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I am a youth researcher whose primary goal is to support the holistic wellbeing of youth who experience cumulative and convergent risks to healthy development. Specifically, I am interested in how social group memberships, including race/ethnicity, socioeconomic status, and gender, impact youths' health risk behaviors and educational outcomes. My research, which targets the identification of risk and promotion of healthy development among marginalized youth, is a critical step towards alleviating health disparities and socially constructed barriers to positive youth development. This research is grounded in my practice experience and interdisciplinary training in public health, urban education, and social welfare.

My research program is motivated by over six years of experience as a practitioner focused on positive youth development. I became particularly interested in issues of health disparities in my role as program director for the University of Pennsylvania's Netter Center for Community Partnerships, an innovative collaboration between the university, Philadelphia public schools, and community-based social service organizations to address educational and health disparities. As program director, I oversaw a health promotion program that positioned youth as deliverers—and not merely recipients—of health education. Engaging with my community partners, I developed and evaluated health programs, including adapting and implementing evidence-based programs for schools. Underlying my job was the fundamental task of working in partnership: fostering authentic, mutually respectful, and trusting relationships with diverse constituents. Evidence of my commitment to fostering critical thinking in how academics approach community partnership is a manuscript "Subjects, participants, collaborators: Reading community in public health literature" in *The International Feminist Journal of Politics*.

I am the recipient of both a National Institute of Mental Health Prevention Research traineeship and a National Institute of Health TL1 multidisciplinary pre-doctoral traineeship. Supported by these grants, I worked with Dr. Paula Nurius to conduct analysis using the Beyond High School Study. My research explored the unique association of positive academic identity on indicators of school success relative to other theoretically and empirically known predictors such as family support, socioeconomic status, race, and gender. One manuscript from this collaboration is currently under review at *Children and Youth Services Review*. In another project, I examined the role of cumulative stress and adversity on adolescent physical health, psychosocial functioning, and academic success. A second manuscript is currently under preparation from this project. Supported by these same funding mechanisms, I am also the co-Principal Investigator on a mixed-methods research study utilizing the Developmental Pathways Project. This research investigates factors related to increases and decreases in adolescent drinking patterns. Work with this project honed my skills in mixed-methods research, specifically utilizing longitudinal cohort data as a basis for qualitative inquiry. The resulting manuscript from this collaboration is fully drafted and being prepared for submission. Together, these funding awards and research experiences have allowed me to develop invaluable skills in working in interdisciplinary teams as well as provided me with advanced training in prevention and translational research. My collaborative research experience has allowed me to test my research questions on youth identity, cumulative stress, and health using longitudinal data and mixed methods.

In my independent scholarship, I draw on theoretical perspectives from social and environmental psychology, human geography, and youth sociology to understand the contextual and political forces that inform youth development. I have built an independent research agenda based on a conceptual-theoretical framework I developed in my candidacy examination process. In this framework, I weave theories from social psychology on future-time perspective and adolescent possible selves with scholarship from environmental psychology and human geography on place and identity to understand the role of physical environments on youths' imagining of future possibility. My sole-authored article articulating this conceptual-theoretical model is currently in press at the *Journal of Youth Studies*.

My dissertation extends my conceptual work to empirically test some of my research hypotheses. Utilizing data from the Chicago Youth Development Study, a longitudinal prospective cohort study of risk for school failure, antisocial behavior, and violence among inner-city African American and Latino young men, I am using advanced quantitative methods to examine how participants envision their possible futures and the consequences of blunted future perspective on indicators of their well-being. For example, I use structural equation modeling to test the influence of various factors in youth's lived ecology (individual, familial and neighborhood) on future orientation and the relationship between future orientation and substance use across time. Preliminary analyses reveal that young men in this study report precariously high rates of fear/expectation of early death; roughly 1 in 4 compared to 1 in 9 in a national sample, with a 10% increase between ages 13 and 14. A foreshortened view of the future may contribute to increased health risk behaviors and lower educational investment, underscoring the importance of future expectation as a potential change mechanism for intervention and prevention efforts to promote healthy development. In recognition of the potential impact and contribution of this work to the field, I was the 2012-2013 recipient of the School of Social Work Doctoral Dissertation Award.

Moving forward, I intend to advance my research program on youth future orientation, place, and health by applying for early-career supports such as the William T. Grant Scholarship. I see this upcoming phase of research situated within settings that actively involve communities, especially youth, in addressing conjoint problems of health and educational disparities. My program of research, grounded in my practice experience and interdisciplinary training, will inform the development of place-based interventions targeting youth who experience multiple forms of marginalization (social and economic). In this way, I plan to "return to my roots," using the university-assisted community school model of collaboration. I believe democratic and mutually-beneficial partnerships between universities, K-12 schools, and other community-based organizations are fundamental to the goals of my research agenda: promoting holistic wellness and academic success for marginalized and underserved youth.