



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4400 Youth, Risk and Resilience COURSE OUTLINE – WINTER 2022

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 literatures 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.

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 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.

3. TIMETABLE

Lecture:	Tuesday and Thursday, 10:00 -11:20
Location:	Virtual meetings via Zoom. In-Person meetings in CRSC Room 117
Final Exam:	No final exam

4. INSTRUCTIONAL SUPPORT

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

Teaching Assistant: Sarina Perchak

Email: sperchak@uoguelph.ca

Office Hours: By appointment

5. LEARNING RESOURCES

Required Resource(s):

There are 2 required books for this course. These are available through the campus bookstore.

1. Maynard, R. (2017). *Policing Black lives: State violence in Canada from slavery to the present*. Fernwood Press.
2. Chariandry, D. (2017). *Brother*. McLelland & Stewart.

Recommended Resource(s):

N/A

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
7. Demonstrate effective expressive and receptive communication skills
8. Develop participation skill set through personal goal setting and reflection

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Introduction to the course	Masten, Lucke, C. M., Nelson, K. M., & Stallworthy, I. C. (2021). Resilience in development and psychopathology: Multisystem perspectives. <i>Annual Review of Clinical Psychology</i> , 17(1), 521–549. https://doi.org/10.1146/annurev-clinpsy-081219-120307	Virtual meetings January 11 th and 13 th via zoom

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
2	Adverse Childhood Experiences (ACEs)	Independent learning: Take the Guelph & Wellington ACEs Coalition Training Modules: https://acescoalition.ca/get-trained/	No meetings this week You will be expected to learn in your own time. Upload certificate of completion for ACEs training to the Dropbox by Wednesday January 26th at 11:59 pm
3	ACEs (continued) Considering risk in the context of colonization	No assigned readings. Virtual field trip to the Mohawk Institute Residential School	Virtual meetings on January 25 th and 27 th . On January 25 th , we will be discussing ACEs and meeting in small groups for the digital poster assignment. Students will attend virtual tour on January 27th from 10 - 12.
4	Risk and risk-taking in youth	No assigned reading	Virtual meetings on February 1 st and 3 rd . Students will work on their digital posters in small groups. Submit Participation Goals by February 1st at 11:59 pm

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
5	Considering risk in the context of colonization (continued)	<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>Assigned viewing: Talaga, T. & Derosier, M. (2020). Mashkawi-Manidoo Bimaadiziwin: Spirit to Soar https://gem.cbc.ca/media/mashkawi-manidoo-bimaadiziwin-spirit-to-soar/s01</p>	<p>TBD whether meetings will be in person or virtual on February 8th and 10th.</p> <p>Digital posters due to the Dropbox by 11:59 pm on February 11th</p>
6	Digital Poster fair	No assigned readings	Meetings via Zoom on February 15 th and 17 th
7	Risk, resistance and legacies of slavery	Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present</i> . Fernwood.	TBD whether meetings will be in person or virtual on March 1 st and 3 rd
8	Risk, resistance, and legacies of slavery	Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present</i> . Fernwood.	<p>TBD whether meetings will be in person or virtual on March 8th and 10th</p> <p>Discussion questions due in the Dropbox 11:59 pm March 11th</p>
9	Book Club	Chariandy, D. (2017). <i>Brother</i> . McLelland & Stewart.	Book Club meetings will be held online via Zoom on March 15 th and 17 th

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
10	Theorizing 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, 11</i>, 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), 8</i>(2), 45-. https://doi.org/10.3390/socsci8020045</p> <p>Please also review the reading from Week 1 (Masten et al., 2021)</p>	TBD whether meetings will be in person or virtual on March 22 nd and 24 th
11	Environmental justice, risk and resilience	<p>Vergunst, & Berry, H. L. (2021). Climate change and children’s mental health: A Developmental Perspective. <i>Clinical Psychological Science, 216770262110407</i>-. https://doi.org/10.1177/21677026211040787</p>	TBD whether meetings will be in person or virtual on March 29 th and 31 st .

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
12	Researching resilience	<p>Mahdiani, & Ungar, M. (2021). The dark side of resilience. <i>Adversity and Resilience Science</i>, 2(3), 147-155. https://doi.org/10.1007/s42844-021-00031-z</p> <p>Tuck, E. (2009). Suspending damage: A letter to communities. <i>Harvard Educational Review</i>, 79, 409-427.</p>	<p>TBD whether meetings will be in person or virtual on April 5th and 7th</p> <p>Participation self-assessment due April 5th at 11:59 pm to the Dropbox</p>

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
ACES Module completion	1, 2, 3, 4	January 26	5%
Participation goals	7, 8	February 1st	5%
Group digital poster assignment	1, 2, 5, 7	February 11th	20%
Book club discussion questions	2, 3, 4, 7	March 11th	10%
Participation	5,7,8	Self-assessment due April 5th	20%
Final Project	1, 3, 4, 6, 7	Final project due April 8th	40%
Total:			100%

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.

Difficulty of Course Content:

In this class we will explore challenging and emotional topics, including (but not limited to) violence, abuse, experiences of marginalization and exclusion, Colonization, intergenerational trauma, sexual assault, racism, self-injury and suicide. Students will have different relationships and experiences with these issues. 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>

Late Assignments:

All deadlines have a grace period of 48 hours. This means that there will not be docked marks if you submit before the extra 48 hours period expires. Please, do not treat the grace period as the deadline, because it is not. The deadline is a hard deadline, and the grace period is in place to account for potential difficulties and life events that can occur at the time of the hard deadline.

Emails asking for late submission during the grace period are not needed and will not be answered: just submit within the grace period. CourseLink will say that it is late, but if it is within 48 hours of the deadline is within the grace period and it is not late.

No extensions over the grace period will be given. You can submit the assignment after the grace period has expired; however, your mark will be docked 10% per day including weekends 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. This policy is in place to guarantee fairness for all students.

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 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 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 outlined 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.

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

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