COURSE DESCRIPTION
This course investigates the potential for preventing crime, delinquency, and associated social problems with high costs to society. It uses as illustrative cases recent developments in the prevention of juvenile delinquency, child abuse and neglect, bullying and other forms of victimization, substance abuse and alcohol misuse, teen pregnancy, and school drop-out. Preventive interventions in the domains of family, school, and community are explored. For each of these crime-related social problems, we will (1) identify the impact of each of these problems on the social welfare, (2) explore preventive interventions for these problems, and (3) examine evidence for the effectiveness of prevention strategies. Students will read and report on original research throughout the semester.

OBJECTIVES
By the end of this course, students will:

1. Understand the nature and extent of and risk factors for these problem behaviors: juvenile delinquency, child abuse and neglect, bullying and other forms of victimization, substance abuse and alcohol misuse, teen pregnancy, and school drop-out.
2. Be able to find, evaluate and report the available evidence regarding the prevention of delinquency and related social problems.
3. Be able to assess the evidence to determine the extent to which prevention programs are effective for reducing problem behaviors.
4. Be able to evaluate the contributions, limitations and potential of prevention research as a tool for preventing crime and promoting social justice.
CLASS FORMAT
This class format will include a combination of on-line lectures, class presentations, and class discussions. Students are expected to complete all of the reading assignments each week and to view a recorded lecture prior to the class meeting time. Students should come to class prepared with questions about the readings and lecture and should be ready to share their perspectives and opinions in a manner that illustrates critical thinking. Students will each lead one discussion about a selected reading. Class time will also be devoted to giving and receiving feedback on comprehensive exam practice questions.

REQUIRED BOOK

READINGS
Original research articles will be assigned and should be read before each class. All readings are on ELMS.

GRADING POLICY
Grades will be based on class participation (50%) and final comprehensive exam question responses (50%). Class participation includes a classroom presentation (15%), peer review of comprehensive exam responses (15%), and contributions to discussions regarding the readings on a weekly basis (20%). Final letter grades will be assigned according to the following number system: 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; D = 60-66; D- = 60-62; F = below 60.

COMPREHENSIVE EXAM PREPARATION ACTIVITIES
The class is geared towards preparing doctoral candidates for comprehensive examinations in the prevention area. Students will be given six practice exam questions to work on throughout the semester. Students will read about the topics included in the exam, develop draft responses, participate in a peer review process to refine responses, and prepare responses for review by Professor Gottfredson. Students must prepare feedback for one peer response within one week of receiving draft response. After revising response based on peer review, students may submit a draft response for each question to Dr. Gottfredson once up until a week before the final responses are due. Students may revise their responses based on instructor feedback. The final responses will be graded for writing quality and scholarly content.
CLASS PARTICIPATION
Students are expected to attend class regularly and participate in class discussions and the peer review activities. Assigned readings and viewing of lecture should be completed before the class for which the topic is scheduled.

ACADEMIC DISHONESTY
Academic dishonesty will not be tolerated. If any of the following are suspected, appropriate and formal action will be taken:
1. Cheating: intentionally using or attempting to use unauthorized material, information or study aids in any academic exercise.
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the academic code.
4. Plagiarism: intentionally or knowingly representing words/ideas of another as your own.

The University of Maryland code of academic integrity can be found at: http://www.president.umd.edu/policies/iii100a.html

LOCATION OF COURSE MATERIALS
The course syllabus and readings as well as lecture powerpoints will be posted electronically at http://elms.umd.edu. Log in with your Directory ID (logon ID) and password. Videos of class lectures can be found on youtube at the link provided below. Search for the filenames found in the “Assignments Due Before Class” column on the course outline below. https://www.youtube.com/channel/UCXBr8IlfcO3eq7nqHj1Jzrg/videos

USE OF TECHNOLOGY
Students may use their personal computers to take class notes. Please do not use computers or other electronic devices for other purposes during class time.

DISABILITY SUPPORT
Every effort will be made to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide a University of Maryland DSS Accommodation form which has been updated for the current semester. Students requiring special accommodations must inform me and provide the required DSS form within the first two weeks of class.
COURSE OUTLINE

Below is a schedule of lecture topics, readings, and assignments. Class readings are to be done BEFORE the date on the schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Event</th>
<th>Assigned Reading(s)</th>
<th>Assignments Due Before Class</th>
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<tbody>
<tr>
<td>1/26/15</td>
<td>Course Overview and Principles of Prevention Science</td>
<td>Biglan:1,2; Reading List 1</td>
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<tr>
<td>2/2/15</td>
<td>Who Engages in Problem Behaviors? Relating Risk Factors to Prevention Approaches</td>
<td>Biglan:4</td>
<td>View 652_riskfactors (52 min)</td>
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</table>
| 2/9/15  | Standards of Evidence                             | Biglan pages 96-104; Reading List 2 | View 652_standards (1 hour, 48 min)  
|         |                                                   |                                    | Response to question 1 to peer reviewer |
| 2/16/15 | Violence/Delinquency Prevention in Early Childhood | Reading List 3-4, 6-8 Biglan:5     | View 652_violence_part1 (30 min) and 652_violence_part2 (33 min)  
|         |                                                   |                                    | Response to question 2 to peer reviewer |
| 2/23/15 | Violence/Delinquency Prevention in Adolescence    | Reading List 5, 9-11 Biglan:7      | View 652_violence_part3 (30 min)  
|         |                                                   |                                    | Student presentation on RL 11 |
| 3/2/15  | Substance Abuse Prevention                        | Biglan:6, Reading List 12-17       | View 652_substanceabuse_part1 (32 min) and 652__substanceabuse_part2 (52 min)  
|         |                                                   |                                    | Response to question 3 to peer reviewer |
| 3/9/15  | Child Abuse Prevention                            | Reading List 18-22                 | View 652_childabuse (60 min)  
<p>|         |                                                   |                                    | Response to question 4 to        |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading List</th>
<th>Details</th>
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<tbody>
<tr>
<td>3/16/15</td>
<td>Spring Break</td>
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<tr>
<td>3/23/15</td>
<td>Teen Pregnancy Prevention</td>
<td>Reading List 23-27</td>
<td>View 652_teenpregnancy (51 min)</td>
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<td>3/30/15</td>
<td>Bully Prevention</td>
<td>Reading List 28-33</td>
<td>View 652_bullying (52 min)</td>
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<td>4/6/15</td>
<td>Truancy/Drop-out Prevention</td>
<td>Reading list 34-38</td>
<td>View 652_truancy (44 min)</td>
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<tr>
<td>4/13/15</td>
<td>Schools and Prevention</td>
<td>Reading List 39-40</td>
<td>View 652_schools (1 hour)</td>
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<td>4/20/15</td>
<td>Cost-Effectiveness</td>
<td>Biglan:3, Reading List 41-43</td>
<td>View 652_costeffectiveness (36 min)</td>
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<tr>
<td>4/27/15</td>
<td>What Doesn’t Work</td>
<td>Reading List 44-49</td>
<td>View 652_doesnotwork</td>
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<td>5/4/15</td>
<td>Prevention Systems</td>
<td>Biglan:9, Reading List 50-52</td>
<td>View 652_prevention systems</td>
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<td>5/11/15</td>
<td>Peer review feedback</td>
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<td>5/18/15</td>
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Peer reviewer
Student pres. on RL 22

View 652_teenpregnancy (51 min)
View 652_bullying (52 min)
View 652_truancy (44 min)
View 652_schools (1 hour)
View 652_costeffectiveness (36 min)
Response to question 5 to peer reviewer
View 652_prevention systems
Share responses to question 6
Final Exam Questions Due
Readings

Prevention Science and Standards of Evidence


6. PATHS (1 study):


7. FAST TRACK (1 study):


8. Preventive Treatment Project (1 study):

9. Multi-Systemic Therapy (1 study, 2 meta-analyses):
   a. **Meta-analyses:**
   b. **Missouri Study (Study A)**

10. Multidimensional Treatment Foster Care (2 studies):

11. Safe Dates:

**Substance Abuse**


14. Iowa Strengthening Families Program

15. Life Skills Training

16. BASICS

17. Communities Mobilizing for Change on Alcohol (1 study)
Child Abuse


19. Nurse Home Visitation (2 studies)
   a. Elmira, New York (Study 1)
   b. Memphis, Tennessee Study (Study 2)

20. Triple P
21. Incredible Years  

22. Child FIRST  

**Teen Pregnancy**


25. Carrera Program (1 study)  

26. Be Proud! Be Responsible! (2 studies)  


27. Seattle Social Development Project (1 study)  
Transmitted Disease Outcomes by Age 21 Years. *Archives of Pediatrics and Adolescent Medicine, 156*, 438-447.

Bullying


Drop-out/Truancy


Schools


Cost-Effectiveness


What Doesn’t Work


Prevention Systems


system substance misuse outcomes through 6½ years past baseline. *American Journal of Preventive Medicine, 56*, 190–196.