

PREVENTION AND INTERVENTION SCIENCE, GRADUATE/PROFESSIONAL CERTIFICATE

The doctoral minor and graduate/professional certificate have three special features:

1. Training emphasizes programmatic efforts that seek to prevent the development of problematic outcomes and to promote optimal functioning in individuals or groups across the life course.
2. Preventive interventions are implemented and evaluated in family, school, and community contexts—their outcome is investigated in interaction within these contexts.
3. Training emphasizes methodological and statistical training and their applications in prevention research. Particular attention is given to the concentrations of interventions in social services, health, and education; family and community studies; social policy; and methodology.

This multidisciplinary program addresses contemporary health and social issues facing at-risk and vulnerable groups across the life course. Training leads to a graduate/professional certificate in prevention and intervention science.

ADMISSIONS

Application information for the doctoral minor and graduate/professional certificate are available by contacting the Program Director (edpsych-gss@education.wisc.edu).

Completed applications must be signed by faculty advisors and submitted to Department of Educational Psychology Graduate Program Manager at edpsych-gss@education.wisc.edu.

In addition to the steps outlined above, all Graduate School students must utilize the Graduate Student Portal in MyUW to add, change, or discontinue any graduate/professional certificate. For the final step required to apply to this certificate, log in to MyUW, click on Graduate Student Portal, and then click on Add/Change Programs. Select the information for the graduate/professional certificate for which you are applying.

REQUIREMENTS

TRAINING OPTIONS

Students may earn a graduate/professional certificate or a doctoral minor (<http://guide.wisc.edu/graduate/educational-psychology/prevention-intervention-science-doctoral-minor/#text>) in Prevention and Intervention Science.

Graduate students may earn a graduate/professional certificate in prevention science by completing a total of 16 credits in approved courses.

One course must be in methodology. Students can also use a research practicum of 3 credits toward the certificate requirement.

AREAS OF CONCENTRATION

Four areas of concentration are available. Students must select one as a major emphasis.

Interventions in Social Services, Health, and Education

The design, implementation, evaluation, and dissemination of a variety of programs in education, health, and social welfare are of high societal priority and are reflected in training. School-based programs are increasingly viewed as key strategies of educational reform. Social service and health delivery to children, families, and adults continue to undergo substantial innovation. The promotion of health and development of individuals and groups with and without special health-care needs also is a focal point of interventions.

Social Policy

This area concerns how social policies and issues affect human and family behavior across the life course. Substantive areas include, among others, child care, poverty, welfare reform, school reform, and health-care reform. An emphasis is given to large-scale policies and programs as well as dissemination and use.

Family and Community Studies

How family and community contexts and processes affect individuals is a key issue for the development and analysis of preventive interventions, and for basic research on families and communities. Family and community-based programs are central to addressing myriad social problems and issues. The relationship between family development and other major social contexts such as neighborhoods, communities, and service systems also are important.

Methodology

An ever-expanding number of quantitative and qualitative methods are available for conducting prevention research. Basic and advanced statistical and methodological training are essential to high-quality graduate training. Gaining understanding and experience in conducting research in field settings is key to developing methodological skills. Some topics to be covered in training include structural equation modeling, hierarchical linear modeling, growth curve modeling, and ethnography.

COURSES

Two courses in prevention science, a practicum, and approved elective courses are required of students seeking the doctoral minor or graduate/professional certificate. It is recommended that the two courses in prevention science be taken in the second year of a student's graduate program after introductory courses in theory and a substantive area have been taken in the student's home department.

Code	Title	Credits
Required Courses		
ED PSYCH/ HDFS/NURSING/ SOC WORK 880	Prevention Science ¹	3
ED PSYCH/ HDFS/NURSING/ SOC WORK 881	Capstone Seminar in Prevention Science ²	1
Practicum ³		
Electives ⁴		

Students should select two to four additional courses in one of the areas of concentration. Examples of courses that meet the requirements of the minor and certificate program are listed below.

NURSING 702	Health Promotion and Disease Prevention in Diverse Communities	3
SOC WORK 921	Child Welfare	2-3
SOC WORK 952	PhD Proseminar	3
HDFS 872	Bridging the Gap Between Research and Action	3
HDFS 843	Family Policy: How It Affects Families & What Professionals Can Do	3
HDFS 766	Current Topics in Human Development and Family Studies	1-3
HDFS 869	Advanced Seminar in Family Stress and Coping	3
SOC/ED POL 955	Seminar-Qualitative Methodology	3
CURRIC 726	Qualitative Methods of Studying Children and Contexts	3
PUB AFFR/ A A E/ENVIR ST/ POP HLTH 881	Benefit-Cost Analysis	3
HDFS 766	Current Topics in Human Development and Family Studies	1-3

1

This course is typically offered during the fall semester.

2

This course, typically offered each spring, should be taken after completing SOC WORK/ED PSYCH/HDFS/NURSING 880/SOC WORK/ED PSYCH/HDFS/NURSING 880 and at or near the end of the minor program.

3

Students must participate in a prevention-related research project (practicum) with university faculty as part of the training program. The practicum will result in the completion of a product (e.g., evaluation or intervention report, program or training manual) associated with one of the four concentration areas. This project provides opportunities to apply prevention concepts, methods, and approaches to important educational, health, or social issues and problems. The practicum can be used to supplement the student's educational program without course credit or can be taken for 1-3 research credits that count toward satisfying the requirements of the minor or certificate program.

On-campus institutes that are likely to provide training experiences for the practicum and for student research include the Institute on Aging, Waisman Center on Mental Retardation and Human Development, Institute for Research on Poverty, and Wisconsin Center for Educational Research.

4

Courses required for a student's major area of study may be counted toward the certificate program but not the doctoral minor. Other courses can be recommended by students or faculty and are subject to approval of the program faculty.

LEARNING OUTCOMES

1. Identify, explain, and demonstrate the core foundational concepts within prevention science and compare and contrast with other closely related professional domains.
2. Define, explain, and demonstrate how the concepts of risk, promotive, and protective factors are associated with different positive and negative outcomes and how theories related to human behavior and development describe the processes and mechanisms through which risk, promotive, and protective factors are related to positive and negative outcomes.
3. Explain and demonstrate prevention/intervention development principles and how to engage relevant stakeholders in the development, adaptation, and implementation of prevention/intervention programs.
4. Identify appropriate research design principles and various statistical methods associated with prevention science research.

PEOPLE

Program Chair: Professor Craig Albers (Educational Psychology)