

# Youth and Family Relations– FYC 4202 (SP 2025)

**Class Time:** T 10:40 AM – 11:30 AM  
R 10:40 AM – 12:35 PM

**Class Location:** FLI 0101 ([Keene-Flint Hall](#))

**Instructor:** Tennisha Riley Ph.D.  
**Email:** [tennriley03@ufl.edu](mailto:tennriley03@ufl.edu)

**Office Location:** McCarty Hall D (room 3028A) or Zoom  
**Office Hours:** Tuesdays 9:30 – 10:30am  
\* appointments are welcomed...come see me!

## **Required Reading(s):**

This course does not have a required textbook. Readings for the course will be posted on Canvas. If you have trouble accessing course materials, please contact me directly via email.

**Course Description:** This course will examine youth development within the family system. In particular, we will review basic theory and research on youth development and how it is linked with family development, family processes, and extended family systems. Use of theory and empirical research when working with youth and their families will be highlighted.

**Prerequisite Knowledge and Skills:** The course prerequisite is such that students must have taken and passed FYC 3001. If you have not completed the course prerequisite, please speak to the instructor immediately. In addition, the following skills are recommended: (a) an awareness and basic understanding of youth development and family relations; (b) some background in theory from an undergraduate social science course; (c) professional writing skills at an advanced undergraduate level.

## **Course Objectives**

This course is an introduction to youth and family relations. To gain a greater understanding of the different domains of youth development and family development, family processes, and extended family systems. After completing this course, you will be able to:

1. Describe the theories, methodology, and research findings that form our knowledge base about youth development and family relationships.
2. Identify how the parent-child relationship influences both healthy and unhealthy psychosocial development during adolescence and emerging adulthood.
3. Understand the diversity of youth and family relationships and the ecological contexts in which they are embedded (e.g., culture/ethnicity, religion, socio-economic status, family structure, etc.).
4. Critically evaluate theory and research and understand the practical application of these principles to families with adolescents and emerging adults (the transition to adulthood).
5. Facilitate a learning community through class discussion and collaboration.

## **Course Requirements:**

1. **Attendance:** Please note, that class participation is an important process of learning the course material. You are expected to attend each class on time, and to meaningfully participate in class discussions. Class assignments, class discussions, and in-class activities will be graded as participation credit. If you have a concern about missing class for personal reasons, please schedule a time to speak with me during office hours. Any absences due to religious holidays should be discussed with me well in advanced (preference is during the first two weeks of the semester). More than five missed classes ([excused or unexcused](#)) will result in your final grade being dropped by one letter grade. Excused absences with a note from your doctor or other documentation for absences will not count toward your 5 total absences.
2. **Readings:** All readings should be completed by the due date based on the weekly schedule below. Reading will guide the discussions you have within our learning community and will impact your ability to contribute to other

class activities. Below are the assignments that will support your reading and conceptualization of course materials.

3. **Just-In-Time (JIT) Reading Quiz (10 points each)**: Students will complete a weekly JIT reading quiz. JIT questions will be posted at the start of class. We will reserve 15 -20 mins to complete during class time. JIT assignments are meant to inform in-class discussion. JIT prompts will typically include three parts: Two questions that ask you to evaluate the content of the reading critically and one question that asks for your perspective on an emerging challenge for youth and families. Students' responses are graded on the understanding of course material and depth of reflection. If a student is not satisfied with their JIT grade or miss class, they will have an opportunity to expand on their reflection for a grade improvement. Completion of this assignment includes.
  - (a) Attending Class.
  - (b) Reading course materials assigned for the week.
  - (c) Completing your responses to JIT questions in class. \*see syllabus for readings and due dates.
  - (d) **Do Not** summarize the course readings, instead follow the questions and reflection prompts posted in the JIT assignment and think about: (1) how the questions are connected to lecture materials or other FYCS courses, (2) how the course content may apply to your personal and career interest, and (3) how the course material has influenced your previous thoughts about youth and their families.
4. **Exams (50 points each)**: There will be 2 exams. Exams will include 15 multiple choice questions and 2 short essay questions. The multiple-choice section will be timed (30 minutes), with the 2 short answers to be completed by the exam deadline (no time limit). Instructions for the exams will be posted on canvas, but generally the short essay question responses should be 350 – 500 words. In each course lecture, I will try to note the topics that will be emphasized on exams clearly. The course lectures will be posted to Canvas to provide you with a study guide. The dates of exams are listed in the class schedule below. Please take note that the last exam due date is scheduled during exam week and is due before the last day of the semester.
5. **Final Project Portfolio (100 points)**: Students will complete an investigative project on their learning throughout the course as their final assignment. The goal is to synthesize your knowledge and understanding of youth and family relations. Guidelines for the project include:
  - a. **Review of Learning**: Examine your JIT reflection responses, notes, and other materials from the course. You may choose to highlight no less than 3 important perspectives or “quotes” that you have within your own course materials as evidence of your learning. Consider how this evidence of learning fits within your knowledge and understanding of the course topics. You might consider if and how your learning has grown over the course of the semester, the important perspectives that shaped your learning, and what you have learned from your classmates.
  - b. **Gather information and prepare presentation**. Based on your chosen evidence you will give a short (10 min) presentation which should provide a brief description of your learning portfolio to your colleagues. The presentation should discuss your major learning points in the class, how or if your learning experienced growth, what questions or curiosities do you still have about course topics.

Course Grades	Points	Your Points
JIT Assignments	100	
Exams	100	
Final Project	100	
<b>TOTAL</b>	<b>310</b>	

Course Grading Scale	Final Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	Failing (E)

## Course Policies

1. Late work: The course materials and schedule have been thoughtfully outlined. Therefore, **there will be no late work accepted for the course.** If you have concerns or you are dealing with circumstances that prevent you from engaging in the class timeline for assignments, please contact me directly in a timely manner at [tennriley03@ufl.edu](mailto:tennriley03@ufl.edu).
2. Respect for Diversity: Our classroom is a place where diversity is accepted, encouraged, and valued. The differences between class members are embraced, and differences in opinions and backgrounds are viewed as a learning experience. Language that degrades any individual or group because of sex or gender, ethnicity, nationality, race, socioeconomic status, disability status, religion, or sexual orientation will not be tolerated.
3. Changes to the Syllabus: This semester we will construct the syllabus together as a class. However, I, as the instructor, reserve the right to amend or change the course syllabus and scheduled timeline at any time during the semester. I will notify students if any changes are made well in advance.

## University Policies and Regulations

1. Disability Accommodations: Every attempt will be made to accommodate students with disabilities. You must have established your eligibility for support services through the appropriate office, Disability Resource Center. Please contact [Disability Resource Center](#) for more information at 352.392.8565 as soon as possible if accommodations are needed. The office is located on the ground floor of the Reid Hall, Room 001. Appointments can be made to see a specialist between 8 AM to 5 PM, Monday through Friday. Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to be produced.
2. Religious Obligations: I will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or other requirements. The Florida Board of Education and state law govern university policy regarding observance of religious holidays. [The following guidelines apply:](#)
  - a. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
  - b. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
  - c. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

- d. If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.
  - e. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.
3. Academic Honesty: As a student at UF, you are expected to adhere to the standards and policies detailed in [the student code of conduct](#). When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the Code will be reported to the **Student Conduct & Conflict Resolution** and handled according to University policies. Sanctions for academic misconduct may include receiving a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.
4. 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/>
5. 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.
6. Sexual Misconduct: As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and UF's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can find several resources for help on [the Office of Accessibility and Gender Equity website](#).
7. It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Assistant Vice President of Accessibility and Gender Equity, ADA, and UF's Title IX Coordinator. In that event, those individuals from the Office of Accessibility and Gender Equity will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit the university website about Title IX policies. To learn more, visit the [UF title IX policy webpage](#).
8. Bias-Based Incident Reporting: Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported to the [Division of Student Affairs' Respect Team](#). Reports can be made anonymously if desired.

## Course Outline and Assignment Due Dates

	Date	Course Discussion Topics and Readings	Assignments Due
Week 1	Jan 14 <sup>th</sup>	Course Introduction and Expectations	
	Jan 16 <sup>th</sup>	NO Class – Professor Out of Office	
Week 2	Jan 21 <sup>st</sup>	Foundational Theories of Youth Development and Family Systems <ul style="list-style-type: none"> <li>• <b>Merging theories to understand youth and family relations</b></li> </ul>	
	Jan 23 <sup>rd</sup>	Foundational Theories of Youth Development and Family Systems <ul style="list-style-type: none"> <li>• <b>Defining and mapping the family</b></li> </ul>	Noller and Atkin (2014): <i>Theoretical Perspectives on Adolescents in the Family</i>
Week 3	Jan 28 <sup>th</sup>	Ecology of the Family as Context for Youth Development <ul style="list-style-type: none"> <li>• <b>Biological foundations</b></li> <li>• <b>Socialization</b></li> </ul>	
	Jan 30 <sup>th</sup>	NO Class – Professor Out of Office	Baker (2007): <i>The Biology of Relationships. What Behavioral Genetics Tells Us about interactions with family members.</i>
Week 4	Feb 4 <sup>th</sup>	Ecology of the Family as Context for Youth Development <ul style="list-style-type: none"> <li>• <b>Environmental risks, the gene X environment effect on youth and family relations</b></li> </ul>	
	Feb 6 <sup>th</sup>	Family Differences <ul style="list-style-type: none"> <li>• <b>Culture, absence and loss,</b></li> </ul>	
Week 5	Feb 11 <sup>th</sup>	Family Differences <ul style="list-style-type: none"> <li>• <b>Adapting and restructuring youth and family relations</b></li> </ul>	
	Feb 13 <sup>th</sup>	Family Differences <ul style="list-style-type: none"> <li>• <b>Siblings and Kinship</b></li> </ul>	Family genogram due by 11:59pm
Week 6	Feb 18 <sup>th</sup>	Trauma and Resilience <ul style="list-style-type: none"> <li>• <b>An ecological perspective</b></li> </ul>	
	Feb 20 <sup>th</sup>	Trauma and Resilience <ul style="list-style-type: none"> <li>• <b>Family and youth adjustment</b></li> </ul>	
Week 7	Feb 25 <sup>th</sup>	Trauma and Resilience <ul style="list-style-type: none"> <li>• <b>Policy and intervention, strength-based approaches</b></li> </ul>	
	Feb 27 <sup>th</sup>	Identity Development <ul style="list-style-type: none"> <li>• <b>Individual and connected identities within the family</b></li> </ul>	
Week 8	Mar 4 <sup>th</sup>	Identity Development <ul style="list-style-type: none"> <li>• <b>Identity and self-esteem</b></li> </ul>	
	Mar 6 <sup>th</sup>	Global Youth and Family Relations	

		<ul style="list-style-type: none"> <li>• <b>Perspective in Cultural Differences</b></li> </ul>		
Week 9	Mar 11 <sup>th</sup>	Global Youth and Family Relations <ul style="list-style-type: none"> <li>• <b>Perspective in Cultural Differences</b></li> </ul>		
	Mar 12 <sup>th</sup>	<b>Exam 1 Due by 11:59pm</b>		
Week 10	Mar 17 <sup>th</sup>	<b>No Class – SPRING BREAK</b>		
	Mar 19 <sup>th</sup>	<b>No Class – SPRING BREAK</b>		
Week 11	Mar 25 <sup>th</sup>	Mental health of youth and families <ul style="list-style-type: none"> <li>• <b>Cultural understanding and expectations</b></li> </ul>		
	Mar 27 <sup>th</sup>	Mental health of youth and families <ul style="list-style-type: none"> <li>• <b>Managing and adapting to mental health diagnosis</b></li> </ul>		
Week 12	Apr 1 <sup>st</sup>	Chronic illness and disabilities <ul style="list-style-type: none"> <li>• <b>Care and support for illness</b></li> </ul>		
	Apr 3 <sup>rd</sup>	Chronic illness and disabilities <ul style="list-style-type: none"> <li>• <b>Family systems influence on treatment</b></li> </ul>		
Week 13	Apr 8 <sup>th</sup>	Learning and developmental outcomes <ul style="list-style-type: none"> <li>• <b>Expectations for achievement</b></li> </ul>		
	Apr 10 <sup>th</sup>	Learning and developmental outcomes <ul style="list-style-type: none"> <li>• <b>Navigating educational settings</b></li> </ul>		
Week 14	Apr 15 <sup>th</sup>	Addressing inequities and the impact on the family <ul style="list-style-type: none"> <li>• <b>Socioeconomic challenges within the family</b></li> <li>• <b>Childcare and employment policies</b></li> </ul>		
	Apr 17 <sup>th</sup>	Final Project Presentation		
Week 15	Apr 22 <sup>nd</sup>	Final Project Presentation		
	Apr 24 <sup>th</sup>	No Classes – READING DAY		
Week 16: Finals Week	Apr 29 <sup>th</sup> – May 3 <sup>rd</sup>	<b>Exam 2 due by 11:59pm on May 3<sup>rd</sup></b>		