

## FYC3001: Principles of Family, Youth and Community Sciences

Spring 2026  
In-Person, 19038

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### Instructor: Kate H. Fletcher, PhD., “Dr. Kate”

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Student Hours in-person Tuesdays 1:00 PM - 1:45 PM & Wednesdays 12:50 - 1:40pm MCCB G085

### Undergraduate TAs:

Julissa Paul | Canvas mail | student hours available via Zoom upon request

Kim Phan | [phan.kim@ufl.edu](mailto:phan.kim@ufl.edu) | student hours available via Zoom upon request

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### Course Description

Introduces the study and practice of family, youth and community sciences. Presents analytic concepts used in the study of family, youth and community sciences. Emphasizes the vulnerabilities and needs of US children, youth, families, and communities, and describes human services that maximize human potential and minimize personal and societal costs. Introduces the roles and skills of the human service professional. Prereq: PSY 2012 or SYG 2000.

### Course Learning Objectives

The Principles of Family, Youth and Community Sciences course is designed to:

1. Introduce the basic premises of research and theory in the study of families, youth & communities.
2. Present human ecological theory as related to FYCS.
3. Describe the status of families, youth, and communities in the 21st century.
4. Identify programs designed to support families, youth, and communities.
5. Introduce theory, research, and policy associated with families, youth, and communities.
6. Familiarize students with library research, resource evaluation, and APA style for references.
7. Reinforce the intrinsic and extrinsic value of service-learning.
8. Acquaint students with professions related to working with families, youth, and communities.

### Course Overview And Purpose

The Principles of Family, Youth, and Community Sciences course provides a foundational understanding of the theories, research, and practices that shape work with families, youth, and communities. Students will explore human ecological theory and its application to real-world contexts, examine the current

status and challenges facing families and communities in the 21st century, and learn about programs and policies designed to support them.

This course emphasizes critical thinking, research literacy, and professional skills. Students will develop the ability to evaluate information sources, apply APA style, and engage in library research. Through service-learning experiences, students will connect theory to practice, gain insight into career pathways, and strengthen teamwork skills. By the end of the course, students will be prepared to articulate the value of service-learning, research and theory in Family, Youth, and Community Sciences and apply these principles to both academic and professional settings.

### Course Prerequisites

PSY 2012 or SYG 2000.

### Textbooks, Learning Materials, And Supply Fees

American Psychological Association. (2019). *Publication manual of the American Psychological*

*Association* (7<sup>th</sup> ed.). American Psychological Association.

### Supplemental Readings

Colorado State University Prevention Research Center. (2023, January 30). *What is prevention science?*

[video]. YouTube. <https://youtu.be/P1NqouyANss?feature=shared>

DukeServiceLearning. (2018, May 5). *What is service-learning?* [video]. YouTube.

<https://youtu.be/YKNB0M5EdHc?feature=shared>

GetSmarter. (2022, May 15). *Defining public policy | LSE* [video]. YouTube.

<https://youtu.be/yPgxNHGMVIM?feature=shared>

Helpful Professor Explains!. (2024, May 21). *Service learning (explained for beginners in 3 minutes)*

[video]. YouTube. <https://youtu.be/TCYRwNLFqdo?feature=shared>

Homan, M. S. (n.d.). *Giving voice: Advocacy in human services*. Frontline Initiative Supporting Families.

<https://publications.ici.umn.edu/frontline-initiative/6-2/giving-voice-advocacy-in-the-human-services?draft=463428ea-7516-436e-a641-87ef71c7fc83>

Liam Lux Andersson. (2022, May 1). *Exploring the world of psychology with Bronfenbrenner's ecological*

*systems theory* [video]. YouTube. <https://youtu.be/T0gv2eu9bpo?feature=shared>

Practical Psychology. (2021, April 18). *Transtheoretical model and stages of change (examples)* [video].

YouTube. <https://youtu.be/VVyhhMzWkiU?feature=shared>

TED-Ed. (2013, August 15). *Everyday leadership - Drew Dudley* [video]. YouTube.

<https://youtu.be/uAy6EawKKME?feature=shared>

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## Instructor Interaction Plan

This course is designed to foster active engagement and meaningful interaction between the instructor and students through a variety of methods. Instruction will include discussion-based lectures that encourage dialogue and critical thinking, supplemented by videos and guest speakers to provide a variety of perspectives. Students will participate in collaborative teamwork and in-class exercises to apply concepts in real time.

Assignments will include homework, written and web-based tasks, and content quizzes to reinforce learning. Cohort engagement and service-learning experiences will offer opportunities for practical application and professional growth. Throughout the course, the instructor will provide guidance, feedback, and support to ensure students are actively involved and progressing toward course objectives.

## Required Technology & How To Obtain The Technology

To successfully participate in this course, students must have access to a reliable laptop and a stable internet connection. If you do not currently have these resources, the University of Florida offers several options to assist you:

- Laptop Access: Students may check out laptops through the UF Libraries or explore discounted purchase programs available through UF's Technology Hub.
- Internet Access: Free Wi-Fi is available on campus, and UF provides guidance for connecting to Eduroam for secure access. For off-campus needs, students can request assistance through UF's Student Affairs or explore local internet provider programs for students.

## Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number.

The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> | 352-392-4357

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## Weekly Course Schedule

The course calendar may change due to unforeseen circumstances (e.g., hurricanes, natural disasters). Refer to the "Date Revised" in the document header for updates. The instructor may modify any part of the syllabus as needed. All changes, including to the calendar, will be communicated promptly via Canvas Announcements and in class.

WEEK	DATE	TOPIC	ASSIGNMENT/ASSESSMENT DUE DATES
1	1/12	Introduction, Syllabus & Intro to FYCS (Course Objectives [C.O.] #1, #3)	Syllabus Quiz <b>Opens</b>
	1/14	Intro to FYCS (C.O. #1, #3)	
	1/16	<b>PPA Project Overview</b> (C.O. #1, #2, #3, #4, #5, #6, & #8)	Drop/Add Ends 01/16 at 11:59pm
2	1/19	HOLIDAY - MLK JR Day	
	1/21	Service-Learning (C.O. #1, #7)	"Living Book" <b>Due</b> at 11:59 pm
	1/23	Living Stories Overview (C.O. #4) & Conceptual Model Overview (C.O. #8)	Conceptual Model Step 1 <b>Due</b>
3	1/26	Teamwork Day (Step 1)	Lost at Sea, PPA Step 1 will be completed in class
	1/28	APA 7th ed. Styling UF Study Abroad Fair 10am - 3pm	SLS Form <b>Due</b> at 11:59 pm
	1/30	APA & How to Research (C.O. #1, #6)	APA Quiz <b>Opens</b>
4	2/2	Bronfenbrenner (C.O. #1, #2)	APA Quiz <b>Due</b> at 11:59 pm
	2/4	Living Stories #1	Living Stories #1 <b>Due</b> at 11:59 pm
	2/6	Teamwork Day (Step 2)	PPA Step 2 <b>Due</b> at 11:59 pm
5	2/9	<b>Stages of Change</b> (C.O. #1, #3, #4) Guest Speaker: Eryan Johnson, Doctoral Student in YDFS	Learning Word <b>Due</b> at 11:59 pm
	2/11	Living Stories #2	Living Stories #2 <b>Due</b> at 11:59 pm
	2/13	<b>Prevention Science</b> (C.O. #1, #4, #5) Guest Speaker: Josie L. Bryan, Doctoral Candidate in YDFS	Content Quiz 1 <b>Opens</b>

WEEK	DATE	TOPIC	ASSIGNMENT/ASSESSMENT DUE DATES
6	2/16	Public Policy (C.O. #5)	Content Quiz 1 <b>Due</b> at 11:59 pm
	2/18	Advocacy (C.O. #5)	
	2/20	Human Services (C.O. #4)	Content Quiz 2 <b>Opens</b>
7	2/23	Community Development (C.O. #1, #4)	Content Quiz 2 <b>Due</b> at 11:59 pm
	2/25	Youth Development (C.O. #1)	Conceptual Model Step 2 <b>Due</b> at 11:59 pm
	2/27	Teamwork Day (Step 3)	PPA Step 3 <b>Due</b> at 11:59 pm
8	3/2	Family Development (C.O. #1) Guest Speaker: Dr. Jeneé Duncan, Assistant Professor   Family Life Education	Content Quiz 3 <b>Opens</b>
	3/4	Living Stories #3	Living Stories #3 <b>Due</b> at 11:59 pm
	3/6	PPA Teamwork Day (Step 4)	Content Quiz 3 & PPA Step 4 & Peer Eval 1 (Steps 2 - 4) <b>Due</b> at 11:59 pm
9	3/9	Intro to Theory (C.O. #1, #5)	Learning Wix & Conceptual Model Step 3 <b>Due</b> at 11:59 pm
	3/11	Finance (C.O. #2)	
	3/13	Make- Up Day	
10	3/16 - 3/20	Spring Break	

WEEK	DATE	TOPIC	ASSIGNMENT/ASSESSMENT DUE DATES
11	3/23	Catch-Up Day	
	3/25	Nonprofits (C.O. #4) Guest Speaker: Dr. Kumaran, Associate Professor of Nonprofit Management & Community Organizations	Content Quiz 4 <b>Opens</b> at 11:59 pm
	3/27	Living Stories #4	Living Stories #4 <b>Due</b> at 11:59 pm
12	3/30	PPA Teamwork Day (Step 5)	PPA Step 5 & Content Quiz 4 <b>Due</b> at 11:59 pm
	4/1	FYCS Career Day (C.O. #8)	
	4/3	Living Stories #5	Living Stories #5 <b>Due</b> at 11:59 pm
13	4/6	PPA Teamwork Day (Step 6) & PPA Presentation Sign-ups	PPA Step 6 & Peer Eval 2 (Steps 5 & 6) <b>Due</b> at 11:59 pm
	4/8	Conceptual Model Workday	Conceptual Model Step 4 <b>Due</b> at 11:59 pm
	4/10	Final PPA Teamwork Day	PPA Presentation, Final PPA & Peer Eval 3 (Final PPA) <b>Due</b> at 11:59 pm
14	4/13	PPA Presentations	
	4/15	PPA Presentations	SLJ2: Reflection & Impact Summary <b>Due</b> at 11:59 pm
	4/17	Community Stories Day	Community Stories <b>Due</b> at 11:59 pm Last Day To Drop Without A Failing Grade
15	4/20	End of Class Celebration & Hug Day	Last Day of Class Celebrations!
	4/22	END OF SPRING 2026! YOU MADE IT!	

## Grading Policy

Course grading is consistent with [UF grading policies](#).

## Course Grading Structure

Assignment Type	Point Value	Percent of Final Grade
Living Stories (Course Objective #4)	200	20%
Conceptual Education Model (Course Objective #8)	100	10%
PPA Team Project (Includes all steps, Final Paper, & Presentation) (Course Objectives #1, #2, #3, #4, #5, #6, & #8)	250	25%
LinkedIn Learning (Course Objective #6)	50	5%
Quizzes (Course Objectives #1, #2, #3, #4, #5, #6, #7 & #8)	200	20%
Course Participation and Engagement (Course Objectives #1, #2, #3, #4, #5, #6, #7 & #8)	70	7%
Service-Learning (Course Objectives #1 & #7)	130	13%
<b>TOTAL POINTS/PERCENTAGE</b>	<b>1000</b>	<b>100%</b>

## Grading Scale

Grade	Points	Percentage
<b>A</b>	930 – 1000	93-100%
<b>A-</b>	900 – 929	90-92%
<b>B+</b>	870 – 899	87-89%
<b>B</b>	830 – 869	83-86%
<b>B-</b>	800 – 829	80-82%
<b>C+</b>	770 – 799	77-79%
<b>C</b>	730 – 769	73-76%
<b>C-</b>	700 – 729	70-72%
<b>D+</b>	670 – 699	67-69%
<b>D</b>	630 – 669	63-66%
<b>D-</b>	600 – 629	60 – 62%
<b>E</b>	0 – 598	59%

A minimum grade of “C” is required for General Education credit.

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## Academic Policies and Resources

Academic policies for this course are consistent with university policies. See

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

## Late Policy

I believe in allowing students the opportunity to submit assignments on a flexible timeline; thus, each student may submit assignments up to 48 hours (2 days) after the posted due date which is referred to

as a “grace period”, with no questions asked and no Points deducted. However, if you miss submitting any assignment past this grace period, you will automatically receive a zero for that assignment (unless you have spoken with me prior via Canvas only for an extension or have an extenuating circumstance).

To see the UF Policy on absences, review:

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

## Make-Up Policy

Students are expected to make every effort to attend all class sessions. If you are unable to attend, you must proactively notify me by sending a message through Canvas prior to the class. Please note: I reserve the right to reduce your overall course grade if you accumulate more than four (4) unexcused absences.

## Campus Health And Wellness Resources

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact **UMatterWeCare** for additional and immediate support.

## 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.

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## Course Assignments

### Living Stories (200 Points)

Living Stories are said to be a collection of “living books” allowing “living beings” to explore experiences, people, places, communities, and cultures that shape our lives during class time. This semester, our classroom will become a Living Story to enhance the built community within FYCS. Each student offers their own unique collection of stories; students will “borrow” 5 living books to connect, communicate, and build community during class time. Living books will be selected at random by the instructor. If you would like to be paired with a student, please email your instructor in Canvas to indicate who you’d like to be paired with and for which Living Story. Students will be provided with a description of a living book via Google Slides and a set of icebreakers. At the end of each library session, students will complete a Living Story card aka Library Card Assignment in Canvas, sharing their learned experiences.

#### “Living Book” Description (50 Points)

Think of this as the information on the back of the book. Students will answer a set of questions that will be shared to provide potential “borrowers” (fellow classmates) with a brief synopsis of who they are.

#### Living Stories aka Library Card (150 Points)

Students will complete five (5) individual library cards that share their learned experiences with each living book. Each library card submission is worth 25 Points.

- The entire class will come together for our final Living Story Day to have Community Library Day.
  - This Community Library card is worth 25 Points.
  - All assignment details are in Canvas.

### Conceptual Education Model (100 Points)

The Conceptual Education Model is a core component of the FYCS degree. This project is designed to begin your professional development toolkit that will be built upon over your time as a UF student in FYCS. Each phase will act as a *steppingstone* to a completed roadmap of your UF experience and the beginning of your professional webpage. This project will be completed in 4 steps.

#### Step 1: About Me and UF Timeline (25 Points)

**Write** your *about me* in 250- 300 words. This should include who you are, your current major(s) and/or minors, why you chose these major/minor(s), and how these major/minor(s) will help you achieve your future/career goals and aspirations. You will include a professional headshot.

#### Step 2: Roadmap Creation (25 Points)

**Create** a *visual roadmap* (photos/images must be included) that shows your UF life. Include when (and why) you choose UF, the activities you are involved in (volunteering, service-learning, students orgs/clubs, leadership, jobs, research, athletics, studies abroad, or more!), the activities you hope to be involved in, and where you hope this road will take you (your final professional/aspirational path) along with a professional headshot (no senior pictures/graduation pictures allowed).

### Step 3: Webpage Development (25 Points)

**Develop** your webpage using the skills learned from the Wix training. Your web page must include the following pages: home, about me, résumé, academic experiences (subpages under this page include conceptual education model, trainings, and extracurriculars), service-learning, and practicum.

### Step 4: "Final" Professional Webpage (25 Points)

**Update** steps 1-3 with the feedback provided over the course of the semester. **Include** a professional headshot. **Upload** the final roadmap to the Conceptual Model page on your website.

## The PPA Team Project (250 Points)

### The PPA Steps

This semester's team project involves working in groups of 3-4 students to address a specific family, youth, or community need or issue from anywhere in the world, **excluding Gainesville, FL**. To guide your focus, consider this question: *"What problem do I want to solve in the future?"*.

Please be aware that Step 1 is worth 25 Points. This step is the only step not included in the Peer Evaluation Process. Steps 2 -6, along with the Final Step are all included in the Peer Evaluation Process. Details about the Peer Evaluation process are below.

Your project will require:

1. A **clear understanding** of the selected **need** or **issue**, supported by a review of current literature.
2. Identification of the ecological system (e.g., family, community, societal level) in which the need or issue exists.
3. Development of a proposed prevention, policy, and/or advocacy intervention designed for implementation by a human services organization or non-profit sector (e.g., NGOs).
4. Identify and discuss your chosen community (i.e. families, communities or youth or a combination) and identify other programs that are similar to your program.
5. Discuss where your program will be most successful in your chosen community. Development of funding your proposed program.

Your work will demonstrate thoughtful analysis and practical solutions to make a meaningful impact.

- You will find more information about this team project on the Home Page in Canvas by clicking the "Team Project" icon.
- Teams will be created based on interests and career paths, this information will be ascertained by submitting "Get To Know Your Passion", which is a CP&E.
- Each team will have time during class to work during the course of the semester to collaborate on the various steps. **HOWEVER**, you will also need to spend time outside of class collaborating.

### The PPA Peer Evaluations (200 Points)

Your team will establish expectations for team participation (during Step 1) at the start of the semester. Team guidelines need to consider things such as *communication policies, attendance and contributions*

on teamwork days, completion of tasks, and shared responsibilities. As part of the peer evaluation, you will evaluate your team members and yourself based on adherence to the guidelines you establish together as a team. To ensure each student is contributing to the team project and receiving the appropriate Points based on contributions, peer evaluations are the determining components of the point-awarding process for each step of this Paper.

- Three (3) Peer Evaluations will be completed (PE1 = Steps 2-4 [60 Points]; PE2 = Steps 5-6 [40 Points], PE3 = Final [100 Points]).
- There is No Peer Evaluation for Step 1
- These Peer Evaluations are a **required** portion of the PPA project and are intricately connected to the raw score of Steps 2 - 6 and the Final PPA Paper.
- **Failure to complete a Peer Evaluation** will result in a **zero** on that specific Peer Evaluation as it pertains to its corresponding steps (i.e., *if you failed to submit the Peer Evaluation for Steps 2-4, you receive a zero for Steps 2-4*).

### The PPA Presentation (25 Points)

Teams will present their project during the last week of classes. Only team members who are present and choose to participate will receive Points. More information regarding the presentation requirements will be found in the “Team Project” icon on our Home Page in Canvas.

### Firing a PPA Team Member

Unfortunately, teams are not always functional, and some team members choose not to fully participate in team activities. In these cases, you have the option to fire a team member. I expect you to work together in an effective manner using proper and professional communication skills. You will need to work in teams in every professional role you hold in the future. However, if a team feels that an individual team member is chronically causing a problem and impeding the team from being successful, then it is within the team’s rights to fire that individual from the team project. More information on this process and valid reasons for firing a team member can be found on the “Team Project” section on Canvas.

### LinkedIn Learning (50 Points)

#### Learning Word (25 Points)

- By Nick Brazzi, 2021 – details in Canvas Hub

#### Learning Wix (25 Points)

- By Jen Kramer, 2021 – details in Canvas Hub

### Quizzes (200 Points)

#### Syllabus Quiz (30 Points)

This quiz will only be available on Canvas during the first week of class (including drop/add). There are no make-ups for this quiz. This quiz consists of 10 questions, and you may take it up to three times.

### APA Quiz (50 Points)

This quiz will test your knowledge of APA 7<sup>th</sup> edition. This is an open-book quiz, utilizing your required APA 7<sup>th</sup> Ed. Manual. The quiz will consist of 25 multiple-choice questions and will be administered on Canvas. Remember, this is an open book, **not an open friend**. You may not take this quiz with anyone else, nor receive help from anyone who is registered for FYC 3001, nor has already taken FYC 3001. AI platforms or citation generators are not to be used.

### Content Quizzes (120 Points)

There will be four content quizzes throughout the semester. Each quiz will be open-note (not open-friend nor open-AI) and will cover the material learned over the *previous* weeks. Quizzes may include multiple-choice, matching, and short-answer/fill-in-the-blank questions. The quizzes will consist of 10 questions and be worth 30 Points (extra credit questions will be provided).

### Course Participation and Engagement (70 Points)

Students are expected to demonstrate their preparation for class and understanding of the course materials through active participation and engagement in both in-class and virtual environments. Participation and engagement Points will be awarded to students via in-class activities, pop-up attendance, or other means. If you miss a class engagement or participation opportunity, you will receive a zero; **there are no make-ups, and there is no grace period associated with any of the Course Participation and Engagement activities.** HOWEVER, *there will be more opportunities for Points than the maximum Points possible.* There will be approximately 140 Points worth of participation and engagement; you will only need to complete 70 Points to receive full credit. **Dates of these opportunities may not always be posted. Therefore, attending class is imperative to your success, and it is often the only way to complete these course participation and engagement opportunities. Please be mindful that there is no grace period for any CP&E opportunities, given the unique nature and scope of these opportunities.**

### Service-Learning (130 Points)

Service-learning will be integrated into our course by actively engaging students with a local community agency. Students are responsible for securing their service-learning site within the first three weeks of class, completing a minimum of 20 hours of service, and reflecting on their experiences in connection with course concepts. This hands-on engagement allows students to apply theories and research related to families, youth, and communities in real-world settings, fostering deeper learning and personal growth. Details for each assignment will be found in our Canvas Hub.

### Service-Learning Site (SLS) Form (25 Points)

You must locate a community-based agency through the Gators for Good Platform to complete your 20 hours of service-learning this semester. Then, ensure the *Service-Learning Site Form* (SLS Form) is



submitted by your site supervisor to the Gators for Good platform (you may not submit your own SLS Form).

### Service-Learning Journals (50 Points)

Service-Learning (SLJs), found in the Assignments tab on Canvas, will require detailed reflections on your Journals service-learning experiences at two Points during the semester. Each journal (SLJ1 & SLJ2) will be graded based on specificity, connection to class concepts and theories, and adherence to APA 7th edition styling, including grammar, citations, and structure. Please note, if no SLS Form is submitted on your behalf by your site supervisor, a grade of zero will be automatically entered into the gradebook.

### Impact Summary (55 Points)

The Impact Summary will be accessed through the Gators for Good Platform and will be submitted as a PDF to the Impact Summary Assignment in Canvas. Please note that incomplete hours will result in a deduction of 1 point per hour not fulfilled. Please note, if no SLS Form is submitted on your behalf by your site supervisor, a grade of zero will be automatically entered into the gradebook.

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