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 youth professionals to assume positions of leadership working to train others who provide direct service to youth and emerging adults. Emphasis is placed on the application of principles and professional skills relevant to preparing youth development professional to interact positively with youth and emerging adult 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 – all earning a “C” or better.

The course is designed for students to receive classroom instruction during 8 weeks of the semester and the other 9 weeks immersed in a nonformal positive youth development setting located in our immediate community. Please see the course calendar for the details of each week for our 17 weeks (we do meet during finals week).

COURSE OBJECTIVES:
After completing this course, you will be able to:

1. Understand and apply the philosophy and principles of positive youth development (PYD).
2. Comprehend the everyday life of low-resourced youth today.
3. Comprehend the concept of risk and protective factors in society today.
4. Evaluate the link between positive youth development and their PYD program.
5. Analyze how advocating for nonformal educational youth programs enhances and supports their program.
6. Analyze the developmental needs and tasks of youth.
7. Evaluate the concept of a circle of support—an interactive or cooperative support system of family, peers, community, and caring adults.
8. Analyze the support systems necessary for youth to grow and develop healthily.
10. Assess your own personal strengths and weaknesses in communication skills, set personal goals, and identify improvements.
11. Evaluate the essential elements of the PYD program that work in the promotion of positive youth development, prevention of high-risk behaviors, and intervention for existing high-risk behaviors.

12. Analyze resources, people, and systems available in the community.

COURSE EXPECTATIONS:

1.) You (the student) are expected to attend each session for 17 weeks. Successful completion of the course requires participating with class discussions, being prepared for class (assigned readings and assignments all found in Canvas), participating in the field-work component (details below), and thoughtful engagement with others both in our class and at our field placement site.

2.) Because there is a significant fieldwork component to the course (~45 hours in the field), there is an expectation that you will conduct yourself in a professional and respectful manner in the field. Reports of unprofessionalism by fieldwork supervisors can result in dismissal from the course. Please regard this experience as a privilege. Our local agency that allows us to work with them and their students welcome each of us to be there. Please respect the rules in organization, which have been co-created with Director, Teachers, Staff, and Students.

3.) You will need to complete an online volunteer application, which will be made available by the organization, complete both FERPA Basics and Youth Protecting Trainings (found in MyTrainings in MyUFL) and complete the Affidavit of Good Moral Character (this may be obtained for free with your Gator1 card via UF Student Government located on the 3rd floor of the Reitz Union). In order to be able to commence the fieldwork portion of the course, students are required to have all of these components completed in a timely manner. The course calendar will provide the due date for submission, along with all corresponding due dates in Canvas in Assignments.

4.) Please commit to the following: engage with course materials and activities, comply with all course requirements, maintain appropriate engagement with your Teacher and classmates throughout the semester (we will use Canvas for email exchanges and WhatsApp for on-site correspondence), work productively in a team setting both in the classroom and at your field placement, and interact professionally in the classroom and in all community settings that coincide with our placement.

ASSIGNMENTS, READINGS & PODCASTS:

All are found in our Canvas course and will be discussed during classtime.

COMMUNICATION POLICY:

- My preferred method of communication is Canvas email; however I will correspond with you via UF email.
- You can also visit me during my walk-in friendly office hours and/or by appointment (see above for hours and link to sign up for a separate time).
- Please be mindful that I correspond and reply to emails M – F 8:00am – 4:00 pm.
GRADING: Total course = 500 Points

- **Exam** (1 exam based on course content) (100 Points)
- **Field Placement** = ~45 hours in the field (100 Points)
  - Service-Learning Contract
- **Evaluation** of Field Placement (50 points)
- **Reflections** (weekly; unless otherwise noted) (50 Points)
- **Assignments** due online that work in conjunction with readings, podcast(s), and guest speakers. See Canvas for details and due dates (50 Points)
- **Class Debriefs** (Collaborative Class Discussions) – discuss/share what you’ve done in the field, time to suggest additional topics for field work, what types of youth programs/organizations exist, what their goals tend to be, and how theory drives these goals for their organization? (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. Graded Presentation – **Present your work.** - Find/create/suggest additional programming that would enhance the current organization. (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 you to be eligible to receive a grade of Incomplete or "I:"

1. You completed a major portion of the course work with a passing grade (C or better),
2. You are unable to complete course requirements because of documented circumstances beyond your control, and
3. You and the instructor have discussed the situation prior to the final week of class (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/sccr/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:
- 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/.
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<thead>
<tr>
<th>Week</th>
<th>Day/Location</th>
<th>Activity</th>
<th>Assignment Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>January 8th *&lt;br&gt;1151 MCCA</td>
<td>→ Principles of PYD - collaborate on class expectations, Canvas use, PYB Site, Ethics, and trainings discussed &lt;br&gt;→ Take PYD Pre-test &lt;br&gt;→ Begin PYD 101 ppt</td>
<td>Complete: &lt;br&gt;→ PYD - Welcome Module, &lt;br&gt;→ Principles of PYD Module, &amp; &lt;br&gt;→ CliftonStrengths &lt;br&gt;→ FERPA, YPT, &amp; AGMC</td>
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<td>2</td>
<td>January 15th&lt;br&gt;3041 MCCD</td>
<td>→ Complete PYD 101ppt &lt;br&gt;→ Discuss CliftonStrengths &lt;br&gt;→ Complete True Colors test</td>
<td>Complete: &lt;br&gt;→ Puberty &amp; Adolescence Module &lt;br&gt;→ PYB Volunteer Application</td>
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<td>3</td>
<td>January 22nd *&lt;br&gt;Fly to Ireland&lt;br&gt;3041 MCCD</td>
<td>→ Watch ACES movie (Resilience-based movie) &lt;br&gt;→ Discussion (Resilience &amp; ACES) &lt;br&gt;→ Guest Speaker on ACES &lt;br&gt;→ Advocacy Discussed &amp; Plan of Action Generated</td>
<td>Complete: &lt;br&gt;→ Youth &amp; Technology Module &lt;br&gt;→ Begin search for article &lt;br&gt;→ Service-Learning Contract</td>
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<td>4</td>
<td>January 29th&lt;br&gt;3041 MCCD</td>
<td>→ Core Knowledge &amp; Competencies in PYD ppt &lt;br&gt;→ Problem Solving Activity w/ active listening involved (feedback loop included)</td>
<td>Complete: &lt;br&gt;→ Youth Development Programming Module &lt;br&gt;→ Sign up for Presentation time</td>
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<td>5</td>
<td>February 5th&lt;br&gt;3041 MCCD</td>
<td>→ Building Organizational Support for PYD ppt &lt;br&gt;→ Problem Solving Activity for PYD w/ active listening involved (feedback loop included) &lt;br&gt;→ Discuss &amp; Create our Exam</td>
<td>Complete: &lt;br&gt;→ Youth Voice &amp; Engagement Module</td>
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<td>6</td>
<td>February 12th *&lt;br&gt;1044 MCCD</td>
<td>→ JL presentation on PYB &lt;br&gt;→ Discuss expectations for PYB &lt;br&gt;→ Exam</td>
<td>Complete: &lt;br&gt;→ Youth Work Ethics Module &amp; &lt;br&gt;→ Submit Selected Article for Presentation</td>
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<td>7</td>
<td>February 19th PYB</td>
<td>Mental Toughness Week at PYB - first site visit as a team</td>
<td>Complete: Podcast: Brené Brown</td>
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<td>8</td>
<td>February 26th 3041 MCCD</td>
<td>Article Presentations</td>
<td>Presentation feedback from all</td>
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<td>9</td>
<td>March 4th 3041 MCCD</td>
<td>UF Spring Break</td>
<td>UF Spring Break</td>
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<td>10</td>
<td>March 11th PYB</td>
<td>Begin weekly site visits</td>
<td>Begin weekly individual site visit &amp; weekly reflections</td>
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<td>11</td>
<td>March 18th PYB</td>
<td>Weekly site visit</td>
<td>Individual site visits &amp; weekly reflections</td>
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<td>12</td>
<td>March 25th 3041 MCCD</td>
<td>PYB Spring Break – meet in our classroom</td>
<td>PYB Spring Break</td>
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<td>→Problem Solving Activity applied to newly acquired knowledge of PYB</td>
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<td>13</td>
<td>April 1st PYB</td>
<td>Resume weekly site visit</td>
<td>Individual site visits &amp; weekly reflections</td>
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<td>14</td>
<td>April 8th PYB</td>
<td>Weekly site visit</td>
<td>Individual site visits &amp; weekly reflections</td>
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<td>15</td>
<td>April 15th PYB</td>
<td>Weekly site visit</td>
<td>Individual site visits &amp; weekly reflections</td>
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<tr>
<td>16</td>
<td>April 22nd PYB</td>
<td>Weekly site visit</td>
<td>Individual site visits &amp; weekly reflections</td>
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<tr>
<td>Finals Week</td>
<td>April 29th PYB</td>
<td>→Final site visit →Take PYD Post-test via Canvas</td>
<td>Final individual site visits &amp; weekly reflections</td>
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