

FYC 6932: TOPICS IN FYCS (3 CREDITS) COMMUNITY ENGAGED RESEARCH & INTERVENTIONS

*This syllabus serves as a guideline for the course of study, learning outcomes, course requirements, expectations, grading, instructor information and approximate timelines.
You will be informed of any changes during class and on Canvas.*

COURSE INFORMATION

Instructor:

Michelle Abraczinskas, PhD
Assistant Professor, Department of FYCS

Office: 3038-D McCarty Hall D

Email: mabraczinskas@ufl.edu

Office Phone: 352-273-3519

Class Location:

Tuesday: Turlington (TUR) 2353

Thursday: Turlington (TUR) 2350

Class Time:

Tuesday: 12:50-1:40pm

Thursday: 11:45-1:40pm

Office Hours: Office hours will be held Tuesdays 11:30-12:30 and by appointment. Students can join office hours via zoom using a link in Canvas or meet in person.

Course Website <http://elearning.ufl.edu/>

COURSE DESCRIPTION

In this course, students will examine the spectrum of research and intervention involving youth and communities, from community-placed to community-led research. Students will also learn practice skills for community engagement.

REQUIRED TEXTBOOK & READINGS

Readings for this course are provided in the course Canvas site.

PREREQUISITE KNOWLEDGE AND SKILLS

Previous coursework in research methods is recommended, but not required.

COURSE OBJECTIVES

1. Students explain the spectrum of community research and differentiate among different types.
2. Students apply the values and principles of community-engaged research.
3. Students demonstrate how to work with communities, from entering the community to wrapping up a collaboration.
4. Students develop or enhance skills in analyzing, critiquing, synthesizing, and integrating peer reviewed research.
5. Students apply research knowledge to a real-world community problem.
6. Students develop or enhance skills in project development, management, implementation, evaluation, and/or dissemination.

ATTENDANCE

To fulfill the objectives of this course it is expected that students attend class in person, regularly, and on time. Regular weekly attendance is important because it facilitates learning and provides opportunities to ask questions in real time. Class will include readings, short lecture, discussion, activities, presentations, and project work.

EXCUSED ABSENCES

If students are aware that they need to miss a class for any reason, they should contact the instructor prior to that class period, and ideally, 24 hours or more before it. 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), 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>

LATE POLICY

Assignment due dates will be listed in canvas. Five (5) points per day will be deducted from late assignments. Assignments will not be accepted if they are more than 1 week late without extenuating circumstances, and a grade of zero will be given. If there are circumstances beyond your control that make it difficult to get your assignment in on time, it is your responsibility to contact me in writing via email as quickly as possible to explain the delay, ideally before the assignment is due.

WRITTEN WORK

All written work for the course must comply with APA (7th Ed.) guidelines. It must be typed on 8 1/2" X 11" white paper, 1" margins, and appropriate headings and subheadings. The font should be 11-12pt (Times New Roman or Arial). All papers should be proofread before they are turned in with special attention to correcting all spelling, grammatical, and punctuation errors. Professional use of the English language is expected. If you quote, paraphrase, or summarize the work of others, you must cite your source. Plagiarism will not be tolerated and can result in failure. For further information, see supplemental documents on APA formatting and common grammatical errors. With the exception of in-person, in-class activities, written work must be submitted on Canvas. Handwritten assignments will not be accepted, nor will assignments emailed to me or brought to class. I recommend that you always save an electronic version of your work somewhere else in addition to your home computer/laptop (in a zip drive, dropbox, email) and that you hold onto any returned assignments until your final grade has been posted.

READINGS

Students are expected to stay current with the reading assignments. The readings will provide the basis for class discussion and students should read them prior to class.

ASSIGNMENTS

The following assignments are required of all students. Information on assignment guidelines and due dates are in Canvas Assignments and the Course Calendar. All written assignments must be submitted through Canvas, which will use TurnItIn to assess for plagiarism. All assignments must follow the guidelines for written work.

PARTICIPATION

Pre-Week Discussion (5 points each x 12 weeks = 60): After reading the assigned material, by Sunday at 11:59pm, students will submit a weekly paragraph canvas discussion post about the reading, ending in two questions for the class. The **two questions** should either; (a) critically evaluate and analyze the content of the reading and/or (b) express your need for further understanding and comprehension from the class (i.e., what questions remain for you after reading the material?; how can I and your course colleagues help your understanding of the class material?). **At least one of the questions should fall in the (a) category.** Additionally, each student should comment on one other student's post, adding further depth to what they shared or providing additional questions, by the Tuesday class time. This assignment is meant to inform and support class discussion. The pre-class discussions are graded on the depth of analysis and integration of course material. To complete this assignment, you need to:

1. Read course materials assigned for the week.
2. Submit the pre-class discussion by the due date, Sunday 11:59pm.
3. Comment on another student's post by class time, Tuesday.

Discussion Leader (30 points): During the semester each student will lead class discussion of the readings once. In preparation for leading the discussion the student should make sure to read all of the required course materials for the assigned week, review the pre-class discussion posted on Canvas by your colleagues, and prepare further discussion and questions/activities for the class. Presentation slides are not necessary, but I encourage you to use news-related materials, videos, examples, etc. to guide our discussion and make the course material applicable for your colleagues. For this assignment students are graded on their understanding of course material, facilitation of class discussion, and engagement with course colleagues.

Post-week Reflection: (5 points each x 12 = 60): After Thursday's class, by Friday at 11:59pm, students will submit a weekly paragraph reflection on the course material and class discussion. Reflections are meant to further guide students' thoughts about the course material and its application. Students can reflect on their pre-week discussion post, and how what they learned added to their knowledge and understanding and/or answered their questions. Another option is for students to reflect on how the material can be applied to your topical interest area and how the information is relevant to your career/research goals. Additionally, each student should comment on one other student's post, adding further depth to what they shared or providing additional questions, by the Tuesday class time. Post-week reflections are graded on the depth of the analysis and understanding of material. To complete this assignment, you will need to:

- Read course materials assigned for the week.
- Attend and actively participate in weekly class discussions.
- Post-week reflections are due on the Canvas discussion board by Friday at 11:59pm.
- Comment on another student's post by the following Tuesday at class time.

STUDENT BIOGRAPHY

Students will assemble a biography (**10 points**), including a recent photo (if willing), and post it on a class discussion board. The student biographies will assist the instructor in learning names/faces and planning class topics, and the students in getting to know each other.

PROJECT

Students will work on a project throughout the semester. The purpose of the project is to 1) gain an in depth understanding of ins and outs community-university collaborations; 2) obtain group work and project management skills; 3) implement community-based participatory research values and principles in practice; and 4) create a useful final product for a community organization. The project will be completed in steps throughout the semester (see course calendar) culminating in a final product and presentation.

INTERVIEW OR COMMUNITY EVENT

Students have two options, either conducting an interview or attending a community event. This assignment is worth **20 points**.

Interview:

Students will conduct a 30 minute interview with a professional who conducts community engaged research. This professional should not be your research mentor or someone with whom you work closely. Students should formally write up questions in semi-structured interview guide related to course content and submit them with the assignment. Students will write a 2-3 page reflection on how the interviewees' research and experiences relate to course content and their own career goals (if applicable).

Attendance at & Observation of Community Event:

Students will attend a meeting run by an organization, community group, coalition, or the city/county, that seems to be focused on an issue that a community engaged researcher would care about. Immediately following the meeting, complete an observation form (attached in the assignment) and participate in reflexive journaling. Write a 2-3 page reflection based on what you learned about the ecological level of the problem and potential solution (individual, group, program, organization, city, policy), how it relates to the Rappaport reading, the attendees and their roles, the agenda of the meeting and the agenda(s) (hidden or explicit) of the attendees, the structure of the meeting, and how their work engages the community using course content/readings from class (if it does). Please run the meeting by the instructor in advance to ensure it fits with what is expected for the assignment.

PHOTOVOICE

Take photographs in the department, UF campus, or neighborhoods directly around the university that depict:

- A. Strengths (e.g., a place you like/love to go; resources; what's going well)
- B. Areas for improvement (e.g., a place that makes you sad; blight; needs change)

Caption each photo and create a presentation. Include in the presentation background/local context about the strengths and the history of the areas for improvement (e.g., if people have tried to fix them before, roadblocks, policies, etc.). Attach the presentation to the photovoice discussion board. A SHOWeD analysis will also be conducted and action plan created. This assignment is worth **30 points**.

EXAMS

There will be **two exams worth 50 points each**. Exams will be in essay format, and will require students to apply the material they learned in class to real world problems. The final will not be cumulative.

GRADING INFORMATION

Requirement	Points Possible
Participation	150
Project	180
Prep Assignments (100 points)	
Final Write Up (45 points)	
Presentation (35 points)	
Essay exams (2@50 points each)	100
Bio	10
Course Questionnaire	10
Interview/Meeting Observation	20
Photovoice	30
Total	500

GRADING SCALE

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

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

OTHER COURSE POLICIES

CLASSROOM EXPECTATIONS

RESPECT OTHERS. We will enjoy many class discussions and everyone's opinion, as well as cultural background, is to be respected. As part of a classroom community, we have agreed to listen and not judge, respect each other, use active listening skills (make eye contact, not interrupt, wait for a response), invite/encourage new voices in the conversation (step up/step back) and to learn from each other's experiences. We will use kind and constructive language; we will not criticize others or put them down. We will respect each other's privacy; what is shared in the classroom stays in the classroom. We commit to helping each other learn and thrive.

Behavior that is disrespectful to the instructor includes, but is not limited, to: excessive talking with a classmate (excluding in class activities); texting; premature packing of personal belongings.

If anyone feels harmed or misrepresented, by the instructors or any individual in the class, speak with me so that the problem can be dealt with immediately. Please do not let feelings build up and interfere with your experience in this course.

TECHNOLOGY. All cell phones must be on silent and anything else that makes noise turned off. Students will be given a warning, and then asked to leave class, if using technology in a way that disrupts the instructor or the class. If there is a reason that you need to answer the phone during class, such as a family emergency, please let me know before class begins. Use of technology that is disrespectful to the instructor includes, but is not limited, to: social media use; playing games; messaging other students; surfing the internet.

ATTENDANCE. If you need to leave class early, please let me know before class begins. If you leave class without letting me know why you need to leave early, and it is not an emergency, I will deduct participation points.

SOCRATIC METHOD OF LEARNING. Students will be expected to engage in the Socratic Method of learning. This means that you may be called upon in class or otherwise expected to engage in a classroom discussion that encourages sharing thoughts, engaging in critical thinking, and articulating what you have learned. This is a form of active learning which tends to be more effective; however, if you are unprepared for class, you may find yourself uncomfortable in the process. Be prepared.

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.

EMAILING THE INSTRUCTOR: Please use e-mail messaging through Canvas as your primary method of contacting me. You can expect a response from me within 48 hours, if you send me an email message via Canvas. If your e-mail is not returned within 48 hours (excluding weekends), please re-send your message. I will not respond to emails sent after 5pm until the next business day. I will respond to emails sent on the weekend on Monday.

If you have a question about the course, please **read the syllabus and canvas materials to see if the question is answered elsewhere**. If you ask a question with an answer on the syllabus (e.g., how many points are exams worth?), I will reply with “Please see the syllabus and email me if there are further questions.” I am happy to answer questions about other course material over email, during office hours, or a separately scheduled meeting.

OTHER CONSIDERATIONS

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

The UF/IFAS Department of Family, Youth and Community Sciences is committed to engaging positively in a global and diverse society through its teaching, extension, and research efforts. That commitment is demonstrated by creating an inclusive educational environment that fosters belonging as we mentor students, perform relevant scholarship, and conduct outreach for families, youth, and communities that is sensitive and responsive to the needs of specific audiences.

UF POLICIES

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

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

Location: Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

UNIVERSITY POLICY ON 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 and Students Conduct Code, please see: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

We will do quite a bit of group work in class and I encourage you to study with students outside of class. However, on exams and quizzes, you should work independently. Chat GPT and any similar software should NOT be used in any format, for any of the assignments, quizzes, or exams, unless instructed otherwise. Any use of Chat GPT or any similar software will be treated as academic dishonesty and reported as such.

FERPA

According to FERPA guidelines, I cannot release information about your grades or class attendance to anyone other than you, and I will keep your class information private. Grades will be posted securely on Canvas so that only the student and professor can view them.

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>

RECORDING CLASS SESSIONS

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.

Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

ONLINE COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. The evaluation helps me learn how to improve the class for future students, and also serves as an evaluation of my performance used towards promotion. 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/>.

NETIQUETTE GUIDE

All members of the class are expected to follow rules of common courtesy in all online communication. For specific guidelines READ the following: <https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

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 TECHNICAL HELP

For technical difficulties with Canvas or elearning, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP (4357)
- <https://helpdesk.ufl.edu/>

HELPING RESOURCES

Students experiencing crises/personal problems that interfere with their 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/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/

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

U Matter We Care, www.umatter.ufl.edu/

Career Resource Center, First Floor JWRU, 392-1601

Food Resources

[Field and Fork Pantry](#): A free on campus resource of non-perishable foods and toiletries for students with food insecurity. There is no proof of need; you only need to bring your UFID card.

Aid-A-Gator: Funding for emergencies

<https://www.sfa.ufl.edu/aidagator/>

Virtual Student Union: Provides up-to-date student resources

<https://ufsa.ufl.edu/virtual-union/>

Student Health Center:

<https://shcc.ufl.edu>

Note that the instructors reserve the right to adjust the syllabus as needed.