

# FYC 6207

## ADOLESCENT PROBLEMATIC BEHAVIOR

Fall 2025



Image generated using two different AI tools: Microsoft Copilot and Adobe Firefly

## Welcome to the Course

I want to welcome each one of you to this course! There is a lot to cover in the syllabus, however, it is intended to help you navigate your semester and this course. Please view this document as your guide, something to help you throughout the semester, not just a one-time read.

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## Course Information

<b>Course Description</b>	Ecological model to examine common themes of adolescent development with challenges that lead to problematic behavior.
<b>Credits</b>	3 credits
<b>Instructor</b>	Katherine Sims, PhD—Postdoctoral Associate Family, Youth and Community Sciences Department
<b>Prerequisite Knowledge/Skills</b>	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 knowledge, 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. We will address this in the first few modules.

## 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 to:

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

## Course Learning Outcomes

The following course learning outcomes are the fundamental learning goals of this class. They describe the specific measurable outcomes that you as students will walk away with upon successful completion of this course. These are also what I used to design the course modules, assignments and assessments.

Upon completion of this course, students will be able to:

1. Examine 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. Apply theory and research to prevention and promotion activities designed to reduce the risk of psychological and/or behavior problems and improve well-being.

## Course Format

This course has an online format. Students should prepare for live discussions by completing the discussion board assignment before the live session is scheduled. The modules are asynchronous to an extent. You have a full week to complete the assignments, and you have the freedom to submit when you want within that week.

### Synchronous (Live) Online Discussions:

Zoom link to be provided through Canvas once semester starts. Dates are listed in the [Course Schedule](#)

### Asynchronous (semi-self-paced) Course Elements:

UF Canvas course: <https://elearning.ufl.edu/>

Login: using your Gatorlink

Purpose: The purpose of the weekly modules are to prepare you for the live discussions and to facilitate course learning that applies to the listed course objective and module objectives. Lecture/slides, activities, assignments and Perusall submissions will all be accessed/completed through Canvas. The live discussions will also be included as a link on Canvas.

## A Typical Week in This Course

This course is designed as a set of Modules. The modules correspond with weeks in the semester (see the [Course Schedule](#)). This means that week-by-week, you should be completing the module that corresponds with a week 1-16. You are free to complete assignments and activities in the order that makes sense to you, but for those of you that want a little more guidance, I have set up each module in the order that I intend for you to complete the set of activities/assignments.

### Time Spent

[The Southern Association of Colleges and Schools Commission on Colleges](#) defines a credit hour as at least one hour of instruction and at least two hours “homework” per week. [UF also notes](#) that this workload will likely be higher for graduate students.

- For this three-credit course, this is three hours of instruction and six hours of homework, per week. Because we are not meeting formally, the readings and videos will serve as your instruction (~3 hours per week) and the time spent on assignments, trainings and final paper components will be your “homework” (~6 hours per week). There will be some weeks that are busier than others, however, I always try to be mindful of your time and only have you working on meaningful tasks.
- I encourage you to break up the readings and videos over a few days. This will make the course more enjoyable than if you cram everything into a couple days. For the videos, feel free to watch content on 1.5-2X speed, prop your phone up while you do dishes or listen to a podcast on a walk. For the readings, I tried to provide a variety to keep you engaged, less overwhelmed—some more academic, some less dense and more practitioner based.

## Overall Course Expectations

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and assignments, as each one is designed with your learning in mind.	Respond to emails within one working day, and provide timely feedback on assignments / submissions.
Contribute to the learning environment with <a href="#">respect, consideration and an open mind</a> .	Establish a learning environment with respect, consideration and openness, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself <a href="#">honestly and ethically</a> .	Treat you honestly and ethically, and will address any concerns you might have
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

## Academic Integrity Policy

Academic integrity is vital to an inclusive and ethical learning environment.

I want all my students to do well in my courses. There may be times when you have forgotten a deadline, mismanaged time, realized you weren't prepared enough, etc. In these times, I want you to reach out to me, please do not resort to academic dishonesty, shortcuts or deception.

1. Please read UF's academic honesty policy and pledge below

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student 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."

2. Here is a link to the [Student Honor Code](#) policies document and [website](#)
  - a. Consequences outlined here will be followed
3. As part of the "Start Here" module, you will complete the [academic integrity module](#)

## AI-Use Policy

There are assignments and contexts within this course where you will be asked to use AI tools to explore how they can be used. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the work should be generated by AI.

Under no circumstances should you use AI and not disclose this information. This is a course policy—please refer to the [Academic Integrity](#) section for consequences. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work. When in doubt, either do not use AI, or provide a citation/explanation.

-Adapted from Lance Eaton, College Unbound Policy

*For Assignments, look for the 3-W's of AI use table (Example below)*

What AI tools are allowed?	When are AI tools allowed (or not)?	Why are AI tools allowed (or not)?
<u>Copilot</u> - signed in through your UF account so your data is protected  AI-powered grammar tools embedded in word, google docs, (or Grammarly)	You <u>may</u> use AI to brainstorm, write an introductory sentence or proofread  You <u>may not</u> use AI to write/generate any more than a sentence per paragraph	AI can help you get started, work through writer's block or find ways to improve your writing. This is intended to help you with your assignments, not complete them for you.  In this case, more substantial use of AI is <u>not</u> allowed because I need to make sure your learning is on track with what I anticipate seeing at this point in the semester.

-Adapted from Torrey Trust, [Link](#)

## Health and Well-Being Policy

Your health and wellbeing are more important to me than an assignment or a grade. It is important to recognize that your health and wellness are paramount. This policy is designed to support you in maintaining a healthy balance between your studies and personal well-being.

- Commitment to Health and Wellness- I believe that every student's success is deeply connected to their health and wellness. I am committed to creating an environment that supports your physical, mental, and emotional health.
- Open Communication- Your instructors are here to support you, not just academically, but also in your overall well-being. If you're facing challenges that affect your ability to perform in class, please communicate early and openly. We can work together to find solutions, be it extensions on assignments or connecting you with university resources.
- Healthy Lifestyle Encouragement- We encourage you to engage in regular physical activity, maintain a balanced diet, and get adequate sleep. These practices not only enhance your academic performance but are beneficial for your health as well.
- Respectful Environment- A respectful and harassment-free environment contributes to everyone's well-being. We all play a part in fostering this atmosphere both in and out of the classroom.

- Emergency Situations- In case of an emergency, prioritize your safety above all else. Familiarize yourself with the university's emergency procedures and [contact information for campus security](#)— *Call 911 if you need immediate help.*
- Reference the [Resources for Support and Learning](#) section below for more info.
- Seeking Help- If you find yourself overwhelmed, please reach out before it becomes critical. Whether it's stress, anxiety, or another concern, the university offers counseling services, peer support groups, and health services to assist you. Seeking help is a sign of strength and proactiveness.

Remember, your journey at the university is not just about academic achievements but also about growing as a healthy and well-rounded individual. Take care of yourself, and don't hesitate to reach out for help when needed.

-This section was written, in part, by Microsoft Copilot and edited by your instructor. Did you catch a shift in language or tone? We will talk about this more in class!

## Course Materials and Tools

Most of the course information will be included or linked directly in each Canvas module. This is to keep everything organized and easy for you to access. The exceptions to this are the textbook chapters that are required in different modules. These textbooks can be accessed through the library and it will be clear in each module which textbook/chapter is required reading for that week.

## Text/Readings/Other Material

**All readings are available free through the UF library or on Canvas.** All readings will be linked and described in the modules. The main textbooks we will be working from are included below.

1. 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.
  - a. Sign in with Gatorlink for access- [Click here](#) to go straight to the textbook through the library
2. Capuzzi, D., & Gross, D.R. (Eds.) (2019). *Youth at risk: A prevention resource for counselors, teachers, and parents* (7th Ed.). Wiley.
  - a. Sign in with Gatorlink for access- [Click here](#) to go straight to the textbook through the library

### APA Resources

[APA Guide from UF](#) has lots of links to helpful information, tips and tricks

Also helpful is the [APA Manual, 7th Edition](#) as well as a [Concise Guide to APA](#) or the [APA Guide for Beginners](#) and finally a [APA Paper Checklist for Students](#)

## Technology Requirements

This course requires online work to be completed. You should have a strong internet connection and a way to access the course material. I will do my best to make sure things are able to be



accessed on a phone, but a desktop, laptop or tablet will likely be a better viewing and submitting experience.

In addition, you should familiarize yourself with the off-campus options for accessing the library resources that are required in the course. You can find a [guide to off-campus access here](#).

## Assignments, Projects, and Grading

This course utilizes a point system. You earn points for every assignment; these are all added together to provide you with your final points that correspond with a letter grade. This allows you to keep a running tally of your points/final grade. There is no complicated math, no weighted assignment calculations, no curve—just the points you earn compared to the chart with the letter grades. Each assignment type has a set number of points that tie directly to a provided rubric (what I use to assign points). Please locate each rubric on Canvas in the assignment before you begin working.

### Assignments:

#### GET TO KNOW YOU

This is one of the first assignments you will work on. It is a simple questionnaire that helps me “Get to Know You”. It will provide me with some context for you as a person and as a student. You will post an adapted version to a discussion board on Canvas

#### SYLLABUS QUIZ

This is a quiz designed to walk you through the syllabus highlights. You may have the syllabus open during the quiz and you may submit it as many times as you like to get the full points.

#### PERUSALL

There is a good amount of reading in this course. Most of it will be completed on your own, but one Perusall article will be completed more collaboratively each week. You will find a rubric in Canvas. As part of the Perusall assignment you will write a summary and connect it to one other course resource.

#### LIVE DISCUSSIONS

There will be an opportunity for you to participate in live-online discussions with your instructor and peers. You can access the discussion forum approximately 5 minutes before the start time.

#### MODULE ASSIGNMENTS

Assignments will vary but may include application of theory/research to practice through case study, critical evaluation of specific course content, etc. This will help you connect the material to different contexts.



### **YOUTH WORK TRAININGS**

At a few points in the semester, you will complete online trainings that relate to course topics. 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.

### **LATE-TERM EXAM**

There is one examination scheduled this semester covering the course material up to that point in the semester (Module 11). The format is essay questions (think Module assignment and Perusall integration of materials). The exam is open-note, open-book. You may (and should) use any materials we have gone over in class to strengthen your responses.

### **SPECIAL TOPIC PRESENTATION—EVIDENCE-BASED PROGRAM**

For this assignment, you will be asked to select a special topic in prevention/intervention and prepare a presentation.

### **FINAL PROJECT- 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.

A unique element of this Final Project is the scaffolded assignments that build on one another and provide you the opportunity to “show your work”.

*Component 1: Annotated Bibliography*

*Component 2: Draft Coach Analysis*

*Component 3: Draft*

*Component 4: Peer Review*

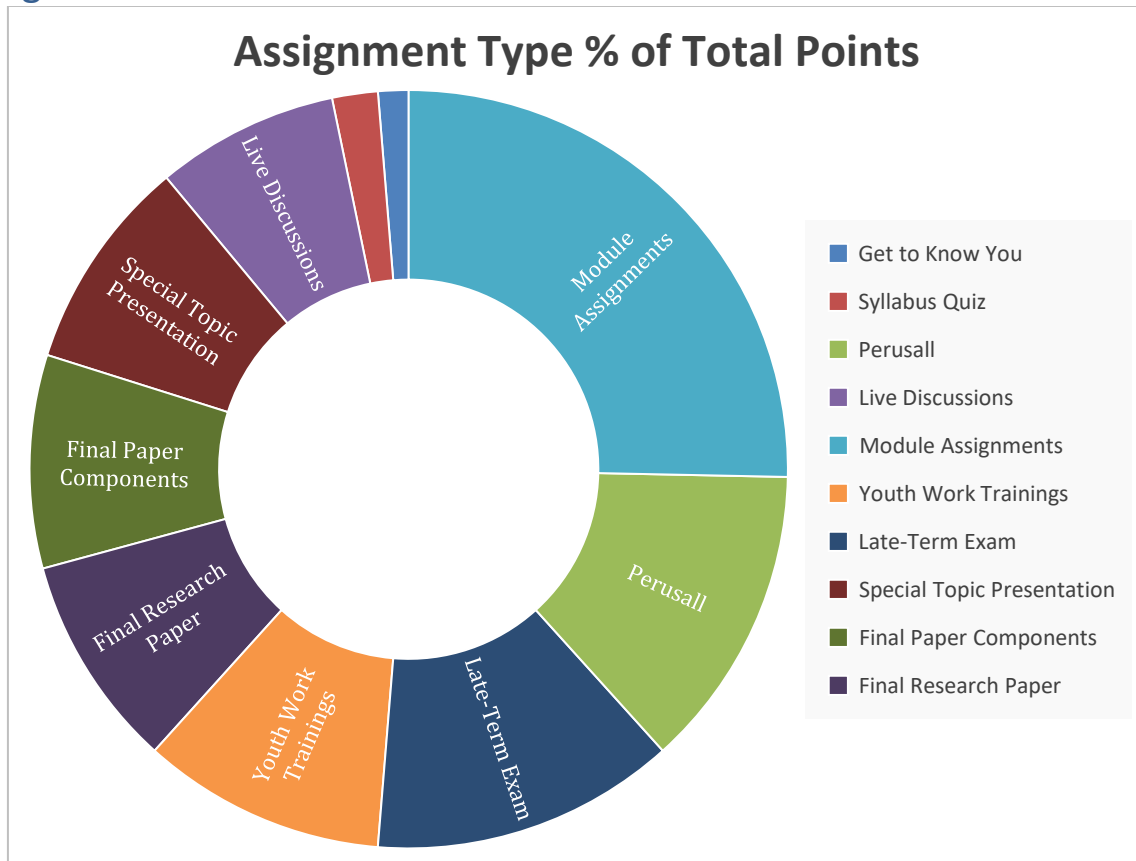
*COMPONENT 5: FINAL PAPER SUBMISSION*

See the [instructions above](#) and more on Canvas

## Summary of Grade Criteria

Assignment	Points
Get to Know You	10
Syllabus Quiz	15
Perusall x 10 @ 10 points each	100
Live Discussions x 6 @ 10 points each	60
Module Assignments x 13 @ 15 points	195
Youth Work Trainings x 4 @ 20	80
Late-Term Exam	100
Special Topic Presentation	70
Annotated Bibliography	15
Draft Coach Analysis	15
Draft	15
Peer Review	15
Peer Review Form	10
Final Research Paper	70
	<b>770</b>
	<b>Total Points Possible</b>

## Assignment Points Breakdown



## Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
=	=	=	=	=	=	=	=	=	=	=	=	=
%	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	59-0%
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0
Course Points	717	693	670	640	616	593	563	539	516	486	462	0
	-	-	-	-	-	-	-	-	-	-	-	-
	770	716	692	669	639	615	592	562	538	515	485	461

## UF Grading Policy

Information on current UF grading policy for assigning grade points. Here is the [link to the university grades and grading policies](#).

## 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 have appropriate headings and subheadings. The font should be 12pt (Times New Roman) or 11pt (Calibri/Cambria 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 accepted and can result in failure.
- For further information, see supplemental documents in Canvas, and [linked](#) on APA formatting and common grammatical errors as well as the grading rubrics.

## Grading Procedure and Feedback

Most of you will be keenly interested in this section. I know your grade matters to you, so it matters to me as well. I have aimed to set this course up in a way that ensures you will get at least a passing grade if you attempt and give a good effort for every assignment. This should take the pressure off for most of you. If you want to earn a higher grade, you can expect to put in more effort and attention to the higher end of the grading rubrics for each assignment.

- As you learned above, this course utilizes a point system. You earn points for every assignment; these are added together to provide you with your final points that correspond with a letter grade.

## Difficulties Encountered

If you experience any difficulties while completing an assignment, please let me know as soon as possible. This ensures that you have the best chance of completing the work and receiving a grade that you are comfortable with.

- *If you wait, I may not be able to help you as efficiently or effectively. I want each of my students to succeed, but not at the expense of their physical or mental health.*

If you experience any personal, professional or academic difficulties that will make it tough for you to complete the work in this course, please reach out to me. You can find all the information about contacting me in the "[Please contact me!](#)" section. In some cases, I will refer you to other services or departments on campus. This is to ensure you have access to all the resources I know of. If I think you could use more help, or different help than what I can provide, I will discuss this with you before I do anything (unless it is an emergency).

## Feedback and grading

Each assignment has a published rubric that you can access as part of the assignment instructions. When you are working on any assignment, you should read through the instructions and the rubric to know how I will evaluate what you submit. The rubrics are there to ensure we are all on the same page about how assignments will be graded. This ensures there are no surprises and that you know how the points will be assigned.

- Please review the rubrics carefully before submitting any assignment so you know what to expect when I grade. And after you receive your grade, please also review the rubric to see exactly how points were assigned.

### Grading Timeline

You can expect your grades to be entered into the Canvas gradebook 1-2 weeks after submission. If text feedback is required for an assignment, I will outline how to access this in the assignment instructions. If you submitted an assignment and have not received grade/feedback after the two-week mark has passed, please message me through Canvas. If two weeks has not passed, please refrain from emailing just to get an update. I need that time to be able to read, process, and assign points.

### Extra Credit

There is no extra credit offered at the start of the semester, nor can I guarantee that any will be provided later. If an opportunity to provide extra credit comes up, I will announce this to the class through Canvas (email and announcement).

### Late work policy

Work that is submitted late without prior approval, will only be offered a certain percentage of the total points depending on how late. 1 day late= 80% total points, 2 days late= 60% total points, 3 days late = 40% total points. More than three days late without prior approval will receive zero points.

- The final paper has a hard deadline that will only be changed for an extreme circumstance. This is not intended to scare you, only to give you the context needed to plan for this assignment. I have built lots of time and scaffolded assignments into the course to help you successfully complete this final paper. This assignment has a hard deadline due to the tight grading timeline between submission of your paper and when grades are due. In order to give your work the time it deserves to be graded, it needs to be submitted on time.

### Attendance and Participation

Weekly participation in the course is expected. There are module assignments that are intended to keep you on pace in the course. Attendance in the live discussions is mandatory, without an excused absence documented.

- You should set yourself up with a weekly schedule that makes sense for you. Because we do not meet every week, create a schedule to keep yourself on track with assignments and due dates.

# Instructional Team: Who Are My Instructors?

## Instructor-

Katherine M. Sims, PhD, Youth Development and Family Sciences



*You can call me Dr. Katie, or Dr. S*

- Google Voice Phone: 352-448-1393
- Virtual Office Hours: Thursdays, 10-11:30 am
  - <https://ufl.zoom.us/my/kmsims>
  - Or reach out to schedule a day/time that works for you! I have availability each week and am happy to accommodate you.
- In-Person Office Hours: *Please message me on Canvas to set up a time!*
- Please find more info about these contact options below in the “Please Contact me!” section.

Now that you know more about the course, I would like to introduce myself. I am a triple Gator, meaning I have three degrees from the University of Florida. And I am a Gators fan from birth. I regularly attended UF sporting events with my family growing up. You will still find me at a variety of sporting events year-round. Saturdays in the Fall are spent tailgating on campus and in the Swamp for football games. On cool spring afternoons you can often find me in the Adirondack chairs at baseball games. And other sports events are fit into my family’s busy schedule.

I was thrilled to get into UF as a transfer student after completing my AA as a dual enrollment student at Santa Fe College in Gainesville. As a high school student, I also spent a year living in Germany as an exchange student.

I am so happy each of you are here in my course. I aim to provide a rich learning environment that is designed to keep you engaged and connected to each other every week—not simply submitting meaningless tasks. I invite you to try to see the value in this course and make it your own, fully participating and letting me know how I can best assist you in learning.

Below you will find a few images that represent who I am at UF.



## Please contact me!

I love to hear from my students. We have several opportunities to connect within the course, but there are also opportunities for you to contact me outside of the virtual classroom.

### *Canvas Email/ Messaging*

The easiest way to contact me is through Canvas. Please do not use my ufl email address as this causes issues with my inbox management and disconnects the course issues from the course management. Keeping everything on Canvas is much easier, so that everyone knows where to expect course information.

- You can expect to hear back from me in 24 hours during the week, and in 48 hours over the weekend. If you do not hear back from me in this timeframe, and I have not communicated a delay, please send a follow-up email to remind me that you are waiting for my response.

### *Virtual Office Hours*

My virtual office hours are set aside for you. I will have Zoom open on my computer and will admit students from the waiting room (if for some reason you are in the waiting room for more than three minutes, message me in Canvas! I probably got distracted and missed the small Zoom notification).

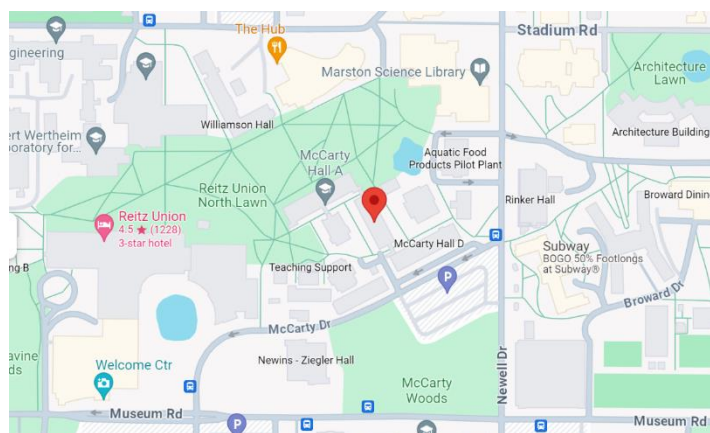
- Or reach out to schedule a day/time that works for you! I have availability each week and am happy to accommodate you.

### *In-person office Hours*

If you prefer to talk without technology, I do have an office on campus- MCCB G111. That stands for McCarty Hall B, Ground Floor #111. There are several McCarty buildings A-D, you are looking for B.

- I included two maps below. I am on campus most days, and we can coordinate when would be best to have an in-person meeting. Please message me on Canvas to set up a time to make sure I will be in my office and available.

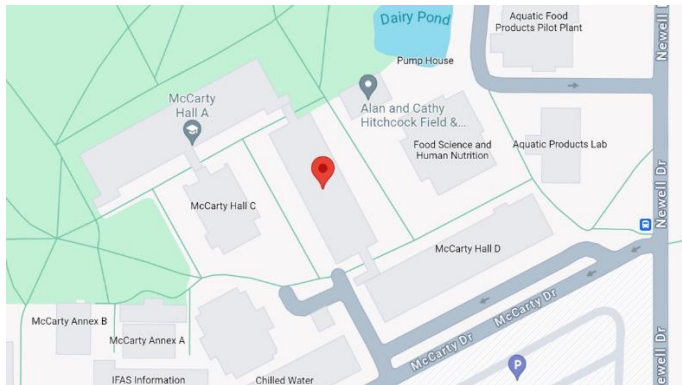
This first map shows a wider view of the campus area where McCarty B is located. It is marked with the larger, red map pin. Nearby landmarks to notice in order to orient yourself, The Hub, Marston Science Library and the Reitz Union. As well as two intersections McCarty Drive/Newell Drive and Newell Drive/Museum Road.



This second image is a more zoomed in view of the McCarty Complex, as some call it. You may notice that my building McCarty Hall B (marked with the larger, red map pin) is in the middle,



connected by breezeways (covered walkways) on either side where the building leads to McCarty Hall A and D.



These last images show my office door as well as the inside of my office. This may help you envision coming to talk with me and remove some of the barriers to do so.



### ***Canvas-Scheduler***

I will utilize the Canvas-Scheduler a few times throughout the semester to setup individual meetings with each of you. You will find more details about this on the Canvas course.

### ***Experiencing difficulties***

This has been mentioned in other places in the syllabus. This is because it is important. Please reach out to me as soon as possible when you are experiencing a difficulty that is preventing you from being as successful in the course as you would like.

## Teaching Philosophy

“When everyone in the classroom, teacher and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful.”  
— bell hooks

“I never teach my pupils, I only attempt to provide the conditions in which they can learn.”  
— Albert Einstein

“One child, one teacher, one book, one pen can change the world.”  
— Malala Yousafzai

As a passionate believer in life-long learning, I strive to foster the idea that education is not just a means to an end, but a journey that should be enjoyable and fulfilling. In my experience, the best courses are those in which students have a true excitement for learning, where they are actively engaged in the learning process, and where the assignments translate to applications outside of the classroom.

- My aim is to provide this kind of learning environment for my students, in every class, every semester. Each of my students is an individual with varying needs, levels of knowledge, development, and expectations.
- My goal is to ensure that, no matter where my students start, they can progress in their critical thinking and communication skills, at a minimum.
- My commitment to student-centered learning, active engagement, continuous improvement, and creating an open and welcoming learning environment is at the forefront of my focus.

## Resources for Support and Learning

There are a variety of resources available to students at the University of Florida. These services and resources are designed to be supports for our students to address their various needs and to enhance their experience as students and as people. Even if you are just taking one course at a time, online, you are still connected to the larger University of Florida system and network of resources. If you need any help navigating these resources and support services, or don't know where to begin, please reach out to me on Canvas!

## Learning and Academic Support

### **Ask a Librarian: Library Support**

Chat or make an appointment with a librarian to focus on your research needs

For specific FYCS help, you can go to our [specific FYC page](#), and contact Melody Royster

### **UF Computing Help Desk**

The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP, E-mail: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

### **Connecting from Off-Campus**

Find out how to connect via VPN or Proxy

### **Course Reserves- Supplemental Material**

Find supplemental course materials

### **First Gen Student Support**

Lots of support for first generation college students: Including:

- First-Generation Leadership Academy (FGLA)
- First-Gen Advocates Program
- Life Coach
- First-Generation Organization (FGO)
- 1:1 Guidance

### **Tips for Success in Online Courses**

General strategies for online learning, tips for connection, asynchronous versus synchronous and helpful video links

### **Office of Academic Support**

Aimed at supporting academic and personal development

### **University Writing Program- Writing Studio**

One-on-one writing consultation, classroom workshops, online and in-person tutoring

### **CLAS Academic Resources**

Tutoring, Supplemental Instruction, Language Studio, Testing Services and Study Skills for CLAS

### **CALS Student Resources**

Computer Lab, Professional Development, Career Resources, Scholarships

### **Career Connection Center**

Career Planning, Resource Library, Gator Career Link, Express Drop-in. As well as workshops, events and tips.

## Support for Well-being and Involvement

### Dean of Students Office

"The Dean of Students Office is your gateway to the University of Florida. We encourage growth, provide care, and promote accountability."

### Disability Resource Center

Supports students with disabilities and accessibility across campus

### Food Pantry- Field and Fork

For any member of the UF community experiencing food insecurity- no questions asked. Only need to provide a UFID number.

### Counseling and Wellness Center

Confidential counseling and consultations for psychiatric service and mental health programming. Read their [services guide](#) for more info.

### 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 [website](#)

### Conduct and Concern Reporting

You can report student, employee and campus concerns. *For emergencies please call the University Police Department at (352) 392-1111 or 911*

### U Matter. We Care

At UF, **Every Gator Counts**. U Matter, We Care serves as UF's umbrella program for UF's caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources.

### Campus and Community Resources

From the UF International Student Center, has a number of great links to support and community resources

### Division of Student Life

"Champions meaningful experiences that foster community connection, career design and lifelong wellbeing."

### Student Involvement and Activities

Student organizations, clubs, service opportunities, and many other ways to connect with others on campus See the [Get Involved page](#)

### University Police Department

Call 352-392-1111 (*or 9-1-1 for emergencies*).

### UF Health Shands Emergency Room

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 Emergency Room and Trauma Center website.

## Services for students with disabilities

The Disability Resource Center, 352-392-8565, [DRC website](#) 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.

*\*\*If you are working with Disability Resources, please contact the instructor during the first week of the semester so that arrangements can be made to meet your needs\*\**

*\*\*You can reach out to the DSO and instructor at any point in the semester if you need additional assistance or guidance. Please do not hesitate to reach out. These services and accommodations can be vital to your success and should not be ignored.\*\**

## UF Religious Observances Policy

“For University of Florida Students, the following guidelines apply: Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.”

- Please look at the course and assignment schedule as soon as possible compared to your religious calendar for celebrations, commitments, holy days, observances, etc. and let me know if anything is conflicting. I will then come up with a plan to make the course schedule

## University, Campus and Course Policies

### Course Policies

#### Subject to Change Policy

Note that the instructor reserves the right to adjust the course as needed. This syllabus and course calendar are subject to change at the discretion of the instructor. Any changes will be noted and sent to the Canvas course.

#### Privacy Policy

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. 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.

## Exam Policy

Students will have a set amount of time to take the late-term exam. 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. This is to ensure that everyone has the same opportunity to review grades and that objections are discussed upfront.

## UF and Campus Policies

### UF Academic Policies & Resources


For the most updated list of UF academic policies and Resources, please visit the [Syllabus Policies](#).

### UF Core Values

Available on the [University of Florida Core Values website](#)



## Course Schedule

 **Key Tip:** Canvas will automatically create a dynamic calendar, based on the due date of all assignments and calendar entries. If changes are made to the assignment dates, the calendar will automatically be updated. You can view a simplified schedule below, and then go to the Canvas calendar for up-to-date deadlines.

- [Click to learn how use the Canvas calendar as a student](#)

Course Schedule			
Week	Dates	Module	Assignments / Submissions <small>(more detail on Canvas)</small>
1	August 21-24	Introduction	1. Syllabus Quiz 2. Get To Know You 3. Perusall 1 4. Discussion Board Post 5. Module Assignment 1
2	August 25-31	Module 1- Introduction to Adolescent Risk-Taking	1. Perusall 2 2. Module Assignment 2
3	September 1-7 (UF Closed September 1)	Module 2- Cognitive Development, Developmental Influences and Risk Behavior	1. Perusall 3 2. Live Discussion 1 3. Module Assignment 3
4	September 8-14	Module 3- Environmental/Social Influences on Risk Behavior	1. Perusall 4 2. Module Assignment 4
5	September 15-21	Module 4- Evidence-Based Programs	1. Perusall 5 2. Live Discussion 2 3. Special Topic Sign-up 4. Module Assignment 5
6	September 22-28	Module 5- Mood Disorders/ Suicide	1. Perusall 6 2. Youth Work Training 1 3. Module Assignment 6
7	September 29-October 5	Module 6- Anxiety, Trauma and PTSD	1. Perusall 7 2. Live Discussion 3 3. Module Assignment 7
8	October 6-12	Module 7- Delinquency and Conduct Problems	1. Perusall 8 2. Youth Work Training 2 3. Module Assignment 8
9	October 13-19	Module 8- Substance Use and Gambling	1. Perusall 9 2. Live Discussion 4 3. Module Assignment 9
10	October 20-26	Module 9- School Problems and Bullying	1. Perusall 10 2. Module Assignment 10



			3. Annotated bibliography
11	October 27- November 2	Module 10- Sexual Activity and Dating Violence	1. Perusall 11 2. Youth Work Training 3
12	November 3-9	Module 11- Exam Review Week/Exam	1. Live Discussion (optional) 2. Individual Meetings (optional) 3. Exam
13	November 10-16 (UF Closed November 11 <sup>th</sup> )	Module 12- Up to the class! We will have space saved for special topics that matter to you! More info will be given during the semester	1. Module Assignment 11 2. Live Discussion 5 3. Special Topic Presentation 4. Draft Coach Analysis
14	November 17-23	Module 13- Up to the class! We will have space saved for special topics that matter to you! More info will be given during the semester	1. Module Assignment 12 2. Live Discussion 6 3. Draft of Final Paper
15	November 24-30 (UF closed Thanksgiving Break)	Break Week	Optional module (mindfulness info provided)
16	December 1-3 (December 4 & 5- Reading Days)	Module 14- Up to the class! We will have space saved for special topics that matter to you! More info will be given during the semester	1. Individual Meetings (optional) 2. Peer review of paper 3. Module Assignment 13 4. Youth Work Training 4
17	December 6-12	"Exam week"- Research (search) Paper Due on December 10th, bonus points if submitted on December 6th	1. Peer Review Forms 2. Final Paper 3. Course Feedback Reminder