

FYC 4212

CONTEMPORARY YOUTH PROBLEMS & SOLUTIONS

Youth is the best time to be rich, and the best time to be poor. -Euripides

COURSE INFORMATION

Location: MCCB G086 Time: Tuesday 10:40-11:30am Thursday 10:40-12:35pm	Course Website http://elearning.ufl.edu/
Instructor: Larry Forthun, Ph.D. Associate Professor, Department of FYCS Email lforthun@ufl.edu Phone (352) 273- 3528	Office 3041 McCarty Hall D Office Hours Wednesday 10:00am-12:00pm
Teaching Assistant: Email Phone (352) 273-3513	Office McCarty Hall B G091 Office Hours TBD

REQUIRED TEXT & READINGS

Capuzzi, D. & Gross, D. R. (2014). *Youth at risk: a prevention resource for counselors, teachers and parents*. (6th Edition). Alexandria, VA: American Counseling Association.

Other assigned readings available on Canvas.

COURSE DESCRIPTION

This course covers the ecological context of youth development, with emphasis on issues of transition, development, problem behavior, risks and opportunities in adolescence, and youth resilience, as it is fostered within individuals, families, and communities

PREREQUISITE KNOWLEDGE AND SKILLS

The following courses are listed as prerequisites in the Catalog: FYC 3001 & FYC 3201. If you do not have these prerequisites, please speak to the instructor. In addition, the following are recommended: (a) an awareness and basic understanding of the challenges faced by youth in today's society; (b) some background in theory from an undergraduate social science course; (c) professional writing skills at the advanced undergraduate level.

COURSE GOALS AND OBJECTIVES

COURSE GOALS

1. To learn and understand the complexity of youth problems in our local communities through research and interactive discussion and develop a plan to implement community-based solutions for youth problems.
2. To gain comprehension of how community-based youth programs function to foster positive youth development and how prevention programs are implemented.
3. Gain awareness of problems youth face at the level of their local communities and the ability individuals and organizations have to make a difference.

COURSE OBJECTIVES

1. To grasp a fuller comprehension of one's own personal experience as an adolescent in comparison to the experiences of adolescents today.
2. To explore, through research, real-life exposure, and discussion, relevant issues that adolescents face today and how an adolescent developmental perspective can contribute to our understanding of problems and intervention.
3. To facilitate learning through online (and face-to-face) class discussion - relevant to issues outlined in class and the readings.
4. To gain knowledge of the factors that may enhance or hinder positive youth development.
5. To fully understand and be able to explain the research on adolescent problems and find the most effective, community-based solutions.

CERTIFIED FAMILY LIFE EDUCATION (CFLE) CREDIT

The content of this course is approved by the National Council on Family Relations as part of the University of Florida's certified family life education program in the Department of Family, Youth and Community Sciences. This course is approved to meet professional requirements for training in specified content areas that prepare a student to meet standards for provisional certification as a family life educator.

See

https://www.ncfr.org/sites/default/files/downloads/news/u_of_fl_gainesville_1.pdf for CFLE courses and standards.

COURSE REQUIREMENTS

ATTENDANCE & PARTICIPATION

In order to fulfill the objectives of this course it is expected that students attend class regularly and on time. Regular attendance both enhances the usefulness of class instruction as well as encourages better performance on assignments. Participation in class activities and discussions is also expected. During class activities, each student will use appropriate interpersonal skills and conduct themselves in a courteous and respectful manner.

LATE POLICY

Five (5) points per day will be deducted from all late assignments. Assignments are due in class and points will be deducted beginning 1 hour after the class. Assignments will not be accepted if they are more than 1 week late and a grade of zero will be given. If there are circumstances beyond your control that make it difficult to get your assignment in on time, it is your responsibility to contact the course instructor or TA as quickly as possible to explain the delay.

DIGITAL TOOLS

Cell phones should be stored away from view during class with the ringer on silent or off. Laptops can be used for instructional purposes only (e.g., note taking, group activities, etc.). Texting, emailing, chatting, or surfing is not allowed as they are distracting to your classmates and the instructor. Photography and videos may not be taken during class.

EMAIL & INTERNET

All students are required to have Gatorlink email and to be able to access Canvas. You will be responsible for checking the FYC 4212 Canvas site at least twice a week for calendar, PowerPoints, assignments, e-mail, and posted announcements.

WRITTEN WORK

All written work for the course must comply with APA (6th Ed.) guidelines. That is, it must be typed on 8 1/2" X 11" white paper, 1" margins, and appropriate headings and subheadings. The font should be 11-12pt (Times New Roman or similar). All papers should be proofread before they are turned in with special attention to correcting any and all spelling, grammatical, and punctuation errors. Professional use of the English language is expected. If you quote, paraphrase, or summarize the work of others, you must cite your source. Plagiarism will not be tolerated and can result in failure. For further information, see supplemental documents on APA formatting and common grammatical errors.

READINGS

Students are expected to stay current with the reading assignments. The readings will provide the basis for class discussion and the student should read them prior to the class for which they are assigned.

ASSIGNMENTS

The following assignments are required of all students. You must complete all assignments to pass the course. All written assignments submitted online must be submitted electronically using the TurnItIn originality tool; every assignment will be screened for plagiarism. The assignments are designed to promote critical thinking and to enhance professional writing skills. Due dates are listed in the tentative agenda. All assignments must follow the guidelines for written work. See supplemental documents on APA formatting and common grammatical errors.

CLASS PARTICIPATION (100 POINTS)

Students are expected to be present and participate in class. Attendance will be taken regularly throughout the semester. The class will participate in regular in-class discussions, both small group and whole group, in addition to various In-class worksheets that will serve as a tool for application of the course content.

TERM PAPER (100 POINTS)

Students will independently compose a research paper that will describe the empirical research conducted on a selected problem, issue or need facing youth today. Following the empirical review, the student will describe a prevention or intervention activity that has been shown to address the problem, issue, or need; including empirical evidence of its effectiveness. The term paper will be completed in three steps (more information will be provided in class):

1. **Article Worksheets** *25 points*

- **Submission file name: LastName_ArticleWorksheets**

Students will identify three empirical research articles published in quality professional journals that align with the topic for the problem paper. For each article, an Article Worksheet will be completed that will assist students in critically evaluating the content of the article including rationale, theory, hypotheses, design, method, results, and conclusions.

2. **Problem Paper DRAFT** *25 points*

- **Submission file name: LastName_ProblemPaperSubmission1**

This will be a review of literature that will follow a common paper format: introduction, review of literature, discussion and conclusions. You must include at least three to five empirical studies (published within the past 5-6 years) in your paper, making sure to summarize details about rationale, theory, hypotheses, design, method, results, and conclusions.

3. **Problem Paper Final** 50 points

- **Submission file name: LastName_ProblemPaper**

After receiving feedback for the initial submission of the Term Paper, students will be given the (**required**) opportunity to revise and resubmit the assignment. Students are expected to *authentically* invest in the revision, as this is a valuable opportunity for self-assessment. When approaching the revision, students should consider their own conceptual growth as they have progressed through the course, in addition to identifying areas of weakness and strength in their own writing abilities. This includes APA guidelines and standards of American English. Revisions should be completed in accordance with these self-reflections, as well as instructor feedback.

EXAMS (4 x 50 POINTS)

Four exams will be given over the course of the semester. Response formats include true/false, multiple choice, and essay. Exam questions will cover class readings, class lectures/discussions, in-class activities, films, and all other course material.

Students must arrive to class on time on exam days. If you arrive more than 10 minutes late you will NOT be permitted to take the exam. Likewise, all Honor Code violations will be handled in accordance with UF Policy.

If an emergency prevents you from making any of the exams, it is your responsibility to contact the instructor or the TA as soon as possible to inform us of the reasons for your absence. If you find that you are unable to take an exam on the scheduled date, it is your responsibility to contact the instructor or TA as soon as possible to schedule an alternative time *prior* to the exam date.

GRADING INFORMATION

Requirement	Points Possible
Class Participation	100
Research Worksheets	25
Rough Draft	25
Final Version of Paper	50
Exams (4 X 50 points each)	200
Extra Credit Opportunities	Up to 10
Total	400

GRADING SCALE

Points Earned												
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

OTHER COURSE POLICIES

BASIC RULES FOR CLASS DISCUSSIONS

RESPECT OTHERS. This course covers a variety of sensitive issues, and students in the class come from a variety of backgrounds. We expect a class atmosphere of tolerance and respect for every individual and her/his opinion. If anyone feels she/he has been harmed or misrepresented--by the instructors or any individual in the class—we urge you to speak with one of us via phone, Skype or e-mail so that the problem can be dealt with immediately. Please do not let feelings build up and interfere with your experience in this course.

EXPECTATIONS OF CONFIDENTIALITY. Respect for confidentiality of personal information shared by your classmates is an absolute must. Do not talk to others about personal information your classmates share in discussions. Likewise, if you choose to share personal information or use a friend or family member as a case example, please refrain from using their names and/or identifying information.

OTHER CONSIDERATIONS

RELIGIOUS OBSERVANCE: Please check your calendars against the course schedule. Any student having a conflict in the class schedule due to religious observances should contact the instructor as soon as possible so that she can make necessary arrangements.

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

UNIVERSITY POLICY ON ACADEMIC HONESTY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida

community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

UNIVERSITY POLICY ON ATTENDANCE AND MAKE-UP WORK

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

ONLINE COURSE EVALUATION PROCESS

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

NETIQUETTE: COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all online communication. For specific guidelines READ the following:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

SOFTWARE USE

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

GETTING TECHNICAL HELP

For technical difficulties with Canvas or elearning, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available for both on and off campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. Some services are only available to on campus students.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,
www.counseling.ufl.edu/cwc/

- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Wellness Coaching

U Matter We Care, www.umatter.ufl.edu/

Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Note that the instructors reserve the right to adjust the syllabus as needed.

DRAFT Spring Agenda

DATE	TOPIC	READINGS / WORK DUE
Topic 1: Risk & Resilience		
Week 1	<i>January 4th- January 6th</i>	
Jan. 5 th	Youth At-Risk	Chapter 1
Week 2	<i>January 9th- January 13th</i>	
Jan. 10 th <i>Last day to drop/add</i>	Youth At-Risk, Data Exploration	<i>Bring a laptop or tablet to class</i>
Jan. 12 th	Resilience and PYD	Chapter 3
Week 3	<i>January 16th- January 20nd</i>	
Jan. 17 th	Prevention and Promotion	Chapter 2
Jan. 19 th	Prevention and Promotion 2	<i>Bring a laptop or tablet to class</i>
Week 4	<i>January 23th- January 27th</i>	
Jan. 24 th	Influential Risk Factors: Family Disruption	Chapter 4
Jan. 26 th	Influential Risk Factors: Early Adverse Experiences	Chapter 7
Week 5	<i>January 30th 1st- February 5th</i>	
Jan. 31 th	<i>Exam 1 (Chapters 1-4 & 7)</i>	
Topic 2: Vulnerable Populations		
Fe. 2 nd	Gender, Race, and Intersectionality	Reading #1
Week 6	<i>February 8th- February 12th</i>	
Feb. 7 th	Multiracial Youth	Chapter 8
Feb. 9 th	Sexual Minority Youth	Chapter 13

Week 7	<i>February 15th - February 19th</i>	
Feb. 14 th	Gang Membership	Chapter 12
Feb. 16 th	Homeless	Chapter 16
Week 8	<i>February 20nd - February 24th</i>	
Feb. 21 th	Exam 2 (Chapters 8, 12,13, 16, & Reading #1)	
Topic 3: Internalizing Problems/Neurodevelopmental Problems		
Feb. 23 rd	Foundations	Chapter 5
Week 9	<i>February 27th - March 3rd</i>	
Feb. 28 th	Mood Disorders	Chapter 6
March 2 nd	Suicide	Chapter 10
Week 10	<i>March 6th - March 10th</i>	Spring Break
Week 11	<i>March 13th - March 17th</i>	
March 14 th	Eating Disorders & Body Image	Chapter 9
March 16 th	DSM 5: ADHD and other mental disorders	Reading #2
Week 12	<i>March 20st - March 24th</i>	
March 21 st	Exam 3 (Chapters 5, 6, 9, 10, 11, Reading #2)	
Topic 4: Externalizing Problems/Youth Work Skills		
March 23 rd	Substance Use	Chapter 15
Week 13	<i>March 27th - March 31st</i>	
March 28 nd	Sexual Behavior/Pregnancy	Chapter 11
March 30 th	School Violence/Bullying	Chapter 14, 18

Week 14	<i>April 3rd - April 7th</i>	
April 4 th	School Dropout/Forgotten Half	Chapter 17
April 6 th	Skill: Building Relationships with Youth	Reading #3
Week 15	<i>April 10th - April 14th</i>	
April 11 th	Skill: Working Together with Youth	Reading #4
April 13 th	Youth Work as a Profession	Reading #5
Week 16	<i>April 11th - April 15th</i>	
April 18 th	Exam 4 (Chapters 11, 14, 15, 17, 18, Readings 3, 4 & 5)	

*** Lecture topics are subject to change, based on availability of scheduled guest lecturers**