

# IDS 2935 – UF Quest 2 Section: 2SR3 (SP 2025)

## 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:** PUGH 120 ([Pugh Hall](#))

**Instructor:** Tennisha Riley Ph.D.  
**Email:** [tennriley03@ufl.edu](mailto:tennriley03@ufl.edu)

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

**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. U.S. Department of Health and Human Services. (2023). Prevention Resource Guide. <https://www.childwelfare.gov/resources/20232024-prevention-resource-guide/>
3. Society for Prevention Research. (2011). Standards of Knowledge for the Science of Prevention. <https://preventionresearch.org/Society%20for%20Prevention%20Research%20Standards%20of%20Knowledge.pdf>
4. Selected Readings as outlined in the course calendar

### **Course Description**

Some may describe our society as a “band-aid” society—when a social problem crops up like the opioid crisis, the obesity epidemic, or the student mental health crisis, 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, and each student will apply what they learn in this class to investigating ongoing prevention activities at the University of Florida. Through course activities and engagement with prevention-oriented faculty and community organizations of their choosing at UF, students will have the opportunity to learn: 1.) the evidence-base of prevention programs and how they address existing and emerging public health problems and threats to well-being; 2.) how to critically evaluate program implementation based on rigorous scientific standards of the field of prevention science; 3.) how prevention science research is used to inform policy (e.g., health, education, child welfare, justice, drug and alcohol, and mental health systems); and 4.) how prevention science research aims to reduce disparities in well-being. By reducing risk factors and increasing protective factors, we can systematically reduce the major social problems of our time, including drug and alcohol abuse, obesity, youth violence and bullying, and child and family poverty. This course meets the requirements of a General Education Social Sciences class.

### **Course Delivery**

This course is in-person. Dr. Tennisha Riley is the instructor for Spring 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)

### **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)

### **Diversity Objectives**

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society. In this class, students will learn about the social determinants of health, structural inequalities, and health disparities.

### Diversity Learning Outcomes:

1. Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability. (Content)
2. Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society. (Critical Thinking)

### Course 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 LGBTQ youth. To obtain a multidisciplinary perspective, guest speakers from diverse 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 diverse 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. Demonstrate understanding of 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, Diversity)
3. Describe preventative interventions with respect to health disparities, a pressing concern in our society, and acknowledge multiple points of view, including diverse and multicultural influences in prevention and intervention. (Critical Thinking SLO for Quest 2 and Diversity)
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., Diversity)
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., and Diversity)
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., and Diversity)

### **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 and Diversity SLO # 1 & 2—Critical Thinking)

- **Reflection: 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. For the following 2 reflections please answer the following questions: How has this class 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 do 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 faculty, 1 non-profit organization, 1 extension agent, and 1 policy maker (or attend a policy-driven imitative 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 two class readings and provide references in APA style. (Social Behavioral Sciences SLO #2 & 3—Critical Analysis and Connection)
- **In class activities:** 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)
- **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, Diversity SLO #1—Content)
  - Exam 1 (History, Ethics, Theory, Populations)
  - Exam 2 (EBPs, Methods, Effectiveness, Dissemination)

## Grading

Writing assignments:

Theory application paper (500 words)	50 points
Research proposal (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 (1500 words)	75 points

Participation points 50 points

Undergraduate Research Symposium 50 points

Reading Quizzes (5 of 6, lowest score dropped) 50 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	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	Failing (E)

## Course Policies

1. Late work: The course materials and schedule have been thoughtfully outlined. Therefore, **there will be no late work accepted for the course.** 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 Diversity: Our classroom is a place where diversity is accepted, encouraged, and valued. The differences between class members are embraced, 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: As a student at UF, you are expected to adhere to the standards and policies detailed in [the student code of conduct](#). When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the Code will be reported to the **Student Conduct & Conflict Resolution** and handled according to University policies. Sanctions for academic misconduct may include receiving a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.
4. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.a.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.a.ufl.edu/public-results/>
5. 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.
6. 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](#).
7. Bias-Based Incident Reporting: Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported to the [Division of Student Affairs' Respect Team](#). Reports can be made anonymously if desired.
8. 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.
9. **Online Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Course Outline and Assignment Due Dates

	Date	Course Discussion Topics and Readings		Assignments Due
		<b>UNIT 1: Introduction to Prevention Science</b>		
Week 1	Jan 14 <sup>th</sup>	Course Introduction and Expectations		
	Jan 16 <sup>th</sup>	Course Introduction and Expectations		Pre-Class Reflection Due by 11:59pm
Week 2	Jan 21 <sup>st</sup>	History and Introduction to Prevention Science	<ul style="list-style-type: none"> <li>Chapter 11 of Defining Prevention Science: Petras, H. &amp; Sloboda, Z. (2014). An integrated prevention science model: A conceptual foundation for prevention research, pp. 251-273.</li> <li>U.S. Department of Health and Human Services. (2018). Prevention Research Guide. pp. 26-33.</li> </ul>	
	Jan 23 <sup>rd</sup>	History and Introduction to Prevention Science	<ul style="list-style-type: none"> <li>In-Class activity: Speed Meet</li> </ul>	
Week 3	Jan 28 <sup>th</sup>	Research with Human Subjects: Ethical issues working with Diverse Communities		
	Jan 30 <sup>th</sup>	NO Class – Professor Out of Office		Submit Names of Group Members and Develop Investigative Topic

Week 4	Feb 4 <sup>th</sup>	Social Determinates of Health Inequalities and Promotion of Resilience		
	Feb 6 <sup>th</sup>	Social Determinates of Health Inequalities and Promotion of Resilience		
<b>UNIT 2: Theory and Interdisciplinary Prevention Science</b>				
Week 5	Feb 11 <sup>th</sup>	Theories of Change: Theory of Planned Behavior		
	Feb 13 <sup>th</sup>	Theories of Change: Theory of Planned Behavior		
Week 6	Feb 18 <sup>th</sup>	Theories of Change: Social Ecological Theory Levels of Prevention Science		
	Feb 20 <sup>th</sup>	Theories of Change: Social Ecological Theory	<ul style="list-style-type: none"> <li>Ferguson, K. T., &amp; 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, &amp; 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></li> </ul>	
Week 7	Feb 25 <sup>th</sup>	Levels of Prevention Science Research		
	Feb 27 <sup>th</sup>	<b>Exam 1: In Class</b>		Theory Paper Due by 11:50pm
<b>UNIT 3: Methods of Prevention Science</b>				
Week 8	Mar 4 <sup>th</sup>	Understanding Risk and Protective Factors	<ul style="list-style-type: none"> <li>Chapters 1 &amp; 2 of U.S. Department of Health and Human Services. (2018). Prevention Research Guide (pp. 3-26). <a href="https://www.childwelfare.gov/pubPDFs/guide_2018.pdf">https://www.childwelfare.gov/pubPDFs/guide_2018.pdf</a></li> </ul>	
	Mar 6 <sup>th</sup>	Understanding Risk and Protective Factors		
Week 9	Mar 11 <sup>th</sup>	Evaluating Efficacy and Effectiveness		
	Mar 12 <sup>th</sup>	Evaluating Efficacy and Effectiveness		Mid-Class Reflection due by 11:59pm
Week 10	Mar 17 <sup>th</sup>	<b>No Class – SPRING BREAK</b>		

	Mar 19 <sup>th</sup>	<b>No Class – SPRING BREAK</b>		
Week 11	Mar 25 <sup>th</sup>	Sustainability and Dissemination	<ul style="list-style-type: none"> <li>Chapter 13 in Defining Prevention Science: Sloboda, Z., Dusenbury, L., &amp; Petras, H. (2014). Implementation science and the effective delivery of evidence-based prevention, pp. 293-314.</li> </ul>	
	Mar 27 <sup>th</sup>	Sustainability and Dissemination		
		UNIT 4: Preventing Social Problems and Promoting Resiliency		
Week 12	Apr 1 <sup>st</sup>	Special Topics in Prevention Science I: Adolescent Substance Use and Mental Health		
	Apr 3 <sup>rd</sup>	Special Topics in Prevention Science I: Adolescent Substance Use and Mental Health		Application Paper Due by 11:59pm
Week 13	Apr 8 <sup>th</sup>	Special Topics in Prevention Science II: TBD		
	Apr 10 <sup>th</sup>	Special Topics in Prevention Science II: TBD		In-Class Peer Review and 1 <sup>st</sup> Draft Due
Week 14	Apr 15 <sup>th</sup>	Special Topics in Prevention Science III: TBD		
	Apr 17 <sup>th</sup>	Special Topics in Prevention Science III: TBD		Final Class Reflection due by 11:59pm
Week 15	Apr 22 <sup>nd</sup>	Group Presentation		
	Apr 24 <sup>th</sup>	No Classes – READING DAY		Submit Final Group Paper
Week 16: Finals Week	Apr 29 <sup>th</sup> – May 3 <sup>rd</sup>	<b>Exam 2</b>		