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—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. Participating units are Rehabilitation Psychology and Special Education; Educational Psychology; Human Development and Family Studies; Nursing; Population Health Sciences; and Social Work. Training leads to a doctoral minor (Option A) or a graduate/professional certificate in prevention and intervention science.

## ADMISSIONS

Application information for the doctoral minor and graduate/professional certificate are available online (see Web site). Completed applications must be signed by faculty advisors and submitted to Carol Aspinwall, Coordinator of Doctoral Student Academic Services, School of Nursing, CSC K6/133, 600 Highland Ave, Madison, WI 53792; caaspinwall@wisc.edu.

## 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.

### 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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| 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                        |         |
| NURSING 702           | Health Promotion and Disease Prevention in Diverse Communities | 3       |
| SOC WORK 921          | Child Welfare                      | 2-3     |
| ED PSYCH 920          | Seminar in Child Development       | 2-3     |
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 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. Students will identify, explain, and demonstrate the core foundational concepts within prevention science and compare and contrast with other closely related professional domains.

2. Students will 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. Students will explain and demonstrate prevention/intervention development principles and how to engage relevant stakeholders in the development, adaptation, and implementation of prevention/intervention programs.

4. Students will identify appropriate research design principles and various statistical methods associated with prevention science research.

**PEOPLE**

**Faculty:** Professors Carter (Rehabilitation Psychology and Special Education), Albers (Educational Psychology), Magnuson (Social Work), Riesch (Nursing), Sparks (Human Development and Family Studies)