

## **PSYED 1542/2542**

### **EVIDENCE-BASED INTERVENTIONS IN REAL WORLD CONTEXTS I**

Fall 2020: Wednesday 5:30 pm – 8:00 pm (Web Based Class)

Instructor: Tom Farmer

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Office Hours: By appointment

#### **COURSE DESCRIPTION AND OBJECTIVES**

This course provides an introduction to intervention and prevention programs designed to improve health, education, mental health, and behavior outcomes of 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 theories of human development and prevention science to the selection, adaptation, and evaluation of 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, develop, and evaluate programs that foster the well-being of children, youth, and their families. The primary focus of this course is to learn how to use the literature and professional research resources to effectively guide the selection, development, adaptation, and evaluation of evidence-based interventions in relation to individual and ecological factors in real world, youth serving community programs.

Specific knowledge and competencies include:

- 1) The ability to conduct strategic reviews of the literature using academic electronic database sources and clearinghouses for information on evidence-based programs (EBPs);
- 2) The ability to discuss the use and benefits of different types of literature reviews including conceptual reviews, systematic reviews, and meta-analyses to clarify the theoretical foundations and empirical support for EBPs and associated practice elements;
- 3) The ability to apply a holistic, developmental systems, person-in-context theoretical framework to a key issue (i.e., practice topics) in child or adolescent development;
- 4) The ability to create a logic model for a specific research goal aimed at developing and/or evaluating an EBP for a distinct population, context, or set of circumstances; and
- 5) The ability to synthesize the literature to develop the background and aims of a project designed to develop and evaluate the application of an EBP/associated practice elements for a specific practice topic in a real-world setting.

## COURSE FORMAT

Course meetings will be a combination of lecture, seminar, group, and individually guided activities. The core of our work will be conducted in synchronous online classes that will include whole and small group discussions. Prior to class meetings, it is expected that students will have completed assigned readings, reviewed the power-points for the week, and have engaged in any other assigned activities. Class recordings will be available for students who are unable to attend on-line sessions. However, it is expected that students will engage in break-out meetings and other group activities when available or will complete an analogous activity. Additionally, the course will incorporate online discussions through Canvas (canvas.pitt.edu).

## REQUIRED READING

Links to all readings will be provided on Canvas at least one week prior to the assigned class. Students are expected to have and use a current APA manual to guide all writing activities.

## DETAILED SCHEDULE OF WEEKLY TOPICS & ACTIVITIES

### Week 1, 8-19: Introduction to the Course

*Activities:* Overview of the Syllabus  
Thought question: *What are the causes of the cake?*

*Guided activity:* Web of Science

*Preparing for next week:*

- Overview of practice topics (PT) (we will select PT teams in week 2)
- Thought question (TQ) teams (we will assign TQ teams next week)
- Use Web of Science to explore possible practice topics

### Week 2, 8-26: Ecological Systems Theory and Evidence Based Reform

*Readings:*

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

Farmer, T. W. (2020). Reforming research to support culturally and ecologically responsive and developmentally meaningful practice in schools. *Educational Psychologist*, 55, 32-39.

Slavin, R. E. (2020): How evidence-based reform will transform research and practice in education, *Educational Psychologist*, DOI: 10.1080/00461520.2019.1611432

*Activities:* PT team selection, TQ team selection

*Lecture:* The role of ecologies in development and intervention

*Review:* Types of Literature Reviews: Conceptual, Systematic, Meta-analysis

*Breakout (TQ teams):*

Thought question: *Why did you become you? Are you now the adult you thought you would be when you were 10 years old? What are the implications of this for evidence-based practices?*

### **Week 3, 9-2: Dynamic Systems Theory, Person Oriented Perspectives of Development, & the Probabilistic Nature of Evidence-Based Practices**

#### *Readings:*

Causadias, J. P. M. & Cicchetti, D. (2018). Cultural development and psychopathology. *Development and Psychopathology, 30*, 1549 – 1555.

Farmer, T. W. (2020). Disruption, correlated constraints, and adaptation during troubled times: The role of research when all other things are not equal. *Division of Research Newsletter*.

Sameroff, A. J. (2000). Developmental systems and psychopathology. *Development and Psychopathology, 12*, 297-312.

Smith, L. B., & Thelen, E. (2003). Development as a dynamic system. *Trends in Cognitive Sciences, 7*, 343-348.

*Activities:* Exploring clearing houses to identify potential evidence-based programs

*Breakout (TQ teams):* Thought question - *Is it realistic to expect that we can develop standardized interventions that are optimal for 68-95% of the population? Are there developmental considerations for alternatives?*

*Lecture:* Dynamic Systems Theory and the Limits of EBPs

*Breakout (PT teams):* Initial planning meeting

### **Week 4, 9-9: Prevention Science & Leveraging Natural Developmental Processes**

#### *Readings:*

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.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*, 227-238.

Nasir, N. S. (2018). When development is not universal: Understanding the unique developmental tasks that race, gender, and social class impose: Commentary on Rogers and Way. *Human Development, 61*, 332-336.

Rogers, L. O. & Way, N. (2018). Reimagining social and emotional development: Accommodation and resistance to dominant ideologies in the identities and friendships of boys of color. *Human Development, 61*, 311-331.

*Thought question (Discussion board/in-class discussion):* TQ Team 1

*Lecture:* Rethinking intervention – Changing youth or changing contexts & experiences?

*Breakout:* (PT Teams) Correlated constraints: privilege and systematic oppression

## **Week 5, 9-16: Understanding and Expanding our Use of Evidence**

### *Readings:*

Bryk, A. S. (2015). 2014 AERA Distinguished Lecture: Accelerating how we learn to improve. *Educational Researcher*, 44, 467–477.

Kazdin, A. E. (2019). Annual research review: Expanding mental health services through novel models of intervention delivery. *Journal of Child Psychology and Psychiatry*, 60, 455-472. DOI: 10.1111/jcpp.12937

Chorpita, B. F. (2019). Commentary: Metaknowledge is power: envisioning models to address unmet mental health needs: reflections on Kazdin (2019). *Journal of Child Psychology and Psychiatry* 60, 473–476.

*Thought question (Discussion board/in-class discussion):* TQ Team 2

*Lecture:* Practice elements and the adaptation of intervention to contexts/circumstances

*Breakout:* PT Planning

## **Week 6, 9-23: Introduction to Theories of Change and Logic Models**

### *Readings:*

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

*Thought question (Discussion board/in-class discussion):* TQ Team 3 -

*Lecture:* Key considerations in framing out a logic model to adapt EBPs

*Breakout:* PT Groups- Draft out the key components of the logic model for your topic area

## **Week 7, 9-30: Children with Chronic Health Needs & Children in out of Home Placements**

### *Readings:*

Bravo, L., Killela, M.K., Reyes, B.L., Santos, K. M. B., Torres, V., Huang, C.C., & Jacob, E. (2020). Self-management, Self-efficacy, & health-related quality of life in children with chronic illness and medical complexity. *Journal of Pediatric Health Care*, 34, 304-314.

Lee, B. R. (2020). Residential programs: Opportunities and challenges in the 21<sup>st</sup>-Century treatment environment. In T.W. Farmer, M. A. Conroy, E. M. Z. Farmer, & K. S. Sutherland (Eds). *Handbook of research on emotional and behavioral disorders: Interdisciplinary perspectives on children and youth* (pp. 306-320). Routledge.

National Scientific Council on the Developing Child. (2020). *Connecting the Brain to the Rest of the Body: Early Childhood Development and Lifelong Health Are Deeply Intertwined: Working Paper No. 15*. Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

Runions, K. C., Vithiatharan, R., Hancock, K., Lin, A., Brennan-Jones, C. G., Gray, C., & Payne, D (2019). Chronic health conditions, mental health and the school: A narrative review. *HEALTH EDUCATION JOURNAL*, DOI: 10.1177/0017896919890898

*Thought question (Discussion board/in-class discussion):* TQ Team 4 -

*Lecture:* Supporting Youth when Home Placements are Disrupted: Is there an EBP for That?

## **Week 8, 10-7: Family Centered Approaches to Children’s Mental Health & Out-of-School Learning & Community-Based Programs for Children and Youth**

### *Readings:*

Akiva, T., Delale-O’Connor, L., & Pittman, K. J. (2020). The promise of building equitable learning ecosystems in urban environments. *Urban Education*.

Duppong Hurley, K., Duchnowski, A., Kutash, K., & Farley, J. (2020). Peer to peer support: Innovative strategies for families of youth with Emotional/Behavioral Disorders. In T.W. Farmer, M. A. Conroy, E. M. Z. Farmer, & K. S. Sutherland (Eds). *Handbook of research on emotional and behavioral disorders: Interdisciplinary perspectives on children and youth* (pp. 96-110). Routledge.

Gill, A. M. & Shaw, D. H. (2020). The Family Check-Up: Building on Family Strengths to Promote Child Well Being. In T.W. Farmer, M. A. Conroy, E. M. Z. Farmer, & K. S. Sutherland (Eds). *Handbook of research on emotional and behavioral disorders: Interdisciplinary perspectives on children and youth* (pp. 111-124). Routledge.

*Thought question (Discussion board/in-class discussion):* TQ Team 5

*Lecture:* Fostering supportive home and community ecologies: Considerations for EBPs

\*\*\*\*\*Due - Draft literature review outline, reference list, and logic model\*\*\*\*\*

## **Week 9, 10-14: Break (No Class)**

## **Week 10, 10-21: Peer Relations, Social and Emotional Learning, and Social Inclusion**

### *Readings:*

Farmer, T.W., Chen, C-C., Hamm, J. V., Moates, M. M., Mehtaji, M., Lee, D., & Huneke, M. R. (2016). Supporting teachers’ management of middle school social dynamics: The scouting report process. *Intervention in School and Clinic, 52*, 67-76.

Jagers, R. J., Rivas-Drake, D., Williams, B. (2019). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence. *Educational Psychologist, 54*, 162-184.

Juvonen, J., Lessard, L. M., Rastogi, R., Schacter, H. L., & Smith, D. S. (2019). Promoting social inclusion in educational settings: Challenges and opportunities. *Educational Psychologist, 54*, 250-270.

*Lecture: Integrating individual and context focused interventions*

*Thought question (Discussion board/in-class discussion):* TQ Team 6

\*\*\*\*\*Midterm Exam - Take Home (Due by midnight 10-25)\*\*\*\*\*

**Week 11, 10-28: Practice Topic Presentations**

Team 1

Team 2

**Week 12, 11-4: Practice Topic Presentations**

Team 3

Team 4

**Week 13, 11-11: Practice Topic Presentations**

Team 5

Team 6

**Week 14, 11-18: Review, Final Paper Guidance, & Course Wrap-up**

- Where does this course fit into your overall program of study in ADP?
- Linking EPBs, development, and logic models

**Week 15, 12-2: Final Paper Due**

## **Practice Topics**

The following is a list of topics for your PT Group Review Project and your final paper. You do not have to have the same topic for your group review as your final paper but it is strongly encouraged that you consider doing so or that you choose adjacent topics (i.e., topics that inform each other within a developmental systems framework).

- Developmental considerations for supporting children with chronic/serious health problems and their families
- The development and support needs of children living in out of home settings (e.g., hospitals, group homes, residential treatment, fostercare, treatment fostercare)
- Leveraging developmental and ecological processes to support children with mental health needs in the family context
- Out of school learning and community-based programs aimed at fostering youth engagement and development
- The development of child and adolescent peer relations and considerations for the delivery of social and emotional learning programs
- The social inclusion of diverse youth in school and community settings

**Group Practice Topic Presentation** – Identify an intervention need within your general PT domain. You should identify the guiding issue (e.g., adapting an after-school community-based program to support youth in fostercare). Building from a review of the conceptual literature in the PT domain, what are the developmental and support needs that should be addressed? It is expected that you consider the support needs from the following perspectives: (1) characteristics of the youth; (2) characteristics of the family; (3) characteristics of the school the student attends; and (4) characteristics of the community. From this information, look to systematic and meta-analytic reviews. Are there existing EBPs to directly address the intervention need(s) you identified? Is it necessary to address multiple intervention needs? Is it necessary to combine interventions? Is it necessary to adapt interventions to individual and/or context factors?

Prepare a 30-45 minute presentation that includes the participation of all team members. Also be prepared to engage the class in 10-15 minutes of discussion.

## COURSE REQUIREMENTS

**Participation and attendance** — Students are expected to attend class and participate in class discussions. And while there will be designated thought leaders and presenters, 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. Participation counts for 10% of grade and will include being present and engaged in all activities.

**Thought questions** — Working in teams, students will be responsible for providing a thought question and leading the discussion for a specific topic and set of readings. The thought question teams and topics will be determined by week 2. The thought question team work (i.e., question development and leading class in TQ discussion) will count for 10% of the grade. In addition, students' participation in TQ discussion board activities as well as in-class TQ activities will count for 10% of the grade. Thus, the total TQ score will be 20% of your grade.

**Detailed outline of the conceptual review / draft of logic model:** To assist the instructor in guiding students through their final presentations and papers, students will prepare a detailed outline and reference list of what they expect to cover in their final paper. Building from this review of the literature, students are expected to prepare a draft of the logic model for their final paper. These outlines / references will be graded on effort, detail, and relevance. It is not expected that the outline will necessarily represent the final product. On the contrary, this is a learning process and the instructor will use this information to provide feedback, guidance, and suggestions for in-stream modifications of the literature and the logic model. The outline and references will count for 15% of the grade and will be due by week 8 (10-7).

**Group Practice Topic Presentation.** Each student is expected to participate on a practice topic group team. This will include participating in group planning activities, preparation of the group presentation, and presenting with the group. More details about the PT group presentation are outlined above. The participation in all of these activities will count for 15% of the grade.

**Final Paper (Detailed Conceptual/Empirical Review and Logic Model):** A handout will be provided to help guide students in this process. The paper should address a specific question within your broader topic area that centers on using and adapting EBPs for a specific issue (e.g., including students with disabilities in general education classrooms), population (e.g., students with chronic health concerns, students from racial ethnic minorities), demographic area (e.g., urban, suburban, rural), and developmental level (e.g., infancy, early childhood, middle childhood, early adolescence, adolescence, transition to adulthood). It is expected that reviews will be approximately 15 pages in length (double spaced, APA



## COURSE GRADING

There is a total of 100 points for this class.

Assignment	Points
<b>Class Engagement and Participation</b>	10
<b>Thought Question Team Member Activities</b>	10
<b>Participation in TQ Discussion Board as well as in-class TQ discussions</b>	10
<b>Detailed outline, reference list, &amp; draft logic model</b>	15
<b>Class Midterm</b>	15
<b>PT Group Activities &amp; Presentation</b>	15
<b>Final Paper</b>	25
<b>Total</b>	<b>100</b>

Bonus points are awarded for effort and creativity at the instructor's discretion

Grades will be calculated as follows:

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

Grading is centered on learning and efforts. 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.

### Technology in Class

Please feel free to use whatever technology is necessary to facilitate your success in the class with the following caveat: your use of technology should not disrupt your own participation or the participation of your classmates in instructional activities.

### 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 aim to fully include all students in courses. If you have a disability requiring accommodations or other instructional modifications, please notify me and Disability Resources and Services (DRS) as early as possible in the term (but requests may be made at any time). To contact Disability Resources and Services, call 412-648-7890 (Voice, TTD) or e-mail [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu) to schedule an appointment. The DRS office is located in 140 William Pitt Union.

### 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/>)