

**FYC 6207 Adolescent Problematic Behaviors**  
**Section #06D4**  
**Course Syllabus**  
**Spring 2017**

**Course Meeting Info:** Wednesdays, Periods 6-8 (12:50 pm - 3:50 pm)  
MCCB 2102

**Prerequisites:** Graduate Student Status; Background in youth/adolescence development.

**Credit Hours:** 3 credits

**Instructor:** Dr. Rose Barnett, Professor,  
Youth Development & Public Policy

**Office and Phone Information:** 2029 McCarty Hall D  
Office Phone: 273-3519  
Email: [rbarnet@ufl.edu](mailto:rbarnet@ufl.edu)

**Office Hours:** **Mondays** 1:00 – 4:00 p.m. and by appointment.

**Course Description.** This course uses the ecological model to examine common themes of adolescent development with uncommon challenges and stresses that lead some youth to depression, drug abuse, gang involvement, suicide and other problematic behaviors. It emphasizes challenges and issues facing adolescents/youth and the examination of community-based prevention programs that foster positive youth development and resiliency. The course includes discussion of theoretical, methodological, empirical and practical issues regarding youth development.

**Main Course Goals.**

- Gain in-depth knowledge on the complex nature of various youth problems through topic research, identify programmatic solutions, and develop a plan to implement solution strategies.
- Understand how to make our communities, organizations and society places that foster positive youth development.
- Become aware of the power we possess to make a difference.

**Major Course Objectives.**

- Be able to identify problems, challenges and issues facing youth today.
- Determine risk factors associated with these problems.
- Learn how to develop resilience in youth to these problems.
- Gain in-depth knowledge about adolescent problematic behavior.
- Gain knowledge about factors that may enhance or hinder youth development.
- Identify strategies for use in working with issues and challenges facing youth.
- Find programmatic solutions to problems, challenges and issues.

## Required Reading.

### Books.

Gullotta, T.P., Plant, R.W., & Evans, M.A. (2015). *Handbook of Adolescent Behavioral Problems: Evidence-Based Approaches to Prevention and Treatment (Second Edition)*. Springer Science + Business Media, Inc. ISBN 9781489974969, Hard cover.  
[Note: You may find a soft cover version available that is less expensive.]

Publication Manual of the APA. (2015). Sixth Edition. ISBN: 1433805618. Published by the American Psychological Association.

Barnett, R.V. (2015). *FYC 6207 Adolescent Problematic Behaviors Supplemental Course Packet*. University of Florida Dept. of Family, Youth and Community Sciences. Now available online through E-Learning CANVAS. <http://ss.at.ufl.edu>. Please print lecture slides weekly and bring to class for lecture note-taking and discussion.

## Supplemental Reading.

Journal Articles. Students will be required to bring in individual journal articles related to weekly problematic behavior topics as assigned during the course. These articles are to be summarized in annotation format, discussed in class, and submitted for Weekly Assignment points, each approximately 2 pages typed. Format will be provided in class. It is expected that the week that your annotation is on the schedule, you will help lead the discussion on the topic.

Activities. In-class activities will be utilized to explore and discuss youth problems. Activities will be randomly selected and awarded points for grading purposes. You must be present to earn these activity points. Makeups for any reason are not allowed because these are in-class participation points.

Film Assignments. As time permits, films and short film clips will be shown in class weekly to supplement the learning experience of the content. Some in-class activities may focus on films. Students will be responsible for signing up for and bringing in at least **one film clip** during the course on a given weekly topic to demonstrate that topic as evidenced by behaviors in the film portrayal. A short introduction to the film clip should explain to the class (a) what youth problem is portrayed and (b) how this clip demonstrates this problem with identification of (c) risk and (d) protective factors as evidenced in the film. A short (typed) summary of this is due the day you present your film with a complete citation of the film including title, year, etc. (See APA Manual). One paragraph each on (a), (b), and (c and d) will be sufficient. A maximum of 15-20 minutes total including oral introductions and films clip are sufficient for the presentation.

## Grading Scale

<b>A</b>	<b>94-100</b>
<b>A-</b>	<b>90-93</b>
<b>B+</b>	<b>88-89</b>
<b>B</b>	<b>84-87</b>
<b>B-</b>	<b>80-83</b>
<b>C+</b>	<b>78-79</b>
<b>C</b>	<b>74-77</b>
<b>C-</b>	<b>70-73</b>
<b>D+</b>	<b>68-69</b>
<b>D</b>	<b>64-67</b>
<b>D-</b>	<b>60-63</b>
<b>E</b>	<b>&lt;60</b>

## Grading Criteria

<b>FYC 6207</b>	<b>%</b>	<b>Points</b>
<b>Assignments &amp; Weekly Participation (TOTAL)</b>	<b>35%</b>	<b>350</b>
Including: +Films (Student) 1 @ 6%	6%	60
+Journal Article Annotations (3) @ 6%/60 points each	18%	180
+In-Class Activities/Out of Class Write-ups (3-4)	11%	110
<i>Paper – Youth Problem &amp; Solution Paper Part I - Problem Identification and Research Suggested Length: 15 pp. Typed double spaced.</i>	<b>25%</b>	<b>250</b>
<i>Part II (25%): Prevention Program Idea for Youth Problem. Suggested Length: 10 pp. Typed double spaced.</i>	<b>25%</b>	<b>250</b>
Presentation +Content (10%) +Oral (5%)=15% Total	<b>15%</b>	<b>150</b>
<b>TOTAL</b>	<b>100%</b>	<b>1000</b>

### Description and Instructions for Major Course Assignments: Assignments & Participation (35%).

- *Assignments* will primarily consist of researching journal articles and preparing a summary of the article in a format that will be conducive to enhancing learning and promoting class discussion. Assignments may also include short in-class and out-of-class activities that you will be instructed to complete during the semester. These assignments are to facilitate in-class discussion. This will include a short film presentation and leading discussion related to the topic content. (See Grading Criteria for breakdown of Assignment Points/Weight.)
- *Participation* in class should be thought provoking, reflective and conducive to the learning environment. Due to the sensitive nature of problem topics, care must be taken to handle

the discussion appropriately. Please ask if you are uncertain as to whether content is appropriate.

## **Semester Paper – Part I. Youth/Adolescent Problematic Behavior Identification and Research (Total: 25%).**

Individual research papers will be required on an **in-depth exploration of an adolescent/ youth problematic behavior** of your choice. This paper consists of **three sub-sections** as described below for a final grade worth 25% of your total grade for the course. Each part will be written using research references to provide support. Research support for *each* part must consist of a minimum of three journal articles and three other sources. Font: Times New Roman 12 pt., paper and references in APA format; double-spaced; 1" margins. Paper I is due at the beginning of the class period in the classroom. It will not be accepted after the close of the class period.

- **Subsection A (10%)** - Identify and define the problem topic.
- **Subsection B (5%)** - Discuss how prevalent this problem is in America (use stats to document evidence).
- **Subsection C (10%)** - Identify risk and protective factors (research-based) for the problem.

## **Paper Part II. Prevention Program Idea for Youth Problem. Total (25%) and Presentation (15%). *Part II:* Create a prevention program proposal for your adolescent problem topic. Each subsection is valued at 5% each for a total of 25% of your final grade.**

### **Suggested format:**

Discuss the following in subsections:

**Subsection A** – Identify and describe the targeted population;

**Subsection B** – Describe and discuss what the program will focus on;

**Subsection C** -- Describe the ecological environment in which it will be implemented (school; neighborhood; community, home, after-school program, etc.);

**Subsection D** – Describe and discuss how it will be implemented and;

**Subsection E** – Discuss the desired outcomes of the prevention program.

## **Presentation:** For the presentation part of this course, students will **examine how their identified youth problem topic from Paper Part I is addressed in the current prevention programmatic efforts** described in *Paper Part II*. (10%)

- This short presentation will address how one specific problem topic is being treated and describe evidence regarding whether it may potentially have a positive or negative impact on youth.
- Using research information from *Paper Part I* and *Paper Part II*, the presentation will: (A) Define and assess a problem facing youth and (b) describe an original idea for a prevention program, including intended audience, site of implementation, implementation plan and evaluation components.
- You may provide a short demonstration of how your program would work in real world application. You may use volunteers from class in your demonstration.

- Power Point slides are required for your formal presentation. It is **required to provide handouts to your instructor and all classmates** similar in format to the course packet lecture handouts. Points will be deducted for lack of adequate preparation.
- Signup sheets will be provided in class. Suggested length of presentation: 20 minutes and 10 additional minutes for Q and A for a total of 30 minutes (6-10 slides).

**\*Submittal to instructor of presentation materials must be in one large envelope with your name, topic and date in the top right corner *prior* to your presentation for use for grading purposes:**

Paper I (graded; for referral only)

Paper II (including reference list) (may be turned in on due date if this is in advance of presentation)

Power Point presentation should be sent via email in advance; and a

Handout for class presentation for Instructor.

### **Other Miscellaneous Information and Policies**

**Registration.** This course is a graduate level FYCS elective; therefore, students must verify that they have graduate student status prior to enrolling in the course. Combined degree students must have both their advisor and instructor approval for the course. All students will be graded with the expectation that they are well prepared for this course by having completed several youth development courses as a framework that this advanced course will build upon.

**Attendance.** You must be present on the day of your scheduled presentation in order to receive full credit. A late penalty will be assessed for presentations made after the date for which you initially signed up.

**Learning Environment.** The learning environment will be based on mutual respect, open discussion, sharing of ideas and thoughts on contemporary youth problems based on thorough research of the topic, including gathering sufficient data and expert analysis, reviewing written materials leading to an understanding of the problem, identifying goals to address the problem, intense and thorough thinking, and reasoned choice. Discussions between the instructor and students and between and among students will be non-critical, information sharing, non-confrontational and without profanity.

**Late Assignment Policy.** (-6) points per day for up to one day for each late assignment. Assignments are not accepted more than one day late and a grade of zero is given. (Example: If an assignment is due on Wednesday afternoon at 12:50PM, it is due no later than Thursday at 12:50PM.)

**Contact with Instructor.** Preferred means of contact for quick questions is via email. Office hours are available for more in-depth discussions.

**Digital Media.** 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 are distracting to your classmates and the instructor.

**Guidelines for 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. **Points will be taken off for technical errors.** Professional use of the English language is expected. If you quote, paraphrase, or summarize the work of others, you must cite your source.

## **UF Information.**

### **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>.

### **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>.

### **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.

### **Services for 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/](http://www.dso.ufl.edu/drc/)

### **Campus 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 on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,*  
[www.counseling.ufl.edu/cwc/](http://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/](http://www.umatter.ufl.edu/)
- *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*