Principles of Family, Youth and Community Sciences

Department of Family, Youth and Community Sciences

FYC 3001 | Section **21426** | Fall 2025
T Period 2 - 3 | (8:30 AM - 10:25 AM)
R Period 3 | (9:35 AM - 10:25AM)
Location: MCCB G085

Welcome to the *Helping-People* Major.

Co-Instructor: Kate H. Fletcher, PhD., "Dr. Kate"
Email: khfletch@ufl.edu | Canvas mail preferred
Office: McCarty B G085
Student Hours: TBD

Co-Instructor: Eryan Johnson
Email: esjohnson@ufl.edu | Canvas mail preferred
Office: McCarty B G091

Please be mindful: Email responses are replied to within a 24-hour period, M-F from 8am to 4pm.

Undergraduate TAs:
J'nyah Brooks | jnyah.brooks@ufl.edu
Sreeveda Nagula | s.nagulu@ufl.edu
Selena Schulz | selenaschulz@ufl.edu

THE BASICS: COURSE INFORMATION

COURSE DESCRIPTION

Introduces the study and practice of family, youth and community sciences. Presents analytic concepts used in the study of family, youth and community sciences. Emphasizes the vulnerabilities and needs of US children, youth, families, and communities, and describes human services that maximize human potential and minimize personal and societal costs. Introduces the roles and skills of the human service professional. Prereq: PSY 2012 or SYG 2000. *Current Gen Ed. Subject Area*: "GE-S"

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. Social and Behavioral Sciences is a sub-designation of Social Sciences at the University of Florida.

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

COURSE FORMAT

This course includes discussion-based lectures, videos, **teamwork**, guest speakers, in-class exercises, homework, written assignments, web-based assignments, cohort engagement, service-learning, and quizzes.

COURSE OBJECTIVES

The Principles of Family, Youth and Community Sciences course is designed to:

1. Introduce the basic premises of research and theory in the study of families, youth & communities.

2. Present human ecological theory as related to FYCS.

3. Describe the status of families, youth, and communities in the 21st century.

4. Identify programs designed to support families, youth, and communities.

5. Introduce theory, research, and policy associated with families, youth, and communities.

6. Familiarize students with library research, resource evaluation, and APA style for references.

7. Reinforce the intrinsic and extrinsic value of service-learning.

8. Acquaint students with professions related to working with families, youth, and communities.

LEARNING OBJECTIVES

Upon successful completion of the requirements of FYC 3001 students will be able to:

1. Describe the components of and purpose of theory.

2. Provide a rationale for understanding and using research in FYCS.

3. Apply Human Ecological Theory to everyday situations.

4. Discriminate between sources of information.

5. Correctly cite references using APA.

6. Restate the demographics, concerns, & issues of families, youth & communities in the 21st century.

7. Recognize key components of common theories of human development, family life, & community.

8. Use and analyze service-learning experience to guide career planning.

9. Work successfully in a team environment.

WHAT DO YOU NEED TO BUY?

COURSE TEXTBOOK

Publication Manual of the American Psychological Association, 7th Edition

ISBN: 9781433832178

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: American Psychological Association.

SUPPLEMENTAL READINGS

This course is designed to provide students with a basic understanding of various theories, concepts, and skills.

Bandy, J. (2011). *What is service learning or community engagement?* Vanderbilt University Center for Teaching.
https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/

Colorado State University Prevention Research Center. (2023, January 30). *What is prevention science?* [video]. YouTube. https://youtu.be/P1NqouyANss?feature=shared

DukeServiceLearning. (2018, May 5). *What is service-learning?* [video]. YouTube.
https://youtu.be/YKNB0M5EdHc?feature=shared

GetSmarter. (2022, May 15). *Defining public policy | LSE* [video]. YouTube.
https://youtu.be/yPgxNHGMVIM?feature=shared

Helpful Professor Explains!. (2024, May 21). *Service learning (explained for beginners in 3 minutes)* [video]. YouTube. https://youtu.be/TCYRwNLFqdo?feature=shared

Homan, M. S. (n.d.). *Giving voice: Advocacy in human services.* Frontline Initiative Supporting Families.
https://publications.ici.umn.edu/frontline-initiative/6-2/giving-voice-advocacy-in-the-human-services?_draft=463428ea-7516-436e-a641-87ef71c7fc83

Liam Lux Andersson. (2022, May 1). *Exploring the world of psychology with Bronfenbrenner's ecological systems theory* [video]. YouTube. https://youtu.be/T0gv2eu9bpo?feature=shared

Practical Psychology. (2021, April 18). *Transtheoretical model and stages of change (examples)* [video]. YouTube. https://youtu.be/VVyhhMzWkiU?feature=shared

TED-Ed. (2013, August 15). *Everyday leadership - Drew Dudley* [video]. YouTube. https://youtu.be/uAy6EawKKME?feature=shared

COURSE ASSIGNMENTS

This course is designed to provide students with the tools needed to expand their abilities and build connections. The following assignments, trainings, and quizzes will be conducted over the course of the semester.

Per 8.003: Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

Course Materials	%
Living Stories (Course Objective #4)	20%
Conceptual Education Model (Course Objective #8)	10%
PPA Team Project (Includes all steps, Final Paper, & Presentation) (Course Objectives #1, #2, #3, #4, #5, #6, & #8)	25%
LinkedIn Learning (Course Objective #6)	5%
Quizzes (Course Objectives #1, #2, #3, #4, #5, #6, #7 & #8)	20%
Course Participation and Engagement (Course Objectives #1, #2, #3, #4, #5, #6, #7 & #8)	10%
Service-Learning (Course Objectives #1 & #7)	10%
TOTAL POINTS	**100%**

Remember, **your grade is a direct result of the effort that you put into this course**.

LIVING STORIES (200 points)

Living Stories are said to be a collection of "living books" allowing "living beings" to explore experiences, people, places, communities, and cultures that shape our lives. This semester, our classroom will become a Living Story to enhance the built community within FYCS. Each student offers their own unique collection of stories; students will "borrow" 5 living books to connect, communicate, and build community. Living books will be selected at random. If you would like to be paired with a student, a Google form link will be provided in our Canvas Hub. Please use this form to request the living book you would like to be matched with. Students will be provided with a description of a living book via Google Slides and a set of icebreakers. At the end of each library session, students will complete a Living Story card, sharing their learned experiences.

"Living Book" Description (50 points)
- Think of this as the information on the back of the book. Students will answer a set of questions that will be shared to provide potential "borrowers" (fellow classmates) with a brief synopsis of who they are.

Living Stories Card (150 points)
- Students will complete five (5) individual library cards that share their learned experiences with each living book. Each library card submission is worth 25 points.
- The entire class will come together for our final Living Story day to have Community Library day. This Community Library card is worth 25 points.

CONCEPTUAL EDUCATION MODEL (100 points total)

The Conceptual Education Model is a core component of the FYCS degree. This project is designed to begin your professional development toolkit that will be built upon over your time as a UF student in FYCS. Each phase will act as a *stepping stone* to a completed roadmap of your UF experience and the beginning of your professional webpage. This project will be completed in 4 steps.

Step 1: About Me and UF Timeline (25 points)
- **Write** your *about me* in 250- 300 words. This should include who you are, your current major(s) and/or minors, why you chose these major/minor(s), and how these major/minor(s) will help you achieve your future/career goals and aspirations. You will include a professional headshot.

Step 2: Roadmap Creation (25 points)
- **Create** a *visual roadmap* (photos/images must be included) that shows your UF life. Include when (and why) you choose UF, the activities you are involved in (volunteering, service-learning, students orgs/clubs, leadership, jobs, research, athletics, studies abroad, or more!), the activities you hope to be involved in, and where you hope this road will take you (your final professional/aspirational path) along with a professional headshot (no senior pictures/graduation pictures allowed).

Step 3: Webpage Development (25 points)
- **Develop** your webpage using the skills learned from the Wix training. Your web page must include the following pages: home, about me, resume, academic experiences (subpages under this page include conceptual education model, trainings, and extracurricular), service-learning, and practicum.

Step 4: "Final" Professional Webpage (25 points)
- **Update** steps 1-3 with the feedback provided over the course of the semester.
- **Include** a professional headshot
- **Upload** the final roadmap to the Conceptual Model page on your website.

THE TEAM PROJECT (250 points total)

The PPA Project

This semester's team project involves working in groups of 3-4 students to address a specific family, youth, or community need or issue from anywhere in the world, **excluding Gainesville, FL**. To guide your focus, consider this question: *"What problem do I want to solve in the future?"*.

Your project will require:
1. A clear understanding of the selected **need** or **issue**, supported by a review of current literature.
2. Identification of the ecological system (e.g., family, community, societal level) in which the need or issue exists.
3. Development of a proposed prevention, policy, and/or advocacy intervention designed for implementation by a human services organization or non-profit sector (e.g., NGOs).
4. Identify and discuss your chosen community (i.e. families, communities or youth or a combination) and identify other programs that are similar to your program.
5. Discuss where your program will be most successful in your chosen community. Development of funding your proposed program

Your work should demonstrate thoughtful analysis and practical solutions to make a meaningful impact.
- You will find more information about this team project under the "Team Project" section on Canvas.
- Teams will be created based on interests and career paths.
- Each team will have time during class to work, HOWEVER, you will also need to spend time collaborating <u>outside of class, too</u>.

Peer Evaluations (225 points)

Your team will establish expectations for team participation at the start of the semester. Team guidelines should consider things such as communication policies, attendance on teamwork days, completion of tasks, and shared responsibility. As part of the peer evaluation, you will evaluate your team members based on their adherence to the guidelines you establish together as a team. To ensure each student is contributing to the team project and receiving the appropriate points based on contributions, peer evaluations are the determining component of the point awarding process for each step.

- 4 Peer Evaluations will be completed (PE1 = Step 2, PE2 = Steps 3 & 4, PE3 = Steps 5 & 6, and PE4 = Final).
- These Peer Evaluations are a **required** portion of the PPA project.
- Failure to complete a Peer Evaluation will result **in a zero** on that specific Peer Evaluation as it pertains to specific steps (i.e., *if you failed to submit the Peer Evaluation for Step 3, you receive a zero for Step 3*).

The Project Presentation (25 points)

Teams will present their project during the last week of classes. Only team members who are present and choose to participate will receive points. More information regarding the presentation requirements will be found in the "Team Project" section on Canvas.

Firing a Team Member

Unfortunately, teams are not always functional, and some team members choose not to fully participate in team activities. In these cases, you have the option to fire a team member. I expect you to work together in an effective manner using proper and professional communication skills. You will need to work in teams in every professional role you hold in the future. However, if a team feels that an individual team member is chronically causing a problem and impeding the team from being successful, then it is within the team's rights to fire that individual from the team project. More information on this process and valid reasons for firing a team member can be found on the "Team Project" section on Canvas.

LINKEDIN LEARNING (50 points total)

Learning Word (25 points)
By Nick Brazzi, 2021 – details in Canvas Hub
Learning Wix (25 points)
By Jen Kramer, 2021 – details in Canvas Hub

QUIZZES (200 points)

Syllabus Quiz (30 points)

This quiz will only be available on Canvas during the first week of class (including drop/add). There are no make-ups for this quiz. This quiz consists of 10 questions, and you may take it up to three times.

APA Quiz (50 Points)

This quiz will test your knowledge of APA 7th edition. This is an open-book quiz, utilizing your required APA 7th Ed. Manual. The quiz will consist of 25 multiple-choice questions and will be administered on Canvas. Remember, this is an open book, **not an open friend**. You may not take this quiz with anyone else, nor receive help from anyone who is registered for FYC 3001, nor has already taken FYC 3001. AI platforms or citation generators are not to be used.

Content Quizzes (120 points)

There will be 4 content quizzes over the course of the semester. Each quiz will be open note (**not open friend nor AI**) and will cover the material learned over the *previous* weeks. Quizzes may include multiple-choice, matching, and short-answer/fill-in-the-blank questions. The quizzes will consist of 10 questions and be worth 30 points (extra credit questions will be provided).

COURSE PARTICIPATION AND ENGAGEMENT (100 points)

Students are expected to demonstrate their preparation for class and their understanding of the course materials through active participation and engagement in class and virtual environments. Participation and engagement points will be awarded to students via in-class activities, pop-up attendance, or other. If you miss a class engagement or participation opportunity, you will receive a zero, **there are no make-ups and there *is no grace period associated with any of the Course Participation and Engagement activities.*** HOWEVER, *there will be more opportunities for points than the maximum points possible.* There will be approximately 100 points worth of participation and engagement, you will only need to complete 75 points to receive full credit. **Dates of these opportunities may not always be posted. Therefore, attending class is imperative to your success, and many times the only way to complete these course participation and engagement opportunities. Please be mindful that there is no grace-period for any CP&E opportunities due to the nature and scope of these unique opportunities.**

SERVICE-LEARNING (100 points)

Service-learning will be integrated into our course by actively engaging students with a local agency in our community. Students are responsible for securing their service-learning site within the first three weeks of class, completing a minimum of 20 hours of service, and reflecting on their experiences in connection with course concepts. This hands-on engagement allows students to apply theories and research related to families, youth, and communities in real-world settings, fostering deeper learning and personal growth. Details for each assignment will be found in our Canvas Hub.

Service-Learning Site (25 points)
You must locate a community-based agency through the Gators for Good Platform to complete your 10 hours of service-learning this semester. Then ensure the *Service-Learning Site* (SLS) is submitted by your site supervisor to the Gators for Good platform (you may not submit your own SLS).

Service-Learning Journals (25 points each)

Service-Learning (SLJs), found in the Assignments tab on Canvas, will require detailed reflections on your Journals service-learning experiences at two points during the semester. Each journal will be graded based on specificity, connection to class concepts and theories, and adherence to APA 7th edition formatting, including grammar, citations, and structure.

Impact Summary (25 points)

The Impact Summary will be accessed through the Gators for Good Platform and will be submitted as a PDF to the Impact Summary Assignment in Canvas. Please note that incomplete hours will result in a deduction of 1 point per hour not fulfilled.

COURSE POLICIES

LATE POLICY

I believe in allowing students the opportunity to submit assignments on a flexible timeline, thus, each student may submit assignments up to **48 hours (2 days) after the posted due date**, no questions asked, no points deducted. However, if you miss submitting any assignment past this grace period, you will automatically receive a **zero for that assignment** (*unless you have spoken with me prior via Canvas only for an extension or have an extenuating circumstance*).

To see the UF Policy on absences, review:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences

MAKE-UP POLICY

As I offer a flexible timeline for assignment submission, the chance to "miss" up to 25 points of course engagement and participation, extended quiz timeframe, and extra credit opportunities, **there are no make-ups** (unless you had extenuating circumstances beyond your control, see UF Policy on absences).
- Please make your best effort to attend each class session. If you are not able to attend, you must **be proactive by emailing me via Canvas mail** to inform me of your absence. Please be mindful: *I reserve the right to decrease your overall grade if there are more than 4 unexcused absences*.

GRADING

COURSE GRADING

Each assignment, activity, and quiz has a point value attached to it. You will earn these points as you successfully complete them.
A minimum grade of "C" is required for General Education credit.

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 60 – 62%
C+ = 77-79%	E = 59%

COURSE CALENDAR

Our Course Calendar is subject to change based on circumstances that are beyond our control.
If there are any changes, please refer to *Date revised in the header section of this document. *The instructor reserves the right to change any aspect of this syllabus and to make appropriate updates. Changes to the syllabus, including the course calendar, will be communicated to students in a timely manner via Canvas and during class time.*

Please ensure your Canvas settings are set to receive announcements via your UFL email.

WEEK	DATE	CLASS TOPIC	ASSIGNMENT DUE DATES
1	8/21	**Introduction, Syllabus, & Intro to FYCS** (C.O. #1, #3)	Syllabus Quiz **Opens**
2	8/26	**Living Stories** (C.O. #4), **IRB Consent QR Code, PPA Project Overview** (C.O. #1, #2, #3, #4, #5, #6, & #8) & **Conceptual Model** (C.O. #8)	Drop/Add **Ends** at 11:59 pm *Drop/Add ends Wednesday 8/27 @11:59pm*
2	8/28	**Teamwork Day (Step 1)**	"Living Book" **Due** at 11:59 pm Lost at Sea, PPA Step 1 will be completed in class
3	9/2	**APA 7th ed. Styling**	SLJ1: Preflection & Syllabus Quiz **Due** at 11:59 pm
3	9/4	**How to Research** (C.O. #1, #6) & **Teamwork Day (Step 2)**	APA Quiz **Opens,** PPA Step 2 **Due,** Peer Eval 1 **Due** at 11:59 pm
4	9/9	**Bronfenbrenner** (C.O. #1, #2) & **Living Stories #1**	APA Quiz & Living Stories #1 **Due**
4	9/11	**Stages of Change** (C.O. #1, #3, #4)	SLS Form & Conceptual Model Step 1 **Due**
5	9/16	**Prevention Science** (C.O. #1, #4, #5) & **Living Stories #2**	Content Quiz 1 **Opens** Living Stories #2 **Due** at 11:59 pm
5	9/18	**Public Policy** (C.O. #5)	Content Quiz 1 **Due** at 11:59 pm
6	9/23	**Advocacy** (C.O. #5) & **Human Services** (C.O. #4)	Content Quiz 2 **Opens** & Learning Word **Due** at 11:59 pm
6	9/25	**Teamwork Day (Step 3)**	Content Quiz 2 & PPA Step 3 **Due** at 11:59 pm
7	9/30	**Community Development** (C.O. #1, #4) & **Youth Development** (C.O. #1)	Conceptual Model Step 2 **Due** & Learning Wix **Due** at 11:59 pm
7	10/2	**Family Development** (C.O. #1)	Content Quiz 3 **Opens**

*Date revised: 8/1/2025

UF POLICIES AND SERVICES

https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

*The instructor reserves the right to change any aspect of this syllabus and to make appropriate updates. Changes to the syllabus, including the course calendar, will be communicated via *Date Revised in the header section of this syllabus.