

***Psychology 372:  
Developmental Psychology and Social Intervention***

Tuesdays and Thursdays 11:00-12:15

*Location: N232*

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**Course Description**

This course examines theories and practices aimed at preventing social and educational adjustment problems and promoting positive development. Depending on the individual considered, his/her abilities, background, and available resources and opportunities, social/educational intervention involves some combination of: 1) reducing problem behaviors, 2) promoting psychosocial and educational competence, and 3) maintaining competent functioning over time and changing circumstances. Social/educational intervention is addressed from different conceptual frameworks (e.g., deficit reduction vs. competence promotion models) and methodological approaches (e.g., person-centered vs. ecological approaches). A number of empirically-based intervention programs are reviewed. A developmental approach to intervention is emphasized throughout the course.

***Student Learning Outcomes***

This course builds on students existing knowledge base in psychology by providing a more in depth exploration into the sub-disciplines of applied developmental psychology, intervention research, and prevention science. By the conclusion of the course, students should have learned: (1) current theoretical perspectives and organizational frameworks guiding the study of the development of problem behaviors during childhood and adolescence, (2) to critically analyze, synthesize, and evaluate ideas pertaining to theory and research on intervention strategies to prevent or reduce problem behaviors and promote the development of competencies and protective processes, (3) to effectively convey their evidence-based analyses of psychological research and theories through oral and written formats, (4) implications of the scientific knowledge for practical applications aimed at fostering healthy development, and (5) to appreciate the significance of individual variation in the development of effective interventions for young people who differ according economic status, race/ethnicity, gender, sexual orientation, and special needs.

**Course format**

The course combines lecture with a seminar/discussion format. Attendance and active engagement at all class meetings is required and critical for a successful course. Each week, students are expected to have read and thoughtfully analyzed assigned readings prior to class. Students should prepare a list of questions, reactions, and discussion points from the assigned readings.

**Course materials**

The required text is “Preventing mental, emotional, and behavioral disorders among young people” edited by O’Connell, Boat, & Warner (2009). A .pdf version of the text is available online for free at: <http://www.nap.edu/catalog/12480/preventing-mental-emotional-and-behavioral-disorders-among-young-people-progress>

Students may purchase a hardcopy of the text at the bookstore. Required supplemental readings will be made available online via Canvas and are also free of charge.

Gathering materials and readings for both the presentation and final paper are the responsibility of the student.

**Course Requirements**

*Course Grades* are based on performance in seven areas.

**1. Participation (10%).** Class participation is determined according to attendance and active engagement in class discussions and activities while attending class. *Attendance and engagement are weighted equally and, together, constitute 10% of the final grade.*

*Attendance* is determined by student signature on a sign-in sheet at the *beginning* of every class. Students who arrive after the attendance sign-in sheet has been passed around the class time one time do not receive credit for attending that day’s class.

When classes are cancelled, delayed, or the college closes, the instructor may initiate a virtual learning experience (e.g., a Canvas discussion, independent reading, film viewing, assignment completion, written response to thematic prompt, etc.). On these days, attendance will be based on completion of virtual assignments.

*Engagement* is determined independent of attendance through the instructor’s assessment of each student’s active involvement during class. *Engaged students:* pay attention, raise questions or comments about course material during class, and participate fully during in-class demonstrations and interactive projects. *Disengaged students:* sleep or “zone out”, use electronic devices for purposes other than taking lecture notes and accessing course material, and do not participate fully during class demonstrations and projects. The class is divided into 4 subsections. Engaged students will make a contribution (e.g., ask a question, make a comment, join a discussion, play a leadership role during group activities, etc.) to the class for each of the subsections.

**2. Weekly reaction comments/questions (10%).** Reaction comments/questions are intended to help organize and facilitate the class discussion around common points of interest, debate, and/or confusion. These should no more than one page in length. The papers should *not* summarize the readings. Instead, they *should* pinpoint at least three aspects of the readings with which you have questions, disagree, support, or find particularly interesting. Beginning the second week of class, email your reaction paper to the instructor by 12:00pm on the Monday preceding the class for which the readings are assigned.

**3. “Teaching” presentation (15%).** Beginning in Part II of the course, the class format will usually be divided between lecture and discussion of reading, student presentation of a focused topic, followed by more discussion.

Each student should develop an active, 30-minute presentation that focuses on a specific area of social intervention research. A list of suggested topics will be made available at the start of the course, but students may also select their own topic as long as the instructor approves. The goal is to educate the class about scientifically-based knowledge in the area chosen. Format of the presentation can take many forms including lecture, discussion, small-group work, team activities, debates, opinion polls, etc.

*The presentation counts towards a total 15% of the final grade and involves a combination of instructor and peer evaluation. Specifically, 10% of the grade is based on the instructor’s assessment of the presentation and 5% is based on peer assessment from classmates. See the presentation grading handouts for a list of criteria that will be evaluated.*

*Learning objectives should be specified and a list of references, slides, and other handouts used to develop the presentation should be uploaded to the “student presentation” folder on Canvas prior to class on the day of the presentation.*

*Each student must meet with the instructor at least one week in advance of their scheduled presentation. Students should come to the meeting prepared with a detailed outline of the presentation plan.*

**4. Mid-Term examinations (45%).** The three mid-term examinations correspond to Parts I-III of the course and consist of multiples choices and short essay questions. The questions cover assigned readings, lecture/discussion, and presentations for the respective parts of the course.

**5. Assignments (5%).** During the course of the semester, assignments will be made to enrich the in-class learning experience. Assignments are typically graded pass/fail and *each is worth approximately 1-2% of the final course grade.*

**6. Final term paper (15%).** There are three options for completing the term paper. Regardless of which option is chosen, term papers should ordinarily not exceed 5-7 typewritten, double-spaced pages (excluding cover page, abstract, references, and possible tables or figures,). The writing style should follow current A.P.A. guidelines. *A printed copy of the term paper is due by the end of the scheduled final exam.*

*Option 1. Develop an innovative primary prevention or wellness promotion program.* The focal topic, intervention design, and evaluation of the project are up to you. Papers are to include a background justification for why the problem merits intervention, the presumed processes involved in the development of the problem, and a conceptual rationale for why the strategy you will employ should decrease the problem/enhance positive functioning. However, the paper must reflect your learning of material throughout the entire course. The intervention design should specify the target population, timing of the intervention, specific intervention components, duration of the study, possible comparison groups, and anticipated benefits. You should also include a brief plan for evaluating the project to note whether the program works.

*Option 2. Thesis and literature review.* The topic chosen is up to you but the paper must focus on research in the area of social/educational intervention. The thesis often includes three main parts: 1) Development of a thesis statement and introduction that defines the main point of the paper and discusses the reasons for its importance. The thesis should focus on an arguable point (ideally something provocative) that can be assessed through examination of the existing social intervention literature. The introduction should provide a theoretical basis for the thesis and may culminate in a set of specific questions to be examined through a literature review. 2) A review and critical analysis of the literature pertaining to the thesis topic. The literature should include primary sources from peer-reviewed publications. These sources may include material from course readings but it will also be necessary for you to conduct an independent literature review. Consideration of the strengths/weaknesses of research methodology is essential. 3) Conclusions and implications based on the research review. Do not simply restate or summarize the research. Instead evaluate the thesis in the light of the evidence reviewed and help me to understand what you conclude and why. If directions for further study are implied, then this is place to offer them.

*Option 3. Conduct an empirical study.* Develop a brief research article (introduction, methods, results, discussion) in an area of social intervention. The investigation could evaluate an intervention/treatment approach or social/educational program, examine theoretically-based risk/protective factors in the development of a particular adjustment problem, or promotive factors that may facilitate social and academic well-being beyond the absence of problem behavior. *Note: This option requires that you have access to an existing database and/or are completing data collection. You should choose this option only if you have sufficient prior research experience and data analysis skills to complete the study on your own.*

**7. Field Experiences (3% extra credit).** Students may participate in at least *two discrete or one ongoing* instructor-approved fieldwork experiences that complement the in-class learning in this course. Only field experiences pertaining to children, youth, and families will be approved. *Extra credit fieldwork is graded pass/fail.*

Students must also write a 2-3 page, double-spaced reflection paper that connects their field experiences to course content. The paper is due on the final day of class. *Refer to the*

*“Field Experiences” handout for additional information on options for selecting your field experiences, answers to frequently asked questions, and rules of decorum.*

Final grades. Final course grades will be based on the percentage of points earned and converted to standard E-town College letter grades and corresponding GPA equivalents (i.e., A = 93% or higher, A- = 90-92%, B+ = 87-89%, B = 83-86%, etc.

### ***Policy on Make-up Examinations, Quizzes, and Assignments***

*Make-up examinations* will be given only in the event of legitimate, unavoidable, and verifiable absence (e.g., medical illness, family emergency). In such a circumstance, the instructor must be notified as far in advance of the scheduled examination date as possible and the student must supply a written, verifiable excuse signed by the appropriate source (e.g., a doctor). *If the instructor cannot be reached directly, notification may occur through email or voice mail.* Failure to give prior notice for missing an exam will result in a non-negotiable failing grade for that exam. *Make-up examinations will consist primarily of essay questions and/or oral examination.*

*A maximum of two late reaction papers and two late assignments will be allowed.* However, without a legitimate, unavoidable, and verifiable absence, 50% of the original, possible points will be awarded for this late work. Late assignments and reaction papers can be turned into the instructor during class for up to one week after the original date of administration.

### ***Policy on Academic Dishonesty***

The E-town Student Code of Conduct is provided in the student handbook: <http://www.etown.edu/offices/dean-of-students/student-handbook/social-code-rules.aspx> *Every student is required to read the Code at the start of the course and adhere to it.* Consequences of violating the Code may include an F in this course and possible expulsion for the College.

### ***Policy on Audio/Video Recording***

Recording class lectures is not allowed without the consent of the instructor. This includes students who would like to use a recording device to accommodate a disability.

### ***Students with Disabilities***

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disability Services, Lynne Davies, by phone (361-1227) or e-mail [daviesl@etown.edu](mailto:daviesl@etown.edu). If your documentation meets the college's documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain

documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the academic adjustments specified in your accommodations letter as they pertain to my class.

### **Course Topics and Readings**

#### **Part I: Conceptual Foundations**

Week 1 8/25-8-27	Background and Orientation to the Problems Chapter 2; Copeland et al.
Week 2 9/1-9/3	Prevention Science Chapter 3; Coie et al.
Weeks 3 9/8-9/10	Developmental Science Chapter 4; Gregory et al.; Aber et al. (pp. 3-15)
Week 4 9/15	<b>Mid-Term Examination #1 (includes Chapters 2-4)</b>

#### **Part II: Methodological Approaches**

Weeks 4 9/17	Screening for Prevention Chapter 8: Briggs-Gowan & Carter <u>or</u> Nemeroff et al.
Weeks 5 9/22-9/24	Methodological Issues Chapter 10; Little; Mahoney & Zigler
Week 6 9/29-10/1	Costs and Benefits Chapter 9; Kuklinski et al.
	Fall Break 10/5-10/6
Week 7 10/8	<b>Mid-Term Examination #2 (includes Chapters 8-10)</b>

**Part III: Prevention Research**

Week 8 10/13-10/15	Family-Based Interventions Chapter 6 (pp. 151-178); Bakermans-Kranenburg et al.; Prinz et al.
Week 9 10/20-10/21	School-Based Interventions Chapter 6 (pp. 178-187); Ludwig & Phillips; Conduct Problems Group
Week 10 10/27	Community-Based Interventions Chapter 6 (pp. 187-190); Chan et al.
Weeks 10-11 10/29-11/3	Preventing Specific Disorders I Chapter 7 (pp. 191-197); Fisak et al.; Cutuli et al.
Weeks 11-12 11/5-11/10	Preventing Specific Disorders II Chapter 7 (pp. 197-208); Botvin & Griffin; Gorman
Week 12 11/12	Promoting Mental Health Chapter 7 (pp. 208-219); Schwartz et al.
Week 13 <b>11/17</b>	<b>Mid-Term Exam #3 (includes chapters 6-7)</b>

**Part IV: Future Directions**

Week 13 11/19	Implementation and Dissemination Chapter 11; Gormley
Week 14 11/24	Student Paper Presentations: Day 1  Thanksgiving Break 11/26-11/27
Week 15 12/1-12/3	Student Paper Presentations: Days 2-3
12/3	A Vision for the Future Chapter 13 (pp. 387-392)
<b>12/8</b>	<b>Final Term Papers are due by 5:30pm</b>

### Required Supplemental Readings

(Listed in the Order Assigned)

- Copeland, W., Shanahan, L., Costello, J., & Angold, A. (2011). Cumulative prevalence of psychiatric disorders by young adulthood: A prospective cohort analysis from the Great Smoky Mountain Study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 50, 252-261.
- Coie, J. D., Watt, N. F., West, S. G., et al. (1993). The science of prevention: A conceptual framework and some directions for a national program. *American Psychologist*, 48, 1013-1022.
- Gregory, A. M., Caspi, A., Moffitt, T. E., et al., (2007). Juvenile mental health histories of adults with anxiety disorders. *American Journal of Psychiatry*, 164, 301-308.
- Aber, L., Morris, P., & Raver, C. (2012). Children, families, and poverty: Definitions, trends, emerging science and implications for policy. *Social Policy Report*, 26, 3-15.
- Briggs-Gowan, M. J., & Carter, A. S. (2007). Applying the infant-toddler social & emotional assessment (ITSEA) and brief-ITSEA (BITSEA) in early intervention. *Infant Mental Health Journal*, 28, 564-583.
- Nemeroff, R., Levitt, J. M., Faul, L. et al. (2008). Establishing ongoing, early identification programs for mental problems in our schools: A feasibility study. *Journal of the Academy of Child and Adolescent Psychiatry*, 47, 328-358.
- Kuklinski, M. R., Briney, J. S., Hawkins, J. D., & Catalano, R. F. (2012). Cost-benefit analysis of Communities That Care outcomes at eighth grade. *Prevention Science*, 13, 150-161.
- Little, P. M. (2014). Evaluating afterschool programs. *New Directions for Youth Development*, 144, 119-129.
- Mahoney, J. L., & Zigler, E. F. (2006). Translating science to policy under the No Child Left Behind Act of 2001: Lessons for the National Evaluation of the 21<sup>st</sup>-Century Community Learning Centers. *Journal of Applied Developmental Psychology*, 27, 282-294.
- Bakermans-Kranenberg, M. J., van IJzendoorn, M. H., & Juffer, F. (2003). Less is more: Meta-analyses of sensitivity and attachment interventions in early childhood. *Psychological Bulletin*, 129, 195-215.
- Prinz, R. J., Sanders, M. R., Shapiro, C. J. et al. (2009). Population-based prevention of child maltreatment: The U.S. Triple P System population trial. *Prevention Science*, 10, 1-12.
- Ludwig, J., & Phillips, D. (2007). The benefits and costs of Head Start. *Social Policy Report*, 21, 1-20.
- Conduct Problems Prevention Research Group (2011). The effects of the Fast Track preventive intervention on the development of conduct disorder across childhood. *Child Development*, 82, 331-345.
- Chan, W. Y., Ou, Suh-Ruu, & Reynolds, A. J. (2014). Adolescent civic engagement and adult outcomes: An examination among urban racial minorities. *Journal of Youth and Adolescence*, 43, 1829-1843.
- Fisak, B., Richard, D., & Mann, A. (2011). The prevention of child and adolescent anxiety: A meta-analytic review. *Prevention Science*, 12, 255-268.



- Cutuli, J. J., Gillham, J. E., Chaplin, T. M. et al. (2013). Preventing adolescents' externalizing and internalizing symptoms: Effects of the Penn Resiliency Program. *International Journal of Emotional Education*, 5, 67-79.
- Botvin, G. F., & Griffin, K. W. (2014). Life skills training: Preventing substance misuse by enhancing individual and social competence. *New Directions for Youth Development*, 141, 57-65.
- Gorman, D. M. (2003). The best practices, the worst practices: The making of science-based primary prevention programs. *Psychiatric Services*, 54, 1087-1089.
- Schwartz, S. J., Pantin, H., Coatsworth, J. D., & Szapocznik, J. (2007). Addressing the challenges and opportunities for today's youth: Towards an integrative model and its implications for research an intervention. *The Journal of Primary Prevention*, 28, 117-144.
- Gormley, W. T., Jr. (2011). From science to policy in early childhood education. *Science*, 333, 978-981.