



COLLEGE *of* SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4400 YOUTH, RISK AND RESILIENCE COURSE OUTLINE – WINTER 2026

1. CALENDAR DESCRIPTION

This course examines risk and resilience with a focus on youth. It considers developmental, cultural and critical perspectives on risk and resilience and highlights the ways in which marginalization, inequity and oppression shape young peoples' experiences of risk and resilience in contemporary Canadian society.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s): 14.00 credits, including (1 of FRHD*1010, FRHD*2060, FRHD*2270, FRHD*2280, PSYC*2450)

Restriction(s): This is a Priority Access Course.

2. COURSE DESCRIPTION

We will be covering difficult course content that some people might find challenging such as child maltreatment, intergenerational trauma, marginalization, self-harm and suicide, and violence. Every effort will be made to maintain a safe classroom environment. Please know that the University of Guelph has many resources to support you; **please see <https://wellness.uoguelph.ca/>**

Attendance is mandatory. Students are responsible for any missed lecture material including instructions for assignments.

The use of AI is not permitted for this course.

Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.

Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

3. TIMETABLE

Lecture:

Location

Final Exam:

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Michèle Preyde
Email: mpreyde@uoguelph.ca

Graduate Teaching Assistant: Sabrina Ghonem
Email: mghonem@uoguelph.ca

Telephone: 519-824-4120 x58599

Office: 133b

Office Hours: as needed

5. LEARNING RESOURCES

Required Resource(s): "Health Psychology" 6th Canadian edition by Shelley Taylor, Annette Stanton, Fuschia Sirois and Judith Andersen (ISBN13: 9781264996285)

This ebook can be purchased through the UoG bookstore: 180-Day eBook ISBN 9781264996285 (approx. \$66.50) or Perpetual eBook ISBN 9781265007669 (approx. \$111.50). Prices are Subject to Change.

Chapters from Working with High-Risk Youth: A Relationship-Based Practice Framework, 2023, 2nd Edition By Peter Smyth Freely available from our library.

Chapters in Multisystemic Resilience: Adaptation and Transformation in Contexts of Change, Editor, Michael Ungar, Oxford University Press, 2021. Freely available <https://academic.oup.com/book/41117> and also freely available from our library.

2) Readings on Ares Course Reserve or freely available via open access (Please see below)

Recommended Resource(s):

LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Examine issues relevant to risk and resilience in youth.
2. Demonstrate knowledge of risk and resilience in youth.
3. Effectively communicate – in writing or orally – knowledge of issues relevant to risk and resilience

6. TEACHING AND LEARNING ACTIVITIES: TENTATIVE SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1 Jan 5	Introduction: Defining Resilience and Risk	Introduction Ungar (pg 3-4 An Urgent Need to Understand Resilience); Ch 1 Ungar (pg 8-11 Many definitions and pg 18-23, Seven principles; Masten A (2019). Resilience from a developmental systems perspective World Psychiatry 18:1, https://onlinelibrary.wiley.com/doi/full/10.1002/wps.20591	
2 Jan 12	Health Behaviour & Preventive and Promotive	Ch 3 Taylor Ch 4 Taylor ; Ch 6 Smyth	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
3 Jan 19	Attachment/Family	Ch 2 Smyth; Ch 15 Ungar	
4 Jan 26	Neuroscience	Ch 3 Smyth; Ch 2 Ungar (only pages 38, 40-43, 46-47)	Test 1 Jan 29
5 Feb 2	Health compromising/Addiction	Ch 5 Taylor; Ch4 Smyth	
6 Feb 9	Living with Chronic illness	Ch 11 Taylor	No class Feb 12, homework in lieu of class
7 Feb 23	Relationships	Ch 14 Ungar (Family resilience); Ch 8 Smyth pg 192 collaborative inquiry	Classes online this week via Teams
8 Mar 2	Boundaries and Youth	Ch 10 Smyth	Test 2 Mar 5
9 Mar 9	Stress	Ch 6 Taylor	
10 Mar 16	Moderators of stress	Ch 7 Taylor	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
11 Mar 23	Harm Reduction	<p>https://ontario.cmha.ca/harm-reduction/</p> <p>Ch 5 Smyth;</p> <p>Preyde M, et al., Vulnerable Populations: Comparison of Characteristics of Adolescent Inpatients with Substance Use Disorder and a History of Child Maltreatment to Inpatients without a History of Child Maltreatment: A Retrospective Chart Review. Adolescents. 2022; 2(1):22-29.</p> <p>https://doi.org/10.3390/adolescents2010003</p> <p>Preyde, M. et al., (2021). Clinical, discharge and psychosocial profiles of adolescents with substance use disorder accessing inpatient psychiatry in Ontario, Canada. Adolescent Psychiatry, 11(1), 63–76.</p> <p>https://doi.org/10.2174/221067661166210419101102 (Please See Ares Course Reserve)</p>	Test 3 Mar 26
12 Mar 30	Strategies	<p>Ch 9 Smyth; Llistosella, M., Goni-Fuste, B., Martín-Delgado, L., Miranda-Mendizabal, A., Franch Martínez, B., Pérez-Ventana, C., & Castellvi, P. (2023). Effectiveness of resilience-based interventions in schools for adolescents: a systematic review and meta-analysis. <i>Frontiers in psychology</i>, 14, 121113.</p> <p>https://doi.org/10.3389/fpsyg.2023.121113</p>	Final paper April 7

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site. There will

be an online video in lieu of class on February 12. Classes may be online for week 7 or 5. Ch refers to chapters in the required textbook. The other readings are in Ares Course reserve or freely online.

7. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Test 1	2-3	Jan 29	30
Test 2	1-3	Mar 5	30
Test 3	2-3	Mar 26	30
Final assignment: Critique resilience initiative	1-3	April 7	10
			Total: 100%

Tests 1, 2 and 3: In-class midterm tests will be held on Jan 29, Mar 5 and Mar 26. The tests will include multiple-choice and short answer questions and will be based on all course material including lectures, guest lectures, readings and any additional materials reviewed in class.

Final assignment: Final paper (10%) will be based on the evidence of effectiveness for interventions designed to promote resilience (i.e., Platt et al., 2024; check CourseLink for update). Details to be reviewed in class. Final paper submission is due to CourseLink Dropbox by 11:59 EST on April 7 as a **Word** document.

Please see Rubric and writing tips under Introduction in Courselink.

Readings in Ares Course Reserve:

Platt, C., Hunsley, J., Platt, B., Morrison, H., Pace, T., & Gephart, S. (2024). Effects of a behavioral intervention with foster families: A randomized controlled trial. *Child abuse & neglect*, 155, 106984.

<https://doi.org/10.1016/j.chabu.2024.106984> (Sibling, mean age foster child 6.4; well-reported)

Taussig, H. N., Weiler, L. M., Garrido, E. F., Rhodes, T., Boat, A., & Fadell, M. (2019). A Positive Youth Development Approach to Improving Mental Health Outcomes for Maltreated Children in Foster Care: Replication and Extension of an RCT of the Fostering Healthy Futures Program. *American journal of community psychology*, 64(3-4), 405–417. <https://doi.org/10.1002/ajcp.12385>

Maaskant, A. M., van Rooij, F. B., Overbeek, G. J., Oort, F. J., Arntz, M., & Hermanns, J. M. A. (2017). Effects of PMTO in Foster Families with Children with Behavior Problems: A Randomized Controlled Trial. *Journal of child and family studies*, 26(2), 523–539. <https://doi.org/10.1007/s10826-016-0579-2>

Kim, H. K., & Leve, L. D. (2011). Substance use and delinquency among middle school girls in foster care: a three-year follow-up of a randomized controlled trial. *Journal of consulting and clinical psychology*, 79(6), 740–750. <https://doi.org/10.1037/a0025949>

Llistosella, M., Goni-Fuste, B., Martín-Delgado, L., Miranda-Mendizabal, A., Franch Martínez, B., Pérez-Ventana, C., & Castellvi, P. (2023). Effectiveness of resilience-based interventions in schools for adolescents: a systematic review and meta-analysis. *Frontiers in psychology*, 14, 1211113. <https://doi.org/10.3389/fpsyg.2023.1211113> (Available free online)

Masten A (2019). Resilience from a developmental systems perspective *World Psychiatry* 18:1, <https://onlinelibrary.wiley.com/doi/full/10.1002/wps.20591>

Preyde M, Parekh S, Heintzman J. Vulnerable Populations: Comparison of Characteristics of Adolescent Inpatients with Substance Use Disorder and a History of Child Maltreatment to Inpatients without a History of Child Maltreatment: A Retrospective Chart Review. *Adolescents*. 2022; 2(1):22-29.
<https://doi.org/10.3390/adolescents2010003>

Preyde, M., Whitworth, K., DiCroce, M., Markov, A., Parekh, S., & Heintzman, J. (2021). Clinical, discharge and psychosocial profiles of adolescents with substance use disorder accessing inpatient psychiatry in Ontario, Canada. *Adolescent Psychiatry*, 11(1), 63–76. <https://doi.org/10.2174/2210676611666210419101102>

8. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on

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Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this

time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS

E-mail communication:

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

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes 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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

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

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see:
<https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

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.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.