



**PREVENTION
SCIENCE
INSTITUTE**

2021 ANNUAL REPORT



The PSI is committed to the mission of improving the lives and well-being of individuals throughout the lifespan.

In this year's report we highlight examples of partnering with communities to reduce disparities.



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WELCOME TO OUR 2021 ANNUAL REPORT

Prevention Science Institute shows Resilience and Resourcefulness during the COVID-19 Pandemic

As you flip through the pages of the 2021 annual report, you will find examples of the innovative work that Prevention Science Institute (PSI) scientists and staff have engaged in over the past year to address the COVID-19 pandemic. Not only has our portfolio of funded projects increased this past year, but the impact on our communities has expanded and new community partnerships have blossomed. PSI Scientists have been responsive to the needs of our community and have been successful with competing for funds to support pandemic recovery.

Here are a few highlights of this year's annual report:

- COVID-19 testing for underserved communities
- Portland-based projects promoting child and family mental health and obesity prevention
- Community partnerships
- Spotlight on new scientists Drs. Geovanna Rodriguez and Anne Marie Mauricio
- Highlights from our health promotion faculty cluster
- Grant funding and publications

PSI is committed to improving the lives of children, families, and adults in our communities through rigorous science-based interventions that promote positive outcomes, such as prevention of substance abuse, mental health problems, and school difficulties. We work collaboratively with

scientists across disciplines and through the development and cultivation of key community partnerships. Our community partners span from agencies focusing on education, health care, mental health, substance abuse prevention, to services for children with developmental disabilities. As an institute, we have training and mentorship opportunities for graduate students and postdoctoral scholars and deliver services in the Child and Family Center through the College of Education's HEDCO Clinic.

At a time when needs are high in the community, the Prevention Science Institute answers the call with rigorous clinical and translational research, evidence-based programs to improve outcomes for children, families, and adults, and partnerships with communities that are underserved.

Thank you for your interest and support of the Prevention Science Institute.

With gratitude,

Laura Lee McIntyre
Director, Prevention Science Institute
Castle-McIntosh-Knight Professor
Department of Special Education and Clinical Sciences



PSI PERSONNEL BY THE NUMBERS

50

RESEARCH FACULTY

25

STUDENT EMPLOYEES

20

GRADUATE EMPLOYEES

5

ADMINISTRATIVE STAFF

1

NEW RESEARCH ASSOCIATE



Partnering with Communities to Address the COVID-19 Crisis

The global pandemic resulting from SARS-CoV-2, the virus that causes the severe respiratory illness COVID-19, is the worst health crisis the U.S. has faced in a century. Although the virus has infected millions of Americans, the disease burdens are disproportionately born by historically underserved populations. Scientists from across the PSI have mobilized to rapidly scale-up testing and enhance access to those most in need.

SCALING UP SARS-CoV-2 TESTING TO SERVE LATINX COMMUNITIES

PSI Scientists: Leslie Leve (MPI), Dave DeGarmo (MPI), William Cresko (MPI [Dept. of Biology]), Liz Budd, Camille Cioffi, Stephanie De Anda, Anne Marie Mauricio, Jorge Ramirez García, John Seeley, and Hannah Tavalire, with colleagues from across campus
Funded by NIDA: P50 DA048756-02S2

Nationally, Latinx people with COVID-19 are hospitalized at four times the rate of Whites and have much higher rates of morbidity and mortality. This disparity is notable in Oregon, where 13% of the population is Latinx and represents approximately 44% of COVID-19 cases.

Community health workers are frontline public health workers who are members of the community they serve. Among Spanish-speaking communities they are known as *promotores de salud*, often simply called *promotor/es*. To address the disparities in SARS-CoV-2 testing

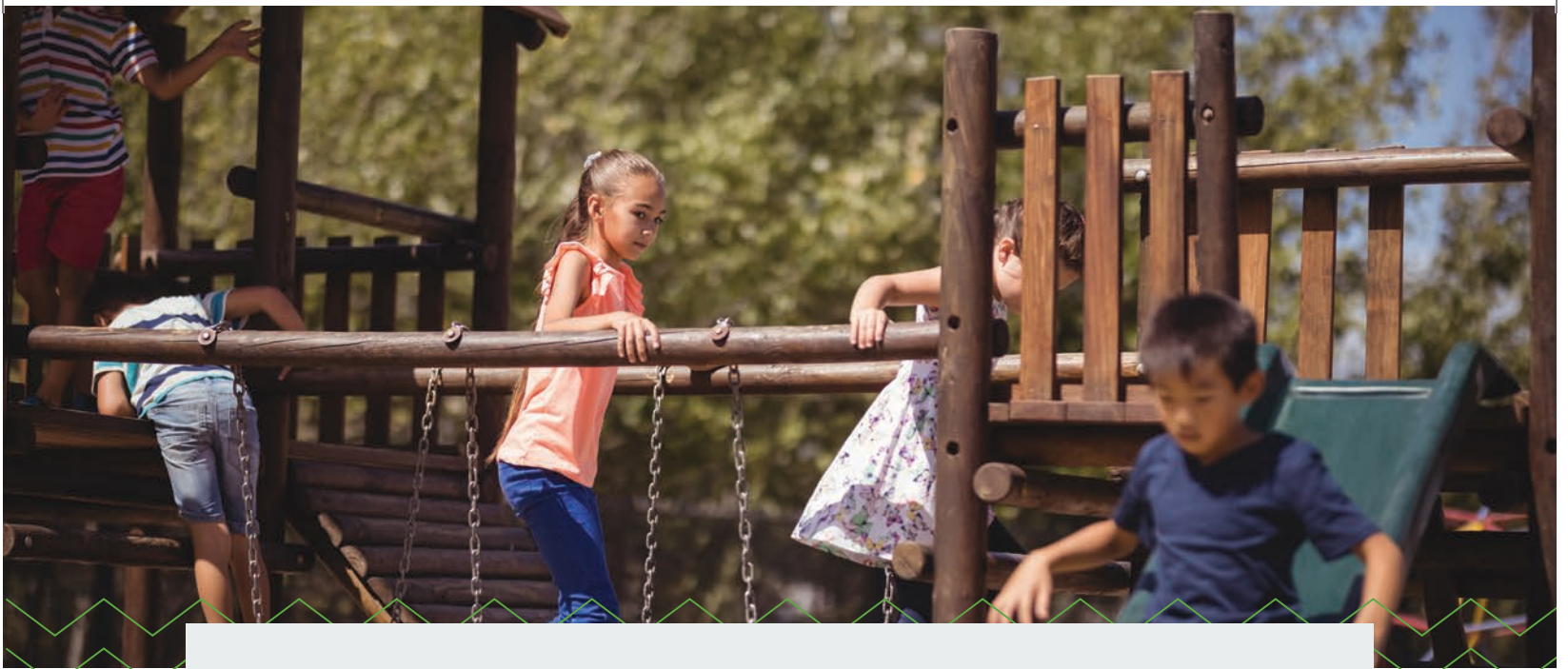
among Oregon's Latinx community, PSI researchers are partnering with community-based organizations — **Centro Latino Americano, Vive NorthWest, Centro de Ayuda, Natives of One Wind – Unete,** and **Euvalcree** — to hire and train *promotores* in **Jackson, Douglas, Lincoln, Umatilla, and Morrow counties** and are working to expand to Lane, Marion, Josephine, and Jefferson counties. With support from a Latinx Community and Scientific Advisory Board and Centro Latino Americano, they have been able to develop trauma-informed, culturally-tailored interventions aimed at increasing testing among Oregon's Latinx community.

CREATING A SUSTAINABLE INFRASTRUCTURE FOR SARS-CoV-2 TESTING AT SYRINGE EXCHANGE PROGRAMS

PSI Scientists: Beth Stormshak (PI), Camille Cioffi, Derek Kosty, Leslie Leve, Anne Marie Mauricio, and Hannah Tavalire, with colleagues from across campus
Funded by NIDA: R01DA037628-05S1

People who inject drugs (PWIDs) are a socially vulnerable population and are exposed to risk factors and underlying medical conditions that put them at increased risk for severe COVID-19 symptoms, including death. They also experience barriers that reduce access to health care services and testing. To address this gap, this study leverages our partnership with **HIV Alliance** in Oregon and our Community and Scientific Advisory Board to develop, implement, and evaluate a COVID-19 testing program and support implementation and sustainability at syringe exchange sites in Oregon.

In the first five months of the project, the team collaborated with HIV Alliance to rapidly implement a weekly testing program at nine syringe exchange sites across four counties in Oregon and started collecting and processing SARS-CoV-2 test samples.



COVID Testing in Our Community

Reaching Underserved Communities During the Pandemic

RADx-UP:

Rapid Acceleration of Diagnostics-Underserved Populations

NIH RADx-UP Projects Funded Through the PSI

2

Scaling UP SARS-CoV-2 Testing to Serve Latinx Communities: Oregon Saludable: Juntos Podemos

Funded by NIDA

Partnering with
11
Oregon Counties

Total testing events
487

COVID-19 Tests
2,504
through 06/21

Creating a Sustainable Infrastructure for SARS-CoV-2 Testing at Syring Exchange Programs

Funded by NIDA

Partnering with
4
Oregon Counties

Weekly testing at
9
sites

COVID-19 Tests
2,429
through 06/21

New Faculty Spotlight:

Dr. Geovanna Rodriguez

Dr. Geovanna Rodriguez, Ph.D. is a member of the Prevention Science Institute and an assistant professor of School Psychology in the Special Education and Clinical Sciences Department in the College of Education at the University of Oregon.

Q: Tell us about your professional background?

A: I completed my doctoral degree in School Psychology at the University of California, Riverside, including an internship providing school-based mental health services in Illinois. My postdoctoral research was part of an NIH T32 Training grant at The Waisman Center in Madison, Wisconsin. I am impressed with the University of Oregon's research on prevention and I am excited to be here.

Q: What are the big questions you study?

A: I am interested in understanding which school factors, such as student-teacher relationships, school climate, and sense of belonging, predict or enhance school success. I want to understand how we create more inclusive and supportive environments for all students, including ethnic or racial minorities and students who identify as LGBTQIA. Overall, my research is looking at how to create more affirming and inclusive environments in schools for the groups of students who are at an elevated risk for mental health problems.

Q: If you could design an intervention based on your work, what would it look like?

A: My work is in the early identification and assessment of mental health disorders in schools, and how to best support youth with disabilities through the development of social-emotional learning curricula or interventions that support youth in the secondary school setting. Interventions for secondary school students often do not allow students with disabilities to see themselves reflected in the curriculum. As students reach adolescence, when identity development becomes very prominent for them and peer relationships become very salient,



students with disabilities begin to feel shame and stigma about their disability. I would like to see interventions embrace identity development for these students and help them become aware of their disability and the disability community around them. I would like to see interventions developed from a disability justice framework, with educators as allies helping to empower students with disabilities.

Q: Does your work partner with local community organizations?

A: COVID has made that challenging over the past year. We are in the early stages of partnering with The Arc of Lane County and their family support group 'Families Connected' that provides support and community events for families raising children with disabilities.

Q: Where would you like to see this research in 10 years?

A: I would like to see the teacher-student relationship transformed so that mental health literacy is seen as a standard element in educator training. I would like to help teachers from a prevention framework, so teachers are taught how to work with students with disabilities, how to work with students who are more diverse, and how to work with students from a marginalized community before they are in the classroom. I would like to help teachers know how to advocate for their students' needs and how to utilize practices that promote positive mental health outcomes for all students in the classroom setting.



Q&A with Dr. Anne Marie Mauricio

Dr. Anne Marie Mauricio joined the Prevention Science Institute in August 2020 as a family intervention scientist and associate research professor. She is also associate director of the Prevention Science graduate program, and a clinical supervisor at the Child and Family Center at the HEDCO Clinic. Dr. Mauricio has served as a principal investigator or co-investigator on several federally funded grants focused on the translation of evidence-based interventions to real-world practice.

Q: What is your research background?

A: Broadly, my research supports the implementation of evidence-based interventions with fidelity and quality, addressing the science to practice gap. We develop interventions in the context of science, but often they do not fit within the community context for which they are intended. I am really interested in working to support effective implementation in the community, with a focus on interventions that are culturally

relevant and appropriate for the community.

Q: How do you help bridge the science to practice gap?

A: We look at how training is offered, how fidelity is monitored, and how to provide consultation in ways that are consistent with the delivery system already in place. As well as being a researcher, I have spent many years in community mental health scaling up an intervention in a community practice that involves varying training protocols, varying implementation protocols, and selecting staff who would champion the program.

Q: Are there any communities or organizations that you partner with in your research?

A: Quite a bit of my work has been with Latinx families, parents, and adolescents. The community partners include Arizona schools, Oregon schools, and agencies across the U.S. broadly who work with families.

Q: Your work at PSI is focused on the Family Check-Up at the Child and Family Center. How has the Family Check-Up supported families during the COVID pandemic?

A: The Family Check-Up is a strengths-based intervention that helps families focus on the strengths and resources they have and how to use them to overcome and manage stressors in difficult times. The intervention works with families with kids from 2 to 18 years old, so the program's reach is very broad. Certainly, the pandemic has been a difficult time. The Family Check-Up easily moved to telehealth and maintained its quality. The Child and Family Center works with Spanish-speaking bilingual and monolingual families, so it has been a great community resource during COVID.

Q: How do you see the Family Check-Up developing over the next 10 years?

A: I would like to see the Family Check-Up broadly

(Continued on page 7)

CONTACT THE CHILD AND FAMILY CENTER

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disseminated. I feel like the Family Check-Up is in its infancy in terms of dissemination and scale up. It is a great opportunity to grow the Family Check-Up in a way that is respectful of the users' needs. I would like to see the Family Check-Up implementation model evolve so that it is consistent with the clinician's needs as well as the family's needs.

We are fortunate that we have learned a lot from the programs that have gone before us, we have learned what has worked and what has not worked. At the end of the day, we want an intervention that practitioners are excited about using and that is evidence-based. I would like to see the Family Check-Up used because clinicians see that it is consistent with their culture and meets the needs of their community.

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 CONTRACTS WITH PARTNERS
 IN FY21

In the Community, With the Community

The Prevention Science Institute is proud of its close partnerships with local community organizations. Below, find a list of organizations we have partnered with to advance our mission.

- Arc of Lane County
- Centro de Ayuda
- Centro Latino Americano
- Clackamas Education Service District
- Consulado de Mexico en Portland
- County Public Health Agencies:
 - Douglas
 - Jackson
 - Josephine
 - Lane
 - Lincoln
 - Marion
 - Morrow
 - Umatilla
- Downtown Languages
- Early Childhood CARES
- Euvalcree
- Head Start of Douglas and

- Josephine Counties
 - HIV Alliance
 - Inland Regional Center
 - Integrated Behavioral Health
 - Kidsports
 - Lane County Health Authority
 - Lane County Treatment Center
 - Lane Early Learning Alliance
 - Mano Amiga
 - North Clackamas School District
 - OnTrack Rogue Valley
 - Oregon Department of Education
 - Oregon Health Authority
 - Portland Public Schools
 - Savorease Therapeutic Foods
 - Serenity Lane
 - Springfield Public Schools
 - Springfield Treatment Center
 - Unete: Center for Farm Worker and Immigrant Advocacy
 - Willamette Family, Inc.



Two Locations, One Mission: Serving Eugene and Portland

The Prevention Science Institute has had a presence in Portland, Oregon for more than two decades, serving children, youth, and families in some of Oregon's most diverse and underserved areas. With five active grants currently being administered by our Portland team, we are able to serve the Portland metro area and the state by providing science-based prevention and intervention programs to address child mental health, education outcomes, parenting, and teen health through delivery of interventions to high needs children, youth, and families.

With leadership provided by Dr. Allison Caruthers, PSI Portland is the home to several family interventionists, research assistants, and assessment and recruitment specialists who are critical to the success of our projects. Over the past two years, we have grown to include interns and student volunteers from Portland State University and other schools in the Portland area. These opportunities for collaboration and service are critical to UO's Prevention Science Institute mission.

During the COVID-19 pandemic, our grant portfolio of family-centered intervention programs all moved to virtual platforms. We are now serving children from early childhood to adolescence through our online family-centered programs. Our Family Check-Up online programs and virtual parenting groups are timely and meet child and mental health needs at a time when mental health problems are skyrocketing. The PSI Portland team continues to show innovation, perseverance, collaboration, and

community-building with these clinical research studies.

Here is a snapshot of current Portland-based projects:

Early Childhood and Families

- **PRO-Parenting:** Funded by NICHD (PIs Laura Lee McIntyre and Cameron Neece at Loma Linda University). This project focuses on improving child emotional and behavioral outcomes, parenting, and parent mental health in families with preschool-aged children with developmental delay, including autism spectrum disorder. Families are recruited in Oregon and California and participate in online, telehealth parenting interventions that incorporate mindfulness-based stress reduction or social support, plus parenting skills. Intervention is delivered in Spanish or English to meet the needs of participating families.
- **Parenting Young Children:** Funded by NIDA (PI Beth Stormshak; Project 2 of Center on Parenting and Opioids, PIs Leslie Leve and Phil Fisher). This project focuses on adapting and testing the effectiveness of the Family Check-Up Online, delivered using mobile devices with coaching support, to opioid-using mothers with preschool-aged children. Deployed out of Portland, the intervention is

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GRANTS ACTIVE
AT PSI PORTLAND

delivered to families residing in rural Oregon and targets the development of positive parenting skills and maternal self-regulation to improve child behavioral outcomes and ultimately reduce adult substance abuse.

Adolescence and Mental Health

- **Bridges:** Funded by U.S. Department of Education/Institute for Education Sciences (PI Beth Stormshak, Co-PI Laura Lee McIntyre). This study follows a sample of Portland-based youth who were recruited in kindergarten and have now transitioned to middle school. Part of the sample is receiving a middle school version of the Family Check-Up, which focuses on key aspects of adolescent development, including academic success, peer relationships, and healthy behavior. The intervention is designed to be brief, strengths-based, and delivered in schools. The Family Check-Up promotes family-school partnerships and education outcomes for middle school youth and their families.
- **Middle School Success over Stress:** Funded by NIMH (UO subaward PI Beth Stormshak). This study focuses on testing the efficacy of the Family Check-Up Online program to foster resilient family functioning in response to the COVID-19 pandemic. The intervention is designed to improve participants' response to the COVID-19 pandemic, including youth depression and behavior problems, the ability to cope with pandemic-focused stressors (employment, mandated safety requirements), and social or family functioning, such as relationship support and risk for domestic violence.

Teen Health and Obesity Prevention

- **HealthTRAC:** Funded by NIDDK (UO subaward PI Wendy Hadley). This project focuses on improving teen health through interventions designed to reduce unhealthy weight. The HealthTRAC intervention targets health through emotion regulation skill building as well as dietary and physical activity in adolescents aged 13 – 17 years old. The information gained in this project will extend our understanding of how improving emotion regulation abilities can enhance adolescent weight control interventions.

Health Promotion Cluster Highlights

Drs. Elizabeth Budd, Nicole Giuliani, Nichole Kelly, and Andrew Kern

The Health Promotion cluster seeks to promote the health of individuals, families, and communities and has a particular emphasis on improving health behaviors and reducing chronic disease risk, particularly among those who have experienced significant health-related disparities. Faculty members come from Counseling Psychology and Human Services, School Psychology, Human Physiology, and Biology and include three PSI faculty.

Among the highlights of FY21, Dr. Budd was selected as the American Public Health Association 2020 winner of the Steven P. Hooker Research Award for outstanding research in the area of physical activity in public health.

RESEARCH IMPACT

32

Conference Presentations

27

Manuscripts Published

13

Grants Submitted

5

Grants Awarded

STUDENT IMPACT

33

Classes Instructed

157

Students Mentored

1,667

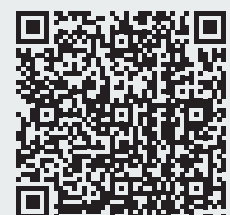
Students Taught

\$94,752

Mentored Student Scholarships

Spotlight publication:

Kelly, N. R., Budd, E. L., Giuliani, N. R. (2021, October 11). *If you want to support the health and wellness of kids, stop focusing on their weight.* The Conversation. <https://theconversation.com/if-you-want-to-support-the-health-and-wellness-of-kids-stop-focusing-on-their-weight-168062>





Grant Funding FY 2021

NATIONAL INSTITUTE ON DRUG ABUSE

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

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

Supplement to 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

Subaward PI: Leslie Leve (PI: Jenae Neiderhiser, Penn State)
Grant: R01 DA045108-S1
Funding period: 2020-2022

Brief Substance Use Interventions in General Healthcare Settings: Understanding Variability in Effects

PI: Emily Tanner-Smith
Grant: R01 DA043589
Funding period: 2017-2020

Prevention Research Center: Parenting Among Women who are Opioid Users

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
Funding period: 2019-2024

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

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

Supplement to Prevention Research Center: Parenting Among Women who are Opioid Users: Scaling Up SARS-CoV-2 Testing to Serve Latinx Communities

MPIs: Leslie Leve, William Cresko, and Dave DeGarmo
Grant: P50 DA048756-02S2
Funding period: 2020-2022

The Prevention of Substance Use in At-risk Students: A Family-centered Web Program

MPIs: Elizabeth Stormshak and John Seeley
Grant: R01 DA037628
Funding period: 2015-2021

Supplement to 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

PI: Elizabeth Stormshak with Camille Cioffi and Anne Marie Mauricio
Grant: R01 DA037628-05S1
Funding period: 2020-2022

NIH OFFICE OF THE DIRECTOR

The Early Growth and Development Study Pediatric Cohort

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

Diversity Supplement to The Early Growth and Development Study Pediatric Cohort

PI: Leslie Leve
Grant: UH3 OD023389-S1
Funding period: 2020-2022

Supplement to 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

MPI: Leslie Leve (MPI: Jody Ganiban, George Washington University)
Grant: UH3 OD023389-S2
Funding period: 2020-2021

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“The clients we serve have excellent opportunities to access COVID-19 testing.”

Community Partner Highlight

Partner Name: **HIV Alliance**

Location: **Oregon**

Project: **Creating a Sustainable Infrastructure for SARS-CoV-2 Testing at Syringe Exchange Programs**

Project funded by NIDA: **R01 DA037628-S1**

HIV Alliance, established in 1994, is nonprofit dedicated to supporting individuals living with HIV/AIDS and preventing new HIV infections. To this end, we provide services across the state of Oregon for people who inject drugs to participate in syringe exchange programs. Our syringe exchange programs serve over 4,000 unique individuals per year, in Lane, Douglas, Marion, Washington, Josephine, and Curry Counties at 14 different sites.

As a result of previous RADx-UP funding, the clients we serve have excellent opportunities to access COVID-19 testing. We have established a robust reporting system to notify clients of their results. This service is critical as substance use behaviors and congregate living experiences within this population put them at considerable risk for contracting and spreading COVID-19. However, many clients do not believe they need to continue testing if they have been vaccinated even though many of their peers are not vaccinated and they many still transmit COVID-19 to others.

Our partnership with University of Oregon Prevention Science Institute researchers (Drs. Cioffi, Leve, Mauricio, Stormshak, and Tavalire) and support staff (Fernandes and Lewis) has been collaborative and fruitful. For example, we were able to provide insights on contingency management that the study team implemented rapidly leading to increased sustained testing among our clients and unhoused individuals across the state. At a time when testing has decreased nationwide, we still see testing numbers reach about 100 people per week and

only recently started having positive cases in May of about 1-3 people per week. This routine testing and our team’s case management of positives have prevented outbreaks among highly vulnerable populations, such as syringe exchange clients. We are hopeful to sustain this testing program and expand vaccine access to our clients if the proposed RADx-UP Phase II project is successful.

In addition, we have collaborated with Dr. Cioffi on her continuing work to bring pregnancy screening resources to syringe exchange program sites and are hopeful to obtain funding for these services.



GRANT FUNDING FY21

(continued from page 10)

Eunice Kennedy Shriver NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT

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

PI: Nichole Kelly
Grant: R21 HD094661
Funding period: 2018-2021

Children's Social and Academic Competence: Integrating Genetically Informed and Prevention Research

PI: Amanda Griffin
Grant: F32 HD093347
Funding period: 2018-2021

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

PI: Atika Khurana
Grant: R03 HD101819
Funding period: 2020-2022

eGAS: A Tool to Support Patient-Centered Goal Attainment Scaling for Cognitive Rehabilitation

PI: McKay Sohlberg
Grant: R03 HD091453
Funding period: 2017-2020

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

Subaward PI: Stephanie Shire (PI: Connie Kasari, University of California Los Angeles)
Grant: R01 HD095973
Funding period: 2019-2024

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

Boys

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

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

MPI: Laura Lee McIntyre (MPI: Cameron Neece, Loma Linda University)
Grant: R01 HD093667
Funding period: 2018-2023

Trauma-Informed Mental Health in Education: A Mindfulness Based Curriculum

Subaward PI: Nichole Kelly (MPIs: Jordan Pennefather and Adam John Wendt, Trifoia [IRIS Media])
Grant: R44 HD098921
Funding period: 2019-2022

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

Subaward PI: Stephanie De Anda (PI: Krisiti Hendrickson, University of Iowa)
Grant: R03 HD102404
Funding period: 2021-2022

U.S. DEPARTMENT OF EDUCATION

Developing Positive Family Support for Students Exposed to Trauma

Subaward PI: Anne Marie Mauricio (PI: Sarah Lindstrom Johnson, Arizona State University)
Grant: R305A200238
Funding period: 2020-2024

Family-Centered Intervention in Schools to Reduce Social and Behavioral Problems from Early Elementary School to Adolescence

PIs: Elizabeth Stormshak and Laura Lee McIntyre
Grant: R324A180037
Funding period: 2018-2023

LIFT: Leveraging Autism Intervention for Families through Telehealth

PI: Stephanie Shire
Grant: R324B200017

Funding period: 2020-2024

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

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

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

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

NATIONAL INSTITUTE OF MENTAL HEALTH

Functional Connectivity in Developmental Delay: Shared Etiology and Differential Outcomes

MPIs: Laura Lee McIntyre and Fred Sabb
Grant: R21 MH114075
Funding period: 2018-2021

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

Subaward PI: Leslie Leve (MPIs: Stacey Tiberio and Katherine, Pears, Oregon Social Learning Center)
Grant: R01 MH124437
Funding period: 2020-2023

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

Subaward PI: Elizabeth Stormshak (PI: Arin Connell, Case Western Reserve)
Grant: R01 MH122213
Funding period: 2019-2022

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

Subaward PI: Elizabeth Stormshak (PI: Arin Connell, Case Western Reserve)
Grant: R01 MH122213-S1

Funding period: 2020-2022

ProNET: Psychosis-Risk Outcomes Network

Subaward PI: Fred Sabb (PI Scott Woods, Yale University)
Grant number: U01 MH124639
Funding period: 2020-2025

NATIONAL INSTITUTE ON ALCOHOL AND ALCOHOLISM

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

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

Estimating Comparative Effectiveness of Alcohol Interventions for Young Adults

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

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

Subaward PI: Jessica Cronce (PI Christine Lee Gilson, University of Washington)
Grant: R01 AA016979
Funding period: 2018-2021

Social Norms & Skills Training: Motivating Campus Change

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

OTHER NIH

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

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

Enhancing Emotion Regulation to Support Weight Control Efforts in Adolescents

with Overweight and Obesity Funding period: 2020-2025

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

OTHER FEDERAL

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

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

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

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

Initiative to Develop and Test Guidelines for Juvenile Drug Courts

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
Funding period: 2014-2021

Nashville Longitudinal Study of Youth Safety and Well-being

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

SMART Optimization of a Parenting Program for Active Duty Families

Subaward PI: David DeGarmo (PI Abigail Gewirtz, University of Minnesota)
Funded by: United States Department of Defense
Grant: W81XWH-16-1-0407
Funding period: 2016-2021

The Family Check-Up for

Health: A Family Centered Health Maintenance Approach to Improve Nutrition and Prevent Obesity in Early Childhood

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

University of Oregon Suicide Prevention Campus Community Initiative

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

OTHER NON-FEDERAL

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

Subaward PI: Atika Khurana (PI Liza Reisel, Research Council of Norway)
Funded by: Research Council of Norway
Grant: NA
Funding period: 2018-2022

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

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

ITGA 2025 Initiative

PI: Jessica Cronce
Funded by: International Town & Gown Association
Grant: NA
Funding period: 2020-2021

Quantifying the Impact of Mothers on Preschoolers' Food-related Self-regulation and Overconsumption of Unhealthy Food

PI: Nicole Giuliani
Funded by: Medical Research Foundation (Oregon Health & Science University Foundation)
Grant: NA
Funding period: 2018-2020

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Budd, E. L., Giuliani, N. R., & Kelly, N. R. (2021). Perceived neighborhood safety moderates the association between racial discrimination stress and chronic health conditions among Hispanic/Latino adults. *Frontiers in Public Health, 9*(585157).

Cioffi, C. C., & DeGarmo, D. S. (2021). Improving parenting practices among fathers who misuse opioids: Fathering Through Change Intervention. *Frontiers in Psychology, 12*(2419).

Cioffi, C. C. & Seeley, J. (2021). Voluntary pregnancy screening at syringe exchanges: A feasibility study. *Prevention and Health Promotion, 2*(1), 57-80.

Cycyk, L. M., De Anda, S., Moore, H. W., & Huerta, L. (2021). Cultural and linguistic adaptations of early language interventions: Recommendations for advancing research and practice. *American Journal of Speech-Language Pathology, 26*, 1-23.

De Anda, S., Cycyk, L., Moore, H., Larson, A., King, M., & Huerta, L. (in press). The English-Spanish vocabulary inventory: A tool for capturing early vocabulary in bilingual contexts. *Journal of Speech, Language, and Hearing Research*.

Ehlinger, P. P., Folger, A., & **Cronce, J. M.** (2021). A qualitative analysis of transgender and gender non-conforming college students' experiences of gender-based discrimination and intersections with alcohol use. *Psychology of*

Addictive Behaviors. Advance online publication.

Giuliani, N. R. & Kelly, N. R. (2021). Delay of gratification predicts eating in the absence of hunger in preschool-aged children. *Frontiers in Psychology, 12*, 650046.

Hadley, W., Houck, C., Barker, D., Wickham, B., Bogner, J. & Jelalian, E. (2020). Preliminary impact of an adapted emotion regulation intervention for adolescents with overweight and obesity attempting to lose weight. *Journal of Developmental and Behavioral Pediatrics, 41*(9), 706-715.

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Kovensky, R., **Khurana, A., Guyer, S., & Leve, L.** (2021). Childhood adversity, impulsivity, and HIV knowledge as predictors of sexual risk outcomes in at-risk female youth. *Adolescents, 1*, 56-69.

Mauricio, A. M., Rudo-Stern, J., Dishion, T. J., Shaw, D. S., Gill, A. M., Lundgren, J. S., & Thunberg, J. (2021). Facilitators and barriers in cross-country transport of evidence-based preventive interventions: A case study using the Family Check-Up. *Prevention Science, 22*(1), 73-83.

McIntyre, L. L., Neece, C. L., Sanner, C., Rodriguez, G., & Safer-Lichtenstein, J. (2021). Telehealth delivery of

a behavioral parent training program to Spanish-speaking Latinx parents of young children with developmental delay: Applying an implementation framework approach. *School Psychology Review, 1-15*.

Munger, K., **Seeley, J., Mender, L., Schroeder, S., & Gau, J.** (2020). Effect of Make Parenting a Pleasure on parenting skills and parental depression. *Child & Family Behavior Therapy 42*(1), 1-19.

Muruthi, B. A., Bermudez, J. M., Chou, J. L., Shivers, C. M., Gale, J., & Lewis, D. (2020). Mother-adult daughter questionnaire: Psychometric evaluation across first- and second-generation Black immigrant women. *The Family Journal, 28*(2), 168-175.

Piro-Gambetti, B., **Rodriguez, G., Papp, L., Greenlee, J., & Hartley, S.** (2021). Bidirectional associations between parent couple conflict and internalizing and externalizing behavior problems in children with autism spectrum disorder. *Development and Psychopathology*.

Raulston, T. J., **Kosty, D., & McIntyre, L. L.** (2021). Mindful parenting, caregiver distress, and conduct problems in children with autism. *American Journal on Intellectual and Developmental Disabilities, 126*(5), 396-408.

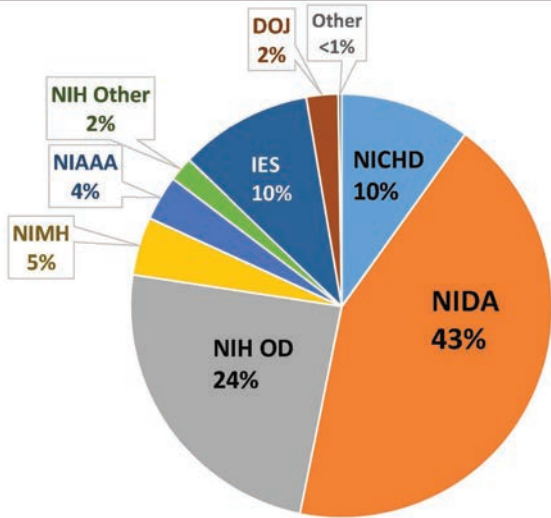
Shire, S.Y., Baker-Worthman, L., Shih, W., & Kasari, C. (2020). Comparison of face to face and remote support for interventionists learning to deliver JASPER intervention with children with autism. *Journal of Behavioral Education, 29*, 317-338.

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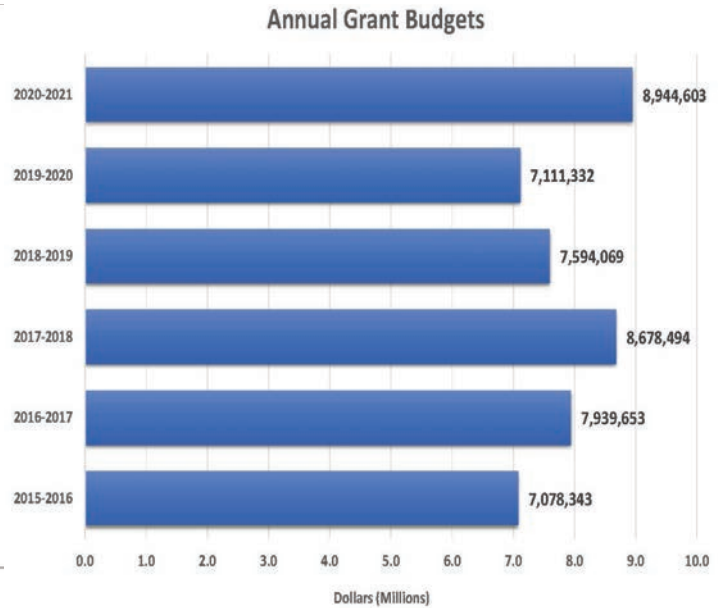
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Tanner-Smith, E. E., Nichols, L. M., Loan, C. M., Finch, A. J., & Moberg, D. P. (2020). Recovery high school attendance effects on student delinquency and substance use: The moderating role of social problem solving styles. *Prevention Science*, 21, 1104-1113.



Total Awards Portfolio FY21: \$51,767,801



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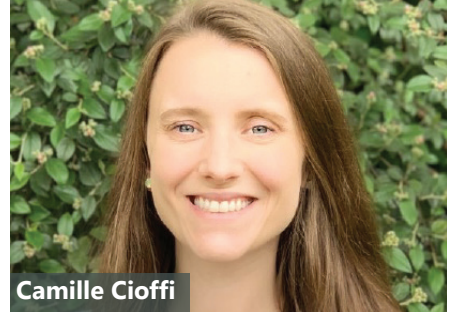
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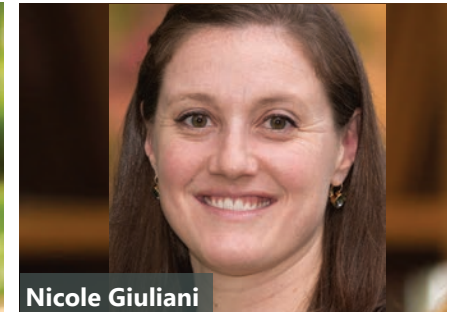
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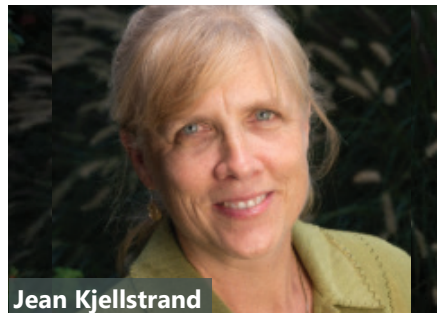
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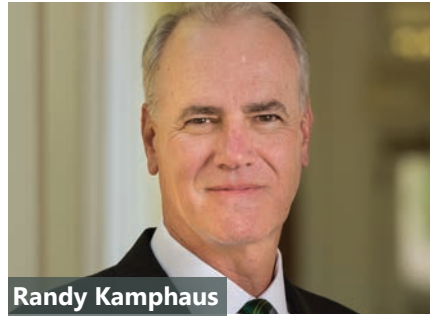
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