

UNIVERSITY OF GUELPH
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION
FRHD*4400 Youth, Risk & Resilience
COURSE OUTLINE Winter 2017

Scheduled Class Time: Tuesday & Thursday 10:00 am
Class location: MINS 103
Instructor: **Dr. Andrea Breen**
(abreen@uoguelph.ca) Room 328
MacDonald Stewart Hall
519-824-4120 Ext.53967 (**Note:**
Email is the best way to contact me)

Course Description:

This course examines risk and resilience in the lives of youth. Theories of Resilience will be emphasized as we examine literatures relating to risk, resilience, developmental trajectories, 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 locate and apply theory and empirical findings relating to risk and resilience to understanding the lives of youth;
4. Critically reflect about power structures in society in relation to risk and resilience in youth;
5. Effectively collaborate with other students to deepen understanding of risk and resilience;
6. Further develop writing and verbal skills in preparation for future graduate work and/or professional practice

Student-Led Learning:

This course is intended for advanced undergraduate students who bring diverse prior experience and knowledge relating to issues of risk and resilience. Please note that this course places a strong emphasis on reading. You are expected to complete all reading in advance of class. The emphasis of this course is on creating and participating in a *learning community*, which is the shared responsibility of students and the instructor. 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:

There are four required books for this course.

1. Masten, A. (2015). *Ordinary magic. Resilience in development*. Guilford Press.
2. Maynard, R. (2017). *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Fernwood Press.
3. Vowel, C. (2016). *Indigenous Writes: A guide to First Nations, Métis & Inuit Issues in Canada*. Portage & Main Press. [Link to order book](#)
4. Chariandry, D. (2017). *Brother*. McLelland & Stewart.

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.

Assignments and Grading:

1. **Class engagement** (15%)
2. **Book club** (20%)
3. **Concept maps** (10%)
4. **Infographic & presentation** (25%)
5. **Final Assignment** (30%)

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. Full grades will be given for students whose participation demonstrates thoughtful engagement with course material. Please note that it is *quality* of participation rather than *quantity* that is important in this class.

Concept Mapping

Students will be required to create 8 concept maps highlighting key concepts, learning and questions from the readings. The first 7 concept maps will each be worth 1%. The concept map associated with Chelsea Vowel's (2017) book will be worth 3%. Concept maps will be due to the Dropbx by 9:00 am **before** lecture so that students come to class well prepared to discuss the readings. Concept maps will be graded on a 3 point scale. 1 point for completion, 1.5-2 for some evidence of reading, and 2.5-3 points for clear and thoughtful engagement with the reading. Maps that are submitted late to the Dropbox will receive a score of 0. Concept maps may be hand drawn as long as they are very clear and easy to read. Alternatively students may use an online concept mapping tool. **Concept maps should be submitted in pdf.** For more information on concept mapping please see the Learning Commons guide to [Concept Mapping](#).

Book Club:

Questions: 5%

Engagement in Class: 5%**Written Reflection: 10%**

We will be engaging in a whole class “Book Club” this semester based on Robyn Maynard’s (2017) book, *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Students will be required to submit 4 discussion questions in advance of the book club. Discussion questions should be open-ended, free of grammatical and spelling mistakes, clear, and in keeping with anti-oppressive language and practices. Questions should be developed from at least 4 different chapters. Students will also be required to submit a reflective assignment following the book club. Additional details will be provided in class.

Infographic & Presentation:

The purpose of this assignment is for students to teach the class about a topic relevant to risk and resilience in youth. Each student will prepare an Infographic to be presented in class. Infographics will focus on a specific topic related to risk and Resilience. Presentations will include a brief oral presentation. Students will be required to submit their Infographic, a 250-350 word presentation summary, and a list of relevant resources and references. Please note that submitted materials will be shared with all members of the class. Note that, while this is an individual assignment, there will be a number of presentations on the same subject. Students are strongly encouraged to coordinate topics with peers who are presenting on the same day. Group Discussions folders will be set up to facilitate conversation. For more information please see the Learning Commons guide to [Infographics](#).

Final Assignment

For the final assignment we will be reading the novel *Brother* (Chariandry, 2017). Students will be required to apply concepts covered in course readings, lectures and discussions to critically examine risk and resilience in the characters’ lives. The final assignment will be a short written assignment of 5-6 pages (double spaced). Further instructions will be provided at a later date.

Date	Topic & Readings	Activities & Assignments
Jan. 9th	Introduction to Course	
Jan. 11th	What is Resilience? Masten (2015). Chapter 1	
Jan. 16th	Neurobiology of Resilience Masten (2015). Chapter 7	Submit concept map
Jan. 18th	Resilience and Mass Trauma Masten (2015). Chapter 5	Submit concept map
Jan. 23rd	Adaptive Systems & Causal Pathways	Submit

	Masten (2015). Chapter 6	concept map
Jan. 25th	Resilience in the Context of Families Masten (2015). Chapter 8	Submit concept map
Jan. 30th	Resilience in the Context of Culture Masten (2015). Chapter 10	Submit concept map
Feb. 1st	Resilience Framework for Action & Future Directions Masten (2015). Chapters 11 and 12	Submit concept map
Feb. 6th	Youth and Marginalization Rogers, L.O. & Way, N. (2016). "I have goals to prove all those people wrong and not fit into any one of those boxes": Paths of resistance to stereotypes among black adolescent males". <i>Journal of Adolescent Research</i> , 3, 263-298.	Submit concept map
Feb. 8th	Infographic & Presentations Non-Suicidal Self-Injury, Suicide	
Feb. 13th	Infographic & Presentations Trauma, Bereavement & Grief	
Feb. 15th	No class. Independent Reading (Vowel, 2016).	
READING WEEK		
February 27th	Colonialism, Risk and Resilience Vowel, C. (2016). Please focus on chapters 1, 2, 9, 20 & 21. In addition please read at least 1 of the chapters in the "Myth Busting" section (your choice which one)	Submit concept map
March 1st	Infographic & Presentation Violence, Sexual Assault	
March 6th	Infographic & Presentation Mental Health	
March 8th	Infographic & Presentation Literacy, Substance Abuse	
March 13th	Book Club (based on Maynard, 2017) Please focus your reading on the Introduction, Chapters 1, 2, 7, 8 and the Conclusion.	
March 15th	Book Club (based on Maynard, 2017) Please focus your reading on the Introduction, Chapters 1, 2, 7, 8 and the Conclusion.	
March 20th	Infographic & Presentations Young Carers, Terminal Illness	
March	Infographic & Presentations	

22nd	Homelessness, Youth in Care	
March 27th	Infographic & Presentations Refugees, Children and War	
March 29th	Infographic & Presentations Developmental Assets, Developmental Relationships	
April 3rd	Infographic & Presentations Youth Justice	
April 5th	Wrap Up	Final Paper due in Dropbox April 12th at 5:00 pm.

Difficulty of Course Content:

In this class we will explore some challenging emotional topics, including (but not limited to) violence, abuse, experiences of marginalization and exclusion, Colonization, intergenerational trauma, sexual assault, shame, self-injury and suicide. These topics can elicit strong emotions and it is important that students take care of their own emotional well-being throughout the class. You are in the best position to decide if this class is right for you at this time. If you have any questions or concerns about the course content please contact the instructor. As well, please see the following links to sources of support on campus: <https://www.uoguelph.ca/mentalwellbeing/counselling-and-support>

Meeting Deadlines: It is the student's responsibility to meet all deadlines. Due to the time sensitive nature of the assignments in a collaborative learning community extensions are only possible for medical and compassionate reasons. Late assignments will receive a 0%.

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.

Lecture Notes

Students are expected to attend all lectures and seminars and to take notes of the class. Lecture notes will be made available AFTER class.

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the

second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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 or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor,

a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

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