

PROMOTING PYD (FYC 6223)



Course Syllabus - Summer A 2025

Course Number 18645, Sec. 223B Campus / 18215, OUF4/18216 OUE4 Online

Credit Hours:	3.0
Prerequisites:	Preferred youth development or family science-related course (FYC 6207 <i>not</i> required)
Class Schedules:	Campus: Tues. 9:30 a—1:45 p Weimer Hall Rm 2050 / Thurs. (Zoom) 11:00 a—1:45 p Online Section: 6:00—6:45 p.m. Every Other Tuesday* (May 13, May 27, June 10) AND Final meeting for presentations (June 17th 6-7 p.m.) *Meetings for asynchronous course are not mandatory and will be recorded (as final presentations can be recorded).
Instructor:	Kate Fogarty, Ph.D. Associate Professor
Office:	3014 McCarty Hall, Building D
Telephone:	(352) 273-3527 office / (352) 336-0702 cell
E-mail:	kfogarty@ufl.edu
Zoom Mtg Rm:	https://ufl.zoom.us/my/fogarty.kate
Office Hours:	Tuesday and Thursday 2-3 p.m. (or after online class meeting at 6:45-7:15 p.m.)
Textbook:	None, class readings provided

Course Description: This course examines the role of risk and protective factors as well as assets and promotive factors and how they interact in a variety of contexts to promote positive youth development (PYD).

Course Goals: Students identify problems and strengths within a variety of interacting contexts in the youth ecology to promote positive developmental trajectories. This will involve applying theoretical, research- or evidence-based models of resilience to students' individual areas of interest for prevention and intervention.

Course Objectives: After completing this course students will be able to:

- Define resilience (also known as developmental psychopathology) and positive youth development (PYD) perspectives, conceptually based on theoretical and historical (research and practice-based) underpinnings to PYD study and application;
- Articulate and comprehend commonalities between resilience and positive youth development;
- Recognize and identify risk factors that may negatively affect youth when operating alone, or in combination with multiple risk factors;
- Identify appropriate protective factors and promotive factors (AKA assets) that bolster PYD and offset specific risk factors based on research and practical application;
- Gain exposure to the diverse contexts in which risks and positive youth development co-occur, including but not limited to: global diversity and ethnicity, neurodiversity, spirituality, out of school time spent in PYD programs, vulnerable youth (physical and mental health) in families etc.
- Demonstrate applicable knowledge with potential skillsets to foster positive behavioral outcomes as a youth development professional.

Required Reading: (Supplied in Class- Journal articles and Book Chapters – see books below)

-Dimitrova, R. & Wiium, N. (2021). *Handbook of Positive Youth Development: Advancing, Research, Policy & Practice in Global Contexts*. Springer.

-Masten, A. S. (2014). *Ordinary Magic: Resilience in Development*. Guilford. (Chapters 1 & 2)

Additional Reading (1-2 chapters): -Lerner, R. M., Lerner, J. V., & Benson, J. B. (Eds.) (2011). *Advances in child development and behavior: Positive youth development* (Vol. 41). Elsevier. (Listed in Syllabus as “ACD&B: PYD”)

Articles/Resources (Update for 2025)

- Anderson, C. A., Niewoehner-Green, J. E., Scheer, S. D. (2021). Extension Professionals' Attitudes, Self-Efficacy, and Perceptions of Inclusion for 4-H Youth with Disabilities. *Journal of Agricultural Education*, 62(3), 20-33 <https://doi.org/10.5032/jae.2021.03020>
- Arnold, M. E. & Gagnon, R. J. (2020). Positive Youth Development Theory in Practice: An Update on the 4-H Thriving Model. *Journal of Youth Development: bridging research and practice*, 15(6), 1-23. <https://doi.org/10.5195/jyd.2020.954>
- Arnold, M. E. & Gagnon, R. J. (2019). Illuminating the process of youth development: The mediating effect of thriving on youth development outcomes. *Journal of Human Sciences and Extension*, 7(3), 24-51. <https://doi.org/10.54718/GHUP2927>
- Baglivio, M. T. & Wolff, K. T. (2021). Positive childhood experiences (PCE): Cumulative resiliency in the face of adverse childhood experiences. *Youth Violence and Juvenile Justice*, 19(2) 139-162. <https://doi.org/10.1177/1541204020972487>
- Bethell et al.
- Beckmeyer, J. J., Russell, C. S., & Russell, L. T. (2020). Family management practices and positive youth development in stepfamilies and single-mother families. *Family Relations*, 69, 92-108. <https://doi.org/10.1111/fare.12412>
- Breedlove et al.
- Busiol, D., Shek, D. T., & Lee, T. Y. (2016). A review of adolescent prevention and PYD programs in non-English speaking European countries. *International Journal on Disability & Human Development*, 15(3), 321-330. <https://doi.org/10.1515/ijdh-2015-0025>
- Catalano, R. F., Skinner, M. L., Alvarado, G., Kapungu, C., Reavley, N., Patton, G.C., Jessee, C., Plaut, D., Moss, C., Bennett, K., Sawyer, S., Sebany, M., Sexton, M., Olenik, C. & Petroni, S. (2019). Positive Youth Development Programs in Low- and Middle-Income Countries: A Conceptual Framework and Systematic Review of Efficacy. *Journal of Adolescent Health*, 65, 15-31. <https://doi.org/10.1016/j.jadohealth.2019.01.024>
- Chai, Wang, J. (2020) Development and validation of the Chinese Positive Youth Development Scale. *Applied Developmental Science*. <https://doi.org/10.1080/10888691.2020.1712206>
- Deal et al. (2025).
- Dickson, K., Melendez-Torres, G. J., Fletcher, A., Hinds, K., Thomas, J., Stansfield, C., & ... Bonell, C. (2018). How do contextual factors influence implementation and receipt of PYD programs addressing substance use and violence? A qualitative meta-synthesis of process evaluations. *American Journal of Health Promotion*, 32(4), 1110-1121. <https://doi.org/10.1177/0890117116670302>
- Drescher, C. F., Johnson, L. R., Kurz, A. S., Scales, P. C., Kiliho, R. P. (2018). A developmental assets approach in East Africa: Can Swahili capture adolescent strengths and supports? *Child & Youth Care Forum*, 47, 23-43. <https://doi.org/10.1007/s10566-017-9415-0>
- Eichas et al. (2021). R. Dimitrova, N. Wiium (eds.), *Handbook of Positive Youth Development*, Springer Series on Child and Family Studies, https://doi.org/10.1007/978-3-030-70262-5_36
- Hay, S. W., Lerner, J. V., Lerner, R. M., Tirrell, J. & Dowling, E. M.. (2024) Spirituality as a key asset in promoting positive youth development: Advances in research and practice. *Archive for the Psychology of Religion*, 46(2), 121–137. <https://doi.org/10.1177/00846724241235187>
- Holt, N. (2020)
- Lerner, R. M., Lerner, J. V., Lewin-Bizan, S., Bowers, E. P., Boyd, M. J., Mueller, M. K., Schmid, K. L., & Napolitano, C. M. (2011). Positive Youth Development: Processes, Programs, and Problematics. *Journal of Youth Development: Bridging research and practice*, 6(3), 41-64. <https://doi.org/10.5195/jyd.2011.174>
- Lynne, S. D., Fagan, A. A., Counts, T. M., Bryan, J. L., Kidd, J., & Fogarty, K. (2025). Buffering effects of positive childhood experiences on the association between adolescents' adverse childhood experiences and delinquency: A statewide study. *Child Abuse & Neglect*, 163, 1–12. <https://doi.org/10.1016/j.chiabu.2025.107325>
- Pink, M. A., Mahoney, J. W., & Saunders, J. E. (2020). Promoting positive development among youth from refugee and migrant backgrounds: The case of Kicking Goals Together *Psychology of Sport & Exercise*, 51, 1-12. <https://doi.org/10.1016/j.psychsport.2020.101790>
- Putnam, F. W., Amaya-Jackson, L., Putnam, K. T., & Briggs, E. C. (2020). Synergistic adversities and behavioral problems in traumatized children and adolescents *Child Abuse & Neglect*, 106, 1-10. <https://doi.org/10.1016/j.chiabu.2020.104492>
- Roth, J. L., & Brooks-Gunn, J. (2016). Evaluating youth development programs: Progress and promise. *Applied Developmental Science*, 20(3), 188-202. <https://doi.org/10.1080/10888691.2015.1113879>
- Sanchez et al (2018).
- Silke & Brady (2025).
- Small, S. & Memmo, M. (2004). Contemporary models of youth development and problem prevention: Toward an integration of terms, concepts, and models. *Family Relations*, 53(1), 3-11.
- Smith, E. P., Yunes, M. A. M., & Fradkin, C. (2021). From Prevention and Intervention Research to Promotion of Positive Youth Development: Implications for Global Research, Policy and Practice with Ethnically Diverse Youth. Pp. 549-566 In R. Dimitrova, N. Wiium (eds.), *Handbook of Positive Youth Development*, Springer Series on Child and Family Studies, https://doi.org/10.1007/978-3-030-70262-5_36
- Tirrell, J. M., Geldhof, G. J., King, P. E., Dowling, E. M., Sim, A. T. R., Williams, K., Iraheta, G., Lerner, J. V., & Lerner, R. M. (2018). Measuring spirituality, hope and thriving among Salvadoran youth: Initial findings from the Compassion International study of PYD. *Child & Youth Care Forum*, 47, <https://doi.org/10.1007/s10566-018-9454-1>
- Wray-Lake, L. & Slopera, M. A. (2016). Investigating general and specific links from adolescents' perceptions of ecological assets to their civic actions. *Applied Developmental Science*, 20(4), 147-149. <http://dx.doi.org/10.1080/10888691.2015.1114888>
- (2021). R. Dimitrova, N. Wiium (eds.), *Handbook of Positive Youth Development*, Springer Series on Child and Family Studies, https://doi.org/10.1007/978-3-030-70262-5_36

Topical Outline & Dates (Online Section: Gray Shaded) *=Due for online & campus

Meeting #/Date	TOPIC	READINGS (subject to revision)	ASSIGNMENTS (Fri.)
#1 T May 13, 2025	Course Overview, Intro. to PYD with Resilience & Prevention Lerner's PYD vs. 4-H PYD Thriving Model	Small & Memmo (2004) Masten (2015) <i>Ord. Magic</i> Ch 1-2 Smith et al. (2021) pp. 549-66 Lerner (2014) Arnold & Gagnon (2019; 2020)	Worksheet activity (in class Tues. 5/13) In-class article selections Due Fri. 5/16
(#1) T May 13, 2025 (Zoom Online Section)	Online Unit 1 Intro. Welcome	Same as Listed Above	Worksht 1 & Article sign up Due Fri. 5/16 11:55 p
#2 R May 15, 2025 (Zoom)	Developmental Assets: Search Institute PYD Program Key Ingredients	ACD&B: PYD (Benson) pp. 197-230, Drescher et al. (2018) Roth & Brooks-Gunn (2016)	Presentation Date Sign-Ups (2 articles-campus) Due Fri. 5/16
<i>Week 2 of Semester</i>			
#3 T May 20, 2025	Out of School Time PYD (including Youth Sports, Scouting, Camps), Civic Engagement	Holt et al. (2020) Wang et al. (2021) Deal et al (2024) Pink et al. (2020) Wray-Lake & Sloper (2016)	In-Class Presentations *Discussion #1 (U1-2) Due Fri. 5/23 11:55 pm
#4 R May 22, 2025 (Zoom)	School PYD Programs, Mentoring, Differently Abled Youth	Curran & Wexler (2016) Silke & Brady (2025) OR Sanchez et al. (2018) Eichas et al. (2021) Anderson et al. (2021)	Zoom Presentations
<i>Week 3 of Semester</i>			
#5 T May 27, 2025 (5/26 Memorial Day)	Religion & Spirituality / Mindfulness, Transcendent Awareness/Awe	King et al. (2021), Yaden et al. (2019), Tirrell et al. (2019), Hay et al (2024)-Supplemental	In-Class Presentations * Disc. #2 (U3-U4) & *#3 (U5) Due Fri. 5/30
(#2) T May 27, 2025 (Zoom Online Section)	Online Class Check-In	Same as Listed for Units 2-5	Discussions & Rec/Live Presentations
#6 R May 29, 2025 (Zoom)	International PYD Contexts Guest: Dr. Jun Wang	Wang et al., (2022); Chai et al., (2022)	Zoom Presentations (2nd half of class)
<i>Week 4 of Semester</i>			
No CLASS T June 3, 2025	Begin Work on Final Papers Kate F. at NACTA Conference		
#7 R June 5, 2025	Youth Participatory Action Approaches (YPAs) (Zoom/watch recorded presentation)	Abraczinskas et al. (2023) Goessling et al. (2018) Worker et al., (2023) Malone et al. (2023)	* Disc. #4 (U6) & #5 (U7) Due Fri. 6/6
<i>Week 5 of Semester</i>			
#8 T June 10, 2025	Adverse Childhood Experiences with Positive Childhood Experiences-Youth Resilience Outcomes	Novak & Fagan (2022), Lynne et al. (2025), Bethell et al. (2019), Breedlove et al. (2020)	In-Class Presentations * Disc. #6 (U8) Due 6/13 * <i>Draft Papers Due Fri. 6/13</i>
(#3) T June 10, 2025 (Zoom Online Section)	Online Class Check-In	Same as Listed for Units 6-8	Discussions & Rec/Live Presentations
#9 R June 12, 2023 (Zoom)	Guest Lecture ? Digital Worlds, AI in PYD	Awad et al. (2022) Smakman et al. (2021); Mansoor et al. (2025); Bragazzi et al. (2022)	Zoom Presentations
<i>Week 6 of Semester (Final Week)</i>			
#10 T June 17, 2025	Presentations (Campus) / Course Wrap-Up		* Disc. #7 (U9) & #8(U10)-Summary Disc. Class Paper Presentatns
(#4) T June 17, 2025 (Zoom Online Section)	Online Final Mtg & Presentations	Units 9-10 and Student Volunteers to Present	Live & Recorded Paper Presentations (OL)
R June 19, 2025	Juneteenth Holiday- NO CLASS		Final Papers* & OL Pres Due Fri 6/20, 11:55 pm

Note: 6 of 8 available discussions required during semester

Assignments.

The grade for all assignments will be based upon the degree to which you demonstrate that you have read the assigned materials, critically examined the readings, synthesized the material with prior readings and built upon current knowledge level of positive youth development and resilience literature.

Contribution to Classroom Activities. Grade for class participation is based on demonstration that you have mastered the information from the assigned readings and have extended mastery of the subject matter by reading research and/or practice literature pertaining to positive youth development. In class (or online) exercises will provide opportunities to facilitate as well as demonstrate mastery of course content. Total points = 10 class days x 6 points per day = 60 points total (alternative calculation for online sections) (10% of grade). Online students will be evaluated based on having watched recorded lectures and attended course meetings (or having watched recorded course meetings, as described in discussions with reflections).

Group Online Discussion. Students must demonstrate the ability to critically assess the readings in terms of PYD processes and characteristics and apply their ideas to research and youth intervention. Online discussions in the course e-learning/Canvas webpage provide an interactive means of students' participation in the learning process. Online discussion topics correspond with class topics and individual assignments. The minimum acceptable contribution for this assignment translates to at least 4 *quality* paragraphs of text covering 2 assigned topic readings at minimum. Grades are based on the extent to which information across readings is described and synthesized, as well as degree and depth of interaction with others who post in your discussion group. Six days or times of discussion participation (6 out of 8 class discussions) are required for full course credit. Discussions are due on Fridays (11:55 p.m.) as listed on syllabus. Discussions are worth 15 points x 6 = 90 total points = 15% of grade).

In Class Article Presentations. Two 15-20-minute presentations (8-10 slides PowerPoint, Canva, Google etc. decks) presentations (50 pts for on campus) are required in the semester to self-select an instructor approved, peer-reviewed and recent publication related to a given course topic for a selected day. One pre-recorded (or live) 10-15 slide presentation is required in online course for 100 points. Instructor can assist with article selection in beginning of semester; If you decide to change your presentation article(s), please ensure instructor approval within 1 week prior to presentation. A guide to summarizing peer-reviewed articles and grading rubric for this assignment is provided. The articles you select can be: (1) research-based; (2) practice based (summarizing PYD program content and successes, such as with program evaluation or research on PYD program features or youth outcomes); and/or (3) theory-based (integrating principles of PYD conceptually in application for practice). Each presentation assignment is worth 50 (100 points total, 16.7% of grade).

Individual Paper & Presentation. Draft paper is worth 80 points (13.3% of grade) and final paper worth 150 points (25% of grade). Presentation is worth 120 points (20% of grade) and will be limited to 15 minutes of time. This paper will cover a substantive topic of your choice, in your given field of study, informed by a theoretical approach to youth resilience OR one of the major positive youth development perspectives covered in class. Descriptions of structure and expectations for PYD paper (e.g., theoretical approach, problem and proposed resilience- or PYD-based solution, program evaluation and/or evidence-base) will be provided in class. Remember, audience for your paper is important - consider whether audience is academic-exploring a meaningful gap in research, or is this for a community-based entity (organization, youth development professionals' training).

Grade Breakdown (600 total Points):

- Written Assignments: 230 points/38.3% of grade
- Presented Assignments: 220 points/36.7% of grade
- Class Participation (w/Online Discussions): (90 + 60 points) = 150 points/25% of grade

Ltr	Percentage	Point Range
A	94.7 – 100.0	568 – 600
A-	89.7 – 94.5	538 – 567
B+	87.7 – 89.5	526 – 537
B	79.7 – 87.5	478 – 525
C+	77.7 – 79.5	466 – 477
C	69.7 – 77.5	418 – 465
D+	67.7 – 69.5	406 – 417
D	59.7 – 67.5	358 – 405
E	≤ 59.5	≤ 357

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, discussions, papers). 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>.

* Unauthorized aid on assignments can include: 1. using text *entirely* generated by AI tools for written assignments such as online discussions, papers, presentations; and 2. mosaic plagiarism (cutting and pasting published or posted content in recognizable sentences or paragraphs without using quotes or without citing sources) and presenting such generated or copied materials as one's original work. Cite which source of AI was used and for what function (e.g., "Gamma slides were used to transform my paper into a presentation").

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.

Attendance and Makeup Work

Requirements for class attendance and make-up assignments at UF can be found at this [website](#).

Student Privacy

For more information, please see the [Notification to Students of FERPA Rights](#).

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. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

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, <https://disability.ufl.edu/>

Campus Helping Resources

Health & Wellness

1. *UF Counseling and Wellness Center*, 301 Peabody Hall or 3190 Radio Road, (352) 392-1575
<https://counseling.ufl.edu/>

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. Available services include: Counseling Services; Groups and Workshops; Outreach and Consultation; Self-Help Library; and Wellness Coaching

2. *U Matter, We Care*: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student. Note: Instructors are responsible for contacting UMWC when concerned about a student.

3. *University Police Department*, (352) 392-1111 or 9-1-1 for emergencies. <http://www.police.ufl.edu/>

4. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, (352) 392-1161, sexual assault counseling.

Academic Resources (with website links)

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu

[Career Resource Center](#), Reitz Union, 352-392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

AND [On-Line Student Complaints](#)

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded online discussions, chats, Zoom meetings etc.

<http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>