CCJ 5934-1E56 Crime Prevention
Fall 2021
Thursdays, 9:35am – 12:35pm, CBD 238

Instructor: Dr. Abby Fagan
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COURSE OVERVIEW
Crime, like most human behaviors, are affected by many different influences. These influences are termed *risk factors* when they precede and lead to an increase in the likelihood of crime and other antisocial behaviors (e.g., substance use/abuse or mental health problems). In contrast, *protective factors* decrease the likelihood of such outcomes either directly or by reducing the negative impact of risk factors. In the past few decades, guided by public health perspectives and the emerging field of prevention science, it has become clear that to have the best chance of preventing crime and other antisocial behaviors, it is necessary to implement programs, practices, or policies that reduce risk factors and enhance protective factors. This course will familiarize students with how such interventions are developed, evaluated, and disseminated in communities. Course content will include significant attention to research methods and include readings from diverse disciplines including criminology, education, psychology, public health, sociology and social work.

LEARNING OBJECTIVES
By the end of the semester, students will be able to:
- Identify the risk and protective factors most strongly associated with the development of antisocial behaviors
- Understand the connections between theory, risk and protective factors, and preventive interventions
- Describe the research methods used in high quality scientific evaluations to develop and test the impact of preventive interventions
- Describe evidence-based interventions that are effective and ineffective in preventing antisocial behaviors
- Summarize the challenges related to the implementation and dissemination of evidence-based interventions

REQUIRED READINGS
- Elliott, Delbert and Abigail A. Fagan. 2017. *The prevention of crime*. Hoboken, NJ: Wiley-Blackwell.
- Articles on e-learning/Canvas (under the "Files" tab)

COURSE POLICIES

COVID-19, MASK-WEARING, AND ATTENDANCE
The COVID-19 pandemic continues to affect our experience as instructors and students, and it is likely that UF will update its policies during the semester. Please keep informed of policy changes and follow UF guidance as described here: https://coronavirus.ufl.edu/health-guidance/.

Unless otherwise specified, we will be meeting in person. The success of a seminar depends largely on class discussion and student participation. Because your absence will affect the quality of these discussions, I expect each student to attend every class unless a significant and legitimate reason prevents you from doing so (e.g., comprehensive exams, serious illness, death of a family member, religious holiday). Students who are absent will still be expected to submit required written assignments on time. They should also obtain notes from other students (not Dr. Fagan) for missed material. Two unexcused absences will result in the reduction of the final grade by one letter (e.g., from an "A" to a "B") and three absences will result in a failing grade for the course. This does not mean that one absence is OK; you are expected to attend all classes.

EMAIL & COMMUNICATION
I will use Canvas to post assignments, course readings, and lecture slides. I will also use the Canvas Announcement feature to send group emails about changes to the syllabus and will email individual students when issues pertain only to that person. I expect that you will regularly check your email (the account that UF has assigned to you, unless you inform me otherwise) to receive these updates. It is your responsibility to pro-actively communicate with me, via email, with any problems, requests for assistance, or questions. Please also utilize my office hours or make an appointment if you want to discuss course related issues.

PROFESSIONAL CONDUCT
I expect students to act professionally and respectfully during our class meetings, and I will also model such behavior. Please do NOT engage in rude or disrespectful behaviors such as arriving late or leaving early, napping (yes, I have seen it happen!), or texting/emailing others during class. I will be very disappointed to see such behaviors and may ask you to leave the class for doing so.

More importantly, I ask that you actively participate in every class. This means paying attention, thinking critically, and doing more than just showing up. Also, realize that we all have different experiences based on race/ethnicity, socio-economic status, gender preference, sexual orientation, age, physical disability(ies) and so on. We are also fortunate to have students in this class who differ in their research interests, preferred methods of conducting research, and pre-existing levels of knowledge about the course content. Please be respectful of others' experiences, do not judge, do not interrupt or insult others, and do not make others feel embarrassed. We do not have to agree with each another, but let us discuss our differences in a respectful manner. These expectations are consistent with the UF Student Conduct Code: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.

RECORDING OF CLASSES

UF policy states that students are allowed to record video or audio of class lectures. However, the only purposes for which these recordings may be used are: (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited, and students may not publish or distribute recorded lectures without the written consent of the instructor.

CHEATING, PLAGIARISM, AND ACADEMIC INTEGRITY

Students are bound by the UF Honor Pledge and the Conduct and Honor Code outlined here: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/. *If you do not uphold these standards, you will fail the class.* As graduate students, you are also expected to understand what constitutes plagiarism and to avoid plagiarism when completing your assignments for this and all seminars. The University Writing Studio is an excellent resource for students who would like more information about plagiarism or some assistance on their writing; see: https://writing.ufl.edu/writing-studio/writing-resources/.

STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should meet with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/). Once registered, students will receive an accommodation letter which must be presented to Dr. Fagan when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

SENSITIVE TOPICS AND CAMPUS RESOURCES

Should you have serious emotional challenges triggered by our course content or by stress in other areas of your life, or if you are aware of other students in such a position, please consider contacting one of the following support services:

- Health Care Center: http://shcc.ufl.edu/
- Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/
- Office of Victims' Services: http://www.police.ufl.edu/victim-services/
- U Matter, We Care: https://umatter.ufl.edu/; email: umatter@ufl.edu; 352-294-2273.
- University Police Department: https://police.ufl.edu/; 352-392-1111.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals at the end of the semester. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

EVALUATION AND GRADING POLICY
All readings and assignments should be completed by the beginning of the class for which they are assigned. Late work is penalized 5 points per day.

Weekly Assignments: 60%. Each week, students will submit (via email or Canvas) written responses to the question specified in the course schedule. **Students only need to complete 8 of the 10 assignments** and do not need to let me know in advance which they will skip. Responses should be brief (about 2 pages), include information from <u>all</u> the relevant required readings, and include proper citation (e.g., APA style). Material from the recommended readings can be cited at the student's discretion. **In addition, students should identify one issue that they have questions/concerns about and would like to discuss in class.** The assignments will be graded as Exemplary (=A), Satisfactory (=B), and Unsatisfactory (=C), based on my assessment of quality and effort.

Class Presentation: **20% (10% for the verbal presentation, 10% for the written report)** Select an article published from 2020-present (including articles in press) in *Prevention Science, Journal of Experimental Criminology,* or another journal that publishes evaluations of prevention programs, policies, or practices. The article MUST describe an evaluation that investigates the impact of the intervention on crime or another type of antisocial behavior. **You must submit the article to me and schedule a date for your presentation by September 9**; lateness will affect your grade on the written report.

The verbal presentation will be short (10-12 minutes) and review: a) the theory(ies) on which the intervention is based; b) the outcomes and risk/protective factors it addresses; c) its targeted participants; d) its implementation components; e) a summary of the evaluation approach (e.g., type of research design, measures used to assess outcomes, length of follow-up, etc.), and f) your overall assessment of the strength of its evaluation, using the criteria we have discussed in class.

Students will submit power point slides by 9am on the day of their presentations. Your grade on the presentation will be based on: 1) the quality of your power point slides, 2) your ability to clearly and succinctly cover the required material in the time allowed, and 3) your ability to engage the class and answer their questions.

Students will also provide a written report (3-4 pages) that covers the information in the presentation in somewhat more detail. The report will also include a completed checklist rating the quality of the evaluation (see Canvas for the template). The report will be graded based on the accuracy of the information and clarity of language.

Final Assignment: **20%**. Students have two options for their final assignment:
1. A 50-question exam that covers content reviewed during the semester. The exam will be administered using Canvas on December 13 at 10am (the time scheduled for the final exam).
2. A scholarly 20-25 page paper relating to the course content, to be discussed and approved in advance by Dr. Fagan The paper topics could include: 1) a literature review/meta-analysis, 2) a research funding proposal for a study investigating the impact of an adaptation of an existing evidence-based intervention, or 3) a topic of your choice. **Your paper topic is due October 28. The final paper is due Wednesday, December 13th by 10am.**

Final Grades are determined using the following scale:

- 93-100%=A
- 90-92.9%=A-
- 87-89.9%=B+
- 83-86.9%=B
- 80-82.9%=B-
- 77-79.9%=C+
- 73-76.9%=C
- 70-72.9%=C-
- 67-69.9%=D+
- 63-66.9%=D
- 60-62.9%=D-
- 0-59.9%=F

READINGS (NOTE: *EF* refers to the required textbook)

WEEK (DATE)	TOPIC	REQUIRED READINGS	OPTIONAL READINGS
PART 1: INTRODUCTION TO PREVENTION SCIENCE			
Week 1 (Aug 26)	Prevention Science Risk & Protective Factors	EF: Chapters 1-3 (Beardslee, Chien, & Bell, 2011) (Coie et al., 1993)	(Hawkins, Catalano, & Miller, 1992) (Rutter, 1985) (Mears, 2007)
Week 2 (Sept 2)	Program Development and Evaluation	EF: Chapter 4 (Gorman, 2005) & (Botvin & Griffin, 2005) (Rosenbaum, 1987) (Larry W. Sherman, 2003)	(Biglan, Ary, & Wagenaar, 2000) (Holder, 2009) (Kellam & Langevin, 2003) (Weisburd, Lum, & Petrosino, 2001)
Assignment: Summarize the strengths and weaknesses of experimental compared to non-experimental research designs for evaluating prevention programs.			
Week 3 (Sept 9)	Determining "What Works"	Required Readings: EF: Chapter 5 (Augimeri, Farrington, Koegle, & Day, 2007)* (Fagan & Buchanan, 2016) (Gottfredson et al., 2015) (Lawrence W. Sherman et al., 1998)	(Mihalic & Elliott, 2015) (Means, Magura, Burkhart, Schroter, & Coryn, 2015) (Schultz, Altman, & Moher, 2010) (Schultz & Grimes, 2002)
Assignment: Summarize the similarities and differences in how different "what works" lists evaluate the effectiveness of prevention programs. **PRESENTATION ARTICLE DUE**			
PART 2: WHAT WORKS?			
Week 4 (Sept 16)	Early Childhood Interventions	EF: Chapter 7 (pp. 202-206) and Chapter 8 (pp. 246-48) (Heckman, 2008) (Olds, 2002) (Piquero et al., 2016) (Shaw & Taraban, 2017) (Yoshikawa et al., 2013)	(Reynolds, Temple, Ou, Arteaga, & White, 2011) (Webster-Stratton & Taylor, 2001)
Assignment (CHOOSE ONE): 1) Summarize the different <u>types</u> of interventions that can be implemented in early childhood to prevent antisocial behaviors and briefly summarize one effective prevention program for each type. 2) Describe the life course developmental perspective as articulated by criminologists and explain how it provides a foundation for early childhood interventions.			

Week 5 (Sept 23)	Parent Training Family Therapy	EF: Chapter 7 (pp. 204-215) (Henggeler, 2011) (Printz, Sanders, Shapiro, Whitaker, & Lutzker, 2009) & (Eisner, 2014) (Vitaro, Brendgen, Giguere, & Tremblay, 2013)	(Fagan, 2013) (Leve et al., 2005) (Sandler, Ingram, Wolchik, Tein, & Winslow, 2015)

Assignment: Select one of the parent training programs described in Chapter 7. Based on your understanding of evaluation methods, briefly describe how you would test the effectiveness of this program. Describe the research design you would employ, the number/types of participants to be recruited, your primary measures, and a very brief analysis plan.

Week 6 (Sept 30)	School-based	EF: Chapter 7 (pp. 215-222) & Chapter 8 (pp. 251-265) (Botvin, Baker, Dusenbury, Botvin, & Diaz, 1995) (Bradshaw, 2015) (Cook, Gottfredson, & Na, 2010) (Kellam et al., 2014) (Rosenbaum, 2007)	(Bradshaw et al., 2012) (Durlak, Dymnicki, Taylor, Weissberg, & Schellinger, 2011) (Esbensen, Osgood, Peterson, Taylor, & Carson, 2013) (Flay & Collins, 2005) (Mazerolle, Antrobus, Bennett, & Eggins, 2017)

Assignment (CHOOSE ONE):
1) Explain the differences between school-wide and classroom-based interventions, including differences in targeted risk and protective factors and in their implementation strategies.
2) Explain the different ways that police have been involved in school-based interventions. Based on the evidence, what type of role, if any, should police play in school-based preventive interventions?

Week 7 (Oct 7)	Community-based	EF: Chapter 7 (pp. 223-228) (Butts, Roman, Bostwick, & Porter, 2015) & (Picard-Fritsche & Cerniglia, 2010) (Fagan & Montes, 2015) (Toomey & Lenk, 2011)	(Hallfors, Cho, Livert, & Kadushin, 2002) (Kobrin, 1959) (Rosenbaum & Schuck, 2012) (Wandersman & Florin, 2003)

Assignment (CHOOSE ONE):
1) Describe what it means to be a "community-based intervention," including the theories guiding these programs, the targeted risk and protective factors, and the pros and cons of engaging the community in prevention efforts.
2) If you wanted to reduce antisocial behaviors across the city of Gainesville, which of the prevention strategies you read about this week would you choose? Defend your answer by describing the strategy and why Gainesville is an appropriate setting for the intervention. Then, discuss the main challenge you would anticipate facing if you were to evaluate the effectiveness of the intervention.

Week 8 (Oct 14)	Law Enforcement Deterrence-based Correctional Rehabilitation	EF: Chapters 6 and 9 (Andrews et al., 1990) (Braga, Kennedy, Waring, & Piehl, 2001) (Braga, Papachristos, & Hureau, 2014) (Lipsey & Cullen, 2007) (Petrosino, Turpin-Petrosino, Hollis-Peel, & Lavenberg, 2013)	(Lipsey, 2014) (Martinson, 1974) (Nagin & Pepper, 2012) (Task Force on Community Prevention Services, 2007)

Assignment: If you were advising policy makers in Florida, what would you recommend that officials do to reduce recidivism among juveniles and adults?			
Week 9 (Oct 21)	Wrap Up: What Works? What are the Gaps in the Evidence?	EF: Chapter 12 (Gottfredson, 2010) (Kraemer, Wilson, Fairburn, & Agras, 2002) (Nation et al., 2003) (Washington State Institute for Public Policy, 2015) (Weisburd, Farrington, & Gill, 2017)	(Cooper & Lanza, 2014) (Fagan & Benedini, 2016) (Fagan & Lindsey, 2014) (Huey & Polo, 2008) (Kazdin, Kraemer, Kessler, Kupfer, & Offord, 1997) (McCord, 2003)
Assignment: What do you see as the biggest gap in the research evidence about what works? How can this gap be filled?			

PART THREE: PREVENTION IN PRACTICE

Week 10 (Oct 28)	Dissemination, Part 1	EF: Chapter 11 (Biglan & Taylor, 2000) (Henggeler & Schoenwald, 2011) (Greenwood & Welsh, 2012) (Ogden, Forgatch, Askeland, Patterson, & Bullock, 2005) (Wandersman et al., 2008)	(Glasgow, Lichtenstein, & Marcus, 2003) (Pew-MacArthur Results First Initiative, 2015) (C. Ringwalt et al., 2011) (World Health Organization, 2014)
Assignment: Describe the arguments you would make to convince Governor Scott to invest more state money in evidence-based prevention programs and the steps you would advise him to take to make this happen.			

<div style="text-align:center; color:red; font-weight:bold;">FINAL PAPER TOPIC DUE</div>

Week 11 (Nov 4)	Dissemination, Part II	(Catalano et al., 2012) (Embry, 2004) (Fagan & Hawkins, 2015) (Printz & Sanders, 2007) (Rhoades, Bumbarger, & Moore, 2012) (Rotheram-Borus, Swendeman, & Chorpita, 2012)	(Hanleybrown, Kania, & Kramer, 2012) (Spoth et al., in press)
Assignment: Strategies for increasing dissemination include 1) changing the interventions themselves, to make them more attractive to participants, and 2) activating community-based coalitions to assist local agencies to adopt new programs. Provide specific examples of each of these strategies and identify the strategy you think will be more successful in increasing dissemination, providing a justification for your decision.			
Week 12 (Nov 11)	**NO CLASS VETERAN'S DAY**		

Week 12 (Nov 11)	Implementation and Adaptation	EF: Chapter 10 (Berkel, Mauricio, Schoenfelder, & Sandler, 2011) (Durlak & DuPre, 2008) (Elliott & Mihalic, 2004) & (Castro, Barrera Jr., & Martinez Jr., 2004) (Fagan, Hanson, Hawkins, & Arthur, 2009)	(Cooper, Shrestha, Hyman, & Hill, 2016) (Famega, Hinkle, & Weisburg, 2017) (Fixsen, Blase, Naoom, & Wallace, 2009) (Pew-MacArthur Results First Initiative, 2016) (C. L. Ringwalt et al., 2003) (Washington State Institute for Public Policy, 2002)
Assignment: Explain the debate between implementation fidelity and adaptation of evidence-based prevention programs. Which side do you think has more merit, and why?			
Week 13 (Nov 18)	****NO CLASS**** **AMERICAN SOCIETY OF CRIMINOLOGY MEETING**		
Week 14 (Nov 25)	**NO CLASS** **THANKSGIVING**		
Week 15 (Dec 2)	Future of Prevention Science	(Lab, 2004) (National Research Council, 2012) (Saul et al., 2008)	(Mears, 2007)
Assignment: Review one of the latest issues of *Prevention Science.* Choose an article that you think represents the "future" of prevention science. Summarize the article and explain why you think it advances the field.			
Final Exam/Paper: December 13 at 10am			