

FYC4212, Section 06D9: Contemporary Youth Problems & Solutions
Spring 2018

Instructor: Kate Fogarty, Ph.D., Associate Professor
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E-mail: Username: “kfogarty” on FYC 4212 Canvas site
Office Hours: Tuesdays and Thursdays 1:30 – 2:30 p.m.
Course Mtgs: McCarty A G186 / Tuesday 10:40-12:25 p.m. & Thursday 11:45 a.m. -12:35 p.m.

Prerequisites for FYCS majors (*with a grade of C or better*)

FYC 3001 Intro. to FYC
 FYC 3201 Foundations of Youth Development

Credit Hours: 3 credits

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.

Teaching Assistant: Nana Adu, G091 McCarty Hall B, (352) 273-3513

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.

Required Text: Capuzzi, D. & Gross, D.R. (2014). *Youth At-Risk: A prevention resource for counselors, teachers and parents.* (6th Edition). Alexandria, VA: American Counseling Association. (soft cover)

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 anti-risk 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:

- To grasp a fuller comprehension of one's own personal experience as an adolescent in comparison to the experiences of adolescents today.
- 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.
- To facilitate learning through online (and face-to-face) class discussion - relevant to issues outlined in class and the readings.
- To gain knowledge of the factors that may enhance or hinder positive youth development.
- To fully understand and be able to explain the research on adolescent problems and find the most effective, community-based solutions.

E-mail & Internet Requirement: 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. **For problems with e-learning**, call (352) 392-4357 - select option 2 – **REFRAIN FROM CONTACTING INSTRUCTOR** if you are having problems with Canvas (IF e-learning support at UF tells you the problem is something the instructor must fix – then call/e-mail instructor ASAP-thanks!).

COURSE OUTLINE*

DATE	TOPIC	READINGS / WORK DUE
Week 1	<i>January 8th – 12th</i>	<i>Unit 1 Risk, Stress/Coping & Resilience</i>
Tues., Jan. 9	Youth at Risk & Prevention: What do those mean?	Chap. 1 pp. 3-18 & Chap. 2 pp. 23-38
Thurs., Jan. 11	Resilience	Chapter 3 pp. 43-57a Dr. F Out of Town
(Fri., Jan. 12)	LAST DAY DROP/ADD	(Fri., 8/26 last day to drop)
Week 2	<i>January 16th – 19th</i>	<i>Select Paper/Presentation Topic of Interest</i>
(Mon., Jan. 15)	MARTIN LUTHER KING DAY HOLIDAY	<i>Enjoy the 3-day weekend!</i>
Tues., Jan. 16	Resilience Continued, Stress, Trauma & Coping	Chapter 3, pp. 57b-62a; Chapter 7 part A Syllabus Quiz/Info Sheet Due 11:55 pm
Thurs., Jan. 18	Stress, Trauma & Coping	Chapter 7 pp. 139-158 Canvas Discussion #1 Due @ 11:55 pm
Week 3	<i>January 22nd – 26th</i>	
Tues., Jan. 23	Stress, Trauma & Coping Exam I review	Chapter 7 pp. 139-158
Thurs., Jan. 25	Exam I – Chapters 1, 2, 3 & 7	
Week 4	<i>January 29th – February 2nd</i>	<i>Unit 2 Populations at Risk</i>
Tues., Jan. 30	Unique Issues for Multiracial Youth: Julia Arroyo, Ph.D. Candidate Guest Lecturer	Chapter 8 pp. 169-192
Thurs., Feb. 1	Gang Membership: Guest Speaker Officer Marquitta Brown, Gainesville Police Dept.	Chapter 12 pp. 291-314
Week 5	<i>February 5th – 9th</i>	
Tues., Feb. 6	Sexual Minority Youth: Guest Speaker Nick Clark	Chapter 13 pp. 319-334
Thurs., Feb. 8	Homelessness among Youth	Chapter 16 pp. 395-415a (& websites) Problem Paper Part 1 Due 11:55 p.m.
Week 6	<i>February 12th – 16th</i>	
Tues., Feb. 13	Homelessness among Youth Continued Review for Exam II: Chapters (8, 12, 13, & 16)	Chapter 16
Thurs., Feb. 15	Exam 2 (Chapters 8, 12, 13 & 16)	Dr. F. Out of Town
Week 7	<i>February 19th – 23rd</i>	<i>Unit 3 Internalizing Problems</i>
Tues., Feb. 20	QPR Suicide Prevention Training by Dr. Meggen Sixbey, UF Counseling & Wellness Center	Chapter 10 pp. 229-259a (websites) Question, Persuade, Refer Booklet
Thurs., Feb. 22	Identifying/Preventing Mood Disorders in Youth	Chapter 6 pp. 125-136 Canvas Discussion #2 Due 11:55 p.m.
Week 8	<i>February 26th – March 2nd</i>	
Tues., Feb. 27	Ppt Based on Guest Lecture from Dr. Emily Johnson	Chapter 9 pp. 197-222
Thurs., March. 1	?	Problem Paper Part 2 Due 11:55 p.m.
Week 9	<i>Spring Break March 5th – 9th</i>	
	Take a Break this Week!	
Week 10	<i>March 12th – 16th</i>	
Tues., Mar. 13	Adolescent Substance Abuse – Guest Lecture: Alicia Baker, MA, MPH, CHES, TTS/Exam Review	Chapter 15 pp. 367-391 Exam III Review (Ch 10, 6, 9, & 15)
Thurs., Mar. 15	Exam 3 (Chapters 10, 6, 9, & 15)	
Week 11	<i>March 19th – 23rd</i>	<i>Unit 4 Externalizing Problems</i>
Tues. Mar. 20	Sexuality Issues in Adolescence	Chapter 11 pp. 265-285
Thurs. Mar. 22	School Dropout	Chapter 17 pp. 421-438
Week 12	<i>March 26th – 30th</i>	
Tues. Mar. 27	School Violence	Chapter 14 pp. 337-342
Thurs. Mar. 29	Bullying Among Children & Adolescents	Chapter 18 pp. 441-459

Week 13	<i>April 2nd – 6th</i>	
Tues., April 3	Bullying Among Youth Continued Exam IV review (Ch. 11, 17, 14 & 18)	
Thurs. April 5	Exam 4 (Chapters 11, 17, 14 & 18)	
Week 14	<i>April 9th – 13th</i>	
Tues., April 10		
Thurs., April 12		
Week 15	<i>April 16th – 20th</i>	
Tues., April 17	Group Presentations	Group Presentations (5-6 groups)
Thurs., April 19	Group Presentations	Group Presentations (2-3 groups) Solution Paper (Part 3) Due 11:55 p.m.
Week 17	<i>April 23rd – 25th</i>	<i>December 10th -11th Reading Days</i>
Tues., April 24	Group Presentations	Group Presentations (2-3 groups) Last Day of Class (Optional Final 5 th per.)
Week 18	<i>April 30th – May 4th</i>	Final Exam Week (NOT IN THIS CLASS)

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

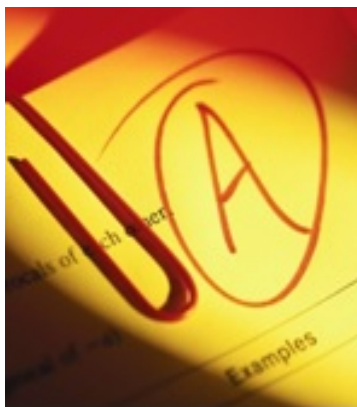
Course Instructional Method: includes lecture/in-class activities, 4 exams, group work – research paper and presentation for constructing/sharing knowledge, online activities, and 2 Canvas online discussions. Regular attendance, note taking, timely submission of assignments, and class participation are necessary to earn desired grade.

GRADES

You may earn a total of 500 possible points for this course. The breakdown in points is as follows:

Exams	200 points (50 points each) – Can take optional final to replace lowest grade
Group Project – Paper	100 points (20 pts part 1, 25 pts part 2, 35 pts part 3, 20 pts group member evals)
Group Project – Presentation	50 points (10 pts group member ratings, 40 pts for 4 presentation criteria)
Attendance	60 points (15 random days – 4 points per day)
Canvas Discussion #1 (online)	40 points ♦ NO LATE DISCUSSION ASSIGNMENTS WILL BE ACCEPTED
Canvas Discussion #2 (online)	50 points ♦ NO LATE DISCUSSION ASSIGNMENTS WILL BE ACCEPTED
Extra Credit	Up to 10 points (5 points each) (info. sheet & syllabus quiz)
Total Points	500 points

A	91.6+	458+
A-	89.6-91.4	448-457
B+	87.6-89.4	438-447
B	81.6-87.4	408-437
B-	79.6-81.4	398-407
C+	77.6-79.4	388-397
C	71.6-77.4	358-387
C-	69.6-71.4	348-357
D+	67.6-69.4	338-347
D	61.6-67.4	308-337
D-	59.6-61.4	298-307
E	≤ 59.4	≤ 297



ASSIGNMENTS

Attendance and Make-up Work (not the same as Late Work)

The 60 point attendance grade serves as a “pool of points” to draw from based on class attendance. Attendance will be taken on 15 randomly selected class days and each day that you are present will count for 4 points per day toward your

total grade. You are allowed up to two unexcused absences (on days attendance is taken) with no penalty against your final grade, nor do you need to explain those up to 2 absences to the instructor. Excused absences include: sick days with a doctor's note or proof of clinic visit, military duty, religious holidays, court-imposed legal obligations, UF performances, death of an immediate family member (documented), work or UF student conferences, or authorized UF travel. However, excessive absenteeism will jeopardize course performance.

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>

Canvas Online Discussions

Canvas discussions provide a "silent yet active" means of participating in the course learning process, especially for students not comfortable sharing in class. You will be assigned to a group (group "1" through "21") with 3-4 of your classmates to participate in 2 online discussion/responses this semester. Discussion responses are due **by 11:55 p.m. on the first Thursdays of September and October. Discussions must be on time in order to be graded – no late discussion assignments will be accepted on the Canvas site nor by instructor.** Discussions are worth a total of 90 points towards your grade and increase in worth each time (Disc. #1=40 points., Disc. #2=50 points.)

Questions to be answered in a discussion entry are based on a class handout (posted in Canvas). Several questions will be posted on textbook and course topics for each discussion. In a minimum of *two* paragraph, single-spaced response per question, you must show your knowledge of: 1. course lecture/textbook information; 2. Apply course/textbook information to a given problem and 3. Or the 3rd part of your discussion grade is based on responses to other classmates' entries. **Note:** If you are *not* the first person in your group to respond, it is expected that you've read other group members' responses *prior to* answering the question and will respond to at least one group member's entry/ies. Discussion grades will be based on the degree to which you include information from class materials, apply it in answering questions *and* respond to other students' entries in your group. (**Note:** If you are first in your group to enter a discussion, your grade *will not* be based on response to others.) Refer to Discussion Questions handout on Canvas. It is expected that discussants will keep any information of a sensitive nature that is shared (e.g., personal values and/or personal experience) confidential within their group and that discussants will share such information with other group members at their own risk. Discussion sessions will have access restricted to assigned group members' use only.

Exams

Four exams (50 points each) will make up 40% of your grade. They are used to insure your grasp of the lectures, course textbook and class participation. The textbook chapters have been broken up into 4 sections – categorizing a variety of adolescent problems by related topics. Each exam will consist of 4 chapters of content from the textbook and as well as any related material discussed in class and/or lectures. Exam review sheets will help you prepare for exams. Refer to syllabus for the dates and topics/chapters covered for each exam. An optional cumulative final (containing selected exact questions as in exams 1 - 4) will be offered to allow you to drop your lowest exam grade and replace it with final exam score (provided your final exam score is higher than your lowest exam 1-4).

Group Papers and Presentations (Covering an Adolescent Risk Behavior or Problem In-Depth)

This assignment is a means to learn about a youth problem in greater depth. The 3-part paper and presentation provides you an opportunity to address the issue from a research and intervention perspective and as well as highlight your work in class. The 3 parts of this group paper are due on **Thursdays**, mid-month in Sept. (15th), Oct. (13th) and Nov. (17th) in the semester. Explanations for each part of this paper will be provided early in the semester. In the last several weeks of class, groups will present on their topic in class for 15-20 minutes. A summary of available research, your own ideas to address the problem through protective factors that buffer risks, along with some creative license in your presentation of the problem will be factored into your paper and presentation grades. The grade consists of a paper (100 points awarded per person, factoring in the 3 parts of the paper and ratings group members make for one another's contributions to paper) and a group presentation (50 points, including 10 points group member's evaluation). Groups are put together based on common interest areas of topics covered in the course. More information on parts of this group assignment and specific grading criteria will be provided in the first two weeks of class.

Late Work

With the exception of E-learning Discussions (NO LATE DISCUSSIONS ACCEPTED), five (5) points per day late for written assignments will be deducted. Assignments, from 1 hour after class ends to 24 hours equals a deduction

of 5 points. Every additional 24 hours late = an additional 5 points deducted. Assignments will not be accepted if they are more than 5 days or 1 week late and a grade of zero will be given. In the case of circumstances clearly beyond your control, *direct and immediate communication* with the instructor is critical.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Office Hours/Instructor Availability

Instructor is usually available before class to cover questions. Anyone in need of additional time may make an appointment to do so, drop in during office hours or contact me via Canvas e-mail. If these are not options for you (e.g., a family emergency), please leave me a message at my office voicemail (352) 273-3527. Telephone calls are most likely to be received during office hours. Phone calls to instructor's or TA's cell phone are only for emergencies.

Rules for Class Discussion & Classroom Etiquette

The learning environment will be based on mutual respect and open discussion of ideas and thoughts on youth problems. As course content covers a diverse number of topics and students come from a variety of backgrounds, I expect a class atmosphere of tolerance and respect for each individual and her/his views. We also expect a respectful attitude toward instructor and TA. Regardless of class size it is important to have a minimum of distractions including: carrying on side conversations (please don't be shy to participate when a topic pertains to you) in person, texting, or on smart phones, making out, reading the Alligator or other material unrelated to course, slamming doors, and excessive entering and leaving of the classroom. Anyone found in violation of these expectations of respect, will be asked for explanation and/or asked to leave class.

Course Evaluations

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>

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.

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 and 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 and Wellness Center*, 3190 Radio Road, (352) 392-1575,

<http://www.counseling.ufl.edu/cwc/Default.aspx>

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

- *University Police Department*, 392-1111 or dial 9-1-1 for emergencies
- *Career Resource Center*, CR-100 or 1st Floor J. Wayne Reitz Union, 392-1602, www.crc.ufl.edu/

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 the accommodation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

The Disability Resource Center is in 0001 Reid Hall (352) 392-8565, www.dso.ufl.edu/drc/