Instructor:
Dr. Heidi Liss Radunovich
Associate Professor
Department of Family, Youth and Community Sciences
3008-B McCarty Hall D
(352) 273-3534
hliss@ufl.edu

Office hours for instructor: Tuesdays from 10:45am-12:15pm, Wednesdays, 9-10:30am, or by appointment.

Teaching Assistant:
Amjad Gazzaz will provide some teaching assistance to me this semester, but will not be available for meeting with students.

Course Information:

Required Textbook:
*Please note that we are using the 4th edition, which is different from the 3rd edition!

I will provide 2 copies of the textbook to course reserves at Library West. In the event that you do not wish to purchase the textbook, you may go there to access the textbook readings.

Other Readings:
Supplemental reading assignments will be provided by the instructor and will be available via the class’ Sakai site.

Prerequisites:
Because the information that we will be covering assumes that you already have certain knowledge, it is important for you to have already taken the following courses:
- FYC 3001  Introduction to Family, Youth and Community Sciences
- SYG 2000 Principles of Sociology, AND either
- SYG 2430 Marriage and the Family
OR
- FYC 3101  Parenting and Family Development
You also must be classified as a junior or senior, and must be a major or minor in FYCS. If you do not meet these prerequisites please see the instructor!
**Course Description (UF Catalog):**
This course focuses on the major social and family problems contemporary families face, including poverty, violence, and care of dependent elders. An emphasis is placed on family strengths and resiliency as well as social programs that help families withstand and overcome difficulties. This course emphasizes the role of society, race and gender in constructing family problems.

**Course Goal:**
This primary aim of this course is to answer the question, “How can we help families?” In order to answer this question, it will be important to understand the contemporary family, some of the stressors they face, how they manage and cope with stressors, and what can be done to help families.

**Course Objectives:**
By the end of this course you should:
- Have a good understanding of the family system
- Understand many of the challenges facing modern US families
- Be able to use theories of systems, development, stress and coping, and family resilience to explain how families respond to and deal with challenges in life.
- Learn how intervention can help families
- Be able to analyze case studies, utilizing knowledge of family problems, theory, and interventions to determine how to assist the family.

**Certified Family Life Education (CFLE):**
Please note that 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 (CFLE) Program in the Department of Family, Youth and Community Sciences. This course is approved to meet professional requirements for training in specific content areas that prepare a student to meet standards for provisional certification as a family life educator. See Dr. Suzanna Smith if you are interested in becoming a CFLE.

**Course Expectations and Class Policies:**

1. **This class will have some lectures, but a lot of the class will be based on reading, discussion and writing.** I will serve in more of a facilitating role.

2. **Although some classes will have more of a lecture format, some will NOT include PowerPoint.** If PowerPoint is used, it will be in more of a supportive role, and should not be used as a sole source for notes. You should take your own notes in class, or if you do not attend class you should get with other students in order to get the notes and find out about class announcements. If there is a PowerPoint presentation in class, I will post it to the class’ Sakai site so that you may view it again, but will do so at some point AFTER class (not before).

3. **Videos shown in class may not be available to view outside of class, so make sure to get notes on videos missed from those who attended class.**

4. **You are expected to complete in-class assignments.**

5. **You are expected to complete all assigned readings prior to class and be prepared to discuss them.**
6. Please arrive **ON TIME for class unless it is absolutely unavoidable**. Why? Because it is rude both to me and other students to arrive late, and you might miss something important. Also, you may miss opportunities to do in-class assignments if you are late.

7. **Class Attendance**: Points will be given for class attendance, but you may miss up to 2 Tuesday classes without penalty. Attendance is required and roll will be taken in class on Tuesdays; on Thursdays there will be an assignment, and you will not be able to receive points if you miss that day (however, your lowest grade on those assignments will be dropped, so you may miss one Thursday without penalty). A student must be present, on time, and in class for the entire course period to receive credit. Students who arrive late or leave early will not earn attendance points for that day. Attendance points will count toward credit beginning January 14, although students who do not attend during the first week of classes may be dropped from the course based on university and college policy. If you have an excuse for missing class that is consistent with college policy, and can provide me with documentation, I am able to excuse you from the points you would have missed (i.e., your grade will be computed based on fewer points) once you have past your allowed drops (you may miss up to 2 class periods without point penalty). **Non-urgent medical appointments and family trips** are not excused absences.

You are responsible for obtaining all information presented in class **regardless of whether you attend class or not**, so it is suggested that you find a few people in class who you can contact in the event of an absence. **I don’t provide notes for missed classes no matter what the reason for missing, excused absence or not.** This includes videos! Please make arrangements with other students to get notes if you need to miss class.

8. **Class Behavior**: Please show respect for me and for your classmates:
   - turn your cell phone and other electronic devices off before class,
   - arrive on time,
   - don’t have side conversations during lectures or discussions,
   - don’t engage in other activities during class,
   - and speak respectfully to me and the other students in the class.

Please note that laptop computers may **NOT be used during class unless DRC paperwork related to a disability is provided that explains its necessity!**

Students who exhibit problem behaviors may be asked to leave the class, or forcibly removed if necessary. Because we will be discussing sensitive issues in class, I want to make sure that everyone feels comfortable and safe in providing their views and opinions, and that no students feel attacked or belittled by others. Make sure that your comments do not attack, inflame or demean others, even if it is your opinion. Some people may have views that are different from yours, and that’s okay. It is okay to have a different perspective as long as it is presented in a respectful, appropriate way.

9. **Policy on Exams**: Exams will not be provided in class, but instead will be provided in a take-home format. **Cheating on exams will lead to a zero for that exam, and will be reported to Student Judicial Affairs.** You will only be allowed an extension for an exam if you have a valid excuse, as determined by the course instructor, and can provide written, **verifiable proof of your need to delay completing the exam.** Any arrangements regarding extensions for an exam should be made **ahead of time**, not on the day that the exam is due or after the fact, unless it is impossible to provide notice (e.g., hospitalized). Because you are given so much time to complete your exams, you are allowed to have extensions **ONLY as a result of an incapacitating illness** (i.e., you are not physically able to perform work
during the majority of the time given for the exam) or other circumstances warranting a written excuse (see information below), consistent with College policy. **Written and verifiable documentation is required.** Examinations delayed or missed for any other reason will receive a grade of ZERO.

10. **Extra credit:** There will only be two opportunities for extra credit this semester, and those are the Getting to Know You assignment, and the Create a Blog Post assignment (see information below). These assignments are worth 15 points and up to 10 points, respectively, if completed by the final submission dates listed. **They may not be completed after the final date, even if you have an emergency that comes up.** Therefore, please plan ahead and don’t schedule for the last possible day or wait until the last minute to try to complete the assignments. In order to be fair to all students, I am unable to create additional assignments for students to complete in order to increase their grades, so please do not ask for me to do this for you.

11. Grades are important to students, so I will do my best to grade your work as soon as possible. Although assignments done in class will be returned to you with feedback, **exams will not be returned.** I am happy to go over the exam with students in my office if more specific information about performance is desired. **You may review your exam with the instructor up to 2 weeks after your grade is posted. After that time, the instructor is not obligated to review the exam with you.**

12. My goal is to get to know each of you over the course of the semester, help guide you in your learning, and help you to grow as a person. I hope to make this class a positive experience for everyone!

**Tentative Course Calendar:**

**NOTE:** The instructor reserves the right to correct or adjust the syllabus and calendar as needed. The following is my best guess at what we will be covering and when. There may be changes made over the course of the semester. You are responsible for finding out about updates made during class, even if you were not in class that day.

**Part 1: Understanding Families:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 7</td>
<td>Introductions/ syllabus/ what are contemporary family problems? Overview of the family; family theories</td>
<td>Ch. 1; supplemental reading 1</td>
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<tr>
<td>Jan. 9</td>
<td>Families’ responses to stress and change; resilience</td>
<td>Ch. 2</td>
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</table>

**Part 2: Common or normative stressors for families:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Jan. 16</td>
<td><strong>Syllabus Search due!!</strong></td>
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</tr>
<tr>
<td>Jan. 14-16</td>
<td>Economic stress and families</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>Jan. 21-23</td>
<td>Families and technology/Work and family balance</td>
<td>Supplemental reading 2</td>
</tr>
<tr>
<td>Dates</td>
<td>Topics</td>
<td>Readings</td>
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<tr>
<td>Jan. 28-30</td>
<td>Aging families/Kinship care</td>
<td>Ch. 3</td>
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<tr>
<td>Feb. 4-6</td>
<td>Coping with family death and loss</td>
<td>Ch. 4</td>
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<tr>
<td>Feb. 11-13</td>
<td>Marriage and marital stress</td>
<td>Supplemental reading 3;</td>
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<tr>
<td>Feb. 18-20</td>
<td>Divorce</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>Feb. 24</td>
<td><strong>EXAM 1 Due at 5pm</strong></td>
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Part 3: More challenging family stressors

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Feb. 25-27</td>
<td>Immigration</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>Feb. 28</td>
<td><strong>Last possible day GTKY extra credit assignment</strong></td>
<td></td>
</tr>
<tr>
<td>March 4-6</td>
<td>Spring Break - Have fun!</td>
<td></td>
</tr>
<tr>
<td>March 11-13</td>
<td>Traumatic stress</td>
<td>Supplemental reading 4</td>
</tr>
<tr>
<td>March 18-20</td>
<td>Military families</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>March 25-27</td>
<td>Domestic violence</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>April 1-3</td>
<td>Mental illness</td>
<td>Ch. 8</td>
</tr>
</tbody>
</table>

Part 4: Helping Families

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 8-10</td>
<td>Theories of change</td>
<td>Supplemental reading 5</td>
</tr>
<tr>
<td>April 15-17</td>
<td>Psychotherapy/Family Therapy</td>
<td>Supplemental reading 6</td>
</tr>
<tr>
<td>April 18</td>
<td><strong>Last possible day blog extra credit assignment</strong></td>
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<tr>
<td>April 22</td>
<td><strong>EXAM 2 Due</strong></td>
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GRADES:
Grades are based on:

- 2 non-cumulative, out of class exams (150 points each; total 300 points). Exams will be all essay, and will tap into information presented in class lectures, class discussions, videos, the textbook, and other assigned readings. Exams will become available online 10-14 days before they are due. **Exam due dates will be February 24 and April 22.** Grades with feedback will be posted to Sakai, but graded exams will NOT be returned. **You may review your exam with the instructor up to 2 weeks after your grade is posted. After that time, the instructor is not obligated to review the exam with you.**

- In-class written assignments (20 points each - 11 computed for grade, 1 lowest dropped; total 220 points). In-class assignments will be done in class on Thursdays. Assignments will vary, and may include group assignments or individual written work. Your lowest score will be dropped. No make-ups will be permitted; however, if you have a valid excuse that can be documented, the instructor may exempt you from the points (remove them from your grading scheme) once you have exceeded 1 assignment missed. **If you arrive more than 10 minutes late, you may not be allowed to complete the assignment!** However, you may stay and listen.

- Attendance (10 points per Tuesday class, may miss up to 2 without penalty; total 110 points). Attendance will be taken at the start of class on Tuesdays. A student must be present, on time, and in class for the entire course period to receive credit. Students who arrive late or leave early
will not earn attendance points for that day. **While you may arrive late, you will not receive attendance points if you are not there when attendance is taken, or if you leave early!**

- **Syllabus Search** (20 points) - This quiz on the syllabus will be given on the first day of the course. If you are not in attendance on that date, please contact the instructor to receive and complete the quiz before January 16. Late submissions will not be accepted.

**Optional Extra Credit:**

- **Getting to know you** (GTKY; 15 extra credit points, may do ONLY ONCE). Please come to meet with me in my office for a 15 minute chat during the first few weeks of class so that I can get to know you! I will send around a sign-up sheet with available times, but if you cannot make any of those times please let me know and I will work with you to set up a time that can fit your schedule. Please note that in order to get the extra credit, this assignment must be completed by **February 28**. If you sign up to attend a session and do not come to the session or arrive late you will **LOSE 15 points**, so make sure to show up if you sign up!!!

- **Create a blog post** (10 points, may do ONLY ONCE). If you are interested in doing this assignment, you will need to find a recent (came out within the last year) journal article related to families, and let me know via e-mail that you are interested in doing the blog assignment as well as the article information. If no one has yet come to me to do a blog on this study, and it is appropriate, I will let you know that you may go ahead and do the assignment for UP TO 10 points. Details will be provided regarding format and expectations. You may do this assignment only once for extra credit. **This assignment must be submitted NO LATER THAN April 18 to receive credit.**

- **Note that these are the only opportunities available for extra credit this semester. Please do not ask for additional extra credit opportunities – they will not be provided.**

**Breakdown of points:**

<table>
<thead>
<tr>
<th>Breakdown</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Exams (150 pts each)</td>
<td>300</td>
</tr>
<tr>
<td>In class Assignments (20 pts each - only scores on highest 11 will count)</td>
<td>220</td>
</tr>
<tr>
<td>Attendance on Tuesdays (10 pts each; can miss 2 without penalty)</td>
<td>110</td>
</tr>
<tr>
<td>Syllabus Search</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>650</strong></td>
</tr>
</tbody>
</table>
Grading Scale

- 94% + = A
- 90 - 93% = A-
- 87 - 89% = B+
- 84 - 86% = B
- 80 - 83% = B-
- 77 - 79% = C+
- 74 - 76% = C
- 70 - 73% = C-
- 67 - 69% = D+
- 64 - 67% = D
- 60 - 63% = D-
- Below 60% = E

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

Other Information:

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.

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/honorcodes/honorcode.php.
**Absences and Make-Up Work**
Requirements for class attendance and 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.

**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 & 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
  - Training Programs
  - Community Provider Database

- **Career Resource Center**, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://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 accommodation.

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)