Prevention Science (PhD)

Nicole Giuliani and Nichole Kelly, **Program Directors**
240 HEDCO Education Building
541-346-9148
prevsci@uoregon.edu

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

- **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)

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.

PhD Requirements

Code	Title	Credits
Nine courses in psychological foundations		30
Eight courses in doctoral-level research methods and statistics		32
Research		4
Specialty area courses		9
Dissertation course		18
Research seminar		8
Grant-writing course		3
Supervised college teaching course		1
Total Credits		**105**