

Department of Family, Youth and Community Sciences
IFAS/UF

FYC 6235: Prevention Science in FYCS
Fall 2017

Class Meetings:	Every Tuesday, Aug. 22 nd – Dec. 5 th , 4 th – 6 th periods (10:40am – 1:40pm)
Class Location:	Anderson Hall, Room 019
Credit Hours:	3 credits
Course Director:	Sarah D. Lynne, Ph.D.
Office Hours:	Tuesdays, 1:55pm – 2:45pm and by appointment
Office:	3028C McCarty Hall D
Email:	sarah.landsman@ufl.edu
Phone:	352-273-3546

COURSE DESCRIPTION

This course takes a multidisciplinary approach to the field of prevention science focused on understanding human development, preventing behavioral health problems, and implementing effective interventions in community settings. Emphasis is placed on reviewing disparities in youth outcomes and evidence-based strategies for improving the lives and well-being of at-risk children, individuals, and families. Theoretical approaches in prevention science, cutting-edge prevention science research methods, and examples of evidence-based interventions will be discussed. The focus of this course is on critical appraisal of the appropriateness of the methods used relative to the study question and the implications of the study design for translating evidence-based interventions into real-world settings.

COURSE OBJECTIVES

The primary goals of this course are to enhance students' knowledge about the multidisciplinary field of prevention science and to improve critical assessments of prevention science methods.

More specifically, students who successfully complete the course will be able to:

- Discuss theories and methods related to prevention science including developmental theories, intervention design, evaluation, implementation, and dissemination;
- Identify risk and protective factors related to behavioral health and disparities in youth outcomes;
- Discuss some seminal studies in prevention science that intervene at the family, school, and community levels;
- Describe the role of team science in prevention research;
- Critically evaluate strategies for maximizing intervention effectiveness, implementation, dissemination, and sustainability.

COURSE PROCEDURE

Class time will be used for presentations, class discussion, and activities related to the application of course concepts. Each class session will have assigned readings that must be completed prior to class.

Students are expected to come to each class prepared and to actively and constructively participate in class discussions and activities centered around the required readings.

STUDENT COURSE REQUIREMENTS

The following will be used to assess students' progress in achieving the course objectives:

- 1. *Reaction Papers.*** Short reports, no more than 2 pages, on the assigned readings will be required prior to the beginning of the class in which they are discussed. These reports are designed to help focus students' reading and to prepare for class discussions. Assignments should be uploaded to the course website prior to the start of class.
- 2. *Attendance and Participation.*** Each student is expected to be an active and regular participant in class discussions. Students should come to class prepared to discuss the strengths and weaknesses of the assigned readings as well as how the readings apply to their own research interests.
- 3. *Analysis of a Prevention Program.*** The purpose of this assignment is to apply concepts from class to a prevention program currently being implemented in a family, school, or community setting. It is preferable to select a program not covered by assigned readings in the course; however, exceptions will be made if the student significantly expands upon the information presented in class. Students will prepare a final paper in which they: 1.) Identify the theory of the program; 2.) Describe the outcomes it is designed to address and the population it is designed to target; 3.) Explicate the theoretical pathways by which the intervention should change the outcomes; 4.) Review the evidence from the literature to support the theory of the program; 5.) Propose a strategy to evaluate the program; and 6.) Discuss implications of the research design for dissemination and sustainability of the program. Three preparatory assignments related to this paper and the final paper should be uploaded to the course website prior to the start of the class in which they are due.

EVALUATION AND GRADING

Grades are based on the written reaction papers (25%); attendance and participation in class discussions (25%); three final paper preparatory assignments (15%); and the final paper (35%). Any assignment turned in late will receive a 10 percentage point reduction in the final grade. The following grading system will be used: A (93% or higher), A- (90-92%), B+ (87%-89%), B (83%-86%), B- (80-82%), C+ (77%-79%), C (73%-76%), C- (70-72%), D+ (67-69%), D (63%-66%), D- (60-62%) and E (\leq 59%).

TEXTBOOK AND READINGS:

Assigned readings can be accessed via the library databases (e.g., PsycInfo). Supplementary readings may be expanded beyond what is outlined in the syllabus.

Access to an APA style manual (6th Edition) is required for formatting course assignments.

COURSE POLICIES

Class Decorum

Please: (1) be on time, (2) respect others' points of view, (3) listen quietly when others are speaking, and (4) turn off cell phones, alarms, and other such distractions.

Returned Assignments

Keep copies of all assignments that you submit and of all grades until you receive official notification of your final course grade.

Attendance Policy

Class attendance is mandatory. Excused absences follow the criteria of the UF Graduate Catalog (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. The UF Graduate Catalog is available at <http://gradcatalog.ufl.edu/>. Students should read the assigned readings prior to the class meetings, and be prepared to discuss the material. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments.

Policy on Make-Up Work

Students are allowed to make up work only as the result of illness or other unanticipated circumstances. In the event of such emergency, documentation will be required in conformance with university policy. Work missed for any other reason will earn a grade of zero.

Special Needs

Students requiring accommodations must first register with the Dean of Students' Office. The Dean of Students' Office will provide documentation to the student who must then provide this documentation to the faculty member when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Academic Honesty

You are expected and required to comply with the University's academic honesty policy (University of Florida Rules 6C1-4.017 Student Affairs: Academic Honesty Guidelines, available at <http://regulations.ufl.edu/chapter4/4017.pdf>). The Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. Note that misrepresentation of the truth for academic gain (e.g., misrepresenting your personal circumstances to get special consideration) constitutes cheating under the University of Florida Academic Honesty Guidelines.