Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Educational Psychology.

2. Course prefix, number and complete title of course: SPSY 620 - Interdisciplinary Seminar in Prevention Science

3. Course description (not to exceed 50 words): Contemporary research programs that represent the interdisciplinary field of prevention science; strengths and limitations of diverse theoretical and conceptual bases of research in prevention science; application of research findings to issues related to the prevention of mental, emotional, and physical health problems and the promotion of well-being.

4. Prerequisite(s): Graduate standing and enrollment in the Interdisciplinary Graduate Certificate in Prevention Science or approval of instructor.

Cross-listed with: RPTS 620, COMM 671, and WJTH 671

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☒ Yes ☐ No

If yes, from _______ to _______

6. Is this a repeatable course? ☒ Yes ☐ No

If yes, this course may be taken ___ times.

Will this course be repeated within the same semester? ☐ Yes ☒ No

7. Has this course been taught as a 489/689? ☒ Yes ☐ No

If yes, how many times? 1

Indicate the number of students enrolled for each academic period it was taught. Spring 2009, 4 students enrolled

8. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

Interdisciplinary Graduate Certificate in Prevention Science

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix: SPSY

Course #: 620

Title (excluding punctuation): Interdisciplinary Seminar in Prevention Science

Lab: 0

Clin: 0

CIP and Fund Code: 11313160004092010 - 0003632

Admin Unit: 40920

Acad Year: 10 - 11

FEC Code: 0003632

Approval recommended by:

Date: 2/24/09

Head of Department

Date: 1/24/09

Dean of College

Date: 2/24/09

Dean of College

Submitted to Coordinating Board by:

Date: 11/21/09

Associate Director, Curricular Services

Date: 

Effective Date: 

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Interdisciplinary Seminar in Prevention Science

Course Number: SPSY 620
Cross listed with Recreation Parks, and Tourism Science (RPTS 689/620), Communication (COMM 689/671), and Health and Kinesiology (HLKN 689/682)

Jan N. Hughes
614 Harrington Tower
979-862-1093
jahughes@tamu.edu

Office Hours: Wednesdays 1-3 p.m.
Course information at http://people.cehd.tamu.edu/~hughes/

Course description

Contemporary research programs that represent the interdisciplinary field of prevention science; strengths and limitations of diverse theoretical and conceptual bases of research in prevention science; application of research findings to issues related to the prevention of mental, emotional, and physical health problems and the promotion of well-being.

Overview of course

The Interdisciplinary Seminar in Prevention Science is a one-credit hour seminar that students may take for repeat credit a maximum of 3 times. It is a required course for students enrolled in the Proposed Interdisciplinary Graduate Certificate Program in Prevention Science. It will be cross-listed in each participating department. It will be offered for the first time in the Spring semester of 2009. Thereafter it will be taught each Fall and Spring semester.

The course will be designed to familiarize graduate students from different disciplinary backgrounds with contemporary research programs that represent the interdisciplinary field of prevention science. Students will develop an appreciation for the diverse theoretical and conceptual bases of research in prevention science and understand the strengths and limitations of different research methods. Students will demonstrate an ability to apply research findings to issues related to the prevention of mental, emotional, and physical health problems and the promotion of well-being in these same domains.

Instructor Information and Office Hours

Coordination and teaching credit will rotate each semester among faculty from participating departments. These faculty members are:

- Jan Hughes, Ph.D. Professor, Department of Educational psychology
- Peter Witt, Ph.D. Professor, Department of Recreation Parks and Tourism Science
- Michael Stephenson, Ph.D. Associate Professor, Department of Communication
- Buster Pruitt, Ph.D. Professor, Department of Health and Kinesiology
- Brian Colwell, Ph.D. Associate professor in the School of Rural Public Health (SRPH) in the Texas A&M University Health Science Center (HSC) will also
participate in teaching this seminar. Participating faculty will attend the seminar each semester and share in teaching each semester.

For Spring Semester 2009, office hours for each instructor are Wednesdays 1:00-2:00. Instructor offices are listed below:

- Hughes: 610 Harrington; 862-1093; jhughes@tamu.edu
- Witt: 303C Francis Hall; 845-7325; pwitt@tamu.edu
- Stephenson: 202-G Bolton Hall; 458-8093; mstephenson@tamu.edu
- Pruitt: 117 Dulie Bell; 845-3503; buzz@hlkn.tamu.edu
- Colwell: 155B SRPH Building, HSC, Room A-155B; 845-2387colwell@srph.tamhsc.edu

Pre-requisites

Graduate standing and either admission to the Interdisciplinary Graduate Certificate in Prevention Science Program or permission of the instructor.

Description of Subject Matter

The *Interdisciplinary Seminar in Prevention Science* series (which will consist of three 1-hour courses across three semesters) is the only required course in the Interdisciplinary Graduate Certificate in Prevention Science Program. Each 1 hour course will include 15 hours of lecture and discussions. The course will be designed to familiarize graduate students from different disciplinary backgrounds with contemporary research programs that represent the interdisciplinary field of prevention science.

Course Objectives.

Students will:

- Apply diverse theoretical and conceptual bases of research in prevention science to their own field
- Understand the strengths and limitations of different research methods used in prevention science
- Apply research findings to issues related to the prevention of mental, emotional, and physical health problems and the promotion of well-being in these same domains.

Outline of Scope and Sequence (Spring Semester, 2009).

Because this seminar may be repeated for credit, the broad topics remain the same each semester but the “case in point” for each topic and the readings will differ each semester.

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<thead>
<tr>
<th>Class</th>
<th>Lecturer</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/28</td>
<td>Witt</td>
<td>Prevention science in youth serving agencies: Out of School Time Programs</td>
<td><a href="http://www.rpts.tamu.edu/faculty/witt/ESEREPORTEXTER2008.pdf">Link</a></td>
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<tr>
<td>6</td>
<td>2/25</td>
<td>Hughes</td>
<td>Student Research Presentation</td>
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<tr>
<td>7</td>
<td>3/4</td>
<td>Witt</td>
<td>Student Research Presentation</td>
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<tr>
<td>8</td>
<td>3/11</td>
<td>Stephen</td>
<td>Student Research Presentation</td>
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<td>Week</td>
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<tr>
<td>14 4/29</td>
<td>Pruitt</td>
<td>Student research presentations</td>
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Assignments

Reaction Papers: Students will prepare 2 page reaction papers over the readings for each class period. The reaction papers should be more than a summary of the reading and should provide a critical evaluation of the research and/or draw implications of the research for practice or theory development in one’s own area of study.

Grading Rubric:
- Scholarly writing style 33%
- Demonstrated ability to evaluate quality of research or to draw implications of research for practice 33%
- Demonstrated ability to relate content to one’s disciplinary knowledge 33%

Presentations: Students will make a 15-20 minute presentation (plus 5-10 minutes for questions) on a topic related to their own research. Depending on the student’s stage in his or her research development, the presentation may be a critical review of some area of research pertinent to the student’s research interests, a research proposal, or a report of research the student has completed. The presentation will be graded for content (i.e., scholarship, relevance to prevention science, coherence, and support from theory and empirical data for conclusions) and presentation (i.e., professional quality of delivery, responsiveness to questions). Students are required to submit to the instructor at least two weeks prior to the presentation a reading for students to help prepare the audience for the presentation. The reading should not exceed 30 pages and could be the student’s own work (e.g., research proposal or paper) or work by another researcher.

Grading Rubric for Presentation
- Scholarship 20%
- Relevance to prevention science 10%
- Coherence 20%
- Support form theory and empirical data for conclusions 20%
- Professional quality of presentation and responsiveness to questions 30%

Attendance policy

Students are expected to attend class unless they have prior approval to be excused or have an emergency. To earn a grade of “A” for participation, the student can not have more than 2 unexcused absences (http://student-rules.tamu.edu/search/rule7.htm) and must demonstrate familiarity with assigned readings via participation in class discussion.

Students are expected to have read the readings for each class and to actively join in class discussions. All readings are available electronically via the TAMU library or the URL provided in the syllabus.

Grading Policy
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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Reaction papers</td>
<td>60%</td>
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<tr>
<td>Research Presentation</td>
<td>30%</td>
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Scale for assigning course grades:

- 90-100: A
- 80-89: B
- 70-79: C
- 60-69: D
- Below 60: F
**Academic Integrity**

An Aggie does not lie, cheat, or steal
or tolerate those who do.

For A&M policies governing academic integrity, please go to: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

*Plagiarism*: Cheating, plagiarism and other forms of scholastic dishonesty will not be tolerated in this course. Plagiarism consists of passing off one’s own words, writings, etc. when these belong to another person. Based on this definition, you are committing plagiarism if you copy the work of another person and submit it as your own, even if you have permission from that person to use the material. You commit plagiarism if you copy verbatim from a book or published article without proper quotations and citations. Plagiarism results in severe penalties.

| The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Disabilities Services in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu) |
December 5, 2008

MEMORANDUM

TO: Graduate Instruction Committee -CEHD

FROM: Dr. Gary Ellis, Department Head
       Department of Recreation, Park and Tourism Sciences

SUBJECT: New Course Offering

This memorandum is to confirm the Department of Recreation, Park and Tourism Sciences’ support for developing SPSY 620 – Interdisciplinary Graduate Certificate in Prevention Science.

This course does not conflict with any of our graduate offerings and we fully endorse approval.
October 7, 2008

TO: Victor Willson  
Professor and Head, Department of Educational Psychology

FROM: Les Morey  
Professor and Head, Department of Psychology

SUBJECT: Proposal for EPSY 620

Emily Davidson, our Director of Graduate Studies, and I have reviewed your proposal for EPSY 620-Interdisciplinary Seminar in Prevention Science. This appears to be an important offering with clear interdisciplinary application and we wish to indicate our support for the proposal.
TO:       Dr. Victor Willson  
           Professor & Head, Department of Educational Psychology 

FROM:    Dr. Richard Kreider  
           Professor & Head, Department of Health & Kinesiology 

RE:      SPSY 620 – Interdisciplinary Seminar in Prevention Science 

DATE:    October 17, 2008 

This memorandum is to confirm the Department of Health and Kinesiology’s support for developing SPSY 620 – Interdisciplinary Seminar in Prevention Science. As former Director of the Exercise, Nutrition, and Preventive Health PhD program at Baylor University, I can attest to the value of offering a course that can teach our students how to conduct research in the area of prevention science. This is a course that can greatly enhance the academic training of students in our department and we fully endorse the approval of this course.
October 15, 2008

TO: Dr. Richard Kreider  
Professor and Head, Department of Health & Kinesiology

FROM: Dr. Victor Willson  
Professor and Head, Department of Educational Psychology

SUBJECT: SPSY 620 – Interdisciplinary Seminar in Prevention Science

The purpose of this memorandum is to request a letter of support and sign the attached form from the Department of Health & Kinesiology for a new course that we are proposing, SPSY 620 - Interdisciplinary Seminar in Prevention Science.

The course will be designed to familiarize graduate students from different disciplinary backgrounds with contemporary research programs that represent the interdisciplinary field of prevention science. Students will develop an appreciation for the diverse theoretical and conceptual bases of research in prevention science and understand the strengths and limitations of different research methods. Students will demonstrate an ability to apply research findings to issues related to the prevention of mental, emotional, and physical health problems and the promotion of well-being in these same domains.

If you have any questions concerning this please do not hesitate to contact Shannon Eyre by phone (845-5915) or email (seyre@tamu.edu).
October 20, 2008

TO: Dr. Richard Street, Jr.
Professor and Head, Department of Communication

FROM: Dr. Victor Willson
Professor and Head, Department of Educational Psychology

SUBJECT: SPSY 620 – Interdisciplinary Seminar in Prevention Science

The purpose of this memorandum is to request a letter of support and sign the attached form from the Department of Communication for a new course that we are proposing, SPSY 620 - Interdisciplinary Seminar in Prevention Science.

The course will be designed to familiarize graduate students from different disciplinary backgrounds with contemporary research programs that represent the interdisciplinary field of prevention science. Students will develop an appreciation for the diverse theoretical and conceptual bases of research in prevention science and understand the strengths and limitations of different research methods. Students will demonstrate an ability to apply research findings to issues related to the prevention of mental, emotional, and physical health problems and the promotion of well-being in these same domains.

If you have any questions concerning this please do not hesitate to contact Shannon Eyre by phone (845-5915) or email (seyre@tamu.edu).
Date: October 20, 2008

To: Dr. Victor Willson
Professor and Head, Department of Educational Psychology

From: Dr. Gary Ellis
Department of Recreation, Park and Tourism Sciences

Re: SPSY 620—Interdisciplinary Seminar in Prevention Sciences

This memorandum documents my support of the proposal for SPSY 620, *Interdisciplinary Seminar in Prevention Science*. That seminar will provide an innovative and much needed interdisciplinary perspective on prevention science. Many significant professional preparation benefits will accrue to students who are preparing for careers in the science and practice of prevention. Traditional discipline-specific programs do not provide students with the breadth of understanding necessary to succeed in the diverse and challenging professions associated with prevention.

The broad interdisciplinary perspective of this class will yield significant benefits to graduate students’ research as well. Theses and dissertations will be of higher quality as a result of deeper understanding of a broad range of perspectives on prevention. Exposure of students to faculty and students from various disciplines may also be a foundation for effective cross-disciplinary collaboration as students’ research agendas unfold during the early stages of their careers. Agencies that fund prevention research increasingly expect interdisciplinary perspectives and collaboration on research projects they support.

Thank you for your leadership in advancing this initiative. Please let me know if I can provide additional information that would be helpful as the proposal progresses through the approval process.