

# FYC 6207

## ADOLESCENT PROBLEMATIC BEHAVIORS

### COURSE INFORMATION

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<b>Email:</b> <a href="mailto:lforthun@ufl.edu">lforthun@ufl.edu</a>	<b>Course Website:</b> <a href="http://lss.at.ufl.edu">http://lss.at.ufl.edu</a>
<b>Office Hours</b> and Course Communications: Tuesdays 4:00 - 5:30pm and Wednesdays 10:00am to noon (EST); or by appointment	<b>Phone:</b> 352-273-3528 <b>Skype address:</b> lforthun

### REQUIRED TEXTS AVAILABLE ONLINE

IOM (Institute of Medicine) and NRC (National Research Council). (2011). *The science of adolescent risk taking: Workshop report*. Committee on the Science of Adolescence. Washington, D.C.: The National Academic Press. Available at: <https://www.nap.edu/catalog/12961/the-science-of-adolescent-risk-taking-workshop-report>

Gullotta, R.P., Plant, R.W., & Evans, M.A. (Eds.) (2016). *Handbook of adolescent behavioral problems: Evidence-based approaches to prevention and treatment*. New York, NY: Springer. (**available full-text through the UF Library; must be connected through VPN**)  
<http://ebookcentral.proquest.com/lib/ufl/detail.action?docID=1965014>

Access to an *APA Publication Manual* (6th edition).

### REQUIRED TEXT AVAILABLE FOR PURCHASE

Sapin, K. (2013). *Essential skills for youth work practice* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage Publications Inc. ISBN: 978-0-85702-833-4. Can be purchased through an online book retailer:

<https://www.amazon.com/>  
<https://www.barnesandnoble.com/>  
<http://www.powells.com/>

### ADDITIONAL RESOURCES

This is a list of supplemental material you can use throughout the semester to complete assignments and your final project.

DiClemente, R.J., Santelli, J.S., & Crosby, R.A. (Eds.) (2009). *Adolescent health: Understanding and preventing risk behaviors*. San Francisco, CA: Jossey-Bass.

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

Journal of Youth and Adolescence <https://link.springer.com/journal/volumesAndIssues/10964>

Prevention Science <https://link.springer.com/journal/volumesAndIssues/11121>

Journal of Adolescent Research <http://journals.sagepub.com/home/jar>

## COURSE DESCRIPTION

This course will explore the theoretical and empirical foundations for the study of adolescent problematic behaviors, including prevention/intervention programs and activities that are designed to reduce negative outcomes and promote positive youth development.

## PREREQUISITE KNOWLEDGE AND SKILLS

It is preferred that students have some coursework in human development (adolescent development or development across the lifespan). If you do not have this prerequisite, you may take the course, but may need to read additional background information about the biological, cognitive, and social-psychological growth and development of adolescents and emerging adults.

## COURSE GOALS, OBJECTIVES, AND STUDENT LEARNING OUTCOMES

### COURSE GOALS

In this course, you will learn about the challenges and issues facing adolescents and emerging adults and the development of prevention and promotion programs and activities in families, schools, and communities that can foster positive youth development and resiliency. Specifically, the goals of the course are to provide the experiences students need:

1. To analyze the causes and consequences of adolescent problematic behavior.
2. To evaluate efficacy of evidence-based prevention and intervention programs designed to address adolescent problematic behavior.

### COURSE OBJECTIVES

1. Understand how normal developmental processes may go awry and lead to problems in adolescence and emerging adulthood.
2. Analyze the complex interaction of the biological, cognitive, psychosocial, interpersonal, and contextual influences that impact youth problems and solutions.
3. Critically evaluate the theories, methodology, and research findings that form our knowledge base about adolescent problems and solutions.
4. Understand and apply theory and research to prevention and promotion activities designed to reduce the risk of psychological and/or behavior problems and improve well-being.

## ASSIGNMENTS

The following assignments are required of all students. You must complete all assignments to pass the course. All written assignments, with the exception of online discussions, must be submitted electronically on the e-Learning FYC 6207 site as an attached Word document.

## DISCUSSION POSTS

### INTRODUCTORY DISCUSSION POST (10 points)

Introduce yourself to the rest of the class, including:

- Your name and any picture of yourself, a symbol of yourself, or an avatar you would like to post.
- Your professional goals; what you plan/hope to do in the future.
- What is really exciting to you about your graduate program, your future direction, or your dreams in life? Why are you doing what you are doing? In other words, where is your passion?
- Describe your background in adolescent or youth development work, such as work or volunteer experiences, previous courses, and what you covered. Why are you interested in taking this course? Which adolescent problematic behaviors are you most concerned about?
- Any personal information you want to share such as family members (no names, please!), pets, leisure activities (if you can squeeze in any while in graduate school!), favorite music, etc. This part is up to you.

### WEEKLY DISCUSSION POSTS (9 posts @ 10 Points Each)

Discussion posts should be at least two solid paragraphs wherein you show you have given thought to the material. Links to any information you reference (e.g., readings, journal articles, news articles, online resource, etc.) should be included. The purpose of the discussion post assignment is to help you synthesize the new information you have garnered from the readings, presentations, and/or online group discussions.

Select one of the three options listed below to guide your writing:

1. Find a picture (or take one) of what you think is a visual example of the topic covered that week. Explain what the picture is and how it relates to theory or research covered in class. Be sure to be specific about how the photo represents certain concepts, or illustrates points from the readings.
2. Describe a recent news story or personal experience that is related to the week's topic. Explain how the story or experience is related to the topic, compare and contrast with theory or research summarized in your readings, and describe new insights you were able to draw from your examination.
3. Find another example of literature that is related to topic. This can be from an academic journal, policy paper, or edited book. Summarize what is being said and explain how it

relates to the topic, being specific about how the new material adds to your understanding of the topic. Include the link or a copy of the article in your post.

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### COMMENTS TO DISCUSSION POSTS (9 comments @ 5 points each)

Comments may be one short paragraph of 4-6 lines. Comments on others' posts need to be objective and constructive. You may want to raise additional questions, or respond with your own examples of the others' points. You are free to comment on any student's discussion posts as long as you comment on at least two student's posts.

**Note:** Leaving comments on or about the introductory post will not count towards your commenting grade. Comments are counted after the "Discussion 2" post onward.

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### ONLINE (LIVE) DISCUSSIONS (3 Discussions @ 10 Points Each)

There will be an opportunity for you to participate in three live-online discussions. Dates and times for the discussion will be decided by class polling. You can access the discussion forum approximately 10 minutes before the start time by selecting "Conferences" on the course menu. If you are unable to attend the live-online discussion, the session will be recorded and accessible for viewing at a later date. To receive credit, those who are unable to attend must submit a one-page reaction paper to the instructor via email within one week of the live discussion.

### WEEKLY ASSIGNMENTS (20 POINTS)

The purpose of the weekly assignments is to help you to critically evaluate and/or apply your understanding in a real world context. Assignments will vary but may include application of theory/research to practice through case study, critical evaluation of specific course content, etc.

### ONLINE YOUTH WORK TRAININGS (20 POINTS)

The purpose of participating in online youth work trainings is to enhance your knowledge and skills in youth work practice. In your readings, assignments, and video lectures, you will learn much about the theory and science behind adolescent problematic behaviors. The online training will supplement this information with practice skills and approaches to working with you in "real-world" settings. The trainings are also valuable because they provide certificates of completion that could be included in your resume or vita.

### EXAMS (2 @ 100 POINTS)

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#### Exams

There will be two exams at 100 points each, covering the course material up to that point in the semester (midpoint and endpoint). Once you are ready to start click "Take the Quiz". You will be presented with your question prompts and will have 2.5 hours (150 minutes) to compose your response. The timer will continue even if you close out of Canvas, so be ready to complete the exam after you click "Take the Quiz." The exams are open note, open book.

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## Exam Policies

Students will have a set amount of time to take exams. Completed exams must be submitted by the announced deadline. Late exams will not be accepted unless there is written, professional documentation of a serious illness (i.e., you are not physically able to complete the exam or other work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations missed for any other reason will receive a grade of ZERO. **Deadline Note:** Students who have questions about exam or other grades MUST speak to the instructor within the week after the grades are released.

## SPECIAL TOPIC PRESENTATION (75 POINTS)

For this assignment, you will be asked to select a special topic in prevention/intervention, identify a class reading, and record a presentation. The three steps are as follows:

1. Identify a model or promising prevention program that is designed to reduce adolescent problematic behaviors or promote positive youth development.
2. Select an empirical article that will be assigned as a module reading for the class. Once the reading has been selected and submitted to the instructor, the instructor will assign a due date associated with an appropriate course module. Every attempt will be made to ensure that the reading and presentation will be due prior to a module when a similar topic will be discussed in class. For example, if you select Life Skills Training, a substance abuse prevention program, the reading will be assigned, and the presentation due, the week before the module on substance use and abuse. That way, students will be able to read and watch the presentation in the same module as the associated course content.
3. You will record a presentation in VoiceThread that describes the prevention program including the theory that guided its development, program objectives, and program components (e.g., lessons, activities, etc.). The presentation must be no longer than 10-12 minutes. A one-page summary of the presentation must be provided to the class.

## FINAL WRITTEN PROJECT (100 POINTS)

As an extension of the special topic presentation, you will write an empirical paper based on an adolescent problematic behavior or emotion of your choice. In the paper, you will identify an adolescent problematic behavior or emotion and will a) define the “problem,” frequency/prevalence, and adverse health or developmental outcomes, b) analyze the empirical literature on the neuro-psychological, developmental, interpersonal and/or contextual factors that influence the problem, and c) synthesize the results, draw conclusions, and discuss implications for prevention or intervention programs and activities.

## GRADING

Assignment	Points
Discussion Posts (9 posts @ 10 points)	90
Discussion Comments (9 posts @ 5 points)	45
Live Online Discussions (3 @ 10 points)	30
Exams (2@ 100 points each)	200
Weekly Assignments (approximately 11 @ 20 points)	220
Online Youth Work Trainings (approximately 8 @ 20 points)	160
Special Topic Presentation (75 points)	75
Final Project (100 points)	100
TOTAL	920

## GRADING SCALE

Letter Grade	Percent
A	93
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
E	<60

## OTHER COURSE POLICIES

### BASIC RULES FOR CLASS DISCUSSIONS

**RESPECT OTHERS.** This course covers a variety of adolescent experiences, and students in the class come from a variety of backgrounds. I expect a class atmosphere of tolerance and respect for every individual and her/his opinion. If anyone feels they have been harmed or misrepresented--by myself or

any individual in the class—I urge you to speak with me 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.

## MAKE-UP AND LATE ASSIGNMENTS POLICY

Written assignments are to be submitted to e-Learning by the announced deadline. Students will not be able to submit an assignment following the closing date and time. Students who are unable to submit an assignment due to extenuating circumstances may request an extension, and must provide written, professional documentation of an incapacitating illness (i.e., you are not physically able to come in to class for the exam or perform work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required for the instructor to consider an extension. Any extension will be time limited. Assignments missed for any other reason will receive a grade of ZERO.

## OTHER CONSIDERATIONS

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

**DISABILITIES:** The Americans with Disabilities Act requires that all qualified persons have equal opportunity and access to education regardless of a disabling condition. Students with disabilities needing academic accommodations should (1) register with and provide documentation to the Disability Resource Center and (2) provide a letter to the instructor indicating your need academic accommodations. This should be done in the first week of class.

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

### UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

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>

## 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 HELP

For issues with technical difficulties for e-Learning, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto: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.

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.



Other helpful resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

## 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/](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)

***Note that the instructor reserves the right to adjust the syllabus as needed***