

## FYC2331: An Ounce of Prevention: Building Resilience in Communities

### UF Quest 2

Spring 2026

In-person, 3 credit hours

#### Instructor

Katherine Sims, PhD

McCarty B, Ground Floor #111

kmsims@ufl.edu

Zoom and in-person office/student hours, Thursdays, 10-11:30am. Or reach out to schedule a day/time that works for you! I have availability each week and am happy to accommodate you.

<https://ufl.zoom.us/my/kmsims>

#### Course Description

We have become a “Band-Aid” society—when a social problem crops up like the opioid crisis, the obesity epidemic, or increases in human trafficking, we try to patch it up on the back end instead of heading off the problem from the start. Prevention science seeks to improve the health and well-being of individuals, families, and communities through empirical approaches to prevention and intervention. By looking at root causes of social problems early on, we can leverage prevention science to improve the health and well-being of individuals, families, and communities. This interdisciplinary Quest 2 course will provide you with foundational knowledge in prevention science.

#### Pressing Question

How can prevention science be used not only to reduce risk but to promote health well-being across development and within communities?

#### Quest 2 and Gen Ed Objectives

1. Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.
2. Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.
3. Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.
4. Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students’ undergraduate degree programs.
5. Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.

## Quest Course Student Learning Outcomes

1. Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. (Content)
2. Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. (Critical Thinking)
3. Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges (Communication)
4. Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Connection)

## General Education Objectives: Social Science (S)

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. Social and Behavioral Sciences is a sub-designation of Social Sciences at the University of Florida.

## Social and Behavioral Sciences Objectives

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Social and Behavioral Sciences Student Learning Outcomes:

1. Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. (Content)
2. Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. (Critical Thinking)
3. Communicate knowledge, thoughts and reasoning clearly and effectively. (Communication)

## Course Learning Objectives

This Quest course will provide a conceptual overview of the history, process, and methods of prevention science. We will cover examples of prevention science programs in topical areas such as substance abuse, obesity, sexual risk, and mental health, especially among populations that face health disparities.

For example, we will examine topics such as the structural and social biases that contribute to substance abuse among immigrant families, obesity among Latinx and African American youth, and bullying among youth. To obtain a multidisciplinary perspective, guest speakers from multiple disciplines (e.g., criminology, education) will be invited to engage with the class each semester. Students will also learn basic research techniques for working with a variety of communities in the field.

## Student Learning Outcomes

Reflecting the curricular structures of Quest 2 and these Gen Ed designations, after taking An Ounce of Prevention, students will be able to:

1. Identify multidisciplinary theories, research, and practice relevant to prevention science and programs aimed at improving the health (e.g., physical, behavioral, mental) and well-being of individuals and families across the lifespan. (Content SLO for Quest 2, Gen Ed Soc. Sci.)
2. Explain the history and influence of social determinants of health and structural inequalities on health, educational, and social disparities. (Content SLO for Quest 2)
3. Describe preventative interventions with respect to health disparities, a pressing concern in our society, and acknowledge multiple points of view, including a variety of influences in prevention and intervention. (Critical Thinking SLO for Quest 2)
4. Critically analyze qualitative and quantitative research from a variety of disciplines to get different perspectives on key issues addressed by prevention science, including scientific journal articles, newsletters, and infographics. (Critical Thinking SLO for Quest 2, Gen Ed Soc. Sci.)
5. Explain prevention science content knowledge, including the history in parallel disciplines, basic principles, theoretical concepts, and multidisciplinary methods. (Communication SLO for Quest 2, Gen Ed Soc. Sci.)
6. Reflect on the role you could play as an individual and potentially as a prevention science professional in addressing social issues in collaboration with families, communities, practitioners, and policy makers. (Connection SLO for Quest 2, Gen Ed Soc. Sci.)
7. Develop skills needed by professionals in prevention science, including problem solving, ethical decision making, and goal setting skills. (Connection SLO for Quest 2, Gen Ed Soc. Sci.)

## Course Prerequisites

Quest 1 course with a minimum grade of C

## Course Delivery

This course is in-person, on UF's main Gainesville campus. Dr. Katie Sims is the instructor for Spring 2026. There will be in-class activities that will require participation—if you are not in class, you cannot receive participation points. There are also required engagement activities to develop an investigation into prevention-oriented academic research and organizations within the Gainesville community.

**Class Time:** TBA

## Time Spent

This [The Southern Association of Colleges and Schools Commission on Colleges](#) defines a credit hour as at least one hour of instruction and at least two hours “homework” per week.

- For this three-credit course, this is three hours of instruction and six hours of homework, per week. There will be some weeks that are busier than others, however, I always try to be mindful of your time and only have you working on meaningful tasks.
- I encourage you to break up the readings and videos over a few days. This will make the course more enjoyable than if you cram everything into a couple days. For any videos, feel free to watch content on 1.5-2X speed, prop your phone up while you do dishes or listen to a podcast on a walk. For the readings, I tried to provide a variety to keep you engaged, less overwhelmed

## Textbooks, Learning Materials, and Supply Fees

1. Sloboda Z. & Petras H. (2014) Defining Prevention Science. New York: Springer. [text is available through UF Libraries]
2. Society for Prevention Research. (2011). Standards of Knowledge for the Science of Prevention. <https://preventionresearch.org/Society%20for%20Prevention%20Research%20Standards%20of%20Knowledge.pdf>
3. Selected Readings as outlined in the course calendar

## Required Technology & How to Obtain the Technology

This course requires online work to be completed. You should have a strong internet connection and a way to access the course material. I will do my best to make sure things are able to be accessed on a phone, but a desktop, laptop or tablet will likely be a better viewing and submitting experience. In addition, you should familiarize yourself with the off-campus options for accessing the library resources that are required in the course. You can [find a guide to off-campus access here](#).

## Instructor Interaction Plan

I love to hear from my students. We have several opportunities to connect within the course, but there are also opportunities for you to contact me outside of the virtual classroom.



*You can call me Dr. Katie, or Dr. S*

- Google Voice Phone: 352-448-1393
- Office Hours: Thursdays, 10-11:30 am
  - <https://ufl.zoom.us/my/kmsims>
  - Or reach out to schedule a day/time that works for you! I have availability each week and am happy to accommodate you.
- Please find more info about these contact options below in the “Please Contact me!” section.

Now that you know more about the course, I would like to introduce myself. I am a triple Gator, meaning I have three degrees from the University of Florida. And I am a Gators fan from birth. I regularly attended UF sporting events with my family growing up. You will still find me at a variety of sporting events year-round. Saturdays in the Fall are spent tailgating on campus and in the Swamp for football games. On cool spring afternoons you can often find me in the Adirondack chairs at baseball games. And other sports events are fit into my family's busy schedule.

I was thrilled to get into UF as a transfer student after completing my AA as a dual enrollment student at Santa Fe College in Gainesville. As a high school student, I also spent a year living in Germany as an exchange student.

I am so happy each of you are here in my course. I aim to provide a rich learning environment that is designed to keep you engaged and connected to each other every week—not simply submitting meaningless tasks. I invite you to try to see the value in this course and make it your own, fully participating and letting me know how I can best assist you in learning.

Below you will find a few images that represent who I am at UF.



## Canvas Email/ Messaging

The easiest way to contact me is through Canvas. Please do not use my ufl email address as this causes issues with my inbox management and disconnects the course issues from the course management.

Keeping everything on Canvas is much easier, so that everyone knows where to expect course information.

- You can expect to hear back from me in 24 hours during the week, and in 48 hours over the weekend. If you do not hear back from me in this timeframe, and I have not communicated a delay, please send a follow-up email to remind me that you are waiting for my response.

#### *Virtual Office Hours*

My virtual office hours are set aside for you. I will have Zoom open on my computer and will admit students from the waiting room (if for some reason you are in the waiting room for more than three minutes, message me in Canvas! I probably got distracted and missed the small Zoom notification).

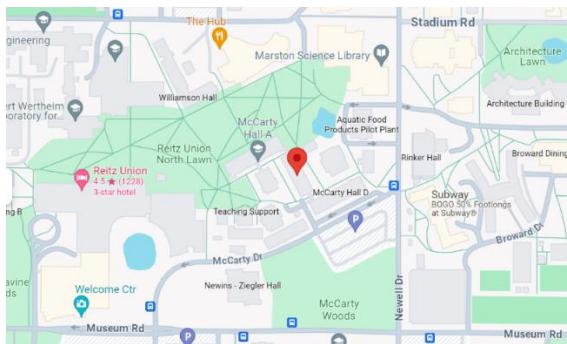
- Or reach out to schedule a day/time that works for you! I have availability each week and am happy to accommodate you.

#### *In-person Office Hours*

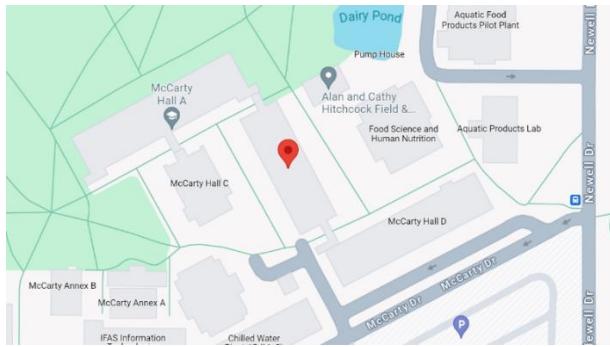
If you prefer to talk without technology, I do have an office on campus- MCCB G111. That stands for McCarty Hall B, Ground Floor #111. There are several McCarty buildings A-D, you are looking for B.

- I included two maps below. I am on campus most days, and we can coordinate when would be best to have an in-person meeting if my office hours do not work for you. Please message me on Canvas to set up a time to make sure I will be in my office and available.

This first map shows a wider view of the campus area where McCarty B is located. It is marked with the larger, red map pin. Nearby landmarks to notice in order to orient yourself, The Hub, Marston Science Library and the Reitz Union. As well as two intersections McCarty Drive/Newell Drive and Newell Drive/Museum Road.



This second image is a more zoomed in view of the McCarty Complex, as some call it. You may notice that my building McCarty Hall B (marked with the larger, red map pin) is in the middle, connected by breezeways (covered walkways) on either side where the building leads to McCarty Hall A and D.



These last images show my office door as well as the inside of my office. This may help you envision coming to talk with me and remove some of the barriers to do so.



### *Canvas-Scheduler*

I will utilize the Canvas-Scheduler a few times throughout the semester to setup individual meetings. You will find more details about this on the Canvas course.

### *Experiencing difficulties*

This has been mentioned in other places in the syllabus. This is because it is important. Please reach out to me as soon as possible when you are experiencing a difficulty that is preventing you from being as successful in the course as you would like.

## Class Demeanor/Expectations

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and assignments, as each one is designed with your learning in mind.	Respond to emails within one working day, and provide timely feedback on assignments / submissions.
Contribute to the learning environment with <u>respect, consideration and an open mind.</u>	Establish a learning environment with respect, consideration and openness, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself <u>honestly and ethically.</u>	Treat you honestly and ethically, and will address any concerns you might have
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

## Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> | 352-392-4357

 Key Tip: Canvas will automatically create a dynamic calendar, based on the due date of all assignments and calendar entries. If changes are made to the assignment dates, the calendar will automatically be updated. You can view a simplified schedule below, and then go to the Canvas calendar for up-to-date deadlines.

- [Click to learn how use the Canvas calendar as a student](#)

**Weekly Course Schedule**

Week	Date	Module	Readings & ICA	Assignments/Submissions (more detail on Canvas)
<b>UNIT 1: Introduction to Prevention Science</b>				
1	January 13	Course Introduction	<b>Reading(s):</b> Course Syllabus	
	January 15	Course Expectations	<b>In-Class Activity:</b> Speed Meet	
2	January 20	History and Introduction to Prevention Science	<b>Reading(s):</b> Society for Prevention Research. (2011). Standards of Knowledge for the Science of Prevention.	
	January 22	Prevention Science: An Interdisciplinary Field		
3	January 27	Introduction to Prevention Science-Continued	<b>Reading(s):</b> Chapter 11 of Defining Prevention Science: Petras, H. & Sloboda, Z. (2014). <i>An integrated prevention science model: A conceptual foundation for prevention research</i> , pp. 251-273.	
	January 29	Research with Human Subjects: Ethical Issues working with Communities	<b>Reading Quiz 1:</b> Respect for human subjects “participants” in research on prevention science.  <b>ICA:</b> Journal Articles	Pre-Class Reflection Due by Sunday, Feb 1 <sup>st</sup> @ 11:59pm
4	February 3	Social and Environmental Determinants of Health and Promotion of Resilience	<b>Reading(s):</b> Braveman P, Gottlieb L. The Social Determinants of Health: It's Time to Consider the Causes of the Causes. <i>Public Health Reports</i> ®. 2014;129(1_suppl2):19-31. <a href="https://doi.org/10.1177/00333549141291S206">https://doi.org/10.1177/00333549141291S206</a>	

Week	Date	Module	Readings & ICA	Assignments/Submissions (more detail on Canvas)
	February 5	What Are We Aiming to Prevent? Overview of Health-Related Behaviors	Tebb, K. P., Pica, G., Twietmeyer, L., Diaz, A., & Brindis, C. D. (2018). Innovative approaches to address social determinants of health among adolescents and young adults. <i>Health Equity</i> , 2(1), 321-328. <a href="https://doi.org/10.1089/heq.2018.001">https://doi.org/10.1089/heq.2018.001</a>	
			<b>ICA:</b> Prevention science investigative groups	
<b>UNIT 2: Theory and Interdisciplinary Prevention Science</b>				
5	February 10	Theories of Change: Theory of Planned Behavior	<b>Reading(s):</b> Horne, J., Madill, J., & Gilliland, J. (2017). Incorporating the 'Theory of Planned Behavior' into personalized healthcare behavior change research: A call to action. <i>Personalized Medicine</i> , 14(6), 521-529.  Shah, S. F. A., Ginossar, T., Bentley, J. M., Zimet, G., & McGrail, J. P. (2021). Using the theory of planned behavior to identify correlates of HPV vaccination uptake among college students attending a rural university in Alabama. <i>Vaccine</i> , 39(51), 7421-7428. <a href="https://doi.org/10.1016/j.vaccine.2021.10.082">https://doi.org/10.1016/j.vaccine.2021.10.082</a>	
	February 12	Theories of Change: Theory of Planned Behavior (Continued)	<b>Reading Quiz 2:</b> Social and Environmental Determinants of Health  <b>ICA:</b> TPB Application & Faculty Interviewees	
6	February 17	Theories of Change: Social Ecological Theory	<b>Reading(s):</b> Ferguson, K. T., & Evans, G. W. (2019). Social ecological theory: Family systems and family psychology in bioecological and bioecocultural perspective. In B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles, & M. A. Whisman (Eds.), <i>APA handbooks in psychology® series. APA handbook of contemporary family psychology: Foundations, methods, and contemporary issues across the lifespan</i> (pp. 143-161). Washington, DC, US: American Psychological Association. <a href="http://dx.doi.org/10.1037/0000099-009">http://dx.doi.org/10.1037/0000099-009</a>	Theory Short Paper due by Sunday, February 22 <sup>nd</sup> @ 11:59pm

Week	Date	Module	Readings & ICA	Assignments/Submissions (more detail on Canvas)
	February 19	Theories of Change: Social Ecological Theory (Continued)	Wold B, Mittelmark MB. Health-promotion research over three decades: The social-ecological model and challenges in implementation of interventions. <i>Scandinavian Journal of Public Health</i> . 2018;46(20_suppl):20-26. doi: <a href="https://doi.org/10.1177/1403494817743893">10.1177/1403494817743893</a>	
			<b>ICA:</b> SET Application & Interview Protocol	
7	February 24	Levels and Settings of Prevention Science Research	<b>Reading(s):</b> Fagan, A.A., Bumbarger, B.K., Barth, R.P. et al. Scaling up Evidence-Based Interventions in US Public Systems to Prevent Behavioral Health Problems: Challenges and Opportunities. <i>Prev Sci</i> 20, 1147–1168 (2019). <a href="https://doi.org/10.1007/s11121-019-01048-8">https://doi.org/10.1007/s11121-019-01048-8</a>  Splett, J. W., Dymnicki, A., Reinke, W. M., Herman, K. C., Trainor, K. M., & Robert, C. R. (2020). Theories of Prevention Science. In <i>Theories of School Psychology</i> (pp. 49-72). Routledge. <b>Read pages 59 -68</b>	
	February 26	Exam Part A	<b>ICA:</b> Interview Protocols & Community Interviewees	Exam 1: Part B due by Sunday, March 1 <sup>st</sup> @ 11:59pm
	<b>UNIT 3: Methods of Prevention Science</b>			
8	March 3	Understanding Risk and Protective Factors	<b>Reading(s):</b> Chapters 1 & 2 of U.S. Department of Health and Human Services. (2023). Prevention Research Guide (pp. 1 - 16).	
	March 5	Understanding Risk and Protective Factors (continued)	<b>ICA:</b> Q+A with FYCS prevention scientists	
9	March 10	Evaluating Efficacy and Effectiveness	<b>Reading(s):</b> Chapter 13 in Defining Prevention Science: Sloboda, Z., Dusenbury, L., & Petras, H. (2014). Implementation science and the effective delivery of evidence-based prevention, pp. 293-314.  Wilson, D. K., Sweeney, A. M., & Zarrett, N. (2025). Behavioral risk and protective factors: Evidence, models, and interventions. In N.	

Week	Date	Module	Readings & ICA	Assignments/Submissions (more detail on Canvas)
			Schneiderman, T. W. Smith, N. B. Anderson, M. H. Antoni, F. J. Penedo, T. A. Revenson, & A. F. Abraido-Lanza (Eds.), <i>APA handbook of health psychology, Vol. 1. Foundations and context of health psychology</i> (pp. 389–408). American Psychological Association. <a href="https://doi.org/10.1037/0000394-018">https://doi.org/10.1037/0000394-018</a>	
	March 12	Evaluating Efficacy and Effectiveness (continued)	<b>ICA:</b> Special Topics in Prevention	Mid-Class Reflection due by Sunday, March 15 <sup>th</sup> @ 11:59pm
<b>10</b>	March 14-22	UF Spring Break (Optional mindfulness info provided)		
	March 24	Sustainability and Dissemination	<b>Reading(s):</b> Lawrence A Palinkas et al. Conceptualizing and measuring sustainability of prevention programs, policies, and practices, <i>Translational Behavioral Medicine</i> , Volume 10, Issue 1, February 2020, Pages 136–145, <a href="https://doi.org/10.1093/tbm/ibz170">https://doi.org/10.1093/tbm/ibz170</a>  Barrera, M., Berkel, C. & Castro, F.G. Directions for the Advancement of Culturally Adapted Preventive Interventions: Local Adaptations, Engagement, and Sustainability. <i>Prev Sci</i> <b>18</b> , 640–648 (2017). <a href="https://doi.org/10.1007/s11121-016-0705-9">https://doi.org/10.1007/s11121-016-0705-9</a>	
	March 26	Sustainability and Dissemination (continued)	<b>Reading Quiz 3:</b> From Efficacy and Effectiveness in Prevention Science  <b>ICA:</b> bridge building, interdisciplinary work & Group work day!	
<b>UNIT 4: Preventing Social Problems and Promoting Resiliency</b>				
<b>12</b>	March 31	From Research to Policy: Prevention Science Impact on the US and Globally	<b>Reading(s):</b> Kennedy, F. (2020). Beyond “prevention is better than cure”: understanding prevention and early intervention as an approach to public policy. <i>Policy Design and Practice</i> , 3(4), 351–369. <a href="https://doi.org/10.1080/25741292.2020.1736766">https://doi.org/10.1080/25741292.2020.1736766</a>	

Week	Date	Module	Readings & ICA	Assignments/Submissions (more detail on Canvas)
	April 2	From Research to Policy: Prevention Science Impact on the US and Globally (continued)	<b>ICA:</b> Policy backed by research?	1 <sup>st</sup> Draft Group Investigative Paper Due Before Class on April 2 <sup>nd</sup>
13	April 7	Undergrad Research	<b>Out of Class Activity:</b> Attend UG Research Symposium	
	April 9	Group Project	<b>ICA:</b> Group work day!	Research Symposium Reflection Due by Sunday, November 12 <sup>th</sup> @ 11:59pm
14	April 14	Special Topics in Prevention Science I: TBD	<b>Reading(s):</b> TBD	
	April 16	Special Topics in Prevention Science II: TBD	<b>In Class Activities:</b> Writing and Citing & group work day	Research Proposal Paper Due by Sunday, April 19 <sup>th</sup> @ 11:59pm
15	April 21	Presentations	Group Presentations	Final Class Reflection Due by Sunday, April 26 <sup>th</sup> @ 11:59pm
	April 23-24	UF Reading Days		
16	April 27- May 1	UF Exam Week	<b>Final Group Investigative Paper Due by April 29<sup>th</sup> @ 11:59pm, bonus points if submitted by April 26<sup>th</sup></b> <b>Exam 2: UF Scheduled 5/01/2026 @ 10:00 AM - 12:00 PM</b>	

## Assigned Work Descriptions

This course utilizes a point system. You earn points for every assignment; these are all added together to provide you with your final points that correspond with a letter grade. This allows you to keep a running tally of your points/final grade. There is no complicated math, no weighted assignment calculations, no curve—just the points you earn compared to the chart with the letter grades. Each assignment type has a set number of points that tie directly to a provided rubric (what I use to assign points). Please locate each rubric on Canvas in the assignment before you begin working.

### Writing Assignments:

- Theory application paper (500 words)—This application paper will allow you to think critically by applying theoretical concepts to a real-world social issue. You will choose a social issue (for example, substance abuse, obesity). Using complete paragraphs, please answer the following questions: What prevention theory applies best to the real-world social issue you chose? What concepts could be used to measure behavior change? How could you see yourself using this theory in a future career? Cite at least two class readings and provide references in APA style. (Quest Course SLO #2—Critical Thinking)
- Research proposal (500 words)—Based on your chosen social issue write a prevention research proposal to reduce risk factors and/or increase protective factors for that issue. Using complete paragraphs, please answer the following questions: Why is the issue you chose important to address in our current society? What social determinants of health contribute to this problem? What steps could be taken to reduce risk and increase protection against this issue? Cite at least two class readings and provide references in APA style. (Social Behavioral Sciences SLO #2—Critical Thinking)
- Reflections of class learning (250 words each)—You will submit 3 papers throughout the semester that will give you the opportunity to self-reflect on your intellectual, personal, and professional development at UF and beyond. For the first reflection please answer the following questions: Why did you choose to take this course? What are your perspectives of social issues and prevention science? What do you hope to learn from the course and what have you learned so far about its interdisciplinary perspective.
  - For the following 2 reflections (mid semester and final semester reflection) please answer the following questions: How has what we have learned in class thus far changed the way you think about social issues, intellectually and personally? How might you apply the ideas you've learned about in this class to your future career? (Social Behavioral Sciences SLO #3—Connection)
- Group Field Experience and Investigative Paper (1500 words): Students will have the opportunity to complete investigative research in the field and reflect on the experience. The purpose of this investigation is to determine, “What is prevention science?” and how UF faculty and the Gainesville community engage in prevention science. As a group you will; interview 2 UF faculty, 1 non-profit organization, 1 extension agent, and 1 policy maker (or attend a policy-driven initiative meeting). Training for field experiences and interviewing techniques will be provided, and students do not

need to have prior experience to participate. Cite at least four class readings and provide references in APA style. (Social Behavioral Sciences SLO #2 & 3—Critical Analysis and Connection)

- In-class activities and participation (60 points see rubric below): The purpose of in-class activities is to promote synthesis of course content and its application to future career possibilities. Students will receive full credit for participating in these formative exercises (Social Behavioral Sciences SLO#3 – Connection)

#### **Other Assignments:**

- Undergraduate Research Symposium: Students will attend and engage with presenters at the undergraduate research symposium and prepare a paper reflecting on a specific presentation and engagement (200 words) (Quest Course SLO#3 & Social and Behavioral Sciences SLO#3 – Connection)
- Exams: Students will demonstrate understanding of Prevention science theory and methods as well as application to social issues (Quest Course SLO # 1, Social Behavioral Sciences SLO #1, SLO #1—Content)
  - Exam 1 (History, Ethics, Theory)
  - Exam 2 (Methods, Effectiveness, Dissemination)

<b>In-Class Activities + Participation Rubric</b>				
Criteria	15 points	10 points	5 points	0 points
Engagement in Class Discussions	Actively contributes to discussions every week. Shares thoughtful, relevant, and original ideas; builds on others' points.	Regularly contributes with relevant ideas and clarifying questions. Occasionally builds on peer input.	Sometimes contributes, but comments may be brief, off-topic, or show limited preparation.	Rarely contributes or detracts from discussion with off-topic or unhelpful comments.
Participation in In-Class Activities	Fully engaged in all activities. Takes initiative, collaborates well, and demonstrates leadership or creativity.	Participates actively in most activities. Shows cooperation and effort.	Participates inconsistently. Sometimes disengaged or minimally involved.	Minimal or no participation in activities. May be disengaged, off-task, or disruptive to group process.
Engagement with Peers	Consistently practices active listening. Responds respectfully and thoughtfully. Elevates discourse by engaging peers' ideas constructively.	Usually respectful and positive. Engages in group work and responds to peers appropriately.	Occasionally inattentive or dismissive of others' input. Group work engagement varies.	Listens passively or inconsistently. Rarely engages peers' ideas or group process meaningfully.

Preparation and Readiness	Always prepared with readings/assignments completed. Brings notes, questions, and insights that show sustained engagement with course material.	Usually prepared. Demonstrates general understanding of material.	Sometimes unprepared or not up to date with readings.	Frequently unprepared. Unable to participate due to lack of preparation or disengagement.
				Total: ___ /60

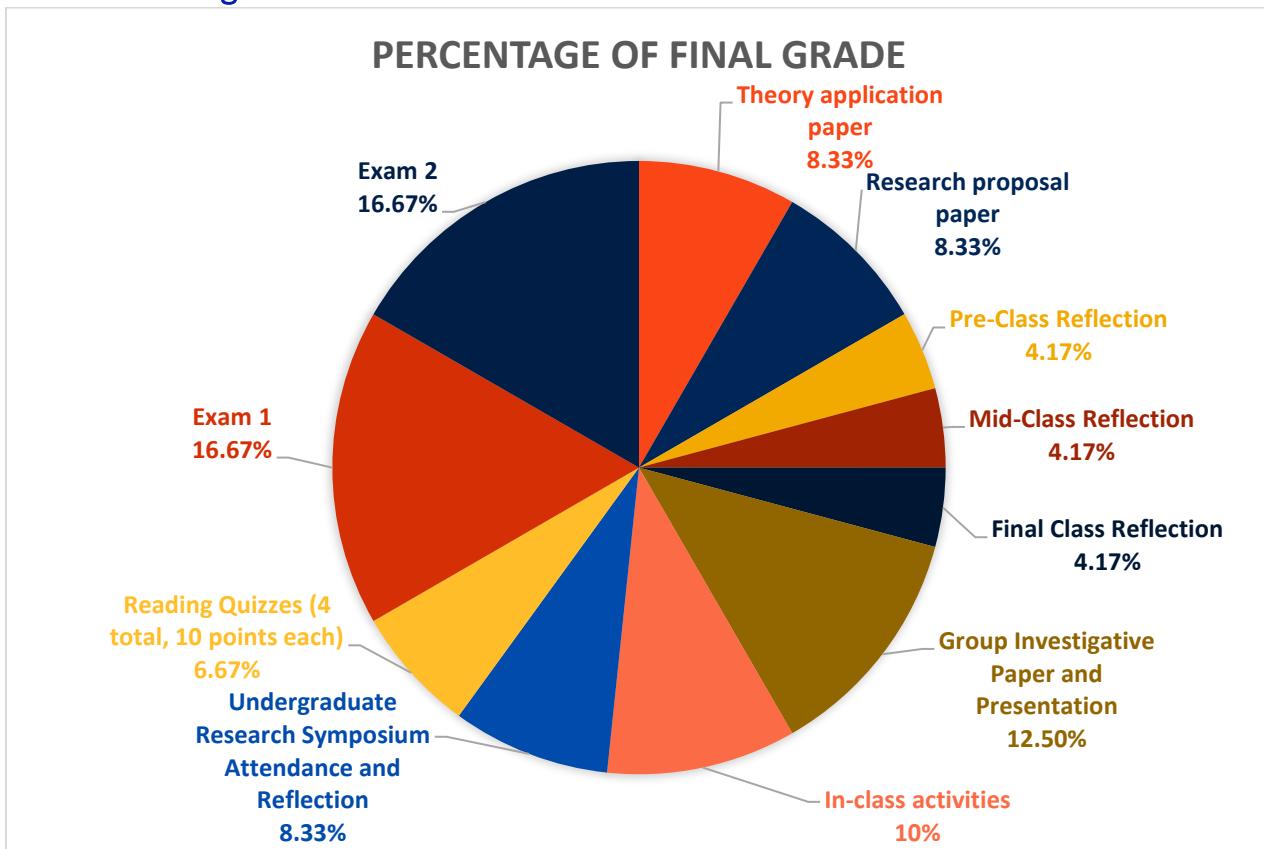
## Grading Policy

Course grading is consistent with [UF grading policies](#).

## Course Grading Structure

Assignment Type	Point Value	Percent of Final Grade
Theory application paper (500 words)	50 points	8.33%
Research proposal paper (500 words)	50 points	8.33%
Pre-Class Reflection (250 words)	25 points	4.17%
Mid-Class Reflection (250 words)	25 points	4.17%
Final Class Reflection (250 words)	25 points	4.17%
Group Investigative Paper and Presentation (1500 words)	75 points	12.5%
Participation points for in-class activities	60 points	10%
Undergraduate Research Symposium Attendance and Reflection	50 points	8.33%
Reading Quizzes (4 total, 10 points each)	40 points	6.67%
Exam 1 (History, Ethics, Theory, Populations)	100 points	16.67%
Exam 2 (EBPs, Methods, Effectiveness, Dissemination)	100 points	16.67%
600 points Total		100%

## Course Grading Structure Visual



## Grading Scale

Grade	Points	Percentage
A	558-600	93-100
A-	540-557	90-92.99
B+	522-539	87-89.99
B	498-521	83-86.99
B-	480-497	80-82.99
C+	462-479	77-79.99
C	438-461	73-76.99
C-	420-437	70-72.99
D+	402-419	67-69.99
D	378-401	63-66.99
D-	360-377	60-62.99
S	0-359	Below 60

## Academic Policies and Resources

Academic policies for this course are consistent with university policies. See <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

## Campus Health and Wellness Resources

There are a variety of resources available to students at the University of Florida. These services and resources are designed to be supports for our students to address their various needs and to enhance their experience as students and as people. Even if you are just taking one course at a time, online, you are still connected to the larger University of Florida system and network of resources. If you need any help navigating these resources and support services, or don't know where to begin, please reach out to me on Canvas!

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact [UMatterWeCare](#) for additional and immediate support.

Learning and Academic Support	
<b><a href="#">Ask a Librarian: Library Support</a></b>  Chat or make an appointment with a librarian to focus on your research needs  For specific FYCS help, you can go to our <a href="#">specific FYC page</a> , and contact Melody Royster	<b><a href="#">Tips for Success in Online Courses</a></b>  General strategies for online learning, tips for connection, asynchronous versus synchronous and helpful video links
<b><a href="#">UF Computing Help Desk</a></b>  The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP, E-mail: <a href="mailto:helpdesk@ufl.edu">helpdesk@ufl.edu</a>	<b><a href="#">Office of Academic Support</a></b>  Aimed at supporting academic and personal development
<b><a href="#">Connecting from Off-Campus</a></b>  Find out how to connect via VPN or Proxy	<b><a href="#">University Writing Program- Writing Studio</a></b>  One-on-one writing consultation, classroom workshops, online and in-person tutoring
<b><a href="#">Course Reserves- Supplemental Material</a></b>  Find supplemental course materials	<b><a href="#">CLAS Academic Resources</a></b>  Tutoring, Supplemental Instruction, Language Studio, Testing Services and Study Skills for CLAS
	<b><a href="#">CALS Student Resources</a></b>

<p><b><u>First Gen Student Support</u></b></p> <p>Lots of support for first generation college students: Including:</p> <ul style="list-style-type: none"> <li>• First-Generation Leadership Academy (FGLA)</li> <li>• First-Gen Advocates Program</li> <li>• Life Coach</li> <li>• First-Generation Organization (FGO)</li> <li>• 1:1 Guidance</li> </ul>	<p>Computer Lab, Professional Development, Career Resources, Scholarships</p> <p><b><u>Career Connection Center</u></b></p> <p>Career Planning, Resource Library, Gator Career Link, Express Drop-in. As well as workshops, events and tips.</p>
<p><b>Support for Well-being and Involvement</b></p>	
<p><b><u>Dean of Students Office</u></b></p> <p>“The Dean of Students Office is your gateway to the University of Florida. We encourage growth, provide care, and promote accountability.”</p>	<p><b><u>U Matter, We Care</u></b></p> <p>At UF, <b>Every Gator Counts</b>. U Matter, We Care serves as UF’s umbrella program for UF’s caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources.</p>
<p><b><u>Disability Resource Center</u></b></p> <p>Supports students with disabilities and accessibility across campus</p>	<p><b><u>Campus and Community Resources</u></b></p> <p>From the UF International Student Center, has a number of great links to support and community resources</p>
<p><b><u>Food Pantry- Field and Fork</u></b></p> <p>For any member of the UF community experiencing food insecurity- no questions asked. Only need to provide a UFID number.</p>	<p><b><u>Division of Student Life</u></b></p> <p>“Champions meaningful experiences that foster community connection, career design and lifelong wellbeing.”</p>
<p><b><u>Counseling and Wellness Center</u></b></p> <p>Confidential counseling and consultations for psychiatric service and mental health programming. Read their <a href="#">services guide</a> for more info.</p>	<p><b><u>Student Involvement and Activities</u></b></p> <p>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus See the <a href="#">Get Involved page</a></p>
<p><b><u>Student Health Care Center</u></b></p>	

<p>Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center <a href="#">website</a></p> <p><b><u>Conduct and Concern Reporting</u></b></p> <p>You can report student, employee and campus concerns. <i>For emergencies please call the University Police Department at (352) 392-1111 or 911</i></p>	<p><b><u>University Police Department</u></b></p> <p><a href="#">Call 352-392-1111 (or 9-1-1 for emergencies).</a></p> <p><b><u>UF Health Shands Emergency Room</u></b></p> <p><a href="#">For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.</a></p>
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## Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

## Privacy and Accessibility Policies

- Instructure (Canvas)
  - [Instructure Privacy Policy](#)
  - [Instructure Accessibility](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility](#)

## Note on Academic Integrity

Academic integrity is vital to an inclusive and ethical learning environment.

I want all my students to do well in my courses. There may be times when you have forgotten a deadline, mismanaged time, realized you weren't prepared enough, etc. In these times, I want you to reach out to me, please do not resort to academic dishonesty, shortcuts or deception.

## AI Use Policy

There are assignments and contexts within this course where you will be asked to use AI tools to explore how they can be used. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI.

Under no circumstances should you use AI and not disclose this information. This is a course policy—please refer to the Academic Integrity section for consequences. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work. When in doubt, either do not use AI, or provide a citation/explanation. -Adapted from Lance Eaton, College Unbound Policy

For Assignments, look for the 3-W's of AI use table (Example below)

What AI tools are allowed?	When are AI tools allowed (or not)?	Why are AI tools allowed (or not)?
<u>Copilot</u> - signed in through your UF account so your data is protected	You <u>may</u> use AI to brainstorm, write an introductory sentence or proofread	AI can help you get started, work through writer's block or find ways to improve your writing. This is intended to help you with your assignments, not complete them for you.
AI-powered grammar tools embedded in word, google docs, (or Grammarly)	You <u>may not</u> use AI to write/generate any more than a sentence per paragraph	In this case, more substantial use of AI is <u>not</u> allowed because I need to make sure your learning is on track with what I anticipate seeing at this point in the semester.

-Adapted from Torrey Trust, [Link](#)

## Health and Well-Being Policy

Your health and wellbeing are more important to me than an assignment or a grade. This policy is designed to support you in maintaining a healthy balance between your studies and personal well-being.

- Commitment to Health and Wellness- I believe that every student's success is deeply connected to their health and wellness. I am committed to creating an environment that supports your physical, mental, and emotional health.
- Open Communication- Your instructors are here to support you, not just academically, but also in your overall well-being. If you're facing challenges that affect your ability to perform in class, please communicate early and openly. We can work together to find solutions, be it extensions on assignments or connecting you with university resources.
- Healthy Lifestyle Encouragement- We encourage you to engage in regular physical activity, maintain a balanced diet, and get adequate sleep. These practices not only enhance your academic performance but are beneficial for your health as well.
- Emergency Situations- In case of an emergency, prioritize your safety above all else. Familiarize yourself with the university's emergency procedures and contact information for campus security—Call 911 if you need immediate help.

Remember, your journey at the university is not just about academic achievements but also about growing as a healthy and well-rounded individual. Take care of yourself, and don't hesitate to reach out for help when needed. (This section was written, in part, by Microsoft Copilot and edited by your instructor. We will talk about this more in class!)

## Difficulties Encountered?

If you experience any difficulties, please let me know as soon as possible. This ensures that you have the best chance of completing the work and receiving a grade that you are comfortable with.

- If you wait, I may not be able to help you as efficiently or effectively. I want each of my students to succeed, but not at the expense of their physical or mental health.

If you experience any personal, professional or academic difficulties that will make it tough for you to complete the work in this course, please reach out to me. You can find all the information about contacting me in the "Please contact me!" section. In some cases, I will refer you to other services or

departments on campus. This is to ensure you have access to all the resources I know of. If I think you could use more help, or different help than what I can provide, I will discuss this with you before I do anything (unless it is an emergency).

### **Late Work Policy**

Work that is submitted late without prior approval, may only be offered a certain percentage of the total points depending on how late. 1 day late= 80% total points, 2 days late= 60% total points, 3 days late = 40% total points. More than three days late without prior approval may receive zero points. In order to give your work the time it deserves to be graded, it needs to be submitted on time.

- The final exam has a hard deadline that will only be changed for an extreme circumstance. This is not intended to scare you, only to give you the context needed to plan for this assignment. This assignment has a hard deadline due to the tight grading timeline between submission of your exam and when grades are due

### **Exam Policy**

Students will have a set amount of time to take the exams. Completed exams must be submitted by the announced deadline. Late exams will not be accepted unless there is written, professional documentation of a serious illness (i.e., you are not physically able to complete the exam or other work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations missed for any other reason will receive a grade of ZERO. Deadline Note: Students who have questions about exam or other grades must speak to the instructor within the week after the grades are released. This is to ensure that everyone has the same opportunity to review grades and that objections are discussed upfront.

### **UF Religious Observances Policy**

“For University of Florida Students, the following guidelines apply: Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.”

- Please look at the course and assignment schedule as soon as possible compared to your religious calendar for celebrations, commitments, holy days, observances, etc. and let me know if anything is conflicting. I will then come up with a plan to make the course schedule work for you.

### **Subject to Change Policy**

Note that the instructor reserves the right to adjust the course as needed. This syllabus and course calendar are subject to change at the discretion of the instructor. Any changes will be noted and sent to the Canvas course.