The Cambridge Handbook of International Prevention Science

The Cambridge Handbook of International Prevention Science offers a comprehensive global overview on prevention science with the most up-to-date research from around the world. Over 100 scholars from 27 different countries (including Australia, Bhutan, Botswana, India, Israel, Mexico, Singapore, South Korea, Spain, and Thailand) contributed to this volume, which covers a wide range of topics important to prevention science. It includes major sections on the foundations of prevention, as well as examples of new initiatives in the field, detailing current prevention efforts across the five continents. A unique and innovative volume, The Cambridge Handbook of International Prevention Science is a valuable resource for established scholars, early professionals, students, practitioners, and policy-makers.

Moshe Israelashvili is Associate Professor at the Tel Aviv University (Israel) School of Education. He has extensive experience in prevention programs’ development, implementation and evaluation, especially in the context of children and youth resilience promotion and substance abuse prevention. He is a consultant to major institutions in Israel, such as the Israel Ministry of Education/Psych-Counseling Services, Israel Anti-Drug Authority, Israel Internet Association, and Israel Defence Forces and is a member of the Society for Prevention Research (SPR), American Psychological Association (APA), and the Society for Stress and Anxiety Research (STAR). A visiting professor in Canada and the United States, he also serves on the editorial boards of international journals.

John L. Romano is Professor Emeritus at the University of Minnesota, United States. His scholarship emphasizes prevention science and international psychology. The author of Prevention Psychology: Enhancing Personal and Social Well-Being (APA, 2015), he is a Fellow of the American Psychological Association (APA). The awards he has received include Prevention Section (APA’s Society of Counseling Psychology) Inaugural Lifetime Achievement Award, Distinguished Contributions to Counseling Psychology (Society of Counseling
Psychology), APA’s International Psychology Division International Mentoring Award, and the American Counseling Association Research Award. He has been a visiting professor, consultant, and external evaluator/assessor at universities in several countries. He has disseminated research/scholarship through international journals and conferences and serves on the editorial boards of international journals. He is a former U.S. Peace Corps Volunteer (Nigeria) and has been a Visiting Professor in Malaysia and Thailand.
The Cambridge Handbook of International Prevention Science

Moshe Israelashvili
Tel Aviv University

John L. Romano
University of Minnesota
To our families, that directly and indirectly supported our global journey to promote prevention science, and to scholars, practitioners, and policy makers who are bringing the science of prevention to their countries, cultural groups, and disciplines to improve the health and well-being of children, youth, and adults across the globe.
Contents

List of figures page xii
List of tables xiv
List of contributors xvi
Foreword xxi
Acknowledgments xxiii

The Nature of Prevention Science 1

1 The Emergence of Prevention Science
MOSHE ISRAELASHVILI & JOHN L. ROMANO 2

Part I The Essence of Prevention Science 19

Foundations 20

2 Policy Development and Decision Making in Prevention Science
DAVID V. MCQUEEN 21

3 New Developments in the Economics of Prevention: Social Impact
Borrowing to Finance Cost-Effective Interventions
JUDY A. TEMPLE & ARTHUR J. REYNOLDS 43

4 International Issues in the Ethics of Prevention
SALLY M. HAGE, JONATHAN P. SCHWARTZ, & SEAN
C. DE MARTINO 63

5 Effectiveness Trial of the New Beginnings Program for Divorcing
Parents: Translation from an Experimental Prototype to an
Evidence-Based Community Service
IRWIN SANDLER, SHARLENE WOLCHIK, CADY BERKEL,
SARAH JONES, ANNE MAURICIO, JENN-YUN TEIN,
& EMILY WINSLOW 81

6 The Science and Practice of Prevention from Multicultural
and Social Justice Perspectives
Y. JOEL WONG, ELLEN L. VAUGHAN, & ELYSSA
M. KLANN 107
# CONTENTS

## Methodology

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>International Standards on Drug Use Prevention: Tools to Support Policy Makers Globally to Implement an Evidence-Based Prevention Response GIOVANNA CAMPELLO, HANNA HEIKKILA, &amp; WADIH MAALOUF</td>
<td>133</td>
</tr>
<tr>
<td>8</td>
<td>Methodological Issues in Outcome Evaluation of Complex Interventions Aiming at Lifestyle Change MARIA ROSARIA GALANTI, KARIN ENGSTRÖM, YVONNE FORSELL, ANNA MÅNSDOTTER, &amp; JETTE MÖLLER</td>
<td>134</td>
</tr>
<tr>
<td>9</td>
<td>Methodology and Statistical Approaches for Conducting Valid and Reliable Longitudinal Prevention Science Research JENN-YUN TEIN</td>
<td>160</td>
</tr>
</tbody>
</table>

## Implementation

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Prevention in Recreational Nightlife AMADOR CALAFAT &amp; MONTSE JUAN</td>
<td>206</td>
</tr>
<tr>
<td>11</td>
<td>Preventing Distress and Promoting Psychological Well-Being in Uncertain Times through Career Management Intervention ANNAMARIA DI FABIO, MAUREEN E. KENNY, &amp; MILENA CLAUDIUS</td>
<td>207</td>
</tr>
<tr>
<td>12</td>
<td>Family-Based Prevention: Efficacy, Effectiveness, and Widespread Implementation of Parenting Programs to Reduce Child Behavior Problems ABIGAIL H. GEWIRTZ &amp; ADRIANA M. YOUSSEF</td>
<td>233</td>
</tr>
<tr>
<td>14</td>
<td>Early Intervention to Prevent Lifelong Consequences of Childhood Antisocial Behavior and Social Exclusion SAJID HUMAYUN &amp; STEPHEN SCOTT</td>
<td>287</td>
</tr>
<tr>
<td>15</td>
<td>Comprehensive School Counseling Programs: International Potential for Prevention JULIE M. KOCH &amp; DOUGLAS KNUTSON</td>
<td>306</td>
</tr>
<tr>
<td>16</td>
<td>Prevention in Early Childhood: Models of Parenting Interventions among Immigrants NEHA NAVSARIA &amp; JI SU HONG</td>
<td>351</td>
</tr>
</tbody>
</table>

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17 Prevention of Academic, Cultural, and Behavioral Problems among International Student Populations
   HANAKO SUZUKI, NADIA T. HASAN, & KYLE RUNDLES 408

18 Prevention of Adolescent Risk Behavior and Promotion of Positive Youth Development: A Beneficial Action Approach
   JOHN W. TOUMBOUROU 432

**Expansion**

19 Targeting Anxiety Sensitivity to Prevent the Development of Psychopathology
   ELLEN I. KOCH, BARRY D. EYE, GRANT ELLISON, & BETHANY GOURLEY 457

20 Prevention in the Context of Cross-Cultural Neuroscience: Addressing Insomnia with EEG Biofeedback
   GENOMARY KRIGBAUM & NANCY WIGTON 478

21 Prevention of Disaster Impact and Outcome Cascades
   JAMES M. SHULTZ, MARIA ESPINOLA, ANDREAS RECHKEMMER, MADELINE A. COHEN, & ZELDE ESPINEL 492

22 Forgiveness Interventions and the Prevention of Poor Health, Hostile Relationships, and Societal Hatred and Violence
   EVERETT L. WORTHINGTON, JR., BRANDON J. GRIFFIN, CAROLINE R. LAVELOCK, NATHANIEL G. WADE, & KATHERINE KULICK 520

**Part II The Globalization of Prevention Science**

**Asia & Australia**

23 South Korea’s Efforts to Prevent Internet Addiction
   CHEUNG-MOON CHO 551

24 Implementation of an Early Childhood Prevention Program from a Health Care to Community-Based Setting in Singapore: Lessons from “Mission: I’m Possible”
   WAN HAR CHONG, HUI NEE TANG, PATRICIA A. L. KOH, & SYLVIA H. T. CHOO 574

25 Prevention of Illegal Substance Use and Abuse in Bhutan
   TSHERING DOLKAR 597

26 Promoting Coping Skills in Children, Adolescents, and Parents: What We Have Learned in the Australian Context
   ERICA FRYDENBERG 606
## CONTENTS

27 Prevention of Drug Abuse in Chinese Adolescents in Hong Kong: The Role of Positive Youth Development  
**Daniel T. L. Shek**  
635

28 Suicidal Behavior and Its Prevention in India  
**Solomon Renati & Shreeletha Solomon**  
658

29 Prevention Psychology and Counseling Services in Thailand: Happy and Healthy University Students  
**Arunya Tuicomepee & Skultip Sirikantraporn**  
683

**North, Central, & South America**  
701

30 Preventing School Shootings from an American and European Perspective  
**Robert K. Conyne & Perry Firth**  
702

31 Ending Child Sexual Abuse: A Look at Prevention Efforts in the United States  
**Elizabeth J. Letourneau & Ryan T. Shields**  
728

32 The Evolution of Alcohol and Drug Prevention Strategies in Latin America  
**Augusto Pérez-Gómez & Julianna Mejía-Trujillo**  
(with contributions from several country authors)  
753

33 Effectiveness of Brief Prevention Programs for Adolescents in Mexico  
**Susan Pick, Delil Athié, & Anna-Emilia Hietanen**  
780

**Europe**  
799

34 Paving the Way for Prevention Science in Croatia: History, Development, and Future of Research and Implementation of Evidence-Based Prevention Programs  
**Josipa Bašić & Darko Roviš**  
800

35 Stress Prevention among German Teachers  
**Stefanie Morgenroth, Petra Buchwald, & Martina Braasch**  
827

36 Prevention and Schooling in Italy: From Past and Present to the Future  
**Laura Nota, Lea Ferrari, Teresa Maria Sgaramella, & Salvatore Soresi**  
850
## Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Authors</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Cultural Adaptation of Family Evidence-Based Drug Prevention Programs in Spain</td>
<td>Carmen Orote, Lluís Ballester, Marga Vives, Joan Amer, Martí X. March</td>
<td>873</td>
</tr>
<tr>
<td>38</td>
<td>Youth Risk Behavior Prevention Based on Positive Relationships: Warsaw Adolescent Study</td>
<td>Krzysztof Ostaszewski &amp; Agnieszka Pisarska</td>
<td>896</td>
</tr>
<tr>
<td>39</td>
<td>Interventions to Promote Positive Parenting in Spain</td>
<td>María José Rodrigo, Sonia Byrne, Miriam Álvarez</td>
<td>929</td>
</tr>
<tr>
<td></td>
<td><strong>Africa &amp; the Middle East</strong></td>
<td></td>
<td>957</td>
</tr>
<tr>
<td>41</td>
<td>What Intensifies Governmental Support of Prevention?</td>
<td>Moshe Israelashvili</td>
<td>978</td>
</tr>
<tr>
<td>42</td>
<td>Preventing the Spread of HIV/AIDS in Botswana</td>
<td>Rex Stockton, Daniel Goldberg, Tebatso Paul, Barbara de Larm</td>
<td>998</td>
</tr>
<tr>
<td></td>
<td><strong>The Future of Prevention Science</strong></td>
<td></td>
<td>1020</td>
</tr>
<tr>
<td>43</td>
<td>Prevention Science: A Call for Global Action</td>
<td>John L. Romano &amp; Moshe Israelashvili</td>
<td>1021</td>
</tr>
<tr>
<td></td>
<td><strong>Index</strong></td>
<td></td>
<td>1037</td>
</tr>
</tbody>
</table>

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Figures

5.1 Collaborative service delivery model for the New Beginnings Program.

5.2 Program redesign informed by needs and preferences of the court and community agencies.

7.1 Objectives of the current position held by Prevention Strategy and Policy Makers seminar participants (n = 208).

7.2 Pre- and posttest change in perceived effectiveness of prevention strategies across ages, by level of scientific evidence (n = 208).

7.3 Changes in perceived effectiveness of different prevention approaches targeting middle childhood.

7.4 Pretest and posttest change in the family functioning scores combined for all Central Asian countries piloting Families and Schools Together (FAST).

8.1 Causal pathways to smoking uptake in adolescence and anchor points for a hypothetical intervention based on Social Learning Theory.

8.2 Combining RCT and observational cohort design in the evaluation of a complex intervention.

9.1 A one-factor confirmatory factor model.

9.2 A second-order measurement model.

9.3 A bifactor measurement model.

9.4a Testing moderation effect by XZ interaction
\[ Y = i_1 + a_1X + a_2Z + a_3XZ. \]

9.4b Testing a moderation using multiple-group SEM strategy, that is, testing \( c_1 = c_2. \)

9.5a Total effect model from intervention to outcome.

9.5b Mediation model where indirect effect is \( a \times b \) and direct effect is \( c' \). The total effect is the sum of direct and indirect effects (\( c = c' + a \times b \)).

9.6a Multicomponent mediation model with three indirect effects, \( a_1 \times b_1, a_2 \times b_2, \) and \( a_3 \times b_3 \), and where the direct effect is \( c' \).

9.6b Multilink mediation model with three indirect effects, \( a_1 \times b_1 \times b_2, a_1 \times b_3, \) and \( a_2 \times b_2 \), and where the direct effect is \( c' \).
List of Figures

12.1 Conceptual model of implementation research (Proctor et al., 2009; reprinted with permission).

19.1 A multidimensional model of anxiety sensitivity (Taylor et al., 2007).

21.1 Disaster Ecology Model.

21.2 Psychological consequences of disasters: widespread and pervasive.

21.3 Psychological consequences of disasters: spectrum of severity.

21.4 Psychological consequences of disasters: range of duration.

21.5 Psychological consequences of disasters: type of disaster.

21.6 Phases of armed-conflict-induced internal displacement in Colombia.

23.1 Best poster in the Internet Addiction Prevention Poster Competition.

26.1 Coping strategies on ACS-2 (Frydenberg & Lewis, 2011) and CSA-2 (Frydenberg & Lewis, 2014).

26.2 Teaching coping: the twelve modules (Frydenberg, 2010).

26.3 Overview of the five sessions comprising the Families Coping Parenting Program.

30.1 Counseling for Wellness and Prevention Model.

35.1 Gains and losses of resources (according to Buchwald & Hobfoll, 2004; Morgenroth, 2015).

38.1 Model of association between parental practices/school bonding, meaningful activities, negative social influences, and adolescent risk behaviors.

38.2 Structure and standardized factor loadings for the measurement model of the syndrome of youth risk behaviors.

38.3 Structural model of association among positive family relationships/parental practices, meaningful activities, negative social influences, and adolescent risk behaviors.

38.4 Structural model of association between positive social relationships/school bonding, meaningful activities, negative social influences, and adolescent risk behaviors.

40.1 Adapted Africa continental HIV prevalence rate.

41.1 Adolescents’ substance and alcohol use in recent years – 2007.

41.2 2011 Suicide Rate in OECD countries.
Tables

3.1 Costs of the Child–Parent Center Preschool Program (2007 dollars). page 49
3.2 Indicators of economic returns per child for Chicago Child–Parent Center Early Education Program (2007 U.S. dollars). 55
3.3 Selected recent social impact borrowing initiatives in the United States. 58
5.1 Delivery of New Beginnings Program during efficacy trial and during effectiveness trial. 83
5.2 Characteristics of the sample in the efficacy and effectiveness trial of New Beginnings. 84
5.3 Program effects in the NBP efficacy trial. 86
6.1 The Multicultural Social Justice Framework for prevention research and practice. 109
7.1 Mean score of perception of effectiveness of prevention targeting different age groups across the regions (on scale 1 = very effective, 2 = somewhat effective, 3 = ineffective) 142
7.2 Pre- and posttest change in perceived effectiveness of prevention strategies across ages, by level of scientific evidence, as classified in the standards. 144
7.3 Three most identified causes of drug use as identified by participants before (n = 208) and after (n = 219) the seminar. 146
7.4 Change level (mean Likert scale ranging from 1 to 4) from pretest to posttest of indicators in SFP 10-14 in Serbia and Panama, based on parent and youth reports. 153
14.1 Levels of prevention of conduct disorder and modes of delivery. 308
15.1 Issues for consideration when developing, implementing, or reforming comprehensive school counseling programs. 373
16.1 Summary of cultural adaptations and modifications. 397
21.1 Disaster definitions: five common elements. 497
22.1 A few activities for a campus forgiveness blitz plus those that could be used in a citywide public-relations blitz. 534
23.1 Rates of Internet use and smart device ownership by age in 2014. 552
23.2 Status of Internet addiction in 2013. 553
List of Tables

23.3 Status of smart phone addiction in 2013. 554
23.4 Status of smart phone addiction by gender and age in 2013. 554
23.5 Change of policy structure for the prevention of Internet addiction. 556
23.6 Number of participants in preventive education. 558
23.7 Number of IAPC counseling services by service type. 559
23.8 Participants of training for internet addiction counselor. 561
23.9 Prohibition of smart phone in the classroom by school grade. 562
23.10 Importance of each factor for the prevention of Internet addiction. 566
23.11 Perceived causes of Internet addiction by gender and age. 566
23.12 Perceived prevention of Internet addiction by gender and age. 567
23.13 Percentage of addictions by age in South Korea. 568
29.1 Psychological and physical aspects of state and trait happiness. 692
37.1 Family competence program contents. 881
37.2 Monitoring of the participant families. 883
37.3 Mean age and SD of parents and children (Proyecto Hombre and social services). 883
37.4 Mean, SD and pre-post t-tests on family factors. 884
37.5 Spearman's Rho correlation between the evaluated factors and the Family Vulnerability Index (FVI) as measured two years later. 887
37.6 Family typology analysis. 888
37.7 Family typology analysis: factors considered. 888
37.8 Family typology analysis: factors considered. 889
37.9 Family typology analysis. 889
37.10 Family typology analysis per agency (Proyecto Hombre and social services). 889
38.1 Measures Used in the Structural Equation Models and Their Descriptive Statistics. 912
39.1 Child's and parent's needs according to the positive parenting framework (Daly, 2007). 933
39.2 Levels of parental need and continuum of support measures (Asmussen, 2011). 937
39.3 Examples of child and family support services and programs in the municipal services in Spain (Rodrigo et al., 2010b). 938
39.4 Examples of evidence-based positive parenting programs implemented in Spain 941
40.1 Factor structure of FAIDDS in Swaziland 968
40.2 Intercorrelations between FAIDSS factors. 969
40.3 Factor scores by sex and age groups. 970
40.4 S Indices between Swazi student factors and Melbourne factors on the FAIDSS. 971
Contributors

Bolanle E. Adetoun, ECOWAS, Nigeria.
Modupe Adeguyi, Lenoir-Rhyne University, United States.
Adebowale (Debo) Akande, IRC, South Africa.
Titilola Akande, Dublin University, Ireland, and Malmö University, Sweden.
Paula Allen-Meares, University of Michigan, United States.
Miriam Álvarez, University of La Laguna, Spain.
Joan Amer, University of the Balearic Islands, Spain.
Delil Athié, Instituto Mexicano de Investigación de Familia y Población, A.C. (Yo quiero Yo puedo-IMIFAP), Mexico.
Lluís Ballester, University of the Balearic Islands, Spain.
Josipa Bašić, University of Zagreb, Croatia.
K. A. Bates, Yale University, United States.
Cady Berkel, Arizona State University, United States.
Martina Braasch, University of Wuppertal, Germany.
Petra Buchwald, University of Wuppertal, Germany.
Sonia Byrne, University of La Laguna, Spain.
Amador Calafat, European Institute of Studies on Prevention (IREFREA), Spain.
Giovanna Campello, United Nations Office on Drugs and Crime (UNODC), Austria.
Wan Har Chong, Nanyang Technological University, Singapore.
Milena Claudius, Boston College, United States.
List of Contributors

MADELINE A. COHEN, Columbia University, United States.
ROBERT CONYNE, University of Cincinnati, United States.
BARBARA DE LARM, Indiana University, United States.
SEAN C. DEMARTINO, Springfield College, United States.
ANNAMARIA DI FABIO, University of Florence, Italy.
TSHERING DOLKAR, Counseling Services, RENEW, Bhutan.
GRANT ELLISON, Eastern Michigan University, United States.
KARIN ENGSTRÖM, Karolinska Institutet, Sweden.
DOROTHY L. ESPELAGE, University of Florida, United States.
ZELDE ESPINEL, University of Miami Miller School of Medicine and Jackson Memorial Hospital, United States.
MARIA ESPINOLA, University of Cincinnati College of Medicine, United States.
BARRY EYE, Eastern Michigan University, United States.
LEA FERRARI, University of Padova, Italy.
PERRY FIRTH, Seattle University, United States.
YVONNE FORSELL, Karolinska Institutet, Sweden.
ERICA FRYDENBERG, University of Melbourne, Australia.
MARIA ROSARIA GALANTI, Karolinska Institutet, Sweden.
ABIGAIL H. GEWIRZ, University of Minnesota, United States.
DANIEL GOLDBERG, Indiana University, United States.
BETHANY GOURLEY, Eastern Michigan University, United States.
BRANDON J. GRIFFIN, Virginia Commonwealth University, United States.
SALLY M. HAGE, Springfield College, United States.
NADIA HASAN, Texas A&M University at Kingsville, United States.
HANNA HEIKKILA, United Nations Office on Drugs and Crime (UNODC), Austria.
ANNA-EMILIA HIETANEN, Universidad Nacional Autónoma de México (UNAM), Mexico.
JUN SUNG HONG, Wayne State University, United States, and Sungkyunkwan University, Korea.
LIST OF CONTRIBUTORS

JI SU HONG, Affinia Healthcare, St. Louis, Missouri, United States.
SAJID HUMAYUN, University of Greenwich, United Kingdom.
MOSHE ISRAELASHVILI, Tel Aviv University, Israel.
SARAH JONES, Arizona State University, United States.
MONTSE JUAN, European Institute of Studies on Prevention (IREFREA), Spain.
MAUREEN E. KENNY, Boston College, United States.
ELYSSA KLANN, Indiana University, United States.
DOUGLAS KNUTSON, Oklahoma State University, United States.
ELLEN KOCH, Eastern Michigan University, United States.
JULIE M. KOCH, Oklahoma State University and Grand Canyon University- College of Doctoral Studies, United States.
AI LENG PATRICIA KOH, KK Women’s & Children’s Hospital, Singapore.
GENOMARY KRIGBAUM, Marian University–College of Osteopathic Medicine, United States.
KATHERINE KULICK, Virginia Commonwealth University, United States.
CAROLINE R. LAVELOCK, Virginia Commonwealth University, United States.
ELIZABETH LETOURNEAU, Johns Hopkins Bloomberg School of Public Health. and Moore Center for the Prevention of Child Sexual Abuse, Johns Hopkins University, United States.
WADIH MAALOUF, United Nations Office on Drugs and Crime (UNODC), Austria.
ANNA MÄNSDOTTER, Karolinska Institutet, Sweden.
MARTÍ MARCH, University of the Balearic Islands, Spain.
ANNE MAURICIO, Arizona State University, United States.
DAVID V. MCQUEEN, Global Consultant in Health Promotion, United States.
JULIANA MEJÍA-TRUJILLO, Nuevos Rumbos Corporation, Colombia.
JETTE MÖLLER, Karolinska Institutet, Sweden.
STEFANIE MORGENROTH, University of Wuppertal, Germany.
NEHA NAVSARIA, Washington University School of Medicine in St. Louis, United States.
LAURA NOTA, University of Padova, Italy.
List of Contributors

K. M. NYAMA, UW University, South Africa.
CARMEN ORTE, University of the Balearic Islands, Spain.
KRZYSZTOF OSTASZEWSKI, Institute of Psychiatry and Neurology in Warsaw, Poland.
TEBATSO PAUL, Institute of Development Management, Botswana.
ANTHONY A. PEGUERO, Virginia Tech University, United States.
AUGUSTO PÉREZ-GÓMEZ, Nuevos Rumbos Corporation, Colombia.
SUSAN PICK, Universidad Nacional Autónoma de México, Yo quiero Yo puedo-IMIFAP, Mexico.
AGNIESZKA PISARSKA, Institute of Psychiatry and Neurology in Warsaw, Poland.
ANDREAS RECHKEMMER, Graduate School of Social Work, University of Denver, United States.
SOLOMON RENATI, K B P College, Vashi, Navi Mumbai, India.
ARTHUR REYNOLDS, University of Minnesota, United States.
MARÍA JOSÉ RODRIGO, University of La Laguna, Spain.
JOHN L. ROMANO, University of Minnesota, United States.
DARKO ROVIŠ, University of Rijeka, Croatia.
KYLE RUNDLES, Emerson College, United States.
IRWIN N. SANDLER, Arizona State University, United States.
JONATHAN SCHWARTZ, University of Houston, United States.
STEPHEN SCOTT, King’s College, London, United Kingdom.
TERESA MARIA SGARAMELLA, University of Padova, Italy.
DANIEL T. L. SHEK, The Hong Kong Polytechnic University, Hong Kong.
RYAN T. SHIELDS, Johns Hopkins University, United States.
JAMES M. SHULTZ, Center for Disaster and Extreme Event Preparedness, University of Miami Miller School of Medicine, United States.
SKULTIP SIRIKANTRAPORN, Alliant International University, United States.
SHREELETHA SOLOMON, Institute for Child and Adolescent Health Research, Mumbai, India.
SALVATORE SORESI, University of Padova, Italy.
REX STOCKTON, Indiana University, United States.
LIST OF CONTRIBUTORS

HANAKO SUZUKI, University of Tsukuba, Japan.
CHOO SYLVIA HENN TEAN, KK Women’s and Children’s Hospital, Singapore.
HUI NEE TANG, KK Women’s and Children’s Hospital, Singapore.
JENN-YUN TEIN, Arizona State University, United States.
JUDITH A. TEMPLE, University of Minnesota, United States.
JOHN W. TouMBOUROU, Deakin University, Australia.
M. M. TSERERE, King of Kings Globe, South Africa.
ARUNYA TUICOMEPEE, Chulalongkorn University, Thailand.
ELLEN L. VAUGHAN, Indiana University, United States.
MARGA VIVES, University of the Balearic Islands, Spain.
NATHANIEL G. WADE, Iowa State University, United States.
NANCY WIGTON, Applied Neurotherapy Center, Scottsdale, Arizona, United States.
EMILY WINSLOW, Arizona State University, United States.
SHARLENE WOLCHIK, Arizona State University, United States.
Y. JOEL WONG, Indiana University, United States.
EVERETT L. WORTHINGTON, Jr., Virginia Commonwealth University, United States.
ADRIANA M. YOUSSEF, University of Minnesota, United States.
Foreword

Historically, the prevention of problem behaviors and the promotion of positive behaviors have received extensive commentary and scientific study. However, in more recent years, newer theoretical approaches, rigorous research methodologies, intensive explorations of efficacy and effectiveness models, and careful implementations of prevention/promotion programs served as accumulating components for the establishment of knowledge on prevention into the relatively new interdisciplinary professional domain of prevention science.

Currently, the domain of prevention science is characterized by increasing groups of scientists and practitioners who focus on prevention as their main field of expertise. The establishment of such groups was the natural result of the enlarging and crystalizing body of knowledge on the science of prevention. This knowledge is presented and exchanged in various vivid professional forums, both oral (e.g., conferences, workshops) and written (e.g., journals, books). Moreover, an increasing number of stakeholders and decision makers are gradually getting to know the power of early interventions as an essential component in the prevention of behavioral disorders and diseases as well as in the promotion of health and well-being. Yet, one of the major limitations of existing knowledge of prevention science is its concentration in a relatively narrow spectrum of countries, as the more developed prevention interventions are often designed and implemented in higher-income countries. This does not suggest that prevention interventions are not developed in other parts of the world (as demonstrated in this Handbook), nor that prevention programs that have been developed and implemented in some countries are not applicable for implementation in other countries. Rather, the Handbook emphasizes the need for a more global perspective of prevention science as an important step in widening the scope of knowledge and relevance of this academic and professional domain. This broader perspective may include how problems and understandings of prevention are conceptualized globally and how best to use theoretical and applied knowledge from prevention science across different countries and cultural contexts.

Therefore, the major purposes of this Handbook are to strengthen communication among prevention scholars from across the globe and to provide updated knowledge about prevention science to researchers and practitioners in different parts of the world. It is believed that this global exposure will lead not only to
more intensive international exchanges of ideas and collaborations but also to assist in the crystallization of already existing knowledge in prevention science.

Accordingly, the Handbook includes two main parts. The first part contains chapters that represent the current state of knowledge on important topics and paradigms of prevention science. The second part includes chapters that were written by prevention scholars from various parts of the world. Each scholar, or group of scholars, wrote about his or her nation and how prevention has been applied in their given country or region.

The call for chapter proposals for this Handbook, the first of its kind, attracted many authors from across the globe from various disciplines. As a final publication, the Handbook includes descriptions, commentaries, and lessons learned by more than one hundred scholars from twenty-seven different countries. While the scope of the countries is not balanced across all parts of the world, the rich and varied group of authors presents a wide range of prevention topics and methodologies. The authors describe not only behaviors to be prevented (e.g., drug and alcohol abuse) but also behaviors to be enhanced and strengthened (e.g., promoting health and well-being). In addition, challenges associated with prevention work in various countries, most notably the lack of funding for prevention activities, limited training opportunities, and the need to empirically validate implemented prevention interventions, are especially highlighted.

Naturally, it was impossible to cover all the prevention efforts conducted in each and every nation of the world. Nevertheless, we trust the Handbook will be a valuable resource for both experienced and novice prevention scholars, practitioners, and policy makers. Finally, in pursuit of the promotion of prevention science, we hope that the Handbook offers inspiration and future increased collaboration among scholars throughout the world.
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