



PREVENTION SCIENCE INSTITUTE



2022 ANNUAL REPORT

**The Prevention Science Institute
at the University of Oregon is a
multidisciplinary research institute.**

**We focus on understanding human
development, preventing behavioral
health problems, and implementing
effective interventions in
community settings.**

**In this year's report, we highlight early career
investigators.**



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WELCOME TO OUR 2022 ANNUAL REPORT

This year's annual Prevention Science Institute (PSI) report for 2022 does an outstanding job of highlighting the work of our early career scientists, featuring those who have just begun their post-doctoral fellowships to those who are in their first years of a research faculty position. The scientists highlighted in these pages are the next generation of leaders in their respective fields and I am amazed at not only their scientific productivity, but also their commitment to serving the community and actively engaging community members in their research. I hope you will take a few minutes to learn more about these scientists and the valuable work they are pursuing. Importantly, I would like to acknowledge that behind these blossoming early scientists are vital mentors who spend countless hours providing support, guidance, and feedback on proposals and manuscripts, as these scientists learn the machinations of research and working within and across scientific communities. As with any great pursuit and growth it takes a village, and I am so proud to be working within the PSI village that values the mission of supporting our junior faculty and researchers.

Our Annual Report also emphasizes an incredible growth in research dollars that has been awarded to PSI over the past 12 months. PSI PIs have attracted a wide breadth of funders and I invite you to see our awarded proposals displayed across pages 8-13 of this report. This growth is made possible through visionary scientists who looked for opportunities in the face of COVID challenges and continued to pursue transformative research amid funding deficits and limited growth in national institute funding. They are a group of resourceful and resilient individuals who understand that science lights the path forward.

As I start my tenure as PSI Director, I would like to take a moment to recognize two remarkable leaders who helped to guide the PSI through these past few challenging years. First, I would like to thank Laura Lee McIntyre, PhD who served as director of the PSI for the past 3 years and was recently tapped to serve as interim Dean within the College of Education. In addition to her invaluable leadership, I would also like to take a moment to thank Leslie Leve, PhD who served as associate director of the Prevention Science Institute for the past 9 years and graciously stepped in as Interim Director of the PSI when Dr. McIntyre stepped down. The PSI membership is grateful to both of these women for their leadership, continued mentorship of early and mid-career scientists, and their ongoing commitment to PSI's mission, even as they take on other leadership roles across our campus.

While these are incredibly large shoes to fill, I am delighted to serve the PSI and am comforted by the community that surrounds me that is so willing to lend a hand (or ear or pen) whenever one is needed. With gratitude,

Wendy Hadley, PhD
Julie and Keith Thomson Chair and HEDCO Clinic Director
Director, Prevention Science Institute
Professor, Counseling Psychology and Human Services



Early Career

Q&A with Dr. Camille Cioffi



Dr. Camille Cioffi, Ph.D., joined the Prevention Science Institute in 2016 as a doctoral student, became a Research Associate in 2020, and was hired into a Research Assistant Professor position earlier this year.

Q: What are the big questions you study?

A: I'm interested in pregnancy and postpartum, pregnancy loss, and child removal as important periods for intervention to support people who use drugs. I look at how to best support people from a parent-centric approach. For example, pregnancy and postpartum can be challenging. These time periods can be especially stressful for a person who uses drugs and who must navigate discrimination, stigma, and shame. How do we intervene at these time periods to improve health outcomes for this vulnerable population from a systems perspective?

Q: What studies are you currently working on?

A: I am UO's site principal investigator for Project Nurture, a five-year collaboration with Oregon Health & Science University to study the implementation of Nurture Oregon. Nurture Oregon is a collaborative care model focused on providing coordinated care for parents with substance use disorders during the perinatal period. I collaborate closely with HIV Alliance as a Co-Investigator on a grant to provide COVID-19 testing and vaccination to people who inject drugs. I am also a Co-Investigator with the Center on Parenting and Opioids, where I look at ways to improve parenting practices among fathers in recovery and the

implementation of street outreach doula services. I have also supported efforts to improve access to testing for Latinx community members in Oregon.

Q: How has PSI supported you in your career?

A: Through mentorship from Drs. Leve, DeGarmo, and Seeley, I have learned a lot about how to manage large grant submissions, how to pull together a team, and how to prepare a budget. I continue to learn how to balance community needs and ethics while conducting rigorous research.

Q: Where would you like to see your field in ten years?

A: I want to see funding sources that provide resources for community-driven research. I want the field to focus on research that fills a community need. Community members come to me and say, "I have this idea, I want to understand this for my community," but there aren't resources that make it easy to pursue community-based questions without spending a lot of time and energy writing a grant that might not get funded. I hope that in ten years, we have resources to pursue research concentrated on supporting community-driven questions.

Q: Where would you like to see your career in ten years?

A: I hope that I'm continuing to invest in communities that are otherwise silenced or stigmatized. I also hope to have a good work-life balance.

Q&A with Dr. Lauren Cycyk

Dr. Lauren M. Cycyk, Ph.D., CCC-SLP, is a scientist at the PSI, an Associate Professor in Communication Disorders and Sciences at the College of Education, and the co-director of the Early Dual Language Development Lab.

Q: What is your background and what do you study?

A: I am, by training, a speech language pathologist. I specialize in assessing and treating communication disorders in multilingual contexts with an emphasis on young children exposed to Spanish. My research is primarily focused on three areas: early childhood dual language development and disorders, development of culturally- and linguistically-responsive early language assessments and interventions, and equity within US systems that provide support services to children (ages 0-5) with disabilities and their families.

Q: What are the connections across these areas of research?

A: The first area is more basic science – trying to understand what factors influence the development of children's multiple languages in multicultural contexts. Understanding these factors helps us to develop

assessments and interventions that are appropriate for children's cultural and linguistic experiences – my second area. My third area of research embraces the principles of implementation science, applying the findings from the previous two areas to improve clinical practice and support meaningful systems change so that children from multilingual and multicultural backgrounds have access to timely, evidence-based supports for their communication development.

Q: You and a colleague at Oregon Health & Science University recently received a new 5-year NIH grant to work across 5 states to address structural racism and support equity for children of color with communication disorders. Tell us about your pathway to this award.

A: Dr. Katharine Zuckerman and I were awarded a UO-OHSU Collaborative Seed Grant in 2018. We launched three studies in partnership with the Oregon Department of Education looking at equity in disability support services for children 0-5 who had communication challenges and who were also Latinx. Some children are not receiving appropriate services based on their ethnicity and home language, which led us

to ask, is this exclusive to Oregon? How are children from other marginalized backgrounds experiencing these systems? How do we disrupt structural racism in these systems? We hope to answer these and other questions as part of the new grant.

Q: Where would you like to see your field in ten years?

A: Recruiting more students who are multilingual, multicultural, first generation, caregivers of individuals with disabilities, or who have disabilities themselves into the field. I'd like us to also do a better job of training students to provide equitable services. Lastly, I hope we will increase community partnerships and engagement throughout program development and evaluation. It's imperative that the field and our research represents the lived experiences of the diverse populations we strive to support with our work.



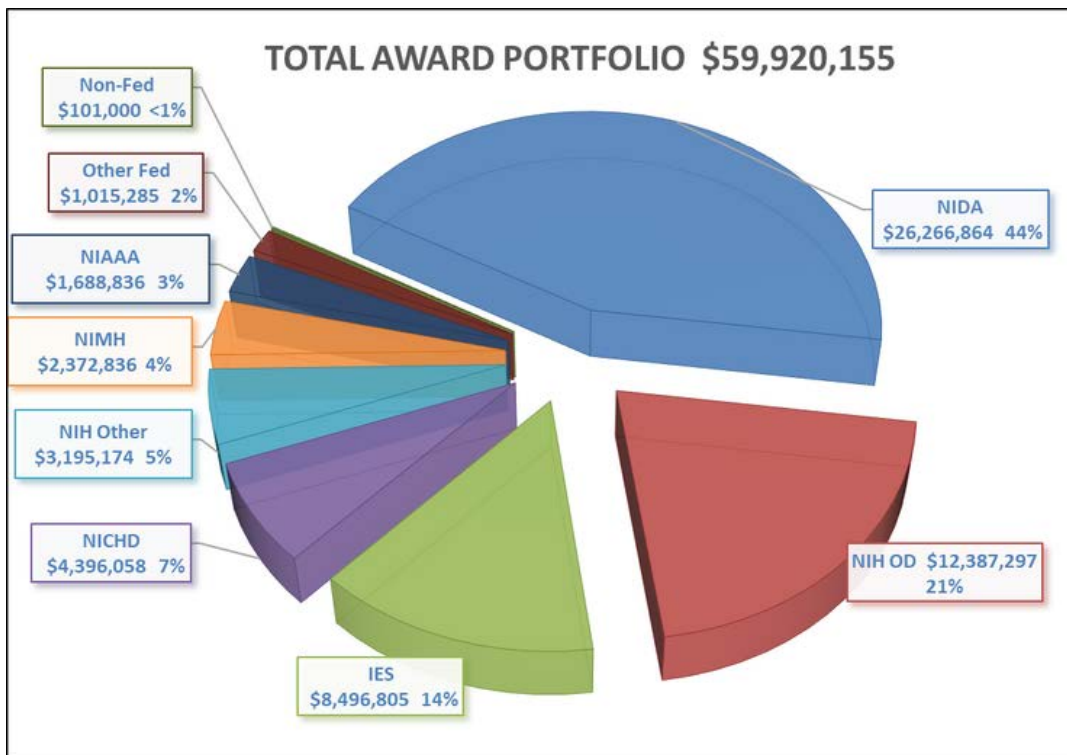
Grant Dollars by Fiscal Year

Total Received



15%

Increase in annual funding since last year



Q&A with Dr. Maria Schweer-Collins

Early Career

Dr. Maria Schweer-Collins, Ph.D., began working with the Prevention Science Institute as a graduate research assistant in 2014. She is now a Research Assistant Professor at PSI and at the HEDCO Institute for Evidence-Based Educational Practice.



Q: Tell us about your background.

A: Before completing my doctoral studies, I worked as a licensed mental health clinician, primarily in intensive outpatient services, supporting families involved with the child welfare system and the juvenile justice system.

Q: What drew you to the Prevention Science Institute?

A: I was motivated to address the challenges that I saw families facing. Coming from a professional background treating diagnosable conditions, I wanted to research ways to prevent them. I worked at the PSI on a variety of studies while I was doing my doctoral work. I stayed on in part because my research really fit with the mission of the PSI, and in part because I have a strong network of collaborators and mentors.

Q: What are your interests as a researcher?

A: I'm interested in tailoring programs and policies to better support individuals who, from very early in life, experience a variety of traumas that increase the odds of involvement with the child welfare and juvenile justice systems. It can be hard to disentangle causal pathways to the two systems. I enjoy thinking about how to better support individuals in these systems, how to facilitate system coordination, and how to

support youth who move back and forth between those systems.

Q: How are you studying these questions?

A: I joined a longitudinal study that is following women who have involvement with the criminal justice system. We're looking at psychosocial factors that may contribute to whether or not they continue to have system involvement. As part of the Center on Parenting and Opioids, we recently received funding for a pilot study to follow the original participants' children. It's exciting because my collaborators have been following these women for 20 years. Now, for the first time, we will follow their children.

Q: What are you hoping to learn from these studies?

A: I'm hoping that this research will contribute to our understanding of protective factors within the family system and the parent child relationship that can be bolstered through intervention. These interventions would help to interrupt intergenerational transmission of negative outcomes including generational systems involvement, problematic substance use, and poor biological health.

Q: How do you see your career and your research developing over the next ten years?

A: I love the environment and the interdisciplinary nature of PSI. If my career takes me elsewhere, I'd love to be at a place that does strong interdisciplinary research.

I'm writing a grant to follow our participants' children, and hope to lead two studies over the next ten years. The first would follow these youth, and the second would use that information to work with Child Welfare and Juvenile justice to think creatively about interventions.

Postdoctoral Scholars

Veronica Oro, Ph.D. was trained as a developmental behavior geneticist at Arizona State University. She has a postdoctoral fellowship at PSI through a partnership program between the Knight Campus for Accelerating Scientific Impact and PeaceHealth. Her research is primarily focused on determining the extent to which the transmission of psychopathology and other health outcomes from parents to offspring is influenced by genetics and/or environmental influences, and examining how they work in tandem to influence the development of psychopathology.



Dr. Oro integrates her genetics background with prevention science by looking at genetic influences on characteristics that can disrupt maladaptive cascades associated with early onset psychopathology or early onset health problems. She focuses on leveraging that information to mitigate health disparities specifically incurred by historically marginalized populations, especially the Latinx population.

Dr. Oro joined the RADx-UP study in 2021, working with Dr. Leslie Leve and a team of co-investigators on a promotores intervention to increase access and uptake to COVID-19 testing in the Latinx population in Oregon. Among the broad interdisciplinary team working on the study, she also receives mentorship from Dr. Bill Cresko. Dr. Oro hopes the culturally tailored approaches and the implementation of the prevention approaches used in RADx-UP can extend beyond the pandemic and be used to inform other health outcomes.

Kate Hails, Ph.D. received her degree in Clinical and Developmental Psychology at the University of Pittsburgh. She joined the PSI in 2021. Her postdoctoral training program through the US Department of Education, Institute of Education Sciences has allowed her to carve her own path and write a training program that accommodates both her research and her goal to become a licensed clinical psychologist.

Dr. Hails is interested in early parenting and family interventions to improve child outcomes. Specifically, she is interested in child cognitive development and social/emotional skills, both within and outside of the school setting. She is also fascinated by the early period, both prenatally and postnatally, and how we can help support parents to improve outcomes. Her goal is to help disseminate research findings to support parents who don't necessarily have access to care in the way that it's traditionally defined.

Under Dr. Beth Stormshak, Dr. Hails has worked on adapting the Family Check-Up intervention for work with families affected by opioid use. She recently received funding for a pilot study through the PSI Center on Parenting and Opioids grant to implement the Family Check-Up app with telehealth coaching in pediatric primary care settings.





Grant Funding FY 2022

NATIONAL INSTITUTE ON DRUG ABUSE (44%)

An Adoption Study of the Development of Early Substance Use: The Joint Roles of Genetic Influences, Prenatal Risk, Rearing Environment, and Pubertal Maturation

Funding period: 2018-2023
 Subaward PI: Leslie Leve (PI Jenae Neiderhiser, Penn State)
 Grant: R01 DA045108

Supplement: An Adoption Study of the Development of Early Substance Use: The Joint Roles of Genetic Influences, Prenatal Risk, Rearing Environment, and Pubertal Maturation: Understanding the Impacts of the Response to COVID-19 on Substance Use

Funding period: 2020-2022
 Subaward PI: Leslie Leve (PI Jenae Neiderhiser, Penn State)
 Grant: R01 DA045108-S

Prevention Research Center: Parenting Among Women who are Opioid Users

Funding period: 2019-2024
 MPIs: Leslie Leve and Phil Fisher
 Project/Core PIs: Elliot Berkman, David DeGarmo, Elizabeth Stormshak; Damien Fair (University of Minnesota); and Kristen Mackiewicz Seghete (Oregon Health & Science University)
 Grant: P50 DA048756

Supplement: Prevention Research Center: Parenting Among Women who are Opioid Users, Project 2

Funding period: 2019-2024
 MPIs: Leslie Leve and Elizabeth Stormshak
 Grant: P50 DA048756-01S1

Supplement: Prevention Research Center: Parenting Among Women who are Opioid Users:

Scaling Up SARS-COV-2 Testing to Serve Latinx

Communities

Funding period: 2020-2023
 MPIs: Leslie Leve, William Cresko, and Dave DeGarmo
 Grant: P50 DA048756-02S2

Supplement: Prevention Research Center: Parenting Among Women who are Opioid Users: NIDA

Summer Intern Program
 Funding period: 2021
 MPIs: Leslie Leve and Phil Fisher
 Grant: P50 DA048756-03S1

Supplement: Prevention Research Center: Parenting Among Women who are Opioid Users: RADx-UP:

Optimizing SARS-CoV-2 Testing and Promotes Interventions to Serve Latinx Communities
 Funding period: 2021-2023
 MPIs: Leslie Leve, William Cresko, and Dave DeGarmo
 Grant: P50 DA048756-03S3

The Prevention of Substance Use in At-Risk

Students: A Family-Centered Web Program
Funding period: 2015-2022
MPIs: Elizabeth Stormshak and John Seeley
Grant: R01 DA037628

Supplement: The Prevention of Substance Use in At-Risk Students: A Family-Centered Web Program: Creating a Sustainable Infrastructure for SARS-COV-2 Testing at Syringe Exchange Programs
Funding period: 2020-2023
PI: Elizabeth Stormshak
Grant: R01 DA037628-05S1

Respiratory Sinus Arrhythmia as a Predictor of Substance Use Among Early Adolescents
Funding period: 2021-2026
Subaward MPI: Wendy Hadley (PI: Christopher Houck, Rhode Island Hospital)
Grant: R01 DA050603

Motivational Enhancement to Augment Contingency Management for SARS-CoV-2 Testing and Vaccination Utilization Among Syringe Exchange Clients
Funding period: 2022-2023
PI: Anne Marie Mauricio
Grant: U01 DA055982

Office of the Director, National Institutes of Health (21%)

The Early Growth and

Development Study Pediatric Cohort
Funding period: 2016-2023
MPI: Leslie Leve (MPIs: Jenae Neiderhiser, Penn State and Jody Ganiban, George Washington University)
Grant: UH3 OD023389

Diversity Supplement to The Early Growth and Development Study Pediatric Cohort
Funding period: 2020-2022
PI: Leslie Leve
Grant: UH3 OD023389-S1

Supplement: The Early Growth and Development Study Pediatric Cohort: Amplification of Racial and Social Inequalities in Response to the COVID-19 Pandemic: Impacts of Child Positive Health Outcomes
Funding period: 2020-2021
MPI: Leslie Leve (MPI: Jody Ganiban, George Washington University)
Grant: UH3 OD023389-S2

ECHO Coordinating Center: Opportunities and Infrastructure Fund (OIF)
Funding period: 2021-2022
Subaward PI: Nichole Kelly (PI: Phillip Brian Smith, MD, Duke University)
Grant: U2C OD023375

United States Department of Education (14%)

Developing Positive Family Support for Students Exposed to Trauma
Funding period: 2020-2024
Subaward PI: Anne Marie Mauricio (PI: Sarah Lindstrom Johnson, Arizona State University)
Grant: R305A200238

Family-Centered Intervention in Schools to Reduce Social and Behavioral Problems from Early Elementary School to Adolescence
Funding period: 2018-2023
PIs: Elizabeth Stormshak and Laura Lee McIntyre
Grant: R324A180037



Grant Funding FY 2022 (continued)

LIFT: Leveraging Autism Intervention for Families through Telehealth

Funding period: 2020-2024
PI: Stephanie Shire
Grant: R324B200017

Postdoctoral Training Program in Prevention Science at the University of Oregon: Preparing Education Researchers to Prevent Social and Behavioral Problems in Schools

Funding period: 2018-2023
PIs: Elizabeth Stormshak and John Seeley
Grant: R324B180001

What Works Clearinghouse Statistics, Website, and Training (WWC-SWAT)

Funding period: 2018-2023
Subaward PI: Emily Tanner-Smith (PIs Jack Buckley and Larry Hedges, American Institutes for Research)
Grant: 91990018C0019

Preventing Emotional and Behavior Problems in Middle School Youth At-Risk of Disability After COVID-19 with the Family Check-Up Online

Funding period: 2022-2025
PI: Elizabeth Stormshak (Co-MPI: Arin Connell, Case Western Reserve)
Grant: R324X220003

National Institute of Child Health and Human Development (7%)



An Exercise Intervention to Improve the Eating Patterns of Preadolescent Children at High Risk for Obesity

Funding period: 2018-2022
PI: Nichole Kelly
Grant: R21 HD094661

Developmental Linkages Between Parenting Behaviors and Child Externalizing Behaviors from Early Childhood to Adolescence: The Mediating Role of Child Executive Functions and Self-Regulation

Funding period: 2020-2023
PI: Atika Khurana
Grant: R03 HD101819

Personalized, Responsive Intervention Sequences for Minimally Verbal Children with Autism (PRISM)

Funding period: 2019-2024

Subaward PI: Stephanie Shire (PI Connie Kasari, University of California Los Angeles)
Grant: R01 HD095973

Project STRONG: A Web-Based Dating Violence Prevention Program for Parents and Middle School Boys

Funding period: 2019-2024
Subaward PI: Wendy Hadley (PI: Christopher Houck, Rhode Island Hospital)
Grant: R01 HD097126

Testing the Efficacy of Mindfulness-Based Stress Reduction Combined with Behavioral Parent Training in Families with Preschoolers with Developmental Delay

Funding period: 2018-2023
MPI: Laura Lee McIntyre (MPI: Cameron Neece, Loma



Linda University)
Grant: R01 HD093667

Word Recognition in Dual Language Learners: The Mechanisms Underlying Listening and Reading in Two Languages

Funding period: 2021-2023
Subaward PI: Stephanie De Anda (PI Krisiti Hendrickson, University of Iowa)
Grant: R03 HD102404

Project Nurture Expansion Study

Funding period: 2021-2026
Subaward PI: Camille Cioffi (PI: Deborah Cohen, Oregon Health & Science University)
Grant: R01 HD105348

National Institutes of Health, Other (5%)

Building a Vocabulary: Lexical-Semantic Development in Latino Children with Early

Language Delay

Funding period: 2020-2025
PI: Stephanie De Anda
Funded by: National Institute on Deafness and Other Communication Disorders
Grant: K23 DC018033

Enhancing Emotion Regulation to Support Weight Control Efforts in Adolescents with Overweight and Obesity

Funding period: 2020-2025
Subaward MPI: Wendy Hadley (MPI: Elissa Jelalian, Miriam Hospital)
Funded by: National Institute of Diabetes and Digestive and Kidney Diseases
Grant: R01 DK124551

Addressing Structural Disparities for Children with Early Communication Disorders (ASCEND)

Funding period: 2022-2027
Subaward PI: Lauren Ccyk (PI: Katharine Zuckerman,

Oregon Health & Science University)
Funded by: National Institute on Deafness and Other Communication Disorders
Grant: R01 DC020402

National Institute of Mental Health (4%)

Functional Connectivity in Developmental Delay: Shared Etiology and Differential Outcomes

Funding period: 2018-2022
MPIs: Laura Lee McIntyre and Fred Sabb
Grant: R21 MH114075

Intervening in the Lives of Foster Care Youth: Using Integrative Data Analysis to Examine Crossover and Long-Term Mental Health Benefits of Dual-Focused Caregiver–Youth Preventative Interventions

Funding period: 2020-2023
Subaward PI: Leslie Leve

Grant Funding FY 2022 (continued)

(MPIs: Stacey Tiberio and Katherine Pears, Oregon Social Learning Center)
Grant: R01 MH124437

Long-Term Effects of the Family Check-Up on Depression and Suicide Across Trials and Development

Funding period: 2019-2023
Subaward PI: Elizabeth Stormshak (PI: Arin Connell, Case Western Reserve)
Grant: R01 MH122213

Supplement to Long-term Effects of the Family Check-Up on Depression and Suicide Across Trials and Development

Funding period: 2020-2022
Subaward PI: Elizabeth Stormshak (PI: Arin Connell, Case Western Reserve)
Grant: R01 MH122213-02S1

ProNET: Psychosis-Risk Outcomes Network

Funding period: 2020-2025
Subaward PI: Fred Sabb (PI:

Scott Woods, Yale University)
Grant: U01 MH124639

Supplement: ProNET: Psychosis-Risk Outcomes Network

Funding period: 2020-2022
Subaward PI: Fred Sabb (PI: Scott Woods, Yale University)
Grant: U01 MH124639-02S1

National Institute on Alcohol Abuse and Alcoholism (3%)

eHealth Coping Skills Training and Coach Support for Women Whose Partner has a Drinking Problem

Funding period: 2016-2022
MPI: Brian Danaher (MPI: Robert Rychtarik, University at Buffalo, SUNY)
Grant: R01 AA024118

Estimating Comparative Effectiveness of Alcohol Interventions for Young Adults

Funding period: 2017-2022
Subaward PI: Emily Tanner-Smith (PI: Eun-Young Mun, University of North Texas Health Science Center)
Grant: R01 AA019511

Personalized Mobile App Intervention: Challenging Alcohol Expectancies to Reduce High-risk Alcohol Use and Consequences

Funding period: 2018-2022
Subaward PI: Jessica Cronce (PI: Christine Lee Gilson, University of Washington)
Grant: R01 AA016979

Social Norms & Skills Training: Motivating Campus Change

Funding period: 2018-2023
Subaward PI: Jessica Cronce (PI: Mary Larimer, University of Washington)
Grant: R01 AA012547

Other Federal (2%)



**Enhancing Parenting Skills
Application of a Web-
Based Three-Tiered Model**

Funding period: 2018-2023
PI: Laura Lee McIntyre
Funded by: United States
Department of Health &
Human Services,
Administration for
Community Living
Grant: 90DPHF0003-01-00



**Exploring Pathways to
Desistance and
Adjustment in Adulthood
Among Juvenile Justice-
Involved Females**

Funding period: 2021-2022
MPIs: Leslie Leve and Maria
Schweer-Collins
Funded by: National Institute
of Justice
Grant: 2020-JX-FX-0003

**Initiative to Develop and
Test Guidelines for
Juvenile Drug Courts**

Funding period: 2014-2021
Subaward PI: Emily Tanner-
Smith (PI: G. Roger Jarjoura,
American Institutes for
Research)
Funded by: Office of
Juvenile Justice and
Delinquency Prevention
Grant: 2014-DC-BX-K001

**Nashville Longitudinal
Study of Youth Safety and
Well-being**

Funding period: 2017-2021
Subaward PI: Emily Tanner-
Smith (PI: Maury Nation,
Vanderbilt University)
Funded by: National Institute
of Justice
Grant: 2016-CK-BX-K002

**The Family Check-Up for
Health: A Family Centered
Health Maintenance
Approach to Improve
Nutrition and Prevent
Obesity in Early Childhood**

Funding period: 2020-2022
Subaward PI: Anne Marie
Mauricio (PI: Cady Berkel,
Arizona State University)
Funded by: United States
Department of Agriculture
Grant: 2018-68001-27550

**University of Oregon
Suicide Prevention
Campus Community
Initiative**

Funding period: 2018-2021
MPIs: Mariko Lin and John
Seeley
Funded by: Substance Abuse
and Mental Health Services
Administration (SAMHSA)
Grant: H79 SM080455

Other Non-Federal (<1%)

**Determined to Succeed?
Maturation, Motivation and
Gender Gaps in
Educational Achievement**

Funding period: 2018-2023
Subaward PI: Atika Khurana
(PI: Liza Reisel, Research
Council of Norway)
Funded by: Research Council
of Norway

**Enhancing Health and
Quality of Life for
Individuals with Dementia
Through Transitional-State
Snacks**

Funding period: 2020-2022
PI: Samantha Shune
Funded by: Oregon
Partnership for Alzheimer's
Research

**SARS-CoV-2 Testing
Services serving Latinx
Community Members in
Oregon**

Funding period: 2021-2022
PI: Leslie Leve
Funded by: Oregon Health
Authority
Grant: 172906

**International Town & Gown
Association 2025 Initiative**

Funding period: 2020-2022
PI: Jessica Cronce
Funded by: International
Town & Gown Association

SELECTED PUBLICATIONS FY 2022

Berkel, C., **Mauricio, A. M.**, Rudo-Stern, J., Dishion, T. J., & Smith, J. D. (2021).

Motivational interviewing and caregiver engagement in the Family Check-Up 4 health. *Prevention Science*, 22(6), 737-746.

Budd, E. L., McWhirter, E. H., **De Anda, S.**, **Mauricio, A. M.**, Mueller, M., **Cioffi, C. C.**, ...& **Leve, L. D.** (2022).

Development and design of a culturally tailored intervention to address COVID-19 disparities among Latinx communities across Oregon. *Manuscript in press*.

Cardenas, L. E., **Schweer-Collins, M. L.**, & **Stormshak, E. A.** (2022). Parental influences on marijuana use in emerging adulthood. *Journal of Family Psychology*, 36(2), 170–178.

Cioffi, C.C., Kosty, D., Capron, C.G., Tavalire, H.F., Barnes, R.C., & **Mauricio, A.M.** (2022). Contingency management improves SARS-CoV-2 testing utilization among people who inject drugs. *Public Health Reports*, 137(3):573-579.

Cronce, J. M., Marchetti, M. A., Jones, M. B., & Ehlinger, P. P. (2022). A scoping review of brief alcohol interventions across young adult subpopulations. *Psychology of Addictive Behaviors*, 36(6), 648–663.

Cycyk, L. M., Coles, K., O’Dea, K., Moore, H. W., Sanford-Keller, H., Dolata, J., **De Anda, S.**, Gomez, M., Huerta, L., Libak, A., & Zuckerman, K. E. (2022). Serving young children with disabilities from Latinx backgrounds and their families with equity: Provider perspectives. *Journal of Communication Disorders*, 99, 106254.

DeGarmo, D. S., **De Anda, S.**, **Cioffi, C. C.**, Tavalire, H. F., Searcy, J. A., **Budd, E. L.**, . . . **Leve, L. D.** (2022). Effectiveness of a COVID-19 testing outreach intervention for Latinx communities: A cluster randomized trial. *JAMA network open*, 5(6), e2216796-e2216796.

Giuliani, N. R. & **Kelly, N. R.** (2022). Associations among food delay of gratification, cognitive measures, and environment in a community preschool sample. *Frontiers in Nutrition*, 9, 788583.

Hadley, W., Houck, C., Barker, D., *Bogner, J. & *Franz, D. (2022). Using immersive virtual reality to examine the association

between respiratory sinus arrhythmia and adolescent substance use. *Child Psychiatry and Human Development*.

Hall, M., & **De Anda, S.** (2022). Estimating early language input in deaf and hard of hearing children with the language access profile tool. *American Journal of Speech-Language and Hearing Research*, 31(5), 2132-2144.

Leonard, H., & **Khurana, A.** (2022). Parenting behaviors and family conflict as predictors of adolescent sleep and bedtime media use. *Journal of Youth and Adolescence*, 51, 1611–1621.

Leve, L. D., Harold, G. T., Neiderhiser, J. M., Natsuaki, M. N., Shaw, D. S., Ganiban, J. M., & Reiss, D. (2022). The potential of children’s rearing environment to overcome genetic propensity for low reading achievement. *Mind, Brain, and Education*, 16, 352-359.

Luther, G. M., *Folger, A., & **Kelly, N. R.** (2021). Body image concerns and ethnic identity are associated with loss of control eating among young African American men. *Eating Behaviors*, 43, 101578

McIntyre, L. L., & Kunze, M. (2021). Family-focused



interventions as prevention and early intervention of behavioral problems in children with autism spectrum disorder. *International Review of Research in Developmental Disabilities*, 61, 159–191.

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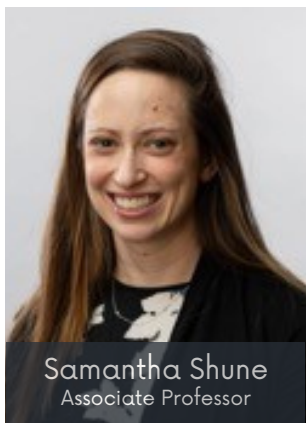
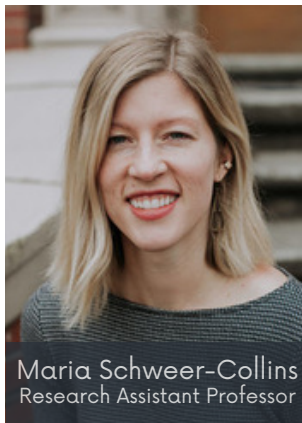
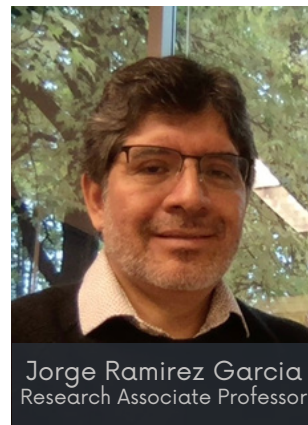
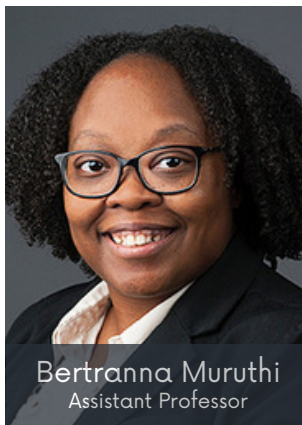
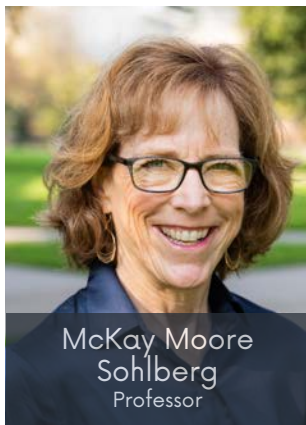


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