

UNIVERSITY OF GUELPH
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

FRHD*4400 Youth, Risk & Resilience
COURSE OUTLINE
Winter 2015

Scheduled Class Time: 8:30 – 9:50 am

Location: MCKN, Room 116

Time: 08:30AM - 09:50AM

Instructor: Dr. Carol-Anne Hendry, C. Psych

Contact: Centre for Psychological Services, Room 119A

chendry@uoguelph.ca

Course Description: This course examines risk and resilience in the lives of youth. Theories of Developmental Psychopathology and Resilience will be emphasized as we examine literatures relating to risk, resilience, developmental trajectories, assessment, and intervention. Students will have a chance to critically examine many risk issues found in youth.

Through participation in this course students will:

1. Develop a theoretical basis for integrating their extensive knowledge of normal and exceptional development with concepts of risk and resilience;
2. Critically examine issues relevant to youth from the lens of risk and resilience;
3. Demonstrate the ability to apply theory and empirical findings relating to risk and resilience to understanding the lives of youth;
4. Demonstrate an ability to conceptualize theory and research based interventions to foster resilience in youth;
5. Collaborate with other students to deepen understanding of risk and resilience;
6. Further develop skills relating to synthesizing scholarly literature
7. Further develop writing and verbal skills in preparation for future graduate work and/or professional practice

Student Led Learning: Please note that this course is intended for advanced undergraduate students who bring diverse prior experience and knowledge relating to issues of risk and resilience. Students are expected to actively participate in all aspects of the course and to take responsibility for their own learning. To the extent possible given enrollment, this course will be conducted as a seminar. As such, it is expected that students come prepared for class having completed assigned readings in advance.

Readings: It is expected that students will read all assigned readings carefully prior to class and will be prepared to discuss and complete in-class activities relating to the reading. Please note that in some cases students may need to read an assigned article or chapter *more than once* in order to achieve adequate comprehension.

Meeting with the Instructor: The instructor welcomes opportunities to meet with students. Please email the instructor to schedule a meeting. Office hours are by appointment only.

Assignments and Grading:

1. Book club engagement (10%)

Using Courselink, students will enroll themselves in groups (of approximately 5-6 people) for the “book club” component of the course. The purpose of the book club is to engage with other students in making connections between course material and a “case study” of one or more youth. Book clubs may choose to read **one** of the following books:

The Glass Castle (by Jeannette Walls)
In Search of April Raintree (by Beatrice Culleton Mosionier)
Lullabies for Little Criminals (by Heather O’Neill)
Three Day Road (by Joseph Boyden)
Crank (by Ellen Hopkins)

Book clubs will meet online during the week of March 10th. No class will be held on March 12th to accommodate book club meetings.

Grading for the Book Club:

Participation in the book club will be graded on a 10 point scale: 3 points for participating (or “showing up”), 3 points for quality of interaction with other group members, and 4 points for thoughtful engagement with course content.

2. Class engagement (20%)

Engagement in class discussions (8%)

Engagement demonstrated through in-class writing (12%)

Class Engagement:

Please bring a name card (both first and last name) to each class. Students in this class bring extensive experience, knowledge, and individual interest to the topic of risk and resilience and there will be varied opportunities to engage with one another and the class material. There are two aspects of engagement in this class:

(1) Engagement in class discussion and (2) Individual engagement with assigned readings and material presented in class.

Engagement in class discussion: This will be assessed using a 5 point scale. Full grades will be given for students whose participation in class discussions demonstrates thoughtful engagement with course material. Please note that it is *quality* of participation rather than *quantity* that is important in this class.

Engagement with course content: It is expected that students will *closely* read the

assigned readings prior to attending class. Students are also expected to engage with material presented while in class. **There will be 5 very short individual in-class writing tasks over the course of the semester. Please note the dates for these will not be announced in advance.** Writing tasks will be based on assigned readings and content presented in class. Students will be expected to submit these for grading.

These will be assessed using a 5-point scale. Full grades will be given for thoughtful engagement with course content. The lowest 2 assignment grades (out of the 5) will not be counted towards the final grade. Missed assignments will be graded as 0.

3. Discussion Panel (35%)

Verbal presentation: 15%

Summary Statement Slides: 20%

(15% for quality of content and 5% for style)

Discussion Panels:

Each student will participate in a Discussion Panel at one time during the semester. The aims of this discussion panel are:

- 1) To provide students with an opportunity to delve more deeply into a topic of interest;
- 2) To develop skills in synthesizing relevant scholarly literature and information on programming;
- 3) To present material to the class in a more informal and interactive way than typical in a traditional presentation.

There is both a written component and a verbal presentation component to this assignment.

Written Component:

Provide a summary of the current state of research on your topic.

This will necessitate *carefully* reviewing research articles from quality peer reviewed journals and scholarly books (approximately 5-6 journal articles and 1-3 book chapters or policy documents) selected for quality and relevance and read in depth. The goal of this section is to synthesize and summarize the research, addressing the following questions: *What research has been conducted in your specific topic area? What is known by researchers? What is a critically important question for future research?*

Provide a summary of 1 current leading program/intervention or policy that has been developed to address/deal with the topic and seems to you to be especially promising or effective. Briefly describe the program/intervention or policy and draw on the research literature to describe why this program/intervention may be especially promising or effective.

Submit a written summary of both Part 1 and Part 2 to the instructor by email at least 24 hours in advance of your Discussion Panel. Summary statements should be prepared using Powerpoint in appropriate format for visual presentation (max. 4 Powerpoint slides, including 1 slide containing a Reference list) and following APA guidelines for in-text citations. Please note that your summary statements will be distributed to all members of the class on Courselink. These slides will also be used during your panel presentation.

Verbal Component:

Students will participate in an in-class panel discussion. The panel will be comprised of approximately 6-8 students who have read more deeply on the discussion topic. Each student will be expected to spend 2-3 minutes summarizing information from their powerpoint slides. Following these presentations the instructor will moderate a panel discussion on the topic of interest in which students engage in discussion with other panel members, the instructor and the audience. Please note that this is not a group assignment.

4. Film Analysis: 35%

This assignment invites you to take on the role of a youth worker/counselor to write a brief assessment summary and strategy for intervention. Please note this is an individual assignment and is not to be completed with other members of the class. There are 3 components to this assignment.

- (1) Summarize the critical issues or themes that you identified for the adolescent;
- (2) Provide information about the developmental assets that are present and absent;
- (3) Address the following questions: What needs to change in this adolescents' life in order for him/her to experience more positive outcomes? If you were a youth worker or counselor, what would your intervention or prevention strategy be?

Please note that your written submission is expected to be a maximum of 3.5 pages (not including references) (double spaced, 12 point font, 1 inch margins). You are expected to draw on course materials (readings, lectures and student-led classes) and research articles for this assignment. A separate reference list should be attached (using APA formatting). Further details on this assignment will be provided at a later date.

Films will be selected from a list provided by the instructor.

Late Assignments: Under certain circumstances extensions of up to 1 week may be granted for the **film analysis** assignment, **if requested in writing at least 1 week before the assignment is due**. Extensions will not be granted for other assignments. Late film analysis assignments will be penalized by deducting 2 marks per day. For example, if an assignment is assessed at 18/20, one day late would bring the grade down to 16/20. Assignments will not be accepted if they are more than 1 week late.

Missed In-Class Assignment: There will not be opportunity to “make up” missed in-class assignments as only 3 out of 5 of these will be counted towards students’ final grades.

Medical and Compassionate Accommodations: If you find yourself unable to meet course requirements due to illness or compassionate reasons, please advise the course instructor in writing. This should be done in advance of the missed work or event, or as soon as possible after the due date, and **NO LONGER THAN ONE WEEK LATER**. If no contact is made with the instructor within one week, the student will receive a grade of “0%” on that specific course assignment/requirement.

Academic Misconduct: The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member. For further information please consult the undergraduate calendar:
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Accommodation of Religious Obligations: The University acknowledges the pluralistic nature of the graduate and undergraduate communities. Accommodation will be made to students who experience a conflict between a religious obligation and requirements to attend and participate in classes on a specific date. The type of accommodation granted will vary depending on the nature, weight and timing of the work for which accommodation is sought. **Accordingly, the request for alternative arrangements normally must be submitted to the instructor in charge of the course *within two weeks of the distribution of the course outline*.** A student requiring accommodation may submit the request to the instructor directly or through her/his program counsellor. The instructor has a responsibility to provide reasonable alternative arrangements that do not put the student at an academic disadvantage.

Students with Disabilities: If you are a student who identifies as living with a disability, (e.g. vision impairment, hearing impairment, mental health, learning disabilities, physical etc.), you should be in contact with The Centre for Students with Disabilities to discuss all appropriate academic procedures, and if needed, consult about possible

accommodations to succeed in this course. It is your responsibility to **contact me within the first week of class** to discuss your needs, to ensure that appropriate accommodations can be made, and provide me with the appropriate paper work. You will be responsible to take any steps that may be required on your part in order to achieve a reasonable accommodation.

Writing help: Specially trained Peer Helpers and professional staff in Learning and Writing Services can help you achieve your academic goals. Get personalized assistance in appointments or walk-in sessions, or stop by the Learning Commons (1st Floor Library) for free handouts and workshop information. Visit online at www.learningcommons.uoguelph.ca or call ext. 53632