Prevention Science (PhD)

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The Prevention Science program provides training in the design, evaluation, and delivery of interventions aimed at reducing risk and enhancing protective factors in children, youth, and families, and building resilient communities.

Our strengths-based program is designed to produce prevention scientists capable of advancing healthy outcomes across a range of individuals, populations, and settings.

The doctoral program leads to a doctor of philosophy (PhD) degree in prevention science. This research-intensive degree program can be completed in four years, with students earning an MS en route to the PhD. This program is intended for students who have completed a bachelor's or master's degree in a prevention science–related discipline or have significant human development, psychology, social science, education, or prevention science experience. Students must complete a PhD dissertation that demonstrates a high standard of scholarship and the ability to conduct independent, original research.

Program Goals and Competencies

Goals

1. Graduates describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies
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
3. Graduates commit to multicultural competence and enhancing human welfare in their scholarly work related to prevention science
4. Graduates display professionalism in their relationships with faculty and staff members, peers, and community partners across 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:

1. Students describe the origins, foundations, and standards of prevention science (Goal 2)
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)
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)
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)
5. Students demonstrate skill in disseminating their work to a variety of audiences via formal academic presentations, instructional activities, and professional or academic writing (Goal 1, 2, 3, 4)
6. Students demonstrate awareness and understanding of 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)
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)
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)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Design, carry out, and evaluate research studies that contribute to the prevention science literature.
- Demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing.
- 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.
- Demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).

The course work lays a solid foundation for students interested in careers in academia or local, state, or national prevention and public health agencies.

Prevention Science Major Requirements

Code	Title	Credits
Psychological Foundations		
PREV 631	Introduction to Prevention Science	3
PREV 633	Contemporary Issues in Public Health	3
PREV 634	Implementation Science	3
CPSY 621	Lifespan Developmental Psychology	3
CPSY 625	Child and Family Interventions	3
CPSY 645	Health Promotion and Equity	3
SPSY 650	Developmental Psychopathology	4
SPSY 652	Biological Aspects of Behavior	4
Research Methods		
EDUC 612	Social Science and Education Research Design	3
EDUC 620	Program Evaluation I	3
EDUC 641	Applied Statistics in Education and Human Services I	3

EDUC 643	Applied Statistics in Education and Human Service II	3
EDUC 645	Applied Statistics in Education and Human Services III (Applied Statistics in Education III)	3
EDLD 628	Hierarchical Linear Models I	3
or EDLD 633	Structural Equation Modeling I	
One additional advanced research methodology course		3
Research		
PREV 601	Research: [Topic]	15
Seminar		
PREV 607	Seminar: [Topic]	9
Grant-writing course		
SPED 626	Grant Writing	3
Supervised college teaching course		
PREV 605	Reading and Conference: [Topic]	1
Dissertation		
PREV 603	Dissertation	18
Specialty area courses		**9**
Milestone Research Paper 1		
Milestone Research Paper 2		
Total Credits		**102**