

An Ounce of Prevention: Building Resilience in Communities

UF Quest 2

IDS2935, Section 2SL3, Spring 2023

General Education: Social and Behavioral Sciences and Diversity

[Note: A minimum grade of C is required for General Education credit]

Tuesday: Period 3-4 (9:35am – 11:30am), MAT 0014

Thursday: Period 3 (9:35am – 10:25am), MAT 0117

Instructor	
Sarah D. Lynne, Ph.D. 3038B McCarty D 352-273-3546 Canvas email (preferred), sarahlynn@ufl.edu Office Hours: by appointment	Class resources, announcements, updates, and assignments will be made available through the class Canvas site. <i>The instructor reserves the right to adjust the syllabus to meet the objectives of the course.</i>

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 ongoing prevention activities at the University of Florida. Through course activities and engagement with a prevention-oriented organization 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 sexually transmitted diseases. This course meets the requirements of a General Education Social Sciences class.

Course Delivery

This course is in-person. Dr. Sarah Lynne is the instructor for Spring 2022. There will be in-class activities that will require participation—if you are not in class, you will not get participation points. There are also required engagement activities with prevention-oriented organizations at UF. Dr. Lynne is available for office hours by appointment.

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 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)

Required Readings

- Sloboda Z. & Petras H. (2014) Defining Prevention Science. New York: Springer.
- U.S. Department of Health and Human Services. (2020). Prevention Resource Guide. https://www.childwelfare.gov/pubPDFs/guide_2020.pdf
- Society for Prevention Research. (2011). Standards of Knowledge for the Science of Prevention. <http://www.preventionresearch.org/advocacy/standards-of-knowledge/>
- Selected Readings as outlined in the course calendar

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

- Writing assignments
 - Theory application paper (700 words)—This application paper will allow you to think critically by applying theoretical concepts to a real-world social issue. 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 (700 words)—You will choose a social issue (for example, substance abuse, obesity) and 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 (350 words)—This paper will give you the opportunity to self-reflect on your intellectual, personal, and professional development at UF and beyond. 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)

- **Field Experience:** Students will have the opportunity to engage with prevention-oriented organizations at UF and reflect on the experience. For example, depending on which organization they engage with, they will have opportunities to participate in different evidence-based strategies for promoting student mental health and well-being and reducing risk for suicide. Students do not need to have prior experience to participate in these activities. (Social Behavioral Sciences SLO #2 & 3—Critical Analysis and Connection)
- **In-class Activities:** In-class activities will promote synthesis of in-class content and 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 attend and engage with presenters at the Undergraduate Research Symposium and prepare a paper reflecting on a specific presentation (200 words) (Quest Course SLO # 3 & Social 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)

Field Experience

Each student will have the opportunity to engage with prevention-oriented organizations on the University of Florida campus. Below are some examples of groups students can choose.

- **Sources of Strength:** Sources of Strength’s purpose is to enhance protective factors associated with reducing suicide, while strengthening campus connectedness and promoting help-seeking behaviors. In other schools, it has been found to increase positive coping behaviors and norms, increase help-seeking, and more. This is done by teaching the students in the Sources of Strength organization about eight core protective factors (family, support, positive friends, mentors, healthy activities, generosity, spirituality, mental health, and medical access) and to recognize, build, and harness resilience that these protective factors provide. These students then go out in the community and teach others how to recognize, build, and harness these strengths.
- **Active Minds at Florida:** The purpose of Active Minds at Florida is to explore and promote mental health education issues related to the student experience. Active Minds at Florida will help those interested in stress relief and the mental health community get to know one another outside the classroom. Ultimately, this will create lasting change in the way mental health is discussed, viewed, and handled on the University campus.
- **UF Mindfulness:** UF Mindfulness aims to co-create mindful academic culture at the University of Florida (UF). Mindfulness meditation is an ancient life practice and has been rediscovered to tame anxious minds and help relax stressed people in modern society. Evidence-based mindfulness

research has shown the effects of mindfulness and mind-body practices (e.g. , yoga, tai chi, body scans, whole body breathing) to reduce stress and depression, enhance emotion regulation, well-being, and mental and physical health. Join the journey and explore what mindfulness may offer to you.

- **Florida Survey Research Group:** The Florida Youth Survey is a collaborative effort between the Florida departments of Health, Education, Children and Families, Juvenile Justice, and the Governor's Office of Drug Control. It is based on the "Communities That Care" survey, assessing risk and protective factors for substance abuse, in addition to substance abuse prevalence. The Florida Survey Research Group is a collective of faculty and students interested in utilizing these surveys for prevention science research.
- **Connection and Community Initiative:** The goal of the Connection and Community Initiative is to reduce the barriers students experience when trying to support their mental health and well-being. By combining expertise in mental health and prevention science, we aim to create a caring campus that supports students in their endeavors at the University of Florida. Through research and evidence-based prevention models, we seek to understand the needs and preferences of students. From this deeper understanding, we plan to inform current mental health initiatives on campus and implement activities that will prevent adverse mental health outcomes and promote overall wellness for the University of Florida student body.

This course provides the foundational knowledge necessary to be involved in research experiences with prevention science across campus, including in education, criminology, psychology, social work, and health sciences.

Grading

Writing assignments:

Theory application paper (700 words)	50 points
Research proposal (700 words)	50 points
Reflection: class learning (350 words)	40 points
Participation points	60 points
Community Experience	50 points
Undergraduate Research Symposium	50 points
Field Experience Activities (5 of 6, lowest score dropped):	50 points
Quizzes (5 of 6, lowest score dropped)	50 points
Exam 1 (History, Ethics, Theory, Populations)	100 points
<u>Exam 2 (EBPs, Methods, Effectiveness, Dissemination)</u>	<u>100 points</u>
Total	600 points

Grading Scale

Percent	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B+	3.00
80.0-83.3	B-	2.67
76.6-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60-63.3	D-	0.67
0-59.9	E	0.00

A minimum grade of C is required for general education credit. More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policies

Attendance & Make-up Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Policy Regarding Late Work

All assignments are to be submitted via Canvas by the date and time indicated on the course calendar and on Canvas. Late work is accepted at the discretion of the course instructor and will only be approved in cases consistent with the university policies found above.

APA Formatting Guidelines

Use the APA Style Guide, 7th Edition to complete all assignments in this course. Use proper APA formatting for all components of an assignment including in-text citations, tables and figures, appendices, section headings, title, abstract and references. Guidelines for formatting can be found in:

Publication Manual of the American Psychological Association (7 ed.). (2019). Washington, DC: American Psychological Association.

Note: There are many citation generators and APA guides available online. While these can be good resources, they often produce citations that are incomplete or incorrectly formatted. If you use a citation generator for your work, it would be wise to review the references to ensure they are formatted correctly before submitting your assignment. **The only source that ensures 100% compliance with APA is the APA Style Guide itself.**

Troubleshooting Technical Issues

Students should contact the UF Help Desk at 352-392-HELP/4357 or at helpdesk@ufl.edu with all technical issues. Some issues may be resolved using resources on the Help Desk website: helpdesk.ufl.edu. Do not contact the instructor to help you solve a technical issue. If a technical issue is impeding your ability to submit an assignment on time, send an email to the instructor explaining the situation and provide your UFIT ticket number (assigned to you by the Help Desk). Accommodations will not be made for technical issues unless a UFIT ticket number is provided.

Course Decorum

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

Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

Policy Regarding Testing Accommodations

- 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.
- 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.

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 “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.

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.

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/>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”* You are expected to exhibit behavior consistent with this commitment to the UF academic community. On all work submitted for credit 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.”*

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). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. 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: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's resources. The following resources are available 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.

Health and Wellness Resources

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit counseling.ufl.edu/ 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 shcc.ufl.edu/.
- *University Police Department*: Visit police.ufl.edu/ 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; ufhealth.org/emergency-room-trauma-center.

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.
- *Library Support*: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. teachingcenter.ufl.edu/
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/
- *Student Complaints On-Campus*: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- *On-Line Students Complaints*: distance.ufl.edu/student-complaint-process