



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRHD \*4400 Youth, Risk and Resilience COURSE OUTLINE – WINTER 2019

## 1. CALENDAR DESCRIPTION

This course examines biological, and social-contextual aspects of developmental issues evident in childhood and adolescence. The theoretical perspective of developmental psychopathology will be used to examine literature relating to risk, resilience, developmental trajectories, classification, assessment, and intervention. Students will have a chance to critically examine many mental health issues commonly found in childhood and adolescence.

<b>Credit Weight:</b>	0.5 credits
<b>Course Hours:</b>	3-0 (36 lecture; 0 lab/seminar)
<b>Pre-Requisite(s):</b>	15 credits including FRHD*2110, FRHD*2280
<b>Co-Requisites(s):</b>	
<b>Restriction(s):</b>	

## 2. COURSE DESCRIPTION

This course is intended for advanced undergraduate students who bring diverse prior experience and knowledge relating to issues of risk and resilience. 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.

## 3. TIMETABLE

<b>Lecture:</b>	Tuesday & Thursday 10:00 am
<b>Location:</b>	MCKN 224
<b>Final Exam:</b>	Not Applicable

## 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Sarah Ciotti

**Email:** ciottis@uoguelph.ca  
**Telephone:** 519-824-4120 ext.  
**Office:** To Be Assigned  
**Office Hours:** To Be Determined

**Teaching Assistant:** To Be Assigned

**Email:**

**Office:**

**Office Hours:**

## **5. LEARNING RESOURCES**

### **Required Resource(s):**

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.

### **Recommended Resource(s):**

## **6. LEARNING OUTCOMES**

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

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. Effectively collaborate with other students to deepen understanding of risk and resilience;
5. Further develop writing and verbal skills in preparation for future graduate work and/or professional practice.

## **7. TEACHING AND LEARNING ACTIVITIES**

<b>Week</b>	<b>Topics</b>	<b>Assigned Readings &amp; Guest Speakers</b>	<b>Notes &amp; Due Dates</b>
<b>1</b>	Jan. 8-Introduction Jan. 10-What is Resilience? What is Risk?	Masten (2015). Chapter 1	
<b>2</b>	Jan. 15- Neurobiology of Resilience Jan. 17- Adaptive Systems & Causal Pathways	Masten (2015). Chapter 7  Masten (2015). Chapter 6	<b>Submit concept map #1</b>
<b>3</b>	Jan. 22- Resilience in the Context of Culture Jan. 24- Youth and Marginalization	Masten (2015). Chapter 10  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". Journal of Adolescent Research, 3, 263-298.	<b>Submit concept map #2</b>
<b>4</b>	Jan. 29- Resilience in the Context of Families Jan. 31- Resilience and Trauma	Masten (2015). Chapter 8  Masten (2015). Chapter 5	<b>Submit concept map #3</b>
<b>5</b>	Feb. 5- Youth, Trauma and Violence Feb. 7- Infographic & Presentations Trauma, Bereavement & Grief	Guest: Child Witness Centre	
<b>6</b>	Feb. 12- Infographic & Presentation Violence, Sexual Assault  Feb. 14- Infographic & Presentations Refugees, Children and War		READING WEEK FEB 18-22

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
7	<p>Feb. 26- Colonialism, Risk and Resilience</p> <p>Feb. 28- Resilience Framework for Action &amp; Future Directions</p>	<p>Vowel, C. (2016). Please focus on chapters 1, 2, 9, 20 &amp; 21. In addition please read at least 1 of the chapters in the "Myth Busting" section (your choice which one)</p> <p>Masten (2015). Chapters 11 &amp; 12</p>	<p><b>Submit concept map #4</b></p>
8	<p>Mar. 5- Infographic &amp; Presentation Mental Health</p> <p>Mar. 7- Infographic &amp; Presentations Non-Suicidal Self-Injury, Suicide</p>		<p><b>Questions due in Drop Box March 7<sup>th</sup> at 5:00 PM.</b></p>
9	<p><b>Mar. 12 &amp; 14 Book Club</b> (based on Maynard, 2017) Please focus your reading on the Introduction, Chapters 1, 2, 7, 8 and the Conclusion.</p>		
10	<p>Mar. 19- Infographic &amp; Presentation Young Carers, Terminal Illness</p> <p>Mar. 21- Infographic &amp; Presentation Homelessness, Youth in Care</p>		<p><b>Reflection due in Drop Box March 21<sup>th</sup> at 5:00 PM.</b></p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
11	Mar. 26-Infographic & Presentation Developmental Assets, Developmental Relationships Mar. 28- Infographic & Presentation Youth Justice		
12	Apr. 2- Infographic & Presentation Literacy, Substance Abuse Apr. 4-Wrap Up		<b>Final Assignment due in Drop Box April 11<sup>th</sup> at 5:00 PM.</b>

**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.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Class Engagement	1, 2, 3, 4, 5	Weekly	15%
Concept Mapping	1, 2, 3	Jan. 15, 22, 29 and Feb. 26	10%
Book Club	2, 4, 5	Mar. 7, 21	20%
Infographic & Presentation	1, 2, 3, 4	TBA	25%
Final Assignment	2	April 11, 2019	30%
<b>Total:</b>			<b>100%</b>

### 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 4 concept maps highlighting key concepts, learning and questions from the readings. The first 3 concept maps will each be worth 2%. The concept map associated with Chelsea Vowel's (2017) book will be worth 4%. Concept maps will be due to the Dropbox 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:**

We will be engaging in an entire class "Book Club" 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 (from 4 different chapters) 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. It should be clearly identified which chapter the question has been taken from.

Students will also be required to submit a 1.5-2 page (double spaced, 12pt, Times New Roman) reflective assignment following the book club. Written reflections should answer the following questions: What did I learn in this book club assignment (reading, creating discussion questions, engaging in class discussion)? How do I see this book club assignment connecting to youth, risk and resilience?

Grades will be assigned as follows: Questions (5%), Engagement in Class (5%), Written Reflection (10%).

### **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.

## **9. COURSE STATEMENTS**

### **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 the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

### **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.

### **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 wellbeing 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 to discuss. As well, please see the following links to sources of support on campus: <https://www.uoguelph.ca/mentalwellbeing/counselling-and-support>

## **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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email 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 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](http://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.