



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4400 Youth, Risk and Resilience COURSE OUTLINE – WINTER 2021

1. CALENDAR DESCRIPTION

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

Lecture:	Tuesday and Thursday, 11:30 – 12:50 (please see schedule for specific dates)
Location:	Virtual meetings
Final Exam:	No final exam

4. INSTRUCTIONAL SUPPORT

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

Teaching Assistant:	Rachel Schenk Martin
Email:	rschenk@uoguelph.ca

Office Hours: **By appointment**

5. LEARNING RESOURCES

Required Resource(s):

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

1. Talaga, T. (2017). *Seven Fallen Feathers*. House of Anansi Press.
2. Maynard, R. (2017). *Policing Black lives: State violence in Canada from slavery to the present*. Fernwood Press.
3. Chariandry, D. (2017). *Brother*. McLelland & Stewart. (Reading for the final assignment)

These books are available through the campus bookstore at the following link:

https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller_id=247&Course=FRHD*4400&frame=YES&t=permalink

Recommended Resource(s):

The following resource is recommended reading.

1. Masten, A. (2015). *Ordinary magic: Resilience in development*. Guilford 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. Critically examine issues relevant to youth from the lens of risk and resilience;
3. Identify cultural conceptions of risk and resilience and the ways in which these inform research and practice;
4. Identify and examine structures of marginalization in society that contribute to risk in youth and families
5. Effectively collaborate with other students to deepen understanding of risk and resilience;
6. Critically self-reflect and will display awareness of the self, including own learning needs in relation to the study of risk and resilience
7. Demonstrate effective expressive and receptive communication skills

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Tasks & Due Dates	Synchronous Meeting Dates
1	What is resilience?	<p>Podcast: Mills, K. (Host). (2020, April) <i>Speaking of psychology: The role of resilience in Covid-19 with Ann Masten, Ph.D.</i> In <i>Speaking of Psychology</i>.APA. https://www.apa.org/research/action/speaking-of-psychology/human-resilience-covid-19</p> <p>Article: Masten, A. S. (2001). Ordinary magic: Resilience processes in development. <i>American Psychologist</i>, 56(3), 227–238. https://doi.org/10.1037/003-066X.56.3.227</p>	Review posted supplemental materials and complete readings	Jan. 14 @ 10 am
2	Adverse Childhood Experiences	<p>Take the Centre for Disease Control and Prevention training modules: ACEs Overview & public health approach to preventing ACEs (approximately 90 minutes)</p> <p>Mental Health Provider module (approximately 60 minutes)</p>	Review posted supplemental materials Complete online training	

Week	Topics	Assigned Readings & Guest Speakers	Tasks & Due Dates	Synchronous Meeting Dates
3	Resilience in the context of colonization	<p>Virtual field trip to the Mohawk Institute Residential School</p> <p>Assigned reading: Chief Moon-Riley, C. (2019). The biological impacts of Indigenous residential school attendance on the next generation. <i>SSM - Population Health</i>, 7, 100343–100343. https://doi.org/10.1016/j.ssmph.2018.100343</p>	<p>Review posted supplemental materials</p> <p>Attend virtual tour & complete assigned reading</p>	Students will attend virtual tour on either January 26 th or 28 th at 10 am.
4	Indigenous approaches to resilience	<p>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</i>, 11, 561-575.</p> <p>Healey Akearok, C. (2019). Exploring the Term “Resilience” in Arctic Health and Well-Being Using a Sharing Circle as a Community-Centered Approach: Insights from a Conference Workshop. <i>Social Sciences (Basel)</i>, 8(2), 45–. https://doi.org/10.3390/socsci8020045</p>	<p>Take online Quiz 1 (covering content from weeks 1, 2, and 3) by Friday February 5th</p> <p>Review posted supplemental materials and complete readings</p>	

Week	Topics	Assigned Readings & Guest Speakers	Tasks & Due Dates	Synchronous Meeting Dates
5	The dangers of damage-centred approaches	Gharabaghi , K. & Anderson-Nathe, B. (2018) In a world of “Us” and “Them”: the case against intervention-focused research, <i>Child & Youth Services</i> , 39, 97-100, DOI: 10.1080/0145935X.2018.1531510 Tuck, E. (2009). Suspending damage: A letter to communities. <i>Harvard Educational Review</i> , 79, 409-427.	Review posted supplemental materials and complete readings	February 11 th to discuss articles from weeks 4 and 5
Reading Week				
6	Risk and Resilience in a Canadian context	Talaga, T. (2017). <i>Seven Fallen Feathers</i> . House of Anansi Press.	Review posted supplemental materials and complete readings Take online Quiz 2 (covering content from weeks 4 & 5) by Friday February 26 th	
7	Risk and Resilience in a Canadian context	Talaga, T. (2017). <i>Seven Fallen Feathers</i> . House of Anansi Press.	Review posted supplemental materials and complete readings	
8	Risk and Resilience in a Canadian context	Talaga, T. (2017). <i>Seven Fallen Feathers</i> . House of Anansi Press.	Submit discussion questions to the Dropbox by Monday March 8 th Submit reflection assignment to the Dropbox by March 19 th	Book club meetings March 6 th and 8 th
9	Anti-Black Racism, Risk and Resilience	Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present</i> .	Review posted supplemental materials and complete readings	

Week	Topics	Assigned Readings & Guest Speakers	Tasks & Due Dates	Synchronous Meeting Dates
10	Anti-Black Racism, Risk and Resilience	Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present.</i>	Review posted supplemental materials and complete readings	
11	Anti-Black Racism, Risk and Resilience	Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present.</i>	Review posted supplemental materials and complete readings Complete quiz 3 by April 5 th (covering content by Maynard)	April 1 st to discuss Maynard (2017).
12	Interventions to Build Resilience	Presentation by Kristen Cairney	Review posted supplemental materials	Attend class on April 6 th for wrap up!

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
Quiz 1	1, 2, 3	February 5th	15%
Quiz 2	1, 2, 3	February 26th	10%
Book Club 1 discussion questions	1,3,4,5,7	March 8th	5%
Book Club 1 reflection assignment	1,2,3,4,5,7	March 19th	25%
Quiz 3	1, 2, 3	April 5th	15%
Final Assignment	1,2,3,4,5,6	April 13th	30%
Total:			100%

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

- The Quizzes for this course will be open book with a combination of multiple choice and short answer questions.

9. COURSE STATEMENTS

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website <https://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

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 class 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.

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

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.