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: By appointment only.

Teaching Assistant:
Karla Giron will provide some grading assistance to me this semester but will not hold office hours. She can answer questions related to assignment grading (kgiron@ufl.edu). Any questions regarding grading of exams should be directed to the instructor.

Course Information:

Required Technology:
Because this course is being offered in the online format, it is your responsibility to make sure that you have access to a computer, as well as reliable connection to the Internet. IT WILL NOT BE POSSIBLE FOR YOU TO COMPLETE THIS COURSE IF YOU DO NOT HAVE THE REQUIRED TECHNOLOGY, AND IT IS YOUR RESPONSIBILITY TO OBTAIN THE NEEDED TECHNOLOGY.

Required Textbook:
*Please note that we are using the 5th edition, which is different from previous editions!

Other Readings:
Supplemental reading assignments will be provided by the instructor through the class’ Canvas 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 contact 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:
The 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, how people change, and what resources are available to help families.

Course Objectives:
By the end of this course you should:
- Have a good understanding of modern family life
- Understand several 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
- Know how intervention can help families
- Be able to analyze case studies, utilizing knowledge of family problems, theory, and interventions to determine how to assist families

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. Jen Doty if you are interested in becoming a CFLE.

Course Expectations and Class Policies:
1. Working on a schedule: Course modules are assigned and entail mini-lectures, videos, and readings. You are expected to complete all assignments (readings, watch lectures and videos, etc.) within each module as they are assigned.
2. Working independently: Please note that all written work should be completed by you personally. Assistance from others in completing assignments or exams is considered cheating, and any known instances of cheating will be referred to the Dean of Students office.
3. Exams: Exams will be provided online on a specific day, and you may take the exam at any point during the open time window. You will have a limited amount of time to complete the exam, so make sure you are ready and prepared to answer the questions when you open the exam. While you may consult with your course materials while taking the exam, it is NOT okay to get assistance from someone else while taking the exam. Receiving assistance from someone else while taking the exam is considered cheating, and any known instances will be referred to the Dean of Students Office.
4. Policy on Exams: Exams will be provided online. Cheating on exams will lead to a zero for that exam, and will be reported to Student Judicial Affairs. You will only be allowed a make-up of 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 taking the exam. Any arrangements regarding extensions for an exam should be made ahead of time, not on the day of the exam or after the fact, unless it is impossible to provide notice (e.g., hospitalized). Make-ups of exams will be allowed 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. Vacations, family reunions, non-urgent medical appointments, or minor illnesses are not acceptable excuses for missing an exam. Written and verifiable documentation will be required to document your need to miss the exam. Examinations missed for any other reason will receive a grade of ZERO.

5. Extra credit: There will only be one opportunity for extra credit this semester, and that is the Getting to Know You assignment. Extra credit can account for an additional 10 points added to your final grade, if completed by the final date listed. There will be no extensions, 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 assignment. 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.

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

7. 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!

Breakdown of points:

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>3 Exams (150 points each; best 2 out of 3)</td>
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<tr>
<td>3 Written Assignments</td>
</tr>
<tr>
<td>Project</td>
</tr>
<tr>
<td>Syllabus search</td>
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<tr>
<td><strong>Total</strong></td>
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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 keeping up with updates made on the Canvas site and with announcements.
Part 1: Understanding families

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 13</td>
<td>Syllabus search due! (10 points)</td>
</tr>
<tr>
<td>Jan. 13</td>
<td>Module 1: Course introduction and history of families</td>
</tr>
<tr>
<td></td>
<td>Module 2: Stress and trauma</td>
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<tr>
<td>Jan. 15</td>
<td>Written assignment 1 due! (30 points)</td>
</tr>
<tr>
<td>Jan. 22</td>
<td>Module 3: Resilience and the family</td>
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<td></td>
<td>Module 4: Family theories</td>
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<tr>
<td>Jan. 24</td>
<td>Project topic submission due! (5 points)</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Last day for Getting to Know You Extra Credit</td>
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<tr>
<td>Jan. 29</td>
<td><strong>EXAM 1 (150 points)</strong></td>
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Part 2: Contemporary family issues

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>Feb. 5</td>
<td>Module 5: Economic stress</td>
</tr>
<tr>
<td></td>
<td>Module 6: Military families</td>
</tr>
<tr>
<td>Feb. 7</td>
<td>Project family theory due! (10 points)</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>Module 7: Aging and families</td>
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<tr>
<td>Feb. 19</td>
<td>Written assignment 2 due (65 points)</td>
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<tr>
<td>Feb. 26</td>
<td>Module 8: LGBTQ+ and families</td>
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<td></td>
<td>Module 9: Mental health</td>
</tr>
<tr>
<td>Mar. 2-6</td>
<td>Spring Break – Enjoy!!</td>
</tr>
<tr>
<td>Mar. 10</td>
<td>First draft of project due! (35 points)</td>
</tr>
<tr>
<td>Mar. 16</td>
<td><strong>EXAM 2 (150 points)</strong></td>
</tr>
</tbody>
</table>

Part 3: Helping families

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>Mar. 25</td>
<td>Module 10: How we change</td>
</tr>
<tr>
<td></td>
<td>Module 11: Interventions - Family policy and human services</td>
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<tr>
<td>Apr. 1</td>
<td>Written assignment 3 due! (45 points)</td>
</tr>
<tr>
<td>Apr. 8</td>
<td>Module 12: Interventions – Theories of psychotherapy</td>
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<tr>
<td></td>
<td>Module 13: Interventions – Family therapy</td>
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<tr>
<td>Apr. 15</td>
<td>Final draft of project due! (50 points)</td>
</tr>
<tr>
<td>Apr. 22</td>
<td><strong>Optional EXAM 3</strong></td>
</tr>
</tbody>
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GRADES:
Grades are based on:

- **2 out of 3 exams** (150 pts each; best 2 out of 3 for total 300 points). Exams will be available in Canvas from 12:01am – 11:59pm on the exam date, and you may have a maximum of 1.5 hours to complete the exam. Please arrange your schedule so that you will be available to take the exam during the open time period in one sitting! If you know you will have an excused absence that day, please contact me immediately to set up a time to take the exam at an alternate time. Information regarding what concepts to know for the exam as well as format of questions will be provided 1 week before the exam. Please study! While exams are open book and open note, you will need to access information quickly to finish on time, so will need to be prepared. Grades and feedback will be posted to Canvas, but graded exams will NOT be returned.

Exam dates:
- Jan. 29
- Mar. 16
- Apr. 22 (optional, if you aren’t happy with your grades on the first 2 exams)

- **Project** (multiple assignments of varying points; total 100 points). The project will entail an application of a family problem, theory, and potential interventions. Information and rubrics for this assignment will be provided in Canvas. **The following are due dates for submission:**
  - Jan. 24: family problem chosen (5 points)
  - Feb. 7: identify appropriate family theory (10 points)
  - Mar. 10: first draft of project due (family, information on family problem, and theory; 35 points)
  - Apr. 15: final draft of project due (50 points)

- **Written assignments** (Points vary, total 140 points). Students will receive a written assignment that must be completed and submitted via Canvas by the noted due date. Assignments will entail application of material covered in the modules, and may draw upon material covered in previous modules. **Late submissions will not be accepted. Dates written assignments due:**
  - Jan. 15 (30 points)
  - Feb. 19 (65 points)
  - Apr. 1 (45 points)

- **Syllabus search** (10 pts). We will do an exercise in which students work on finding information from the syllabus. This will be worth 10 points. It will be possible to do this syllabus search online **NO LATER THAN JANUARY 13. After this date you will not receive points for this assignment.**

Optional Extra Credit:

- **Getting to know you** (may do ONLY ONCE – can add 10 points). Meet with me in my office (or if you are not local, via phone) for a 15 minute chat during the first few weeks of class so that I can get to know you! A sign-up sheet with available times is provided, 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 January 28 – I am happy to meet with you after that, but not for extra credit. **If you sign up to attend a session and do not come to the session or arrive late you might not be allowed to reschedule, so make sure to show up if you sign up!!! Please cancel the appointment if you are unable to attend. Note that this is the only opportunity available for extra credit this semester. Please do not ask for additional extra credit opportunities – they will not be provided.**
Grading Scale

94% + = A
90 – 93.9% = A-
87 – 89.9% = B+
84 – 86.9% = B
80 – 83.9% = B-
77 – 79.9% = C+
74 – 76.9% = C
70 – 73.9% = C-
67 – 69.9% = D+
64 – 67.9% = D
60 – 63.9% = 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:

Are you hungry?
During my college years I struggled with finances, and sometimes I would run out of money for food. Being hungry can make it hard to do your best in school! Luckily, here on the UF campus there is the Alan and Cathy Hitchcock Field and Fork Pantry, which is a place that offers free food for those who need it, whether student, staff, or faculty. To learn more, check out their website: https://pantry.fieldandfork.ufl.edu/

The University of Florida requests that we provide the following content (including language used):

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.

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. 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/.

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/sccr/process/student-conduct-honor-code/) 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 or TAs in this class.

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.

Services for Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic
accommodations should connect with the disability Resource Center by visiting
https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation
letter with their instructor and discuss their access needs, as early as possible in the semester.
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources
 Health and Wellness
- **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**: https://counseling.ufl.edu/, 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.
- **Career Connections Center**: Reitz Union, 392-1601. Career assistance and counseling.
  https://career.ufl.edu/
- **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/
- **Writing Studio**: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
  http://writing.ufl.edu/writing-studio/
- **Student Complaints On-Campus**: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- **On-Line Students Complaints**: http://distance.ufl.edu/student-complaint-process/