

FYC 2331 – UF Quest 2 Section

An Ounce of Prevention: Building Resilience in Communities

Class Time: T 1:55 PM – 2:45 PM
R 1:55 PM – 3:50 PM

Class Location: CSEE 221 ([Computer Sciences/Engineering](#))
Class Location: TUR 2306 ([Turlington Hall](#))

Credit Hours: 3

Instructor: Tennisha Riley Ph.D.
Email: tennriley03@ufl.edu

Office Location: McCarty Hall D (room 3028A) or Zoom, 352-273-3535
Office Hours: Tuesdays 9:30am – 10:30am
* appointments are welcomed...come see me!

Graduate TA: Ola (Olarenwaju) Lawal, M.P.H., M.S.
Email: olawal@ufl.edu

Undergraduate TA: Ja'Miya Smith
Email: smithjamiya@ufl.edu

General Education Course Requirement: *a minimum grade of C is required for general education credit.*

Required Reading(s):

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

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 a health well-being across development and within communities?

Course Delivery

This course is in-person. Dr. Tennisha Riley is the instructor for Fall 2025 and is available for office hours by appointment. There will be in-class activities that will require participation—if you are not in class, you will not receive participation points. There are also required engagement activities to develop an investigation into prevention-oriented academic research and organizations within the Gainesville community.

Quest 2 and Gen Ed Descriptions

Quest 2 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.)

Assigned Work (You must complete all of the assigned work in order to pass the class)

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)

In-Class Activities + Participation Rubric				
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

- **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)

Grading

Writing assignments:

Theory application paper (500 words)	50 points
Research proposal paper (500 words)	50 points
Pre-Class Reflection (250 words)	25 points
Mid-Class Reflection (250 words)	25 points
Final Class Reflection (250 words)	25 points

Group Investigative Paper and Presentation (1500 words)	75 points
Participation points for in-class activities	60 points
Undergraduate Research Symposium Attendance and Reflection	50 points
Reading Quizzes (10 points each)	40 points
Exam 1 (History, Ethics, Theory, Populations)	100 points
Exam 2 (EBPs, Methods, Effectiveness, Dissemination)	100 points

Total 600 points

Course Grading Scale	Final Letter Grade
93-100	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+
73-76.99	C
70-72.99	C-
67-69.99	D+
63-66.99	D
60-62.99	D-
Below 60	Failing (E)

• **Grades and Grade Points:** For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

• **Attendance and Make-Up Work:** Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Course Policies

1. Late work: The course materials and schedule have been thoughtfully outlined. If you have concerns or you are dealing with circumstances that prevent you from engaging in the class timeline for assignments, please contact me directly in a timely manner using Canvas email.
2. Respect for Others: Our classroom is a place where everyone is accepted, encouraged, and valued. The differences between class members are embedded, and differences in opinions and backgrounds are viewed as a learning experience. Language that degrades any individual or group because of sex or gender, ethnicity, nationality, race, socioeconomic status, disability status, religion, or sexual orientation will not be tolerated.

University Policies and Regulations

1. Disability Accommodations: Every attempt will be made to accommodate students with disabilities. You must have established your eligibility for support services through the appropriate office, Disability Resource Center. Please contact [Disability Resource Center](#) for more information at 352.392.8565 as soon as possible if accommodations are needed. The office is located on the ground floor of the Reid Hall, Room 001. Appointments can be made to see a specialist between 8 AM to 5 PM, Monday through Friday. Note that

services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to be produced.

- a. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
 - b. Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see <https://www.dso.ufl.edu/drc/students> for how to access resources and setting up accommodations.
 - c. Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.
2. Religious Obligations and Holidays: I will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or other requirements. The Florida Board of Education and state law govern university policy regarding observance of religious holidays. [The following guidelines apply:](#)
 - a. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
 - b. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
 - c. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.
 - d. If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.
 - e. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.
3. Academic Honesty: UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class. It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (<https://policy.ufl.edu/regulation/4-040/>)
4. Software Use: All faculty, staff, and students at 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.
5. Sexual Misconduct: As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and UF’s Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual

misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can find several resources for help on [the Office of Accessibility and Gender Equity website](#). It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Assistant Vice President of Accessibility and Gender Equity, ADA, and UF's Title IX Coordinator. In that event, those individuals from the Office of Accessibility and Gender Equity will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit the university website about Title IX policies. To learn more, visit the [UF title IX policy webpage](#).

6. In-Class Recording Policy: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
 - a. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
 - b. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.
7. Online Course Evaluations: Student assessment of instruction is an important part of efforts to improve teaching and learning. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online.

Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

Whole Gator App and website connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. <https://one.uf.edu/whole-gator/topics>

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: 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.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273- 4450.
- Hitchcock Field and Fork Pantry. Food and toiletries for those experiencing food insecurity.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

Course Outline and Assignment Due Dates

	Date	Course Discussion Topics and Readings	Assignments Due
UNIT 1: Introduction to Prevention Science			
Week 1	Aug 21 st	Course Introduction and Expectations	
Week 2	Aug 26 th	History and Introduction to Prevention Science	
	Aug 28 th	Prevention Science: An Interdisciplinary Field, Let's Meet!	In-Class participation activity: Speed Meet
Week 3	Sep 2 nd	History and Introduction to Prevention Science	Reading(s): 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. Society for Prevention Research. (2011). Standards of Knowledge for the Science of Prevention.
	Sep 4 th	Research with Human Subjects: Ethical Issues working with Communities	Reading Quiz 1: Respect for human subjects "participants" in research on prevention science. In-Class Activities: How to read research and journal articles for this class. Pre-Class Reflection Due by Sunday Sept 7 th the 19 th @ 11:59pm
Week 4	Sep 9 th	Social and Environmental Determinants of Health and Promotion of Resilience	Reading(s): Braveman P, Gottlieb L. The Social Determinants of Health: It's Time to Consider the Causes of the Causes. Public Health Reports®. 2014;129(1_suppl2):19-31. https://doi.org/10.1177/003335491412915206 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. https://doi.org/10.1089/heq.2018.001

	Sep 11 th	What Are We Aiming to Prevent? Overview of Health-Related Behaviors	In class activities: Develop your prevention science investigative groups. Create your team member bios. Work on choosing a topic based on pressing issues in society.	
UNIT 2: Theory and Interdisciplinary Prevention Science				
Week 5	Sep 16 th	Theories of Change: Theory of Planned Behavior	Reading(s): 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. https://doi.org/10.1016/j.vaccine.2021.10.082	
	Sep 18 th	Theories of Change: Theory of Planned Behavior	Reading Quiz 2: Social and Environmental Determinants of Health In class activities: Application of TPB theory to your group's chosen topic. Choose your UF faculty interviewees.	
Week 6	Sep 23 rd	Theories of Change: Social Ecological Theory	Reading(s): 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 . http://dx.doi.org/10.1037/0000099-009 Wold B, Mittelmark MB. Health-promotion research over three decades: The social-ecological model and challenges in implementation of interventions. <i>Scandinavian Journal of</i>	

			<i>Public Health</i> . 2018;46(20_suppl):20-26. doi: 10.1177/1403494817743893	
	Sep 25 th	Theories of Change: Social Ecological Theory	In-class activity: Application of SE theory to your chosen topic. UF How to build your interview protocol and observational tools.	Theory Short Paper due Sunday September 28 th by 11:59pm
Week 7	Sep 30 th	Levels and Settings of Prevention Science Research	Reading(s): 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). https://doi.org/10.1007/s11121-019-01048-8 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. Read pages 59 -68	
	Oct 2 nd	Exam 1: Part I In-Class	In Class Activities: Review of interview protocols, planning your interviews within the Gainesville community.	Exam 1: Part II due on Sunday Oct 5th 11:59pm
UNIT 3: Methods of Prevention Science				
Week 8	Oct 7 th	Understanding Risk and Protective Factors	Reading(s): Chapters 1 & 2 of U.S. Department of Health and Human Services. (2023). <i>Prevention Research Guide</i> (pp. 1 - 16). *See canvas for document.	
	Oct 9 th	Understanding Risk and Protective Factors	In Class Activities: Q+A with FYCS prevention scientists	
Week 9	Oct 14 th	Evaluating Efficacy and Effectiveness	Reading(s): Chapter 13 in <i>Defining Prevention Science</i> : 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. Schneiderman, T. W. Smith, N. B. Anderson, M. H. Antoni, F. J. Penedo, T. A. Revenson, & A. F. Abraído-Lanza (Eds.), <i>APA handbook of health psychology, Vol. 1. Foundations and context of health psychology</i> (pp. 389–408). American	

			Psychological Association. https://doi.org/10.1037/000394-018	
	Oct 16 th	Evaluating Efficacy and Effectiveness	Out of Class Activity: Attend the Undergraduate Research Symposium. Location, Reitz Union	Mid-Class Reflection due Sunday October 19 th by 11:59pm
Week 10	Oct 21 st	Sustainability and Dissemination	Reading(s): Lawrence A Palinkas, Suzanne E Spear, Sapna J Mendon, Juan Villamar, Charles Reynolds, Costella D Green, Charlotte Olson, Audrey Adade, C Hendricks Brown, Conceptualizing and measuring sustainability of prevention programs, policies, and practices, <i>Translational Behavioral Medicine</i> , Volume 10, Issue 1, February 2020, Pages 136–145, https://doi.org/10.1093/tbm/ibz170 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> 18, 640–648 (2017). https://doi.org/10.1007/s11121-016-0705-9	
	Oct 23 rd	Sustainability and Dissemination	Reading Quiz 3: From Efficacy and Effectiveness in Prevention Science In Class Activities: Can you build a bridge? Evaluating efficacy and effectiveness through interdisciplinary work. Application to prevention science.	
UNIT 4: Preventing Social Problems and Promoting Resiliency				
Week 11	Oct 28 th	From Research to Policy: Prevention Science Impact on the US and Globally	Reading(s): 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. https://doi.org/10.1080/25741292.2020.1736766	
	Oct 30 th	From Research to Policy: Prevention Science Impact on the US and Globally	In Class Activities: Is this policy matched by the research?	Research Symposium Reflection Due by Sunday

				November 2 nd 11:59pm
Week 12	Nov 4 th	Special Topics in Prevention Science I: TBD	Reading(s): TBD	
	Nov 6 th	Special Topics in Prevention Science I: TBD	In Class Activities: How to properly cite and write results of your investigation. Group writing and presentation work.	
Week 13	Nov 11 th	Special Topics in Prevention Science II: TBD	Reading(s): TBD	
	Nov 13 th	Special Topics in Prevention Science II: TBD	In Class Activities: 1 st Draft Due Before Class. In-Class Peer Review and Discussion.	
Week 14	Nov 18 th	Special Topics in Prevention Science III: TBD	Reading(s): TBD	
	Nov 20 th	Special Topics in Prevention Science III: TBD	Reading Quiz 4: Special Topics in Prevention Science In Class Activities: Work on final presentation	Research Proposal Paper Due Sunday November 9 th by 11:59pm
Thanksgiving (National Day of Mourning) Break November 24 th – 28 th No Classes!				
Week 15	Dec 2 nd	Final Group Presentations		
	Dec 4 th	No Classes – READING DAY		Final Class Reflection Due Sunday December 6 th by 11:59pm
Finals Week	Dec 8 th – Dec 12 th	Exam 2: December 11th 3pm – 5pm		