Primary Prevention
Trying to prevent a problem before it shows any signs of appearing.

Example: In people with no signs of heart disease, educating them on exercise and diet, and urging them not to smoke.

Secondary Prevention
Dealing with the early signs of a potential problem.

Example: Intervening with people who have high blood pressure (a possible precursor of heart disease), through medication or other methods.

Tertiary Prevention
Treating people who have the full, actual illness.

Example: Performing heart surgery on people with artery blockage.

How would these forms of prevention be translated into the area of adolescent problem behaviors?
Innovations in Prevention (Beyond Dry Info)

“The Tamale Lesson” (Example of using story form, rather than purely factual presentation, for health education; video, report)

Tailoring Prevention Messages to Individuals’ Characteristics and Motivations (Vic Strecher TED talk, 10:00-16:00)

Additional Resources

Cost-Effectiveness of Preventive Interventions
(see Table 3 of article)

Facts & Figures on Adolescent Health, Risky Behaviors, Etc.

List of Journals on Prevention
(not meant to be comprehensive)

American Journal of Health Promotion ■ American Journal of Preventive Medicine
Journal of Primary Prevention ■ Mental Health and Prevention ■ Preventive Medicine
TTU Center for Adolescent Resiliency (recent article)

Presentations (2017 & 2018) by Drs. Sara Dodd (Director) & Paulina Velez (Assistant Director)

Programs Guided by Positive Youth Development (PYD) Framework: Identifying and Nurturing Adolescents’ Strengths, Rather than Focusing on Deficits

Focus on Resilience

Article by Dr. Richard Lerner (Tufts University) and colleagues on PYD and “5 C’s,” Which Can Lead to a 6th “C” (see Figure 1 of article)

The “Search Institute,” known for 40 “Developmental Assets” (Data sheets and other brief reports free; longer reports for sale)
Discussed in class how...

PROMOTION appears similar to PRIMARY prevention

PREVENTION appears similar to SECONDARY prevention;

INTERVENTION appears similar to TERTIARY prevention

Diagram from CAR Guest Lecture

Promotion
21st C

Resilience
Late 90s - ongoing

Prevention
1980s-90s

Intervention
Post-war/Gen. Gap

Incorporating resilience concepts and active learning principles to promote positive development across multiple domains

Identifying factors associated with youth who thrive in spite of significant hardship.

Target deficits that predict risk; growing awareness of “whole” child but still adult-driven & focused on at-risk youth

Response to a crisis; treat a singular problem; reduce negative outcomes child is passive recipient

1950s 1970s 1990s 2000 today

S. L. DODD (2014)
Connection with Assigned Reading (Wandersman & Florin, 2003)

- **Research-Driven Prevention**
  - “...typically directed by university or research institute professionals...” (p. 442)

- **Community-Driven Prevention**
  - “...conducted every day in schools and other community settings...” (p. 442)
  - “Coalitions try to mobilize different community sectors (e.g., business, school, churches, media, government) to bring about changes through processes of participation [and] collaborative planning...” (p. 442)
  - For eastern Virginia immunization program, “Local institutions, agencies, and businesses funded the interventions” (p. 443)

- **Texas Tech Center for Adolescent Resiliency** appears to blend research-driven and community-driven approaches (with sponsorship from [United Supermarkets](#) and [Covenant Health](#))

- **Examples in article of “multicomponent” or “multifaceted” nature of programs** (Midwestern Prevention Project, Project Northland, p. 442), which are the inspiration for our class projects
Former bodybuilder, actor, and California governor **Arnold Schwarzenegger** now a major activist for afterschool programs

2017 **National Afterschool Summit**, hosted by Schwarzenegger Institute at University of Southern California

**Evaluation of afterschool programming’s effectiveness**
(randomized studies are best, as they help ensure youth who receive and don’t receive afterschool programming are as similar as possible, except for afterschool participation)