsible for course content and assignments that you miss. Frequent class absences will result in a significant grade reduction.

**11. Expected Classroom Behavior**
All students are expected to participate fully in class discussion and turn in assignments on time. To facilitate classroom discussions and participation in small group activities, the use of laptops is discouraged during class, unless used for the purpose of note-taking. Use of smart phones for reading or sending emails or browsing the internet is similarly discouraged. I view learning as a collaborative process. My role as a course instructor is to guide your learning. You bring a wealth of knowledge, experiences, and interpretations to class, and I look forward to learning from you and challenging my own views and assumptions. I hope that together we can create a respectful and safe learning environment for self-exploration and learning.

**Policies and Notifications**

**12. Diversity**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**13. Documented Disability**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

**14. Mandatory Reporting**

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message)

**15. Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code [http://conduct.uoregon.edu](http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance.
for enforcing those regulations and policies essential to the educational and research missions of the University.

16. Conflict Resolution
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1782 or surendra@uoregon.edu.

Outside the College, you can contact:
- **UO Bias Response Team:** 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- **Conflict Resolution Services 346 -0617 or** http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- **Affirmative action and Equal Opportunity:** 346-3123 or http://aaeo.uoregon.edu/

17. Grievance Policy
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

18. In Case of Inclement Weather
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

19. Course Incomplete Policy
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses
EDUC 640: Applied Statistical Design and Analysis  
Spring Term, 2014  
Syllabus

Instructor: Roland H. Good III, Ph.D., 378 HEDCO, phone 541-954-9222  
email: rhgood@uoregon.edu  
Office Hours/Help Session: Wednesday, 1:00 - 3:30

Class: Tuesday, Thursday, 12:00 to 1:20, 117 Lokey Education, CRN: 34627  
Computer Lab: Wednesday, 12:00 to 1:20, 117 Lokey Education

Website: Blackboard

Support Seminar: Students who desire more statistics support may enroll for SPSY 607: Seminar Statistics Support (CRN 38138). This optional seminar may be taken for 1 to 4 credits. Attendance at weekly office hours/help sessions is required.

Required Texts:


IBM SPSS Statistics Standard Grad Pak. Any reasonably current version will be appropriate. I have version 19 and will be using that version for presentations and demonstrations. If you have an earlier version, it will probably be fine for our purposes. The IBM SPSS Statistics Base GradPack is available on laptops that can be checked out from HEDCO 110 Learning Commons and will be sufficient for procedures used in Stats 1. Selected advanced procedures that we will use toward the end of Stats 2 are not available in the IBM SPSS Statistics Base GradPack version and are only available in IBM SPSS Statistics Standard Grad Pak. SPSS will be used in Stat 1, Stat 2, and whenever possible in other statistics courses in the College of Education. Please think of this as a valuable investment for your future research work. A very limited number of laptops with IBM SPSS Statistics Base will be available in HEDCO 110 Learning Commons during Stats classes on a first come, first served basis and students will be expected to share. They can be checked out up to 30 minutes before class for a 4.5 hour window (Monday 3:30 – 8:00; Thurs 9:30-12:30). In addition, most desktop computers in HEDCO 110 Learning Commons have IBM SPSS Statistics Base. For this course, subsequent statistics courses, and for your own research, it will be preferable to have your own version of IBM SPSS Standard Grad Pak (with SPSS Statistics Base, Advanced Statistics, and Regression) on your own laptop. Any fairly recent version will be fine.

Description

This course is a graduate level statistics course targeted primarily for students in the College of Education. This is the second course in a 2-course series. The second course will cover one-way analysis of variance, post hoc comparisons, a priori contrasts, within-subjects and between subjects effects, 2-way and higher order designs, and interactions. The course will take an approach emphasizing the correspondence between multiple regression and analysis of variance using SPSS.

Attendance and Absence Policy

Attendance and participation in all lectures and labs is strongly encouraged. Students enrolled for SPSY 607 Seminar Statistics Support are required to attend a weekly help sessions in addition to lecture and labs. Students are responsible for content covered in any missed classes. We will try to video all class lectures using Panopto and post them on Blackboard as soon as possible. If you are not able to attend class in person for any reason, you should be able to benefit from the presentation and discussion via video. If we have to cancel class due to illness, weather, or travel, we will try to have a video makeup lecture so we don't get behind. Even though the video will be an option for class lectures, attendance and participation in person for lectures is strongly recommended. If you require special arrangements for exams due to medical or other emergency circumstances, please contact the instructor as soon as reasonably possible.
Course Requirements

30 points maximum - Lecture Probes
30 points--Midterm In-Class Exam on 5/1/2014. Blue or green exam book required.
40 points--Final Take-Home Exam given out 5/29/2014, due 6/13/2014 at 8:00am.

Exams and Grading Policy

All exams are cumulative covering all material in readings and lectures up to the date of the exam. The prior term exams will be posted to illustrate item types and scoring. Grades will be assigned in accordance with the College of Education grading requirements. Each student’s total points will be tabulated and percentage scores will be computed using the total number of points possible in the term. The following standards apply to assigned grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
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<tr>
<td>D</td>
<td>63-66.9%</td>
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<tr>
<td>D-</td>
<td>60-62.9%</td>
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<tr>
<td>F</td>
<td>&lt; 59.9%</td>
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Please note that if this class is taken P/NP as a graduate student, 80% or higher is required to pass the class.

Incomplete Grades

Incomplete grades must be negotiated with the instructor prior to the end of the term. Requests for an incomplete grade must include: (a) specification of incomplete work to be done and evaluation procedures to be used, and (b) timeline for completion of incomplete work. Graduate students must convert a graduate course incomplete "I" into a passing grade within one calendar year of the assignment of the incomplete (for additional information see 2013-2014 UO Catalog, Graduate Studies section. Go to http://uocatalog.uoregon.edu/graduateschool, then "Edit... Find on this page… Incomplete" it should be about half way down).

Class Expectations

1. We have a lot to accomplish this term. In consideration for your classmates and instructor, please be settled and ready to go at the start of class. We will try to start promptly by the classroom clock.
2. We welcome and encourage participation and questions during class. This course is dedicated to the principles of equality of opportunity and freedom from discrimination for all members of the university community and an appreciation of diversity as an affirmation of individual identity. Please treat all participants, questions, and discussions with respect and consideration.
3. In general, lecture probes are due at the beginning of the subsequent lecture period. Lab probes are due at the beginning of the subsequent lab period. Late probes will not receive points. More than 30 points worth of probes will be assigned during the term. By completing your 30 points worth of probes early in the term you will have more time for other assignments later in the term.
4. Assigned homework and practice are not turned in, but you are strongly encouraged to practice the skills with the homework. Questions about the homework will be covered in help sessions and office hours.
5. In Lab, please (1) check Blackboard for example .sav, .sps, and .dat files. (2) Copy the files into your local work area and (3) open the .dat files, .sav files, and .sps files to scan the lab activity. A USB drive is very desirable if you are checking out a computer from the learning commons.
6. I am dedicated to working hard to help everyone succeed! See me early for help.
COURSE POLICIES

Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at http://www.libweb.uoregon.edu/guides/plagiarism/students/.

Conflict Resolution
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrr.htm
- Conflict Resolution Services 346 -0617 or http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/

Student Supports:
If you anticipate needing extra time for in-class examinations due to second language or disability challenges, please make arrangements with the instructor the week before the exam.
For students who anticipate investing additional time and energy in the course, and needing additional work, help, and support to be successful this term, *SPSY 607: Seminar Statistical Support* (CRN 38138) is offered for variable credit (1 – 4 units). The support seminar is offered on a pass/no pass basis linked to performance in the term. Students electing to take the statistics support seminar are required to attend help sessions and office hours regularly. Additional support will be arranged on an individual basis as needed.

**Expected Classroom Behavior**

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated

**Grievance**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

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In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.
Schedule:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Day</th>
<th>Topic/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1</td>
<td>4/1/2014</td>
<td>Tuesday</td>
<td>Chap 1: Review of Concepts</td>
</tr>
<tr>
<td>1-2</td>
<td>4/3/2014</td>
<td>Thursday</td>
<td>Chap 2: Basic AOV, Correlation, Regression</td>
</tr>
<tr>
<td>2-3</td>
<td>4/8/2014</td>
<td>Tuesday</td>
<td>Chap 3: Variance Estimates, Partitioning Variability</td>
</tr>
<tr>
<td>2-4</td>
<td>4/10/2014</td>
<td>Thursday</td>
<td>Chap 4: Comparisons Among Means</td>
</tr>
<tr>
<td>3-5</td>
<td>4/15/2014</td>
<td>Tuesday</td>
<td>Chap 4: Planned Comparisons</td>
</tr>
<tr>
<td>3-6</td>
<td>4/17/2014</td>
<td>Thursday</td>
<td>Chap 5: Analysis of Trend - Midterm Takehome I given out</td>
</tr>
<tr>
<td>4-7</td>
<td>4/22/2014</td>
<td>Tuesday</td>
<td>Chap 7: Linear Model and Its Assumptions</td>
</tr>
<tr>
<td>4-8</td>
<td>4/24/2014</td>
<td>Thursday</td>
<td>Chap 7: Heterogeneity of Variance - Midterm Takehome I due</td>
</tr>
<tr>
<td>5-9</td>
<td>4/29/2014</td>
<td>Tuesday</td>
<td>Chap 8: Effect Size and Power</td>
</tr>
<tr>
<td></td>
<td>5/1/2014</td>
<td>Thursday</td>
<td><strong>Midterm In-Class Examination</strong></td>
</tr>
<tr>
<td>6-10</td>
<td>5/6/2014</td>
<td>Tuesday</td>
<td>Chap 10: 2-Factor Designs - Interaction Effect</td>
</tr>
<tr>
<td>6-11</td>
<td>5/8/2014</td>
<td>Thursday</td>
<td>Chap 11: 2-Factor Effect size &amp; Power - Midterm Takehome II given out</td>
</tr>
<tr>
<td>7-12</td>
<td>5/13/2014</td>
<td>Tuesday</td>
<td>Chap 12: Main &amp; Simple Effects</td>
</tr>
<tr>
<td>7-13</td>
<td>5/15/2014</td>
<td>Thursday</td>
<td>Chap 13: Interaction Contrasts - Midterm Takehome II due</td>
</tr>
<tr>
<td>8-14</td>
<td>5/20/2014</td>
<td>Tuesday</td>
<td>Chap 16: Within-Subjects Design - Term Project Part I Due</td>
</tr>
<tr>
<td>8-15</td>
<td>5/22/2014</td>
<td>Thursday</td>
<td>Chap 17: Within-Subjects - Assumption of Sphericity</td>
</tr>
<tr>
<td>9-16</td>
<td>5/27/2014</td>
<td>Tuesday</td>
<td>Chap 18: 2 Way, Within-Subject Design - Term Project Part II Due</td>
</tr>
<tr>
<td></td>
<td>6/13/2014</td>
<td>Friday</td>
<td><strong>Final Take Home Exam Due 8:00am</strong></td>
</tr>
</tbody>
</table>
The purpose of this project is to provide an impetus for you to become involved in real research and real data. The intent is for you to try out the procedures we have learned in a context that is meaningful and interesting for you. Details of the assignment can be negotiated with the instructor, so long as the purpose and intent are maintained.

The completed term project is due on Tuesday, May 27, 2014, at 4:00 pm. A no penalty grace period will extend to Monday, June 2, 2014, at 4:00 pm.

Refer to the current edition of the American Psychological Association (APA) style manual for instructions regarding formatting this paper. Of the 40 points available for this assignment, 10 will be awarded on the basis of presentation and compliance with APA style requirements for statistics in text, tables, and references.

Part 1. Due Tuesday, May 20, 2014. Identify a research project you are interested in for your area and obtain a data set appropriate for analysis using the analysis of variance techniques covered in this course. It might be research you are conducting, or research another student or faculty member is conducting. Consult your advisor first. As a last resort, consult me and I will assist in finding a suitable research project.

The research must entail 1 quantitative dependent variable and either (a) 1 qualitative independent variable with 3 or more levels or (b) 2 qualitative independent variables with 3 or more levels for at least one of the qualitative independent variables. Do not include more than 2 qualitative independent variables, and do not include a quantitative independent variables. Consider the timing of AOV topics in the course and avoid mixed-effects designs and higher-order designs. For larger studies involving multiple analyses and multiple variables, please select one analysis to explain and illustrate for this project. If you have questions about these requirements, please see me for clarification.

Write a brief paragraph describing the research context and in particular the variables you have selected (minimum and maximum values possible, direction of scale, meaning of groups, sample sizes within each group). Make sure you “talk like a statistician” as you describe your variables. Obtain your data set and make sure it is available in your local work area. Use SPSS to print 1 page of your data set.

Three approaches may be used to obtain a research project and data set for this project:

a. You may use data from research you are conducting, or research another student or faculty member is conducting. (Hint, your advisor may know of some appropriate research.) You will need to be able to gain access to the data for analysis and reporting of results using SPSS.

b. You may identify a journal article you are interested in that reports a study for which analysis of variance would be appropriate. Note, if you select this option, articles often report the results of numerous analyses. You should select and focus on 1 analysis or part of an analysis that would be appropriate for this class. You must photocopy the article and include the photocopy and complete citation for the article with your brief descriptive paragraph. You will need to make up the data for analysis and reporting of results using SPSS.

c. You may describe a research project that you are proposing for your dissertation or for a student initiated grant. You should include sufficient detail to explain the rationale, the variables involved, and anticipated results. Again, you will need to make up the data in a way suitable for analysis and reporting of results using SPSS.

Part 2. due on Tuesday, May 27, 2014, at 4:00 pm. A no penalty grace period will extend to Monday, June 2, 2014, at 4:00 pm. Below is a suggested outline, please format your project as narrative.

I. Introduction. This section of the paper should be brief – at most, three paragraphs long.
A. It should provide your research context.

B. It should also include (preferably at the end) your research question or hypothesis, and related null hypothesis.
   1. Your research question should correspond with information presented in your research context.
   2. Specify the statistical null hypothesis to be evaluated.

II. Methods. Here you should discuss the specific variables involved in your research hypothesis and how data for these variables were gathered.

A. Dependent variable. Describe this variable (i.e., “talk like a statistician”) and how data for this specific variable were gathered (e.g., how was the item worded on a test, what question was asked during a person-to-person interview). Describe the range of possible values associated with this variable (e.g., a variable may be measured on a seven-point scale with the value “0” meaning complete absence of the thing being measured and the value “7” meaning the maximum amount available of the thing being measured).

B. Independent variable(s). Describe this (these) variable(s) (i.e., “talk like a statistician”) and how data for these specific variables were gathered. Describe the possible values associated with each independent variable. If an independent variable is a classification variable (qualitative), specify the classification associated with each possible value (e.g., if the variable is “gender,” the value associated with boy may be “0,” and the value associated with girl may be “1”).

III. Analysis and results. In this final section of the paper you should name the specific data analysis procedures you followed in sufficient detail that another statistician would know what you did and discuss the results of that analysis. Note that you need not provide a “discussion” section in which you would relate your results to theory or to the research context from which you drew your question. You need only describe the results of your analysis and explain whether or not they allow you to reject the null hypothesis.

   Data analysis. You should use one of the SPSS procedures learned during the term to test the null hypothesis. In an appendix, show 1 page of the SPSS data set you used for your project (i.e., print out your .dat or .sav file. If it is extremely long, print a one-page sample), and show the output .spo files for the final analyses you ran.

   1. Using SPSS, provide descriptive statistics for the quantitative dependent variable, both overall and by groups. Be sure to include a measure of (a) sample size, (b) center and (c) spread or variability of your data. Report your descriptive statistics in a table using APA format. Describe the shape of the distribution.

   2. If you are using 2 qualitative independent variables, describe the group sample sizes using a contingency table. Is your design balanced or unbalanced?

   3. Specify null hypotheses for your data set corresponding to overall, main effects for your qualitative independent variable(s) (and null hypotheses for interaction effects if you have 2 qualitative independent variables).

   4. Decide whether planned comparisons would be appropriate for your research context and provide a rationale for your decision.

      a. If a planned comparison would be appropriate, specify the planned comparison, justify its use, and explain its interpretation.

      b. If a planned comparison would not be appropriate, explain why not.

   5. Use SPSS to test the null hypotheses you specified in #3 and any planned comparisons you specified in #4. Be sure to include all 5 steps for each hypothesis test. Report your results in an AOV Summary Table using
APA format and include a brief paragraph describing the results in APA format (follow models illustrated in class).

6. Conduct appropriate pairwise follow-up analyses for significant effects (if any) from #5.
Final Project Cover Sheet

Name: _________________________________________

1. Introduction. (2 points) _______

2. Methods and Variables. (4 points) _______

3. Analysis. (12 points) _______

4. Results. (12 points) _______

5. APA Style. (10 points) _______
Course Information
Course Title: Prevention Ethics  
Course Number: SAPP 408/508  
Term: Spring 2015  
Credit: 1 credit  
CRN: 36510/36511  
Grading Options: Pass/No Pass  
Course Dates:  
Available on Canvas: Online 4/06 – 4/17  
In Class: Saturday, 4/18, 9:00 am – 2:20 PM. Location: 105 ESL  
Online: 4/19 – 4/24  

The course location may be found at http://classes.uoregon.edu or your class schedule on DuckWeb. Please check the location again the day before the course meets.

Instructor Contact Information  
Pauline Martel  
Email (preferred): pmartel429@gmail.com; text: 541-643-1784  
Office hours: By appointment

Department Contact Information  
180 Esslinger Hall, Eugene, OR 97403-5272  
541-346-4135 or sapp@uoregon.edu

Course Description  
Decisions made by prevention professionals directly affect the lives of those with whom they work. Trust in prevention professionals is imperative if there is an expectation that we will be able to facilitate change in the lives of individuals and communities. Although we might consider ethics to have little variation from one professional practice to another, Prevention Ethics address six very specific principles. Because Prevention Specialists have a unique role in the community working with coalitions, schools, organizations, and businesses it is imperative that the Prevention Specialist have a solid understanding of the ethical issues specific to the Prevention profession.

Texts and Materials  
- Prevention Ethical Principles found on Canvas under the Files tab. Also found at the end of the Ethics Assignment document found under the Assignments tab  
- HIPAA article found on Canvas under the Files tab  
- Recommended Reading: Critical Incidents: Ethical Issues in Prevention and treatment of Addiction, second edition; William L. White, Renee M. Popovits
Outcomes and Competencies
Knowledge:
- Understand the importance of connecting Prevention Ethical Principles to ethical decision-making by the prevention professional
- Recognize the similarities between HIPAA and 42cfr. Part 2
- Describe the organizational assumptions that lead to poor ethical responses to critical incidents

Skills: Skills practiced and evaluated include
- Analyze specific critical ethical incidents to determine vulnerabilities and identify specific outcomes
- Connect ethical decisions to specific prevention ethical principles
- Identify both short and long term outcomes specific to critical incidents related to prevention situations in the community, organizations, and peers

Course Structure
This class meets online and in person for one class session. Teaching and learning modalities may include and are not limited to online assignments readings, writing, classroom discussion in small and large groups, and quizzes. Reasonable self-disclosure related to course contents is required.

Course Topics:
1: Why Study Prevention Ethics?
   - Decisions affect many people
   - Trust
   - Protection
2: Connecting Prevention Ethics Principles to specific ethical dilemmas
   - Competence
   - Integrity
   - Nature of Services
3: Prevention Ethics and Confidentiality
   - HIPAA
   - 42cfr. Part 2
Session 4: Scenario Evaluation
   - Various scenarios will be assessed to determine principle category and ethical decision making

Final Examination:
1. Paper topic: Students will Write a brief paper (2-3 pages double spaced 12 point font) describing the importance of addressing ethical critical incidents using the Prevention Ethical Principles vs. personal values, ethics, and /or moral codes.
2. An in class Quiz on April 18th will address the Assignment worksheets.
General Academic Expectations
Complete the entire course, complete of the exam or project and other evaluation criteria listed below, and demonstrate satisfactory skills mastery to pass the course.

Evaluation Criteria
All evaluation criteria must be passed at 77% or higher to pass this class.
- Students are expected to login weekly at minimum
- Skills demonstration:
  - Ethical Dilemma Scenarios: 25% of course grade. Students will complete the ethical scenarios analysis found in the Ethics Assignment worksheet
  - Ethical Critical Incident review: 25% of the course grade. Students will work together in class on April 18, 2015 to review various scenarios specific to Prevention Professionals
- Assignments (papers, projects, in lieu of exam, etc):
  - Assignment worksheet: 35% of course grade. Students will complete the questions on the Ethics Assignment worksheet and be prepared to discuss responses in class on April 18, 2015
- Exams:
  - Quiz: 15% of course grade: Students will complete a quiz over the Ethics Assignment worksheet in class on April 18, 2015

Grading
- Pass/No Pass: 100% attendance and every evaluation criterion must be met at the equivalent of 77% or higher.

1. **GRADUATE STUDENTS** Create three ethical scenarios that might impact a prevention professional
   a. Scenario #1: An ethical dilemma that may impact the community at large
   b. Scenario #2. An ethical dilemma that may impact a County Prevention Coordinator
   c. Scenario #3. An ethical dilemma that may impact a youth/family involved in a specific prevention program in the community
2. Write a brief (1-2 pages) paper describing why you chose these particular scenarios and which specific Prevention Ethical Principles are addressed

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**Student Engagement Inventory**

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Student Engaged</th>
<th>Explanatory Comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Attendance</td>
<td>6</td>
<td></td>
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<tr>
<td>Assigned Readings</td>
<td>10</td>
<td></td>
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<tr>
<td>Project</td>
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<tr>
<td>Writing Assignments</td>
<td>14</td>
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</tr>
<tr>
<td>Lab or Workshop</td>
<td></td>
<td></td>
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<tr>
<td>Field work, Experience</td>
<td></td>
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</tbody>
</table>
Course Schedule
Course meets online April 6-17, In class April 18 (9-2:20), and online April 19-24

Please see Canvas for information on completing this class in order and on time.

Policies and Notifications
Course Participation Policy
Login and interaction is required for course participation. Login at least once per week. Notifications and updates are often posted throughout the course. Daily login assures the student will remain up to date on any course updates.

Attendance Policy
SAPP requires 100% attendance. Attendance may be included in your evaluation criteria or may simply be a requirement, depending upon the course. Under limited circumstances, make-up activities may be negotiated in advance with the instructor. If you miss a class for any reason, you must contact the instructor immediately. Excessive absences could result in failing this course; working with your instructor may help you avoid failing the course.

Expectations for Classroom Behavior
You are expected to actively participate. Unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade. You must reference your sources in essay responses and use quotation marks for direct quotes. Please see http://library.uoregon.edu/guides/plagiarism/students/index.html.

All students are subject to the regulations stipulated in the UO Student Conduct Code found at http://conduct.uoregon.edu. You are expected to know and follow these regulations.

Additional Course Requirements
When you e-mail the instructor(s), please give your full name and the class number and title. E-mail with an instructor is a professional communication. Please be clear and courteous, and use the writing style you would use in an informal paper.

You are responsible for keeping copies of this syllabus all of your work until after you are satisfied with your final grade.

Canvas help is available at http://library.uoregon.edu/scis/Canvas/help/students.html.

Ethics and Academic Standards
This course may involve small group interactions and other opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. Further, all information shared in supervision is to be treated as private. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are required to report information about sexual assaults, regardless of when or where they occurred. Participation in this class does not confer confidentiality.

Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
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- respect the privacy, property, and freedom of others.
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Mandatory Reporting
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to
report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
- http://around.uoregon.edu/mandatoryreporting

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**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting your program, or requesting additional referrals within the College of Education.

At University of Oregon, you may contact:

- UO Bias Response Team: 541-346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 541-346 -0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 541-346-3123 or http://aaeo.uoregon.edu

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If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Incompletes with due dates may be permitted by the instructor under exceptional circumstances. Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://registrar.uoregon.edu/incomplete_policy.

There must be a contract between the student and the instructor that clearly states why the incomplete was awarded and how and when it will be resolved.
Philosophy of Research: Building Foundational Knowledge to Support Interdisciplinary Dialogue and Collaboration

EDST 670 – 4 Credits – CRN 22431
University of Oregon – College of Education - Department of Education Studies

2014 Winter Term Syllabus

Meeting Days/Time: Tues-Thurs 10:00 am – noon.
Location: ANS 193

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
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<tbody>
<tr>
<td>Lisa Mazzei</td>
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<td>Associate Professor Education Studies</td>
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<td>Phone: 509-720-1006</td>
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<tr>
<td>E-mail: <a href="mailto:mazzei@uoregon.edu">mazzei@uoregon.edu</a></td>
</tr>
<tr>
<td>Address: 130C Lokey University of Oregon Eugene, OR 97403</td>
</tr>
<tr>
<td>Office Hours: Tues 2:30-4:00 and by appt.</td>
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DESCRIPTION
This course examines the philosophical assumptions that underlie various research methodologies in the human and social sciences. It additionally seeks to introduce beginning doctoral students to the work of a variety of professors in the College of Education.

The course begins by introducing the idea that all fields of social science inquiry involve implicit or explicit premises about what is real and what can be known and what should be done. The course critically examines the epistemological, ontological, and ideological commitments of a variety of approaches to social science research. Philosophical traditions that are examined will include: interpretivism & hermeneutics, positivism & post-positivism, pragmatism, critical theory, and post-structuralism. Each school of thought will be presented on its own terms as well as critiqued from the perspective of the other philosophical traditions. This course is about encouraging students to appreciate the intellectual diversity in the social sciences, to simultaneously be able to respect the motivations of scholars taking up each view and be able to critique the limitation of those views.

The class includes a series of guest speakers, professors from a range of COE Departments, who will present their research agendas and discuss the assumptions underlying those programs of research.
OBJECTIVES

The successful student will:

i) Become familiar with a diversity of philosophical frameworks that shape social science research design and practice. Specifically students will compare and contrast positivism, post-positivism, interpretivism, hermeneutics, critical theory, post-structuralism, and pragmatism with attention to their implications for social science research methodology and purpose.

ii) Begin to understand the importance and challenge of interdisciplinary dialogue. Students will appreciate the necessity of understanding research in terms epistemic and ontological assumptions underlying its practice. Students will come to understand the naivete of the assumption that there is one single standard for what counts as knowledge. They will learn to recognize the mistake of applying the standards of one philosophical framework to research conducted within another framework and come to see it as a mark of amateur scholarship.

iii) Come to appreciate the value of cross disciplinary critique—acknowledging differences in foundational philosophical assumptions about what counts as knowledge and the purpose of social science and then posing questions to social science researchers from outside their chosen philosophical framework. Such interdisciplinary dialogue can be uncomfortable but it can also stimulate a scholar’s imagination, raise new questions, and suggest new programs of inquiry.

iv) Be introduced to professors and students in other departments and develop the conceptual resources necessary to have constructive and respectful dialogue with scholars in a variety of social science traditions.

TEXTBOOKS & READING MATERIALS

Most readings for the class will be posted on blackboard.

COURSE STRUCTURE

This course is structured as a seminar. Students will read assigned texts and come prepared to discuss the texts. Class will begin with a brief lecture, exercise, or small group discussions of basic philosophical questions. The majority of class time will be spent on whole class discussions of the readings led by a panel of students. The panel will pose questions to me and to the whole class. Additionally, there will be occasional guest lecturers in our class.
Course Information
Course Title: Prevention Ethics
Course Number: SAPP 408/508
Term: Spring 2015
Credit: 1 credit
CRN: 36510/36511
Grading Options: Pass/No Pass
Course Dates:
Available on Canvas: Online 4/06 – 4/17
In Class: Saturday, 4/18, 9:00 am – 2:20 PM. Location: 105 ESL
Online: 4/19 – 4/24

The course location may be found at http://classes.uoregon.edu or your class schedule on DuckWeb. Please check the location again the day before the course meets.

Instructor Contact Information
Pauline Martel
Email (preferred): pmartel429@gmail.com; text: 541-643-1784
Office hours: By appointment

Department Contact Information
180 Esslinger Hall, Eugene, OR 97403-5272
541-346-4135 or sapp@uoregon.edu

Course Description
Decisions made by prevention professionals directly affect the lives of those with whom they work. Trust in prevention professionals is imperative if there is an expectation that we will be able to facilitate change in the lives of individuals and communities. Although we might consider ethics to have little variation from one professional practice to another, Prevention Ethics address six very specific principles. Because Prevention Specialists have a unique role in the community working with coalitions, schools, organizations, and businesses it is imperative that the Prevention Specialist have a solid understanding of the ethical issues specific to the Prevention profession.

Texts and Materials
- Prevention Ethical Principles found on Canvas under the Files tab. Also found at the end of the Ethics Assignment document found under the Assignments tab
- HIPAA article found on Canvas under the Files tab
- Recommended Reading: Critical Incidents: Ethical Issues in Prevention and treatment of Addiction, second edition; William L. White, Renee M. Popovits
Outcomes and Competencies

Knowledge:
- Understand the importance of connecting Prevention Ethical Principles to ethical decision-making by the prevention professional
- Recognize the similarities between HIPAA and 42cfr. Part 2
- Describe the organizational assumptions that lead to poor ethical responses to critical incidents

Skills: Skills practiced and evaluated include
- Analyze specific critical ethical incidents to determine vulnerabilities and identify specific outcomes
- Connect ethical decisions to specific prevention ethical principles
- Identify both short and long term outcomes specific to critical incidents related to prevention situations in the community, organizations, and peers

Course Structure
This class meets online and in person for one class session. Teaching and learning modalities may include and are not limited to online assignments readings, writing, classroom discussion in small and large groups, and quizzes. Reasonable self-disclosure related to course contents is required.

Course Topics:
1: Why Study Prevention Ethics?
- Decisions affect many people
- Trust
- Protection
2: Connecting Prevention Ethics Principles to specific ethical dilemmas
- Competence
- Integrity
- Nature of Services
3: Prevention Ethics and Confidentiality
- HIPAA
- 42cfr. Part 2
Session 4: Scenario Evaluation
- Various scenarios will be assessed to determine principle category and ethical decision making

Final Examination:
1. Paper topic: Students will Write a brief paper (2-3 pages double spaced 12 point font) describing the importance of addressing ethical critical incidents using the Prevention Ethical Principles vs. personal values, ethics, and /or moral codes.
2. An in class Quiz on April 18th will address the Assignment worksheets.
General Academic Expectations
Complete the entire course, complete of the exam or project and other evaluation criteria listed below, and demonstrate satisfactory skills mastery to pass the course.

Evaluation Criteria
All evaluation criteria must be passed at 77% or higher to pass this class.

- Students are expected to login weekly at minimum
- Skills demonstration:
  - Ethical Dilemma Scenarios: 25% of course grade. Students will complete the ethical scenarios analysis found in the Ethics Assignment worksheet
  - Ethical Critical Incident review: 25% of the course grade. Students will work together in class on April 18, 2015 to review various scenarios specific to Prevention Professionals
- Assignments (papers, projects, in lieu of exam, etc):
  - Assignment worksheet: 35% of course grade. Students will complete the questions on the Ethics Assignment worksheet and be prepared to discuss responses in class on April 18, 2015
- Exams:
  - Quiz: 15% of course grade: Students will complete a quiz over the Ethics Assignment worksheet in class on April 18, 2015

Grading
- Pass/No Pass: 100% attendance and every evaluation criterion must be met at the equivalent of 77% or higher.

1. **GRADUATE STUDENTS** Create three ethical scenarios that might impact a prevention professional
   - Scenario #1: An ethical dilemma that may impact the community at large
   - Scenario #2. An ethical dilemma that may impact a County Prevention Coordinator
   - Scenario #3. An ethical dilemma that may impact a youth/family involved in a specific prevention program in the community

2. Write a brief (1-2 pages) paper describing why you chose these particular scenarios and which specific Prevention Ethical Principles are addressed

Student Engagement Inventory

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Student Engaged</th>
<th>Explanatory Comments (if any):</th>
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<tbody>
<tr>
<td>Course Attendance</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>10</td>
<td></td>
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<tr>
<td>Project</td>
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<tr>
<td>Writing Assignments</td>
<td>14</td>
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<tr>
<td>Lab or Workshop</td>
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<td>Field work, Experience</td>
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Online interaction

| Total Hours: | 30 |

Course Schedule
Course meets online April 6-17, In class April 18 (9-2:20), and online April 19-24

Please see Canvas for information on completing this class in order and on time.

Policies and Notifications
Course Participation Policy
Login and interaction is required for course participation. Login at least once per week. Notifications and updates are often posted throughout the course. Daily login assures the student will remain up to date on any course updates.

Attendance Policy
SAPP requires 100% attendance. Attendance may be included in your evaluation criteria or may simply be a requirement, depending upon the course. Under limited circumstances, make-up activities may be negotiated in advance with the instructor. If you miss a class for any reason, you must contact the instructor immediately. Excessive absences could result in failing this course; working with your instructor may help you avoid failing the course.

Expectations for Classroom Behavior
You are expected to actively participate. Unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade. You must reference your sources in essay responses and use quotation marks for direct quotes. Please see http://library.uoregon.edu/guides/plagiarism/students/index.html.

All students are subject to the regulations stipulated in the UO Student Conduct Code found at http://conduct.uoregon.edu. You are expected to know and follow these regulations.

Additional Course Requirements
When you e-mail the instructor(s), please give your full name and the class number and title. E-mail with an instructor is a professional communication. Please be clear and courteous, and use the writing style you would use in an informal paper.

You are responsible for keeping copies of this syllabus all of your work until after you are satisfied with your final grade.

Canvas help is available at http://library.uoregon.edu/scis/Canvas/help/students.html.

Ethics and Academic Standards
This course may involve small group interactions and other opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. Further, all information shared in supervision is to be treated as private. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are required to report information about sexual assaults, regardless of when or where they occurred. Participation in this class does not confer confidentiality.

Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, contact and/or meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

Mandatory Reporting
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to
report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- [https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message)
- [http://around.uoregon.edu/mandatoryreporting](http://around.uoregon.edu/mandatoryreporting)

**Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code [http://conduct.uoregon.edu](http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting your program, or requesting additional referrals within the College of Education.

At University of Oregon, you may contact:

- UO Bias Response Team: 541-346-1139 or [http://bias.uoregon.edu/whatbrt.htm](http://bias.uoregon.edu/whatbrt.htm)
- Conflict Resolution Services 541-346-0617 or [http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx](http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx)
- Affirmative Action and Equal Opportunity: 541-346-3123 or [http://aaeo.uoregon.edu](http://aaeo.uoregon.edu)

**Grievance Policy**

A student or group of students may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy ([http://neweducation.uoregon.edu/academics/student-grievance](http://neweducation.uoregon.edu/academics/student-grievance)) or enter search: student grievance.

**In Case of Inclement Weather**

In the event that the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly
as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**
Incompletes with due dates may be permitted by the instructor under exceptional circumstances. Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://registrar.uoregon.edu/incomplete_policy.

There must be a contract between the student and the instructor that clearly states why the incomplete was awarded and how and when it will be resolved.
ASSIGNMENTS

Assessment I: A 500 word response to the question ‘What is knowledge?’ (~ 2 pages double spaced). Paper will be basis for one-on-one meeting with instructor early in class.

Assessment II: INTERVIEW WITH A PROFESSOR. Students will each interview a professor who is qualified to sit on dissertation committees (member of the graduate faculty.) Using an interview protocol that will be provided, students will ask a series of questions about the purpose and process of completing a dissertation. Students will post a transcript of their interview and a one-page summary of what they learned on the class blackboard site. Students will then meet in groups and come up with a group summary of insights and issues that emerged in their interviews with professors. The group will present this summary to the class for discussion.

Assessment III, IV, & V: Three précis essays covering one of the reading selections. Students are assigned to do précis of specific readings and to serve on a panel that leads class discussion by posing questions about the text to the instructor (See Schedule of Instructional Themes by Week). Students are assigned to four texts, however you are required to write only three précis. In other words, students may opt out of one essay. However, students must serve on all four panels and lead class discussion.

A précis is a summary that provides an exact reproduction of the organization, argument, and emphasis of the original texts. A well written précis usually requires multiple close readings of a text. Close attention should be paid to reproducing the order of the arguments as they are made in the text. Illustrations and examples in the original text should be omitted in favor of summarizing the logical point they are intended to make. Note: a précis is NOT a personal interpretation of a work or an expression of your opinion of the idea; it is, rather, an effort to produce an exact replica in miniature of the work, often reduced to one-quarter to one-fifth of its size, in which you express the complete argument. These are due before the class discussion of the text.

Assessment VI: A visual representation that can be used to illustrate similarities and differences between proponents of two different schools of thought. The visual will serve as a metaphor for the convergent and divergent ontological and epistemological assumptions. An accompanying discussion (1500 words) will explain how the representation is functioning and should involve citations from the texts we read from class.

Alternative VI Assignment: students may alternatively write one traditional comparison and contrast paper (2500 words, ~ 10 pages) comparing two different philosophical traditions or two of the authors we have read. The paper
will examine similarities and differences in philosophical assumptions, underlying purpose, and implications for social science research.

Resource essays for this assignment will be posted as follows:

**Positivism vs. Marxism**
A Popper Essay

**Postmodernism vs. Positivism**
An Elizabeth St. Pierre Essay

**Pragmatism vs. Post-Positivism**
William James, Excerpt from Will to Believe.

**Pragmatism vs. Post-structuralism**
A Cornel West Interview

**Derrida (Post-Structuralist) vs. Marxists on Apartheid**
The following three articles are a brilliant exchange between Derrida and a pair of Marxist critics. Derrida wrote an entry in a book on a traveling exhibit of South African art reflecting on Apartheid that was to remain in Exile until the Apartheid laws were dismantled. His critics accused him of ignoring the materiality of racist oppression in his entry. And Derrida responds by exposing their oversimplified read of his work and their own imperialistic ontological assumptions.


**Standpoint Positivism vs Post-structuralism**

**Marxism vs Standpoint**

**Assessment VIII**: Final Exam based on vocabulary and key concepts. Take home.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic &amp; Reading Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Introduction:</strong>&lt;br&gt;What does Philosophy Have to Do with It?</td>
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| **Tuesday 1/7** | **Course Overview**<br>*Purpose of Class:*<br>What does philosophy have to do with social science? Present the ideal of interdisciplinarity in intellectual communities and how knowledge of philosophical foundations aids in developing such community.<br><br>*Outline of Class:*<br>Present the week to week content of the class and the rationale for the ordering of concepts.<br><br>*Structure of Class:*<br>Each day of class will begin with small group discussions about general philosophical topics. We will practice interdisciplinary dialogue, sometimes role-playing dialogues where we take up positions different from our own, or fish bowling a dialogue.<br><br>We will then move into a discussion of the assigned readings. Each reading will then be treated with a consistent format: 1) I will lecture on material (~10 minutes), 2) A panel of students assigned to write a précis of this reading will lead class discussion about the reading (~15 minutes), 3) we will open the discussion of the reading to the whole class (~15 minutes).<br><br>Class will close with an introduction of the next set of readings.<br><br>This consistent format should not be mistaken for a lack of variation in course content. The philosophical frameworks we are studying vary radically in their content and implications. For those who are not familiar with philosophical reading and analysis, it is often difficult to appreciate the significance of these differences. Having a regular format will help us foreground the variation in conceptual content. Our challenge as a seminar group will be to vigorously attend to those differences.<br><br>There will occasions where we will engage in other activities that will be explained on an ad hoc basis.<br><br>**Readings:**<br>Everyone reads and comes prepared to discuss:<br>Lincoln & Guba readings<br>Edweek article on Mixed Methods.<br>Wired Article on Interdisciplinary Collaboration<br><br>**Assignments:**<br>Assessment I: Students will come to the first class with a 500 word paper responding to the following questions (hard copy please): What *is* knowledge? What kind of assertions are not knowledge? How do you know the difference? Are there different answers to these questions? What is the answer you gravitate to? (Yes, 500 words is a ridiculously short limit for such questions. Do your best. This assignment is not graded for
comprehensive address of these questions. I just want to see where your thoughts are as we start the class.)

<table>
<thead>
<tr>
<th>Thursday 1/9</th>
<th>Discuss Interview Assignment. Assign Professors to be interviewed. Discuss and schedule individual meetings with me. Small Group Discussion: What is objectivity?</th>
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<tr>
<td><strong>Readings:</strong></td>
<td>Everyone reads and comes prepared to discuss: Standpoint Article</td>
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**Interpretivism and Hermeneutics**  
Social Inquiry as the Search for Meaning

| Tuesday 1/14 | **Weber and the Question of Objectivity in the Social Sciences**  
Lecture:  
Interpretivism and hermeneutics—reading the text of the world.  
Readings:  
Everyone reads and comes prepared to discuss:  
Optional: pp.17-27. This section provides Weber’s effort to distinguish his focus on economic influences on social formations from a reductionist Marxist materialism. For those interested in Marxism, this section is interesting and I will remark on it in class.)  
Assignments:  
The following students develop précis on these readings:  
Weber: Yoon, Xie, Shen, Samlan |

| Thursday 1/16 | **Contemporary Interpretivism**  
Readings:  
Everyone reads and comes prepared to discuss:  
<table>
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<th>Date</th>
<th>Assignments: The following students develop précis on these readings</th>
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<tr>
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<td>Geertz: Ostrove, Monzalve, Mathis, Massar</td>
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<td>Optional</td>
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<td>From the Stanford On-line Encyclopedia of Philosophy:</td>
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<td>• The following entry nicely summarizes Gadamer's development of the</td>
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<td>notion of the hermeneutic circle</td>
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<td></td>
<td><a href="http://plato.stanford.edu/entries/hermeneutics/#Hermeneutic">http://plato.stanford.edu/entries/hermeneutics/#Hermeneutic</a></td>
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<tr>
<th>Tuesday 1/21</th>
<th><strong>Heidegger and Existential Hermeneutics: Woe to he who hides the wastelands within.</strong></th>
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<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>Everyone reads and comes prepared to discuss:</td>
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<tr>
<td><strong>Assignments:</strong></td>
<td>The following students develop précis on the “The Age of World as Picture” reading</td>
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<tr>
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<td>The Age of the World as Picture: Linscott, Lee, Knowles, Graham</td>
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<td>Optional</td>
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<td>From the Stanford On-line Encyclopedia of Philosophy:</td>
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<td></td>
<td>• For Heidegger, the entry on the ontological turn in hermeneutics provides a concise summary of Heidegger’s notion of the Hermeneutic Circle—arguably the stone that started the post-structuralist avalanche <a href="http://plato.stanford.edu/entries/hermeneutics/#Turn">http://plato.stanford.edu/entries/hermeneutics/#Turn</a></td>
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<thead>
<tr>
<th>Thursday 1/23</th>
<th><strong>Positivism and Post-Positivism: Social Inquiry as the Search for Truth</strong></th>
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<tr>
<td><strong>Lecture:</strong></td>
<td>Positivism and Post-positivism: The Crisis of Induction</td>
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<tr>
<td><strong>Readings:</strong></td>
<td>Everyone reads and comes prepared to discuss:</td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td>The following students develop précis on these readings:</td>
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| **Tuesday**  1/28 | **Lecture:**  
Paradigms and Paradigm Shift: The Crisis of Historicism  

**Readings:**
Everyone reads and comes prepared to discuss:  

Thomas Kuhn almost single handedly introduced historical reflexivity to the positivist tradition of epistemology, and for this reason is essential reading for anyone interested in the topic of this course. His work, however, is more the exception than the rule in positivist philosophy that influences the social sciences—so Popper gets top billing.

**Assignments:**  
The following students develop précis on these readings  
Kuhn: Bertoglio, Favara, Xie, Yoon  

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| **Thursday**  1/30 | **Science as Tradition**  
Lakotos’ Defense of Scientific Practice  
Introduction to Critical Theory  

**Readings:**
Everyone reads and comes prepared to discuss:  

**Assignments:**
Assessment II due: Transcription of interview with professor. Post this on blackboard.

The following students develop précis on these readings  
Lakatos Reading: Fontes, Frantz, Shen, Samlan

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**Critical Theory**  
Social Inquiry as the Search for Subversion
**Week 5**

**Tuesday 2/4**

**Introduction of Critical Theory: Where do our questions come from?**

**Lecture:**
The Historical development of Marxism and Critical Theory

**Readings:**
Everyone reads and comes prepared to discuss:

Marx—The German Ideology
Marx—Theses on Feuerbach

**Assignments:**
The following students develop précis on the German Ideology

Graham, Knowles, Ostrove, Monzalve

---

**Thursday 2/6**

**The Frankfurt School**

**Readings:**
Everyone reads and comes prepared to discuss:


**Assignments:**
The following students develop précis on these readings:

Habermas: Lee, Linscott, Massar, Mathis

Optional Reading:
- Entry on Habermas, the first entry on the ‘Early Development of Habermas’ Interests’ may prove helpful.

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**Week 6**

**Tuesday 2/11**

**Standpoint Theory**

**Readings:**
½ the class reads:

½ the class reads:
| Thursday 2/13 | **Post Structuralism**  
Social Inquiry as the Search for Reflexive Understanding |
|---------------|--------------------------------------------------|
| **Assignments:**  
The following students develop précis on these readings: |
| Harstock essay: Bertoglio, Massar, Yoon, Ostrove  
Hill-Collins Essay: Favara, Mathis, Knowles, Xie |
| Lecture: Introduce Post-structuralism. |

**Post Structuralism**  
Social Inquiry as the Search for Reflexive Understanding

<table>
<thead>
<tr>
<th>Thursday 2/13</th>
<th><strong>Structuralism and Poststructuralism. Emphasis Foucault</strong></th>
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</table>
| **Lecture:**  
Broad overview of the history of structuralist and post-structuralist theory. This history cannot be told innocently, so different versions are offered. |
| **Readings:**  
Everyone reads and comes prepared to discuss: |
| **Assignments:**  
The following students develop précis on these readings: |
| Hall: Frantz, Graham, Shen, Samlan |
## Week 7

### Tuesday 2/18

**Structuralism and Poststructuralism. Emphasis Derrida**

**Readings:**
Everyone reads and comes prepared to discuss:


Optional:
Derrida, Structure, Sign, and Play(15)

**Assignments:**
The following students develop précis on these readings:

Danforth & Rhodes: Yoon, Samlan, Monzalve, Mathis
Derrida: Lee, Bertoglio, Frantz

### Thursday 2/20

**Postcolonialism**

**Readings:**
Everyone reads and comes prepared to discuss:


Said, *Except*

Linda Tuhiwai-Smith (1999). *Decolonizing Methodologies*

**Assignments:**
The following students develop précis on these readings:

Kincaid and Tuhiwai-Smith: Ostrove, Massar, Fontes, Linscott

## Pragmatism

**Social Inquiry as the Search for Meaning in Practical Consequences**
### Week 8

**Tuesday 2/25**

**Classic Pragmatists**

**Readings:**
Everyone reads and comes prepared to discuss:

- Dewey. Excerpt from *Nature and Experience*. (11)
- James: Essay on Radical Empiricism

**Assignments:**
The following students develop précis on these readings in aggregate:

Knowles, Fontes, Shen, Mathis, Frantz, Xie

**Thursday 2/27**

**Cornel West—Prophetic Pragmatism**

**Readings:**
Everyone reads and comes prepared to discuss:

- Cornel West(1993). *Prophetic Thought in Postmodern Times*, pp. 31-52. Also: watch West Video
- Optional: Cornel West: intro to American Evasion of Philosophy

**Assignments:**
The following students develop précis on these readings:

West Prophetic Thought: Monzalve, Linscott, Graham, Favara, Lee

### Week 9

**Tuesday 3/4**

**Richard Rorty—The Linguistic Turn**

**Readings:**
Everyone reads and comes prepared to discuss:

- Rorty on Social Hope
- Also watch two Rorty video clips
- Optional: Consequences of Pragmatism

**Assignments:**
The following students develop précis on these readings:

Rorty, Social Hope: Anyone who has missed a class.

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**Summary & Further Comparison**

**Practicing Interdisciplinary Dialogue**

**Summary & Further Comparison**

**Practicing Interdisciplinary Dialogue**
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Thursday 3/6</th>
<th>Guest Speakers—tba</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Assignment:</strong></td>
<td>Assessment VI is due.</td>
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<tr>
<td></td>
<td>Tuesday 3/11</td>
<td>Guest Speakers—tba</td>
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<tr>
<td></td>
<td>Thursday 3/13</td>
<td>Guest Speakers—tba</td>
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</tbody>
</table>
### BASIS FOR GRADING

<table>
<thead>
<tr>
<th>Schedule (due date)</th>
<th>Weight (in %)</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>0</td>
<td>Assessment I</td>
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<tr>
<td>Week 2-3</td>
<td>10</td>
<td>Assessment II</td>
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<tr>
<td>Week 2-10</td>
<td>60</td>
<td>Assessment III, IV, &amp; V (20% each)</td>
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<tr>
<td>Week 7-9</td>
<td>20</td>
<td>Assessment VI</td>
</tr>
<tr>
<td>Weeks 10</td>
<td>10</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

*Please note that if this class is taken P/NP, 70% or higher is required to pass the class*

### COURSE INCOMPLETES

Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see [http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf](http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf).

### ATTENDANCE POLICY

Attendance at all meetings is mandatory due to the large amount of material we have to cover in a short period of time. Look at the readings. We spend three classes each on five philosophical traditions traditions that are 100-500 years old. Missing a single class means missing 33-150 years of material!

That being said, people will need to miss class. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. It is wise to identify someone in class you can rely upon to provide you with those. If you miss two classes or more, an additional précis will be required—covering a reading assigned by the instructor. It is the student’s responsibility to solicit this assignment.

### ABSENCE POLICY

Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or completing assignments as scheduled. Messages can be left on the instructor's voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Students can make up excused absences by being a panelist on the final reading for the class.

If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

### ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code.
This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Dr. Lauren Lindstrom, Associate Dean for Academic Affairs, at 346-1399 or lindstrm@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

RESPECT & DIVERSITY
It is the policy of the University of Oregon to show professional respect to all faculty and students and to support and value diversity. To do so requires that we:
- Respect the dignity and essential worth of all individuals.
- Refrain from personal conflict and respect other persons’ boundaries.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Please note that this class in particular is committed to inclusiveness of the language and cultures of todos el mundo, is queer-positive, trans-positive, veteran-supportive, supportive of students with wide ranges of body-type, ability, brain chemistry, and body-function.

DOCUMENTED DISABILITY
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the
term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/

EXPECTED CLASSROOM BEHAVIOR
Classroom expectations include:

- Participating in class activities as directed by instructor. Students can temporarily opt out of class activities without explanation, but are expected to return to group conversations and activities as soon as possible.
- Respecting the difference of cultures, opinions, viewpoints in the classroom. For the purposes of this class, this involves:
  - Listening to fellow students, professors, and lecturers with respect.
  - Not interrupting others while they speak (even when, from your perspective, what they have to say is objectionable). The instructor is the only one who should interrupt someone while speaking.
  - Seeking dialogue, not agreement, consensus, nor compliance with our own ideological or ethical values.
  - Concerns about class process are to be raised in person, outside of class during office hours, with the instructor.
- Arriving on time, prepared for class.
- Attending for the duration of class (except in the case of emergencies.)
- Not reading other materials, books, newspapers, or web browsing sites unrelated to class conversations.
- Turn off cell phones ringers and other electronic communication devices.
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

GRIEVANCE
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

INCLEMENT WEATHER
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.
If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Policy on Syllabi
Please recycle.
Multiple Regression in Educational Research

Syllabus
EDUC 642 – 4 Credits – CRN 12173
University of Oregon, Department of Educational Methodology, Policy, and Leadership

Fall Term 2014
Meeting Days/Time: Tuesdays 4:00 - 7:50 PM
Location: HEDCO 142
Computer Lab: 110 HEDCO (Learning Commons)

Instructor: David S. DeGarmo, Ph.D.
Research Associate Professor
e-mail: degarmo@uoregon.edu
Phone: (541) 346-6554
Address: 677 E. 12th Ave, Suite 500
Office Hours: by appointment, Thursday or Friday is best

DESCRIPTION
The goal of this course is to learn how to apply and use multiple regression in educational research. Topics covered include a review of bivariate regression and correlation, and extensive coverage of multiple regression with continuous and categorical independent variables (IVs), regression diagnostics, and specifying and interpreting interactions. Additional topics include the fundamentals of path analyses and specifying and interpreting indirect effects, nonlinear regression, orthogonal and nonorthogonal designs, selected post hoc analyses, and logistic regression. EDUC 642 is designed for hands-on experience in practical applications of regression analyses.

COURSE PREREQUISITES

Who Should Take This Course: This course can be helpful for those interested in learning the fundamentals of multiple regression for educational research and social science in general which can be applied toward preliminary thesis, dissertation, or research products for formal presentations

An intermediate course in statistics (e.g., EDUC 640) is required for coursework. Computer skills are necessary to conduct research efficiently and effectively. This course will use the SPSS statistical software package (briefly also known as PASW). If you are not familiar with SPSS or if you have a strong commitment to another statistical software package please discuss with instructor immediately. Please contact instructors if you have questions about the course or your readiness for participating.

OBJECTIVES
In this course, you will:

a. Become knowledgeable about multiple regression.
b. Learn to conduct and interpret multiple regression.
c. Become a critical consumer of approaches to multiple predictor analyses.
d. Become acquainted with advanced topics in multiple regression.

EDUC 642 Multiple Regression in Educational Research – Fall, 2014
SOFTWARE
Access to SPSS software will be required in some class sessions. SPSS is available at the Learning Center computer lab (110 HEDCO) for all registered students in College of Education coursework. Licensed copies are available for GTFs or UO student employees, see UO Information Technology software center if you are eligible at https://it.uoregon.edu/software/list. Please arrange with instructor if you need SPSS provided for use in class.

REQUIRED READING MATERIALS


The Pedhazur book is “out-of-print” but it along with the other optional texts can be purchased online via any number of general and academic book resellers. The University of Oregon Bookstore located and ordered 10 copies at full price. Many used copies exist online at reduced prices. In Pedhazur, we will cover Chapters 1-11 and 14 (excluding Chapters 4 and 6), and also topics in additional Chapters as time permits. A good strategy for mastering the course material is to read the first three chapters right away and then a minimum of one chapter each week. You can then review and reread chapters as topics are discussed in class; generally speaking, most people need to read statistics texts more than once to understand them. I also encourage you to complete the chapter exercises (labeled “Study Suggestions”) at the end of each chapter if you want to fully master the material.

OPTIONAL READING


The optional texts (Lewis-Beck; Jaccard & Turrisi) on regression are highly recommended. Generally students who find Pedhazur difficult to comprehend will find these texts more approachable; plus, it is always good to hear things explained another way. In addition, they are inexpensive and available as e-texts as well. Note that these texts cannot be used as alternatives to Pedhazur, but rather as supplements (or even pre-reading material).

Additional readings and handouts on multiple regression may be posted on the course website or provided via e-mail. All class lecture slides and any additional reading materials assigned beyond textbook will be made available on Blackboard. Students are expected to read materials prior to class, participation in discussion and questions are expected.
COURSE STRUCTURE and GRADING POLICY

As stated, EDUC 642 is designed for hands-on experience in practical applications of regression analyses. As such, to assess the students’ understanding and mastery of course material the course will involve grading based on a combination of (a) in-class participation and lab exercises, (b) 4 individual homework assignments, (c) a small group presentation critical review, and (d) a final paper.

Your final grade for this course will be determined based on the following course activities and assignments:

- In-Class Labs and Participation and Exercises = 10%
- Homework = 40%
- Article Critique Presentation = 20%
- Final Paper = 30%

Your final grade will be based on the weighted sum of the percentages earned for each course activity/assignment. Each component is described in greater detail below. Final letter grades for the course will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
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<tr>
<td>B</td>
<td>83-86.9%</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
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<tr>
<td>C+</td>
<td>77-79.9%</td>
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<tr>
<td>C</td>
<td>73-76.9%</td>
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<tr>
<td>C-</td>
<td>70-72.9%</td>
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<tr>
<td>D+</td>
<td>67-69.9%</td>
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<tr>
<td>D</td>
<td>63-66.9%</td>
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<tr>
<td>D-</td>
<td>60-62.9%</td>
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<tr>
<td>F</td>
<td>&lt; 59.9%</td>
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Note that regular attendance is assumed, and will be gauged via labs. No extra credit will be made available.

Any and all requests for review of a given grade must be taken up outside of class (i.e., not before, during, or after class); instead, make use of office hours and email.

Late work will be penalized a minimum of 10%. Work is due at the beginning of the class on the due date (whether or not you are present in class). Each student is responsible for submitting his/her own original work. Any instance of academic dishonesty (e.g., plagiarism, disallowed collaboration) will result in a minimum of a score of zero for the assignment. Collaboration is allowed on labs and final papers, but all work on homework assignments should be your own independent work.
## “TENTATIVE” SCHEDULE OF TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>September 30: Introduction and overview; Simple linear regression</td>
<td>P: Chs 1-3 (L-B: pp. 9-37)</td>
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<tr>
<td></td>
<td>and correlation; Residuals and partitioning of variance</td>
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<tr>
<td>2</td>
<td>October 7: Regression diagnostics</td>
<td>P: Ch 2-3 continued (L-B: pp. 37-43)</td>
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<tr>
<td>3</td>
<td>October 14: Multiple regression with continuous variables</td>
<td>P: Ch 5 (L-B: pp. 47-54)</td>
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<tr>
<td></td>
<td>Homework 1 Due</td>
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<tr>
<td>4</td>
<td>October 21: Statistical control: Partial and semipartial correlation</td>
<td>P: Chs 7 &amp; 8 (Article Critiques Begin)</td>
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<tr>
<td></td>
<td>and Prediction</td>
<td></td>
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<tr>
<td>5</td>
<td>October 28: Statistical control: Partial and semipartial correlation</td>
<td>P: Chs 7 &amp; 8 (Homework 2 Due)</td>
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<tr>
<td></td>
<td>and Prediction</td>
<td></td>
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<tr>
<td>6</td>
<td>November 4: Prediction; Variance Partitioning;</td>
<td>P: Chs 8 &amp; 9 (L-B: pp. 56-66)</td>
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<tr>
<td>7</td>
<td>November 11: Analysis of Effects</td>
<td>P: Chs 10 (Homework 3 Due)</td>
</tr>
<tr>
<td>8</td>
<td>November 18: Interaction effects</td>
<td>P: pp. 425-430, Ch 14 (L-B: pp. 54-56; J&amp;T: pp. 1-43) (Final Paper Outline Due)</td>
</tr>
<tr>
<td>9</td>
<td>November 25: Interaction effects continued</td>
<td>P: Chs 14 (J&amp;T: pp. 43-60) (Homework 4 Due)</td>
</tr>
<tr>
<td>10</td>
<td>December 2: Logistic regression; Polynomial regression; Multilevel</td>
<td>P: Chs 13, 16, 17, 18</td>
</tr>
<tr>
<td></td>
<td>analysis; Structural equation models</td>
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<tr>
<td>11</td>
<td>December 9: EXAM WEEK</td>
<td>Final Paper Due</td>
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<td>December 16: Grades Due by noon.</td>
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**Note:** The pace at which we cover the material is likely to be adapted as the class progresses.
IN-CLASS LAB WORK AND PARTICIPATION
Throughout the quarter, students are expected to work individually or in groups to practice assignments and techniques in running and interpreting analyses using SPSS (this will usually be during the last part of the class session). Therefore, one or more students in a group must have a laptop equipped with SPSS. This work will be guided by an assigned exercise and discussion questions. In addition, students are encouraged to ask questions when they do not understand content. There are no bad questions. Lab work should be turned in electronically and should indicate all group members. Lab work and participation are graded pass/fail only. Lab exercises make up 10% of your grade.

HOMEWORK EXERCISES
The purpose of the exercises is to provide you with practice in fundamental activities used in multiple regression analyses. There will be 4 homework exercises during the quarter. They will be distributed a minimum of one week before they are due. Exercises should be completed individually and not in collaboration with other students. Additional requirements include:

- All exercises must be submitted in a Microsoft Word or similar document and uploaded on blackboard or via email.
- Equations cannot be hand-written (HINT: use your word processor’s equation tool and not the symbol tool. Googling will reveal several handy resources for the most common tools.)
- APA is not otherwise required for exercises.
- To include SPSS output: copy and paste into your Word Document (or print to pdf) the relevant output including the syntax and use bold font, highlighting, and/or comments to indicate and label specific output.

Homework exercises are always due at the beginning of class on the announced due date (no-penalty grace period applies). Due dates may vary slightly from the schedule in the syllabus depending on our pace. Each homework assignment is worth 10% of your grade, and together amount to a total of 40% of your grade.

Homework exercises are NOT graded in that you will receive full credit for an earnest attempt at completing the exercise, but sloppy or incomplete work will receive no credit. Model answers with explanation will be provided a minimum of 24 hours after the no-penalty grace period ends (see below).

NOTE: Homework exercises in this course may differ substantially from those you have completed for other courses. They are designed to require 1-2 hours and to support your mastery of both the mechanics of statistical analyses and the concepts covered in class. It is generally a good idea to start working on each exercise right away so that you have adequate time to complete it.
FINAL PAPER
The purpose of the final paper is to provide you with the formal experience in using, reporting, and interpreting multiple regression. Final papers can be completed individually or in small groups (no larger than 4 students per group). Ideally the paper will use your own research ideas and data for the regression analyses. There can be some flexibility in this requirement depending on class needs, but I envision a project that involves a formal hypothesis statement and analyses of one's own data with presentation, interpretation, and discussion of results (if you do not have data, I will make data available). A preliminary one-page outline of the project will be due November 18. The final paper should be 8-10 pages, should use APA style, and provide a complete description of the results, diagnostics, and interpretation of your analysis. Additional details and a grading rubric are provided below.

Paper is worth 30% of your grade.

1 Page Outline Due November 18.

Final Paper Due December 9.

Final Paper Scoring Rubric
In grading, points for the different sections of the paper will be awarded as indicated by the numbers in parentheses.

Introduction section (approximately 1-2 pages) to describe the context and purpose of the study including a formal statement of the research question and hypotheses (5 points)

A concise methods section (approximately 1-2 pages) to describe the sample, the measured variables, and the procedures for data collection and description of the type of regression analyses performed (10 points)

A complete and thorough results section including tables and figures in APA style as necessary. At least one figure and one table of results including regression estimates are required. Report of results should include screening of data, diagnostics and any testing of model assumptions, complete reporting of the regression analyses including discussion and interpretation of relevant coefficients, interpretation of strength of association or power as needed, and interpretation of effect size or variance explained (50 points)

A concise discussion section (1-2 pages) that describes study limitations, interprets the results, discusses implications of the study (25 points)

Coherence of writing, and correct use of APA style for the whole paper (10 points)

Reference written material according to the 2010 Publication Manual of the American Psychological Association (6th edition) -- the APA manual. USE THIS MANUAL AS A REFERENCE FOR ALL OF YOUR WRITING ASSIGNMENTS. In addition to references, APA style should also apply for the formatting of the tables.

EDUC 642 Multiple Regression in Educational Research – Fall, 2014
SMALL GROUP IN CLASS ARTICLE CRITIQUE PRESENTATION
One small group article critique is required, and you can present live or you can record your presentation of the critique using screen-capture software. You may work in groups up to 5. You will locate a peer-reviewed article in your field that uses multiple regression. Students must communicate with the professor to insure the suitability of article chosen and for scheduling.

Scheduling will occur during the quarter as group size and class needs will determine specific dates. Presentations will begin Week 4, October 21.

The presentation should be roughly 15-20 minutes, with the following timings as guides:

- Approximately 3-5 minutes should be devoted to setting the context for the study in the article you critique.
- Approximately 3-5 minutes for describing the study’s design.
- Approximately 5 minutes for reporting on the article’s analyses, results, and interpretations.
- Approximately 5 minutes for your critique of the design, analyses, and interpretation of results.

You will need to upload your presentation (or a link to your presentation) and a copy of the article you are critiquing to blackboard.

The article critique presentation constitutes 20% of your grade.

THE NO-PENALTY GRACE PERIOD FOR ASSIGNMENTS
Our class is traditionally a large one. As such, granting individual extensions is a rare occurrence. Instead, you may use the “no-penalty grace period” for all assignments except the Article Critique Presentation. This period always lasts until noon on the second school day following a due date without being docked points for late submission. So, for example, an assignment due on Tuesday at 4pm can be turned in as late as noon on Thursday without incurring a late penalty. If you miss the noon cut-off and have made no other arrangements with the professor, you will incur the late penalty (see below for penalty details).

ATTENDANCE AND ABSENCE GUIDELINES
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.
Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor's voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

EXPECTED CLASSROOM BEHAVIOR

- Classroom expectations include:
  - Participate actively in class activities.
  - Respect the diversity of cultures, opinions, viewpoints in the classroom.
  - Listen to fellow students, professors, and lecturers with respect.
  - Arrive on time, prepared for class.
  - Attend for the duration of class.
  - Return from breaks in a timely manner.
  - Do not read other materials, books, or newspapers.
  - Do not use laptops for email, surfing, or other activities unrelated to class.
  - Turn off cell phones and other electronic devices.
  - Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

Eating during class is allowed, but please try to keep noise and mess to a minimum. Food waste should be disposed of outside the classroom.

If you open a window or door, it is your responsibility to close it when class is over.

OTHER COURSE POLICIES

Course Incomplete Policy
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses. Course Incompletes will be offered only rarely in unusual circumstances that truly prevent the student from completing course work during the regular course schedule. Incompletes will NOT be awarded simply because you have not been able to finish course work. Incompletes will only be awarded when there is a documented medical or similar unforeseen emergency that prevents the student from completing course work.

Documented Disability
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological
disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see  http://aec.uoregon.edu

**Mandatory Reporting**
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

**Academic Misconduct Policy**
All students are subject to the regulations stipulated in the UO Student Conduct Code http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academic, at 346-1399 or lindstrm@uoregon.edu ; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
- **UO Bias Response Team:** 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- **Conflict Resolution Services** 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- **Affirmative action and Equal Opportunity:** 346-3123 or http://aaeo.uoregon.edu/

**Grievance Policy**
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.
**In Case of Inclement Weather**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at [http://www.uoregon.edu](http://www.uoregon.edu). Additional information is available at [http://hr.uoregon.edu/policy/weather.html](http://hr.uoregon.edu/policy/weather.html).

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.
Course Number: SPED 626
Course Title: Grant Writing
Credits: 03 Credits, Pass/No Pass
Term: Fall, 2014
CRN: 16575
Time: Tuesday, 1:00-3:50 p.m.
Place: 144 HEDCO

Instructor: Edward J. Kame‘enui, Ph.D.
Dean-Knight Professor Emeritus, Founding Director
Center on Teaching and Learning (CTL), and
Hank Fien, Ph. D.
Research Associate Professor, Director
Center on Teaching and Learning (CTL)
Jeanie Smith, Ph. D.
Research Assistant Professor, Associate Director
Center on Teaching and Learning (CTL)

Office: Riverfront Research Park, CTL Suite 207
Phone: 541/346-1644 (CTL)
Fax: 541/346-4349
Email: ekamee@uoregon.edu
Office Hrs: 10:00-12:00, Tuesday

Course Overview

The purpose of this course is to provide students with structured and guided opportunities to examine the requirements, features and resources of grant writing and the grant procurement process. This course is designed for advanced graduate students and post-doctoral fellows who are interested in the grant procurement process and have the prerequisite skills to develop and write a grant as a primary strategy to obtain support to conduct a program of research, or to implement service specific strategies, models or programs. The primary content of the course is designed to address the following set of major questions:

1. What is a grant? Why is it important, and why should I write one (or two)? How does a grant differ from other funding mechanisms for accomplishing a set of goals in a specified period of time and under a highly specified set of conditions?
2. What are the primary funding sources of external and internal research support?

3. What are the major “grammatical” elements of a grant proposal, and to what extent do these elements vary across funding sources of grant support?

4. How do I go about developing a grant topic, set of research questions, a narrative for a significance section including a set of organizing principles, evidentiary framework, logic model and theory of change?

5. What are the human, fiscal (fiduciary), administrative, methodological, institutional, disciplinary (content & procedural) requirements of the grant procurement process and what do examples of these elements look like?

**Course Objectives**

The course is structured to provide opportunities for students to:

1. Identify, understand and utilize technical information on grant writing to prepare a grant application and proposal.

2. Develop a range of written products on topics in educational research writ large, and the process of scientific inquiry for the purposes of writing a grant to support a program of research.

3. Identify a range of federal, state, and private funding sources for the purpose of accomplishing a specific set of professional or disciplinary goals and objectives.

4. Understand and utilize the language, mechanisms, protocols and artifacts (e.g., RFP, RFA, CDFA, PI) specific to the development of grant proposals and applications.

5. Develop and practice professional grant writing skills, including the development of a logic model with clear theoretical, conceptual and evaluation linkages to the technical and methodological elements of a program of educational research.

6. Develop and practice skills required for participation in professional conversations about complex topics and issues.

7. Develop and practice skills needed to communicate scientific and evidence-related information effectively and efficiently.

8. Understand and apply criteria for the review and selection of “fundable” grant applications.

9. Engage as a cohort and community of students, peers, and colleagues in the analysis, discussion, and reflection of issues in education, educational research, and special education.

10. Write, rewrite, dubitate, write more, reflect, rewrite and possibly celebrate a completed sentence.
**Required Texts**


**General Requirements and Evaluation Procedures**

1. **Attendance.** Attendance is required for all scheduled class meetings. Students are responsible for information covered in assigned readings, handouts, discussions, and other in-class activities. Attendance is stressed because students will have opportunities to (a) improve their knowledge through discussions, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, and (c) practice skills required for successful grant writing. Finally, “You simply need to be there for the painting.”

2. **Absenteeism.** If you are unable to attend class, you are responsible for contacting the instructor. You can leave a message on the instructor’s voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class begins, the absence will be considered unexcused. If you are unable to take a quiz or exam due to a personal and/or family emergency, it is your responsibility to contact the instructor as soon as possible. The instructor will, on a case-by-case basis, determine whether the emergency qualifies as an excused absence.

3. **Tardiness.** If you anticipate arriving late to class, please provide notice to the class instructor at least a few hours in advance of class. Otherwise, you are encouraged to arrive to class on time, please. Tardiness is considered disruptive to the class and the instructor.

4. **Preparation for Class.** Like the instructor, students are expected to come to class thoroughly prepared. "Thoroughly prepared" is defined as having completed the readings sufficiently to (a) discuss them and (b) relate the content to previous classes or readings and discussions. Students should also review pertinent information from previous readings and class meetings. It will be the student’s responsibility to prepare and submit questions when information from readings or class meetings is unclear.

5. **Submission of Assignments.** All assignments must be submitted on or before the assigned due date. Assignments submitted after the due date may be returned ungraded or assigned a lower grade. All assignments that require a resubmission (i.e., you are asked to address a set of concerns and questions, rewrite a paper, and resubmit it) must be returned at the beginning of the following class meeting. Assignments submitted after this session may be returned ungraded or assigned a lower grade.

6. **Submission of Papers.** Written assignments, especially papers, must be prepared in a professional manner. “Professional” is defined as preparing written products
that follow the guidelines delineated in the Publication Manual of the American Psychological Association (6th ed.) (2010). You are strongly encouraged to use the Publication Manual as a reference for all of your written assignments. Please edit your written work before submitting it. When in doubt, you are advised to check a desk-version American English dictionary for both spelling and rules of grammar. All final products must be typed. Products that, in the judgment of the instructor, are unreadable or not prepared in a professional manner will be returned ungraded.

7. Evaluation of Written Products. Evaluation of all products will be conducted as objectively as possible. In the case of qualitative assessments, evaluations will be based on the instructor fallible judgment. A three-level evaluation and grading system will be used: (a) Pass (P), (b) Resubmit (R), and (c) No Pass (NP). A grade index of P (Pass) means that the product meets all the requirements of the assignment; and NP (No Pass) suggests that the product is entirely unacceptable and requires a prompt meeting with the Instructor.

A mark of Resubmit (R) is not a grade index but an indication that the product should be revised based on the feedback from the instructor and resubmitted prior to the next class session. In this class, the instructors will employ a “trials-to-criterion performance” standard that will require written assignments to be developed at a high criterion of performance level. Thus, in most instances, assignments will likely receive an R or resubmit until the assignment is performed at the expected criterion standard.

8. Assignment of a Grade of Incomplete. The assignment of an incomplete (“I” grade) is discouraged and will be given only in cases of documented emergencies and in cases when satisfactory progress has been demonstrated and a passing grade is likely to be earned. However, should an “I” grade index be required, students should notify the instructor at the time such circumstances become evident and the student is persuaded that he or she must consider an Incomplete (I) for the course. Upon notification, a course completion contract between the student and instructor will be developed before the last week of the quarter. See the University of Oregon Bulletin General Catalog for further information.

9. Plagiarism. DO NOT PLAGIARIZE! To plagiarize is “to steal and pass off as one’s own the ideas or words of another” (Webster, 1967, p. 646). If plagiarism is evident, the student will receive a “0” (zero) or “NP” (No Pass) on that activity AND may be given a “NP” grade for the course. In addition, the student may be suspended or expelled from the university. See Code of Student Conduct (571-21-005) in Time Schedule of Classes for further explanation.

10. General Classroom Behavior. Please be “sensitive” to (i.e., aware and responsive) and “respectful” of (i.e., treat with special consideration or high regard) other students’ perspective and contributions during class participation. In some cases, this may require limiting your oral contributions during class discussions to permit others to contribute, or acknowledging different personal perspectives on a particular issue.
11. **Student Engagement Inventory.** Graduate students are expected to perform work that typically involves 40 hours of engagement for each student credit hour. Therefore, this 3-credit graduate course typically engages students approximately 120 hours. In the following table, the number of hours is identified that a typical or average student would expect to spend in each of the following activities:

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Student Engaged</th>
<th>Explanatory Comments (as necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Attendance</strong></td>
<td>31+ hours of in-class lectures &amp; presentations</td>
<td>Attendance is required</td>
</tr>
<tr>
<td><strong>Assigned Readings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• IES NCSER RFA</td>
<td>6-10 hours +</td>
<td>Student must download RFA from IES website and study 115 page document</td>
</tr>
<tr>
<td>• Readings for evidentiary matrix &amp; framework</td>
<td>10-20 hours</td>
<td>Student must gain access to at least 20 citations that serve as the evidentiary basis for literature review</td>
</tr>
<tr>
<td>• Readings for development of significance section</td>
<td>10+ hours</td>
<td>Student is required to access, read, decipher &amp; record the major research foundation for the grant proposal</td>
</tr>
<tr>
<td>• Readings for development of research design/methods section</td>
<td>10+ hours</td>
<td>Student is required accessing the methodological &amp; technical information required to develop this section</td>
</tr>
<tr>
<td><strong>Writing Assignments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Group or individual decision statement</td>
<td>3-5 hours</td>
<td>Students must meet to discuss and determine approach to grant proposal development process.</td>
</tr>
<tr>
<td>• Identification of Grant type, etc.</td>
<td>1-2 hours</td>
<td>Student must consult IES NCSER RFA</td>
</tr>
<tr>
<td>• Specific focus of grant</td>
<td>5-10 hours</td>
<td>Students must determine focus of grant proposal based on discussion and RFA.</td>
</tr>
<tr>
<td>• Case-argument structure</td>
<td>10-20 hours</td>
<td>Students must develop case argument for grant proposal including logic model &amp; theory of change</td>
</tr>
<tr>
<td>Educational Activity</td>
<td>Hours Student Engaged</td>
<td>Explanatory Comments (as necessary)</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>• Evidentiary table</td>
<td>10-20 hours</td>
<td></td>
</tr>
<tr>
<td>• Significance section</td>
<td>10-20 hours</td>
<td></td>
</tr>
<tr>
<td>• Research design &amp; methods section</td>
<td>10+ hours</td>
<td></td>
</tr>
<tr>
<td>• Combined grant proposal narrative</td>
<td>5-10 hours</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>121 + hours</strong></td>
<td></td>
</tr>
</tbody>
</table>
**General University, College & Department Course Policies**

**ATTENDANCE POLICY**
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor’s voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

**ABSENCE POLICY**
Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor’s voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

**EXPECTED CLASSROOM BEHAVIOR**
Classroom expectations include:
- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated

**12. Diversity**
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
• promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

13. Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

14. Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message

http://around.uoregon.edu/mandatoryreporting

15. Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Additional Policy on academic honesty:

Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program’s website:
"Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:
1. One quotes another person’s actual words or replicates all or part of another’s product;
2. One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

16. Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

• Outside the College, you can contact:
• UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
17. Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

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19. Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses
Course Assignments

Required course assignments and activities are described below. If additional activities and reading materials are necessary, the instructor will distribute these assignments in class.

1. **In-Class Participation.** Students are expected to participate in class discussions and activities that require attendance at each class. Two types of opportunities will be available: (a) "prompted," in which the instructor provides specific and planned opportunities (e.g., small group work; lead class discussion) and (b) "unprompted," in which students initiate participation.

2. **Acquisition of the RFA (Request for Application) for the National Center for Special Education Research (NCSER), Institute of Education Sciences (IES), U. S. Department of Education.** Students are required to access the IES website ([http://ies.ed.gov/](http://ies.ed.gov/)) and obtain a copy of the “Special Education Grants RFA” (CFDA Number: 84.324A). Please be prepared to review a copy of this RFA via your laptop or as a paper copy in class on October 7, 2014.

3. **Development of Grant Proposal: Group or Individual Decision.** The primary outcome of this course is the development of a grant proposal that contains the major “narrative” and “technical” elements that are universal grammatical elements to almost any grant proposal. To accomplish this outcome, we are permitting students to work individually or in groups of two or three only. This group structure is predicated on the following major premises: (a) Each member of a group will contribute equally, continuously, and substantively on all aspects of the grant proposal development; (b) each member of the group will receive the same grade or outcome indicator on the constituent elements of the grant proposal, as well as the final product; and (c) the group membership is binding beginning with the third class (October 14, 2014) and individuals in the group will not be permitted to switched to another group or develop another grant proposal as an individual. Finally, all grant proposal development commitments will be limited to IES NCSER or NCER topics and goals, specifically Goal 2 or Goal 3 proposal specifications. Goal 1 and 5 proposals will be considered as a “special case” providing prerequisite skill levels are established and warranted for the individual or group.

4. **Identification of a Grant Type, Funding Source, & Topic.** Submit a brief description of the specific type of funding mechanism (e.g., grant, contract), the funding source that you have identified as an appropriate and viable entity from which you plan to seek funding for your proposal, and the specific topic that will serve as the primary focus of your grant proposal. The description should be no more than a 3-5-sentence description, including the identification (one-two words)
of the specific funding mechanism and the funding source, the topic as specified in
the RFA, including the contact information (e.g., name, address, priority number or
index) of the agency.

5. **Development of the Specific Focus of Proposed Grant.** Submit a
description of the specific focus of your grant proposal based on the grant topic as
specified in the IES RFA. This description should fully specify the independent and
dependent variables (including, if appropriate, mediating and moderating variables)
within the specific grant topic and more broadly, within a particular disciplinary or
sub-disciplinary area of specialization. The description should specify the relation
between or among the variables, and a directional hypothesis, if appropriate. The
description should be no more than one-page in length. It is not permissible after
the third week of the course to change the specific focus of your grant topic.

6. **Development of a Case-Argument Structure /Logic Model &
Theory of Change.** Submit a case argument structure that is comprised of a set
of brief “organizing principles” designed to build a case for the “Significance” or
“Importance” section of a typical Request for Proposal (RFP) or “Request for
Application” (RFA). The case-argument structure should be no longer than 4 pages
in length, consists of 4-10 organizing principles that are each 2-4 sentences in length
that should represent your theory of change, and with supporting documentation,
data sources or research citations. It should also include a logic model (visual
graphic display).

7. **Evidentiary Table (Framework) for a Literature Review.** Submit a 10
x 20 table (10 columns by at least 20 rows) that captures a fully specified or
reasonably comprehensive list of the approximately 20 individual research citations
(literature) specific to your proposed grant topic. The vertical axis of the table
should list the specific references or citations of the research literature on your
topic. The horizontal axis of the table should include the following dimensions: (a)
authors and year of publication of the reference or citation in APA format, (b)
primary focus or title of the article, (c) independent variable [intervention], (d)
dependent variable [measures], (e) sampling plan characteristics, (f) research design,
(g) quality of evidence index, (h) results, (i) implications for proposed grant topic,
and (j) other.

8. **Development of the Significance or Importance Section of a
Proposal.** Submit a narrative specific to the “Significance” or “Importance”
section of a typical Request for Proposal (RFP) or “Request for Application” (RFA).
The narrative should be no longer than 10 pages in length and should develop
naturally and logically from the case-argument structure assignment. This narrative
should be based on the case argument structure (see Item #6).

9. **Development of a Research Design and Research Method Section.**
Submit a description of the technical requirements of the proposed research design
or research method for your proposed grant topic. This description should be no
more than 3-4 pages in length and specify a formal (named) research design, the proposed research questions, the sampling frame and plan, and the independent and dependent variables. You are strongly encouraged to work with your program or dissertation advisor on this section.

10. Combined Grant Proposal Narrative: As the final assignment for the course, submit the following elements in the form of a combined grant proposal narrative. The narrative should include the following completed elements and sections: (a) the grant type, topic, source and contact information specified at the top of the page and left justified; (b) the final narrative on your program of research with the grant topic fully developed; (c) the final significance section full developed; and (d) the final proposed research designed fully specified and developed.

Suggested Enhancement Activities: Optional Assignments

1. Three-ring Class Binder: Students are encouraged to create and maintain a physical or electronic (word or pdf) folder or binder (3-ring binder) for the materials acquired as part of this course. This binder should include a separate section and tab for each of the following 10 topics: (1) IES NCSER RFA; (2) grant type, topic, funding source, and contact information; (3) development of grant focus and topic; (4) case argument structure (organizing principles/logic model/theory of change); (5) evidentiary framework for a literature review; (6) significance/importance section; (7) research design and method; (8) final combined grant proposal narrative (including optional activities—career program of research statement and curriculum vita.)

2. Development of a Career Program of Research Statement. Students are encouraged to submit a description of the “program of research” you plan to develop and establish as a “researcher,” including the grant topic that will serve as the primary focus of your grant proposal. The description of your program of research should succinctly capture the “blank spot(s)” or “blind spot(s)” (Wagner, circa 1980) in the disciplinary literature that you have identified as representing a significant evidentiary opportunity. The description should also address your experience that serves to animate your interest and passion for the topic. Incorporate a “logic model” (including a visual graphic display of the logic model) and theory of change that captures the essential variables or components of your proposed program of research. The description should be 2-3 pages in length.

3. Development of a Curriculum Vita. Submit a 4-5 page curriculum vitae that includes information on the following elements: (a) current position, title, and address; (b) education background; (c) professional experience; (d) selected publications (books, book chapters, refereed articles); (e) selected professional service activities (journal editor, editorial board appointments); (f) conference presentations; and (g) selected professional awards.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class #1:</strong> September 30</td>
<td>Introduction</td>
<td>None—Bring laptop computers to class; begin to formalize groups</td>
</tr>
<tr>
<td><strong>Class #2:</strong> October 7</td>
<td>Analysis of IES RFA</td>
<td>Electronic or paper copy of IES RFA (#2)</td>
</tr>
<tr>
<td><strong>Class #3:</strong> October 14</td>
<td>Funding Sources &amp; Opportunities; Development of Grant Idea</td>
<td>Decision on group or individual proposal (#3); Identification of grant type, funding source, &amp; topic (#4)</td>
</tr>
<tr>
<td><strong>Class #4:</strong> October 21</td>
<td>Case Argument Analysis: Logic Model &amp; Theory of Change</td>
<td>Development of specific focus (#5)</td>
</tr>
<tr>
<td><strong>Class #5:</strong> October 28</td>
<td>Significance of Proposed Project</td>
<td>Case argument structure (#6)</td>
</tr>
<tr>
<td><strong>Class #6:</strong> November 4</td>
<td>Methods/Quality of Project Design</td>
<td>Evidentiary table or framework (#7)</td>
</tr>
<tr>
<td><strong>Class #7:</strong> November 11</td>
<td>Methods/Quality of Project Design</td>
<td>Invited researchers</td>
</tr>
<tr>
<td><strong>Class #8:</strong> November 18</td>
<td>Methods/Quality of Project Design: Work Session</td>
<td>Invited researchers</td>
</tr>
<tr>
<td><strong>Class #9:</strong> November 25</td>
<td>Impact and Dissemination; Cost Analysis</td>
<td>Development of research design (#9)</td>
</tr>
<tr>
<td><strong>Class #10:</strong> December 2</td>
<td>Grant Proposal Presentations</td>
<td>Invited researchers</td>
</tr>
<tr>
<td><strong>Class #11:</strong> December 10 (Final Examination)</td>
<td>Grant Proposal Presentations</td>
<td>Final combined grant proposal narrative (#10)</td>
</tr>
</tbody>
</table>
Grant Writing Assignment Protocol

Directions:
1. Please use the following format or protocol when submitting each assignment.
2. This format is not optional or discretionary but required. Thus, please review the requirements and the example given below. If the protocol or example is not clear, please ask for clarification.
3. Assignments not following this protocol will be returned ungraded.
4. All Assignments returned ungraded are due at the beginning of the next class.
5. The instructor’s permission is required for deviations from the Assignment Protocol.

Assignment Protocol Requirements

<table>
<thead>
<tr>
<th>Full Name:</th>
<th>Full first and last name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Date:</td>
<td>Record the date the assignment is submitted</td>
</tr>
<tr>
<td>Due Date:</td>
<td>Record the date assignment is actually due as specified in syllabus</td>
</tr>
<tr>
<td>Assignment Name:</td>
<td>Specify the name or label of the assignment as specified in the syllabus</td>
</tr>
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</table>

Example of Assignment Protocol

<table>
<thead>
<tr>
<th>Name:</th>
<th>Edward J. Kame'enui</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Date:</td>
<td>October 8, 2013</td>
</tr>
<tr>
<td>Due Date:</td>
<td>October 15, 2013</td>
</tr>
<tr>
<td>Assignment Name:</td>
<td>Grant Type, Funding Source, Topic &amp; Contact Information</td>
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Text of Assignment
University of Oregon
Prevention Science and Health Promotion Program
CPSY633: Epidemiology
CRNxxxxx, 3 credits
Course Syllabus and Schedule, Fall 2017

1. General Course Information

Professor: NEW CLUSTER HIRE  Class Time: XXXXX
Office: XXXXX  Class Location: XXXXX
Phone: 541-346-XXXX  Office Hours: XXXXX
Email: XXXX@uoregon.edu (preferred contact method)

2. Course Overview

The overall goal of this course is to present a general introduction to the approach, concepts, methods, and perspectives of epidemiology. Public health practitioners and researchers, regardless of their discipline or specialty, rely on the results of epidemiologic research and often employ epidemiologic concepts, methods, and perspectives. Students will become familiar with epidemiologic terminology, outcome measures, and study designs; will gain an understanding of the application of epidemiology to subfields (e.g., infectious diseases, reproductive health); and will gain an understanding of how to apply epidemiologic methods to current public health issues. Basic principles and methods of epidemiology will be introduced, with an emphasis on critical thinking and application to applied practice and research. Topics include outcome measures, methods of adjustment, surveillance, quantitative study designs, and sources of data. The course will provide tools for critically evaluating the literature on population-based research, services, and interventions. This is a non-repeatable course.

This course is designed for advanced masters-level and doctoral-level students in a broad range of public health and related disciplines, including prevention science and other health professions, as well as advanced students in policy, sociology, psychology or other social sciences with plans for a career in research. It is requirement for students who wish to enroll in CPSY634 Implementation Science. Prerequisites are a graduate course in research methods and a graduate course in statistics.

3. Student Learning Outcomes

Through successful completion of this course, students will be able to:

1. Understand the criteria commonly used to evaluate causal relationships.
2. Evaluate the quality and comparability of data.
3. Understand the major study designs for obtaining quantitative information relevant to population health research questions from surveillance, observational, community-based and controlled trial research studies, and be able to select the most appropriate design for different hypotheses.
4. Define exposure variables, outcome variables, extraneous variables and measures of their frequency.
5. Understand commonly used health measures, such as relative risk, attributable risk, and odds ratio; select appropriate methods for estimating such measures.
6. Define appropriate comparison groups for epidemiologic studies.
7. Interpret descriptive and inferential statistics resulting from data analysis and draw relevant conclusions.
8. Apply the concepts of confounding and bias to describe variables; describe appropriate methods for addressing each.
9. Critique the study design and quantitative methods used in published literature and appropriately interpret the findings.
10. Identify key sources of epidemiologic data.
11. Describe a public health problem in terms of magnitude, person, time and place.
12. Formulate and apply epidemiologic methodology to identify a specific public health problem, develop a hypothesis, and design a study to investigate the issue.

Program Competencies Addressed
CPHS Prevention Science and Health Promotion program competencies addressed in this class include:

- **Competency 1**: Students demonstrate knowledge of risk and protective factors associated with positive and negative behavioral and behavioral health outcomes across the lifespan.
- **Competency 3**: Students demonstrate awareness of the interplay of individual, family, societal, and environmental factors associated with positive and negative behaviors across the lifespan.
- **Competency 5**: Students demonstrate skill in conceptualizing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive health outcomes.
- **Competency 7**: Students demonstrate understanding of developmental, ecological, and epidemiological perspectives and models in research conceptualization, design, and critique.
- **Competency 8**: Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in prevention research and practice.
- **Competency 12**: Students demonstrate competence in basic research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science, including those that identify risk, promotive, and protective factors for positive and negative behaviors and those that capture the developmental salience of these factors.
- **Competency 13**: Students demonstrate skill in presenting research and scholarship via formal academic presentations, professional conferences, and professional writing.
- **Competency 16**: Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff.
- **Competency 18**: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development.
- **Competency 19**: Students are responsive to feedback from faculty, supervisors, and peers.
- **Competency 20**: Students demonstrate knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards)

Course Format
We will begin each class meeting with a lecture/presentation. The lecture portion of the class each week will typically last approximately 75-80 minutes, followed by a brief break. The second half of each class meeting will comprise “learn by doing” group activities. Group activities will focus on discussions of the assigned readings and small group-based practice activities to apply the knowledge learned.

**Course Requirements**

1. **Attendance and participation in class discussions (20% of grade).** You are expected to come to class prepared, and to participate in class discussions each week.

2. **Reading summaries (40% of grade).** You will turn in a 1-page summary of the assigned readings 8 weeks of the term. These will be collected prior to the start of the class period and we will use some of them during the class discussion. All readings are listed in the syllabus and will be posted on Blackboard. Each summary accounts for 5% of your grade.

3. **Paper and presentation (40% of grade).** Each student will select a topic of interest and write a paper and do a PowerPoint presentation that includes an overview of the epidemiology of the topic, a discussion of two articles with conflicting findings related to the topic, and the design of a new study to further investigate this issue. Discussion and new study design should focus on understanding and interpreting the conflicting findings in light of epidemiologic methods employed (e.g., study design, sampling, data collection, analysis). The paper should be 6-8 pages in length. A reference list with your two primary references is due at Week 6 at the start of class. Use current APA formatting. In addition to developing the reference list, you must make a copy of the first page of each article you use (abstract) and turn it in with your reference list, to document that you have acquired the articles. Your final written report must be 6-8 double-spaced pages in length and follow APA style guidelines. All students will give a brief presentation on their report in Week 10. Presentations will briefly cover the same materials that are in your written paper. The order of presentations will be selected at random, with preferences considered. Papers are due on the final day of the term.

4. **Reading Materials**


**We will read many chapters from this book; see detail below in the weekly schedule of class topics and assignments.


5. Weekly Schedule of Class Topics and Assignments

Week 1
Lecture topic: Introduction & Measuring Disease Occurrence

Lecture readings (required):


Week 2
Lecture topic: Infectious Disease Epidemiology

Lecture readings (required):


Week 3
Lecture topic: Surveillance

Lecture readings (required):


Week 4
Lecture topic: Screening

Lecture readings (required):


**Week 5**

**Lecture topic: Designs I: Randomized Designs**

**Lecture readings (required):**


**Week 6**

**Lecture topic: Designs II: Cohort Studies and Case Control Studies**

**Lecture readings (required):**


**Week 7**

**Lecture topic: Causation and Risk**

**Lecture readings (required):**


**Week 8**

**Lecture topic: Genetic and Environmental Factors**
Lecture readings (required):


**Week 9**

Lecture topic: Epidemiology, Public Policy, and Ethics

Lecture readings (required):


**Week 10**

Lecture topic: Presentations

6. Grading Components and Criteria
You will graded on your summary of the readings in Weeks 2-9, your class participation, and your paper/presentation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Reading summaries (5 points each X 8)</td>
<td>40</td>
</tr>
<tr>
<td>Attendance and class participation</td>
<td>20</td>
</tr>
<tr>
<td>Paper (topic = 1; reference list = 4; paper = 30; presentation = 5)</td>
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**Total points:** 100

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<td>93-97.9%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>88-89.9%</td>
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<tr>
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<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
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</table>

7. Graduate/Undergraduate differentiation
Not applicable. This course is open to master’s and doctoral candidates only.

8. Role of the GTF
There is no assigned GTF for this course.

**9. Student Engagement Inventory (120 hours)**

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Student Engaged</th>
<th>Explanatory comments (if any):</th>
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<tr>
<td>Course Attendance</td>
<td>30</td>
<td>3 hours/week</td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>30</td>
<td>~3 hours/week</td>
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<tr>
<td>Projects</td>
<td>50</td>
<td>Paper + presentation</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>10</td>
<td>Reading summaries</td>
</tr>
</tbody>
</table>

**10. Attendance and Absence Guidelines**

Attendance and participation are mandatory. Do not turn in reading summaries unless you attend class. You will receive credit for coming to class with a written summary of the assigned readings and actively participating in class.

***If you must miss a class, please e-mail me in advance. You are responsible for course content and assignments that you miss. Frequent class absences will result in a significant grade reduction.***

**11. Expected Classroom Behavior**

I see learning as a collaborative process in which the instructors and students both participate actively. Although I have knowledge and expertise, you as students come to this class with a wealth of personal experiences, knowledge, and interpretations to share. As such, my role in the class is to provide you with contextual and specific information related to course content and practices, to facilitate discussions, as well as provide appropriate responses to your questions, concerns, and feedback. In your role as students, I expect you to complete all readings and assignments on time, attend every class meeting punctually, and participate actively in class. I hope that we can collaborate to create a respectful class discourse by integrating our diverse perspectives and opinions.

**12. Diversity**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**13. Documented Disability**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student
Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

### 14. Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message

### 15. Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Additional Policy on academic honesty [this is additional information on misconduct - not required]**

Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website:

*Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.*

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. **One quotes another person's actual words or replicates all or part of another’s product;**
2. **One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;**
3. **One borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.**
Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx

16. Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1782 or surendra@uoregon.edu.

Outside the College, you can contact:

- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

17. Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

18. In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.
19. Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses
Course Syllabus
SPSY 652, Biological Aspects of Behavior 4( 5 credits (variable)
Winter term, 2014
Tuesdays, 8:00 – 11:50 AM
Lokey Education Building, Room 116

Instructor: Kristina Hiatt Racer, Ph.D., Research Scientist, UO Prevention Science Institute
Office: Riverfront Research Park, 1600 Millrace, Suite 103, Office 103C
E-mail: kdhiatt@uoregon.edu
Phone: 541-346-4531
Winter Term 2014 office Hours: by appointment

Course Description

The purpose of this course is to familiarize students with the foundational body of knowledge and some of the “big ideas” within the area of biological psychology. The course was designed to help students meet the competencies and objectives related to these areas within the Ph.D. programs in counseling psychology and school psychology at the University of Oregon. Because the domain of biological psychology is vast, we cannot possibly do justice to the topic by providing superficial survey coverage of each of the many potential areas to be considered. Rather, we will focus on key topics ranging from basic neurobiology to clinical neurology with an emphasis on the critical interplay of biology and psychology in the human experience.

Consistent with the American Psychological Association’s Guidelines and Principles for Accreditation of Programs in Professional Psychology, this course is designed to provide broad and general scientific knowledge in the foundational area of biological psychology, focusing on “the breadth of scientific psychology.” This course is designed to provide appropriate background for students to meet the biological psychology coursework requirements for board licensure as psychologists within the various states that rely on APA’s Model Licensure Act in developing their licensure requirements. The course will also be useful in helping prepare students for the portions of the Examination for Professional Practice of Psychology (EPPP) that are focused on biological aspects of behavior.

This course is open to doctoral students in the University of Oregon’s Ph.D. programs in school psychology and counseling psychology. Students should consult their advisor and program handbook regarding the appropriate time in their sequence of studies to take this course. If adding additional students to the class will not result in a negative impact on course quality, I may consider requests from students in other programs who wish to be added into the class.

Please note that this is a variable credit course; you may enroll for either four or five quarter credits. The basic elements and requirements of this course are the same regardless of the credit option. However, students who enroll for five credits must complete an additional class leadership assignment, which is described in detail in the Course Assignments and Evaluation portion of the syllabus.
Instructor Qualifications

Since 2008 I have been a research scientist at the University of Oregon’s Child and Family Center (now Prevention Science Institute), where I am the Principal Investigator of an NIMH-funded research program examining how individual differences in cognition and emotion influence self-regulation among children and adolescents. My laboratory assesses cognition and emotion using a combination of parent- and self-report questionnaires, computerized behavioral tasks, and electroencephalographic (EEG) recording of brain waves. In 2005 I received my Ph.D. in Clinical Psychology from the University of Wisconsin—Madison, where I conducted research on cognition-emotion interactions in the syndrome of psychopathy. My clinical concentration is in neuropsychology, and I have conducted hundreds of assessments of children and adults with a wide range of conditions including learning disabilities, ADHD, conduct problems, epilepsy, head injury, stroke, and neurodegenerative disorders. I completed my clinical training with an APA-approved internship at Children’s Hospital in Seattle. Prior to entering graduate school I was a research assistant for a cognitive neuroscientist at the University of California—Berkeley, where I had the opportunity to work closely with neurologists and conduct research with patients experiencing rare neurological conditions such as visual neglect and surgical callosotomy. My training and research activities have given me a strong foundation in biological influences on behavior from both clinical and academic perspectives. I look forward to sharing my knowledge and enthusiasm with you over the course of the term.

Course Reading Materials


Required Journal Articles: Starting with Week 2, additional required reading for each week (2-3 journal articles) will be posted on Blackboard. All students are expected to carefully read each of the articles prior to class. Students should be prepared for thoughtful in-class discussion of each of the articles.
Course Schedule for Winter Term, 2014

Week 1, January 7
Topic: Course overview, discussion of syllabus and course requirements; Introduction to The Nervous System
Reading: (not required before class) Breedlove & Watson, Ch. 1 (Biological Psychology: Scope and Outlook) and Ch. 3 (Neurophysiology)

Week 2, January 14
Topic: Development of Brain and Behavior
Reading: B&W: Ch. 7 (Life-Span Development of the Brain and Behavior)
Assignments: Assigned student article reviews and 5-credit presentations

Week 3, January 21
Topic: Neural Plasticity
Reading: W: Ch. 17 (Learning & Memory)
Assignments: Assigned student article reviews and 5-credit presentations
Guest Speaker: Debbie Ettel, Ph.D.; Assistant Fellow at The Center on Brain Injury Research & Training

Week 4, January 28
Topic: Psychopharmacology and Psychopathology
Reading: B&W: Ch. 3 (pp. 76-82); Ch. 4 (pp. 92-106); Ch. 16 (Psychopathology)
Assignment: Assigned student article reviews and 5-credit presentations

Week 5, February 4
Topic: Hormones and Behavior
Reading: B&W: Ch. 5 (Hormones and the Brain)
Assignment: Assigned student article reviews and 5-credit presentations
Articles:

Week 6, February 11
Topic: Pain and Pleasure
Reading: B&W: Ch. 8 (General Principles of Sensory Processing, Touch, and Pain)
Assignment: Assigned student article reviews and 5-credit presentations
Articles:

Week 7, February 18
Topic: Homeostasis, Biological Rhythms, Sleep & Dreaming
Reading: B&W: Ch. 13 (Homeostasis) and 14 (Biological Rhythms, Sleep, and Dreaming)
Articles: see Blackboard
Assignment: Assigned student article reviews and 5-credit presentations
Articles:

Week 8, February 25
Topic: Stress and Health
Reading: B&W: Ch. 15 (Emotions, Aggression, and Stress)
Articles: see Blackboard
Assignment: Assigned student article reviews and 5-credit presentations
Guest speaker: Jackie Bruce, Ph.D., Research Scientist, Oregon Social Learning Center
Articles:

Week 9, March 4
Topic: Substance Use and Addiction
Reading: B&W: Review Ch. 4 (especially pp. 110-116)
Assignment: Assigned student article reviews and 5-credit presentations
Guest Speaker: Jerry Gjesvold, Serenity Lane

Articles:

Week 10, March 11
Topic: Hot Topics in Neuroscience
Reading: see Blackboard
Assignment: Assigned student article reviews and 5-credit presentations; **Term paper due**

Course Assignments and Evaluation

Your final grade will be based upon the following:

**Class participation (20 points).** Your active participation is essential to the success of this class, and the impact it will make on you and your classmates. You are expected to attend all classes (except in emergency or illness situations, in which you are requested to notify the instructor prior to class if possible), keep up on the assigned readings, and be prepared to discuss the readings and related issues in class in an informed and articulate manner. Small group and whole-class discussions will be an integral aspect of this class that will require your participation.

**Presentation of Assigned Articles (15 points):** Over the course of the term each student will be responsible for presenting one of the assigned journal articles to the class. The randomly-assigned presentation schedule will be distributed on the first day of class. Article presentations should summarize key aspects of the article (goal, methods, results, implications) and integrate the article with course content (from same and/or previous weeks). Most importantly, presentations should convey the big-picture relevance of the article and spark classmates’ interest in the topic area. Each presentation should take approximately 15 minutes.
Journal article reviews (30 points, 15 points for each review). You are required to locate, select, and read two peer-reviewed journal articles related to the areas of biological psychology that will be covered in this class, and to write a brief (approximately 2 pages, single spaced) review for each article. You may submit your reviews on any class date that you choose. The topic of the article should fit within the general class reading topic for that week. The articles should be empirically-based studies. You may use any appropriate peer-reviewed journal you wish for these reviews. The review should include your name and the due date, identifying information for the article (in an APA style citation), and the following four components: (1) A one-paragraph statement relating the article to assigned course content, (2) A one-paragraph summary of the article, (3) A scholarly critique including at least 1 major strength, 1 major weakness, 1 key implication of the article, and 1 interesting future direction for follow-up studies, and (4) a one-paragraph statement of your reactions and comments regarding the article. Grading will be based on the clarity and quality of your review, and on the appropriateness of the article you select.

Scholarly term paper (35 points). For the term paper, you are to propose a new experiment based on a topic of interest in the course readings or course content in general. The paper should succinctly review the topic and the open question being addressed, and clearly describe the significance of the proposed study. It should include a detailed description of the experimental procedures that will be followed, and an evaluation of the implications of possible experimental outcomes. Papers should be 10-15 double-spaced pages (including references), and should be clearly written and well organized. Papers should follow APA style. A reasonable number of articles from peer-reviewed journals must be cited. Papers will be graded based on quality of writing, logical clarity, demonstration of course-related knowledge, creativity, and appropriateness of the experimental design. Papers are due by midnight on Friday, March 14th.

5th Credit Option: Class Leadership (0 points). Students who register for 5 credits will be required to lead the class during presentation and/or discussion of course-related material. The format of the presentation is flexible; you can choose to present new material, expand on an aspect of the assigned material, and/or provide in-class activities or demonstrations. It is expected that 2 students will be fulfilling this requirement each week. You are encouraged to work together and coordinate your presentations, but you may also choose to present separately. Presentations/discussions should average 25 minutes per presenter. Group presentations will be judged on the basis of overall effectiveness; it is not necessary to divide the presentation time equally among group members. In addition to the in-class presentation, each presenter must provide me with a written report that summarizes the content and goals of the presentation and provides their own thoughts about the success of the presentation (e.g., What worked well? What didn’t work so well? Did it go as planned?). For group presentations, reports should be prepared individually and should highlight your own contributions to the presentation. Written reports are due by noon on the Wednesday following the presentation. Presentations and written reports will be graded as acceptable or in need of improvement. If they are considered to be acceptable, you will receive your grade from the 100 possible graded points for the full 5 credits. If they are graded as being in need of improvement, I will meet with you to discuss options for achieving an acceptable grade.

Grading

Each of the assignments or grading areas has been given a maximum point value and some general evaluation criteria. Your grade for the course will be based on the total number of points you earn, in connection with the following breakdown of 100 possible points:
This course may be taken for a letter grade or a pass/no pass (P/N) grade. In accordance with University policies, a grade of B- or better must be earned for a “P” grade with the P/N system. In addition, as a core school psychology program requirement, we will not accept grades lower than B- for a doctoral or master’s program plan. If you have barely crossed the margin between one grade and a higher grade, I will certainly not change your grade to the lower grade, so please don’t ask me to increase the grade you receive to a higher if you are “only one point away.”

I expect that all work will be completed and turned in on the assigned due dates. I reserve the right to not accept late work, and to make reasonable deductions in points awarded for work that is turned in late that I have approved in advance, as well as to establish absolute dates beyond which late work will not be accepted. As a general UO policy, incompletes (“I” grades) are to be given only in truly exceptional circumstances where the student could not complete the course requirements within the required time frame. I will be reasonable in these matters in the event of illness or related significant personal matters that may require submitting work late or taking an “I” grade. Any I grades will be accompanied by a contract with clear expectations and timelines for finishing the course requirements.

**UO Policy Statements**

**Diversity**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the university community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect if of others.
- Promote the diversity of opinions, ideas, and backgrounds which is the lifeblood of the university.

I intend to conduct this course in a manner that supports these seven diversity-related tenets, and I expect all students to do the same. Please feel free to discuss with me any concerns you may have regarding this class or how it might be improved.

**Documented Disability/Accommodations**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require an academic accommodation for this course, arrange to meet with me within the first two weeks of the term to discuss your needs. The documentation of your disability must be in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment,
traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological
disabilities, hearing impairment, and learning disabilities. For more information on Disability Services,
please see http://ds.uoregon.edu/

**Academic Misconduct**

All students are subject to the regulations stipulated in the UO Student Conduct Code
(http://studentlife.uoregon.edu/programs/student_judi_affairs/conduct-code.htm). This code
represents a compilation of important regulations, policies, and procedures pertaining to student life. It
is intended to inform students of their rights and responsibilities during their association with this
institution, and to provide general guidance for enforcing those regulations and policies essential to the
educational and research missions of the University.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe
they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is
important to exhaust the administrative remedies available to you, including discussing the conflict with
the specific individual, contacting the Department Head, or within the College of Education you can
contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or stevensj@uoregon.edu; or
Surendra Subramani, Diversity coordinator, at 346-1472 or surendra@uoregon.edu. Outside the College,
you can contact: UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm; Conflict
Resolution Services 346 -0617 or http://studentlife.uoregon.edu/programs/crs/; Affirmative Action and
Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/.

**Grievance**

A student or group of students of the College of Education may appeal decisions or actions pertaining to
admissions, programs, evaluation of performance and program retention and completion. Students
who decide to file a grievance should follow the appropriate student grievance procedure, which is
discussed in detail in the School Psychology Graduate Student Handbook (available at
http://spsy.uoregon.edu).

**Inclement Weather**

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the
Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice
regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at
http://www.uoregon.edu. College of Education students should contact their program department for
further information.
Applied Multivariate Statistics

EDUC 644 – 4 Credits – CRN 22035
University of Oregon – College of Education – Educational Methodology, Policy and Leadership

Winter 2015

Meeting Days/Time: Mondays 4:00–7:50pm
Location: Lokey 116

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Lina Shanley, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Educational Methodology, Policy, and Leadership</td>
</tr>
<tr>
<td>Phone:</td>
<td>541-914-1040</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:shanley2@uoregon.edu">shanley2@uoregon.edu</a></td>
</tr>
<tr>
<td>Campus Address:</td>
<td>Center on Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>1600 Millrace Dr., Suite 207</td>
</tr>
<tr>
<td></td>
<td>Eugene, OR 97403</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Thursday, 3:00–5:00 pm (in Lokey 102G) or by appointment</td>
</tr>
</tbody>
</table>

DESCRIPTION

Applied Multivariate Statistics is an advanced inferential statistics course that covers the theoretical rationale for and practical application of multivariate analytic techniques in social science research. This course addresses the conceptual foundations of multivariate statistics through a laboratory and project-based curriculum to provide an in-depth examination of the essential elements associated with conducting and interpreting multivariate research.

COURSE PREREQUISITES

Applied Multivariate Statistics is an elective, upper-level quantitative methods course. EDUC 642 Multiple Regression is a required prerequisite course. Other intermediate quantitative methodology courses may be acceptable prerequisites with instructor permission. Familiarity with the SPSS for Windows or Mac statistical software package is also expected.

STUDENT LEARNING OUTCOMES

In this course, you will:

a. Gain familiarity with the application and interpretation of several multivariate statistical techniques including Multivariate Analysis of Variance (MANOVA), Multivariate Analysis of Covariance (MANCOVA), Descriptive Discriminant Function Analysis (DFA), Principal Components Analysis (PCA), Exploratory Factor Analysis (EFA), and Confirmatory Factor Analysis (CFA).

b. Become knowledgeable about the foundational concepts, statistical assumptions, and proper application of each of the above methods of analysis.

c. Develop skill in conducting analyses, interpreting results, and reporting findings using the above techniques.
REQUIRED READING MATERIALS
All required readings are available on Blackboard.


COURSE FORMAT
EDUC 644 meets Mondays from 4:00-7:50 in Lokey 116. Class meetings will consist of lecture, discussion, and in-class lab activities.

PARTICIPATION
Attendance at all classes is strongly encouraged. Students are responsible for content covered in any missed classes. Participation is graded as pass/fail only.

IN-CLASS LABS
Students are expected to work in groups of 2 or 3 to complete in-class lab activities. Most lab activities will be conducted using SPSS and responses will be recorded using word processing software. As such, at least one group member must have a laptop.
equipped with SPSS and a word processing program. Completed lab assignments should be emailed to shanley2@uoregon.edu and clearly indicate all group members.

**HOMEWORK**

The purpose of homework assignments is provide an opportunity for students to practice conducting multivariate analyses, interpreting findings, and reporting results in APA format (when specified). Homework assignments are due at the beginning of class on the day they are due. Homework assignments should be printed and turned in at the beginning of class or emailed to shanley2@uoregon.edu.

Homework is intended to be independent practice; however, maximum learning and understanding is always a priority. For this reason, students are strongly encouraged to complete all homework assignments individually and then consult a classmate to go over any areas of confusion or concern. Any corrections that result from consulting with a classmate should be noted in the final homework assignment with a note about why the initial answer was incorrect and why the correction was made.

**FINAL PAPER & PRESENTATION**

One final paper and a presentation of the final project are required in this course. Students may work in groups of 2 or 3 to complete the final project. Additional details about the format, requirements, and grading rubric for both the paper and presentation will be provided. Groups are required to meet with the instructor during week 5 or 6 to discuss the suitability of the proposed research questions and dataset.

**GRADING POLICY**

Your final grade for this course will be determined based on class attendance and participation, completion of in-class labs, homework assignments, and a comprehensive final paper/project. Assignments that are submitted late will be subject to a minimum 10% penalty.

- Attendance and Class Participation = 10%
- In-Class Labs = 20%
- Homework = 30%
- Final Paper = 20%
- Final Presentation = 20%

Your final grade will be based on the total number of points accrued during the term. There will not be a curve. Final letter grades for the course will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

*Please note that if this class is taken P/NP, 83% or higher is required to pass the class.*
## SCHEDULE OF TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC / ASSIGNMENT</th>
<th>READ BEFORE CLASS</th>
</tr>
</thead>
</table>
| 1    | January 5  | Course Introduction  
Brief Review Intro Stats, ANOVA, & MR  
Multivariate Design & Analysis Overview  
Two-Group MANOVA  
Lab #1: GLM  
Lab #2: Path Diagrams | Thompson, in press  
Tabachnick & Fidell (pp. 375-380)  
Field (pp. 584-603) |
| 2    | January 12 | K-Group MANOVA  
Discriminant Function Analysis  
Multivariate Post Hoc Tests  
Lab #3: K-Group MANOVA | Tabachnick & Fidell (pp. 400-407)  
Haase & Ellis, 1987  
Dolenz, 1993  
Enders, 2003 (pp. 40-49)  
**Homework #1 Due** |
| 3    | January 19 | No Class                                                                                   |                                                                                     |
| 4    | January 26 | Factorial MANOVA  
Multivariate Simple Effects Tests  
MANCOVA Designs  
Lab #4: Factorial MANOVA  
Lab #5: Factorial MANCOVA | Enders, 2003 (pp. 49-56)  
Stevens, Chapter 9  
Tabachnick & Fidell (pp. 394-400)  
**Homework #2 Due** |
| 5    | February 2 | MANOVA Assumptions  
Intro to Quarter Project | Tabachnick & Fidell (pp. 380-383)  
Stevens, Chapter 6  
**Homework #3 Due** |
| 6    | February 9 | Principal Components Analysis (PCA)  
Lab #6: PCA | Preacher & MacCallum, 2003 |
| 7    | February 16| Exploratory Factor Analysis (EFA)  
Lab #7: EFA I | Costello & Osborne, 2005  
Field (pp. 627-650) |
| 8    | February 23| More EFA  
Lab #8: EFA II | Field (pp. 650-673)  
O’Connor, 2000  
**Homework #4 Due** |
| 9    | March 2   | Confirmatory Factor Analysis  
Lab #9: Factor Analytic Methods  
Lab #10: Confirmatory Factor Analysis | Roberts, 1999 |
ATTENDANCE POLICY
Attendance at all class meetings is strongly encouraged.

ABSENCE POLICY
Students must contact the instructor in case of illness or emergencies that preclude completing quizzes as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to complete any assigned work due to a personal and/or family emergency, you should contact your instructor as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

ACADEMIC MISCONDUCT POLICY
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFlict RESOLUTION
Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact: Angie Whalen, Assistant Dean for Academic Programs and Student Services, at (541) 346-2898, or awhalen@uoregon.edu, Lauren Lindstrom, Associate Dean for Research and Academics, at (541) 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at (541) 346-1473, or surendra@uoregon.edu.

Outside the college, you can contact:
UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/
Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/
DIVERSITY
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MANDATORY REPORTING
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UP employee’s duty to report that information to designated authorities. Please refer to the following links for detailed information about mandatory reporting.
https://hr.uoregon.edu/policies-leave/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

EXPECTED CLASSROOM BEHAVIOR
Classroom expectations include:
- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class; not reading other materials, books, newspapers
Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

GRIEVANCE POLICY
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.
COURSE INCOMPLETE POLICY
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses

INCLEMENT WEATHER
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.
1. General Course Information

Professor: Elizabeth Stormshak, Ph.D.  Class Time: XXXX
Office: 262 HEDCO  Class Location: XXXX
Phone: 541-346-2152  Office Hours: Friday 12-1 or by appointment
Email: bstorm@uoregon.edu (preferred contact method)

2. Course Overview

The overall goals of this course are to enhance students' knowledge of implementation science and their ability to critically evaluate studies focused on implementation science. The National Institutes of Health (NIH) and the Centers for Disease Control (CDC) have named dissemination research and implementation science as key components of translation research. Translation research is essential for moving prevention findings from controlled settings into the community with a primary focus on community-based practices and other health care settings. This course provides a framework for examining implementation science and its applicability to clinical and community-based research. The role of implementation science in the translational research spectrum will be a key focus. Translation research involves the study of how best to transfer evidence-based knowledge into routine or representative practice, and by definition requires involvement and input of the end-user, thus a key focus will be on examining different study designs in implementation science, and the strengths and limitations of different methodological approaches. Because students obtain specific methods training in other courses throughout the curriculum, the focus of this course is on critical appraisal of the appropriateness of the methods used relative to the study question and the implications of the study design for translating evidence into practice. This is a non-repeatable course.

The course is designed for advanced masters-level and doctoral-level students in prevention science and other health professions, as well as advanced students in policy, sociology, psychology or other social sciences with plans for a career in research. Prerequisites are a graduate course in prevention science (CPSY 643 or CPSY 631), a graduate course in statistics, and permission of instructor.

3. Student Learning Outcomes

Through successful completion of this course, students will:

1. Discuss the theoretical underpinnings of dissemination research and implementation science;
2. Explain barriers to dissemination and implementation of research findings and methods to address those barriers;
3. Describe the major categories of study designs that are used in conducting dissemination and implementation science and the role of and strategies for engaging...
key stakeholders, including clinicians and policymakers in the research process;

4. Describe the importance of contextual factors and assessing multiple outcomes when designing dissemination and implementation studies; and

5. Critically evaluate dissemination research and implementation studies by assessing the strengths and limitations of the study design and measures selected for informing health care decision making in real-world settings.

Program Competencies Addressed

CPHS Prevention Science and Health Promotion program competencies addressed in this class include:

- **Competency 5:** Students demonstrate skill in conceptualizing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive health outcomes.
- **Competency 6:** Students demonstrate knowledge of evidence-based practices in prevention science and health promotion.
- **Competency 7:** Students demonstrate understanding of developmental, ecological, and epidemiological perspectives and models in research conceptualization, design, and critique.
- **Competency 9:** Students apply multicultural knowledge, theory, scholarship, and self-awareness to their research and applied activities, adapting their professional behavior and research practices in ways that are sensitive to and inclusive of the needs of the individuals and communities with whom they interact and work.
- **Competency 11:** Students recognize the central role of prevention science and multicultural competencies in their ongoing research, program evaluation work, and implementation work.
- **Competency 12:** Students demonstrate competence in basic research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science, including those that identify risk, promotive, and protective factors for positive and negative behaviors and those that capture the developmental salience of these factors.
- **Competency 13:** Students demonstrate skill in presenting research and scholarship via formal academic presentations, professional conferences, and professional writing.
- **Competency 20:** Students demonstrate knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards)

4. Reading Materials

**Required Book:**


**We will read many of the chapters in this book; see details in the weekly schedule of topics for specific chapter assignments.

**Required Articles:**


Recommended Articles:


5. Weekly Schedule of Class Topics and Assignments

Week 1

Lecture topic: Introduction to Dissemination and Implementation Science

Lecture readings (required):


Week 2

Lecture topic: Research Design in Dissemination and Implementation Research

Lecture readings (required):


*Case Study Presentation topics due by the end of the week.*

**Week 3**

**Lecture topic: Measurement & Evaluation Approaches for Dissemination and Implementation Research**

**Lecture readings (required):**


Dissemination and implementation research in health: Translating science to practice (pp. 327-358). New York: Oxford University Press.

Week 4

Lecture topic: Stakeholder Involvement: Collaborating in Community Settings

Lecture readings (required):


Week 5

Lecture topic: Student Presentations

Week 6

Lecture topic: Contextual Considerations and Future Directions in Dissemination and Implementation Science

Lecture readings (required):


Week 7

Lecture topic: Student Presentations
Week 8

Lecture topic: Stakeholder Involvement: Collaborating with Clinicians and Policymakers

Lecture readings (required):


Week 9

Student Presentations

Week 10

Lecture topic: Collaborating with Schools

Lecture readings (required):


6. Grading Components and Criteria

Discussion Questions 35 points
Case Study Presentation 25 points
Final paper/Brief NIH proposal 40 points

Total points: 100
Course Format
We will operate as an advanced graduate seminar, with students taking an active role in initiating and leading discussions and debates. Attendance and active participation in all class discussions is required, and will be evaluated as part of the student’s grade for the course. Students must read the required readings prior to each class session.

Tests: No exams will be given in this graduate-level seminar course.

Assignments: The following will be used to assess students’ progress in achieving the course objectives:

1. *Readings and Class Discussions/Discussion Questions.* You must read the assigned readings prior to each class session and be prepared to discuss your reactions, thoughts, analysis, comments and questions on the main issues raised in the readings. Share what strikes you as new, unexpected, or particularly important. Discuss implications of that reading for your scientific work. All students are expected to participate in each class discussion. You will be required to turn in discussion questions from the readings.

2. *Case Study Presentation.* Each student will identify a current or past dissemination or implementation (or both) science project and prepare a 20-minute presentation for the class that addresses:
   1. The primary research question(s) and their importance for the field of study;
   2. Relevant contextual information, including the study setting and population and descriptions of the organizations involved in the project (e.g., structure, purpose, function);
   3. Research study design, key measures, theoretical framework and data collection strategies;
   4. Critical appraisal of the relative strengths and limitations of the approach; and
   5. A proposal to improve, adapt or expand on the identified project, including primary research questions, importance for the field of study, relevant contextual information, research study design, key measures, and data collection strategies.

   To avoid duplication of topics/projects, students will submit the topic of their presentation to the instructor by the end of the second week of class. Duplications will be addressed with the relevant students, where priority will be given to the student who notified the instructor first.

3. *Final Paper.* One brief research proposal will be required for this course, written in an abbreviated format of a NIH proposal, including Specific Aims, Background, and Research Design and Methods sections. Your proposal may be for a dissemination study, implementation study, or both. The proposals should be single-spaced, 11-point
Arial font, ½-inch margins, and four pages maximum (excluding references). The proposals should be formatted to follow NIH guidelines.

**Paper Outline:**

I. Specific Aims (1/2 page)

II. Research Strategy
   a. Significance & Innovation (1/2 page)
   b. Approach (3 pages)
      i. Research Design (2 pages)
      ii. Measurement (1 page)

III. Literature Cited

**Presentation guidelines:**

You should prepare a well-designed set of slides in a PowerPoint file, which you will use during your presentation and will email to the entire class by 10am the day of your presentation (so people can print a copy prior to the class, if they wish). Design each visual carefully, to illustrate the main points. Remember the rules for clear, easy to understand, and interesting visuals, such as no more than 12 words per slide (ok, maybe you can break that rule, but only by a couple more words), and prevalent use of diagrams, charts, etc. to illustrate points (avoid too many word-only slides).

7. Graduate/Undergraduate differentiation

Not applicable. This course is open to master’s and doctoral candidates only.

8. Role of the GTF

There is no assigned GTF for this course.

9. **Student Engagement Inventory** (3-credit course = 120 hours)

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Student Engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Attendance</td>
<td>30</td>
<td>3 hours/week</td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>20</td>
<td>~2 hours/week. On weeks when required lecture reading are not assigned, students will read articles related to their case study and/or research proposal</td>
</tr>
<tr>
<td>Case Study</td>
<td>25</td>
<td>Case study presentation</td>
</tr>
<tr>
<td>Final Paper</td>
<td>35</td>
<td>Paper is the brief NIH research proposal</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>10</td>
<td>Discussion questions from the assigned readings</td>
</tr>
<tr>
<td></td>
<td><strong>120 Total Hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

10. **Attendance and Absence Guidelines**

Attendance and participation are mandatory. Do not turn in discussion group summaries or article questions unless you attend class. You will receive credit for coming to class with a written summary of the assigned lecture readings and actively participating in class.
***If you must miss a class, please e-mail me in advance. You are responsible for course content and assignments that you miss. Frequent class absences will result in a significant grade reduction.

11. Expected Classroom Behavior

I see learning as a collaborative process in which the instructors and students both participate actively. Although I have knowledge and expertise, you as students come to this class with a wealth of personal experiences, knowledge, and interpretations to share. As such, my role in the class is to provide you with contextual and specific information related to course content and practices, to facilitate discussions, as well as provide appropriate responses to your questions, concerns, and feedback. In your role as students, I expect you to complete all readings and assignments on time, attend every class meeting punctually, and participate actively in class. I hope that we can collaborate to create a respectful class discourse by integrating our diverse perspectives and opinions.

12. Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
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Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

14. Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
15. **Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code [http://conduct.uoregon.edu](http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

16. **Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1782 or surendra@uoregon.edu.

Outside the College, you can contact:
- **UO Bias Response Team**: 346-1139 or [http://bias.uoregon.edu/whatbrt.htm](http://bias.uoregon.edu/whatbrt.htm)
- **Conflict Resolution Services**: 346-0617 or [http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx](http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx)
- **Affirmative action and Equal Opportunity**: 346-3123 or [http://aaeo.uoregon.edu/](http://aaeo.uoregon.edu/)

17. **Grievance Policy**

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If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.
19. Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, please see: https://education.uoregon.edu/academics/incompletes-courses
Developmental Psychopathology (SPSY 650)
Spring 2015

Professor: Kevin J. Moore, Ph.D.
Email Kmoore2@uoregon.edu
Office: Child & Family Center (1600 Millrace, Suite 106) Office #110
Office Hours: After class and by appointment

Class Day/Time: Mondays 9:00 – 11:50 am
Class Location: Education 119
CRN: 35670
Credits: 4

Course Description
The purpose of this course is to offer students an introduction to the domain of Developmental Psychopathology, the study of psychological problems in the context of human development. This course will examine the etiology, development, course, classification, and treatment of common symptoms and disorders of childhood and adolescence. Within these domains, we will explore the dynamic interplay of genetic, physiological, social, cognitive, emotional, and cultural influences across development.

Course Objectives
Upon course completion, students should be able to:
- Understand a variety of theoretical models and advanced conceptual issues relevant to the field of developmental psychopathology
- Identify characteristics and symptoms of common disorders of childhood
- Describe major risk and protective processes involved with pathological and adaptive development
- Understand and identify general approaches of prevention and intervention

Course Format and Expectations
This graduate course meets once weekly and utilizes a small seminar format. Although class meetings will include some lecture-like presentations, the majority of time will be spent on class discussion. As such, the course requires significant advanced preparation for all class meetings in the form of readings and discussion questions. Students will also be responsible for completing a presentation and paper based on their disorder/topic of choice. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (e.g., culture, gender, socioeconomic, etc.) in relation to psychopathology and human development. As such, students are encouraged to develop and expand their understanding of diverse identities and experiences.

Course Readings
- Journal articles are assigned for each week. These will be provided via Blackboard no less than a week prior to their due date. (Required)
Course Requirements
1. Attendance and Active Participation (24 points; 16%)
   Regular attendance and participation in seminar discussion is required. Students are
   responsible for notifying the professor in advance of an absence, and for obtaining any
   materials or assignments given out in class. Active participation and discussion is an
   integral part of this course, especially given the graduate seminar format. Weekly class
   participation will be evaluated along a 4-point scale: 0 = absent, 1 = limited or
   infrequent involvement in discussion, 2 = satisfactory involvement, demonstrates
   adequate preparation, 3 = significant involvement and contribution to discussion,
   demonstrates excellent preparation. (8 weeks x 3 points = 24 points total)

2. Weekly Discussion Questions (48 points; 32%)
   Each week, students are required to submit at least three discussion questions or
   comments pertaining to the assigned readings. The questions/comments should be
   thoughtful, and should address issues and ideas from the reading that are both (a)
   important to comprehending the reading itself and (b) important to you/spark your
   interest. Each question will be evaluated on a 3-point scale: 0 = no questions, 1 =
   questions demonstrate some understanding of the material, but may not suggest
   reflection or relevance to major themes of the reading; 2 = questions demonstrate the
   material was thoroughly read and carefully reflected upon. (8 weeks x 3 questions x 2
   points = 48 points)

3. Class Presentation (30 points; 20%)
   Beginning the fourth week of class, we will begin the session with student
   presentations. The presentation will occur as scheduled during the week specified in the
   course outline. Presentations should be approximately 1 hour plus additional time for
   discussion and a question/answer session. Presentations should include 4 parts: (1) the
   preparation of a slide presentation, (2) the development of a comprehensive script,
   delineating specifically what will be included in the presentation, (3) an appropriate
   summary handout to accompany the presentation, and (4) the actual presentation
   during the scheduled session.

4. Term Paper (48 points; 32%)
   You will compose a scholarly paper on the topic that you present. Your final paper is due
   Week 10 of the quarter (6/4/2014). You will become familiar with the disorder by
   providing important epidemiological, etiological, assessment, and treatment
   information associated with the classification. You should look at published journal
   articles and chapters dedicated to the area to identify important issues associated with
   the topic you chose. The content of papers should be about 10-15 pages (not to exceed
   15 pages, not including references). The paper should be written in APA format.
Developmental Psychopathology (SPSY 650)
Spring 2015

Additional Policies
Diversity: It is the policy of the University to support and value diversity. To do so requires that we: respect the dignity and essential worth of all individuals, promote a culture of respect throughout the University community, respect the privacy, property, and freedom of others, reject bigotry, discrimination, violence, or intimidation of any kind, practice personal and academic integrity and expect it from others, and promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability: Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

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Coordinator, at 346-1472 or surendra@uoregon.edu. Outside the College, you can contact: UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrrt.htm; Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/; Conflict Resolution Services 346 -0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx;

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## Course Outline and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview and Introduction to themes of Developmental Psychopathology</td>
<td>CH 1: Developmental Psychopathology as a Scientific Discipline</td>
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<td>3/30/2015</td>
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<td>Week 2</td>
<td>Developmental Psychopathology and the DSM, Gene and Environmental Influences</td>
<td>CH 2: Developmental Psychopathology and the DSM pgs 29-42 CH 3: Genetic and Environmental Influences</td>
<td>Discussion Questions</td>
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<td>Week 3</td>
<td>Risk, Resilience, Behavior Inhibition and Regulation</td>
<td>CH 4: Risk and Resilience CH 7: Behavioral Inhibition CH 11: Emotion Regulation</td>
<td>Discussion Questions Presentations</td>
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<tr>
<td>4/13/2015</td>
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<td>4/20/2015</td>
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<td>Week 5</td>
<td>Conduct Disorder and Antisocial Behavior</td>
<td>CH 13: Conduct Disorder and Juvenile Delinquency CH 14: Antisocial Behavior DSM: CD 469-475; Antisocial 476; 659-662</td>
<td>Discussion Questions Presentations</td>
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<td>4/27/2015</td>
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<td>Week 6</td>
<td>Substance Use And Anxiety</td>
<td>CH 15: Substance Use CH 16 Anxiety DSM: Anxiety 189-234 DSM: 483-489; Alcohol Dx 490-501</td>
<td>Discussion Questions Presentations</td>
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<td>5/4/2015</td>
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<tr>
<td>Week 7</td>
<td>Behavioral Inhibition, OCD and Trauma Disorders</td>
<td>CH 16: OCD and PTSD DSM: OCD 235-264; PTSD 265-290</td>
<td>Discussion Questions Presentations Term Paper Outline and References Due</td>
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<tr>
<td>5/11/2015</td>
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<tr>
<td>Week 8</td>
<td>Depression and Bipolar Disorders</td>
<td>CH 17: Depressive Disorders CH 19: Bipolar Disorder DSM: Depressive 155-188; Bipolar 123-154</td>
<td>Discussion Questions Presentations</td>
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<tr>
<td>5/18/2014</td>
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<tr>
<td>Week 9</td>
<td>Memorial Day</td>
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<td>5/25/2015</td>
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<td>6/1/2015</td>
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<tr>
<td>Week 11</td>
<td>Finals Week</td>
<td>TBD</td>
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<tr>
<td>6/8/2014</td>
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*This syllabus and course outline is subject to change. Visit the Blackboard site for required article readings, supplementary references and full assignment descriptions.*
Purpose:
The purpose of this experience is to support and facilitate the development of teaching skills. This course is an independent study course and each required element is completed on a schedule determined by the student. The grade of pass shall be assigned only upon completion of each required element and documentation as specified below. Sign up for this class under your advisor’s name. By completing the requirements identified in this syllabus, you will have the opportunity to reflect on your teaching experiences, plan your materials, identify strategies and techniques for enhancing student learning, engage in problem solving, obtain feedback, and develop your own initial teaching philosophy and pedagogy.

Students should register for this class during a term in which they are (a) teaching a course; (b) serving as TA for a course with the opportunity to provide at least one presentation/lecture; or (c) scheduled to give one or more formal presentations or lectures to a course at the undergraduate or graduate level.

Students are expected to review the Teaching Competency requirements specified in the Student Handbook so as to most efficiently complete the tasks associated with both this course and that competency. Please include your Teaching Philosophy statement with your Teaching Competency materials even if not requested in your version of the Handbook.

Expectations/Assignments:
1. Attend one Teaching Effectiveness Program workshop and document your attendance;
2. Read all required materials on your reading list;
3. Write a teaching philosophy statement;
4. Document your teaching or lecturing experiences. For example: Syllabus, lecture slides, evaluations of your presentation or course teaching;
5. Turn in all materials together Monday of finals week. If you do not turn in materials on Monday of finals week, you will receive an incomplete until your materials are turned in. If taking an incomplete, inform your advisor Monday of finals week that you should receive an incomplete. Upon completion of requirements, turn in materials to your advisor with a note stating the term in which you were enrolled and requesting that your grade be changed. See that a copy of your final signed documentation goes to your permanent file.

Required Readings:
UO Teaching Effectiveness Program Resources section: First Time Teaching, Effective Assessment, Universal Design, and Inclusive Classrooms (*read all materials in these sections*)
http://tep.uoregon.edu/resources/index.html
Syllabus materials (following pages)

Teaching Philosophy:
Write a statement of your teaching philosophy following the description attached to this syllabus, due at the end of the term—you cannot pass the course without it. Draw from course readings as well as from other materials (see websites provided in this syllabus) in formulating your philosophy statement.
Review suggestions for writing a teaching philosophy via the websites below and other websites you locate on your own. Examine sample teaching portfolios, narratives, etc. on-line throughout the term.

http://www.celt.iastate.edu/teaching/philosophy.html
http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html
Checklist for Supervised College Teaching

Turn in this checklist to your advisor with required materials in order to receive a grade for this class.

Student Name: _________________________________________________________

Term enrolled in CPSY 602: __________________________

1. ______ Documentation of teaching/lecturing experiences.

2. ______ Statement of your teaching philosophy. This statement will also be turned in as part of your teaching competency requirements.

3. ______ Documentation of attendance of one workshop presented by the Teaching Effectiveness Program, including name of the workshop, date offered, presenter, and summary of content if not presented in the documentation.

4. ______ I have read the required readings and materials for this course, including Freire (1970), UO TEP resources, and teaching philosophy resources indicated on the syllabus.

_________________________________________________________  Date

_________________________________________________________  Date

Student Signature  Advisor Signature
Your philosophy of teaching statement should reflect your personal values and the needs of your students and your department. At the least, you will want to address four primary questions, usually in this order.

1. **To What End?**

   It is important to start by describing where you want to end. In other words, what are your objectives as a teacher? The rest of your philosophy statement should support these objectives which should be achievable and relevant to your teaching responsibilities; avoid vague or overly grandiose statements. On the other hand, you will want to demonstrate that you strive for more than mediocrity or only nuts-and-bolts transference of facts.

   You would certainly want your students to learn the fundamental content of the courses you teach. But beyond that, do you hope to foster critical thinking, facilitate the acquisition of life-long learning skills, prepare students to function effectively in an information economy, or develop problem-solving strategies? What is your role in orienting students to a discipline, to what it means to be an educated person in your field? How do you delineate your areas of responsibility as compared to your students’ responsibilities? In what specific ways do you want to improve the education of students in your field? Are there discussions in academic journals or in professional organizations about shortcomings in the education of students today or unmet needs in the discipline and do you have ideas about how to address those shortcomings and needs? If you are going to use teaching in P & T bids, you will probably need to connect to national issues or objectives.

   These are questions that will require some thought and you will probably benefit from discussing them with other faculty in your department. Some people can sit down and bang out a paragraph or two in a short time but most of us become more thoughtful about the "big" questions when we bounce them off of our colleagues, consider their responses, re-evaluate our positions, revise, talk some more, etc. Your statement of objectives as a teacher is the most important part of your teaching philosophy and you should take some time with it. And if you take it seriously, you will probably come back to this statement to revise or add to it. Think of it as a work in progress.

2. **By What Means?**

   When you have a clear idea about your teaching objectives, you can discuss methods that you use to achieve or work toward those objectives. Here is where you can display your knowledge of learning theory, cognitive development, curriculum design, etc. You will want to explain specific strategies, techniques, exercises, and include both what you have used in the past and are planning for future courses. You will want to tie these directly to your teaching objectives and discuss how each approach is designed for that purpose.

   Discuss how you make decisions about content, resources, and methods. If you include a field trip, what are your learning objectives? If you assemble a collection of readings, how did you decide what to include? How do you decide whether to use collaborative or individual projects? Do you use active learning or student-centered learning principles and why? Relate these decisions and methods to the kinds of classes you teach (large lecture, small discussion, lab, etc.) and make connections to your course objectives.

   Again, relate your methods to national-level needs for teaching in your discipline whenever possible. If you have developed instructional materials that have been or could be disseminated, be sure to discuss them. If you have designed or are planning innovative activities, describe how they address specific teaching objectives. Have you presented a paper or a workshop at a professional conference related to your teaching methods?

3. **To What Degree?**

   You will need to discuss how you intend to measure your effectiveness vis a vis the objectives and methods you have outlined. Because your objectives are most likely related to student learning, then you will probably use measures of student outcomes to reflect your efforts rather than how many chapters you can cover from the textbook. Student evaluations are always a touchy subject among teachers but in large part that is because teachers have not devised their own assessment methods. Most of us are obligated to use standardized evaluation forms. But that does not prevent us from developing other means that are more directly related to our specific goals and objectives. Teachers
who develop their own evaluations usually get more relevant feedback. But in addition, they usually get more positive feedback as well because they are asking the students to reflect on the most important aspects of the course.

If one of your objectives is to develop problem-solving skills, then you will probably want to test your students’ ability to solve problems. In that case, discuss how you construct problems for them to solve, what skills those problems are meant to evaluate, and the level of performance that you are seeking. As Ronald Myers, Associate Professor in Veterinary Pathology pointed out in his teaching portfolio: I have come to realize that ultimately students learn what we examine for. If we test for learning of facts, students will learn facts. If we test for problem solving, they will learn to be better problem solvers....

4. Why?

Here is where you can be, if not grandiose, at least a bit grand. What, to you, are the great and wonderful rewards of teaching? Why is teaching important? How do you want to make the world or at least higher education better? When you are overworked and feel undervalued, to what ideals do you return in order to rejuvenate yourself and inspire your students? How do you want to make a difference in the lives of your students?

More on Teaching Philosophy
From Center for Teaching and Learning at UTEP:
http://sunconference.utep.edu/CETaL/resources/portfolios/ex-phil.htm
(These links no longer active)

Philosophy as Values and Goals

Teaching is a value-laden activity. What one teaches--and who one teaches, and perhaps even how--is a personal expression of professional goals and values. Why does one teach? The question often evokes basic moral values--about an informed citizenry, about self-fulfillment and understanding or about developing the means to achieve one’s life-goals. The professional teacher reflects on these values, articulates them, makes them explicit and public, possibly justifies them, and uses them as a guide to clarify and develop practice.

"Teaching philosophy," as a phrase used by different authors, has a wide variety of meanings. Many writers use it to refer to one's notions about how teaching occurs. We prefer to call such concepts "theories of learning." Presumably, such theories can be tested and supported by (or found contradictory to) evidence. Although they may be part of someone's personal beliefs, they are ultimately a matter for public consensus based on empirical study. The concept of "teaching philosophy" profiled here, by contrast, is an expression of individual values. It is like a personal mission statement.

By noting that values are expressed individually, one is not committed to mere relativism or a posture of "anything goes". In a public or social sphere, values need to be justified (as any philosopher will readily acknowledge). The condition of justification, however, leaves a wide latitude of possible values.

Philosophy as a Benchmark

In an academic community, the individual scholar has the freedom to teach as he or she deems appropriate. Hence, values about teaching may vary widely within one institution -- with no single definable standard. For example, some may value volume of content knowledge as an end, while others may value process or critical thinking skills. Some may value group skills and cooperation, others individual skills and independence. In the best teaching communities, this diversity can be viewed as a strength. Scholars need to remind themselves sometimes that diversity, even disagreement, is a strength and a healthy foundation for scholarly dialogue and intellectual growth. Still, it can pose a potential problem for assessing teaching: how does one proceed where there are no uniform established standards? It is precisely in this regard that a well-articulated teaching philosophy is important. It defines the standards for the individual. It sets the benchmark for measuring the appropriateness of one’s methods, the scope of one’s activities, the effectiveness of one's teaching, and the achievements of student learning.

Profiling teaching philosophy as a benchmark does not give the teacher carte blanche. Certain professional standards are implicit in academic freedom. For example, a statement of teaching philosophy may be judged for its depth: how fully does it address the context of learning and/or scholarly dialogue about the ends of teaching? It may be judged for
its scope: is it modest or ambitious? It may be judged for the quality of the justification: to what degree do cultural values, the institutional and disciplinary contexts, and/or other reasoning or widely accepted principles support it? It would violate professional norms, of course, to measure it against someone's own specific or preferred standards or values about education. The freedom to define one's own standards must be coupled with a duty to do so responsibly.

At the same time, one might acknowledge that individual teachers work in the context of specific institutions. Indeed, the university community at (UTEP) contributes (at differing levels) to developing a mission statement that declares its shared institutional goals, including education. An individual's teaching philosophy, therefore, might well address the institutional context. Is it appropriate to ask if and how a faculty member is addressing the educational component of (UTEP's) Mission and Vision? A teacher might also be able to articulate how his or her goals are consonant with student goals. Because teaching philosophy is so central to evaluation, a statement of teaching philosophy should be concise, cogent and clear for the sake of any reviewer.

**Relation of Teaching Philosophy to Practice**

A teaching philosophy, unchecked, might potentially drift into utopian visions. Or the statement of philosophy, well articulated and noble enough, may be quite disconnected from the teacher's daily practice. Ultimately, as professional reflection deepens and experience accumulates, the link between teaching philosophy and classroom activities should become clearer and the goals should become more fully realized in observed practice. Analysis of and commentary on practice may reflect a more mature teaching portfolio.

**Some useful Teaching Terminology**

*From Teachnology web site: http://www.teach-nology.com/glossary/

**Behavioral Learning Theories:** Theories that equate learning with a direct, observable and desired change in behavior in which an individual's ability to learn is shaped by a teacher's use of stimulus-response mechanisms. These mechanisms elicit and reinforce learning, and motivate the learner through systems of reward, to produce further evidence of learning or changes in behavior.

**Behavioral Objectives:** Statements of educational goals or outcomes which are predetermined, specific, measurable, and intended to reflect desired or predicted post-learning behaviors for a particular area of study.

**Bloom's Taxonomy:** An educational classification system developed in the 1950's by Benjamin Bloom which is widely used by educators to sequentially structure learning objectives according to cognitive, affective, and psychomotor learning domains.

**Competency-Based Learning Strategies:** Curriculum, which focuses on students' ability to acquire and demonstrate particular skills, abilities, and knowledge which provides evidence that they can safely and effectively engage in professional practice.

**Conventional Pedagogy:** An approach to teaching and learning that encompasses behavioral, brain-based and cognitive theories as together or some combination of these. Conventional pedagogies are commonly labeled as outcomes and competency-based education, problem-based learning, and critical thinking frameworks.

**Critical Pedagogy:** An approach to teaching/learning based on sociopolitical theory in which educators disenfranchise oppressive hierarchical structures of teacher-centered classrooms in ways that help students learn how to critically address forces that contribute to social injustices and inequalities.

**Critical Thinking Learning Strategies:** An approach to teaching whereby teachers use strategies that encourage the development of thinking in which an individual can demonstrate astute knowledge and an ability to carefully analyze, interpret, evaluate, judge and make informed decisions about various circumstances and situations using a high level of moral and ethical reasoning.

**Curriculum:** Planned, organized educational or learning experiences that educators develop to guide a course of study.

**Educational Outcomes:** The characteristics or qualities desired or expected from students during and upon the completion of a particular course of study.
**Feminist Pedagogy:** An egalitarian and emancipatory approach to teaching/learning in which educators engender community to bring an end to patriarchal ways of thinking, thus empowering students, regardless of age, race, sex, or disability, to learn without the oppressive practices that are often inadvertently imposed by educators.

**Outcomes-Based Education:** An approach to teaching and learning that centers on the characteristics or qualities desired or expected from students during and upon the completions of a particular course of study.

**Pedagogy:** A term that is used to describe an approach to schooling, learning, and teaching that includes what is taught, how teaching occurs, and how what is taught is learned.

**Postmodern Pedagogy:** An approach to teaching/learning in which educators help students dismantle or deconstruct dominant patterns of thought which influence their understandings of their world. Through this deconstruction, educators help students discern how familiar or traditional ways of knowing may conceal the possibilities inherent in multiple ways of knowing and thus facilitate students’ understanding of the particular diverse meanings of situations that they will confront.

**Problem-Based Learning:** An approach to learning grounded in cognitively-based learning theories in which teachers encourage students to learn by actively engaging them in instructional strategies focused on problem-solving.

**Teacher-Centered Learning Approach:** The traditional approach to teaching in which the teacher serves as the locus of attention and authority directing the curriculum by structuring learning activities, imparting teacher selected knowledge, and determining evaluation methods.

**Other teaching websites:** [http://www.intime.uni.edu/model/teacher/pedagogySummary.html](http://www.intime.uni.edu/model/teacher/pedagogySummary.html)
CPSY 642 Child and Family Interventions
Course Syllabus & Schedule
CRN: 22953, Winter 2014

Course Administrative Information:
Instructor: Karrie Walters, PhD.
Counseling Psychology Program
Email: kwalters@uoregon.edu

Office: 361 HEDCO
Office Hours: Tuesdays 1:30-3:00 and by appt.

Class Location/Time: 117 EDU, 9:00 - 11:50am.

Course objectives:
This graduate course provides an intensive overview of an ecological approach to child and family mental health interventions and an overview of the scientific literature on intervention effectiveness. This class is designed for individuals interested in pursuing training that integrates developmental, family systems, and clinical intervention perspectives. Introductory lectures provide an overview of ecological and family systems approaches to child and family intervention, and later lectures focus more narrowly on modalities of treatment, treatment of specific child problems, and evaluating empirical support interventions. This course is designed to present and integrate effective clinical practice with research guidelines on best practices. An ecological perspective on intervention science provides a framework to bridge individually oriented interventions to those that emphasize relationships, groups, and community contexts. This graduate course also prepares students in the Counseling, School, and Clinical Psychology programs for advanced training in the Child and Family practicum offered through all 3 programs and housed at the Child and Family Center.

Student goals
1. Learn about theoretical frameworks guiding ecological, family systems, and child therapy modalities
2. Learn the skills and information necessary for case conceptualization and treatment planning
3. Learn how to identify, obtain, evaluate, and implement empirically supported interventions with children and families
4. Learn critical thinking skills and develop therapeutic identity around working with children and families
5. Explore practical issues related to working with children and families
6. Prepare for placements working with children and families


*You are also responsible for weekly readings, which will be posted a week in advance on blackboard.

**Attendance**
This is a collaborative learning experience. Attendance, of course, is mandatory. Missing more than one class will automatically drop your grade one letter grade. Class participation includes being present in class preparedly, physically, psychologically, interpersonally, and thoughtfully.

**Assignments:**

*Below is a list of assignments that link to the CFT Program Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.*

**Assignment 1: Blog**: You are required to post 5 blog entries for the term. The blog is designed to give you a space to reflect on the content of the class (readings, lectures, guest speakers, etc) on a weekly basis. Your blog entry should be between 400-500 words and should discuss critically, and in detail, your thoughts regarding readings and class content. Your blog post should end with a question that invites others to continue this line of thought. You are also responsible to responding to the other student blogs entries from your group, with at least 30 responses by the end of the term (so, every week you are possibly commenting on your group members blog posts, but you are not yourself posting a long entry every week.) Your blog entries are worth 25 points (5 each) and your comments are worth 15 points (.5 each), for a total of 40 pts for the Blog assignment. (CFT SLO 2, 3)

**Assignment 2: Reflection Paper** Please select one of the blogs listed below written by families of children who have a variety of special needs and read the entire blog, starting at the beginning of the blog (look in the archives.) Plan for at least 7-8 hours of reading (think of this as a substitute for another class book.)

Reflect on what you learned in TWO parts. **First**, reflect on your personal reactions. What was unexpected? What was personally challenging? What were some of your emotions and personal reactions as you followed this family through their days/weeks/years? **Second**, reflect on your clinical response to the family in this blog.
What did you learn about the specific topic or disorder that was new? How you would approach clinical work with this family? What aspects would work well with your own approach and what would be challenging? How might you need to adapt? What did you learn that will help you in your work with similar families in the future? This paper should be approximately 5-6 pages long. \textit{(CFT SLO 2, 3)}

Blogs:
(some of these blogs have occasional non-topic posts, feel free to skip those!)
\url{http://ranchochico.blogspot.com/} (PTSD, ODD, RAD, ADHD Adoption)
\url{http://lastmom.blogspot.com/} (Adoption, PTSD)
http://www.schuylersmonsterblog.com/ (Polymicrogyria)
\url{http://bloomingboy.com/} (Social Anxiety and Selective Mutism)
\url{http://reneebcsr.blogspot.com/} (autism)

BiPolar and Schizoaffective (read both blogs, both shorter than the above blogs)
\url{http://picklesprincess.wordpress.com/} (Schizoaffective Disorder)
\url{http://justatadbitcrazy.blogspot.com/} (Childhood mood disorder)

\textbf{Assignment 3: Group led Discussion, Handout and Bibliography} (duration approximately 30 minutes). \textit{(CFT SLO 2, 3, 4, 5)}. This is an individual assignment. Each group will choose one person from their group to address one of the main class topics (starred below) and prepare the following:

1) Select and read 5 recent articles (published in a peer-reviewed journal) and come to class with an annotated bibliography of these readings.
   a. One article must be based on gene/biological-environmental interplay
   b. One articles must focus on current evidence-based interventions
   c. One article must focus on intervention considerations for non-majority populations
   d. One article must focus on prevention/early intervention
   e. One article must focus on exosystemic issues (advocacy, legislation, access to services, etc.)

2) Create a 3-4 page handout for the class that summarizes
   a. Risk and protective factors for this issue using the ecological model as a framework
   b. An ecological conceptualization of evidence-based interventions
      i. individual skills, home/school/community interventions, policy and economic issues, addressing oppression and cultural norms, etc.
   c. A summary of current evidence-based best practices as noted by the literature (include references)
   d. At least 2 comprehensive databases of evidence-based practices (California clearinghouse)
   e. Intervention considerations for non-majority populations
   f. A list of 4-5 book or web-based resources for either parents or clinician.

3) Write (and hand in) three discussion questions based on the assigned readings.
Facilitate a discussion of the topic issue with your group based on these questions. Feel free to summarize some of the additional readings you included in your annotated bibliography and to integrate this information into your group discussion.

Discussion Topics and Date:
- Jan. 26th: Autism or ADHD
- Feb. 2nd: Substance Abuse
- Feb. 9th: Disruptive behavior disorders
- Feb. 16th Anxiety or Depression
- Feb. 23rd: Trauma and ptsd

Assignment 4: Final: Case Conceptualization and Treatment plan (CFT SLO 1, 2, 5)
This assignment is designed to help you translate theoretical concepts to practice. As part of this section, a brief case study will be provided. Using this case study, 4-5 page paper outlining your case conceptualization and treatment plan following the guidelines listed below.
- Using the ecological model as a framework, describe current presenting concerns and well as family strengths and resources that may be useful to draw upon in your work together.
- Describe your working clinical hypotheses & theoretical conceptualization. Be sure to connect your hypotheses and conceptualization to readings within and outside of class.
- Identify goals for this client
- Identify interventions you will implement. Indicate how you have evaluated the efficacy of your intervention- what is your evidence? Be sure to connect your interventions and assessment of success to clinical literature.
- Note any relevant ethical issues and identify challenges relevant to your work with this client.
- Describe your prognosis for response to treatment and outline criteria for termination

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Blog Essays (5 pts each)</td>
<td>25 points</td>
<td>Variable – by end of term</td>
</tr>
<tr>
<td>2. Blog Responses (.5 pts each – 30 total)</td>
<td>15 points</td>
<td>Variable – by end of term</td>
</tr>
<tr>
<td>3. Reflection Paper</td>
<td>20 points</td>
<td>Feb. 2nd</td>
</tr>
<tr>
<td>4. Handout and Bibliography</td>
<td>20 points</td>
<td>Variable</td>
</tr>
<tr>
<td>5. Conceptualization and Treatment Plan</td>
<td>20 pts.</td>
<td>Draft: March 9, class Final: March 16th, 5pm</td>
</tr>
<tr>
<td>6. TOTAL:</td>
<td>100 pts.</td>
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</table>

Final course letter grades will be based on the standard University point-grade formula.
**Student Engagement:** Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Course Attendance</td>
<td>36</td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>30</td>
</tr>
<tr>
<td>Writing personal class blog and responses</td>
<td>12</td>
</tr>
<tr>
<td>Reading Clinical blog and writing Reflection Paper</td>
<td>18</td>
</tr>
<tr>
<td>Handout and Bibliography</td>
<td>12</td>
</tr>
<tr>
<td>Treatment Plan</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL Hours</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**Class Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>General Topics and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 5th</td>
<td>Conceptualization of role as child/family therapist; Integrating theoretical orientation with evidence-based interventions; Developing effective, ecologically based treatment plans.</td>
</tr>
<tr>
<td>2</td>
<td>Jan 12th</td>
<td>Nuts and Bolts of working with children and adolescents. Motivation and behavior management in the therapy room. Use of play versus “play therapy”.</td>
</tr>
<tr>
<td>3</td>
<td>Jan 19</td>
<td>NO CLASS (but you do have readings!) 😊</td>
</tr>
</tbody>
</table>
| 4    | Jan 26th| Addressing needs individual needs, with a focus on autism and ADHD. Use of psychopharmacology and collaboration with physicians.  
- Teaching social skills  
- Discrete trial learning and Pivotal Response Training  
- Nuts and Bolts: Use of Structured learning  
- Guest Speaker: Randy Phelps, M.D., PhD. (physician collaboration and psychopharmacy)  
- Group presentations: Autism or ADHD |
| 5    | Feb 2   | Addressing family dynamics  
- Family systems theory  
- Family skills building (communication skills, problem solving skills, etc.)  
- Nuts and Bolts: Family skill building  
- Group presentations: Substance Abuse  
- Due: Reflection Paper |
| 6    | Feb 9th | Externalizing problems: A focus on ODD and conduct disorders  
- Parent Training models  
  o PMTO and Incredible Years; Filial therapy; Parent-child interaction therapy |
- Positive Behavior Support
- Nuts and Bolts: Parent coaching and skill building
- Group Presentations: Disruptive behavior disorders

7 Feb 16th Internalizing problems: A focus on anxiety and depression
- Interpersonal psychotherapy for adolescents
- Cognitive-behavioral therapy
- Nuts and Bolts: Using CBT with children
- Group Presentations: Anxiety or Depression

8 Feb 23th Neglect, Abuse, and Trauma
- Trauma-focused CBT
- Family and psychosocial interventions
- Multidimensional Foster Care
- Guest Speaker: Leslie Leve, PhD. (Multidimensional foster care and interventions for abused and neglected children)
- Group presentations: Trauma and ptsd

9 Mar 2th Mobilizing change with the Family Check-Up: An ecological assessment and intervention model.
- Nuts and Bolts: Use of motivational interviewing with families
- Guest Speaker: Arwen Despain, M.A. (Implementing best-practice in the community)

10 Mar 9th Implementing evidence-based practice
- Evaluating clinical practice
  - When interventions harm: Iogenic effects
  - Peer contagion and group intervention considerations
  - Exosystem and macrosystem considerations
- Integrating evidence-based treatment into usual clinical care
- Due: treatment plans

General Expectations
***If you must miss a class, please e-mail me in advance. You are responsible for course content and assignments that you miss. Frequent class absences will result in a significant grade reduction.

Respect for Differences in the Classroom:
In this course you are entering into an experience that involves human interaction. At times controversial topics and perspectives may emerge during class discussion. Your student colleagues and instructors may express opinions that may be at discord with your own. It is possible that a student colleague may also share information that is personally important or communicate something central to their cultural, ethnic, personal, or disability-status background. When this occurs it is critical in this learning environment that all students take responsibility to maintain an environment of respect. Central to this is the need to respect the rich differences and similarities that exist among us. Working to understand another’s perspective and background—which helped to form their beliefs and worldview—is critical for becoming more understanding, better critical thinkers, and improved professionals. It is your responsibility to maintain a climate of respect and to discuss with your instructor any obstacles that you experience during this class or discomforts you may experience from class activities, lectures, or discussions.
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Attendance and Absence Guidelines**

**Regular Attendance**
The information fundamental to this class will be delivered during class meetings; regular attendance is essential. Each absence after 2 will lower your grade by 5% (ie 3 absences would lower your grade from 100% to 95%).

**Guidelines for Successful Class Attendance**
To ensure a positive learning environment for all students in the class, please **DO NOT**:

- Arrive late to class.
- Talk privately with other class participants while the class is in session,
- Leave the class before the end of the session
- Engage in behavior that detracts from the learning environment, such as accessing non educational websites (i.e. Facebook), sending or receiving phone calls or text messages, playing games on your computer.

**Participation and Class preparation**
You are expected to participate in all class activities and discussions. You are expected to come to class thoroughly prepared. “Thoroughly prepared” is defined as, “having all materials needed for the class, or test before entering the classroom; having read the reading sufficiently to verbally:

- Discuss ideas, concepts, issues, and practices from the readings.
- Relate current information to that previously read or discussed.
- Apply the information to problem situations.

It is your responsibility to formulate and present questions when information from readings and class presentations is unclear.

Late assignments: Life happens unexpectedly, so plan for this when preparing your assignments and give yourself a bit of leeway so you do not have to turn things in late. Assignments will be deducted a letter grade for every day the assignment is late unless **prearranged** a different due date with the instructor.

**Documented Disability:**
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic
Mandatory Reporting
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

Academic Misconduct Policy:
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.
It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrom@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.
- Outside the College, you can contact:
  - UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
  - Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default

Grievance Policy
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

Inclement Weather Policy:
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.
If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, please see: [https://education.uoregon.edu/academics/incompletes-courses](https://education.uoregon.edu/academics/incompletes-courses)

**READINGS**

**Week 1-2 (Jan 12th): Overview of ecological treatment model; outcome studies and prevention/intervention spectrum**

Chapter 3: Developmental Issues and considerations in research and practice

Chapter 29: Assessing the effects of evidence-based psychotherapies with ethnic minority youths


**Choose 2:**


**Week 3 (Jan 19th): No class – but you do have readings!!**


Hill, N. (2006). Disentangling ethnicity, socioeconomic status and


**Week 4 (Jan 26th): Addressing individual needs, with a focus on Autism and ADHD**

Chapter 20: Early and intensive behavioral intervention in autism  
Chapter 21: Pivitol response training in autism


**Choose 2:**


**Week 5: Addressing family dynamics**

Chapter 16: Multidimensional treatment foster care for adolescents  
Chapter 17: Treatment serious antisocial behavior using multisystemic therapy  
Chapter 22: Treating Hispanic youths using brief strategic family therapy  
Chapter 26: Functional family therapy for adolescent substance use disorders


**Week 6 (Feb. 9th): Externalizing problem: A focus on ODD and Conduct Disorder**

Chapter 11: Parent Management Training – Oregon Model  
Chapter 12: Parent-Child Interaction Therapy for Oppositional Children.  
Chapter 13: The Incredible Years parents, teachers, and children training series  


**Choose 2:**  


**Week 7 (Feb. 16th): Internalizing problems, with a focus on anxiety and depression**

Chapter 4: Child-focused treatment of anxiety  
Chapter 5: Interventions for anxiety disorders in children using group cognitive-behavioral therapy with family involvement.  
Chapter 8: Group cognitive-behavioral treatment for adolescent depression  
Chapter 10: Treating adolescent depression using interpersonal psychotherapy  
Chapter 25: Treating Hispanic children and adolescents using narrative therapy  


**Choose 2:**  


Chapter 19: Trauma-focused cognitive behavioral therapy for traumatized children


**Choose 2:**


**Week 9 (March 2nd) : Family Check-Up Ecological model of intervention**


**Week 10: Implementing Evidence-Based Treatment**

Chapter 34: Policy pinball to purposeful partnership

Chapter 35: The present and future of evidence-based psychotherapies for children and adolescents.


**Choose 1:**


University of Oregon CFT Educational Outcomes

**Student Learning Outcomes**: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

**Faculty Outcomes**: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

**Program Outcomes**: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.
Hierarchical Linear Models I

EDLD 628 – 4 Credits – CRN 26704
University of Oregon – College of Education
Department of Educational Methodology, Policy, and Leadership

2015 Winter Term Syllabus
Meeting Days/Time: Tuesday/Thursday 12:00-13:50
Eugene Location: Lokey 115

Instructor: Mark J. Van Ryzin
Department of Educational Methodology, Policy, and Leadership
E-mail: markv@uoregon.edu
Address: 102S Lokey Bldg
Office Hours: By appointment

DESCRIPTION
Introduction to multilevel modeling and hierarchical data structures, random and fixed effects, intercepts and slopes as outcomes models, estimation, centering, and the use and interpretation of HLM statistical software.

COURSE PREREQUISITES
Multiple regression and ANOVA

OBJECTIVES
The goal of the course is to gain familiarity and build expertise in the use of multilevel models. Emphasis is on the mastery of concepts and principles, the development of skills in the use of HLM software, and the development of critical analysis skills in understanding research using multilevel models.

TEXTBOOK

SOFTWARE
You can buy a license for HLM or use the free student version. The student version can be downloaded from: [http://www.ssicentral.com/hlm/student.html](http://www.ssicentral.com/hlm/student.html). The student version is sufficient to complete all course work. Access to SPSS or a similar basic statistics software program is also required.

OTHER REFERENCES AND RESOURCES
UCLA maintains an excellent website on statistical computing that includes detailed support for numerous statistical programs and packages, including HLM6 ([http://www.ats.ucla.edu/stat/](http://www.ats.ucla.edu/stat/)). This website also provides examples of programming and results in HLM6 and citations for four other texts on hierarchical linear modeling: [http://www.ats.ucla.edu/stat/hlm/examples/default.htm](http://www.ats.ucla.edu/stat/hlm/examples/default.htm).
Materials from other HLM courses:
http://statlab.stat.yale.edu/help/workshops/HLMworkshop/
http://courses.education.illinois.edu/edpsy587/
http://psych.unl.edu/psycrs/944/

OD (Optimal Design) calculates power and optimal sample sizes for testing treatment effects and variance components in multisite and cluster randomized trials with balanced two-group designs, and in repeated measurement designs. Get the software and manual for free at: http://www.wtgrantfoundation.org/resources/consultation-service-and-optimal-design

COURSE STRUCTURE
EDLD 628 HLM is organized in a seminar format. The major activities consist of a combination of lectures, group discussions, and software applications (i.e., lab). The course will cover an introduction to HLM with an emphasis on model building and testing and the proper interpretation and reporting of results. For each topic, there will be readings in the required texts and in some cases supplementary assigned readings. There will be no traditional quizzes or exams. Instead, the course requires completion of five assignments, three involving the analysis of data and two involving a critique of an HLM analysis in your field of substantive interest, as well as regular participation and discussion in the class. In-class analyses will be conducted on shared datasets that will be provided by the instructor.

This class relies heavily on in-class participation, particularly in analyses. Therefore, it is critical that you bring to class a laptop with HLM installed and wireless access so that you may participate fully in class analysis workshops.

GRADING POLICY
Your final grade will be based on the weighted sum of the points earned for each course activity/assignment. Final letter grades for the course will be calculated as follows:

- A+ 100%
- A 95-99.9%
- A- 91-94.9%
- B+ 87-90.9%
- B 83-86.9%
- B- 78-82.9%
- C+ 73-77.9%
- C 69-72.9%
- C- 66-68.9%
- F <66%

Please note that if this class is taken P/NP, 78% or higher is required to pass the class.

Your final grade for this course will be determined based on course activities as follows:

- Critique Assignment 1 (15 points) = 15%
- Critique Assignment 2 (25 points) = 25%
- Analysis Assignment 1 (20 points) = 20%
- Analysis Assignment 2 (20 points) = 20%
- Analysis Assignment 3 (20 points) = 20%

Assignments are due at the beginning of class. Please use email rather than paper.
First critique assignment (individual grade)
Identify three to four articles in your area of substantive interest that use HLM to explore organizational effects or individual growth or both. (Please do not include papers that use meta-analysis). Please submit a paper or electronic version of the articles and a 3-4 page review of the articles that addresses the following questions:

- What is your area of substantive interest?
- List the articles in APA format. Which article did you find most interesting and why?
- What is the structure of the data in each article (i.e., how many levels, nested how, and representing what)?
- Did the authors defend the decision to use HLM? If so, how?
- What were the research questions of the articles?
- Write out the HLM models and describe the fixed and random effects. How did the authors determine whether to use fixed or random effects in each case?
- What were the findings? How appropriate was the analysis given the research questions and data? What other approaches might have been used instead?

Second critique assignment (team or individual grade)
Groups of two students will choose an article to present and critique “conference-style”. Presentations will be 15 minutes and should include research questions, structure of data, modeling decisions, and final model results, as well as a critique of the suitability of the methods and the analytical decisions given the research questions and data. Results should be presented in table and/or graphical form as best suits your conclusions and critique. Group members will receive the same grade. Students will be allowed to complete the assignment as an individual if they so choose. Presentations can be prepared in PPT. A written version of the critique will be submitted to the instructor along with the article.

First analysis assignment (team or individual grade)
You and a partner will submit a single paper in APA format with five parts: the theoretical background, your proposed research questions and hypotheses (supported by theory), a description of the dataset you will use, how you will use HLM to address your research questions, and the initial findings from descriptive analyses. In other words, this would be equivalent to the Introduction and Methods sections of a research paper, including the first paragraph of a Results section where correlations are reported (in a table). The Methods should include: a Participants section where you describe the sample; a Measures section where you describe the measures; and, an Analysis Plan where you describe HLM for the benefit of the reader (e.g., what does it provide that other analysis techniques don’t?); this section could also contain a representation of your hypothesized model (as we have written them in class) and should defend your decision to use HLM (e.g., with an ICC, for example).

Your research questions will form the foundation for your later assignments and should be informed by the descriptive analysis. You can use HLM or another statistical package (e.g., SPSS) to perform the descriptive analysis. This analysis should include reporting and interpretation of correlations between your outcome variable(s) and your predictors and control variables, as well as correlations among the predictors and control variables; as discussed above, please present these in a table in APA style. You should also report the range for each variable, the nature of the distributions (skewness, kurtosis, outliers) and, for categorical variables, the percentage of the sample in each category.
The instructor will provide feedback on the assignment which you should address in your later versions. Each analysis assignment will build upon and incorporate earlier versions; the end result will be a completed research paper that you can submit for publication.

Second analysis assignment (team or individual grade)
You and your partner will report on a series of basic models that you fit starting with an unconditional means model and arriving at a final hierarchical model (that is, a model in which all intended predictors and controls have been added). Your paper should include a discussion of the modeling decisions and trade-offs you made along the way. This would be similar to a full Results section of a published research paper. All results should be presented in tables using APA standards.

The instructor will provide feedback on this assignment which you should address in your final version to be handed in during finals week.

Third (final) analysis assignment (team or individual grade)
You will submit a final paper that utilizes your previous analysis assignment (i.e., Introduction, Methods, Results) along with a Discussion section that reviews the results and their implications for theory and practice in your field, discusses the limitations of the paper, and suggests new avenues for research. This section should directly address the research questions and hypotheses you presented initially, and when discussing implications for the field, you should refer back to the research that you surveyed in the Introduction.

Scoring Rubric for Analysis Assignment
The purpose of the research paper is to provide experience in interpreting and reporting the results of HLM models. The paper must represent the original analysis of data that you have not done before. This does not mean that you cannot use existing data or use a study on which you have previously conducted analyses; it means you need to conduct new analyses not attempted before. For the analysis, you must use at least one unconditional and one conditional HLM model. The paper should be 15-30 pages in length including figures, tables, and bibliography, use APA style (6th Edition), and include the elements listed below.

- A concise Introduction section to describe the context and purpose of the study and a concise Methods section to describe the sample, the measured variables, and the procedures for data collection and analysis.

- A complete and thorough Results section including tables and figures in APA style as necessary. Reporting of results should include descriptive analysis of data, testing of model assumptions, complete reporting of the HLM model(s) including discussion and interpretation of relevant coefficients, interpretation of strength of association or power as needed, and interpretation of variance explained.

- A Discussion section that describes study limitations, interprets the results with regard to hypotheses, and discusses implications for theory and practice.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (Jan 6)</td>
<td>Course introduction, review of regression models</td>
<td></td>
</tr>
<tr>
<td>Week 1 (Jan 8)</td>
<td>Research questions and HLM notation</td>
<td>Raudenbush &amp; Bryk (RB) Chapter 1</td>
</tr>
<tr>
<td>Week 2 (Jan 13)</td>
<td>Intro to HLM and multilevel data structures</td>
<td>RB 2</td>
</tr>
<tr>
<td>Week 2 (Jan 15)</td>
<td>Model-building in HLM</td>
<td>RB 4</td>
</tr>
<tr>
<td>Week 3 (Jan 20)</td>
<td>Graphing, centering</td>
<td>RB 5 (pp. 99-117)</td>
</tr>
<tr>
<td>Week 3 (Jan 22)</td>
<td>Explained variance</td>
<td><strong>First Critique Due</strong></td>
</tr>
<tr>
<td>Week 4 (Jan 27)</td>
<td>Graphing and model building</td>
<td>RB 5 (pp. 117-159)</td>
</tr>
<tr>
<td>Week 4 (Jan 29)</td>
<td>Graphing and model building</td>
<td><strong>First Analysis Due</strong></td>
</tr>
<tr>
<td>Week 5 (Feb 3)</td>
<td>Three level models</td>
<td>RB 8 (pp. 228-237)</td>
</tr>
<tr>
<td>Week 5 (Feb 5)</td>
<td>Three level models</td>
<td></td>
</tr>
<tr>
<td>Week 6 (Feb 10)</td>
<td>Longitudinal models</td>
<td>RB 6 (pp. 160-176, skim 176-185, 199-204)</td>
</tr>
<tr>
<td>Week 6 (Feb 12)</td>
<td>Longitudinal models</td>
<td><strong>Second Analysis Due</strong></td>
</tr>
<tr>
<td>Week 7 (Feb 17)</td>
<td>More growth models</td>
<td>RB 8 (pp. 237-245)</td>
</tr>
<tr>
<td>Week 7 (Feb 19)</td>
<td>More growth models</td>
<td></td>
</tr>
<tr>
<td>Week 8 (Feb 24)</td>
<td>Assumptions and assessing the adequacy of models</td>
<td>RB 9 (pp. 252-275)</td>
</tr>
<tr>
<td>Week 8 (Feb 26)</td>
<td>Assumptions and assessing the adequacy of models</td>
<td><strong>Second Critique Due (written)</strong></td>
</tr>
<tr>
<td>Week 9 (Mar 3)</td>
<td>Discontinuous growth and time-varying covariates</td>
<td>RB 6 &amp; 8 (pp. 176-185, 237-245)</td>
</tr>
<tr>
<td>Week 9 (Mar 5)</td>
<td>Discontinuous growth and time-varying covariates</td>
<td></td>
</tr>
<tr>
<td>Week 10 (Mar 10)</td>
<td>Presentation of second critique</td>
<td></td>
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<tr>
<td>------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>Week 10 (Mar 12)</td>
<td>Presentation of second critique; in-class discussion of analysis assignments as needed</td>
<td></td>
</tr>
<tr>
<td>Mar 16-20</td>
<td>Finals Week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third Analysis Assignment Due Thursday at 5pm</td>
<td></td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY**
Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be sent to the instructor's e-mail prior to class. If a student believes an exceptional arrangement is needed, the instructor will consider such a request on a case-by-case basis. To arrange such a special accommodation, students must contact the instructor two weeks in advance. If a class is missed, students are responsible for all lecture notes, assignments, handouts, and other materials missed during their absence. A missed class (or a late arrival to/early departure from class) will not be considered a legitimate excuse for not being prepared for an exam or avoiding late penalties on assignments.

**EXPECTED CLASSROOM BEHAVIOR**
Classroom expectations include:
- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices
Note: Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

**COURSE INCOMPLETES**
Incompletes are given only in rare and extreme situations that truly prevent the student from completing course work during the regular course schedule. Incompletes will NOT be awarded simply because you have not been able to finish course work. Incompletes will only be awarded when there is a documented medical or similar unforeseen emergency that prevents the student from completing course work. For details on the policy and procedures regarding incompletes, please see: https://education.uoregon.edu/academics/incompletes-courses.

**ACADEMIC MISCONDUCT POLICY**
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu/). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.
**DIVERSITY**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**DOCUMENTED DISABILITY**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see [http://aec.uoregon.edu/](http://aec.uoregon.edu/)

**CONFLICT RESOLUTION**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or [http://bias.uoregon.edu/whatbrrt.htm](http://bias.uoregon.edu/whatbrrt.htm)
- UO Conflict Resolution Services 346-0617 or [https://uodos.uoregon.edu/Programs/ConflictResolutionServices.aspx](https://uodos.uoregon.edu/Programs/ConflictResolutionServices.aspx)
- UO Affirmative Action and Equal Opportunity 346-3123 or [http://aaeo.uoregon.edu/](http://aaeo.uoregon.edu/)

**GRIEVANCE**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy ([https://education.uoregon.edu/academics/student-grievance](https://education.uoregon.edu/academics/student-grievance)).
MANDATORY REPORTING
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
http://around.uoregon.edu/mandatoryreporting
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message

INCLEMENT WEATHER
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others. Please use good judgment with respect to inclement weather and do not travel to class if road conditions are unsafe. Additional information is available at http://hr.uoregon.edu/policy/weather.html.
EDUC 620: Program Evaluation I
CRN: 27161, Winter 2013
Thursdays, 2:00 to 5:50, 117 Lokey Education Building

Instructor
CHiXapkaid, Professor
124f Lokey Education Building
Phone: 346-2847
E-mail: dpavel@uoregon.edu
Available meeting hours: Before and after class as well as by appointment

Purpose and Objectives of Course
The purpose of this course is to provide a doctoral-level seminar on program evaluation. The focus of the course is on evaluations in the field of education, clinical settings, and human services. Conceptual foundations are covered, with an emphasis primarily on information necessary to conduct an evaluation in a real setting. In this term students will plan and design an evaluation. This course is taught in conjunction with a practicum (EDUC 621) offered Spring term in which students can implement the evaluation design developed in Winter term. Students registered for Winter term only will have the opportunity to plan and design an evaluation but will not have the implementation experience provided in the Spring. During the 2nd term content related to developing and completing the evaluation report will be included. At the end of this course, students will be able to understand and:

- Identify the differences between evaluation and other forms of inquiry;
- Describe and appropriately apply primary evaluation models including, but not limited to: Objective-oriented, Decision-oriented, Consumer-oriented, Client-centered, Participatory, Naturalistic, and Logic;
- Explain the steps in the process of conducting an evaluation (e.g., defining evaluation questions, developing/selecting evaluation measures, data collection, analysis)
- Develop and write an evaluation agreement between the evaluator and a client for a specific and needed evaluation project;
- Develop a “doable” evaluation design for a specific evaluation project; and
- Apply standards for judging the quality of an evaluation design (meta-evaluation).

Required Textbook

Recommended Readings: Electronic copies of recommended readings will be provided during the first scheduled class.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Subject</th>
<th>Required</th>
<th>Recommended (Attachment A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Part I</td>
<td>1/10</td>
<td>Evaluation’s Basic Purpose, Uses, and Conceptual Distinctions</td>
<td>Text: Ch. 1</td>
<td></td>
</tr>
<tr>
<td>2 Part II</td>
<td>1/17</td>
<td>History/Current Trends and Political, Interpersonal and Ethical Issues</td>
<td>Text: Ch. 2, 3</td>
<td>1, 2</td>
</tr>
<tr>
<td>3</td>
<td>1/24</td>
<td>Alternative Views, Approaches and Other Considerations</td>
<td>Text: Ch. 4, 5, 6, 7, 8, 9</td>
<td>3, 4</td>
</tr>
<tr>
<td>4</td>
<td>1/31</td>
<td>Comparative Analysis of Approaches</td>
<td>Text: Ch. 10</td>
<td>5</td>
</tr>
<tr>
<td>5 Part III</td>
<td>2/7</td>
<td>Clarifying and Setting Boundaries</td>
<td>Text: Ch. 11, 12</td>
<td>6, 7, 8, 9</td>
</tr>
<tr>
<td>6</td>
<td>2/14</td>
<td>Identifying and Selecting Evaluation Questions and Criteria and Planning How to Conduct the Evaluation</td>
<td>Text: Ch. 13,14</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>7 Part IV</td>
<td>2/21</td>
<td>Collecting Evaluation Information</td>
<td>Text: Ch. 15, 16 Evaluation Agreement Due</td>
<td>13, 14, 15</td>
</tr>
<tr>
<td>8</td>
<td>2/28</td>
<td>Reporting Evaluation Results</td>
<td>Text: Ch. 17</td>
<td>16, 17, 18, 19</td>
</tr>
<tr>
<td>9</td>
<td>3/7</td>
<td>The Future of Evaluation</td>
<td>Text: Ch. 18</td>
<td>20, 21</td>
</tr>
<tr>
<td>10</td>
<td>3/14</td>
<td>Student Presentations</td>
<td>Part I Evaluation Plan Due</td>
<td>22, 23, 24, 25, 26</td>
</tr>
</tbody>
</table>

**Last Log entry, Next Phase Statement, Due by 4:00 p.m. Thursday, March 21**

**Grading**

- **A** 90% to 100% of possible 200 total points
- **B** 80% to 89% of total points
- **C** 70% to 79% of total points
- **D** 60% to 69% of total points
- **F** Below 60% of total points

**PASS** 80% to 100% of total points (graduate level standards)
Attendance (30 points, 3 points per class session): In the event you are unable to attend class, please notify me by email (dpavel@uoregon.edu). If no prior arrangements have been made prior to class time, the absence will be unexcused.

Group Chapter Summary Project (40 points, 5 points for each week): All students will collaborate to summarize the chapters that are assigned within the required text. We will decide together on who does what section(s) and a schedule on the first day.

Leadership (30 points for one session): A team of two students will facilitate a dialogue with the entire class during one class session.

Evaluation Project (100 points): Each student will be required to plan an evaluation as part of a team (two to four students) or if appropriate, individually. Each team (or individual) will work with a client who wants to have some aspect of a program evaluated. The scope of the evaluation must be that it can be completed during the spring practicum. Four tasks will be completed as part of the project with the following items completed:

1. Weekly Evaluation Log documenting activities with client (24 points) (Attachment B)
2. Evaluation Agreement (20 points) (Attachment C)
3. Evaluation Design (40 points) (Attachment D)
4. Next Phase Statement (16 points) (Attachment B)

Permission must be obtained for late assignments. Turning in late assignments without permission is unacceptable and results in receiving zero points. If you are unable to meet an assignment deadline, you must secure permission from me and write a short memo documenting reasons why. If you do not make provisions for prior permission to turn an assignment in late, the assignment will not be accepted.

Expectations

1. Regular class attendance is required. Please contact me (via e-mail or phone) in case of illness or emergencies that preclude you from attending class sessions. If no prior arrangements have been made prior to class time, the absence will be unexcused. You will be responsible for all content covered during an absence and receiving access to notes from other students.
2. Participation in each class is encouraged in the form of questions, critical comments, and expression of all relevant thoughts. You demonstrate respect for all student’s opinions and contributions during class.
3. Completion of readings and assignments prior to each class. Advance preparation is essential in order to be ready to understand and participate fully in the class dialogues and meet the requires of the course.
4. Respect to all authors of materials you choose to quote is required. Plagiarism is not a good thing. If you do plagiarize, minimally you will lose full credit for the assignment. It is possible that you will not pass the course.
5. Request for an Incomplete (I). Request for an Incomplete should be made at least two weeks before the last day of class. An Incomplete will be given only in the case of special circumstances, e.g., an emergency, and is conditional on prior adequate student progress throughout the quarter.
**Diversity**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals
- promote a culture of respect throughout the University community
- respect the privacy, property, and freedom of others
- reject bigotry, discrimination, violence, or intimidation of any kind
- practice personal and academic integrity and expect it from others
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Accessibility**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessibility Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessibility Services, please see [http://aec.uoregon.edu/](http://aec.uoregon.edu/).

**Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code ([http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx](http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx)). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**

The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, you can contact:

Surendra Subramani, Diversity Coordinator: 346-1473 or [surendra@uoregon.edu](mailto:surendra@uoregon.edu)

Outside the College, you can contact:

- UO Bias Response Team: 346-1139 or [http://darkwing.uoregon.edu/~brt/](http://darkwing.uoregon.edu/~brt/)
- UO Conflict Resolution Services 346-0617 or [http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx](http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx)
- UO Affirmative Action and Equal Opportunity 346-3123 or [http://aaeo.uoregon.edu/](http://aaeo.uoregon.edu/)
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**Inclement Weather Policy**

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at [http://www.uoregon.edu](http://www.uoregon.edu). College of Education students should contact their program department for further information.
ATTACHMENT A: SCHEDULE OF RECOMMENDED READINGS

January 17


January 24


January 31


February 7


9. Logic Model website with templates: [http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)

February 14


**February 21**


**February 28**


**March 7**


March 14


Attachment B: Evaluation Log
(40 Total Points)

Sent weekly to the instructor (dpavel@uoregon.edu) as an email attachment by 5:00 PM the Wednesday before class.

**Weekly Log:** The log will document the activities completed in the planning, implementation, and reporting of a program evaluation, and provide the instructor with timely reporting about what is happening during the evaluation process. If the evaluation is completed as part of a team endeavor, only one form needs to be completed for each project. The weekly log is worth 24 points (4 points per week, for weeks 2-9).

**Next Phase Statement:** The last log entry (week 10) should describe the next step in the evaluation process, and it is worth 16 points.
Log Form

Date:

Team Members:

Description of Activities

What went well?

Any challenges obstacles/things that didn’t go as expected?

Next Steps
ATTACHMENT C: EVALUATION AGREEMENT

The Evaluation Agreement is a short (no more than four pages) tentative description of the evaluation. Essential elements of this agreement include: (a) a general description of the scope and nature of the evaluation; (b) a statement of policies governing the evaluation; and (c) a list of resources provided to and by evaluators. Reaching agreement on these issues establishes a foundation of trust and cooperation based on common understanding. Without such a foundation, further investment in the project is not likely to be productive.

A. Elements of the Evaluation Agreement

The agreement contains a statement of charge, description of audiences, evaluation questions to be addressed, procedures used, relevant policies, delivery schedule of reports, revision clause, and resource commitment.

1. **Charge.** This section delineates: (a) who is the client and who is the evaluator, (b) what is the nature of the program, (c) what is the purpose of the evaluation, and (d) what type of evaluation is to be done – (i.e., needs assessment, formative, summative, etc.).

2. **Stakeholders.** This section lists people who are able to help in delineation of the scope of the evaluation and/or who are interested in or affected by the results. Primary stakeholders are those most directly affected while secondary audiences are those less involved or impacted.

3. **Tentative Evaluation Questions.** This section lists possible evaluation questions which define the nature of the evaluation and scope of the evaluation. Clients will sometimes seek answers to questions that cannot be investigated in a particular setting. For example, they may wish to know whether one program produces better results than another, when it is too soon to make reasonable comparisons. The evaluator’s responsibility at the early stages of negotiation is to clarify the possibilities for the client and jointly to select the most critical questions from among the real options. At the evaluation agreement stage some indication of the types of questions to be addressed is necessary. In the design stage, the specific evaluation questions will be identified.

4. **Procedures.** This section describes the general types of data collection to be used. Although no detail is required at this stage, the evaluator should indicate the kinds and sequence of procedures (e.g., document review, questionnaires, interviews, observations, etc.).

5. **Policies.** This section provides an overview of the policies that govern the evaluation. These include guidelines for the following:

   a. **Report/Editing.** Although evaluators should try to maintain control over the content of the report, the clients should have opportunities to verify information. May describe pre-release review of reports and process for revisions or who provides final authority to release reports.
b. **Dissemination.** Policies on dissemination will vary with circumstances but, as a rule, evaluators should encourage open access to the final reports. This section describes whose responsibility it will be to disseminate the final report (e.g., evaluator may provide one color hard copy and reports in electronic format for client to disseminate).

c. **Access to data.** The clients’ willingness to cooperate in the data collection process is essential. It is helpful to include a policy statement describing what forms this cooperation might take (e.g., providing strategies for questionnaires mailed to consumers/clients, strategies to invite clients for focus group, space to conduct activities).

d. **Confidentiality (and other protection of participants’ interests).** Evaluators are responsible for the protection of their data sources and therefore should have a policy providing that raw data will be available to no one else and that the anonymity of all data sources will be preserved during and after the evaluation. Whenever possible, data should be presented only in summarized form. Evaluators must review the UO guidelines for “classroom-initiated projects involving human subjects” that is available from UO Investigator’s Manual on Research with Human Subjects: [http://darkwing.uoregon.edu/~humansub/manual.html](http://darkwing.uoregon.edu/~humansub/manual.html).

e. **Other.** Apart from these general concerns, individual agreements will contain other policies unique to each situation. Evaluators working in a school setting, for instance, may need to include provisions for no data collection during end-of-year testing or for review of evaluation design by appropriate research and development offices.

6. **Delivery Schedule.** This section gives the timeframe in which evaluation tasks and deliverables will be completed. This is usually represented in visual/table form.

7. **Revision Clause.** This section details the conditions under which the report or design may be reviewed, revised, modifications renegotiated.

8. **Resources.** This section describes services provided by the client and by the evaluator. Resources may be needed in the form of secretarial help, data collections, travel costs, access to telephones, computers, space for meetings, and other equipment.

9. **Signatures.** The Evaluation Agreement should be signed by both client and evaluator(s).
**EVALUATION AGREEMENT SCORING GUIDE**  
*(20 Points total)*

**Students Name:** ___________________________________________  Total Score: _____

The basic requirements need to be met in order to proceed with scoring the Evaluation Agreement:

- ____ Written in professional manner
- ____ No longer than four pages in length

The following areas need to be addressed to receive all points available for this assignment:

- ____ Defines Charge of Evaluation (2 pts.)
- ____ Description of Stakeholders for the Evaluation (2 pts.)
- ____ Evaluation Questions (2 pts.)
- ____ Description of Procedures (2 pts.)
- ____ Description of the Policies (4 pts.)
  - ____ Reporting/Editing
  - ____ Dissemination
  - ____ Access to data
  - ____ Confidentiality
  - ____ Other ___________________________________________________________
- ____ Delivery Schedule (2 pts.)
- ____ Revision Clause (2 pts.)
- ____ Resources (2 pts.)
- ____ Signatures (2 pts.)
ATTACHMENT D: GUIDELINES FOR DEVELOPING YOUR EVALUATION DESIGN
(Parts I & II)

The major elements of the evaluation design and their approximate lengths are outlined here. Following the outline, a detailed description of each of these elements is provided. Page lengths are approximate and refer to double-spaced format.

Part I. Purpose and Context for the Evaluation (3-5 pages)

1. Introduction (1 page)
   (a) The context for the evaluation: Why is the evaluation being done?
   (b) Focus of the evaluation: needs assessment, outcome, process, case study, or cost-benefit analysis.
   (c) Audiences to be served by the evaluation.

2. Description of the program being evaluated (1 to 3 page summary; more extensive details and documents to be included in an appendix).
   (a) The program’s mission, philosophy, organization, target populations, objectives, procedures, context, funding sources and operational costs.

3. Evaluation questions (1 page)

Part II. Evaluation Design and Methods (8-15 pages)

1. Evaluation design strategy (an in-depth description of the evaluation approach and corresponding data collection methods you have identified and how they will fit and support the purpose(s) of the study (1-3 pages).

2. Data collection (2-4 pages)
   (a) Types of data collected and the procedures for collecting each.
   (b) Techniques for analysis of information.
   (c) Procedures for ensuring data quality and interpretability.

3. Reporting procedures (1-2 pages)
   (a) Methods of reporting evaluation findings (e.g., executive summary report, presentation, and/or final report).
   (b) Procedures and timing of evaluation reporting (e.g., member-checks, number of report copies produced and who they will be distributed to, and when reports or presentations will be completed).
4. Administration of the evaluation (1-2 pages)
   (a) Evaluation personnel and policies.
   (b) Management plan for evaluation activities, including a timeline.
   (c) Budget (if appropriate).

5. Constraints of the evaluation (e.g., time, funds, available methodologies) (1-2 pages).

Part III. Appendices

Appendix A: Copy of Evaluation Agreement

Appendix B: Documents Related to Program Description

Appendix C: Copies of Data Collection Instruments, Program Questionnaires and Intake Forms, Interview Questions, and Consent Form (if available).
CONTENT OF THE ELEMENTS OF AN EVALUATION DESIGN

Part I: Purpose and Context for the Evaluation. Part I of the evaluation design includes three sections: an introduction, a program description and the evaluation questions that will be addressed in the study.

Introduction

This section, which can normally be covered in one or two pages, describes the context of the evaluation. It should include relevant historical and background information, such as current trends suggesting a need for the program under study, and the results of previous evaluations or needs assessments leading to the program’s adoption and development, and current phase of implementation. The introduction should provide a rationale for the evaluation, an elaboration of the “charge” for the evaluation’s activities. In other words, you should explain why the evaluation is being conducted and what program or administrative decisions may be based on evaluation results.

In the introduction, you will also describe the focus of the study. Will the evaluation be used to improve the program, provide documentation to expand or replicate the program, advocate for program continuation and funding, develop a needs assessment of professional training or program/client needs, assess the effectiveness of the program model (both its assumptions of client needs and the intervention strategies that are aimed to reduce targeted problems) measure client outcomes, or test revisions of a program’s ongoing evaluation system? Finally, the introduction should list the primary and secondary stakeholders for evaluation findings, repeating or adding to the list contained in the initial memorandum of agreement with the agency or school, as necessary.

Program Description

This section contains a succinct (2-3 page) summary of the program, including an overview of the mission, philosophy, organization, target populations, objectives, procedures, context, funding sources and operational costs. Evaluators need to have clear information about the program before they can develop the design of their study. Detailed program descriptions are often available in program brochures, reports, grant applications, public relations materials, and other administrative documents or material. The evaluator should examine and collect all relevant information from available materials in preparation for this section of the evaluation report. Important materials should be presented in the appendix of the report. Also, program personnel can assist the development of a thorough and accurate program description by serving as sources of valuable information and “checks” on your perceptions and representation of the program in the written description. Together, these sources provide a more complete picture of the program.

Evaluation Questions

The evaluation questions are the reference points for all evaluation activities. They serve to focus the evaluation and guide instrument selection or development. The evaluation questions should be clearly stated, acceptable to both the evaluator(s) and client(s), and capable of being answered within the constraints of the evaluation framework, i.e., time, budget and resources, accessibility to informants and data sources and issues of confidentiality and ethics related to the program being evaluated.
Part II: Evaluation Design and Methods. Part II of the evaluation design focuses on the data collection approaches, procedures and management of the work that will be used in the evaluation project. This section (which may require 5 to 10 pages) comprises five major elements: evaluation design, data collection techniques, reporting, management of the evaluation and constraints anticipated in conducting the evaluation.

Evaluation Design

This section should describe the evaluation approach you propose to use in the project and the specific data collection methods for addressing the purposes of the study. Evaluation designs can range from single method designs to complex combinations of multi-method approaches. Whatever the design you choose here, the information should be presented in a table that organizes your approach according to the design of your study, the questions guiding the evaluation, how the information is to be collected, and what use the information will provide in stakeholders in the evaluation (this format, often called a Table of Specification, summarizes in a condensed, visual display all the elements described here in the Evaluation Design section).

Data Collection Methods

Each data collection method (e.g., interview, questionnaire, document analysis, achievement test, observation) should be identified and described. The description should include (a) data collection methods and their sources (e.g., sampling plan, administration of instruments, etc.), (b) how you will conduct your data analysis, and (c) the standards and procedures you will use to ensure the quality and interpretability of evaluation findings.

Data Collection Methods and Sources. This information describes the methods you will use to collect information to answer your evaluation questions and the sources of that information. Is the evaluation’s focus on family functioning? Development of child self-esteem? Student achievement in school? How will these “changes” be measured and how will the information be collected? If staff use or understanding of an educational approach is a goal of the evaluation, which staff will you engage in the evaluation? How? You must provide a comprehensive description of all sources and methods of data collection to be used in each component of the evaluation.

Analysis of Information. Each data collection analysis strategy should include a description of analysis procedures. If test scores are to be used, you should describe the procedures you will use to interpret them. If interviews are to be used, how will you process the data from them (e.g., listen to recordings, transcribe entire interviews), code and analyze responses for interpretation and summary? Finally, how and why will you use these different strands of data and their analyses to answer the evaluation questions in the project?

Procedures for Ensuring Data Quality and Interpretablity. Your data collection and analysis procedures must also include a description of the procedures you will use to ensure the quality and interpretability of the findings for quantitative data. Validity refers to congruence between what is actually measured and what the evaluation sought to measure, and reliability of an instrument or
interview protocol may refer to either internal consistency or the protocol’s consistency in producing similar results when administered to comparable participants in similar contexts. For qualitative methods, it is essential to document the integrity of the data collection process and analysis and description of findings to allow the reader to judge the applicability of the findings both to the case under investigation and to other cases and settings. Standards (and related procedures) include “truth value” (triangulation), explanatory power (peer debriefing and analytic induction), social value (member check), relevance/applicability (thick description), and consistency (audit trails).

Management of the Evaluation. This section of your evaluation design should describe the evaluation policies that will guide your data collection approach, procedures and reporting of findings. These policies should describe how you will handle editing and reporting, dissemination of evaluation findings, access to data, and protection of human subjects. The management plan should also describe how you would conduct the specific activities in the evaluation project. It details who will do what, with who, when, and why. An overview of your project’s timeline chart, spanning the entire course of the evaluation, is often helpful here.

Constraints of the Evaluation

This last section of the evaluation design section describes the constraints that you anticipate in the evaluation. This constraint section allow you, the evaluator(s), to honestly but succinctly disclose the limitations that you expect to encounter in the evaluation via time, financial resources, available methodologies and personal bias or other factors. The constraints section allows you to be human and honest about potential problems in your evaluation. This is one way professional evaluators “debrief” the tradeoffs commonly experienced in doing evaluation. Constraint statements also try to anticipate methodological criticism that might come from broader research and stakeholder audiences.

Part III: Appendices. The appendices should include documents with information supplementing that summarized in previous sections. Program descriptions, copies of data collection instruments, questionnaires, interview protocols, consent forms, and memorandum of agreement can be included here as available and appropriate.
PART I EVALUATION
PURPOSE AND CONTEXT FOR THE EVALUATION
(40 points total)

Requirements:

____ Written in a clear and professional manner
____ 3-5 pages in length
____ Introduction (10 points)
   ____ Context of the evaluation
   ____ Focus/type of evaluation
   ____ Audiences served by evaluation

_____ Description of Program (e.g., mission, philosophy, organization, target populations, objectives, procedures, context, funding sources, and operational costs) (15 points)

_____ Evaluation Questions (15 points)
   ____ Questions written clearly with measurable components
   ____ Questions match the type of evaluation design (e.g., process, outcome, defining need)
PART II EVALUATION
EVALUATION DESIGN AND METHODS
(75 points total)

Student Names: 
Total Score: ______

Requirements:

_____ Written in a clear and professional manner

_____ Up to 15 pages in length (double-spaced)

_____ Evaluation Design Strategy (15 points)

_____ Evaluation approach defined

_____ Corresponds with data collection methods

_____ Approach is suitable for the purpose(s) of the evaluation

_____ Data collection & procedures (30 points)

_____ Types of data defined

_____ Data collection procedures defined

_____ Strategies for analysis of information

_____ Procedures for ensuring reliability and validity of the data collected

_____ Reporting procedures (10 points)

_____ Methods of reporting evaluation findings

_____ Procedures and timing of evaluation reporting

_____ Administration of the Evaluation (10 points)

_____ Evaluation personnel and policies

_____ Management plan for evaluation activities

_____ Activities clearly delineated aligned with evaluation questions

_____ Timeline appropriate for administration of evaluation
_____ Budget (if appropriate)

_____ Constraints of Evaluation (5 points)
   _____ Thoughtful description of constraints

_____ Appendices: (6 points)
   _____ Appendix A: Copy of Evaluation Agreement
   _____ Appendix B: Documents related to Program Description
   _____ Appendix C: Copies of Data Collection Instruments, Program Questionnaires and In-take forms, Interview Questions, and Consent Forms (if available)
EDUC 621: Program Evaluation II

CRN: 36735, Spring 2013

Monday, 2:00 to 5:50, 102K Lokey (First Day) then 230T HEDCO afterward

Instructor

CHiXapkaid, Professor
124f Lokey Education Building
Phone: 541-346-2847 (cell – 360-490-0561)
E-mail: dpavel@uoregon.edu
Available meeting hours: Before and after class as well as by appointment

Purpose and Objectives of Course

The overall purpose of the Program Evaluation Sequence II is to implement through completion the evaluation plan defined during Program Evaluation Sequence I. Specific objectives for the course meetings include:

- Provide an opportunity for personal coaching and guidance to individual evaluation option teams.
- Engage in dialogue, peer-guided feedback, and solution of problems and concerns during evaluation implementation.
- Provide an opportunity to review data collection, analysis and display procedures appropriate for evaluation.
- Provide an opportunity to deepen an understanding of developing evaluation recommendations from evaluation findings.
- Provide an opportunity to deepen an understanding of developing and presenting evaluation reports, both written and verbal presentations.

Required Textbook


Recommended Readings: If necessary, either hardcopies or electronic copies of recommended readings will be disseminated throughout the quarter.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Subject</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1     | 4/1  | 1. Whole Class: Review and Overview of Schedule | • Review individual plans/timelines  
• Schedule group consultations  
• Determine what is needed to complete the program evaluation |
| 2     | 4/8  | Individual Group Consultation | ShelterCare:  
COE Online:  
Fairfield: |
| 3     | 4/15 | Individual Group Consultation | ShelterCare:  
COE Online:  
Fairfield: |
| 4     | 4/22 | 2. Whole Class  
3. Peer Dialogue | • Review plans/timelines  
• Schedule group consultations  
• Determine what is needed to complete the program evaluation |
| 5     | 4/29 | Individual Group Consultation | ShelterCare:  
COE Online:  
Fairfield: |
| 6     | 5/6  | Individual Group Consultation | ShelterCare:  
COE Online:  
Fairfield: |
| 7     | 5/13 | 4. Whole Class Peer Dialogue | • Review Outline and Draft Sections of Report  
• Schedule group consultations  
• Determine what is needed to complete the program evaluation |
| 8     | 5/20 | Individual Group Consultation | ShelterCare:  
COE Online:  
Fairfield: |
| 9     | 5/27 | Individual Group Consultation | ShelterCare:  
COE Online:  
Fairfield: |
| Final | 6/10 | Evaluation Team Presentations |
Grading

A  90% to 100% of possible 100 total points
B  80% to 89% of total points
C  70% to 79% of total points
D  60% to 69% of total points
F  Below 60% of total points

PASS  80% to 100% of total points (graduate level standards)

Final Evaluation Report (100 points) (see page 13): Each team will work with their client to complete the evaluation plan and produce a final evaluation report during the spring quarter. **Permission must be obtained for late assignments.** Turning in the final evaluation report without permission is unacceptable and results in receiving zero points. If you are unable to meet the final deadline (6/10/2013), you must secure permission from me and write a short memo documenting reasons why. *If you do not make provisions for prior permission to turn an assignment in late, the assignment will not be accepted.*

Expectations

1. **Regular communication with Instructor** is required via e-mail, phone or in person at least once a week.
2. **Request for an Incomplete (I).** Request for an Incomplete should be made at least two weeks before the last day of class. An Incomplete will be given only in the case of special circumstances, e.g., an emergency, and is conditional on prior adequate student progress throughout the quarter.

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals
- promote a culture of respect throughout the University community
- respect the privacy, property, and freedom of others
- reject bigotry, discrimination, violence, or intimidation of any kind
- practice personal and academic integrity and expect it from others
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Accessibility

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessibility Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessibility Services, please see [http://aec.uoregon.edu/](http://aec.uoregon.edu/).
Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, you can contact:

Surendra Subramani, Diversity Coordinator: 346-1473 or surendra@uoregon.edu

Outside the College, you can contact:
UO Bias Response Team: 346-1139 or http://darkwing.uoregon.edu/~brt/
UO Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
UO Affirmative Action and Equal Opportunity 346-3123 or http://aaeo.uoregon.edu/

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

Inclement Weather Policy

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at http://www.uoregon.edu. College of Education students should contact their program department for further information.
GUIDELINES FOR DEVELOPING YOUR EVALUATION DESIGN  
(Parts I & II)

The major elements of the evaluation design and their approximate lengths are outlined here. Following the outline, a detailed description of each of these elements is provided. Page lengths are approximate and refer to double-spaced format.

**Part I. Purpose and Context for the Evaluation (3-5 pages)**

1. **Introduction (1 page)**
   (a) The context for the evaluation: Why is the evaluation being done?
   (b) Focus of the evaluation: needs assessment, outcome, process, case study, or cost-benefit analysis.
   (c) Audiences to be served by the evaluation.

2. **Description of the program being evaluated (1 to 3 page summary; more extensive details and documents to be included in an appendix).**
   (a) The program’s mission, philosophy, organization, target populations, objectives, procedures, context, funding sources and operational costs.

3. **Evaluation questions (1 page)**

**Part II. Evaluation Design and Methods (8-15 pages)**

1. **Evaluation design strategy (an in-depth description of the evaluation approach and corresponding data collection methods you have identified and how they will fit and support the purpose(s) of the study (1-3 pages).**

2. **Data collection (2-4 pages)**
   (a) Types of data collected and the procedures for collecting each.
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   (a) Methods of reporting evaluation findings (e.g., executive summary report, presentation, and/or final report).
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4. **Administration of the evaluation (1-2 pages)**
   (a) Evaluation personnel and policies.
   (b) Management plan for evaluation activities, including a timeline.
   (c) Budget (if appropriate).

5. **Constraints of the evaluation (e.g., time, funds, available methodologies) (1-2 pages).**
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Appendix A: Copy of Evaluation Agreement

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CONTENT OF THE ELEMENTS OF AN EVALUATION DESIGN

Part I: Purpose and Context for the Evaluation. Part I of the evaluation design includes three sections: an introduction, a program description and the evaluation questions that will be addressed in the study.

Introduction

This section, which can normally be covered in one or two pages, describes the context of the evaluation. It should include relevant historical and background information, such as current trends suggesting a need for the program under study, and the results of previous evaluations or needs assessments leading to the program’s adoption and development, and current phase of implementation. The introduction should provide a rationale for the evaluation, an elaboration of the “charge” for the evaluation’s activities. In other words, you should explain why the evaluation is being conducted and what program or administrative decisions may be based on evaluation results.

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The evaluation questions are the reference points for all evaluation activities. They serve to focus the evaluation and guide instrument selection or development. The evaluation questions should be clearly stated, acceptable to both the evaluator(s) and client(s), and capable of being answered within the constraints of the evaluation framework, i.e., time, budget and resources, accessibility to informants and data sources and issues of confidentiality and ethics related to the program being evaluated.
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Each data collection method (e.g., interview, questionnaire, document analysis, achievement test, observation) should be identified and described. The description should include (a) data collection methods and their sources (e.g., sampling plan, administration of instruments, etc.), (b) how you will conduct your data analysis, and (c) the standards and procedures you will use to ensure the quality and interpretability of evaluation findings.

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**Analysis of Information.** Each data collection analysis strategy should include a description of analysis procedures. If test scores are to be used, you should describe the procedures you will use to interpret them. If interviews are to be used, how will you process the data from them (e.g., listen to recordings, transcribe entire interviews), code and analyze responses for interpretation and summary? Finally, how and why will you use these different strands of data and their analyses to answer the evaluation questions in the project?

**Procedures for Ensuring Data Quality and Interpretability.** Your data collection and analysis procedures must also include a description of the procedures you will use to ensure the quality and interpretability of the findings for quantitative data. Validity refers to congruence between what is actually measured and what the evaluation sought to measure, and reliability of an instrument or interview protocol may refer to either internal consistency or the protocol’s consistency in producing
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This last section of the evaluation design section describes the constraints that you anticipate in the evaluation. This constraint section allow you, the evaluator(s), to honestly but succinctly disclose the limitations that you expect to encounter in the evaluation via time, financial resources, available methodologies and personal bias or other factors. The constraints section allows you to be human and honest about potential problems in your evaluation. This is one way professional evaluators “debrief” the tradeoffs commonly experienced in doing evaluation. Constraint statements also try to anticipate methodological criticism that might come from broader research and stakeholder audiences.

Part III: Appendices. The appendices should include documents with information supplementing that summarized in previous sections. Program descriptions, copies of data collection instruments, questionnaires, interview protocols, consent forms, and memorandum of agreement can be included here as available and appropriate.
Student Names:  

Total Score: ______

PART I EVALUATION
PURPOSE AND CONTEXT FOR THE EVALUATION
(40 points total)

Requirements:

___ Written in a clear and professional manner

___ 3-5 pages in length

_____ Introduction (10 points)

___ Context of the evaluation

___ Focus/type of evaluation

___ Audiences served by evaluation

_____ Description of Program (e.g., mission, philosophy, organization, target populations, objectives, procedures, context, funding sources, and operational costs) (15 points)

_____ Evaluation Questions (15 points)

___ Questions written clearly with measurable components

___ Questions match the type of evaluation design (e.g., process, outcome, defining need)
PART II EVALUATION
EVALUATION DESIGN AND METHODS
(75 points total)

Student Names: Total Score: ______

Requirements:

_____ Written in a clear and professional manner

_____ Up to 15 pages in length (double-spaced)

_____ Evaluation Design Strategy (15 points)

_____ Evaluation approach defined

_____ Corresponds with data collection methods

_____ Approach is suitable for the purpose(s) of the evaluation

_____ Data collection & procedures (30 points)

_____ Types of data defined

_____ Data collection procedures defined

_____ Strategies for analysis of information

_____ Procedures for ensuring reliability and validity of the data collected

_____ Reporting procedures (10 points)

_____ Methods of reporting evaluation findings

_____ Procedures and timing of evaluation reporting

_____ Administration of the Evaluation (10 points)

_____ Evaluation personnel and policies

_____ Management plan for evaluation activities

_____ Activities clearly delineated aligned with evaluation questions

_____ Timeline appropriate for administration of evaluation
_____ Budget (if appropriate)

_____ Constraints of Evaluation (5 points)
   _____ Thoughtful description of constraints

_____ Appendices: (6 points)
   _____ Appendix A: Copy of Evaluation Agreement
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Basic Final Report Outline

Title Page
Table of Contents
List of Tables
List of Figures
Executive Summary
Section 1. Introduction
Section 2. Description of Program and Evaluation Questions
Section 3. Evaluation Design Strategy
   Evaluation Questions in the Context of the Evaluation Design
   Data Collection & Analysis
      Types of data
      Data collection
      Data analysis
      Procedures for ensuring reliability and validity
   Constraints of Evaluation
   Reporting Procedures
Section 4. Evaluation Findings
Section 5. Evaluation Recommendations
Section 6. Conclusion
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