



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4400 Youth, Risk and Resilience COURSE OUTLINE – WINTER 2023

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):
Restriction(s): This is a priority access course

2. COURSE DESCRIPTION

3. 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.

4. TIMETABLE

- Lecture:** T/Th 11:30 – 12:50
Location: MINS 106 and Zoom
Final Exam: N/A

5. 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

6. LEARNING RESOURCES

Required Resource(s):

There is 1 required books for this course. It is available through the campus bookstore:

Maynard, R. (2017). *Policing Black lives: State violence in Canada from slavery to the present*. Fernwood Press.

Recommended Resource(s):

Additional resources will be provided via CourseLink and Course Reserves

7. LEARNING OUTCOMES

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

1. Critically examine issues relevant to youth from the lens of risk and resilience
2. Demonstrate and apply knowledge of contemporary scholarship relating to risk and resilience
3. Identify and examine structures of marginalization in society that contribute to risk in youth and families
4. Effectively collaborate with other students to deepen understanding of risk and resilience;
5. Critically self-reflect and will display awareness of the self, including own learning
6. Demonstrate effective expressive and receptive communication skills

8. TEACHING AND LEARNING ACTIVITIES

Class	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
January 10th	Introduction to the course	No assigned readings	In-person class
January 12th	Adverse Childhood Experiences	Complete online training in ACEs here: https://communityresilience.ca/get-trained/	No scheduled class. Students will work asynchronously to complete the ACEs module.

Class	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
January 17th	Adverse Childhood Experiences	Complete online training in ACEs here: https://communityresilience.ca/get-trained/	No scheduled class. Students will work asynchronously to complete the ACEs module. Upload ACEs Completion certificate by January 18th at 11:59 pm.
January 19th	Adverse Childhood Experiences	Kelly-Irving, M., & Delpierre, C. (2019). A critique of the Adverse Childhood Experiences framework in epidemiology and public health: Uses and misuses. <i>Social Policy and Society</i> , 1-12.	In-person class. This will be a discussion-based class. Please come prepared to share your learning from the ACEs module and the assigned reading. Consider submitting discussion questions and reflections about the reading in advance of class using the Discussion Forum on this topic.
January 24th	Risk in the context of colonization	Virtual tour of the Mohawk Institute Residential School by the Woodland Cultural Centre.	Class to be conducted virtually from 11:30 – 1:30.
January 26th	Risk in the context of colonization	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	Class via Zoom. This will be a discussion-based class using small- and large-group formats. Please come prepared to discuss your learning from the virtual tour and the assigned reading. Consider submitting your ideas/questions in advance using the Discussion Forum. Optional self-care post #1
January 31st	Risk in the context of colonization	In class film: Talaga, T. & Derosier, M. (2020). Mashkawi-Manidoo Bimaadiziwin: Spirit to Soar. CBC Gem.	In-person class to include film and discussion.
Feb. 2nd	Digital storytelling: Preparing for the final assignment.	The Media Lab	Virtual class via Zoom. Article 1 due Monday February 6th at 11:59 pm

Class	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Feb. 7th	Conceptualizing resilience	Den Hartigh, R. J. R., & Hill, Y. (2022). Conceptualizing and measuring psychological resilience: What can we learn from physics? <i>New Ideas in Psychology</i> , 66, 100934–. https://doi.org/10.1016/j.newideapsych.2022.100934	In-person lecture & discussion. Please come prepared to discuss the assigned article. It is expected that students will have read the article closely in advance of class. Consider submitting your ideas/questions in advance using the Discussion Forum.
Feb. 9th	Conceptualizing resilience	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. Masten, A., 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	In-person lecture & discussion. Please come prepared to discuss the assigned article. It is expected that students will have read the articles closely in advance of class. Consider submitting your ideas/questions in advance using the Discussion Forum.
Feb. 14th	The neurobiology of resilience	Hunter, R. G., Gray, J. D., & McEwen, B. S. (2018). The neuroscience of resilience. <i>Journal of the Society for Social Work and Research</i> , 9(2), 305–339. https://doi.org/10.1086/697956	In-person lecture & discussion. Please come prepared to discuss the assigned article. It is expected that students will have read the article closely in advance of class. Consider submitting your ideas/questions in advance using the Discussion Forum.

Class	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Feb 16th	Resilience and resistance	Sims-Schouten, W., & Gilbert, P. (2022). Revisiting “resilience” in light of racism, “othering” and resistance. <i>Race & Class</i> , 64(1), 84–94. https://doi.org/10.1177/03063968221093882	In-person lecture & discussion. Please come prepared to discuss the assigned articles. It is expected that students will have read the articles closely in advance of class. Consider submitting your ideas/questions in advance using the Discussion Forum.
Feb 28th	Risk, resilience, and legacies of slavery	Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present</i> . Fernwood.	No class. Please use this time to read.
March 2nd	Digital storytelling: Preparing for the final assignment (Part 2).	Presentation by the Media Lab	Virtual workshop (via Zoom) with the Media Lab. Optional self-care post #2
March 7th	Risk, resilience and legacies of slavery	Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present</i> . Fernwood.	In-person class.
March 9th	Risk, resilience and legacies of slavery	Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present</i> . Fernwood.	Class discussion of Maynard (2017) via Zoom. Please come prepared to discuss your learning in relation to Maynard (2017). Consider submitting your ideas/questions in advance using the Discussion Forum. Film Club discussion questions due March 13th at 11:59 pm.
March 14th	Film club: Applying what you have learned	Nakhai, S. & Williamson, R. (2021). Scarborough.	Virtual class. Students will meet with their film club via Zoom breakout rooms.
March 16th	Film club: Applying what you have learned	Nakhai, S. & Williamson, R. (2021). Scarborough.	Virtual class. Students will meet with their film club via Zoom breakout rooms.
March 21st	From theory to application	Readings TBD.	In-person class.

Class	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<p>March 23rd</p>	<p>Reconceptualizing resilience</p>	<p>Guest speaker: Sarina Perchak</p> <p>Njeze, C., Bird-Naytowhow, K., Pearl, T., Hatala A. R. (2020). Intersectionality of resilience: A Strengths-based case study approach with Indigenous youth in an urban canadian context. <i>Qualitative Health Research</i>, 30(13), 2001-2008. Doi: 10.1177/1049732320940702</p> <p>Additional materials TBD.</p>	<p>In-person class. Please come prepared to discuss the assigned articles. Consider submitting your ideas/questions in advance using the Discussion Forum.</p>
<p>March 28th</p>	<p>Resilience and the land</p>	<p>Vergunst, F., & Berry, H. L. (2022). Climate change and children’s mental health: A developmental perspective. <i>Clinical Psychological Science</i>, 216770262110407–. https://doi.org/10.1177/21677026211040787</p> <p>Touloumakos, A. K., & Barrable, A. (2020). Adverse Childhood Experiences: The protective and therapeutic potential of Nature. <i>Frontiers in Psychology</i>, 11, 597935–597935. https://doi.org/10.3389/fpsyg.2020.597935</p>	<p>Virtual class via Zoom. Please be prepared to discuss the assigned articles in small and large groups. Consider submitting your ideas/questions in advance using the Discussion Forum.</p> <p>Optional self-care post #3</p>

Class	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
March 30th	Thinking critically about resilience	<p>Mahdiani, & Ungar, M. (2021). The dark side of resilience. <i>Adversity and Resilience Science, 2</i>(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, 79</i>, 409-427.</p> <p>Additional materials TBD</p>	In-person class.
April 4th	Topic TBD	Readings TBD	
April 6th	Wrap-up and celebration	Class materials TBD	<p>In-person class.</p> <p>Participation self-assessment due April 8th at 11:59 pm</p> <p>Final projects are due April 15th at 11:59 pm</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.

9. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
ACEs module completed	1,2	January 18th	5%
Article 1: Understanding risk	1,2,6	February 6th	25%
Film club discussion questions	1,2,3,4,6	March 13th	10%
Article 2: Understanding resilience	1,2,3,6	March 24th	25%
Class Engagement	4,6	April 8th	10%
Digital storytelling project	1,2,3,4,5,6	April 15th	25%
Total:			100%

Class Engagement: This class is intended to be an advanced seminar-style class. In this class, it is expected that all assigned readings will be completed carefully in advance of class. Students are expected to attend regularly and come prepared to engage in discussion. For virtual classes, students are expected to have their cameras on. Class engagement will also be reflected through engagement with readings and contributions to class discussions. Students are encouraged to use the Discussion forum to engage more deeply with ideas and with one another.

10. 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 past, present and future First Nations, Métis, and Inuit peoples on these lands. We strive to fulfill our responsibilities towards ending the ongoing violence of Colonization and taking up our responsibilities to care for one another and the land.

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>

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:

Most deadlines have a grace period of 48 hours. Please note, this does **NOT** apply to the film club discussion questions, but does apply to all other assignments. This policy 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.](#)

11. 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-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.