

# FYC 6207

## ADOLESCENT PROBLEMATIC BEHAVIORS

### COURSE INFORMATION

<u>Instructor</u> : Larry Forthun, Ph.D. Associate Professor Family, Youth and Community Sciences	<b>Office Location</b> : 3014 McCarty Hall D, University of Florida
<u>Teaching Assistant</u> : Nicci Grajo, M.S. Family, Youth and Community Sciences	<b>Email</b> : <a href="mailto:lforthun@ufl.edu">lforthun@ufl.edu</a>
<b>Office Hours</b> : by appointment	<b>Phone</b> : 352-273-3528 (I receive voice messages at my alternative work location)

### REQUIRED READINGS

Gullotta, R.P., Plant, R.W., & Evans, M.A. (Eds.) (2016). *Handbook of adolescent behavioral problems: Evidence-based approaches to prevention and treatment*. New York, NY: Springer. **Free and Available through UF Library.**

IOM (Institute of Medicine) and NRC (National Research Council). (2011). *The science of adolescent risk taking: Workshop report*. Committee on the Science of Adolescence. Washington, D.C.: The National Academic Press.  
<https://www.nap.edu/catalog/12961/the-science-of-adolescent-risk-taking-workshop-report>

Paris, J., Ricardo, A., & Rymond, D. (2019). *Child growth and development*. An Open Educational Resources Publication by College of the Canyons.  
<https://lib.lavc.edu/c.php?g=571229&p=5250695>.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

### ADDITIONAL RESOURCES

This is a list of supplemental material you can use throughout the semester to complete assignments and your final project.

DiClemente, R.J., Santelli, J.S., & Crosby, R.A. (Eds.) (2009). *Adolescent health: Understanding and preventing risk behaviors*. San Francisco, CA: Jossey-Bass.

Capuzzi, D., & Gross, D.R. (Eds.) (2019). *Youth at risk: A prevention resource for counselors, teachers, and parents* (7<sup>th</sup> Ed.). Wiley.

Journal of Adolescent Research <http://journals.sagepub.com/home/jar>

Journal of Youth and Adolescence <https://link.springer.com/journal/volumesAndIssues/10964>

Prevention Science <https://link.springer.com/journal/volumesAndIssues/11121>

## COURSE DESCRIPTION

This course will explore the theoretical and empirical foundations for the study of adolescent problematic behaviors, including prevention/intervention programs and activities that are designed to reduce negative outcomes and promote positive youth development.

## PREREQUISITE KNOWLEDGE AND SKILLS

It is preferred that students have some coursework in human development (adolescent development or development across the lifespan). If you do not have this prerequisite, you may take the course, but may need to read additional background information about the biological, cognitive, and social-psychological growth and development of adolescents and emerging adults.

## COURSE GOALS, OBJECTIVES, AND STUDENT LEARNING OUTCOMES

### COURSE GOALS

In this course, you will learn about the challenges and issues facing adolescents and emerging adults and the development of prevention and promotion programs and activities in families, schools, and communities that can foster positive youth development and resiliency. Specifically, the goals of the course are to provide the experiences students need:

1. To analyze the causes and consequences of adolescent problematic behavior.
2. To evaluate efficacy of evidence-based prevention and intervention programs designed to address adolescent problematic behavior.

### COURSE OBJECTIVES

1. Understand how normal developmental processes may go awry and lead to problems in adolescence and emerging adulthood.
2. Analyze the complex interaction of the biological, cognitive, psychosocial, interpersonal, and contextual influences that impact youth problems and solutions.
3. Critically evaluate the theories, methodology, and research findings that form our knowledge base about adolescent problems and solutions.

4. Understand and apply theory and research to prevention and promotion activities designed to reduce the risk of psychological and/or behavior problems and improve well-being.

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## PRIVACY STATEMENT

Our live online discussions will be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. **The chat will not be recorded or shared. Likewise, group conversations during breakout sessions will not be recorded** (Zoom will not record breakout rooms). As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## ASSIGNMENTS

The following assignments are required of all students. All written assignments, apart from online discussions, must be submitted electronically on the e-Learning site as an attached document.

## DISCUSSION POSTS

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### INTRODUCTORY DISCUSSION POST

Introduce yourself to the rest of the class.

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### DISCUSSION POSTS

Discussion posts should be at least two solid paragraphs wherein you show you have given thought to the material. Links to any information you reference (e.g., readings, journal articles, news articles, online resource, etc.) should be included. The purpose of the discussion post assignment is to a) help you synthesize the new information you have acquired from the readings, presentations, and/or live group discussions. b) write your synthesis succinctly for other students, and c) converse with other students about the topic.

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## COMMENTS TO DISCUSSION POSTS

Comments may be one short paragraph of 4-6 lines. Comments on others' posts need to be objective and constructive. You may want to raise additional questions or respond with your own examples of the others' points. You are free to comment on any student's discussion posts as long as you comment on at least two student's posts.

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## LIVE (ZOOM) DISCUSSIONS

There will be an opportunity for you to participate in five to six live-online discussions. You can access the discussion forum approximately 5 minutes before the start time. If you are unable to attend the live-online discussion, the session will be recorded and accessible for viewing later. To receive credit, those who are unable to attend must submit a one-page reaction paper to the instructor via email within one week of the live discussion.

## WEEKLY ASSIGNMENTS

The purpose of the weekly assignments is to help you to critically evaluate and/or apply your understanding in a real-world context. Assignments will vary but may include application of theory/research to practice through case study, critical evaluation of specific course content, etc.

## ONLINE YOUTH WORK TRAININGS

The purpose of participating in online youth work trainings is to enhance your knowledge and skills in youth work practice. In your readings, assignments, and video lectures, you will learn much about the theory and science behind adolescent problematic behaviors. The online training will supplement this information with practice skills and approaches to working with youth in "real-world" settings. The trainings are also valuable because they provide certificates of completion that could be included in your resume or vita.

## EXAMS

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### Exams

There is one examination scheduled this semester covering the course material up to that point in the semester (Module 11). You will be presented with your question prompts and will have 2.5 hours (150 minutes) to compose your response. The timer will continue even if you close out of Canvas, so be ready to complete the exam after you click "Take the Quiz." The exams are open note, open book.

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## Exam Policies

Students will have a set amount of time to take exams. Completed exams must be submitted by the announced deadline. Late exams will not be accepted unless there is written, professional documentation of a serious illness (i.e., you are not physically able to complete the exam or other work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations missed for any other reason will receive a grade of ZERO. **Deadline Note:** Students who have questions about exam or other grades MUST speak to the instructor within the week after the grades are released.

## SPECIAL TOPIC PRESENTATION

For this assignment, you will be asked to select a special topic in prevention/intervention and record a presentation. The three steps are as follows:

1. Investigate a model or promising prevention program that is designed to reduce adolescent problematic behaviors or promote positive youth development.
2. Identify a research article that studies the efficacy or effectiveness of the program you selected. You will be summarizing this study in your presentation.
3. Prepare and record a presentation in VoiceThread that describes the prevention program including the theory that guided its development, program objectives, and program components (e.g., lessons, activities, etc.). The presentation must be no longer than 10 minutes. A one-page summary of the presentation must be provided to the class.

## RESEARCH PAPER

As an extension of the special topic presentation, you will write a research paper summarizing the recent research on a specific adolescent problem. In the paper, you will a) define the “problem,” frequency/prevalence, and adverse health or developmental outcomes, b) analyze the research literature, and c) synthesize the results, draw conclusions, and discuss implications for prevention or intervention programs and activities. The research paper must be completed using APA Style referencing and formatting conventions (see below). In addition, the use of direct quotes from the authors of the literature you review should be used sparingly.

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## Written Work

All written work for the course must comply with APA (7th Ed.) guidelines. That is, it must be typed on 8 1/2" X 11" white paper, 1" margins, and appropriate headings and subheadings. The font should be 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.

## LATE POLICY

Ten percent (10%) of the assignment grade will be deducted from all late assignments for each day that it is late. Points will be deducted beginning 24 hours after the listed due date. Assignments will not be accepted if they are more than 1 week late 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 the course instructor or TA as quickly as possible to explain the delay.

## GRADING

Assignment	Points
Discussion Posts (6 posts @ 10 points)	60
Discussion Comments (5 posts @ 5 points)	25
Live (Zoom) Discussions (6 @ 10 points)	60
Exam (100 points)	100
Weekly Assignments (approximately 10 @ 20 points)	200
Online Youth Work Trainings (approximately 4 @ 20 points)	80
Special Topic Presentation (50 points)	50
Research Paper Draft (25 points)	25
Research Paper Final (50 points)	50
<b>TOTAL</b>	<b>650</b>

## GRADING SCALE

<i>Percent</i>	<i>Grade</i>	<i>Grade Points</i>
94.0 - 100.0	A	4.00
90.0 – 93.9	A-	3.67
87.0 – 89.9	B+	3.33

<i>Percent</i>	<i>Grade</i>	<i>Grade Points</i>
83.0 – 86.9	B	3.00
80.0 – 82.9	B-	2.67
77.0 - 79.9	C+	2.33
73.0 – 76.9	C	2.00
70.0 - 72.9	C-	1.67
67.0 - 69.9	D+	1.33
63.0 - 66.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

For information on current UF policies for assigning grade points, see [Grades and Grading Policies < University of Florida \(ufl.edu\)](#)

## UF POLICIES

### UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to [Get Started with the DRC - Disability \(ufl.edu\)](#). 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.

### UNIVERSITY POLICY ON 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click this link to read the [Student Conduct Code | SCCR \(ufl.edu\)](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

### UNIVERSITY POLICY ON IN-CLASS RECORDING

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 Honor Code and Student Conduct Code.

## 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: [Attendance Policies < University of Florida \(ufl.edu\)](#)

## 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/>.

## SOFTWARE USE

All faculty, staff, and students at 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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.



## STUDENT PRIVACY

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: [FERPA and Confidentiality of Student Records < University of Florida \(ufl.edu\)](#).

## HELPING RESOURCES

### Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter We Care - umatter.ufl.edu](http://U Matter We Care - umatter.ufl.edu) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* Visit the [Homepage - UF Counseling and Wellness Center \(CWC\) \(ufl.edu\)](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center » College of Medicine » University of Florida \(ufl.edu\)](#).

*University Police Department:* Visit the [UF Police Department \(ufl.edu\)](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Shands Emergency Room / Trauma Center | UF Health, University of Florida Health](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit [gatorwell.ufsa.ufl.edu](http://gatorwell.ufsa.ufl.edu) | [GatorWell Health Promotion Services](#) or call 352-273-4450.

### Academic Resources

*E-learning technical support:* Contact the [Computing Help Desk » University of Florida \(ufl.edu\)](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

[Career Connection Center Main - career.ufl.edu](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Ask-A-Librarian » George A. Smathers Libraries » UF Libraries » University of Florida](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center – College of Liberal Arts & Sciences \(ufl.edu\)](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio – University Writing Program \(ufl.edu\)](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus*: [Student Honor Code and Student Conduct Code | SCCR \(ufl.edu\)](#).

*On-Line Students Complaints*: [Student Complaint Process - Distance Learning - University of Florida \(ufl.edu\)](#).

## OTHER COURSE POLICIES

### BASIC RULES FOR CLASS DISCUSSIONS

**RESPECT OTHERS.** This course covers a variety of sensitive issues, and students in the class come from a variety of backgrounds. We expect a class atmosphere of tolerance and respect for every individual and her/his opinion. If anyone feels she/he has been harmed or misrepresented--by the instructors or any individual in the class—I urge you to speak with one of us so that the problem can be dealt with immediately. Please do not let feelings build up and interfere with your experience in this course.

**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. Likewise, if you choose to share personal information or use a friend or family member as a case example, please refrain from using their names and/or identifying information.

### 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.

***Note that the instructor reserves the right to adjust the syllabus as needed.***