

**Department of Family, Youth and Community Sciences
IFAS/UF**

***FYC 6235: Prevention Science in FYCS
Fall 2025***

Class Meetings:	Every Monday, Aug. 25 th – Dec. 1 st , 4 th – 6 th periods (10:40am – 1:40pm)
Class Location:	Matherly Hall, Room 0051
Credit Hours:	3 credits
Course Director:	Sarah D. Lynne, Ph.D.
Office Hours:	By appointment
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COURSE DESCRIPTION

Explores the theoretical and empirical foundations for the science of prevention and its application to youth development and family science. Taking an ecological approach, this course will explore methods and processes for designing, delivering, and evaluating YDFS prevention programs and the implications for families, schools, and communities.

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, 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 different levels of the social-ecological system;
- Describe the role of team science in prevention research;
- Critically evaluate strategies for maximizing intervention effectiveness, implementation, dissemination, and sustainability.

PREREQUISITES

None

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 to participate in class discussions and activities centered around the required readings and topics.

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. Each student will serve as the discussion leader for one of the class periods. The discussion leader is expected to introduce/summarize readings of the week and initiate class discussion. This includes preparing questions to discuss based on the readings, participating in the discussion, facilitating the engagement of classmates, and engaging in active listening.
3. **Prevention Science Research Proposal.** You will choose a social issue of interest to you and write a research proposal for grant funding to support a prevention-oriented study. Your proposed study should be a justifiable next step given the current evidence base on your social issue of interest. It can fall within any domain of the prevention science research cycle. Preparatory assignments related to this paper and the final proposal 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 (15%); discussion leader role (10%); 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:

You do not need to purchase any textbooks for this course. All assigned readings can be accessed via the Course Canvas page as well as library databases (e.g., PsycInfo). Supplementary readings may be expanded beyond what is outlined in the syllabus.

Access to an APA style manual (7th Edition) is required for formatting course assignments.

COURSE AGENDA

The following agenda provides an outline for the structure of the course throughout the fall semester.

The instructor reserves the right to make modifications to this agenda including but not limited to adding/removing readings, changing topical focus, and changing assignment due dates.

Day	Major Topic	Assignments
25-Aug	Definition of Prevention Science	
1-Sep	No Class [Holiday]	
8-Sep	Standards of Evidence	Reaction Paper 1
15-Sep	Prevention Science: What works	Preparatory Assignment 1
22-Sep	Theoretical Frameworks in Prevention Science	Reaction Paper 2
29-Sep	Social Determinants of Health	Reaction Paper 3
6-Oct	Translation and Dissemination	Preparatory Assignment 2
13-Oct	Adaptation and Sustainability	Reaction Paper 4
20-Oct	Harm-Reduction Approaches and Policy as Intervention	Reaction Paper 5
27-Oct	Community-based Prevention	Preparatory Assignment 3
3-Nov	Early Childhood Prevention	Reaction Paper 6
10-Nov	Prevention in Adolescence and Young Adulthood	Reaction Paper 7
17-Nov	Artificial Intelligence, Machine Learning, Predictive Analytics and Prevention Science	Reaction Paper 8
24-Nov	No Class [Holiday]	
1-Dec	Ethics/Critiques of Prevention Science	Final Paper Due

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.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

Returned Assignments

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

Academic Policies & Resources

The following link provides up-to-date information on current academic policies and university-wide student resources: <https://go.ufl.edu/syllabuspolicies>