MEMORANDUM

TO: Dr. Douglas Kalika
Graduate Council

FROM: Dr. Retia S. Walker, Dean
College of Human Environmental Sciences

DATE: March 18, 2002

RE: Program and Course Proposals

The following course proposals are recommended for consideration of the Graduate Council for implementation in Fall 2002. Please note FAM 555 course change relates to a program revision in Interdisciplinary Early Childhood Education to be considered by the Undergraduate Council. The new course proposals are not related to this issue.

DEPARTMENT OF FAMILY STUDIES
New courses - FAM 763 and FAM 796

Change in Existing Course - FAM 555

RSW/leg

attachments
APPLICATION FOR NEW COURSE

1. Submitted by College of Human Environmental Sciences
   Date October 6, 2001
   Department/Division offering course Family Studies

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number FAM 763
   b. Title* Seminar in Primary Prevention for Family Science and Human Development
      *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week
   e. Studio hours per week
   f. Credits 3
   g. Course description
      See Attached.
   h. Prerequisites (if any)
      Admission to the doctoral program in the social or behavioral sciences
   i. May be repeated to a maximum of (if applicable)

4. To be cross-listed as
   Prefix and Number
   Signature, Chairman, cross-listing department

5. Effective Date Fall, 2002 (semester and year)

6. Course to be offered
   ☑ Fall   ☐ Spring   ☐ Summer

7. Will the course be offered each year?
   (Explain if not annually)
   ☑ Yes   ☐ No

8. Why is this course needed?
   The focus of the Family Studies doctoral program is the application of prevention science to child and family development. This is the foundation theory course.

9. a. By whom will the course be taught? Gregory Brock, Ph.D.
   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them?
      ☑ Yes   ☐ No

ORIGINAL
10. What enrollment may be reasonably anticipated? 10 students per year

11. Will this course serve students in the Department primarily? Yes ☑ No ☐
Will it be of service to a significant number of students outside the Department? Yes ☐ No ☑
If so, explain.

Will the course serve as a University Studies Program course? Yes ☑ No ☐
If yes, under what Area?

12. Check the category most applicable to this course
☐ traditional; offered in corresponding departments elsewhere;
☑ relatively new, now being widely established
☐ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program? Yes ☑ No ☐
If yes, which?

14. Will adding this course change the degree requirements in one or more programs?* Yes ☑ No ☐
If yes, explain the change(s) below

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?

Name Stephan Wilson, Ph.D. (DGS) Phone Extension 257-5454

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

[Signature]

Department Chair

[Signature]

Dean of the College

Date

11-26-01

Date

2/8/02

Date of Notice to the Faculty

*Undergraduate Council

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date

*If applicable, as provided by the Rules of the University Senate

Date of Notice to University Senate

ACTION OTHER THAN APPROVAL

Rev 11/98
Seminar in Primary Prevention for Family Science and Human Development

Instructor:
Office:
Hours:

**Course Description:**

Designed to provide students with a background in prevention science with applications in family science and child development. Topics will include primary prevention of mental health problems among families and children, principles of prevention, prevention research design, ethical issues, and national agendas in primary prevention research. Prerequisite: Admission to a doctoral program in the social or behavioral sciences.

**Course Objectives/ Learning Outcomes:**

1. Understand the principles of prevention science and the application of those principles to family science and child development
2. Apply prevention research methods
3. Analyze ethical issues related prevention efforts involving families and children
4. Synthesize literature to prepare reviews of theory and research supporting existing prevention efforts
5. Evaluate the effectiveness of existing prevention programs

**Texts and Required Reading/Viewing Material:**


http://www.med.usf.edu/PUBHEALTH/PSMG/bengt_movie.html (A movie about prevention science)

http://yates.coph.usf.edu/research/psmg/index.html (A list of readings available free to students)

http://www.nimh.nih.gov/research/prev1.pdf (Discussion of the NIH Prevention Research Initiative)


See Reserve Readings

**Requirements:**

Each week we will explore a topic relating to prevention science as applied to child development and family science. Assigned readings from the texts are to be completed before class. Please be prepared to summarize in writing or in a presentation to the class the material assigned for any class period.
During the first half of the course students will write a literature review of a problem area of interest and that matches with the prevention topics addressed in the assigned reading for parts 2, 3, and 4 of the text. Primary sources (5-20) must be used. Reviews should state the problem clearly, present a well organized survey of the literature, and make the case that a need for prevention exists. In addition to describing a problem, students will need to present and critique the theory base that describes the risk and protective factors making up the context of the problem and that support a possible intervention. Page limit for each review is 20 pages double spaced not including citations (use APA format). Students will present their review formally to the class using presentation software. Each review will be evaluated both in class and privately by the instructor.

Beginning midway through and due at the end of the course is a team project that responds to a federally sponsored primary prevention research initiative. This effort will require a group effort to develop specific aims, literature review, intervention program, and evaluation scheme. The format will be that required by proposals submitted to the National Institutes of Health (NIH). The topic for the proposal will emerge out of the interests of the students and the instructor in response to primary prevention initiatives already in place by NIH. During the middle phase of the course, the class will work to acquaint itself with the prevention questions of most interest to NIH. This project will demand high levels of both time and intellectual effort.

For all written projects, high quality scholarly work is expected. Ideas, concepts, and statements that have others as their source must be cited appropriately.

**Grades:**

- Literature reviews 45%
- Class participation 10%
- Team Project 45%

**Tentative Topic Schedule:**

- Introduction
- Principles of Prevention
  - [http://www.med.usf.edu/PUBHEALTH/PSMG/begt_movie.html](http://www.med.usf.edu/PUBHEALTH/PSMG/begt_movie.html) (A movie about prevention science) (plus Reserve Readings)
- Infant and Toddler Programs (plus Reserve Readings)
- School Age Programs (plus Reserve Readings)
- Adult Programs (plus Reserve Readings)
- Literature Review Presentations
- Group Proposal
- Group Project: Specific Aims
- Group Project: Literature review
- Group Project: Intervention Plan
- Group Project: Evaluation Design
Reserve Reading List


