Master of Education in Prevention Science

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The prevention science major leads to a master of science (MS) or master of education (MEd) degree.

Program Goals and Competencies

Goals

- **Goal 1**. Graduates describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies for diverse populations
- **Goal 2**. Graduates understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice
- **Goal 3**. Graduates commit to multicultural competence and enhancing human welfare in their scholarly work related to prevention science
- **Goal 4**. Graduates display professionalism in their relationships with faculty and staff members, peers, and community partners in diverse settings

Competencies

Learning objectives for the prevention science graduate programs focus on preparing students to achieve the following set of minimum competencies that accompany the stated program goals:

- **Competency 1**. Students describe the origins, foundations, and standards of prevention science (Goal 2)
- **Competency 2**. Students design and carry out theoretically grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan (Goal 1, 2, 3)
- **Competency 3**. Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions (Goal 1, 2, 3, 4)
- **Competency 4**. Students integrate knowledge of research design, quantitative methods, data analysis, and multimethod, multiagent assessment methods commonly used in prevention science into their research activities (Goal 2)
- **Competency 5**. Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional or academic writing (Goal 1, 2, 3, 4)
- **Competency 6**. Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior (Goal 1, 3, 4)
- **Competency 7**. Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty members, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback (Goal 4)
- **Competency 8**. Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., American Psychological Association ethical standards) (Goal 4)

Application and Admission

Students are admitted to start fall term only. Prospective applicants may find detailed admission policies and procedures on the UO prevention science website (https://education.uoregon.edu/program/prevention-science/). The closing date for receipt of completed applications is posted on the website for entry the following fall term.

Applicants are evaluated on the following:

1. Academic record
2. Graduate Record Examinations (GRE) general test scores (for MS students only)
3. Related research and work experiences
4. Statement of purpose in seeking admission
5. Letters of recommendation
6. Interview—in-person, telephone, or video—with a member of the program faculty

Only completed applications are reviewed. Applicants must gather the requested supporting materials and submit them as indicated on the application portal. MEd students complete a capstone project and MS students complete a research paper as part of their graduate training.

Code	Title	Credits
PREV 601	Research: [Topic]	2
PREV 605	Reading and Conference: [Topic] (Prev Sci)	1
PREV 607	Seminar: [Topic] (Capstone)	6
PREV 631	Introduction to Prevention Science	3
PREV 633	Contemporary Issues in Public Health	3
CPSY 621	Lifespan Developmental Psychology	3
CPSY 645	Health Promotion and Equity (or other health related course)	3
EDUC 612	Social Science and Education Research Design	3
EDUC 614	Educational Statistics	3
EDUC 640	Applied Statistical Design and Analysis	3
or EDUC 630	Qualitative Methodology I: Interpretivist Inquiry	
Electives [1]		**15**
PREV 605	Reading and Conference: [Topic]	
PREV 610	Experimental Course: [Topic] (PREV 635 Prevention & Policy)	
PREV 632	Risk and Resilience in Adolescents	
PREV 634	Implementation Science	
EDLD 623	Cultural Adaptation of Evidence-Based Practices	

	CPSY 610	Experimental Course: [Topic]
	CPSY 614	Theories of Counseling
	CPSY 617	Theories of Career Development
	SPSY 610	Experimental Course: [Topic]
	SPSY 617	Tests and Measurements in Education
	SPSY 631	Academic and Behavioral Interventions
	SPED 511	Foundations of Disability I
Capstone Project		
Total Credits Requirement:		**45**

[1] Partial listing of elective options. Please contact the department for a complete list.