



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRHD\*4400 Youth, Risk and Resilience

## COURSE OUTLINE – WINTER 2020

### 1. CALENDAR DESCRIPTION

<b>Credit Weight:</b>	0.5 credits
<b>Course Hours:</b>	3-0 (36 lecture; 0 lab/seminar)
<b>Pre-Requisite(s):</b>	14 credits, including (1 of FRHD*1010, FRHD*2060, FRHD*2270, FRHD*2280, FRHD*2450)
<b>Co-Requisites(s):</b>	None
<b>Restriction(s):</b>	This is a priority access course

### 2. COURSE DESCRIPTION

This course examines risk and resilience in the lives of youth. We examine scholarship relating to risk, resilience, developmental trajectories, and intervention. This course draws on a range of disciplines and theories, including developmental science, neuroscience, developmental psychopathology, social work, public health, family theory, and critical studies. Students will have opportunities to apply their learning about risk and resilience through case studies.

### 3. TIMETABLE

<b>Lecture:</b>	Tuesday and Thursday, 11:30 – 12:50
<b>Location:</b>	MINS 106
<b>Final Exam:</b>	No final exam

### 4. INSTRUCTIONAL SUPPORT

<b>Course Instructor:</b>	Dr. Andrea Breen
<b>Email:</b>	abreen@uoguelph.ca
<b>Telephone:</b>	519-824-4120 ext. 53967
<b>Office:</b>	MINS 233
<b>Office Hours:</b>	<b>By appointment</b>

<b>Teaching Assistant:</b>	Fitsum Areguy
<b>Email:</b>	fareguy@uoguelph.ca

**Office Hours:** By appointment

## 5. LEARNING RESOURCES

### Required Resource(s):

There are four required books for this course. These are available through the campus book store.

1. Masten, A. (2015). *Ordinary magic. Resilience in development*. Guilford Press.
2. Elliott, A. (2019). *A mind spread out on the ground*. Penguin.
3. Maynard, R. (2017). *Policing Black lives: State violence in Canada from slavery to the present*. Fernwood Press.
4. Chariandry, D. (2017). *Brother*. McLelland & Stewart. (Reading for the final assignment)

### Recommended Resource(s):

The following two resources are recommended readings.

1. The Truth and Reconciliation Commission of Canada. (2015). *Honouring the truth, reconciling the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. The legacy (pp. 135-182).  
[http://www.trc.ca/assets/pdf/Honouring the Truth Reconciling for the Future July 23 2015.pdf](http://www.trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf)
2. Vowel, C. (2016). *Indigenous writes: A guide to First Nations, Métis and Inuit issues in Canada*. Winnipeg: Portage and Main Press.

## 6. LEARNING OUTCOMES

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

1. Demonstrate and apply knowledge of contemporary scholarship relating to risk and resilience
2. Identify different disciplinary approaches relevant to the study of risk and resilience
3. Critically examine issues relevant to youth from the lens of risk and resilience;
4. Identify cultural conceptions of risk and resilience and the ways in which these inform research and practice;
5. Identify and examine structures of marginalization in society that contribute to risk in youth and families
6. Effectively collaborate with other students to deepen understanding of risk and resilience;
7. Critically self-reflect and will display awareness of the self, including own learning needs in relation to the study of risk and resilience
8. Demonstrate effective expressive and receptive communication skills

## 7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
January 7	Introductions	No assigned reading	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<b>January 9</b>	Adolescence from the lens of developmental psychopathology	Cicchetti, D. & Rogosch, F.A. (2002). A developmental psychopathology perspective on adolescence. <i>Journal of Consulting and Clinical Psychology</i> , 70, 6-20.	In-class activity will require students to have read the assigned article in advance.
<b>Jan. 14</b>	Introducing Resilience	Masten (2015). Chapter 1 (Introduction)	In-class activity will require students to have read the assigned chapter in advance.
<b>Jan. 16</b>	Introducing Resilience	Ungar, M. (2019, May 25). Put down the self-help books: Resilience is not a DIY endeavor. <i>Globe and Mail</i> .	In-class activity will require students to have read the assigned article in advance.
<b>Jan. 21</b>	Neurobiology of Resilience	Masten (2015). Chapter 7 (The Neurobiology of Resilience).	In-class activity will require students to have read the assigned chapter in advance.
<b>Jan. 23</b>	Resilience and Trauma	Masten (2015). Chapter 5 (Mass Trauma and Extreme Adversities: Resilience in War, Terrorism and Disaster).	In-class activity will require students to have read the assigned chapter in advance
<b>Jan. 28</b>	Resilience and Adverse Childhood Experience (ACE)	No class: Complete the ACE Introductory training Module 1 (including review of video tutorial and related resources in the Resource Centre)	Link to tutorial and resources here: <a href="https://vetoviolence.cdc.gov/apps/aces-training/#/#top">https://vetoviolence.cdc.gov/apps/aces-training/#/#top</a>
<b>Jan. 30</b>	Resilience and Adverse Childhood Experience (ACE)	No class: Complete the ACE Introductory training Module 2 (including review of video tutorial and related resources in the Resource Centre)	Link to tutorial and resources here: <a href="https://vetoviolence.cdc.gov/apps/aces-training/#/#top">https://vetoviolence.cdc.gov/apps/aces-training/#/#top</a>
<b>Feb. 4</b>	Resilience and Trauma	Perry, B. & Szalavitz, M. (2017). The boy who was raised as a dog: And other stories from a child psychiatrist's notebook. New York: Basic Books. Chapter 1: Tina's World	In-class activity will require students to have read the assigned chapter in advance
<b>Feb. 6</b>	Protective Systems	Masten (2015). Chapter 6 (Short List and Implicated Protective Systems)	In-class activity will require students to have read the assigned chapter in advance.
<b>Feb. 11</b>	Resilience in the Context of Families	Masten (2015). Chapter 8 (Resilience in the Context of Families)	In-class activity will require students to have read the assigned chapter in advance

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Feb. 13	Midterm Review	No assigned reading	
Feb. 18	<b>Winter Break! No classes scheduled this week</b>		
Feb. 25	<b>In-Class Midterm Exam</b>		
Feb. 27	Resilience in the Context of Culture	Hallett, D., Chandler, M.J. & Lalonde, C.E. (2007). Aboriginal language knowledge and youth suicide. <i>Cognitive Development, 22</i> , 392-399.	In-class activity will require students to have read the assigned article in advance.
March 3	Resilience in the Context of Culture	Sánchez, R. O., Letiecq, B. L., & Ginsberg, M.R. (2019). An integrated model of family strengths and resilience: Theorizing at the Intersections of Indigenous and Western Paradigms. <i>Journal of Family Theory and Review, 11</i> , 561-575.	In-class activity will require students to have read the assigned article in advance.
March 5	Allyship	You do not belong here: Storying allyship in an ugly sweater. In S.Wilson, A.V. Breen & L. DuPré (Eds.), <i>Research and reconciliation: Unsettling ways of knowing through Indigenous relationships</i> . Canadian Scholars Press.	In-class activity will require students to have read the assigned chapter in advance.
March 10	Case Study: Alicia Elliott and Resilience	Elliott, A. (2019). <i>A mind spread out on the ground</i> . Penguin. Breen, A.V. (2019).	Online bookclub activity (no in-class meeting). Discussion questions to be posted on courselink (in both group folder and dropbox) between 9 am and 1 pm March 10 <sup>th</sup> .
March 12	Case Study: Alicia Elliott and Resilience	Elliott, A. (2019). <i>A mind spread out on the ground</i> . Penguin.	In-class bookclub activity  Reflection assignment due in Dropbox by 11:59 pm March 16 <sup>th</sup> .
March 17	Special Topic	Specific topic and reading TBD based on class interest	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<b>March 19</b>	Interventions with homeless youth	Guest speaker: Kristen Cairney Assigned reading TBD	
<b>March 24</b>	Resilience and Resistance	Maynard, R. (2017). Policing Black lives: State violence in Canada from slavery to the present. (Introduction & chapter 1)	In-class activity will require students to have read the assigned chapters in advance.
<b>March 26</b>	Resilience and Resistance	Maynard, R. (2017). Policing Black lives: State violence in Canada from slavery to the present. (Chapters 7, 8 & 9)	In-class activity will require students to have read the assigned chapters in advance.
<b>March 31</b>	Special Topic	Specific topic TBD based on class interest No reading (take time to read for the final paper)	
<b>April 2</b>	Wrapping up and moving forward	No assigned reading (take time to read for the final paper)	<b>Final paper due in dropbox at 11:59 pm April 10<sup>th</sup>.</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
Midterm exam	1,7	February 25	35%
Book club	1,3,5,6,7,8	March 10 <sup>th</sup> 12 <sup>th</sup> , & 16 <sup>th</sup>	25%
Final assignment	1,2,3,4,5,8	April 10th	30%
Participation	6,8	Ongoing	10%
<b>Total:</b>			<b>100%</b>

Detailed assignment instructions and rubrics will be provided for the book club and final assignments.

## 9. COURSE STATEMENTS

**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. Every effort will be made to create a safer classroom community that supports the well-being of all students. However, 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>

### **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.

### **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.

### **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.

### **Late Assignments:**

Due to the time sensitive nature of the assignments in a collaborative learning community extensions are only possible for medical and compassionate reasons (including family caregiving responsibilities). 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.

**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.](#)

## **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:**

Students have until the last day of classes to drop courses without academic penalty. 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.