

2000-2001

**ANNUAL REPORT
OF THE
BERGSTROM CHAIR IN**

APPLIED DEVELOPMENTAL SCIENCE



Eliot-Pearson Department of Child Development

Tufts University

September 20, 2022

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REPORT FROM THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE: 2000-2001

Richard M. Lerner
Eliot-Pearson Department of Child Development
Tufts University

As my second year of service as the Bergstrom chair in applied developmental science draws to a close, I continue to be profoundly grateful for the singular opportunity I have been given to work with the faculty, students, and staff of the Eliot-Pearson Department of Child Development; colleagues and administrators throughout Tufts University; scholars, practitioners, and policy leaders in youth, family and community development from across Massachusetts, the United States, and internationally; and the Bergstrom family—Drs. Joan and Gary Bergstrom and their son, Craig Bergstrom.

Together, I believe we have made substantial progress in the 2000-2001 academic year in creating an exemplary instantiation of a model of applied developmental science (ADS; see Appendix 1 for a definition of ADS) and in fulfilling the vision of the Bergstrom family in their giving to Tufts University the gift that enabled the chair in applied developmental science to be created (see Appendix 2 for a brief description of this vision and of the history of this chair).

I. Accomplishments of the Bergstrom Chair in Applied Developmental Science

There are several dimensions of the progress made in 2000-2001. The first part of this Report presents the details of my scholarly accomplishments from August, 2000 through August, 2001. Section 1 of this portion of this Report lists the 52 publications I have authored in this period; the section lists the five books, the 33 chapters, and the 14 articles published or placed in press and, as well, the manuscripts that are in preparation in each of these categories.

Section 2 of this part of the Report lists the seven invited addresses, colloquia, or scholarly papers I presented during 2000-2001, and Section 3 presents the 13 professional meetings I attended during this period. Section 4 lists the four grants I managed during 2000-2001. These projects resulted in approximately \$2,700,000 in new grant monies being received during this period. Section 5 lists the honors and awards I received during this past academic year. The final section of the Report describes the two new courses in applied developmental science I introduced during 2000-2001, as well as the course I co-taught with former Vice President Al Gore. Appendices 3, 4, and 5 present, respectively, the syllabi associated with these three courses.

II. Enhancing ADS At Eliot-Pearson: The Applied Developmental Science Initiatives (ADSI)

The 2000-2001 period was a time of considerable activity and several accomplishments in regard to enhancing ADS in Eliot-Pearson. As described in this section of the Report, The Applied Developmental Science Initiatives (ADSI) undertaken at Eliot-Pearson have orthogenetically progressed: Several facets of our work have become differentiated and hierarchically integrated under the ADSI integrative umbrella. As listed in Section 7 within this part of the Report, ADSI includes several, integrated training and outreach programs that have been labeled as ProYouth; a set of applied developmental research

projects; a new, national outreach service initiative to create a virtual center to optimize resources for youth, VICTORY; a rapidly growing program for the production of journals and books, labeled the ADS Publications Programs (further detailed in Appendix 6); and several continuing or new collaborations with organizations and individuals, both internal and external to Tufts, aimed at the promotion of positive youth development.

This section of the Report describes as well the organizational and management structure for ADSI that has emerged during 2000-2001. Section 7 presents the ADSI mission statement. Section 8 illustrates this structure and highlights the role of the important contributors to the development of ADSI. Section 9 includes a profile of Deborah L. Bobek, the new Managing Director of ADSI, and Section 10 presents a report about the meeting of and advice received from the June, 2001 meeting of the International Leadership Committee (ILC) of ADSI, led by Dr. Barry Dym, Chair, and Dr. Joan Bergstrom, Chair Ex-Officio. The structure of ADSI that is presented in Section 8 was shaped by the advice of the ILC and by the ADSI Faculty Committee, Chaired by Dr. Ann Easterbrooks, Chair of the Eliot-Pearson Department of Child Development. The members of the ILC, the Faculty Committee, and the Steering Committee are presented in Appendices 7, 8, and 9, respectively.

III. The Bergstrom Chair and ADSI in 2001-2002

I believe the 2001-2002 year will involve significant progress both in my productivity as the Bergstrom Chair in Applied Developmental Science and in the accomplishments of ADSI. In fact, the work already in the “pipeline” for 2001-2002 assures that my predictions will be confirmed.

In regard to my Bergstrom Chair activities, many of the “in press” books, chapters, and articles will be published. In addition, if the past is prelude to the future, many of my “in preparation” efforts will be accepted for publication.

ADSI will assuredly experience significant growth, due in no small part to the excellent set of colleagues we have gathered to collaborate with us and the continued, impressive contributions of Deborah Bobek. Several grant proposals have been submitted and, I believe, have a strong likelihood of being funded. There are also several collaborations with communities, businesses, and youth-serving organizations that will result in a burgeoning of the opportunities we will have to apply our science to better serve children, adolescents, and families.

In 2001-2002 we will disseminate our activities and accomplishments in broader ways. Karyn Lu, the Editor of the Applied Developmental Science Publications Programs, will launch an ADSI Web site. In addition, we will develop ADSI brochures and submit news releases about our work.

I am struck by the good fortune I have to have been given the opportunity to do, each day, the work I love to do and, as well, to do it with such wonderful colleagues, students, and community partners. Each morning I rise with a renewed commitment to advance the work further. I am certain that 2001-2002 will be filled with such mornings and with the fruits of the work that my colleagues and I pursue.

**ACCOMPLISHMENTS OF THE
BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE:
August 2000 – August 2001**

Section 1. Publications

Section 2. Addresses, Colloquia, and Scholarly Papers

Section 3. Professional Meetings Attended

Section 4. Grant Activities

Section 5. Honors and Awards

Section 6. New Courses Initiated In Applied Developmental Science

1. PUBLICATIONS

BOOKS:

Published

- Lerner, R. M. (2002). *Adolescence: Development, diversity, context, and application*. Upper Saddle River, NJ: Prentice-Hall.
- Lerner, R. M. (Ed.). (2002). *Concepts and theories of human development* (3rd ed.). Mahwah, NJ: Erlbaum.
- Lerner, R. M., & Lerner, J. V. (Eds.). (2001). *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clio.

In Press

- Kenny, M., Simon, L. A. K., Brabeck, K., & Lerner, R. M. (Eds.). (In press). *Learning to serve: Promoting civil society through service learning*. Norwell, MA: Kluwer Academic Publishers.
- Lerner, R. M., & Benson, P. L. (Eds.). (In press). *Developmental assets and asset-building communities: Implications for research, policy, and programs*. Norwell, MA: Kluwer Academic Publishers.

In Preparation

- Garcia Coll, C., Bearer, E., and Lerner, R.M. (In preparation). *Nature and nurture: The complex interplay of genetic and environmental influences on human behavior and development*.
- Jacobs, F., Wertlieb, D., & Lerner, R. M. (Eds.) (In preparation). *Enhancing the life chances of youth and families: Public service systems and public policy perspectives*. Volume 2 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.
- Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (Eds.). (In preparation). *Comprehensive handbook of psychology: Vol. 6. Developmental psychology*. Editor in chief: I. B. Weiner. New York: Wiley.
- Lerner, R. M., Fisher, C. B., & Sherrod, L. (In preparation). *Applied Developmental Science: An advanced textbook*.
- Lerner, R. M., Jacobs, F., & Wertlieb, D. (Eds.). (In preparation). *Applying developmental science for youth and families: Historical and theoretical foundations*. Volume 1 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Lerner, R.M., & Steinberg, L. (In preparation). *Handbook of Adolescent Psychology*. New York: Wiley.

Lerner, R. M., Wertlieb, D., & Jacobs, F. (Eds.) (In preparation). *Adding value to youth and family development: The engaged university and professional and academic outreach*. Volume 4 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Wertlieb, D., Jacobs, F., & Lerner, R. M. (Eds.) (In preparation). *Promoting positive youth and family development: Community systems, citizenship, and civil society*. Volume 3 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Wheeler, W., Sherrod, L.R., & Lerner, R.M. (In preparation). *Integrating positive youth development, civic engagement, and civil society: Research, policy, and program perspectives*.

CHAPTERS:

Published

Lerner, R. M. (2001). Cliques. In Lerner, J.V., & Lerner, R. M. (Eds.). *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clio.

Lerner, R. M. (2001). Developmental challenges of adolescence. In Lerner, J.V., & Lerner, R. M. (Eds.). *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clio.

Lerner, R. M. (2001). Effects of media use. In Lerner, J. V., & Lerner, R. M. (Eds.). *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clio.

Lerner, R. M. (2001). Full-service schools. In Lerner, J.V., & Lerner, R. M. (Eds.). *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clio.

Lerner, R. M. (2001). Innovation programs for youth. In Lerner, J.V., & Lerner, R. M. (Eds.). *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clio.

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- Lerner, R. M., & Lerner, J. V. (2001). Functions of the school. In Lerner, J. V., & Lerner, R. M. (Eds.). *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clio.
- Lerner, R. M., & Lerner, J. V. (2001). The transition into young adulthood. In Lerner, J. V., & Lerner, R. M. (Eds.). *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clio.
- Lerner, R. M., Noh, E. R., & Wilson, C. (2001). The parenting of adolescents and adolescents as parents: A developmental contextual perspective. In J. Westman (Ed.), *Parenting adolescents and adolescent parents*. Madison: University of Wisconsin.
- Lerner, R. M. (2000). Transforming universities to sustain outreach scholarship: A communiqué from the front. In F. T. Sherman & W. Torbert (Eds.), *Transforming social inquiry, transforming social action: New paradigms for crossing the theory/practice divide in universities and communities*. Norwell, MA: Kluwer.
- Lerner, R. M., & Barton, C. E. (2000). Adolescents as agents in the promotion of their positive development: The role of youth actions in effective programs. In W. Perrig & A. Grob (Eds.), *Control of human behavior, mental processes and consciousness: Essays in honor of the 60th birthday of August Flammer*. New York: Wiley.
- Lerner, R. M., Bilalbegović, A., & Sadowski, D. (2000). Adolescent development. In W. E. Craighead & C. Nemeroff (Eds.), *Encyclopedia of psychology and neuroscience*. New York: Wiley.
- Lerner, R. M., & Korn, M. E. (2000). Developmental psychology: Theories. In A. E. Kazdin (Editor in chief), *Encyclopedia of psychology*. Washington/New York: American Psychological Association/Oxford University Press.

Lerner, R. M., & Simi, N. L. (2000). A holistic, integrated model of risk and protection in adolescence: A developmental contextual perspective about research, programs, and policies. In L. Bergman, R. B. Cairns, L.-G. Nilsson, & L. Nystedt (Eds.), *Developmental science and the holistic approach*. Mahwah, NJ: Erlbaum

Lerner, R. M., Sparks, E. S., & McCubbin, L. (2000). Family diversity and family policy. In D. Demo, K. Allen, & M. Fine (Eds.), *Handbook of family diversity*. New York: Oxford University Press.

In Press

Brady, A., Jacobs, F., & Lerner, R. M. (In press). Social policy and the enhancement of infant development. In Lewis, M., & Slater, A. M. (Eds.), *Introduction to Infant Development*. Oxford, England: Oxford University Press.

Lerner, R. M. (In press). Developmental assets and asset-building communities: A view of the issues. In Lerner, R. M., & Benson, P. (Eds.), *Developmental assets and asset-building communities: Implications for research, policy, and programs*. Norwell, MA: Kluwer Academic Publishers.

Lerner, R. M. (In press). Developmental sciences, history of. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences*. Oxford: Elsevier.

Lerner, R. M. (In press). Infant and child development, theories of. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences*. Oxford: Elsevier.

Lerner, R. M. (In press). Multigenesis: Levels of professional integration in the life-span of a developmental scientist. In R. Lickliter & D. J. Lewkowicz (Eds.), *Conceptions of development: Lessons from the laboratory*. New York: Psychology Press.

Lerner, R. M., Anderson, P. M., Bilalbegović Balsano, A., Dowling, E., & Bobek, D. (In press). Applying developmental science to promote positive human development: The role of models of person-context relations. In R. M. Lerner, Easterbrooks, M.E., & Mistry, J. (Eds.), *Comprehensive handbook of psychology: Vol. 6. Developmental psychology*. Editor in chief: I. B. Weiner. New York: Wiley.

Lerner, R. M., Bornstein, M. H., & Smith C. (in press). Child well-being: From elements to integrations. In M. H. Bornstein, L. Davidson, C. M. Keyes, K. Moore, & The Center for Child Well-Being. *Well-Being: Positive Development across the Life Course*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lerner, R. M., Chaudhuri, J., & Dowling, E. (In press). Methods of contextual assessment and assessing contextual methods: A developmental contextual perspective. In D.M. Teti (Ed.), *Handbook of research methods in developmental psychology*. Cambridge, MA: Blackwell.

Lerner, R. M., Dowling, E., & Roth, S. L. (In press). Contributions of life-span psychology to the future elaboration of developmental systems theory. In U. M. Staudinger & U.

Lindenberger (Eds.), *Understanding human development: Lifespan psychology in exchange with other disciplines*. Dordrecht: Kluwer Academic Publishers.

Lerner, R. M., Rothbaum, F., Boulos, S., & Castellino, D. R. (In press). A developmental systems perspective on parenting. In M. H. Bornstein (Ed.), *Handbook of parenting (2nd ed.)*. Mahwah, NJ: Erlbaum.

In Preparation

Jacobs, F., Wertlieb, D., & Lerner, R. M. (Eds.) (In preparation). Towards a service and policy system: A view of the issues. In Volume 2 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Lerner, R. M. (In preparation). Parent Rearing: How children influence their parents' development. In *Parenting young children: The Eliot-Pearson guide*. New York: Penguin Putnam.

Lerner, R. M. (In preparation). What are SES effects effects of? A developmental systems perspective. In Bornstein, M., & Bradley, R. (Eds.). *Socioeconomic status, parenting, and child development*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (In preparation). Dimensions of Developmental Psychology. In R. M. Lerner, Easterbrooks, M. A., & Mistry, J. (Eds.), *Comprehensive handbook of psychology: Vol. 6. Developmental psychology*. Editor in chief: I. B. Weiner. New York: Wiley.

Lerner, R. M., Jacobs, F., & Wertlieb, D. (Eds.). (In preparation). Promoting positive youth development: A view of the issues. In Volume 1 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Lerner, R. M., Wertlieb, D., & Jacobs, F. (Eds.) (In preparation). University engagement and outreach: A view of the issues. In Volume 4 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Wertlieb, D., Jacobs, F., & Lerner, R. M. (Eds.) (In preparation). Enhancing civil society through youth development: A view of the issues. In Volume 3 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

ARTICLES

Published

- Lerner, R. M., Freund, A. M., De Stefanis, I., & Habermas, T. (2001). Understanding developmental regulation in adolescence: The use of the selection, optimization, and compensation model. *Human Development, 44*, 29-50.
- Lerner, R. M., Lerner, J. V., De Stefanis, I., & Apfel, A. (2001). Understanding developmental systems in adolescence: Implications for methodological strategies, data analytic approaches, and training. *Journal of Adolescent Research, 16*, 9-27.
- Lerner, R. M. (2000). And a child shall lead you. *Kappa Omicron Nu FORUM, 12*(1). <http://www.kon.org/forum/12-1/vol12.html>
- Lerner, R. M. (2000). Developing civil society through the promotion of positive youth development. *Journal of Developmental and Behavioral Pediatrics, 21*, 48-49.
- Lerner, R. M., & Bates, T. (2000). In and out of context. Review of "Capaldi, E. J., & Proctor, R. W. (1999). *Contextualism in psychological research: A Critical Review.*" *Contemporary Psychology, 45*, 671-673.
- Lerner, R. M., & De Stefanis, I. (2000). The import of infancy for individual, family, and societal development: Commentary on special section: Does Infancy Matter? *Infant Behavior and Development, 22*(4), 475-482.
- Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Applying developmental science in the twenty-first century: International scholarship for our times. *International Journal of Behavioral Development, 24*, 24-29.
- Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Toward a science for and of the people: Promoting civil society through the application of developmental science. *Child Development, 71*, 11-20.
- Ohannessian, C. M., Lerner, R. M., Lerner, J. V., & von Eye, A. (2000). Adolescent-parent discrepancies in perceptions of family functioning and early adolescent self competence. *International Journal of Behavioral Development, 24*(3) 1-11.
- Thompson, L. S., & Lerner, R. M. (2000). Pursuing policies promoting healthy youth development: The role of university-community collaboration. *Policy and Politics for Nursing, 1*, 68-75.

In press

- Lerner, R. M. (in press). Promoting promotion in the development of prevention science. *Applied Developmental Science 5*(4).
- Lerner, R. M. (in press). Towards a democratic ethnotheory of parenting for families and policy makers: A developmental systems perspective. *Parenting: Science and Practice.*

Lerner, R. M., & Castellino, D. R. (in press). Contemporary developmental theory and adolescence: Developmental systems and applied developmental science. *Journal of Adolescent Health*.

Lerner, R. M., & Thompson, L. S. (In press). Promoting healthy adolescent behavior and development: Issues in the design and evaluation of effective youth programs. *Journal of Pediatric Nursing*.

In Preparation

Taylor, C.S., Lerner, R.M., von Eye, A., Bobek, D., Bilalbegović Balsano, A., Dowling, E., & Anderson, P. (In preparation). Internal and external developmental assests among African American male gang members.

Taylor, C.S., Lerner, R.M., von Eye, A., Bobek, D., Bilalbegović Balsano, A., Dowling, E., & Anderson, P. (In preparation). Positive individual and social behavior among gang and non-gang African American male adolescents.

2. ADDRESSES, COLLOQUIA, AND SCHOLARLY PAPERS

August 5, 2000 Presented an invited “Master Lecture” on “Applied Developmental Science and the Promotion of Positive Youth Development” at the annual convention of the American Psychological Association (APA), held in Washington, DC. On August 6, Dr. Lerner also chaired an invited symposium on “Developmental Assets and Asset-Building Communities – Implications for Research, Policy, and Practice” for Division One of APA.

December 1, 2000 Keynote address at a University of Kentucky conference on “Children and Families 2000: Bridging Research and Practice.” The title of his address was “Promoting the Positive Development of America’s Youth: Contributions of University-Community Collaborations.”

January 29, 2001 Keynote address at a Florida State University celebration of their 150th anniversary, which highlighted the College of Human Sciences among other academic units. The title of his address was “Contributions of the Engaged University: Promoting the Positive Development of America’s Youth and Families.”

March 19, 2001 Co-taught with former Vice President Al Gore in a section of his course on “Community Building: A Comprehensive Family-Centered Approach.” Dr. Lerner and Vice President Gore lectured about positive youth development at Fisk University, Nashville, TN and at Middle Tennessee State University, Murfreesboro, TN.

April 5-7, 2001 Presented a paper at the “Genetic Influences on Human Behavior and Development” conference, held at Brown University, Providence, RI. The title of the paper was “Genes and the Promotion of Positive Human Development: Hereditarian Versus Developmental Systems Perspectives.”

April 12, 2001 Keynote address at a NSF Workshop on “Children’s Research Initiative and the Human Sciences: A Workshop to Identify a Research Agenda,” in Chicago, IL. The title of his address was “Human Development Theory and Research: The Vision We Share in the Human Sciences.” The workshop was hosted by Florida State University, Michigan State University, and Tufts University.

On May 23, 2001 Keynote speaker at the symposium “Building Healthy Communities for Children and Families: Cross-cultural Collaboration in the Boston-Haifa Partnership,” held at Tufts University Medford campus.

3. PROFESSIONAL MEETINGS ATTENDED

June 2, 2000 Attended the meeting of the Board of Scientific Counselors of the National Institute of Child Health and Human Development. Dr. Lerner is the only behavioral scientist serving on this Board. The meeting was held in Bethesda, Maryland, and reviewed NIH wide matters and current NICHD intramural research themes, results, and resources.

June 20-22, 2000 Attended the inaugural conference of the Collaborative Center for Child Well-being (CCCW) on "Child Well-being: Positive Elements Across the Life Span." The conference was held in Atlanta, Georgia.

August 3-4, 2000 Co-chaired the first session of the External Review of the National 4-H Council in Chevy Chase, Maryland.

September 5 and 6, 2000 Co-chaired the second session of the External Review of the National 4-H Council in Chevy Chase, Maryland.

October 26-28, 2000 Co-organized the Johann Jacobs Foundation (JJF) Conference on "Adolescents into Citizens: Integrating Young People into Political Life" to be held in Zurich Switzerland, from October 25-28, 2000. He also delivered a paper on "A vision for youth development policy in the United States: From problem management and prevention to resource enhancement and provisions for positive youth development."

October 29-31, 2000 Was a member of the Tufts University delegation attending the national invitational conference on "Education for Family-Centered Community Development." The meeting was held at UCLA.

December 7-8, 2000 Co-chaired the quadrennial site visit to the National Institute of Child Health and Human Development's Laboratory of Comparative Ethology. Dr. Lerner is a member of the NICHD Board of Scientific Counselors. He is the only behavioral scientist serving on this Board.

January 16, 2001 Met with members of the National 4-H Council to develop an evaluation plan and generate strategies for the Youth Leadership for Development Initiative (YLDI) to convene at the Ford Foundation in New York.

February 20, 2001 Served on the sociology/psychology selection committee for the Radcliffe fellowship program at the Bunting Fellowship program in Cambridge, MA.

March 13, 2001 Discussant at a National Academy of Sciences Board on Children, Youth, and Families workshop entitled "Adolescent Risk and Vulnerability: Setting Priorities." The meeting was held in Washington, DC at the offices of the National Research Council (NRC).

April 18-19, 2001 Participated as a discussant in the National Institute of Child Health and Human Development (NICHD) sponsored workshop on Socioeconomic Status, Parenting, and Child Development. This workshop was held in Minneapolis, Minnesota as part of the pre-conference activities of the biennial meeting of the Society for Research in Child Development.

April 20, 2001 Attended the Society for Research in Child Development (SRCD) Biennial Meeting in Minneapolis, Minnesota.

June 1, 2001 Attended the meeting of the Board of Scientific Counselors of the National Institute of Child Health and Human Development. Dr. Lerner is the only behavioral scientist serving on this Board. The meeting was held in Bethesda, Maryland, and reviewed NIH wide matters and current NICHD intramural research themes, results, and resources.

4. GRANT ACTIVITIES

1. "Overcoming the Odds" (OTO): A research project funded by the W. T. Grant Foundation

OTO is a longitudinal study of African American adolescent male gang members from Detroit. The development of the gang members is compared to development among a group of similarly-aged African American males from the same neighborhoods who are involved in community-based programs designed to promote positive youth development (e.g., 4-H).

The goal of the research is not to document the obvious risks facing the young people involved in gangs, or the paths they take to becoming involved with violence, drugs, or other problem behaviors. Rather, consistent with the emphasis in the Eliot-Pearson Department of Child Development on positive youth development, and on applying developmental science to promoting healthy and productive lives among young people, my colleagues and I are trying to understand the individual and contextual bases of resiliency among gang youth. Some gang members (only a few, unfortunately) overcome the odds against them and end up living healthy and positive lives, making adaptive contributions to self, family, and community. We seek to understand the individual and contextual bases of these positive life paths and, ultimately, cross-validate our findings by attempting to "disseminate" our findings to other gang youth by seeing if we can develop programs that will promote positive development among others.

2. An International Graduate Training Initiative to Enhance the Effectiveness, Scale, and Sustainability of Youth-Serving Programs: A graduate training program funded by the Jacobs Foundation

Most NGOs around the world do not have the capacity to themselves conduct participatory, empowerment, or capacity-building evaluations; in addition, given their resources and locations, they do not have ready access to professionals who can partner with them to perform such evaluations. What would be ideal to address this need is to help create an indigenous capacity in NGOs to conduct community-based, empowering evaluations of programs, enacting procedures predicated on the best information currently available about how to promote positive youth development. Inculcation of this capacity would thereby serve to enhance program effectiveness, to enable the scope of the program to be maximized, and to form and sustain community-valued and community-owned activities that promote the positive development of youth.

The vision upon which this training program is based is that the enactment and evaluation of such programs by a cohort of individuals possessing these capacities to prove, improve, and empower would serve to leverage policy makers. We believe the efforts of such a cohort would foster an historical inevitability that policies promoted on positive youth development would be enacted by policy makers motivated to accommodate to the values and actions of an empowered community. We have created such a program through the support of the Jacobs Foundation.

Through its expertise in child and youth development; community-based, collaborative, and empowering program evaluation; and community systems, policy, and development, the Eliot-Pearson Department of Child Development of Tufts University, in collaboration

with other key units in the University (the Center for Applied Child Development, the Tufts University Center for Children, the Fletcher School of International Law and Diplomacy, the Lincoln-Filene Center for Public Citizenship, and the Department of Urban and Environmental Policy) has begun training a new cohort of doctoral students—recruited from NGOs in developing nations and eastern Europe—in youth development, program evaluation, and community policy and development. The goal of the program is to promote participatory, empowerment evaluations, and thus leadership capacity, in youth-serving programs throughout the world and, particularly, in developing countries. Such a Ph.D. program, to our knowledge, is unique in the United States and, perhaps, internationally.

3. The Health Rocks! Longitudinal Study: A research project funded by the National 4-H Council

With initial data collection planned for December, 2001, the "Health Rocks! Longitudinal Study" is designed to be a multi-cohort/sequential longitudinal investigation involving four waves of data collection at approximately 12 sites across the nation and involving (ultimately) 3,900 youth ranging in age from about eight to 14 years (at the first time of testing). A core sample varying in age, racial, ethnic, socioeconomic, family, rural-urban location, and geographic region characteristics will be differentiated on the basis of variation in community-based program involvement (e.g., 4-H plus Health Rocks!, 4-H without Health Rocks!, Health Rocks! without 4-H, participation in other community-based programs but neither Health Rocks! nor 4-H, and no participation in community-based programs). In addition, there will be three retest comparison groups (assessed at testing times 2 through 4, 3 and 4, or 4, respectively) and attrition (drop-out) comparison groups.

All participants will be assessed in regard to arrays of "problem" behaviors (e.g., relating to substance use and abuse, unsafe sex, school underachievement and failure, and delinquency and violence) and indices of positive youth development (e.g., relating to characteristics such as competence, confidence, connection, character, caring / compassion, and contributions to civil society). The contextual strengths/assets of participants' families and communities will be appraised as well. The measurement model will be developed (in consultation with the Advisory Board) by reference to state-of-the-art measures (e.g., associated with the work of the Monitoring the Future Study, the ADD Health Study, the CDC, and Search Institute).

4. “Virtual Center to Optimize Resources for Youth” (VICTORY)

Tufts University, in conjunction with the Innovation Center for Community and Youth Development and its partners and advisors, are collaborating to create a Virtual Center to Optimize Resources for Youth (VICTORY) that would (1) synthesize current knowledge about best practice in youth program development; (2) integrate efforts to empower communities with the knowledge, skills, tools, and resources to conduct, evaluate, bring to scale, and sustain effective youth programs and; (3) provide a national resource that will have the potential to make contributions to all communities. To launch this project, we are conducting a mapping and academic assessment through interviews with key academic leaders to determine within the academic community the interest that exists in regard to building this envisioned virtual center and the opportunities and risks

involved in building the center. We are also attempting to identify the extant projects, resources, and existing centers pertinent to the center envisioned by VICTORY. At the same time that we are conducting the interviews of the academic leaders, the Innovation Center will be interviewing key community groups to assess their needs for the services we are proposing. Tufts will then integrate the results of our mapping and academic assessment with the community readiness and opportunity learning project and prepare the proposal to launch VICTORY.

5. HONORS AND AWARDS

September 11, 2000 Richard M. Lerner, Bergstrom Chair in Applied Developmental Science, was named as an Advisory Committee member for the Undergraduate Research Community for the Human Sciences (URC), sponsored by the Kappa Omicron Nu Leadership.

July 11, 2001 Richard M. Lerner, Bergstrom Chair in Applied Developmental Science, was named as a fellow of Division One of the American Psychological Association, based upon his outstanding cross-disciplinary contributions to psychology.

6. NEW COURSES INITIATED IN APPLIED DEVELOPMENTAL SCIENCE

CD 243RL:

Applied Developmental Science: Theoretical, Methodological, and Empirical Foundations (Fall, 2000)

Appendix 3 presents a copy of the syllabus for this course.

CD143RL (CD40):

Special topic seminars in applied developmental science: Building civil society through community-based child development programs (Spring '01)

Appendix 4 presents a copy of the syllabus for this course.

**Community Building: A Comprehensive Family-Centered Approach
(Course taught with The Honorable Al Gore at Fisk University, Nashville, TN and at Middle Tennessee State University, Murfreesboro, TN) Spring 2001**

Appendix 5 presents a copy of the syllabus for this course.

**ENHANCING ADS AT ELIOT-PEARSON:
THE APPLIED DEVELOPMENTAL SCIENCE INITIATIVES (ADSI)**

Section 7. ADSI Mission Statement

Section 8. Organizational Structure

Section 9. Managing Director

Section 10. 2001 International Leadership Committee Meeting Minutes

Applied Developmental Science Initiatives (ADSI) Mission Statement

Mission: To be the intellectual leader for the application of developmental science for the promotion of positive youth development and to create and manage exemplars of applied developmental science. The goal is to be a vehicle for the generation and dissemination of information related to applied developmental science and to positive youth development through scholarly publications, conferences and symposia, and training and service initiatives.

Present Management

- ❖ Richard M. Lerner – Bergstrom Chair in Applied Developmental Science
- ❖ Deborah L. Bobek – Managing Director, Applied Developmental Science Initiatives

PROJECTS OF THE APPLIED DEVELOPMENTAL SCIENCE INITIATIVES

Research

- ❖ “Overcoming the Odds” Longitudinal Study
- ❖ “Health Rocks!” Longitudinal Study
- ❖ “Second Hand Smoke” Study (pending)
- ❖ Evaluation Center Grant (NSF – pending)
- ❖ Annie E. Casey Foundation (pending)
- ❖ Bill Putt/Hartford, CT (pending)
- ❖ THRIVE (pending)

Outreach

- ❖ Virtual Center to Optimize Resources for Youth (Victory)
- ❖ End Teen Cruelty (ETC)

Education/Training

- ❖ Pro-Youth
 - Graduate Fellowships
 - Community Fellows
 - Visiting Faculty Fellows
 - Post-Doctoral Fellows
 - Faculty Curriculum Development
 - International Trainees
 - Annual Practitioner’s Conference
 - Faculty Seed Grants
 - Jacobs Foundation Fellowship Program
- ❖ Courses
 - Applied Developmental Science: Theoretical, Methodological, and Empirical Foundations
 - Special Topic Seminars in Applied Developmental Science
 - Building Civil Society through Community-Based Child Development Programs
 - Advanced Research Methods in Applied Developmental Science

Symposia

- ❖ International Fellows in Applied Developmental Science

- ❖ National Community and Academic Consortium Symposium with Al Gore on Youth Development

Advisory Council

- ❖ International Leadership Committee

Publications

- ❖ Applied Developmental Science Journal
- ❖ Comprehensive Handbook of Psychology, Vol 6. Developmental Psychology
- ❖ Handbook of Applied Developmental Science: Promoting Positive Child, Adolescent, and Family Development Through Research, Policies, and Programs
- ❖ Learning to Serve: Promoting Civil Society Through Service Learning
- ❖ Handbook of Adolescent Psychology
- ❖ Adolescence: Development, Diversity, Context, and Application
- ❖ Concepts & Theories of Human Development (3rd edition)
- ❖ Human Ecology Encyclopedia

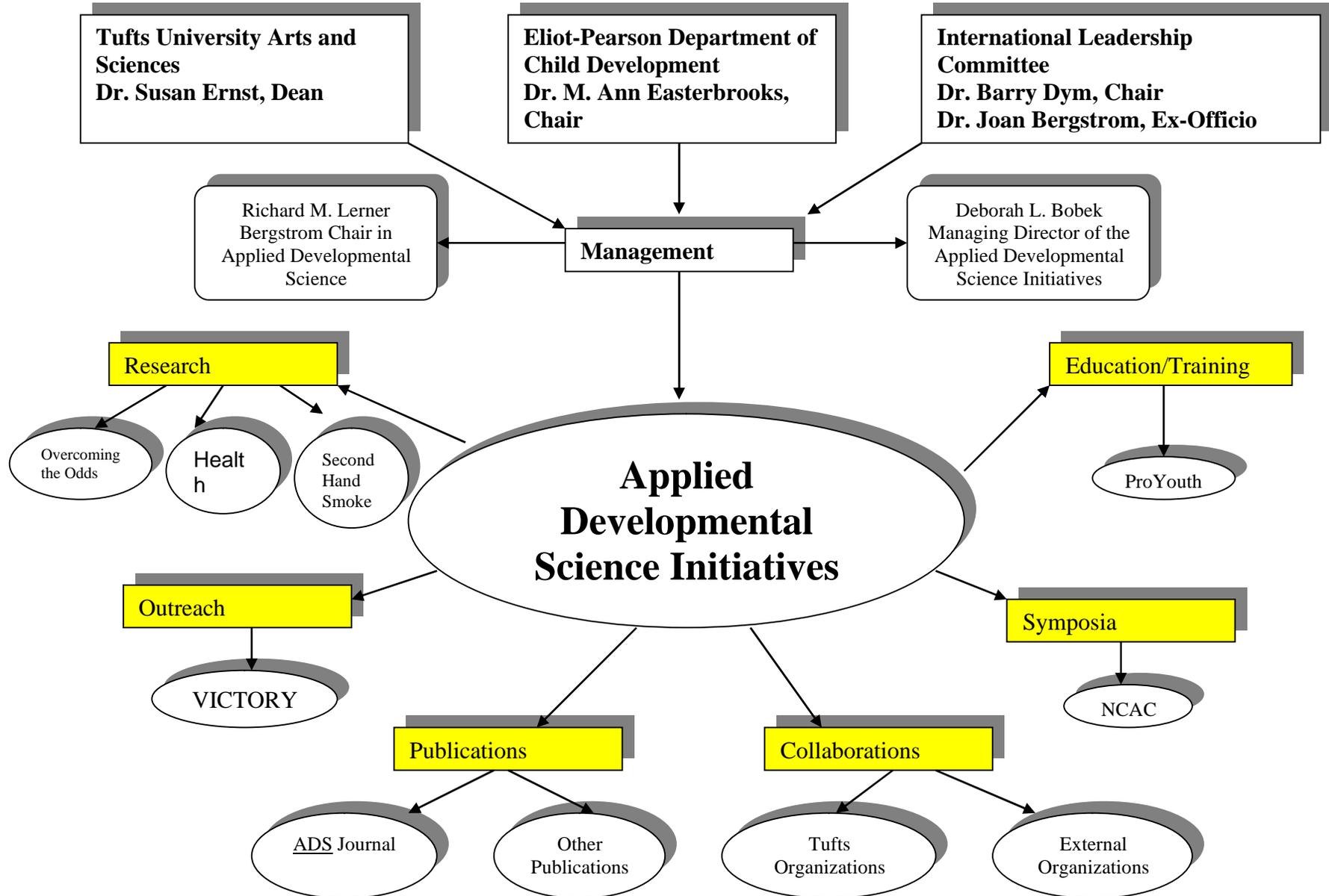
Tufts Collaborations/Connections

- ❖ Education for Public Inquiry and International Citizenship
- ❖ Tufts University Center for Children
- ❖ University College of Citizenship and Public Service
- ❖ Child and Family WebGuide

External Collaborations/Connections

- ❖ The Activities Club
- ❖ Family and Work Institute
- ❖ Innovation Center for Community and Youth Development
- ❖ International Youth Foundation
- ❖ National 4-H Council
- ❖ National Community and Academic Consortium
- ❖ Search Institute
- ❖ TestU
- ❖ Work Family Directions

Applied Developmental Science Initiatives (ADSI)



Deborah L. Bobek
Managing Director, Applied Developmental Science Initiatives



Deborah L. Bobek is the Managing Director of the Applied Developmental Science Initiatives at Tufts University. She is responsible for:

- Maintaining fiscal responsibility for all ADSI projects
- Overseeing the management of ADSI project personnel
- Ensuring timely completion of all research projects
- Developing new business contacts
- Writing grant proposals
- Developing and maintaining marketing materials
- Providing leadership and organization for academic symposia

Ms. Bobek has worked on several research projects and has published several pieces related to applied developmental science and positive youth development. She received her Master's degree in Child Development from the Eliot-Pearson Department of Child Development at Tufts University, and her Bachelor's degree in Psychology, Economics, and Spanish also from Tufts. She is a member of the Tufts Alumni Admission Program. Prior to receiving her Master's degree, she was a Research Associate and Analyst for Fidelity Investments in Boston. Ms. Bobek received her Chartered Financial Analyst designation in 1998.

**Summary of the May 14th-May 15th Meeting
International Leadership Committee in Applied Developmental Science
Eliot-Pearson Department of Child Development
Tufts University**

Members in attendance: Suzin Bartley; Phylliss Baumann; Joan Bergstrom (Ex-Officio Chair); Barbara Chase; Joan Cohn; David Elkind; Michelle Farnum; Don Floyd; Bill Harris; Joseph Hunt; John Kyle; Rick Little; David Rosenthal; Abby Shapiro; Linda Thompson; Eleanor White

Also in Attendance: Deborah Bobek; Elizabeth Dowling; Ann Easterbrooks; Susan Ernst; David Henry Feldman; Elaine Kasparian; Richard Lerner; Lisa O'Brien; George Scarlett; Don Wertlieb

The Monday May 14th Meeting discussions centered on the following topics:

- Introductions
- Collaborations that Tufts has with other organizations promoting positive youth development (e.g., National 4-H Council, the International Youth Foundation, and the Innovation Center for Community and Youth Development)
- The need for a new type of community youth development professional, an interdisciplinarily trained scholar-practitioner.
- The need to create a means to explain applied developmental science in a way that is more accessible to the public.
- Eliot-Pearson as a consultant and partner with communities around issues of scale, effectiveness, and community acceptance. This involves determining what is best practice to improve the lives of young people.
- Improving the odds for children, youth, and families. We need to determine what the options are to do this; what the resources are to do this; and how to compensate if we fail (a set of goals framed by ILC member Paul Baltes' model of selection, optimization, and compensation).
- The importance of science and evaluation to prove that we are improving the life chances for youth and families and to justify the economics of what we are doing.
- The role of Tufts, as an objective organization, bringing people together for the benefit of children.
- Tufts as a child development promoter and as an advocate for building evaluations into the knowledge base of decision-makers.

Monday, May 14th evening session

- Reception and dinner honoring the first class of International Fellows whose work has significantly enhanced the lives of children, adolescents, and families.
- Recipients: Suzin Bartley, Executive Director, Massachusetts Children's Trust Fund; Donald T. Floyd, Jr., President and CEO, National 4-H Council; Klaus J. Jacobs, Founder, Chairman of the Board of Trustees, Jacobs Foundation; Rick R. Little, Founder and CEO, International Youth Foundation; Margaret Beale Spencer, Board of Overseers Professor of Education, Professor of Psychology, University of Pennsylvania; Linda S. Thompson, Associate Dean, Professor and Director, University of Maryland School of Nursing

Tuesday, May 15th Meeting centered on the following topics:

- The costs of not focusing on children in policies and programs and the need to look at not only the social costs but also the opportunity costs of failing to emphasize children. This issue is one of policy, politics, and a scientific analysis.
- Universities continue to have a “politics is dirty” attitude and it is important to change this focus and teach students and faculty how engage politicians and the political process effectively.
- Eliot-Pearson/Tufts needs to envision what success in its applied activities would look like before deciding what to do.
- The goal of building a new community youth development professional and using at least a 10-year longitudinal period to judge the success of such professionals in enhancing the lives of children, families, and communities.
- The need to inform community members, policymakers, politicians, etc. about the logic of training people outside of academic child development arenas to give them the tools they need to enhance the lives of children and families. This training could involve an institute-type program in the summer with case studies that could then be brought back to the participant’s community. In addition, we need to show corporations how these initiatives will help benefit their employees so they can get involved in youth development work.
- The importance of not limiting the scope of Rich Lerner’s work, but rather to allow him to be creative while still maintaining a focus.

Meeting Adjournment

- Joan Bergstrom closed the meeting by stressing the need for a creative framework for all the ideas of the ILC members. She also stressed the need to get out the word out to the university to bring projects together that are natural synergies and to include ILC members in collaborations.

There were several important outcomes/follow-ups of the ILC meeting:

- The suggestion of mini-seminars for ILC members to help learn more about various special interests. We will also invite ILC members to the lectures given by the International Fellows during the academic year.
- Each ILC member was asked to write a paragraph regarding what the ILC is, what the ILC should be, and what can Tufts and the ILC do to move forward concretely? These paragraphs would be incorporated into a letter to be written on behalf of the ILC by Barry Dym, Chair of the ILC, and Joan Bergstrom, Ex-Officio Chair of the ILC to Ann Easterbrooks and Susan Ernst. Each ILC participant discussed his or her ideas, at the meeting. Those paragraphs will be shared with all members of the ILC when they are all collected.
- The importance of keeping the ILC connected during the year was stressed and ideas for a list-serve and/or web page were discussed. We will move forward on these ideas during the year.

APPENDICES

Appendix 1. Applied Developmental Science: A Definition

Appendix 2. The Bergstrom Chair in ADS: A Brief History

Appendix 3. Course Syllabus / 243RL

Appendix 4. Course Syllabus / 143RL

Appendix 5. Course Syllabus / NCAC Class

Appendix 6. The Applied Developmental Science Publications Programs

Appendix 7. The ADSI International Leadership Committee

Appendix 8. The Faculty Committee

Appendix 9. The Steering Committee

APPENDIX 1

APPLIED DEVELOPMENTAL SCIENCE: A DEFINITION

Applied Developmental Science (ADS) generates and uses theory and research about human development to improve the lives of children, youth, and families around the world. ADS draws upon knowledge from fields such as child development, education, psychology, sociology, and the health sciences to help children, families and communities grow to reach their full potential by addressing needs as varied as:

- Improving infant healthcare,
- Strengthening child-parent relations,
- Enhancing risk prevention programs for children and youth,
- Improving education and literacy,
- Providing safe environments for children, youth and families, and
- Building civil society, through collaboration with schools, communities, businesses, policy makers, and other international groups and institutions involved in the promotion of positive child and youth development.

The mission of ADS is to promote education, competence, character, confidence, social connection, and caring among children and families globally.

APPENDIX 2

THE BERGSTROM CHAIR IN APPLIED DEVELOPMENTAL SCIENCE:

A Brief History

Underscoring their commitment to improving the lives and education of children and their families The Bergstrom Chair in Applied Developmental Science was established in 1997 by Dr. Joan Margosian Bergstrom (R'62), her husband Dr. Gary Bergstrom, and their son Craig.

The Chair is the first endowed professorship at Tufts University's Eliot-Pearson Department of Child Development, and was established to improve the lives of children and families nationally and internationally through scholarship in applied developmental science, an interdisciplinary field that integrates sociocultural, cognitive, and biological processes affecting learning and development across the life span. The work of the Bergstrom Chair in Applied Developmental Science is intended to focus on innovative research and teaching that covers the social, cultural, and biological factors affecting a child's ability to learn and develop.

The chair honors five important female mentors from Tufts who inspired Joan Bergstrom's professional career: Evelyn Pitcher, founding chair of the Eliot-Pearson department; Martha Chandler, a former dean; Abigail Eliot, one of the founders of Tufts' child development department; Miriam Lasher, who runs a Cambridge- Somerville preschool early intervention unit; and Frances Litman of Wheelock College.

Joan earned an undergraduate degree in child study at Tufts in 1962, a master's degree from the University of Michigan, and a doctorate in education from the University of Massachusetts. Dr. Bergstrom is a professor and director of the Center for International Education and Leadership at Wheelock College. She is a member of Tufts' Board of Trustees and the International Board of Overseers. As an author and leading expert on managing children's out-of-school time, she has appeared on more than 80 TV and radio shows, including "Good Morning America" and the "CBS Evening News." She is the founder of The Activities Club, a company that introduces school-aged children to hobbies and interests that can become lifelong pursuits.

Gary and Craig Bergstrom have been strong collaborators in Joan's impressive educational programming achievements, sharing her concern that more than 80 percent of a child's waking hours are spent out of school over a given year. The Bergstroms have chosen Tufts to supplement their considerable achievements and investments in children's programs because the university has the ability to be a true international learning center.

Richard M. Lerner:

The Holder of the Bergstrom Chair in Applied Developmental Science



Richard M. Lerner, Ph.D., one of the nation's leading figures in developmental psychology, child development, and applied developmental science, holds the Bergstrom Chair in Applied Developmental Science. Dr. Lerner received his B.A. and M.A. from Hunter College of the City University of New York, and his Ph.D. in Psychology from the City University of New York.

Professor Lerner has been a fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, the American Psychological Association, the American Psychological Society and the American Association of Applied and Preventive Psychology.

Prior to joining Tufts University, he was on the faculty and held administrative posts at Michigan State University, Pennsylvania State University, and Boston College, where he was the Anita L. Brennan Professor of Education and the director of the Center for Child, Family and Community Partnerships. During the 1994-95 academic year, Lerner held the Tyner Eminent Scholar Chair in the Human Sciences at Florida State University.

Lerner is the author or editor of 45 books and more than 300 scholarly articles and chapters. He edited Volume 1 on "Theoretical models of human development" for the fifth edition of the *Handbook of Child Psychology*. He is known for his theory of and research about relations between life-span human development and contextual or ecological change. He is the founding editor of the *Journal of Research on Adolescence* and of the journal *Applied Developmental Science*.

In addition to his far-reaching work in articulating the new field of applied developmental science, he has also initiated "outreach scholarship" projects that are grounded in this new science. As past director of the Center for Child, Family and Community Partnerships at Boston College (1996-99) and director of the Institute for Children Youth and Families at Michigan State University (1991-96), he established university-community partnerships in such diverse areas as violence prevention, health delivery, food distribution, youth leadership, and neighborhood revitalization.

Dr. Lerner's efforts on behalf of promoting healthy children in healthy communities are central to the mission of the Eliot-Pearson Department of Child Development.

APPENDIX 3**CD 243 RL****APPLIED DEVELOPMENTAL SCIENCE:****THEORETICAL, METHODOLOGICAL, AND EMPIRICAL FOUNDATIONS**

Instructor: Richard M. Lerner

Time: Thursday, 1:30 P.M. to 4:20 P.M.

Room: Conference Room, Eliot-Pearson Department of Child Development
105 College Avenue

COURSE OVERVIEW

Applied developmental science (ADS) has been conceptualized by the National Task Force on ADS as scholarship that represents: "the programmatic synthesis of research and applications to describe, explain, intervene, and provide preventive and enhancing uses of knowledge about human development [It is] *applied* [because it has] direct implications for what individuals, practitioners, and policy makers do [It is] *developmental* [because it] focuses on systematic and successive changes within human systems that occur across the life span. [It is] *science* [because it is] grounded in a range of research methods designed to collect reliable and objective information that can be used to test the validity of theory and applications" (Fisher et al., 1993, p. 4). The purpose of this course will be to introduce students to the literatures pertinent to the nature and integration of these three components of ADS

ADS, defined in terms of the convergence of application, development, and science, stresses the reciprocal relationship between theory and application, a relationship wherein empirically based theory not only guides intervention strategies, but also is influenced by the outcome of these interventions. Of equal import is the assumption that valid applications of developmental science depend upon: 1. Recognition of the reciprocal nature of person-environment interactions; 2. the influence of individual and cultural diversity on development; 3. an understanding of both normative and atypical developmental processes; 4. Use of methodologically rigorous research designs, measures, and analyses that are developmentally- and contextually sensitive; and 5. a multi-disciplinary perspective aimed at integrating information and skills drawn from relevant biological, social, and behavioral science disciplines.

The initial portion of this course will discuss the philosophical and theoretical foundations of ADS, stressing its historical roots in developmental and comparative psychology and in the field of home economics (now termed "family and consumer sciences"). The context of this historical change occurred in regard to 1. the development of land-grant universities within the United States; and 2. European, Asian, and American interest in the biological and contextual bases of human plasticity.

These intellectual bases of ADS will be interrelated with more contemporary scholarly influences, involving an interest in: Life-span human development (Baltes, 1987, 1997; Baltes, Lindenberger, & Staudinger, 1998; Baltes, Staudinger, & Lindenberger, 1999); the life-course perspective within sociology (e.g., Elder, 1998; Featherman, 1983); the bioecological view of human development (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998); and developmental systems theories (e.g., Ford & Lerner, 1992; Gottlieb, 1992, 1997; Sameroff, 1983; Thelen & Smith, 1998; Wapner & Demick, 1998), such as developmental contextualism (Lerner, 1991, 1998; 2002).

In addition to the scholarly bases of ADS, we will discuss also how the application of developmental science has been shaped by critical issues within contemporary society--issues involving: (a) The quality of life and development of children, youth, families, and communities; and in turn (b) the character and viability of American higher education. Here, there has been great pressure for universities to make outreach a central and rewarded institutional mission. We will discuss how these issues converge to challenge the maintenance and perpetuation of civil society in America, and we will explore the idea that ADS can serve as an exemplar of how research and outreach can be integrated with the community in a collaborative, co-learning manner.

Accordingly, we will discuss: 1. The methodological challenges involved in conducting ADS; and in turn 2. the several different instances of such scholarship. In regard to the former focus, we will discuss how change may be described, explained, and optimized within the developmental system. We will discuss how methods used to study developmental change are predicated on theoretical specification of the nature of development and on the assumptions one derives from theory about units of analysis, levels of organization involved in developmental change, and the role of time and temporality in indexing such change.

In addition, we will discuss how, within the context of a given theory, measures sensitive to detect changes must be coupled with designs appropriate to and valid for the observation of change. Furthermore, we will discuss how data analysis techniques that exploit the change information present in a data set may be combined with change--sensitive measures and designs in order to provide information that fully informs theory-based studies of developmental change.

Moreover, we will review methods involved in the identification and valid and reliable measurement of change. Classical versus developmental issues in test theory will be discussed, and techniques pertinent to establishing measurement equivalence across both person and contextual variables will be reviewed. The concepts of external and internal validity and of convergent and divergent validation will be discussed as well, and strategies for triangulation within and across both quantitative and qualitative methods will be reviewed.

We will also discuss multivariate versus univariate conceptions and analyses of change, and the nature of developmentally-sensitive, descriptive and explanatory research designs aimed at generating observations pertinent either to the identification of general developmental trajectories or to specific developmental issues (e.g., partitioning developmental variance into cohort- age-, or time-related influences; identifying the contributions of heredity and environment to developmental change; or studying cognitive processes through the use of either group and/or individual approaches). The nature of developmental explanation and the role of structural models and measurement

models in the study of change will be reviewed and methodological issues of design and analysis pertinent to discriminating between intraindividual change and interindividual differences, especially in intraindividual change, will be reviewed.

In regard to the latter focus, that is, the several modes of ADS, we will discuss the nature of technical assistance, policy engagement and analysis, demonstration projects, consultation, needs assessment, youth- and -family program design and evaluation, asset mapping, training and continuing education, community-collaborative action research, and dissemination.

Finally, ethical issues in applied developmental research will be discussed. The rights and responsibilities of the scholar--to his/her career, profession, discipline, institution, and community--will be reviewed.

Throughout the course, examples will be drawn from current empirical examples of ADS, for instance as published in the journal *Applied Developmental Science*. We will discuss how the concepts associated with ADS, and the methodological prescriptions (and proscriptions) of this field of scholarship, "fit" with the conduct of actual ADS research (operationalized in regard to publication in peer-refereed journals).

COURSE TOPICS

1. THE CONCEPT OF APPLIED DEVELOPMENTAL SCIENCE (ADS)

Readings:

Fisher, C. B., & Lerner, R. M. (Eds.). (1994). Applied developmental psychology. New York: McGraw-Hill. (Especially Chapters 1 and 18)

Fisher, C. B., Murray, J. P., Dill, J. R., Hagen, J. W., Hogan, M. J., Lerner, R. M., Rebok, G. W., Sigel, I., Sostek, A. M., Smyer, M. A., Spencer, M. B., & Wilcox, B. (1993). The national conference on graduate education in the applications of developmental science across the life span. Journal of Applied Developmental Psychology, *14*, 1-10.

Fisher, C. B., Murray, J. P., & Sigel, I. E. (Eds.). (1996). Graduate training in applied developmental science for diverse disciplines and educational settings. Norwood NJ: Ablex Publishing Corporation.

Fisher, C. B., & Osofsky, J. D. (1997). Training the applied developmental scientist for prevention and practice: Two current examples. SRCD Social Policy Report, *9(2)*, 1-19.

Lerner, R. M. (2002). Concepts and theories of human development (3rd ed.). Mahwah, NJ: Erlbaum. (Chapter 19)

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (1997). Applied developmental science: Scholarship for our times. Applied Developmental Science, *1*, 2-3.

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Applying developmental science in the twenty-first century: International scholarship for our times. International Journal of Behavioral Development, 24, 24-29.

Takanishi, R. (1993). An agenda for the integration of research and policy during early adolescence. In R. M. Lerner (Ed.), Early adolescence: Perspectives on research, policy, and intervention (pp. 457-470). Hillsdale, NJ: Erlbaum.

Wertlieb, D. L., & Feldman, D. H. (1996). Doctoral education in applied child development. In C. B. Fisher, J. P. Murray, & I. E. Sigel (Eds.). (1996). Graduate training in applied developmental science for diverse disciplines and educational settings (pp.121-141). Norwood, NJ: Ablex Publishing Corporation.

Zigler, E. (1998). A place of value for applied and policy studies. Child Development, 69, 532-542.

2. PHILOSOPHICAL BASES OF ADS

Readings:

Kuhn, T. S. (1970). The structure of scientific revolutions (2nd ed.) Chicago: University of Chicago.

Lerner, R. M. (2002). Concepts and theories of human development (3rd ed.). Mahwah, NJ: Erlbaum. (Chapter 3)

Overton, W. F. (1998). Developmental psychology: Philosophy, concepts, and methods. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 107-188). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief William Damon. New York: Wiley.

Overton, W. F., & Reese, H. W. (1981). Conceptual prerequisites for an understanding of stability-change and continuity-discontinuity. International Journal of Behavioral Development, 4, 99-123.

Pepper, S. C. (1942). World hypotheses. Berkeley: University of California.

Reese, H. W., & Overton, W. F. (1970). Models of development and theories of development. In L. R. Goulet & P. B. Baltes (Eds.), Life-span developmental psychology: Research and theory (pp. 115-145). New York: Academic.

Riegel, K. F. (1975). Toward a dialectical theory of development. Human Development, 18, 50-64.

Riegel, K. F. (1976). The dialectics of human development. American Psychologist, 31, 689-700.

Sarbin, T. R. (1977). Contextualism: A world view for modern psychology. In J. K. Cole & A. W. Lundfield (Eds.), Nebraska symposium on motivation, 1976, (pp. 1-41). Lincoln: University of Nebraska.

3. HISTORICAL ROOTS OF ADS

A. Developmental Psychology

Readings:

Cairns, R. B. (1998). Intellectual, cultural, and scientific foundations of human development. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 25-106). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

Dixon, R., & Lerner, R. M. (1999). A history of systems in developmental psychology. In M. H. Bornstein & M. E. Lamb (Eds.), Developmental psychology: An advanced textbook (4th Ed., pp. 3-45). Mahwah, NJ: Lawrence Erlbaum Associates.

Lerner, R. M. (2002). Concepts and theories of human development (3rd ed.). Mahwah, NJ: Erlbaum. (Chapter 2)

Sears, R. R. (1975). Your ancients revisited: A history of child development. In E. M. Hetherington (Ed.), Review of child development research (Vol. 6, pp. 1-73). Chicago: University of Chicago Press.

B. Comparative Psychology

Readings:

Gottlieb, G. (1992). Individual development and evolution: The genesis of novel behavior. New York: Oxford.

Gottlieb, G. (1997). Synthesizing Nature-Nurture: Prenatal Roots of Instinctive Behavior. Mahwah, NJ: Lawrence Erlbaum Associates.

Gottlieb, G., Wahlsten, D., & Lickliter, R. (1998). The significance of biology for human development: A developmental psychobiological systems view. In R. M. Lerner (Ed.), Theoretical models of human development (pp.233-274). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

Kuhn, T. S. (1970). The structure of scientific revolutions (2nd ed.) Chicago: University of Chicago.

Kuo, Z.-Y. (1976). The dynamics of behavior development: An epigenetic view. New York: Plenum.

Lehrman, D. S. (1970). Semantic and conceptual issues in the nature-nurture problem. In L. R. Aronson, E. Tobach, & J. S. Rosenblatt (Eds.), Development and evolution of behavior: Essays in memory of T.C. Schneirla (pp. 17-52). San Francisco: Freeman.

Lerner, R. M. (2002). Concepts and theories of human development (3rd ed.). Mahwah, NJ: Erlbaum. (Chapters 4-7)

Novikoff, A. B. (1945). The concept of integrative levels of biology. Science, 62, 209-215.

Tobach, E. (1981). Evolutionary aspects of the activity of the organism and its development. In R. M. Lerner & N. A. Busch-Rossnagel (Eds.), Individuals as producers of their development: A life-span perspective, (pp. 37-68). New York: Academic.

Tobach, E., & Greenberg, G. (1984). The significance of T. C. Schneirla's contribution to the concept of levels of integration. In G. Greenberg & E. Tobach (Eds.), Behavioral evolution and integrative levels (pp. 1-7). Hillsdale, NJ: Erlbaum.

C. Home Economics/Family and Consumer Sciences

Readings:

Bubolz, M., & Sontag, M. S. (1993). Human ecology theory. In P. Boss, W. Doherty, R. LaRossa, W. Schumm, & S. Steinmetz (Eds.), Sourcebook of family theories and methods: A contextual approach (pp. 419-448). New York: Plenum.

Lerner, R. M. (2000). Transforming universities to sustain outreach scholarship: A communiqué from the front. In F. T. Sherman & W. Torbert (Eds.), Transforming social inquiry, transforming social action: New paradigms for crossing the theory/practice divide in universities and communities. (pp. 37-56). Norwell, MA: Kluwer Academic Publishers.

Lerner, R. M., & Miller, J. R. (1998). Developing multidisciplinary institutes to enhance the lives of individuals and families: Academic potentials and pitfalls. Journal of Public Service & Outreach, 3, 64-73.

Lerner, R. M., Miller, J. R., & Ostrom, C. W. (1995, Spring). Integrative knowledge, accountability, access, and the American university of the twenty-first century: A family and consumer sciences vision of the future of higher education. Kappa Omicron Nu FORUM, 8, 11-27.

Miller, J. R., & Lerner, R. M. (1994). Integrating research and outreach: Developmental contextualism and the human ecological perspective. Home Economics Forum, 7, 21-28.

Ralston, P., Lerner, R. M., Mullis, A. K., Simerly, C. S., & Murray, J. P. (1999). Training human development professionals in public policy and community collaboration: A view of the issues. In P. Ralston, R. M. Lerner, A. K. Mullis, C. S. Simerly, & J. P. Murray (Eds.), Social change, public policy, and community collaboration: Training human development professionals for the twenty-first century (pp. 1-10). Norwell, MA: Kluwer.

D. Land-Grant Universities

Readings:

Bok, D. (1992). Reclaiming the public trust. Change, pp. 13-19.

Bonnen, J. T. (1998). The land-grant idea and the evolving outreach university. In R. M. Lerner & L. A. K. Simon (Eds.), University-community collaborations for the twenty-first century: Outreach scholarship for youth and families (pp. 25-70). New York: Garland Publishing.

Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Boyer, E. L. (1994, March 9). Creating the new American college. The Chronicle of Higher Education, A48.

Kellogg Commission on the Future of State and Land-Grant Colleges. (1999). Returning to our roots: The engaged institution. Washington, D.C.: National Association of State Universities and Land-Grant Colleges.

4. CONTEMPORARY BASES OF ADS

A. The Life-Span Developmental Perspective

Readings:

Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. Developmental Psychology, 23, 611-626.

Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (1998). Life-span theory in developmental psychology. In W. Damon (Series Ed.) and R. M. Lerner (Ed.), Handbook of child psychology: Vol. I Theoretical models of human development (5th ed., pp.1029-1144). New York: Wiley.

Baltes, P. B., Staudinger, U. M., & Lindenberger, U. (1999). Lifespan psychology: Theory and application to intellectual functioning. In J. T. Spence, J. M. Darley, & D. J. Foss (Eds.), Annual Review of Psychology (Vol. 50, 471-507). Palo Alto, CA: Annual Reviews.

Birkel, R., Lerner, R. M., & Smyer, M. A. (1989). Applied developmental psychology as an implementation of a life-span view of human development. Journal of Applied Developmental Psychology, 10, 425-445.

Brim, O. G., Jr., & Kagan, J. (Eds.). (1980). Constancy and change in human development. Cambridge: Harvard University Press.

Lerner, R. M. (2002). Concepts and theories of human development (3rd ed.). Mahwah, NJ: Erlbaum. (Chapters 8 and 9)

B. Life-Course Sociology

Readings:

Elder, G. H., Jr. (1980). Adolescence in historical perspective. In J. Adelson (Ed.), Handbooks of adolescent psychology (pp. 3-46). New York: Wiley.

Elder, G. H., Jr. (1998). The life course and human development. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 939-992). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

Featherman, D. L. (1983). Life-span perspectives in social science research. In P. B. Baltes & O. G. Brim Jr. (Eds.), Life-span development and behavior, (Vol. 5, pp. 1-57). New York: Academic.

Featherman, D. L., & Lerner, R. M. (1985). Ontogenesis and sociogenesis: Problematics for theory about development across the lifespan. American Sociological Review, 50, 659-676.

Riley, M. W. (Ed.). (1979) Aging from birth to death: Interdisciplinary perspectives. Boulder, CO: Westview Press.

C. Bioecological Theory

Readings:

Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. Child Development, 45, 1-5.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. American Psychologist, 32, 513-531.

Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 993-1028). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

Crouter, A. C., & McHale, S. M. (1993). Familial economic circumstances: Implications for adjustment and development in early adolescence. In R. M. Lerner (Ed.), Early adolescence: Perspectives on research, policy, and intervention (pp. 71-91). Hillsdale, NJ: Erlbaum.

D. Developmental Systems Theory

Readings:

Ford, D. H., & Lerner, R. M. (1992). Developmental systems theory: An integrative approach. Newbury Park, CA: Sage.

Lerner, R. M. (1998). Theories of human development: Contemporary perspectives. In R. M. Lerner (Ed.), Theoretical models of human development. Volume 1 of the Handbook of child psychology (5th ed., pp.1-24), Editor-in-chief: W. Damon. New York: Wiley.

Sameroff, A. J. (1983). Developmental systems: Contexts and evolution. In W. Kessen (Ed.), Handbook of Child Psychology: Vol. 1. History, theory and methods (pp. 237-294). New York: Wiley.

Thelen, E., & Smith, L. B. (1998). Dynamic systems theories. In R. M. Lerner (Ed.), Theoretical models of human development (pp. 563-634). Volume 1 of the Handbook of Child Psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

Trickett, E. J., Barone, C., & Buchanan, R. M. (1996). Elaborating developmental contextualism in adolescent research and intervention: Paradigm contributions from community psychology. Journal of Research on Adolescence, 6, 245-269.

Wapner, S., & Demick, J. (1998). Developmental analysis: A holistic, developmental, systems-oriented perspective. In R. M. Lerner (Ed.), Theoretical models of human development. Volume 1 of the Handbook of Child Psychology (5th ed., (pp. 761-806), Editor-in-Chief: William Damon. New York: Wiley.

E. The Quality of Life Of America's Children, Youth, And Families

Readings:

Benson, P. L., Leffert, N., Scales, P. C., & Blyth, D. A. (1998). Beyond the "village" rhetoric: Creating healthy communities for children and adolescents. Applied Developmental Science, 2, 138-159.

Leffert, N., Benson, P., Scales, P., Sharma, A., Drake, D., & Blyth, D. (1998). Developmental assets: Measurement and prediction of risk behaviors among adolescents. Applied Developmental Science, 2(4), 209-230.

Lerner, R. M. (1995). America's youth in crisis: Challenges and options for programs and policies. Thousand Oaks, CA: Sage.

Lerner, R. M., & Galambos, N. (1998). Adolescent development: Challenges and opportunities for research, programs, and policies. In J. T. Spence (Ed.), Annual Review of Psychology (Vol. 49, pp. 413-446). Palo Alto, CA: Annual Reviews Inc.

Lerner, R. M., Sparks, E. S., & McCubbin, L. (1999). Family diversity and family policy: Strengthening families for America's children. Norwell, MA: Kluwer.

Scales, P. C., & Leffert, N. (1999). Developmental assets: A synthesis of the scientific research on adolescent development. Minneapolis, MN: Search Institute.

Scales, P., Benson, P., Leffert, N., & Blyth, D. A. (2000). The contribution of developmental assets to the prediction of thriving among adolescents. Applied Developmental Science, 4, 27-46.

F. Higher Education and Outreach

Chibucos, T., & Lerner, R. M. (1999). Serving children and families through community-university partnerships: Success stories. Norwell, MA: Kluwer.

Eccles, J. S. (1996). The power and difficulty of university-community collaboration. Journal of Research on Adolescence, 6, 81-86.

Lerner, R. M., & Simon, L. A. K. (1998). The new American outreach university: Challenges and options. In R. M. Lerner & L. A. K. Simon (Eds.), University-community collaborations for the twenty-first century: Outreach scholarship for youth and families (pp. 3-23). New York: Garland Publishing.

Lerner, R. M., & Simon, L. A. K. (1998). Directions for the American outreach university in the twenty-first century. In R. M. Lerner & L. A. K. Simon (Eds.), University-community collaborations for the twenty-first century: Outreach scholarship for youth and families (pp. 461-481). New York: Garland Publishing.

Overton, B. J., & Burkhardt, J. C. (1999). Drucker could be right, but . . . : New leadership models for institutional-community partnerships. Applied Developmental Science, 3, 217-227.

Sherrod, L. (1999). "Giving child development knowledge away." Using university-community partnerships to disseminate research on children, youth, and families. Applied Developmental Science, 3, 228-234.

Spanier, G. B. (1999). Enhancing the quality of life: A model for the 21st century land-grant university. Applied Developmental Science, 3, 199-205.

Votruba, J. C. (1992). Promoting the extension of knowledge in service to society. Metropolitan Universities, 3, 72-80.

Votruba, J. C. (1996). Strengthening the university's alignment with society: Challenges and strategies. Journal of Public Service & Outreach, 1, 29-36.

5. ADS AND CIVIL SOCIETY

Benson, P. (1997). All kids are our kids: What communities must do to raise caring and responsible children and adolescents. San Francisco: Jossey-Bass.

Damon, W. (1997). The youth charter: How communities can work together to raise standards for all our children. New York: The Free Press.

Lerner, R. M., De Stefanis, I., & Ladd, G. T. (1998). Promoting positive youth development: Collaborative opportunities for psychology. Children's Services: Social Policy, Research, & Practice, 1, 83-109.

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Toward a science for and of the people: Promoting civil society through the application of developmental science. Child Development, 71, 11-20.

O'Connell, B. (1999). Civil society: The underpinnings of American democracy. Hanover, NH: University Press of New England.

6. METHODOLOGICAL IMPLICATIONS OF ADS

Readings:

Baltes, P. B., Reese, H. W., & Nesselroade, J. R. (1977). Life-span developmental psychology: Introduction to research methods. Monterey: Brooks/Cole.

Campbell, D. T. (1969). Reforms as experiments. American Psychologist, 24, 409-429.

Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. Psychological Bulletin, 56, 81-105.

Fetterman, D. M., Kaftarian, S. J., & Wandersman, A. (Eds.). (1996). Empowerment evaluation: Knowledge and tools for self-assessment and accountability. Thousand Oaks, CA: Sage.

Hultsch, D. F., & Hickey, T. (1978). External validity in the study of human development: Theoretical and methodological issues. Human Development, 21, 76-91.

Jacobs, F. (1988). The five-tiered approach to evaluation: Context and implementation. In H. B. Weiss & F. Jacobs (Eds.), Evaluating family programs (pp. 37-68). Hawthorne, NY: Aldine.

Jacobs, F., & Kapuscik, J. (2000). Making it count: Evaluating family preservation services. Medford, MA: Eliot-Pearson Department of Child Development, Tufts University.

Jarrett, R. L. (1998). African American children, families, and neighborhoods: Qualitative contributions to understanding developmental pathways. Applied Developmental Science, 2, 2-16.

Kazdin, A. E. (1998). Research design in clinical psychology (3rd. ed.). Boston: Allyn & Bacon.

Lerner, R. M. (2002). Concepts and theories of human development (3rd ed.). Mahwah, NJ: Erlbaum. (Chapter 18)

Lerner, R. M., Lerner, J. V., De Stefanis, I., & Apfel, A. (2001). Understanding developmental systems in adolescence: Implications for methodological strategies, data analytic approaches, and training. Journal of Adolescent Research, 16, 9-27.

Lerner, R.M., Skinner, E.A., & Sorell, G.T. (1980). Methodological implications of contextual/dialectic theories of development. Human Development, 23, 225-235.

Nesselroade, J. R. & Baltes, P. B. (Eds.). (1979). Longitudinal research in the behavioral sciences: Design and analysis. New York: Academic Press.

von Eye, A. (1990a). Introduction to Configural Frequency Analysis: The search for types and antitypes in cross-classifications. Cambridge: Cambridge University Press.

von Eye, A. (1990b). Statistical methods in longitudinal research. Vol. 2: Time series and categorical longitudinal data. New York: Academic Press

Wohlwill, J. F. (1973). The study of behavioral development. New York: Academic Press.

7. ETHICAL ISSUES IN ADS

Readings:

Fisher, C. B. (1993). Integrating science and ethics in research with high risk children and youth. SRCD Social Policy Report, 7, 1-27.

Fisher, C. B. (1994). Reporting and referring research participants: Ethical challenges for investigators studying children and youth. Ethics and Behavior, 4, 87-95.

Fisher, C. B. (1997). A relational perspective on ethics-in-science decision - making for research with vulnerable populations. IRB: A Review of Human Subjects Research, 19, 1-4.

Fisher, C. B., & Brennan, M. (1992). Applications and ethics in developmental psychology. In D. L. Featherman, R. M. Lerner, & M. Perlmutter (Eds.), Life-span development and behavior (Vol. 11, pp.189-219). Hillsdale, NJ: Erlbaum.

Fisher, C. B., & Fyrberg, D. (1994). Participant partners: College students weigh the costs and benefits of deceptive research. American Psychologist, 49, 417-427.

Fisher, C. B., Higgins, A., Rau, J. M., Kuther, T. L., & Belanger, S. (1995). Reporting and referring research participants at risk: Views from urban adolescents. Child Development, 66, 2086-2100.

Fisher, C. B., Hoagwood, K., & Jensen, P. S. (1996). Casebook on ethical issues in research with children and adolescents with mental disorders. In K. Hoagwood, P. S. Jensen, & C. B. Fisher (Eds.), Ethical issues in mental health research with children and adolescents (135-238). Mahwah, NJ: Erlbaum.

Fisher, C. B., & Tryon, W. W. (1990). Ethics in applied developmental psychology: Emerging issues in an emerging field. Norwood, NJ: Ablex.

COURSE REQUIREMENTS

All students are required to complete a term paper and a final exam. However, depending on the number of students enrolled in the course, an oral presentation based on a student's term paper topic may replace the final exam. In any case, the grade from each of the two requirements will contribute equally to the final course grade.

If there is a final exam, its content will pertain to the topics discussed in the course, and will afford the student opportunities to integrate his or her readings and area(s) of scholarly interest with questions about these course topics. The exam will be a take--home test.

The assignment for the term paper is to focus on any issue, instance, or data set pertinent to applied developmental science (ADS) and to present a literature review pertinent to this focus. Although this review of the literature should be the major focus of the paper, the document should present also a rationalization of a key research question (or hypothesis) that can be derived from this review. That is, the literature review should conclude with a brief specification of a central empirical question that should be addressed in order to either further the literature and/or to address a key issue in it. In the context of the presentation of this question or hypothesis, you should also provide a brief description of a (feasible) methodological strategy that can be used to address the research question. Finally, you should discuss how the possible results of a test of the question bear on theoretical, methodological, and/or substantive issues involved in ADS.

In other words, a topic or issue involved in any aspect of ADS should be selected. For instance, the topic may be as broad as "the historical and contemporary influences on collaborations between university researchers and communities" or as specific as "the validation of a measure used to assess a particular youth development outcome (e.g., self esteem, school engagement, or ability to cope with adversity) of a community-based program." With any choice there will exist a range of statements in the literature reflecting the meaning or meanings attached to the topic by researchers/theorists. This literature should be reviewed in order to indicate the usefulness of existing interpretations and to evaluate whether such uses may be enhanced if the topic were to be considered from the specific theoretical perspective you adopt and with a test of the research question you propose.

Each student must secure approval by me of the term paper topic by the end of the week of the third class meeting. An outline for the paper must be submitted by the end of the week of the sixth class meeting. Key references to be used on the paper must be a part of this outline.

The final draft of papers is due no later than 5:00 PM on the day of the last class meeting. **No late papers will be accepted.** No paper may exceed 15 pages in length--including references and the abstract page, but not counting the cover page. All papers must be presented in **complete** accordance with the style requirements detailed in the Publication Manual of the American Psychological Association (5th ed.). **Preliminary drafts of the paper may be submitted and are in fact encouraged.**

APPENDIX 4

CD143RL (CD40)

SPECIAL TOPIC SEMINARS IN APPLIED DEVELOPMENTAL SCIENCE

Spring 2001 Seminar Topic:

Building civil society through community-based child development programs

Instructor: Richard M. Lerner

Office: 105 Eliot-Pearson

Office Hours: By appointment (7-5558)

email: richard.lerner@tufts.edu

Class Time: MWF, 10:30-11:20

Course Description

Theory and practice of applying child development scholarship to programs and policies pertinent to topics of societal and community importance. Students integrate readings and class discussions with observations of and interactions in community-based programs. Focal topic of seminar varies each semester, for example, building civil society through community-based child development programs, promoting the positive development of teenage mothers and their infants, or promoting healthy alternatives to interpersonal, family and community violence. Prerequisites: Undergraduate class standing and CD1 (or instructor permission).

Rationale

One billion children will be born worldwide in the next 10 years. Most of these young people will be children of color and will live in developing nations. No one alive on the planet today knows how these children will be fed, how their waste products will be eliminated safely, or how energy will be created to power their lives. The world's economies are projected to produce new jobs numbering only in the tens of millions to gainfully employ these youth. The most optimistic projections are that the world will fall *several hundred million jobs short* in attempting to occupy these youth productively. Moreover, the educational systems of the world are ill-prepared to provide the knowledge and skills needed by these youth to compete for the relatively few jobs that will be available to them.

The negative global economic and geopolitical implications for people of all ages in all nations are difficult to overestimate. The United States will not be immune to the enormous global problems facing children and adolescents. Job opportunities for America's young people will be limited by cheaper labor costs existing abroad. In turn, America's own young people are themselves faced with historically unique social and personal problems.

One fifth of America's children and adolescents live in poverty. The rates of poverty are about four times higher for American children of color. Estimates are that half of America's young people engage in two or more high risk behaviors, such as unsafe sex, teenage pregnancy, and parenting; drug and alcohol use and abuse; delinquency, crime, and violence; and school underachievement, failure, and dropout.

The Role of Applied Developmental Science

A generational time bomb is ticking with increasing rapidity. Its explosion, less than a decade away, threatens the very fabric of national and international civil society. The times we live in necessitate, then, not modest programs that work on one or even several facets of the problems of children and adolescents. Instead, a bold set of actions must be taken. These actions must be aimed at no less than global systems change for children and adolescents. Such change will require innovative actions within, and new, integrative connections among, all sectors of society—(1) government; (2) business; and (3) the not-for-profit, community-based world, including, quite critically in our view, youth and families and, as well, institutions of higher education.

Predicated on its history of national and international leadership in applied child development scholarship, Eliot-Pearson has forged and sustained the tri-sector collaborations reflecting the larger-scale actions critically needed at this point in time. Eliot-Pearson is engaged in bringing to scale, nationally and internationally, an integrated model of the scholarship and community-collaboration needed to address the domestic and international issues facing children and adolescents.

The approach of the Eliot-Pearson Department of Child Development is associated with a dynamic, developmental systems theory of human development and stresses the strengths of children and adolescents and the individual and community assets that may be marshaled to enable all young people to develop their potentials for positive contributions to self and society. Accordingly, the model pursued within Eliot-Pearson emphasizes that it is certainly not humane, or economically or politically prudent, to wait for youth problems to fully emerge and to *then* seek means to ameliorate their severity or further growth. In addition, the model emphasizes that problem prevention is not sufficient to address these problems. There are at least two reasons for this view.

First, prevention is not provision. Preventing a problem from occurring does not, in turn, provide children and adolescents with the knowledge and skills needed to contribute productively to self, family, and community. This is because, second, problem-free is not fully prepared. A child free of problems associated with substance use, violence, crime, unsafe sex, etc. is not necessarily a child who has the knowledge and skills to compete successfully in the global marketplace. Educators and employers will want to know that young people are not engaging in harmful behaviors; however, they also will want to know that young people are prepared to fully participate in school and career.

Accordingly, the Eliot-Pearson model stresses the promotion of positive development, not the prevention of negative outcomes. It rests on the vision that in order to enable children and adolescents to make positive contributions to self, family, and the economic and civic components of their communities--that is to develop Competence, Confidence, Character, Caring/Compassion, and Connection to the institutions of civil society--

children and adolescents must be provided with the individual strengths and social supports they will need to be prepared.

The promotion of such positive development is the mission of applied developmental science (ADS). ADS generates and uses theory and research about human development to improve the lives of children, adolescents, and families around the world. ADS draws upon knowledge from fields such as child development, education, psychology, sociology, political science, and the health sciences to help children, families and communities grow to reach their full potential by addressing needs as varied as: Improving infant healthcare; Strengthening child-parent relations; Enhancing risk prevention programs for children and adolescents; Improving education and literacy; Providing safe environments for children, adolescents, and families; and Building civil society, through collaborating with schools, communities, businesses, policy makers, and other international groups and institutions involved in the promotion of positive child and adolescent development. The mission of ADS is to promote education, competence, character, confidence, social connection, and caring among children, adolescents, and families globally.

Course Goal

The goal of this course is to enhance students understanding of the philosophical, historical, theoretical, and methodological features of ADS, both in general and in regard to the specific topic of a given seminar. The pertinent literatures from both science and practice will be discussed, and students will therefore gain an integrated appreciation of the reciprocal relations between basic and applied research and among research, policies, and programs. Each semester a different “sample case” of ADS will be focused on in order to afford students the opportunity to appreciate the general and specific features of a given ADS area and, as well, to give students an appreciation of the range of intellectual issues and professional practices associated with any area.

Drawing from ongoing ADS activities of Eliot-Pearson faculty, students would visit, observe, or even volunteer at community-based organizations working on the seminar’s focal topic. Students would have an opportunity to observe and reflect on the connections between academic scholarship and community-based practice, and would have assignments that include writing a paper representing their understanding of the connection between the “academic” information learned in the course and the actions of the community-based organization.

Course Topics and Required (In Bold) and Suggested Readings

1. The historical context of applied developmental science

Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. Child Development, 45, 1-5.

Lerner, R. M. (1995). *America's youth in crisis: Challenges and options for programs and policies*. Thousand Oaks, CA: Sage Publications. [Forewords and Chapters 1-3]

Lerner, R. M., & Galambos, N. L. (1998). Adolescent development: Challenges and opportunities for research, programs, and policies. In J. T. Spence (Ed.), *Annual Review of Psychology* (Vol. 49, pp. 413-446). Palo Alto, CA: Annual Reviews.

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Applying developmental science in the twenty-first century: International scholarship for our times. *International Journal of Behavioral Development*, 24, 24-29.

Zigler, E. (1999). A place of value for applied and policy studies. *Child Development*, 69, 532-542.

2. Philosophical and theoretical foundations of applied developmental science

Birkel, R., Lerner, R.M., & Smyer, M.A. (1989). Applied developmental psychology as an implementation of a life-span view of human development. *Journal of Applied Developmental Psychology*, 10, 425-445.

Fisher, C. B., & Lerner, R. M. (1994b). Foundations of applied developmental psychology. In C. B. Fisher & R. M. Lerner (Eds.), *Applied developmental psychology* (pp. 3-20). New York: McGraw-Hill.

Horowitz, D.F. (2000). Child Development And The Pits: Simple Questions, Complex Answers And Developmental Theory. *Child Development*, 71, 1-10.

Lerner, R. M. (1998). Theories of human development: Contemporary perspectives. In R. M. Lerner (Ed.), *Theoretical models of human development*. Volume 1 of the *Handbook of child psychology* (5th ed., pp. 1-24), Editor-in-chief: W. Damon. New York: Wiley.

3. Academic and community contexts of applied developmental science: Outreach, outreach scholarship, engagement, and co-learning

Thompson, L. S., & Lerner, R. M. (2000). Pursuing policies promoting healthy youth development: The role of university-community collaboration. *Policy and Politics for Nursing*, 1, 68-75.

Jensen, P., Hoagwood, K. & Trickett, E. (1999). Ivory towers or earthen trenches? Community collaborations to foster “real world” research. *Applied Developmental Science*, 3, 206-212.

Kellogg Commission on the Future of State and Land-Grant Colleges. (1999). *Returning to our roots: The engaged institution*. Washington, D.C.: National Association of the State Universities and Land-Grant Colleges.

Lerner, R.M., & Fisher, C.B. (1994). From applied developmental psychology to applied developmental science: Community coalitions and collaborative careers. In C. B. Fisher & R. M. Lerner (Eds.), *Applied developmental psychology* (pp. 505-522). New York: McGraw-Hill.

Lerner, R. M., & Simon, L. A. K. (Eds.). (1998). *University-community collaborations for the twenty-first century: Outreach scholarship for youth and families*.

New York: Garland.

Ralston, P., Lerner, R. M., Mullis, A. K., Simerly, C., & Murray, J. (Eds.). (1999). *Social change, public policy, and community collaboration: Training human development professionals for the twenty-first century*. Norwell, MA: Kluwer.

4. Applying developmental science to children and adolescents: Prevention versus promoting positive youth development

Benson, P. (1997). *All kids are our kids: What communities must do to raise caring and responsible children and adolescents*. San Francisco: Jossey-Bass.

Lerner, R.M. De Stefanis, & Ladd, G.T. (1998). Promoting positive youth development: Collaborative opportunities for psychology. *Children's Services: Social Policy, research, & Practice*, 1(2), 83-109.

Pittman, K. J., & Zeldin, S. (1994). From deterrence to development: Shifting the focus of youth programs for African-American males. In R. B. Mincy (Ed.), *Nurturing young Black males* (pp. 45-55). Washington: The Urban Institute Press.

Scales, P. C., & Leffert, N. (1999). *Developmental assets: A synthesis of scientific research on adolescent development*. Minneapolis, MN: Search Institute.
[Chapter 1]

5. Community-based approaches to promoting positive youth development: Integration science and practice

Benson, P. L., Leffert, N., Scales, P. C., & Blyth, D. A. (1998). Beyond the "village" rhetoric: Creating healthy communities for children and adolescents. *Applied Developmental Science*, 2(3), 138-159.

Damon, W. (1997). *The youth charter: How communities can work together to raise standards for all our children*. New York: The Free Press.

Leffert, N., Benson, P., Scales, P., Sharma, A., Drake, D., & Blyth, D. (1998). Developmental assets: Measurement and prediction of risk behaviors among adolescents. *Applied Developmental Science*, 2, 209-230.

Scales, P., Benson, P., Leffert, N., & Blyth, D. A. (2000). The contribution of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science*, 4, 27-46.

Zeldin, S., Camino, L., & Wheeler, W. (2000). (Eds.). Promoting adolescent development in community context: Challenges to scholars, nonprofit managers, and higher education. *Applied Developmental Science*, 4, Supplement 1.

6. Positive youth development and civil society

Lerner, R. M. (2000). Developing civil society through the promotion of positive youth development. *Journal of Developmental and Behavioral Pediatrics*, 21, 48-49.

Lerner, R. M. (in press). **Positive youth development and civil society: A vision for youth development in the United States.** In Offe, C., Lerner, R. M., & Wallace, C. (Eds.), *Adolescents into active citizens: Integrating young people into political life.* New York: Cambridge University Press.

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). **Toward a science for and of the people: Promoting civil society through the application of developmental science.** *Child Development, 71,* 11-20.

O'Connell, B. (1999). *Civil Society: The underpinnings of American democracy.* Hanover, NH: University Press of New England.

7. Community-based programs enhancing civil society through the promotion of positive youth development

Chibucos, T., & Lerner, R. M. (Eds.). (1999). *Serving children and families through community-university partnerships: Success stories.* Norwell, MA: Kluwer Academic Publishers. [Chapters 1 and 24]

Jacobs, F., & Kapuscik, J. (2000). *Making it count: Evaluating family preservation services.* Medford, MA: Family Preservation Evaluation Project, Tufts University. [Chapters 1 and 3]

Taylor, C. S. (1990). *Dangerous society.* East Lansing, MI: Michigan State University Press.

Taylor, C. S. (1993). *Girls, gangs, women, and drugs.* East Lansing, MI: Michigan State University Press.

Yates, M., & Youniss, J. (1996). **Community service and political-moral identity in adolescents.** *Journal of Research on Adolescence, 6,* 271-284.

Course Requirements

Over the course of the semester, students will visit community-based organizations seeking to enhance civil society through the promotion of positive youth development. Three organizations will be visited across the semester. The purpose of visiting these sites is to provide students with an opportunity to gain an observational base for reflections on the connections between academic scholarship and community-based practice, in general, and the specific approach taken in the programs to promoting civil society through positive youth development.

The students' reflection will be presented in three reaction papers representing their general and program-specific understanding and critique of the connection between the "academic" information learned in the course and the actions of each of the community-based organization. Recommendations for conceptual and/or methodological changes and/or program development should be part of the discussion in the paper. Each paper should be between three to five pages in length (not including references) and must be presented in accordance with the style requirements detailed in the *Publication Manual of the American Psychological Association* (4th ed.). Each paper will contribute 15% to the final course grade.

In addition, three “take-home,” essay exams will be given over the course of the semester, the first for Sections 1 and 2 of the syllabus, the second for Sections 3, 4, and 5, and the third for Sections 6 and 7. Each exam will offer students choices of topics on which to focus their writing for the exam. Responses will be limited to three pages (not including references). Each exam will contribute 15% to the final course grade. The content of these exams will be based on readings and class discussions.

Finally, during the last class meetings of the semester, each student will be asked to organize and lead a relatively brief (20 to 30 minute) class discussion about how to apply developmental science to policies and programs in order to enhance youth contributions to civil society. This presentation will contribute 10% to the final course grade.

APPENDIX 5

Course Outline Community Building: A Comprehensive Family-Centered Approach

Instructors: Al Gore and Faculty

Location: Fisk University
Appleton Room, Jubilee Hall
2:00pm – 4:00pm

Middle Tennessee State University
State Farm Lecture Hall
Business/Aerospace Building
6:30pm – 8:30pm

Course Overview

This is an introductory survey course on family-centered community building (FCCB). The course will introduce graduate (and advanced undergraduate) students as well as community practitioners to a range of topics, issues, and frameworks to help build stronger, more cohesive and family-centered communities. The course is presented in 20 sessions over two semesters – 14 sessions in the fall semester and 6 sessions in the spring semester. In addition, there will be required discussion sections, field experience, and a community-based practicum as part of the course during spring semester.

Background and Rationale

What is family-centered community building, and how does it differ from traditional community development approaches? Traditional community development approaches have placed a relatively greater emphasis on building community infrastructure: building, business and other determinants of economic productivity. These are critically important but not sufficient components of a comprehensive community building effort. They do not directly address the important family and human development issues.

FCCB is broader and more integrated. It considers strategies that invest in the human and social capital of a community as well as its productive capacity. These include a range of different strategies that enhance services that support families, child development and family education, and parenting and skill building activities. FCCB also considers how communities create the environmental, social, educational conditions to enhance individual relationships within families and family relationships within the community.

The course starts with the basic premise that families and communities are complex and dynamic systems. To understand the relationships of families and communities, one needs to understand how family relationships develop and change over time how relationships within a community develop and change over time, and the mutual interdependence that exists between families and communities.

The course also utilizes a systems building approach. Since families and communities are complex systems, community building must focus on how these complex systems can be built and/or changed. System change and system transformation demands a comprehensive, integrative and strategic approach. Efforts taken to change families will impact the community and, simultaneously, community changes will influence children and families. Systems change also means that we consider how strategic partnerships are formed, how we communicate our messages, how new leadership is developed, how our resources are deployed, and a range of other system building techniques that have shown to be important when real and sustained change is brought to a scale for improving our civil society. Finally, the course discusses the sort of evaluation evidence needed to demonstrate the effectiveness of programs of family-centered community building and to bring to scale and to sustain such systems change. There needs to be particular attention paid to leadership development of key community members, so that the work that is done is with community and not for the community. In building capacity of the community for sustainable change that enhances the opportunities for all families, leadership is key, collaboration is essential, and long-term relationships between community-based organizations, public and private sectors are important. The approach that we are developing in this course also recognizes that for community building efforts to be successful they must be owned by the community, and efforts to assist communities with this mission must be done with the community and not for the community.

Learning Objectives

1. Understand communities and families as complex systems, and the multiple determinants of family and community well being.
2. Understand the history of community development and the emergence of the new field of family-centered community building.
3. Appreciate a systems approach to community building that creates a new vision for community change and a set of strategies designed to communicate that new vision, governance and leadership.
4. Develop an understanding of productive ways to revitalize communities through the promotion of family well being, by creatively addressing challenges facing families including:
 - Jobs and workplace environments that value the contribution of family members and respect their family needs;
 - Early childhood and school readiness programs that launch each child on an optimal life long trajectory;
 - Health care, child care, and elder care programs that support families in all of their care giving roles;
 - Schools that can serve as life long learning centers in communities- beginning with comprehensive child development and school readiness programs and extending through programs that involve elders as teachers and life long learners, and everything in between;

- Youth development and civic engagement programs that make a strong connection between young people and the roles they will assume as members of their community;
 - Community infrastructure to support clean water, clean air, roads and transportation systems, and parks and open space, in order to enhance the natural and built environments, as important components of a “livable community;”
 - Cross- generational programs to build the caring relationships that both elders and young children need;
 - Community change and transformation strategies that build upon relationships within and between families to empower change from neighborhood to neighborhood; and
 - Community reports, community youth charters, community assessments of developmental assets, and other monitoring strategies so that community residents can be informed about the well being of their community, can use this information to develop strategies for community building, and can also hold their elected officials more accountable.
5. Appreciate the nature of the evidence needed to add to knowledge about family-centered community building, to engage the interest of media in such systems change, and to influence policy makers to support such change
- Evaluation tools and strategies that afford proof that community building efforts are effective, that improve such efforts, and that increase the capacity of community members—of families and the individuals within them—to sustain and bring such work to scale.
 - Empowerment approaches to evaluation.
 - Understanding that such approaches constitute second-order interventions that enhance community capacity to envision and enact valued activities linked to healthier families and communities.

Course Readings

Readings have been selected for each session to provide background on the subject matter for that particular class session, and to connect concepts across sessions. I have attempted to keep the required readings to 50 pages per, and have also suggested addition readings for some sessions – for those who are particularly interested in exploring a topic in greater detail.

Course Requirements

In addition to attending and participating in the sessions and completing the readings, each student is expected to complete a 20-page paper. Paper topics should be chosen by _____ and a 3x5 card with your paper topic submitted to the course teaching assistants.

Session 1: Overview and History of Family-Centered Community Building

MONDAY, AUGUST 27

Major Themes to Be Covered

1. Family-Centered Community Building is a community-driven process to create and restore the economic, social, and physical health of communities, with a primary focus on the well being of the families that live in the community.
2. FCCB is based on the recognition that both families and communities are complex systems, and as such, are mutually interdependent on each other.
3. FCCB is an enhanced, updated approach to community development-- a movement and now professional discipline that claims a 100-year history.
4. FCCB involves an interdisciplinary approach, combining insights from such disparate fields as healthcare, education, human services reform, rural and economic development, architecture and urban planning, psychology and child development theory, law, business
5. FCCB integrates the knowledge, language, and techniques from these various disciplines to strengthen families and empower communities.
6. Family-Centered Community Building is a community-driven process to create and restore the economic, social, and physical health of communities, with a primary focus on the well being of the families that live in the community. This allows communities, universities and policy makers to focus on core values and has leverage potential to define agendas regarding urban sprawl, environmental risks, jobs and other aspects of family life.
7. A wide array of actors and families and a policy of general inclusiveness leads to a stronger community organizing effort – involvement and partnerships from non-profit organizations, health and mental health community, business sector, governmental entities, civil rights organizations, faith-based professionals and institutions, education community, foundations and others.
8. While successful community building efforts are locally driven, much can be learned from best-practices throughout the country in different subject areas. Efforts to duplicate these initiatives, foster local leadership and other efforts designed to facilitate family centered community building within a certain area must be done with the community and not for the community.

FCCB can have a continuing positive impact on the lives of children, youth, families, and the community itself, in a way that is more comprehensive and sustaining.

Students Will Learn

1. The theory, history, and practice of family centered community building.
2. A working definition of “community” and “community building” and a working definition of family and complex systems.

3. Knowledge of the historical and contemporary roots of community building and the history of this FCCB curriculum.
4. The contents of each of the 20 sessions and why these subject areas are important elements of a family centered community building curriculum.
5. How FCCB activities and knowledge could impact their professional field and how their profession can strengthen and impact a FCCB effort in a student's community.
6. This course is designed to provoke and to challenge students; likewise, students are encouraged to ask questions and challenge presenters.
7. Examples of successful community building efforts.

Session 2: What is a Community? What is a Family? Definitions, Concepts, and Assumptions about Families and Communities as Complex Systems

WEDNESDAY, AUGUST 29

Major Themes to Be Covered

1. How families and communities are changing, the major forces exerting changes on families and communities; and how that impacts our definitions of family and community.
2. The ecology of human and family development – Why individuals, families, communities, and the natural and built environment need to be understood as part of a dynamic and integrated system.
3. The dynamic and reciprocal relations that exist between families and communities – The ways in which individuals influence families and families influence individuals; the ways in which families influence communities and communities influence families.
4. Systems and change: The potential for change across the life span – A vision for public policy and social programs that promote positive individual, family, and community growth and change.

Students Will Learn

1. The conceptual and operational (working) definitions of family, community and systems.
2. The components and functions of the family and community systems that influence human development across the life course.
3. Examples of how the structure and function of the changing American family, and changing neighborhood and community characteristics influence individual and family development.
4. The role that social gradients in opportunity have on families and their developing children, and the impact that reducing such disparities can have on the individual, family and community well being.

5. General principles of intervention that have the greatest likelihood of improving family centered community building.
6. A framework to organize and evaluate policies and programs to improve the lives of children, families, and communities.

Required Readings

McKnight JL, Kretzmann JP. 1997. Mapping community capacity (pp. 157-172). In: M Minkler (Ed.), *Community Organizing & Community Building for Health*. New Jersey: Rutgers University Press.

Mintz S. 1988. Introduction and Chapter 3: The Rise of the Democratic Family. In: *Domestic Revolutions. A Social History of American Family Life*. New York: The Free Press.

Small S, Supple A. 2001. Communities as systems: Is a community more than the sum of its parts? (pp. 161-174). In: A Booth, AC Crouter (Eds.), *Does It Take A Village? Community Effects on Children, Adolescents, and Families*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Walter CL. 1997. Community building practice: A conceptual framework (pp. 68-83). In: M Minkler (Ed.), *Community Organizing and Community Building for Health*. New Brunswick, NJ: Rutgers University Press.

Bowen Center for the Study of Family. Bowen's Theory
www.georgetownfamilycenter.org/pages/theory.html

Suggested Readings

Aber JL, Gephart MA, Brooks-Gunn J, Connell JP. 1997. Development in context: Implications for studying neighborhood effects (pp. 44-61). In: J Brooks-Gunn, GJ Duncan, JL Aber (Eds.), *Neighborhood Poverty*. New York: Russell Sage Foundation.

Keating DP, Hertzman C. 1999. Modernity's paradox (pp. 1-19). In: DP Keating, C Hertzman (Eds.), *Developmental Health and the Wealth of Nations*. New York: The Guilford Press.

Session 3: Family Formation and Community Connections

WEDNESDAY, SEPTEMBER 5

Major Themes to Be Covered

1. Trends in marriage and child-bearing: over time, across different locales, and for different subgroups of the populations.
2. The developmental processes affecting marriage and child-bearing.

3. How the processes of family formation vary by parent/partner's race/ethnicity and socio-economic status.
4. Community influences on family formation.
5. The family life cycle and the making and breaking of community connections.

Students Will Learn

1. The basic demography of marriage and child-bearing in the contemporary U.S.
2. Why family formation patterns vary so much across U.S. communities?
3. The individual-developmental and community-social influences on the processes of family formation.
4. The unique contributions of families to community life at different stages of the family life cycle.
5. Specific community-building strategies to support families of the earliest stages of formation and consolidation.

Required Readings

- Cowan C, Cowan P. 2000. When Partners Become Parents (pp. 1-12). Hillsdale, NJ: Lawrence Erlbaum.
- Cox M, Paley B. 1997. Families as systems. *Annual Review of Psychology*, 48:243-247.
- Fields J, Casper LM. 2001. America's families and living arrangements: Population characteristics (pp. 1-15). *Current Population Reports*, P20-537. Washington, DC: U.S. Census Bureau.
- Maynard R. Kids Having Kids: A Robin Hood Foundation Special Report on the Causes of Adolescent Childbearing (pp. 1-20). New York: Robin Hood Foundation.

Suggested Readings

- Brown SS, Eisenberg L. 1995. The Best Intentions: Unintended Pregnancy and the Well-Being of Children and Families (pp. 1-10). Washington, DC: National Academy Press.

Session 4: Early Childhood Development

MONDAY, SEPTEMBER 17

Major Themes to Be Covered

1. The importance of brain development in the first five years of life and the role that early experience plays in this process.
2. Understanding child development from a systems perspective highlights the important role that family relationships and the family system play in promoting

optimal development, as well as the role that communities and the larger society play in the life of the child and family.

3. The important impact of early health and development on later health and development, and opportunities to promote more optimal developmental pathways.
4. Brain development and public investment are not well synchronized, early childhood provides a great return on investment, and early childhood interventions can be cost effective.
5. Giving children a healthy start by promoting optimal development from birth requires attention to risk and protective factors in families and communities that influence birth outcomes, that provide for optimal parenting environments, and support family development.
6. The primacy of the relationship context of early childhood, particularly the young child's attachment with parents and other primary caregivers, on setting in place the emotional scaffolding for human development.
7. Successful early childhood initiatives take advantage of family and community members in the promotion of optimal development: mothers and fathers, grandparents, childcare providers, and other caring adults in neighborhoods, schools, parks, libraries, family resource programs, and faith communities.
8. State and community-wide initiatives to support the development of young children are proliferating across the US, and hold the promise of creating the bridges that all children need to have a healthy start, and enter school ready to learn. The quality of those programs depends on staff who have a solid understanding of early development, critical elements of healthy parent-child relationships, and the importance of delivering service in a way that emphasizes relationship at every level of the system.

Students Will Learn

1. Why early childhood is such an important time and why families and communities are focusing more attention on this critical developmental period.
2. Why the community has a big stake in empowering families to encourage positive early child development.
3. How early child development has become a focus of national, state and local policy.
4. What major new initiatives have been launched to support families with young children – the general policy strategy of building a bridge from birth to school.
5. Examples of how school districts have created comprehensive early childhood education and support programs and initiatives.
6. Example of how family resource centers, hospitals, and other community-based organizations can serve an important role of coordinating and integrating services, and creating a new system for children.

Required Readings

- Erickson MF, Kurz-Riemer K. 1999. A solid foundation (pp. 27-51) & Strengthening family support networks (pp. 113-147). *Infants, Toddlers, and Families: A Framework for Support and Intervention*. New York: Guilford Press.
- Halfon N, Gonzalez R, Hochstein M. 1999. *Building Bridges for California's Young Children: A 12-Point Agenda to Enhance Proposition 10*. Oakland, CA: California Policy Research Center, University of California.
- Shonkoff JP, Philips DA. 2000. Introduction (pp. 19-38). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press.

Suggested Readings

- Berlin L, O'Neal C, Brooks-Gunn J. 1998. What makes early intervention programs work: The programs, their participants and their interactions. *Zero to Three*, 18(2):4-15.
- Erickson MF, Egeland B. 1999. The STEEP Program: Linking theory and research to practice. In: MF Erickson, R Weinberg. (Eds.), *Zero to Three*, 20(2):11-16.
- Zuckerman B, Kahn R. 2000. Pathways to early child health and development (pp. 87-121). In: S Danziger, J Waldfogel (Eds.), *Securing the Future: Investing in Children from Birth to College*. New York: Russell Sage Foundation.

Session 5: Education and Learning: Expanding Current Policy and Practice to Strengthen Schools, Students, Families and Communities

MONDAY, SEPTEMBER 24

Major Themes to Be Covered

1. Schools are a major source of social reform our in society and can serve as hubs of community change in many communities: a big picture overview.
2. While much school reform has focused on improving curriculum management and accountability, there is a growing recognition of the importance of expanding school reform to address barriers to learning – health, family and social problems that impede student achievement.
3. The role of schools in promoting healthy development (resilience and protective factors).
4. The role of schools in promoting lifelong learning in a community and the potential for building learning communities that transcend the school as a physical place.
5. Enhancing school, family and community partnerships, and parental involvement at every stage of the learning process can serve as important strategies for promoting the school's role in a lifelong learning community.

6. The important influences that communities can have on schools and thereby on families and children.
7. The essential role that after school programs play in the lives of children and families especially in those communities that envision their schools as hubs of family-centered community building efforts.

Students Will Learn

1. Three major reasons why society needs to support public education and why it is imperative to ensure all youngsters have an equal opportunity to succeed in school.
2. How schools have moved away from being a community center and why they need to regain that position.
3. Why education reform needs to move from its current focus on curriculum and management reform to include a focus of social, family and community factors that enable positive and education outcomes.
4. The transformative effect that family involvement can have on a child's school performance, and the parent's role in the child's and the parents life long learning trajectories.
5. About policies, prototypes, and basic features of a comprehensive, multifaceted, collaborative and integrated approach to addressing barriers to learning and promoting healthy development that draws upon the assets that communities have to offer.
6. Examples of how schools are enhancing their role in facilitating lifelong learning about policies and initiatives to enhance school, family, and community partnerships.

Required Readings

- Adelman HS, Taylor L. 1999. Addressing barriers to student learning – Systemic changes at all levels. *Reading and Writing Quarterly*. 15(4):251-254.
- Finn-Stevenson M, Zigler E. 1999. Chapter 2: Remaking Schools to Fit Families' Needs. In: *Schools of the 21st Century: Linking Child Care and Education*. Pages 23-40. Boulder: Westview Press.
- Steinberg L. 1996. Chapter 2: A Nation at Risk, A Nation in Denial. In: *Beyond the Classroom. Why School Reform has Failed and What Parents Need to do*. Pages 29-46. New York: Simon and Schuster.
- Steinberg L. 1996. Chapter 10: Beyond the Classroom. In: *Beyond the Classroom. Why School Reform has Failed and What Parents Need to do*. Pages 183-194. New York: Simon and Schuster.

Suggested Readings

- Dryfoos JG. 1994. The full-service vision: responding to critical needs (pp. 1-17). *Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families*. San Francisco: Jossey-Bass Publishers.

Session 6: Youth Development

WEDNESDAY, SEPTEMBER 26

Major Themes to Be Covered

1. The challenges to and the opportunities for healthy, positive development among contemporary American youth.
2. The differences between prevention versus promotion as potential intervention strategies for capitalizing on opportunities for positive youth development.
3. The attributes of positive development among young people (the “Five Cs” of positive youth development: Competence; Confidence; Connection; Character; and Caring/Compassion).
4. The assets for positive development that are present among young people and within their families and communities.
5. The influence of communities and families on youth development. The importance of community-based initiatives (e.g., community youth charters, community charting of developmental assets for youth) in enhancing the ability of families to enhance the lives of young people.
6. The influence of youth development on the transition to adulthood.
7. The importance of community-based programs that have been proven to be effective. Examples include:
 - Integrative programs that promote youth civic engagement and positive development in-school and through after-school activities for young people (e.g., through service learning or experiential learning activities);
 - Programs that enhance youth participation in community building (e.g., through character education or apprenticeship programs);
 - Programs that strengthen school-to-work transitions;
 - Programs that involve mentoring of and by youth (e.g., peer counseling and dispute resolution programs); and
 - Programs that enhance volunteerism and offer youth opportunities for community leadership.
8. The characteristics of effective youth programs versus programs that have been shown through evaluation research not to be effective (e.g., the DARE program to prevent drug and alcohol abuse).

Students Will Learn

1. The strengths possessed by young people, and the role of “community youth development,” in furthering positive, healthy development.
2. The means through which youth programs based on the “Five Cs” of positive youth development promote youth participation in civil society and prepare young people to contribute to self, family, and community.

3. The relations between the possession of youth, family, and community assets and problem prevention and health promotion.
4. Examples of community-based programs (for example youth charters) that effectively integrate prosocial/moral commitment, positive youth development, and citizenship and civic engagement.

Required Readings

- Lerner RM. 2000. Developing civil society through the promotion of positive youth development. *Developmental and Behavioral Pediatrics*, 21(1):48-49.
- Lerner RM, Fisher CB, Weinberg RA. 2000. Toward a science for and of the people: Promoting civil society through the application of developmental science. *Child Development*, 71:11-20.
- Pittman KJ. Winter 1996. Community, Youth, Development: Three Goals in Search of Connection (pp. 4-8). *New Designs for Youth Development*.
- Scales P, Benson P, Leffert N, Blyth DA. 2000. The contribution of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science*, 4:27-46.
- Yates M, Youniss J. 1996. Community service and political-moral identity in adolescents. *Journal of Research on Adolescence*, 6(3):271-284.

Suggested Readings

- Damon W. 1997. *The Youth Charter: How Communities Can Work Together to Raise Standards For All Our Children*. New York: The Free Press.
- Lerner RM, Perkins DF. 1999. *Social Interactions in Adolescence and Promoting Social Contributions of Youth*. New York: Garland.
- Lerner JV, Lerner RM. 2001. *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clío.
- Lerner RM. 2002. *Adolescence: Development, Diversity, Context, and Application*. Upper Saddle River, NJ: Prentice-Hall.
- Sampson RJ. 2000. The neighborhood context of investing in children: Facilitating mechanisms and undermining risks (pp. 205-230). In: S Danziger, J Waldfogel (Eds.), *Securing the Future: Investing in Children from Birth to College*. New York: Russell Sage Foundation.
- Sampson R, Raudenbush SW, Earls F. 1997. Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277:918-924.

Session 7: Balancing Work and Families: What Role Does the Community Play?

MONDAY, OCTOBER 1

Major Themes to Be Covered

1. Recent trends in work and family life.
2. Changes in popular conceptions of work and family life in the face of new realities.
3. How the increase in work/family conflict affects: children, employees, employers and the community.
4. How to transform community values and practices to make it easier for workers to balance their responsibilities to their employers and their families.

Students Will Learn

1. Where to go to learn more about recent trends in work and family life.
2. How to critically analyze the changes in popular conceptions of work and family life.
3. State-of-the-art research on the effects of work/family conflict.
4. Concrete examples of community strategies to support workers in more effectively balancing work/family responsibilities.

Required Readings

- Ehrenreich B. 2001. Evaluation. In: Nickel and Dimed (pp. 196-221). On (Not) Getting by in America. New York: Henry Holt and Company.
- Fredriksen-Goldsen KI, Scharlach AE. 2001. Family Care and Work (pp.3-16). Families and Work: New Directions in the Twenty-First Century. New York: Oxford University Press.
- Hochschild AR. 1997. Chapter 14: The Third Shift. In: The Time Bind. When Work Becomes Home and Home Becomes Work. Pages 197-218. New York: Henry Holt and Company.
- Rapoport R, Bailyn L. 1996. Part 2: The Strategic Linking of Work and Family (pp. 14-33). In: Relinking Life and Work: Toward a Better Future.
- Shirk M, Bennett N, Aber JL. 1999. Louisville, Kentucky (pp. 109-129). Lives on the Line: American Families and the Struggle to Make Ends Meet. Boulder, CO: Westview Press.

Suggested Reading

- Fredriksen-Goldsen KI, Scharlach AE. 2001. Child Care and the Work Place (pp. 17-32), Adult Care and the Work Place (pp. 33-52), and Conceptual Perspectives on Family Care and Work (53-72). Families and Work: New Directions in the Twenty-First Century. New York: Oxford University Press.

- Gromick JC, Meyers M. 2001. Support for working families: What the United States can learn from Europe (pp 3-7). The American Prospect. Special Report on Children and Families. January 1-15.
- Heymann, J. (Ed.) 2000. Overview (pp 1-14). The Widening Gap: Why American Working Families Are in Jeopardy and What Can Be Done About It. New York: Basic Books.
- Kamerman SB, Kahn AJ. 1997. "Introduction" and "United States". In SB Kamerman and AJ Kahn (Eds), Family Change and Family Policies in Britain, Canada, New Zealand, and the United States. Oxford, Eng.: Oxford University Press.

Session 8: Adult, Social, Civic and Faith-based Networks

MONDAY, OCTOBER 29

Major Themes to Be Covered

1. The concept of "social capital": social networks, norms of reciprocity, civic engagement.
2. Trends in social capital (or social connectivity) in American communities over the 20th century and especially over the last 30 years.
3. Possible explanations for the decline in social connectedness in recent years. The possible role of work, urban sprawl, two-career families, TV, immigration, generational change, the Internet.
4. Consequences of reduced social capital for youth and children, education, crime, community and personal health, democracy.
5. Historical parallels for our current plight: The Gilded Age and the Progressive Era. How we might go about revitalizing community life in America today.

Students Will Learn

1. Why social connections are so valuable both to individuals and to communities.
2. What forms of social connection are useful for what purposes.
3. What factors encourage social connectedness and what factors erode it.
4. Lessons from American history for aspiring social reformers

Required Readings

- Putnam RD. 1993. The prosperous community: Social capital and public life. The American Prospect, 13:35-42.
- Putnam RD. 2001. Civic disengagement in contemporary america. Government and Opposition, 36:135-156.
- McCormick RL. 1990. Public Life in Industrial America, 1877-1917 (pp. 93-118). In: E Foner (Ed.), The New American History. Temple University Press.

Session 9: Families and Seniors: Across the Generations

WEDNESDAY, OCTOBER 31

Major Themes to Be Covered

1. Major demographic shifts will lead to greater numbers of older persons and increased longevity. Population and individual aging will create challenges and opportunities: social, cultural, political, psychological and spiritual.
2. The United States is in the midst of a demographic revolution that will dramatically alter our national character. Serving families and seniors, across generations and preparing for an aging society, will be one important test of our greatness.
3. Understanding the demographic imperative and its impact on individuals, families and communities requires an understanding of the historical and social evolution of attitudes, values and the role of older persons in a nation imbued with values of individualism and age-centered approaches to public and private life.
4. An underlying premise of the new aging is the need to utilize conceptual frameworks – cohort analysis, seniors as national resources, paradigm shifts – and strategic planning to identify novel approaches for more family and community-centered programs and public policies.
5. The development of community and family-based programs for older persons and their families is hampered by the proliferation of laws, regulations, programs and categorically based public policies (federal, state, local) that create disincentives for intergenerational communities.
6. A key task of successful family-centered community building is the discovery of meaningful relationships with people of all ages and viewing children and seniors as both agents and beneficiaries of development.
7. Creating a more intergenerational and family and community-based society for elders and their families can draw on existing innovative and model programs. Such programs and best practices exist and can be replicated with effective advocacy, marketing and community organizing.
8. In an increasingly diverse society, we can draw lessons and examples from ethnic and immigrant groups both abroad and in the United States, as they struggle to retain their traditions of filial responsibility.

Students Will Learn

1. How demographic changes are leading to more people surviving into old age and the special challenges facing the “oldest old” and their families.
2. That the politics of aging and the role of older persons as politically influential groups have altered how government, public policy and communities are responding to aging.
3. To understand the complex array of programs, benefits and agencies at all levels of government and how current debates over entitlement reform signal profound changes in how society views older persons and longevity.

4. To develop a conceptual ability to assess the short- and long-term implications of a nation living longer and with the presence of cohorts reflecting different values, ideals and predilections about their role vis-a-vis family, community and society.
5. How successful intergenerational programs and successful community building can make a difference in the lives of older persons and their families and enhance the quality of life for the young and the old and lessen competition for public and private resources among generations.
6. How to identify and promote new strategies, policies and practices needed to foster the type of family and community partnerships that are essential to addressing the needs of the elderly and of communities.
7. About a paradigm shift necessary to redefine who is "old" and how generations view each other; reconceptualize the design and delivery of services to older persons and their families and rethink retirement and planning for a longer life span.
8. About the pressing current and future needs of the elderly and aging baby boomers including caregiving, housing, transportation and health care.

Required Readings

Binstock RH, Day CL. 1996. Aging and politics (pp. 362-387). In: RH Binstock, LK George (Eds), *Handbook of Aging and the Social Sciences*, Fourth Edition. Academic Press.

The Boomers are Coming: Challenges of Aging in the New Millennium. Hearing before the Special Committee on Aging, United States Senate, One Hundred Sixth Congress. First Session, Washington, DC, November 8, 1999. Serial No.106-20.

Cornman JM, Kingson ER. 1996. Trends, issues, perspectives, and values for the aging of the baby boom cohorts. *The Gerontologist*, 36(1):15-26.

Torres-Gil FM, Villa V. 2000. Social policy and the elderly (pp. 209-220). In: J Midgley, MB Tracy, M Livermore (Eds.), *The Handbook of Social Policy*. Sage Publications.

Session 10: Health and Wellness

MONDAY, NOVEMBER 5

Major Themes to Be Covered

1. The health of individuals includes their physical, psychological and social development and well-being.
2. Individual health is influenced or determined by genetics, individual health behaviors and medical care, and the family and community context in which one lives. These contextual factors include physical, social, and economic circumstances of families and communities.

3. Similar health status among members of families, communities, and nations are in large part due to shared beliefs and shared physical and social environments.
4. Health-related beliefs and behaviors are acquired in the context of family and social relationships, and the health and well-being of individuals, families and communities are strongly related to the strengths and nature of those relationships.
5. The social structure and culture of the U.S. have specific expectations of families and communities regarding their role in promoting health and well-being of individuals.
6. Considering a life course approach to health development allows us to connect the health of young children to the health of the adults they will become, and also allows communities to create more family centered, community based approaches to how they invest in the development of the health capital of their citizens.
7. Mental health, environmental health and occupational health are all of special and growing concern to families and communities and many communities have begun to launch efforts to address these issues in their community.
8. Many communities are attempting to address the needs of individuals with HIV/AIDS and what this epidemic means to capacity to mount adequate, prevention, treatments and rehabilitation programs.
9. Community wide health promotion and disease prevention initiatives focused on specific behaviors (e.g. smoking, exercise), specific populations (e.g. elders or young children) and specific health problems (e.g. care of mentally ill, children with disabling conditions) have demonstrated a significant impact on community wide health indicators.
10. Strategies to launch community-wide health improvement initiatives and monitoring their impact have spread throughout the United States and are being employed by many communities.

Students Will Learn

1. How communities and families determine the health of individuals, and their overall population.
2. How communities have launched major health improvement initiatives to encourage community-wide health promotion and disease prevention.
3. How community health report cards have been used to put community health issues on the policy agenda and in front of the eyes of policymakers (several examples including asthma and environmental health score cards).
4. Examples of family-centered community health improvement initiatives that have focused on individuals with special health needs in their communities.

Required Readings

Minkler M, Wallerstein N. 1997. Improving health through community organization and community building: A health education perspective. In: M Minkler (Ed.), *Community Organizing and Community Building for Health*. New Brunswick, NJ: Rutgers University Press.

- Patrick DL, Wickizr TM. 1995. Community and health (pp. 46-92). In: BC Amik, S Levine, AR Tarloff, DC Walsh (Eds.), *Society and Health*. New York: Oxford University Press.
- Schor EL, Menaghan EG. 1995. Family pathways for children's health (pp. 18-45). In: BC Amik, S Levine, AR Tarloff, DC Walsh (Eds.), *Society and Health*. New York: Oxford University Press.

Session 11: Behavioral and Mental Health

WEDNESDAY, NOVEMBER 14

Major Themes to Be Covered

1. Concepts of behavioral and mental health in a modern America have been changing in response to new pressures on individuals, changes in families, and better understanding of the service and treatment of behavioral and mental health models.
2. The prevalence of mental health problems and their impact on individuals, families and communities.
3. What we know about the risk and protective factors for mental health and behavioral problems (individual, family, community), and strategies for preventing mental health problems and providing options for mental health.
4. Behavioral and mental health systems can marginalize and isolate families who receive mental health services. Many systems of care overlook the strengths of family systems in fostering positive mental health.
5. History of mental health treatment, and how care is currently organized and paid for.
6. Issues of "least restrictive" alternatives to hospitalization, integration of services, universal health insurance, and limited mental health services pose major problems for families.
7. Integrated community-based services approaches that include prevention and intervention are needed to minimize the negative labeling of families within mental and behavioral health systems.
8. How family-centered community building approaches can foster positive community mental health.

Students Will Learn

1. The importance, impact and determinants of mental health problems in communities.
2. To identify barriers to mental health services including a shortage of community-based services, and the lack of culturally competent community-based services.
3. How some mental health and substance abuse systems of care provide fragmented, inadequate support that undermines the strength of family systems.
4. New and emerging family-centered community-based approaches to the provision of mental health and behavioral therapy.

Required Readings

- Ettner SL. 2001. Mental health services and policy issues, In: RM Andersen, TH Rice, GF Kominski (Eds.), *Changing the U.S. Health Care System*. San Francisco: Jossey-Bass Inc.
- Merva M, Fowles R. 2000. Economic outcomes and mental health, In: R Marshall (Ed.), *Back to Shared Prosperity: The Growing Inequality of Wealth and Income in America*. New York: ME Sharpe, Inc.
- Surgeon General's Report on Mental Health. 1999. Introduction and themes (pp. 3-25). Washington, DC: Department of Health and Human Services.

Suggested Readings

- Nixon CT, Heflinger CA. 1996. *Families and the Mental Health System for Children and Adolescents: Policy, Service, and Research*. Sage Publications.

Session 12: Public Safety and Family-Centered Community Building

MONDAY, NOVEMBER 26

Major Themes to Be Covered

1. Trends over time and variation across space in fire, crime, youth violence, child abuse/neglect, accidents/injuries.
2. Subjective perceptions of safety and danger: relation to objective conditions and factors.
3. The effects of community-level danger on families and individuals.
4. How communities can deal with violence inside the family: domestic violence, spousal abuse, and child abuse.
5. Community building perspectives on public safety.

Students Will Learn

1. The family demography and neighborhood geography of public safety.
2. Public safety as objective and subjective.
3. How unsafe communities affect families and children.
4. A community systems perspective on public safety.
5. Best process in family-centered community building for public safety.

Required Readings

- Sampson RJ, Raudenbush SW, Earls F. 1997. Neighborhoods and violent crimes: A multilevel study of collective efficacy. *Science*. 277:918-924.

Reiss AJ, Roth, JA. 1993. Understanding and Preventing Violence (pps. 2-27).
Washington, DC: National Academy of Press.

The Urban Seminar Series on Children's Health and Safety. May 2000. Youth Violence
in Urban Communities. Cambridge, MA: Joblessness and Urban Poverty
Research Program.

Session 13: Livable Communities: The Natural Environment and the Built Environment

MONDAY, DECEMBER 3

Major Themes To Be Covered:

1. Families rely on their communities to invest in the infrastructure that supports all families living in that community. This includes investments in affordable housing and improving the environment, public health, and quality of life. Examples are safe neighborhoods, clean water, clean air, power supplies, road and transportation systems, parks and open space.
2. Communities also play an important role in connecting their members to the natural environment by creating spaces for families to recreate together in safe and secure parks and open spaces.
3. Public parks, open spaces and cultural amenities provide essential opportunities for children and young adults to develop and respect our diverse cultural heritage. These benefits include physical health through active play, sports and recreation; social development through cultural activities and team sports; reduced idleness and crime among teenagers, and educational opportunities for children and adults.
4. Public parks and open space contribute to the environmental quality of the urban or suburban environment allowing children, families, and seniors to spend leisure time outside the home in an active education environment. Public spaces offer opportunities to appreciate community life and landscape, to get to know about other people and their neighborhoods.
5. Areas of cities, which are neglected by community governments, become places of blight and disinvestment. Vacant lots become trash heaps, homeowners move away and a more transient population moves in. These areas become breeding grounds for criminal activity and drug addiction further alienating people from their place.
6. Linkages between environmental quality and public health are becoming increasingly clear. Residents of blighted urban areas suffer from the effects of living in a poor urban environment. Fear, filth, vermin and crime are enemies of community making as well as being hazardous to health.
7. Urban agriculture offers many benefits: community cohesiveness is reinforced; children are enriched; the elderly and the infirm can benefit; and even small garden plots enhance overall quality of life in a community.

8. Sprawl is a concern of urban, suburban, and rural communities alike. But, promising strategies are emerging to address this issue. Communities are organizing to revitalize “brownfields” and bring them back into productive use.
9. New tools, like the “Principles of the New Urbanism” developed by the “Congress for the New Urbanism” are providing information and guidelines to communities, architects, and planners that enable them to improve the built environment and therefore community life.

Students Will Learn

1. Why there is a mis-match between the needs of families and the local provision of parks and cultural resources, and how communities could become more involved in creating new parks and retrofitting antiquated parks.
2. Why the built environment is important to support affordable housing, transportation and road systems, and clean water and air.
3. The origins of Sprawl and what communities are doing to address this.
4. Tracing the dynamics that created contemporary urban spatial patterns and the planning and design theories that have guided public interventions in the built environment.

Required Readings

- Duany A., Plater-Zyberk E., Speck J. 2000. Chapters 1-3 (pp. 3-57). *Suburban Nation*. New York: North Point Press.
- Jacobs J. 1993. Chapters 1-3 (pp. 1-73). *Death and Life of Great American Cities*. Random House.

Suggested Readings

- Barnett J. 1982. *Zoning, Mapping, and Urban Renewal as Urban Design Techniques* (pp. 57-75). New York: Harper and Row.
- Carson R. 1994. *Silent Spring*. Boston: Houghton Mifflin.
- Jacobs A. 1985. *Looking at Cities* (pp. 30-83 and 99-107). Cambridge, Massachusetts: Harvard University Press.

Session 14: Housing and Transportation

WEDNESDAY, DECEMBER 5

Major Topics to Be Covered

1. The connection between family circumstances, housing need and affordability, the availability of transportation options, and employment.
2. The way the Federal Government, law and public policy -- including tax policy -- have influenced and can influence transportation choices, the housing market and housing

affordability.

3. The extent to which transportation patterns and systems – in particular, our dependence on the automobile -- have influenced and can influence the livability of cities and regions, including housing, traffic, mobility, and job opportunity.
4. The role and effectiveness of public housing and public transportation in addressing some types of housing and transportation needs and their implications for communities.
5. Trying to understand why housing affordability continues to be a serious issue for many of the nation's families, and what some communities are doing to address this issue.
6. The way current transportation and housing patterns and systems – along with race and class – affect low-income residents and families.
7. Examining how the design of housing and transportation systems can facilitate energy conservation, reduce costs and expenses for families, and improve quality of life.
8. Assessing the success of community-based initiatives and key demonstration programs designed to improve the quality of life for families with limited options have addressed housing and transportation issues in innovative ways.
9. Exploring future policy options for more effectively meeting the housing needs of families with special needs.

Students Will Learn

1. The connection between changing family needs and housing need and transportation options.
2. The evolving Federal role in trying to address the housing needs of particular types of households and in influencing our reliance on the automobile.
3. How law and public policy at all levels can influence where and what type of housing and transportation are built and how such laws can be changed
4. The multidimensional impact that our sprawling growth patterns have had on communities, families, housing options, and employment opportunities.
5. The key role that transportation and our reliance on the automobile plays in the form, shape, and living and employment patterns of communities
6. Many policies makers agree that for low-income families there continues to be a "housing crisis" in America, unfortunately there is no consensus on what should be done about it.
7. The extent to which communities are currently involved in broader local and regional transportation and housing decisions that impact them – with examples of communities that have positively shaped transportation and housing choices – and the potential for enhanced involvement.
8. How communities can develop balanced, effective transportation systems – including public transportation and other transportation choices – that can enhance community, housing choices, and economic opportunity.

Required Readings

- Garcia, Robert. 2000. Mean streets. Forum for Applied Research and Public Policy, 15(3):75-81.
- International City/County Management Association. 2000. Housing Planning and Policy (pp. 227-253). The Practice of Local Government Planning.
- National Neighborhood Coalition. 2000. Smart Growth, Better Communities (pp. 91-100). (Case Study of Bethel New Life's Transit-oriented Development Project)
- Norquist, John. 1998. U.S. autobahns (pp. 153-179). The Wealth of Cities Boston: Addison-Wesley.

Session 15: Family and Community Finances

[DATE TO BE DETERMINED]

Major Themes to Be Covered

1. The economic and financial environments in communities influence the resources of individual, family and community development. These include both public and private investment and expenditure patterns.
2. Local economic environments are determined by employment opportunities, workforce development strategies, and local and regional plans for economic development.
3. Community economic development focused on building assets of families and community institutions has evolved based on past success and failures. Community financial strategies: small business development and micro-enterprise; community reinvestments, credit unions cooperative economics, community land trusts.
4. Public and private sectors play different roles in improving the economic assets of individuals and of a community. The interdependence of family and community finances: creatively blending private and public sector roles.
5. Families must manage their own financial future and depend on a range of public programs and private opportunities to support the development of financial assets and long-term financial strategies. Family financial strategies: IDA's / CSA's; self-sufficiency budgets; financial management; family assets and debts; investment portfolio's.
6. New public and private fiscal investments are being development to encourage both public and private investment in the long-term fiscal health of families and communities.
7. Current public funding of service programs – child development, education, health, social services – all represent significant expenditures and potential investment in the human and social capital of a community.

8. Numerous barriers exist for utilizing the range of categorical funding streams in a way that can more effectively and efficiently support family-centered community development.

Students Will Learn

1. History of wealth and asset accumulation by individuals, families and communities.
2. Factors that influence economic self-sufficiency for families and communities, and the financial costs to families of making ends meet and how these costs vary by community and region.
3. The role that public and private investment plays in the economic lives of families.
4. New and emerging strategies to enhance shared prosperity for families and communities.
5. How communities can more effectively develop strategies to improve their collective economic position through business development, investing, credit unions, community land trusts, eminent domain, and creative strategies to gain benefit from increasing resources in gentrifying areas? (Community resident agency)
6. Some of the key dynamics around the distribution of resources within communities (equity).
7. The roles local major institutions and industries, employers and financial institutions, can play in helping to make information and resources from loans to grants to jobs to training available to facilitate community and economic development? (role of external major institutions and industries)

Suggested Readings:

- Bernstein, J., Brocht, C., & Spade-Aquilar, M. (2000). How Much Is Enough?: Basic Family Budgets For Working Families. Washington, DC: Economic Policy Institute. (Read Executive Summary and Introduction).
- Oliver, M. L. and Shapiro, T.M. (19??). Black Wealth/White Wealth: A New Perspective on Racial Inequality. New York: Routledge (pp. 1-10).
- PolicyLink & Funders' Network for Smart Growth and Livable Communities (2001). Achieving Equity Through Smart Growth: Perspectives from Philanthropy (pp. 2-25).
- Marshall, R. (1999). Back to Shared Prosperity (Read Overview).

Session 16: Art, Music and Culture

TO BE DETERMINED

Session 17: Equity, Justice and Power

[DATE TO BE DETERMINED]

Major Themes to Be Covered

1. Families live in a variety of social and cultural contexts. Some families such as poor families and families of color receive disparate treatment in communities. These family systems can be marginalized and stereotyped by community institutions.
2. Institutional racism marginalizes poor families and families of color and limits access to social and economic resources for these families.
3. Families and communities that are disenfranchised from the American dream are subjected to government supported remedies that may assume a position of “blaming the victim.” Government and private initiatives focus on structured change without addressing the roots of racism and discrimination.
4. Family-centered community building efforts need to respect the diversity among families and provide community support that support and values the family unit.
5. Culturally competent strategies in social services targeting families are needed to honor and respect the family system.

Students Will Learn

1. The importance of culturally competent strategies in the provision of supportive, community-based services.
2. How community institutions perpetuate racial stereotypes through disparate treatment of poor families and families of color. (i.e., disproportionate minority confinement in the justice system)
3. How communities can confront institutionalized racism and embrace diversity through shared leadership.
4. Identify how families can take control of their communities to confront negative community outcomes.

Session 18: Responsibility for Progress, Allocating Roles and Creating Partnerships: Public, Private, Business and Faith-based

[DATE TO BE DETERMINED]

Major Themes to Be Covered:

1. Who are the stakeholders in the community? Including neighborhood residents, human service professionals, nonprofit organizations, local government, grass-roots

community organizations, faith-based service and activist groups, community development corporations, universities and colleges, schools, neighborhood businesses, larger corporate interests, local foundations.

2. Building successful collaborations. A discussion of why organizations seeking to improve outcomes for families would collaborate in a community context. An examination of three general types of collaborations through which family-centered community building is carried out.
 - a) Comprehensive Community Building Initiatives: those neighborhood-specific efforts, often funded by foundations, with a high level of resident governance, intended to coordinate actions on a wide range of issues by an array of organizations, often linking "people-based" and "place-based" strategies, ranging from housing to education to health to employment. Focus on examples that explicitly link family strategies to neighborhood strategies.
 - b) Neighborhood-based family service delivery strategies. (Perhaps we need a better name for this category.) Alliances among a broad array of nonprofit and government groups, taking a community-focused approach to achieving a more specific single objective on behalf of children, youth and families, such as substance abuse prevention; literacy campaigns, infant mortality reduction, etc.
 - c) University-community partnerships: These can be single issues or multi-purpose, are usually focused on particular neighborhoods, and intended to apply the teaching, research, service and business resources of institutions of higher education in response to community-defined needs. There is great variety of these around the country. This type is especially useful as a teaching tool in this context because the students can reflect on their own institutions if not their own experience.

Students Will Learn

1. How and why collaborations and partnerships are formed to advance the goals of family development and neighborhood transformation.
2. The challenges and pitfalls of collaboration and partnership, and the lesson learned from experience.
3. How issues of governance, authority and responsibility, and accountability for results are addressed in collaborative settings.
4. Ways of assessing the effectiveness of neighborhood-based partnerships in enhancing the lives of families and children and the quality of community life.

Required Readings

One or two other short pieces by organizers of neighborhood collaborations, such as "Collaborative Planning for Community Partnerships" by the Los Angeles County Children's Planning Council.

Walsh, Joan, Stories of Renewal, The Rockefeller Foundation. 1997. Profiles of and lessons from many of the pioneering comprehensive community building initiatives around the US.

Suggested Readings

Cox, David N., "Developing a Framework for Understanding University-Community Partnerships" Cityscape: A Journal of Policy Development and

Kingsley, G. Thomas, Joseph B. McNeely, and James O. Gibson, Community Building Coming of Age, 1997, Development Training Institute and The Urban Institute Research, vol. 5, no. 1, 2000, pp. 9-26.

Rubin, Victor. "The Roles of Universities in Community Building Initiatives" Journal of Planning Education and Research, Summer, 1998, vol. 17, no. 4.

Session 19: Strategic Communications, the Media, and Public Will

[DATE TO BE DETERMINED]

Efforts to introduce Family Centered Community Building must take into account the powerful influence of mass communications. In particular, important new research shows that news coverage (both print and broadcast) has a profound effect on what issues people believe to be important (agenda-setting); the lens through which they interpret issues (framing); and whether they use this information in making judgments about social groups, policy preferences, and electoral politics (priming). In short, the mass media, and especially the news media, powerfully shapes the ways in which people relate to their communities.

The challenge for community improvement advocates is to develop strategic communications capacity that can be utilized to influence the shape and scope of public discourse and policy. There are several important conceptual and methodological tools that can be utilized to help families and communities communicate more effectively. In this section of the course we focus on strategies that frame and reframe an issue or a specific initiative so that it can be both understood by confederates as well as move the public policy and community change process forward.

Major Issues to Be Covered

1. The importance of mass communications to community-building efforts. We call special attention to the role of the news media given its stature as the primary source of public affairs information.
2. The significance of social cognition for public understandings of social issues. Thus, the ways in which people think about issues -- that is, the metaphors, language, imagery, and messages they rely on to sort through the torrent of public information in modern life -- has a profound effect on the kinds of public policies and programs they are willing to endorse.
3. A major challenge for community building advocates is the development of appropriate strategic communications capacity with which to influence public

perceptions. In particular, the ability to identify dominant frames and develop strategies to forward alternative frames of understanding.

4. The importance of mass communications for social movements. How and under what conditions strategic communications can mobilize the citizenry to engage in collective action on issues related to family-centered community development.

Students Will Learn:

1. How communications and mass media influence what and how Americans think.
2. How to identify the ways in which community-building issues are framed and how to develop communications strategies to move a specific issue framework.
3. How to “reframe” community-building issues in a way that moves public will and encourages community investments in families.
4. The connection between strategic communications and social movements.

Suggested Readings

- Lippmann, Walter. 1921. *Public Opinion*. New York: The Free Press. Selected chapters.
- Lynd, R. (1939). *Summary of discussions of the communications seminar, November 24, 1939*. Rockefeller Archive Center, John Marshall Collection, Folder 2678, Box 224.
- Gilliam, F.D., Jr, and S. N. Bales (2001) “Strategic Frame Analysis: Reframing America’s Youth.” *Social Policy Report* 15, 3:2-24.
- Gilliam, F.D., Jr. and S. Iyengar. 2000 “Prime Suspects: The Impact of Local Television News on Attitudes about Crime and Race,” *American Journal of Political Science* 44, 3: 560-573.
- Bales, S. N. 1999 “Reframing Community Messages through Myths and Metaphors,” *FrameWorks Message Memo*, (Washington, D. C.: FrameWorks Institute).
- Snow, D., Rochford, E. B., Jr., Worden, S. K., & Benford, R. (1986). Frame alignment processes, micromobilization, and movement participation. *American Sociological Review*, 51, 464-81.

Session 20: Accountability for Results: Mapping Information for the Design, Management and Measurement of Change

[DATE TO BE DETERMINED]

When we began our discussion of Family Centered Community Building (FCCB), we emphasized how families and communities are complex systems and previewed how community-building strategies are likely to be more successful if they are more “holistic”, accounting for this complexity. Through out the course we have also highlighted important successful examples of FCCB initiatives and how they have employed

different kinds of system-changing methodologies. Bringing our course to a close, we will summarize some of the essential lessons that we have learned about Family Centered Community Building and review examples of innovative strategies that are likely to be important ingredients of future successful FCCB approaches.

Emerging uses of information technologies (especially Geographic Information Systems—GIS) enable us to envision additions to the modern FCCB toolbox. Such tools provide new opportunities for 1) assembling and integrating different layers of community information, and 2) increasing transparency and accountability among public, private, and non-profit organizations in ways that support FCCB.

The power of new technologies can be harnessed not just for e-business and e-government, but for e-community. Examining promising local innovations opens a window into the future, providing a wide range of models that can be adapted to local needs. However, challenges remain with regard to ensuring all American communities access to the hardware, the online connectivity and the content that they need to realize IT's potential for community building. The presentation and discussion of IT and Community Monitoring and Mapping should help the students reflect on how new internet-based systems could support the initiatives discussed in the prior sessions.

As a starting point, the class will focus on the case of the Neighborhood Knowledge Los Angeles (NKLA) project—describing how a community-based approach to information collection evolved into a cutting edge Internet mapping system that reshaped public policy towards slum housing conditions in this city. NKLA (<http://nkla.ucla.edu>) is increasingly used for designing and targeting local interventions, monitoring housing conditions, and evaluating progress towards ensuring all residents with decent and safe dwelling units. As a shared information system, NKLA was used by organizations in ways not originally anticipated in its design and has led to important spin-off projects, including a new information portal for persons with disabilities, Living Independently in Los Angeles (<http://lila.ucla.edu>). From such cases, we will explore how Internet tools are being used in other areas, such as promoting community policing, tribal land management, and new economic opportunities in inner city and rural communities.

Major Issues to Be Covered

1. Improving local linkages and social networks are critical to successful community building, IT systems can be used for purposes other than just e-commerce, supporting ongoing local communication and information sharing, e.g. community-based asset mapping. The objective here is not just communication but creating new partnerships.
2. A major challenge to community building is the sense that public and private institutions are largely unaccountable to local objectives. IT systems can be designed to promote transparency and ensure better services (e.g. government programs, e-voting) and access to critical resources (e.g. mortgage lending).
3. The promise of IT is still unfulfilled for large segments of the American population, the "digital divide" occurs through 1) inadequate access to internet-connected hardware, and 2) insufficient online content that deals with the real needs of American communities, especially those at the lower income levels.

Students Will Learn

1. How new public-private-community partnerships get formed to build and disseminate community information systems.
2. The five primary ways that communities can use IT to achieve their community building objectives.
3. The new opportunities for communities to create their own data sets so that they can drive and shape the new information systems.
4. Three examples where IT applied to community issues have resulted in changes in public policy.
5. What are the primary impediments to making IT a shared resource, which can be shared by all communities, and how they might be overcome. (One primary threat is the privatization of public data, which limits access to those who can afford.)

Suggested Readings

Krouk D, Pitkin B, Richman N. 2000. Internet-Based Neighborhood Information Systems: A Comparative Analysis. In: Gurstein M. (Ed.) Community Informatics: Enabling Community Uses of Information Technology. Hershey, PA: Idea Group Publishing.

Toy, A, Richman, N (2002) "Living Independently in Los Angeles (LILA): Lessons for Establishing a Community Information System Built for and by Disabled Persons. Paper to be presented at the Hawaii International Conference on Systems Science January 7-10.

U.S. Department of Commerce, National Telecommunications and Information Agency. 2000. Information as a Community Asset: Neighborhood Knowledge Los Angeles and Appalachian Center for Economic Networks. In: Community Connections: Preserving Local Values in the Information Age.

APPENDIX 6

THE APPLIED DEVELOPMENTAL SCIENCE PUBLICATIONS PROGRAMS (ADSPP)

The *Applied Developmental Science Publications Programs (ADSPP)* are a set of scholarly and outreach publications aimed at enhancing knowledge and practice pertinent to promoting the positive development of children and families. The *ADSPP* seeks to use theory and research about human development to advance understanding of, and policies and programs for, diverse youth and the people and institutions seeking to nurture their healthy lives and to embed them in a socially just, civil society.

In 2000-2001 four sets of activities comprised the *Applied Developmental Science Publications Programs*. In all cases the Bergstrom Chair was the Editor or Senior Editor of these activities.

1. APPLIED DEVELOPMENTAL SCIENCE: A quarterly journal published by Lawrence Erlbaum Associates.

The focus of *Applied Developmental Science (ADS)* is the synthesis of research and application to promote positive development across the life span. Applied developmental scientists use descriptive and explanatory knowledge about human development to provide preventive and/or enhancing interventions. The conceptual base of *ADS* reflects the view that individual and family functioning is a combined and interactive product of biology and the physical and social environments that continuously evolve and change over time. *ADS* emphasizes the nature of reciprocal person-environment interactions among people and across settings. Within a multidisciplinary approach, *ADS* stresses the variation of individual development across the life span—including both individual differences and within-person change—and the wide range of familial, cultural, physical, ecological, and historical settings of human development.

The audience for *ADS* includes developmental, clinical, school, counseling, aging, educational, and community psychologists; life course, family, and demographic sociologists; health professionals; family and consumer scientists; human evolution and ecological biologists; and practitioners in child and youth governmental and nongovernmental organizations.

2. OUTREACH SCHOLARSHIP: A scholarly book series published by Kluwer Academic Publishers.

OUTREACH SCHOLARSHIP presents the best theoretical and empirical work being conducted in outreach scholarship for children, families, and communities. The series both reflects and advances the cutting-edge of the application of developmental science by publishing the best theoretical, methodological, and empirical work of the leading scholars in the several fields involved in using scholarship about human development to enhance the life chances of diverse children, youth, families, and communities.

Developmental scholars, scholars of higher education, university administrators, graduate students, undergraduates involved in service learning, policy makers, and human service and youth-and family-program professionals and community volunteers now have one identifiable source to turn to for a rich range of scholarship and applications being generated by applied developmental scientists. This scholarship spans fields as diverse as family and consumer sciences (home economics, or human ecology), psychology, sociology, political science, education and higher education, social work, nursing, medicine, and involves people from academe, community-based agencies, NGOs, religious organizations, governmental bodies, and corps of volunteers working to improve the lives of their fellow citizens

3. CONTEMPORARY YOUTH ISSUES: Resource books for adolescents, parents, and youth serving professionals.

A series of outreach books published by ABC-Clio Publishers that are aimed at providing readers with accessible and authoritative information about the challenges to and the potentials for positive youth development across the first two decades of life.

Each book in this series will treat an issue pertinent to both the challenges to healthy adolescent development (e.g., substance use, unsafe sex, violence, poverty, homelessness, incarceration, racism, sexism, and war) and the potentials for positive youth development (e.g., community-based youth programs, mentorship, service learning, educational programs for diverse adolescents, developmental assets, innovations in public policy, youth legal representation, and advocacy). Books in the series will include authoritative and accessible chapters that provide a substantive understanding of the issue of focus and, as well, chapters that present a chronology of key developments in scholarship, programs, and policies pertinent to the topic; brief biographical discussions of key contributors to the topic; a discussion of key print and non-print resources (e.g., CD ROMs) available to the audiences for the volume; a presentation of key organizations pertinent to the topic; and other features (e.g., indices or glossaries).

4. SPECIAL PROJECTS IN APPLIED DEVELOPMENTAL SCIENCE: Occasional or one-time publications pertinent to scholarship and applications about development in the first two decades of life.

Current entries here include:

Lerner, J. V., & Lerner, R. M. (Eds.). (2001). *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-Clio.

Lerner, R. M. (Ed.). (2002). *Concepts and theories of human development* (3rd ed.). Mahwah, NJ: Erlbaum.

Lerner, R. M. (2002). *Adolescence: Development, diversity, context, and application*. Upper Saddle River, NJ: Prentice-Hall.

- Jacobs, F., Wertlieb, D., & Lerner, R. M. (Eds.) (In preparation). *Enhancing the life chances of youth and families: Public service systems and public policy perspectives*. Volume 2 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.
- Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (Eds.). (In preparation). *Comprehensive handbook of psychology: Vol. 6. Developmental psychology*. Editor in chief: I. B. Weiner. New York: Wiley.
- Lerner, R. M., Jacobs, F., & Wertlieb, D. (Eds.). (In preparation). *Applying developmental science for youth and families: Historical and theoretical foundations*. Volume 1 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.
- Lerner, R.M., & Steinberg, L. (In preparation). *Handbook of Adolescent Psychology*. New York: Wiley.
- Lerner, R. M., Wertlieb, D., & Jacobs, F. (Eds.) (In preparation). *Adding value to youth and family development: The engaged university and professional and academic outreach*. Volume 4 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.
- Wertlieb, D., Jacobs, F., & Lerner, R. M. (Eds.) (In preparation). *Promoting positive youth and family development: Community systems, citizenship, and civil society*. Volume 3 of *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

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