

**CCJ 5934 Crime Prevention**  
**Spring 2025**  
**Tuesdays, 8:30am – 11:30am, ROG 129**

**Instructor:** Dr. Abby Fagan

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**Office Hours** (in person and Zoom; see Canvas for link): Thursdays 10:30am-1:30pm

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### **COURSE OVERVIEW**

Crime, like most human behaviors, is affected by many different influences. These influences are termed *risk factors* when they precede and lead to an increase in the likelihood of crime and other antisocial behaviors (e.g., substance use/abuse or mental health problems). In contrast, *protective factors* decrease the likelihood of such outcomes either directly or by reducing the negative impact of risk factors. In the past few decades, guided by public health perspectives and the emerging field of prevention science, it has become clear that to have the best chance of preventing crime and other antisocial behaviors, it is necessary to implement programs, practices, or policies that reduce risk factors and enhance protective factors. This course will familiarize students with how such interventions are developed, evaluated, and disseminated in communities. Course content will include significant attention to research/evaluation methods and include readings from diverse disciplines including criminology, education, psychology, public health, sociology and social work.

### **LEARNING OBJECTIVES**

By the end of the semester, students will be able to:

- Identify the risk and protective factors associated with the development of crime and antisocial behaviors
- Understand the connections between theory, risk and protective factors, and preventive interventions
- Describe the research methods used in high quality scientific evaluations to develop and test the impact of preventive interventions
- Describe evidence-based interventions that are effective and ineffective in preventing crime and other antisocial behaviors
- Summarize the challenges related to the implementation and dissemination of evidence-based interventions

### **REQUIRED READINGS**

- Abigail A. Fagan and Delbert Elliott. 2024. *The prevention of crime* (2<sup>nd</sup> Ed). Hoboken, NJ: Wiley-Blackwell.
- Articles on e-learning/Canvas (under the “Files” tab)

## **COURSE POLICIES**

### **ATTENDANCE**

I expect every student to attend every class unless a significant and legitimate reason prevents you from doing so (e.g., comprehensive exams, serious illness, death of a family member, religious holiday). Students who are absent must still submit required written assignments on time. They should also obtain notes from other students (not Dr. Fagan) for missed material. Two unexcused absences will result in the reduction of the final grade by one letter (e.g., from an “A” to a “B”) and three absences will result in a failing grade for the course. This does not mean that one absence is OK; you are expected to attend all classes.

### **EMAIL & COMMUNICATION**

I will use Canvas to post assignments, course readings, and lecture slides. I will also use the Canvas Announcement feature to send group emails about changes to the syllabus and will email individual students when issues pertain to that person only. I expect that you will regularly check your email (the account that UF has assigned to you, unless you inform me otherwise) to receive these updates. It is your responsibility to pro-actively communicate with me, via email, with any problems, questions, or requests for meetings.

### **PROFESSIONAL CONDUCT**

I expect students to act professionally and respectfully during our class meetings, and I will also do so. Please do NOT engage in rude or disrespectful behaviors such as arriving late or leaving early, napping, or texting/emailing others during class. I will be very disappointed to see such behaviors and may ask you to leave the class if you do so.

More importantly, I ask that you actively participate in every class, not just show up and tune out. This means paying attention, thinking critically, and participating in discussions. Also, realize that we all have different experiences based on race/ethnicity, socio-economic status, gender preference, sexual orientation, age, physical disability(ies) and so on. We are fortunate to have students in this class who differ in their research interests, preferred research methods, and pre-existing levels of knowledge about the course content. Please be respectful of others’ experiences, do not judge, do not interrupt or insult others, and do not make others feel embarrassed. We do not have to agree with each another, but we do need to respect each other. These expectations are consistent with the UF Student Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

### **RECORDING OF CLASSES**

UF policy states that students are allowed to record video or audio of class lectures. However, the only purposes for which these recordings may be used are: (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited, and students may not publish or distribute recorded lectures without the written consent of the instructor.

### **CHEATING, PLAGIARISM, AND ACADEMIC INTEGRITY**

Students are bound by the UF Honor Pledge and the Conduct and Honor Code outlined here: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. *If you do not uphold these standards, you will fail the class.* As graduate students, you are also

expected to understand what constitutes plagiarism and to avoid plagiarism when completing your assignments for this and all seminars. The University Writing Studio is an excellent resource for information about plagiarism and writing; see: <https://writing.ufl.edu/writing-studio/writing-resources/>.

## **STUDENTS WITH DISABILITIES**

Students with disabilities requesting accommodations should meet with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) as soon as they can at the start of the semester. Once registered, students will receive an accommodation letter that must be provided to Dr. Fagan when requesting accommodation.

## **SENSITIVE TOPICS AND CAMPUS RESOURCES**

Should you have serious emotional challenges triggered by our course content or by stress in other areas of your life, or if you are aware of other students in such a position, please consider contacting one of the following support services:

- Health Care Center: <http://shcc.ufl.edu/>
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>
- Office of Victims' Services: <http://www.police.ufl.edu/victim-services/>
- U Matter, We Care: <https://umatter.ufl.edu/>; email: [umatter@ufl.edu](mailto:umatter@ufl.edu); 352-294-2273.
- University Police Department: <https://police.ufl.edu/>; 352-392-1111.

## **COURSE EVALUATION**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals at the end of the semester. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **EVALUATION AND GRADING POLICY**

All readings and assignments should be completed by the beginning of the class for which they are assigned. Late work is penalized 5 points per day.

**Weekly Assignments: 60% of the final grade.** Submit written responses to the weekly questions listed in the course schedule. **Only 8 of the 11 assignments need to be completed** and students do not need to let me know in advance which they are skipping. Responses should be brief (about 2 pages), include information from the relevant required readings (and the optional readings, at the student's discretion), and include proper in-text citation of readings (e.g., APA style). **In addition, at the end of the response, students should identify one issue they have questions/concerns about and would like to discuss in class.** The assignments will be graded as Exemplary (=A), Satisfactory (=B), and Unsatisfactory (=C), based on my assessment of quality, effort, and incorporation of the readings.

**Program Review: 20% of the final grade.** Select an article published from 2020-present (including articles in press) in *Prevention Science*, *Journal of Experimental Criminology*, *Justice Evaluation*, or another journal that publishes evaluations of crime prevention programs, policies, or practices. The article MUST describe an evaluation that investigates the impact of the intervention on substance use, crime, or victimization. Write a 4-5 page paper that describes a) the theory(ies) on which the intervention is based; b) the outcomes and risk/protective factors it addresses; c) its targeted participants; d) its implementation components; e) a description of the evaluation approach (e.g., type of research design, types of measures used to assess outcomes, data collection timeline, etc.); and f) your overall assessment of the strength of the evaluation, based on your completion of the Blueprints checklist reviewed in Week 3 (which must be submitted along with the paper).

**You must send me (via email or Canvas submission) the article you will review by January 28. The review paper is due the day that we cover that type of intervention in class.** For example, if you choose a prison-based correctional program, your paper is due March 11 by the start of class.

**Infographic Assignment: 20%.** This assignment allows you to practice communicating information to the public about the benefits of crime prevention programs. Using the intervention you selected for the prior assignment, you will create an Infographic that contains information about the intervention using images and text that are visually-appealing and easy to understand. Infographics are intended for audiences who do not have much knowledge of scientific research methods and who are unlikely to read academic journal articles to learn about what works to prevent crime. The goal of your infographic is to concisely present information about the prevention program you selected for your program review including: 1) *why* it's important to prevent the particular type of crime targeted by the program (ideally, including statistics about the prevalence and/or seriousness of that type of crime); 2) the fact that it *is* possible to prevent crime (by providing easy-to-understand statistics about the program's effectiveness), and 3) how and why your targeted audience could prevent crime using the specific program you have chosen (by identifying the program's requirements and any other benefits you wish to highlight). More information about the assignment, instructions for creating Infographics, and a sample Infographic are provided on the Canvas course site. **The Infographic is due May 2 by 12:30pm (this is the date scheduled for our final exam).**

**Final Grades:** Final grades are determined based on the following scale:

- 93-100%=A
- 90-92.9%=A-
- 87-89.9%=B+
- 83-86.9%=B
- 80-82.9%=B-
- 77-79.9%=C+
- 73-76.9%=C
- 70-72.9%=C-
- 67-69.9%=D+
- 63-66.9%=D
- 60-62.9%=D-
- 0-59.9%=F

## READINGS

WEEK (DATE)	TOPIC	REQUIRED READINGS	OPTIONAL READINGS
<b>PART 1: INTRODUCTION TO PREVENTION SCIENCE AND EVALUATION</b>			
Week 1 (Jan 14)	Prevention Science Risk & Protective Factors	Text: Ch. 1-3 (Austin, 2003) (Beardslee, Chien, & Bell, 2011) (Catalano et al., 2012) (Coie et al., 1993)	(Hawkins, Catalano, & Miller, 1992) (Rutter, 1985) (Welsh & Tremblay, 2021)
Week 2 (Jan 21)	Program Development and Evaluation	Text: Ch. 4 (Catalano et al., 2021) (Gorman, 2005) & (Botvin & Griffin, 2005) (Holder, 2009) (Sherman, 2003)	(Biglan, Ary, & Wagenaar, 2000) (Kellam & Langevin, 2003)
Assignment: Explain the main differences between experimental and non-experimental research designs and compare their strengths and weaknesses.			
Week 3 (Jan 28)	Determining “What Works”	Text: Ch. 5 (Burke & Loeber, 2015) (Gottfredson et al., 2015) (Sherman et al., 1998) (Steeger et al., 2021)	(Fagan & Buchanan, 2016) (Schultz, Altman, & Moher, 2010) (Schultz & Grimes, 2002) (Zheng, Wadhwa, & Cook, 2022)
Assignment: Explore the Blueprints and CrimeSolutions websites and critique them based on their appearance, ease of navigation, and utility of information. In addition, explain which website you think would be more useful to practitioners or policy makers. <b style="color: red;">SUBMIT PROGRAM REVIEW ARTICLE</b>			
<b>PART 2: WHAT WORKS?</b>			
Week 4 (Feb 4)	Early Childhood Interventions	Text: Ch. 7 (pp. 228-234) and 8 (pp. 281-284) (Dodge, 2018) (Heckman, 2008) (Olds, 2002) (Shaw & Taraban, 2017)	(Petitclerc & Brooks-Gunn, 2022) (Reynolds et al., 2011) (Webster-Stratton & Taylor, 2001) (Yoshikawa et al., 2013)
Assignment (CHOOSE ONE): <ol style="list-style-type: none"> <li>1) Explain the different types of interventions that can be implemented in early childhood to prevent antisocial behaviors and briefly summarize one effective prevention program for each type.</li> <li>2) Describe the life course developmental perspective and explain how it provides a foundation for the early childhood interventions discussed in the readings.</li> </ol>			

Week 5 (Feb 11)	Parent Training Family Therapy	Text: Ch. 7 (pp. 204-215) (Brody et al., 2009) (Eisner, 2014) (Gottfredson et al., 2018) (Henggeler, 2011) (Piquero, Jennings, Diamond, et al., 2016) (Prinz et al., 2009)	(Fagan, 2013) (Leve, Chamberlain, & Reid, 2005) (Sandler et al., 2015) (Shapiro, Prinz, & Sanders, 2015)
Assignment: Summarize the different types of family-focused interventions described in the readings and briefly summarize one program that represent each type. Which type do you think has the potential to reach the largest number of families? Which type is likely to have the smallest reach?			
Week 6 (Feb 18)	School-based	Text: Ch. 7 (pp. 247-254) and 8 (pp. 289-303) (Botvin et al., 1995) (Bradshaw, 2015) (Cook, Gottfredson, & Na, 2010) (Piquero, Jennings, Farrington, et al., 2016)	(Durlak et al., 2011) (Esbensen et al., 2013) (Fisher et al., 2023) (Gottfredson, 2007) (Kellam et al., 2014)
Assignment: Select one of the school-based programs described in the textbook. Briefly describe how you would test the effectiveness of this program. Describe the research design you would employ, the number/types of participants to be recruited, your primary measures, and a very brief analysis plan.			
Week 7 (Feb 25)	Community-based	Text: Ch. 7 (pp. 257-262) (Brook-Weiss et al., 2008) (Butts et al., 2015) (Fagan & Montes, 2015) (Picard-Fritsche & Cerniglia, 2010) (Toomey & Lenk, 2011)	(Hallfors et al., 2002) (Kobrin, 1959) (Rosenbaum & Schuck, 2012) (Wandersman & Florin, 2003)
Assignment (CHOOSE ONE): 1) Describe what it means to be a “community-based intervention,” including the theories guiding these programs, the targeted risk and protective factors, and the pros and cons of engaging the community in prevention efforts. 2) If you wanted to reduce antisocial behaviors across the city of Gainesville, which of the prevention strategies you read about this week would you choose? Defend your answer by describing the strategy and why Gainesville is an appropriate setting for the intervention. Then, discuss the main challenge you would anticipate facing if you were to evaluate the effectiveness of the intervention.			
Week 8 (Mar 4)	Situational Crime Prevention Laws and Law Enforcement Strategies	Text: Ch. 6 (Braga et al., 2019) (Butts et al., 2015) (National Academies of Sciences, 2017) (Smith & Clarke, 2012) (Weisburd et al., 2022)	(Blair et al., 2022) (Harding et al., 2016) (Nagin & Pepper, 2012) (Saloner, McGinty, & Barry, 2015) (Smart et al., 2020) (Weisburd & Eck, 2004)
Assignment: One of the main advantages of situational crime prevention is that these practices can be enacted by community members, whereas law enforcement strategies require implementation by police. Describe other advantages and disadvantages of these two strategies, including their effectiveness, and conclude by stating whether or not (and why) you would support efforts to disinvest in police strategies and increase investments in situational crime prevention.			

Week 9 (Mar 11)	Correctional Rehabilitation	Text: Ch. 9 (Andrews et al., 1990) (Kimbrell, Wilson, & Olaghere, 2023) (Lipsey & Cullen, 2007) (MacKenzie & Farrington, 2015) (Martinson, 1974) (National Research Council, 2013)	(Cullen, Jonson, & Mears, 2017) (Henggeler & Schoenwald, 2011) (Lipsey, 2014) (Nagin & Pepper, 2012) (Petrich et al., 2021)
Assignment: Rates of recidivism are very high among those released from prison. To what extent do you think this problem is due to a lack of evidence-based rehabilitation programs offered in prisons, and what strategies do you think will be most effective for increasing the use of these programs in prison?			
Week 10 (Mar 18)	<b>NO CLASS Spring Break</b>		
Week 11 (Mar 25)	Wrap Up: What Works? What Doesn't? What are the Gaps in the Evidence?	Text: Ch. 12 (Nation et al., 2003) (Petrosino et al., 2013) <u>Roman: 100 Ideas for Reducing Crime</u> (Washington State Institute for Public Policy, 2019) (Weisburd, Farrington, & Gill, 2017)	(Fagan, 2021) (Fagan & Lindsey, 2014) (McCord, 2003) (Rosenbaum, 2007) (U.S. Department of Health and Human Services, November, 2016)-Ch 3
Assignment: What do you see as the biggest gaps in the research evidence about what works? What risk and protective factors and antisocial behaviors still need effective interventions?			
<b>PART THREE: PREVENTION IN PRACTICE</b>			
Week 12 (Apr 1)	Implementation and Adaptation	Text: Ch. 10 (Durlak & DuPre, 2008) (Elliott & Mihalic, 2004) & (Castro, Barrera Jr., & Martinez Jr., 2004) (Fagan et al., 2009) (Stirman, Baumann, & Miller, 2019)	(Berkel et al., 2011) (Carroll et al., 2007) (Ringwalt et al., 2003) (Waasdorp et al., 2022) (Washington State Institute for Public Policy, 2002)
Assignment: Explain the debate between implementation fidelity and adaptation of evidence-based prevention programs. How should this debate be resolved?			
Week 13 (Apr 8)	Dissemination, Part 1: Increasing Demand for EBIs	Text: Ch. 11 (Embry, 2004) (Rotheram-Borus, Swendeman, & Chorpita, 2012) (Shelton, Cooper, & Stirman, 2018) (Wandersman et al., 2008)	(Hanleybrown, Kania, & Kramer, 2012) (Ringwalt et al., 2011) (Saul et al., 2008)
Assignment: One strategy proposed to increase dissemination is changing interventions to make them more appealing and easier to implement. Describe the different ways this may be done and discuss the degree to which you think this strategy can increase dissemination.			

Week 14 (Apr 15)	Dissemination, Part II Changing Systems to Promote EBI Use	(Catalano et al., 2012) (Fagan et al., 2019) (Fishbein & Sloboda, 2023) (Greenwood & Welsh, 2012) (Ogden et al., 2005)	(Prinz & Sanders, 2007) Rhoades, Bumbarger, & Moore, 2012)
Assignment: Describe the arguments you would make to convince Governor DeSantis to invest more state money in evidence-based prevention programs and the steps you would advise him to take to make this happen.			
Week 15 (Apr 22)	Future of Prevention Science & Prevention Scientists	FE: Chapter 12 (Blomberg, Copp, & Turanovic, 2024 (Lab, 2004) (Loper, Woo, & Metz, 2021) (Murry et al., 2024) (Ozer et al., 2020)	(Boyd et al., 2023) (Blueprints for Healthy Youth Development, 2021) (Glasgow & Emmons, 2007) (Nation et al., 2021)
Assignment: What do you see as the two greatest challenges facing prevention science and evidence-based crime prevention in the next decade, and the two opportunities and/or facilitators that will help promote prevention?			
<b>INFOGRAPHIC DUE: MAY 2, 12:30PM</b>			



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