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.
INSIDE THIS REPORT

2 Letter from the Director
   Dr. Laura Lee McIntyre discusses ways the PSI is moving forward

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   PSI scientists partnered with local communities to bring access to COVID-19 testing to those most in need

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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 Ramírez 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

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.
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)
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.

<table>
<thead>
<tr>
<th>In the Community, With the Community</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>• Arc of Lane County</td>
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<tr>
<td>• Centro de Ayuda</td>
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<tr>
<td>• Centro Latino Americano</td>
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<tr>
<td>• Clackamas Education Service District</td>
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<tr>
<td>• Consulado de Mexico en Portland</td>
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<td>• County Public Health Agencies:</td>
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<tr>
<td>• Douglas</td>
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<td>• Jackson</td>
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<td>• Downtown Languages</td>
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<td>• Early Childhood CARES</td>
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<td>• Euvalcree</td>
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<td>• Head Start of Douglas and Josephine Counties</td>
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<td>• HIV Alliance</td>
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<td>• Inland Regional Center</td>
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<td>• Integrated Behavioral Health</td>
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<td>• Kidsports</td>
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<td>• Lane County Health Authority</td>
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<td>• Lane County Treatment Center</td>
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<td>• Lane Early Learning Alliance</td>
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<td>• Mano Amiga</td>
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<td>• North Clackamas School District</td>
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<td>• OnTrack Rogue Valley</td>
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<td>• Oregon Department of Education</td>
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<td>• Oregon Health Authority</td>
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<tr>
<td>• Portland Public Schools</td>
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<tr>
<td>• Savorease Therapeutic Foods</td>
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<tr>
<td>• Serenity Lane</td>
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<tr>
<td>• Springfield Public Schools</td>
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<tr>
<td>• Springfield Treatment Center</td>
</tr>
<tr>
<td>• Unete: Center for Farm Worker and Immigrant Advocacy</td>
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<tr>
<td>• Willamette Family, Inc.</td>
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</tbody>
</table>
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
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-focussed 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

**STUDENT IMPACT**

- 33 Classes Instructed
- 157 Students Mentored
- 1,667 Students Taught
- $94,752 Mentored Student Scholarships

**Spotlight publication:**

### 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

(continued on page 12)
“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 a 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 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

(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 HD109126
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, Trifoa [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: R324A180001
Funding period: 2018-2023

Word 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

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: 2020-2024

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

INTERVENTIONS 
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

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 Wellbeing
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
Funding period: 2020-2022
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
SELECTED PUBLICATIONS FY 2021


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