

PREVENTION AND INTERVENTION SCIENCE, GRADUATE/PROFESSIONAL CERTIFICATE

REQUIREMENTS

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

Students must complete 16 credits of approved coursework, including a methodology course. Students may apply 3 credits of research practicum toward requirements.

AREAS OF CONCENTRATION

Students must select a major area of concentration.

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 healthcare 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, childcare, 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.

REQUIRED COURSES

It is recommended that 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 are complete in the student's home department.

Code	Title	Credits
Students must complete the following 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
Electives³		12
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	
SOC WORK 921	Child Welfare	
SOC WORK 952	PhD Proseminar	
HDFS 872	Bridging the Gap Between Research and Action	
HDFS 843	Family Policy: How It Affects Families & What Professionals Can Do	
HDFS 766	Current Topics in Human Development and Family Studies	
HDFS 869	Advanced Seminar in Family Stress and Coping	
SOC/ ED POL 955	Seminar-Qualitative Methodology	
CURRIC 726	Qualitative Methods of Studying Children and Contexts	
PUB AFFR/ A A E/ENVIR ST/ POP HLTH 881	Benefit-Cost Analysis	
HDFS 766	Current Topics in Human Development and Family Studies	
Prevention-Related Product⁴		
Total Credits		16

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/SOC WORK/ED PSYCH/HDFS/NURSING 880 and at or near the end of the certificate program.

³ Courses required for a student's major area of study may satisfy certificate program requirements but not the doctoral minor. Other courses can be recommended by students or faculty and are subject to approval of the program faculty.

⁴ A prevention-related product needs to be submitted and approved before graduation.

Prevention Product

Students must complete a prevention-related research or dissemination project with university faculty/staff that results in a prevention-related product (e.g., evaluation or intervention report, conference presentation, professional publication, 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.

Examples of on-campus institutes that are likely to provide training experiences leading to a prevention product include the Institute on Aging, Waisman Center, Institute for Research on Poverty, and Wisconsin Center for Educational Research. Students are also able to complete this requirement through work with their advisor, other faculty/staff, or their own research (under the supervision of a faculty/staff member).