

PSYED 1542/2542
EVIDENCE-BASED INTERVENTIONS IN REAL WORLD CONTEXTS I

Section 1280

Fall 2019

Tuesdays 4:30pm – 7:10pm

203 Frick Fine Arts Building (FKART)

Instructor: Prof. Brian Galla, Ph.D.

Office: 723 LRDC

Phone: (412) 648-7248

Email: gallabri@pitt.edu (I will respond to all messages within 48 hours)

Office Hours: by appointment

COURSE DESCRIPTION AND OBJECTIVES

This course provides an introduction to intervention and prevention efforts designed to improve educational, mental health, and behavioral outcomes in children, adolescents, young adults, and families. By the end of the course, you should be able to: (1) describe how different research designs and sources of evidence influence conclusions that can be made about an intervention's effectiveness; (2) apply multiple theories of human development and prevention science to such programs; and (3) act as an educated and critical consumer of the empirical and evaluation literature in multiple areas of intervention. The overall goal of the course is to add to your existing set of skills in service provision, research, and the ability to conceptualize and develop new programs that foster the well-being of children and youth.

COURSE FORMAT

Course meetings will be a combination of lecture and seminar-style learning. Seminar-style includes whole and small group discussions, individual and small group activities, and individual reflection on course content and student learning. Additionally, the course will incorporate online discussions through Courseweb (courseweb.pitt.edu).

Pitt's Courseweb interface (courseweb.pitt.edu) will be used for course announcements, content material postings, student submission of materials, and providing supplemental materials. Students are expected to check Courseweb several times a week.

REQUIRED READING

Wilson, T. D. (2011). *Redirect: The surprising new science of psychological change*. New York, NY: Little Brown/Hachette Book Group.

- The paperback version, published in 2015, has a slightly different title, *Redirect: Changing the stories we live by*, but it is the same book as the original hardback published in 2011.
- Used copies (hardback and paperback) are available for purchase on Amazon for under \$10.

All other readings (journal articles, handbook chapters, etc.) will be provided on Courseweb at least one week prior to the assigned class period.

COURSE REQUIREMENTS

Participation and Attendance — Students are expected to attend class and participate in class discussions. And while there will be designated discussion leaders, everyone is expected to read the required material prior to each class. Please come to class prepared to engage in a thoughtful and scholarly discussion of the readings.

Discussion Seeds for *Redirect* — Throughout the semester, we will read Timothy Wilson’s fascinating book, *Redirect: The surprising new science of psychological change*. During the weeks that a chapter is assigned reading, everyone will prepare a discussion seed. Your discussion seed should **answer one of the two questions** provided for each chapter. To receive full credit, responses should be between 200 to 250 words (one double-spaced page) and show depth of engagement with the chapter. Your responses should not just summarize what is in the chapter but should include critiques, personal connections, societal implications, and links to class lectures and readings, events in the world, and even popular culture. These responses will serve as a jumpstart to class discussions. ***Discussion Seeds must be submitted to Courseweb by 5pm on the Sunday prior to class so that students have time to put them all together. Late responses will not receive credit.***

- Some weeks will not include a reading for *Redirect*. On these weeks, students will provide discussion seeds on different topics that will be introduced in class.
- Grading Rubric for Discussion Seeds:
 - i. 0 points: late submission / no submission
 - ii. 1 point: response is too short (<100 words); response does not engage substantively with the question(s) or only reiterates what is written in the book; response does not answer all parts of the selected question
 - iii. 2 points: response is below word count (<200 words) but shows depth of engagement with the question(s); response does not fully answer all parts of the selected question
 - iv. 3 points: response is appropriate length (>200 words) and shows depth of engagement with the question(s); response fully answers each of the parts of the selected question

Leading Class Discussion — Working individually or in small groups (depending on class enrollment size), students will be discussion leaders during the semester. Students will be responsible for collecting and organizing discussion seeds, assisting in moderating the discussion, and expanding on ideas about the weekly readings. Students are also encouraged to share additional insight from other readings, current events, personal experiences, or information gathered from outside experiences (research and practice). Plan for your discussions to be **30 minutes**. Be as creative as possible!

Final Research Paper: Fact or Fiction? — There are a lot of so-called “truths” in intervention and prevention-related research that are not necessarily supported by a strong empirical base. Each student will choose a topic relevant to intervention and prevention science (or “risk”

research more generally) where there is some disagreement/controversy about what is fact and what is fiction. Some possible topics are:

- football causes brain damage
- smartphones have ruined a generation
- vouchers improve school performance
- mental illness makes better artists
- reading fiction boosts empathy
- paying students raises test scores
- “brain training” programs (e.g., Lumosity) work
- SAT scores don’t matter
- Vaccines cause autism
- Ritalin is bad
- Aggressive children have low self-esteem
- D.A.R.E. (drug education) works
- Zero Tolerance policies deter antisocial school behavior
- Raising self-esteem improves school performance
- Everyone likes popular kids
- Early child care produces aggressive kids
- Head Start doesn’t work (costs outweigh benefits)
- Working moms have more problem kids

Then evaluate the evidence-based research on your chosen topic. Based on the evidence, is the so-called “truth” a fact or fiction? Your assignment is to write a **6-page** research synthesis in which you discuss both sides of the issue and the evidence for each side. Conclude with your own interpretations and recommendations for future research on the topic.

- *Part 1: Final Paper Plan* – In no more than one page, briefly describe the “truth” you’d like to fact-check. What is it? What are your current beliefs about the “truth?” What evidence will you look to to investigate whether the “truth” is indeed a fact or a fiction?
- *Part 2: Annotated Bibliography* – An annotated bibliography is an organized list of citations to books, journal articles, handbook chapters, and other documents. You will need to research, read, and write annotations for a **minimum of 6** sources. For this project, you should primarily use scholarly research sources (i.e., journal articles, book chapters, books, legal documents); other sources (e.g., Wikipedia, TED Talks) do not count toward the minimum. Students will be given a template for how to review each of the sources. Your goal is to find and summarize articles pertaining to your final paper topic.
- *Part 3: Final Paper* – The final paper will be your overall summary and synthesis of the literature reviewed. Is the “truth” a fact or a fiction? The final paper should be about 6 double-spaced pages (not including references and figures/tables).

Final Paper Presentation – Your final paper will be accompanied by a 15-minute presentation during the last two weeks of class. Your presentation should cover the main points of your paper.

View this as an opportunity to teach your classmates about an important topic in intervention research and prevention science.

COURSE GRADING

There are a total of 100 points for this class.

Assignment	Points
Discussion Seeds (10 of 11 total)	30 (3 points each)
Lead Class Discussion	15
Final Paper Plan	5
Annotated Bibliography	15
Final Presentation	15
Final Paper	20
Total	100

Grades will be calculated as follows:

A+	97-100 points	C	73-76.9 points
A	93-96.9 points	C-	70-72.9 points
A-	90-92.9 points	D+	67-69.9 points
B+	87-89.9 points	D	63-66.9 points
B	83-86.9 points	D-	60-62.9 points
B-	80-82.9 points	F	< 60 points
C+	77-79.9 points		

Total points will be rounded to nearest whole. So, 0.01 to 0.49 will be rounded down, and 0.50 to 0.99 will be rounded up.

THE FINE PRINT

Grades and Assignments

In class, you will receive more explicit instructions for completing each assignment. Please ask if you have questions regarding how you will be evaluated in this course. I am happy to discuss your learning goals and progress toward them at any time, though the earlier in the semester the better. Please note, however, that I do not discuss grades over email, due to the sensitive nature of grades and laws about student rights and privacy. If you would like to speak to me about such matters, we can talk in person. If you feel there is a specific, technical error in the grading, I will review that particular concern. However, grades, in general, are non-negotiable. I am, however, happy to discuss ways in which you may enhance your learning and performance in this course.

Technology in Class

I feel ambivalent about students using laptops in class. On the one hand, they can be helpful tools in your learning. On the other hand, Facebook and Instagram and Amazon are only a click away, and they can hinder learning and prevent engaging class discussions. I expect you to manage your attention productively in class. This means limiting off-task activities. But it also

means that when “Google-able” topics come up in class discussion, I encourage you to search and share.

As for cell phones: Please silence them during class, and only use them in an emergency. There are breaks during each class where you will have the opportunity to use your phone if you’d like.

Academic Integrity

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity <http://www.provost.pitt.edu/info/ai1.html>. A minimum sanction of a zero score for the assignment will be imposed for any assignments that violate these obligations, with possible additional consequences, including failure of the course for the semester.

Students with Disabilities

I wish to fully include all students in this course. If you have a disability requiring testing accommodations or other classroom modifications, you need to notify the course instructor and Disability Resources and Services (DRS) no later than the 2nd week of the term. You will need to provide documentation from DRS of your disability to determine the appropriateness of accommodations. To contact Disability Resources and Services, call 412-648-7890 (Voice or TTD) or e-mail drsrecep@pitt.edu to schedule an appointment. The DRS office is located in 140 William Pitt Union.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

Additional Student Resources

- *Technology/Computer Help Desk*: 412-624-HELP [4357] (<http://technology.pitt.edu/>)
- *Student Health Services*: 412-383-1800 (<http://www.studhlth.pitt.edu/>)
- *Counseling Center*: 412-648-7930 (<http://www.counseling.pitt.edu/>)
- *The Writing Center*: 412-624-6556 (<http://www.writingcenter.pitt.edu/>)
- *Disability Resources and Services*: 412-648-7890 (<http://www.drs.pitt.edu/>)
- *Office of International Services*: 412-624-7120 (<http://www.ois.pitt.edu/>)

COURSE CALENDAR

Class Date	Topics and Readings	Assignments Due
PART I: THEORETICAL FOUNDATIONS		
Wk1, Aug 27	Introduction to Course & Ecological Systems Theory	
Wk2, Sep 3	Understanding Evidence, Pt 1	
Wk3, Sep 10	Understanding Evidence, Pt 2	<ul style="list-style-type: none"> • Discussion Seed #1 Due (by 5PM on 09/08)
Wk 4, Sep 17	Prevention Science, Pt 1	<ul style="list-style-type: none"> • Discussion Seed #2 Due (by 5PM on 09/15)
Wk 5, Sep 24	Prevention Science, Pt 2	<ul style="list-style-type: none"> • Discussion Seed #3 Due (by 5PM on 09/22)
Wk 6, Oct 1	Introduction to Theories of Change and Logic Models	<ul style="list-style-type: none"> • Discussion Seed #4 Due (by 5PM on 09/29) • Final Paper Plan Due
PART II: CASE STUDIES IN PREVENTION SCIENCE		
Wk 7, Oct 8	Preventing Teenage Pregnancies	<ul style="list-style-type: none"> • Discussion Seed #5 Due (by 5PM on 10/06)
Wk 8, Oct 15	Reducing Teenage Violence	<ul style="list-style-type: none"> • Discussion Seed #6 Due (by 5PM on 10/13)
Week 9, Oct 22	Reducing Alcohol and Drug Abuse	<ul style="list-style-type: none"> • Discussion Seed #7 Due (by 5PM on 10/20) • Annotated Bibliography Due

COURSE CALENDAR (CONT'D)

Class Date	Topics and Readings	Assignments Due
Wk 10, Oct 29	Reducing Prejudice	<ul style="list-style-type: none"> • Discussion Seed #8 Due (by 5PM on 10/27)
Wk 11, Nov 5	Closing the Achievement Gap	<ul style="list-style-type: none"> • Discussion Seed #9 Due (by 5PM on 11/03)
PART III: CONTEMPORARY ISSUES IN PREVENTION SCIENCE		
Wk 12, Nov 12	Vaccines and Autism	<ul style="list-style-type: none"> • Discussion Seed #10 Due (by 5PM on 11/10)
Wk 13, Nov 19	Have Smartphones Destroyed a Generation?	<ul style="list-style-type: none"> • Discussion Seed #11 Due (by 5PM on 11/17)
Wk 14, Nov 26	<i>No Class – Fall Break</i>	
PART IV: STUDENT PRESENTATIONS		
Wk 15, Dec 3	Class Presentations, Pt 1	
Wk 16, Dec 10	Class Presentations, Pt 2 (final class meeting)	<ul style="list-style-type: none"> • Final Papers Due

DETAILED SCHEDULE OF WEEKLY READINGS

Week 1 August 27: Introduction to Course and Ecological Systems Theory

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Week 2 Sept 3: Understanding Evidence, Pt. 1

Duckworth, A. L., & Yeager, D. S. (2015). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher*, 44, 237-251.

Week 3 Sept 10: Understanding Evidence, Pt. 2

Redirect: Chapters 1 and 2

Week 4 Sept 17: Prevention Science, Pt. 1

Boo, K. (2006, February 6). Swamp Nurse. *The New Yorker*, 81(46), 54-65.

Coie, J. D., Miller-Johnson, S. & Bagwell, C. (2000). *Prevention science*. In A.J. Sameroff, M. Lewis, and S. Miller (Eds.), *Handbook of developmental psychopathology*, pp. 93-112.

Cicchetti, D., & Rogosch, F. A. (2002). A developmental psychopathology perspective on adolescence. *Journal of Consulting and Clinical Psychology*, 70, 6-20.

Redirect: Chapter 3

Week 5 Sept 24: Prevention Science, Pt. 2

Yeager, D. S., Dahl, R. E., & Dweck, C. S. (2018). Why interventions to influence adolescent behavior often fail but could succeed. *Perspectives on Psychological Science*, 13, 101-122.

Coie, J. D., Miller-Johnson, S. & Bagwell, C. (2000). *Prevention science*. In A.J. Sameroff, M. Lewis, and S. Miller (Eds.), *Handbook of developmental psychopathology*, pp. 93-112.

Redirect: Chapter 4

Week 6 Oct 1: Introduction to Theories of Change and Logic Models

W. K. Kellogg Foundation (2004). *Logic model development guide*.

Week 7 Oct 8: Reducing Teenage Pregnancies

Trenholm, C., Devaney, B., Fortson, K., Quay, L., Wheeler, J., & Clark, M. (2007). *Impacts of four Title V, Section 510 abstinence education programs*. Princeton, NJ: Mathematica Policy Research.

Allen, J. P., Philliber, S., Herrling, S., & Kuperminc, G. P. (1997). Preventing teen pregnancy and academic failure: Experimental evaluation of a developmentally based approach. *Child Development, 68*(4), 729-742.

Redirect: Chapter 5

Week 8 Oct 15: Reducing Teenage Violence

Petrosino, A., Turpin-Petrosino, C., & Buehler, J. (2003). Scared straight and other juvenile awareness programs for preventing juvenile delinquency: A systematic review of the randomized experimental evidence. *The ANNALS of the American Academy of Political and Social Science, 589*(1), 41-62.

Dodge, K. A., & Godwin, J. (2013). Social-information-processing patterns mediate the impact of preventive intervention on adolescent antisocial behavior. *Psychological Science, 24*, 456-465.

Redirect: Chapter 6

Week 9 Oct 22: Reducing Drug and Alcohol Abuse

West, S. L., & O'Neal, K. K. (2004). Project D.A.R.E. outcome effectiveness revisited. *American Journal of Public Health, 94*(6), 1027-1029.

Berger, J., & Rand, L. (2008). Shifting signals to help health: Using identity signaling to reduce risky health behaviors. *Journal of Consumer Research, 35*, 509-518.

Redirect: Chapter 7

Week 10 Oct 29: Reducing Prejudice

Dobbin F., & Kalev, A. (July-August, 2016). Why diversity programs fail. *Harvard Business Review*. Retrieved from <https://hbr.org/2016/07/why-diversity-programs-fail>

Mallett, R. K., & Wilson, T. D. (2010). Increasing positive intergroup contact. *Journal of Experimental Social Psychology, 46*, 382-387.

Redirect: Chapter 8

Week 11 Nov 5: Closing the Achievement Gap

Fryer, R. G. (2011). Financial incentives and student achievement: Evidence from randomized trials. *The Quarterly Journal of Economics, 126*, 1755-1798.

Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., ...Dweck, C. S. (in press). A national experiment reveals where a growth mindset improves achievement. *Nature*.

Redirect: Chapter 9 and 10

Week 12 Nov 12: Vaccines and Autism

Wakefield, A. J., Murch, S. H., Anthony, A., Linnell, J., Casson, D. M., Malik, M.,... Walker-Smith, J. A. (1998). RETRACTED: Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive developmental disorder in children. *The Lancet*, 351(9103), 637-641.

Hviid, A., Hansen, J. V., Frisch, M., & Melbye, M. (2019). Measles, mumps, rubella vaccination and autism: A nationwide cohort study. *Annals of Internal Medicine*, 170(8), 513-520.

Week 13 Nov 19: Have Smartphones Destroyed a Generation?

Twenge, J. M., Joiner, T. E., Rogers, M. L., & Martin, G. N. (2018). Increases in depressive symptoms, suicide-related outcomes, and suicide rates among U.S. adolescents after 2010 and links to increased new media screen time. *Clinical Psychological Science*, 6, 3-17.

Orben, A., & Przybylski, A. K. (2019). The association between adolescent well-being and digital technology use. *Nature Human Behaviour*, 3, 173-182.

Bosker, B. (November 2016). The binge breaker. *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2016/11/the-binge-breaker/501122/>