FYC4932: POSITIVE YOUTH DEVELOPMENT FOR THE YOUTH PROFESSIONAL

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COURSE DESCRIPTION:
This 3-credit course prepares individuals with the competencies needed to work with youth (11 through 25 Years of Age) in nonformal settings. This course will also prepare the youth professionals to assume positions of leadership working to train others who provide direct service to children and youth. Emphasis is placed on the application of principles and professional skills relevant to preparing youth development professional to interact positively with various age groups in nonformal settings within the community. The course includes review of major theories of human development, including physical, cognitive, social/emotional, and moral development for the age groups that are the focus of the course. Prerequisites: FYC3001, FYC3201, & FYC4212

The course is designed so that students will receive classroom instruction during weeks 1, 2, and 3 of the semester. During week 4 there will be an exam, then weeks 5 – 15, students can expect to have 1 hour of class time and 2 hours a week in the field, for approximately 45 hours in the field.

COURSE OBJECTIVES:
After completing this course, the youth development professional will be able to:

1. Understand the philosophy and principles of positive youth development.
2. Understand the everyday life of youth today.
3. Understand the concept of risk and protective factors in society today.
4. Understand the link between positive youth development and their program.
5. Understand how advocating for nonformal educational youth programs enhances and supports their program.
6. Understand the basic developmental needs and tasks of youth.
7. Understand the concept of a circle of support—an interactive or cooperative support system of family, peers, community, and caring adults.
8. Understand the support systems necessary for youth to grow and develop healthily.
9. Practice useful skill-building activities.
10. Assess your own personal strengths and weaknesses in communication skills, set personal goals, and identify improvements.
11. Develop skills in bridge-building, compromise, win-win thinking, and cooperation.
12. Gain skills in matching youth needs with programs that work.
13. Recognize the essential elements of programs that work in the promotion of positive youth development, prevention of high-risk behaviors, and intervention for existing high-risk behaviors.
14. Be cognizant of resource people and systems available to assist the families and young people with whom they work.

COURSE EXPECTATIONS:

1.) Students in this class are expected to attend all sessions. Successful completion of the course depends on participating in class in discussion, having read/viewed the material(s) ahead of time, participate in the field-work component, and thoughtful engagement with others in the class and at the field placement sites.

2.) Because there is a significant fieldwork component to the course (~45 hours in the field), there is an expectation that all students will conduct themselves in a professional and respectful manner in the field. Reports of unprofessionalism by fieldwork supervisors can result in dismissal from the course.

3.) Students will need to pass a Level 2 background check, complete both FERPA Basics and Youth Protecting Trainings, and complete the Affidavit of Good Moral Character in conjunction with their Level 2 check. In order to be able to commence the fieldwork portion of the course, students are required to begin the application for the Level 2 background no later than the first day of class. [http://www.fdle.state.fl.us/cms/Background-Checks/VECHS-FAQs.aspx#Q13](http://www.fdle.state.fl.us/cms/Background-Checks/VECHS-FAQs.aspx#Q13)

4.) Students should commit to the following: engaging with course materials and activities, complying with all course requirements, maintaining engagement throughout the entire semester, working productively in a team setting both in the classroom and during your field placement(s), and interacting professionally in the classroom and community settings.

READINGS/TEXT/PODCASTS:
All are found in our Canvas course.

COMMUNICATION POLICY:

- Please contact me via Canvas email or UF email.
- You can also visit me during my walk-in friendly office hours or by appointment.

GRADING:

- **Exam** (based on course content from Weeks 1 – 3) (100 Points)
- **Field Placement** = ~45 hours in the field (100 Points)
- **Evaluation** of Field Placement (50 points)
- **Reflections** (weekly) (50 Points)
- **Assignments** due online that work in conjunction with readings, podcast(s), and potential guest speakers. See Canvas for details (50 Points)
- **Class Debriefs** (Collaborative Class Discussions) – discuss/share what you’ve done in the field, time to suggest additional topics for field work, types of youth programs that are out there, with what their goals tend to be, and perhaps something about the theory that drives them? (50 Points)
- **Paired Project** – your observations (100 Points – 4 parts x 25 points each)
  1.  Graded Submission - Study the organization, what are the goals of the organization, how does the organization promote positive child/youth development, explain how what the organization does is consistent with developmental needs of the audience
served, how does the organization promote what it does and where does it get its support? (25 Points)

2. Graded Submission - What's your role (the student)? (25 Points)

3. Graded Submission - Describe what you did, the age group, responsibilities, analyze your own strengths & weaknesses working with this age group. (25 Points)

4. Presentation at End of Semester - Find/create/suggest additional programming that would enhance that specific environment. (25 Points)

GRADE RANGES:

- A = 93.50% and above
- A- = 90.00-93.49%
- B+ = 86.50-89.99%
- B = 83.50-86.49%
- B- = 80.00-83.49%
- C+ = 76.50-79.99%
- C = 73.50-76.49%
- C- = 70.00-73.49%
- D+ = 66.50-69.99%
- D = 63.50-66.49%
- D- = 60.00-63.49%
- E = 59.99% and below

All of the following must be true for the student to be eligible to receive a grade of "I:"

1. The student has completed a major portion of the course work with a passing grade (D or better),
2. the student is unable to complete course requirements because of documented circumstances beyond their control, and
3. the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).

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

STUDENTS WITH VARYING ABILITIES:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Policy regarding testing accommodations:

Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see https://www.dso.ufl.edu/drc/students for how to access resources and setting up accommodations.

Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.
ACADEMIC HONESTY:

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students 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.” The Honor Code (http://www.dso.ufl.edu/sscr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

CAMPUS HELPING RESOURCES:

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s resources. The following resources are available 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.

HEALTH AND WELLNESS RESOURCES:

- 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.
- Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
- Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).
  http://www.police.ufl.edu/

ACADEMIC RESOURCES:

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.
- Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
- Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process

ONLINE COURSE EVALUATION PROCESS:
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

A Course Calendar will be available via Canvas.