Cover Sheet: Request 15044

Positive Youth Development for the Youth Professional

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	6/3/2020 10:58:17 AM
Updated	10/7/2020 9:01:30 AM
Description of request	This request is to create a new course within FYCS focusing on Positive Youth Development for the Youth Professional as an upper-division elective within our major.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		6/3/2020
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Edits required by the CALS CC have been addressed.	10/7/2020
15044_CALS Curriculum Committee Submission Checklist.pdf FYC4204_Postive Youth Development For the Youth Professional_11488_FletcherPracht_Summer2020 with Calendar.docx					9/16/2020 10/6/2020
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/7/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15044

Info

Request: Positive Youth Development for the Youth Professional
Description of request: This request is to create a new course within FYCS focusing on Positive Youth Development for the Youth Professional as an upper-division elective within our major.
Submitter: Joel H Brendemuhl brendj@ufl.edu
Created: 10/7/2020 8:59:53 AM
Form version: 3

Responses

Recommended Prefix FYC
Course Level 4
Course Number 204
Category of Instruction Advanced
Lab Code None
Course Title Positive Youth Development for the Youth Professional
Transcript Title Positive Youth Development
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description This course prepares youth development professionals to provide direct service to youth and emerging adults in non-formal settings. Emphasis is placed on the application of positive youth development principles, practices, and professional skills.

Prerequisites Prerequisites: FYC3001(C) & FYC3201(C) & FYC4212(C).
Co-requisites N/A
Rationale and Placement in Curriculum This is a instructional and service-learning based course where the principles, practices, and professional skills are applied in positive youth development non-formal settings. This course prepares youth development professionals to provide direct service to youth and emerging adults in non-formal settings. This course can also serve as one of the required 4 internal electives to the major course requirements.

Course Objectives After completing this course, you will be able to:
1. Identify principles of positive youth development (PYD).
2. Apply the linkages between positive youth development to support PYD programs.
3. Recognize everyday life of low-resourced youth today.
4. Explain the concept of risk and protective factors in society today.
5. Distinguish the developmental needs and tasks of youth.
6. Evaluate the concept of a circle of support—an interactive or cooperative support system of family, peers, community, and caring adults.
7. Describe the systems of sypport for youth to grow and develop healthily.
8. Apply PYD skill-building activities.
9. Analyze your own personal strengths and weaknesses in communication skills, set personal

goals, and identify improvements.
10.   Design the essential elements of a PYD program that work in the promotion of positive youth development.

Course Textbook(s) and/or Other Assigned Reading ASSIGNMENTS, READINGS & PODCASTS: All are found in our Canvas course in Files. All course content will be accessible via Canvas and discussed during class time. All links to course assignments are also located in each Assignment in Canvas.

READINGS:
ACT for Youth Center for Community Action. (2020). Research that supports youth development. http://www.actforyouth.net/resources/pyd/pyd_handouts_full-set.pdf

Badger, E. & Bui, Q. (2018). Detailed maps show how neighborhoods shape children for life. The New York Times. https://www.nytimes.com/2018/10/01/upshot/maps-neighborhoods-shape-child-poverty.html

Dotterweich, J. (2015). Positive Youth Development 101: A Curriculum for Youth Work Professionals. http://actforyouth.net/resources/pyd/pyd_pyd101curriculum.pdf

Dotterweich, J. (2019). Building organizational support for PYD. ACT for Youth Center of Excellence. Bronfenbrenner Center for Translational Research. Cornell University. http://actforyouth.net/resources/pyd/pyd-webinar_organizational-support-51619.pdf

Dotterweich, J. (2020). Positive youth development 101 (PowerPoint). ACT for Youth Center of Excellence. Bronfenbrenner Center for Translational Research. Cornell University. http://actforyouth.net/youth_development/professionals/manual.cfm

National Afterschool Association. (2020). Core knowledge and competencies. https://indd.adobe.com/view/52148024-4c17-42d4-9aef-dfef320cf6cf

Partnership for After School Education. (2013). Afterschool youth outcomes inventory. www.pasesetter.org

Simpkins, S. D., Riggs, N. R., Ngo, B., Vest Ettekal, A., & Okamoto, D. (2017). Designing culturally responsive organized after-school activities. Journal of Adolescent Research, 32(1),11 –36. https://doi.org/10.1177/0743558416666169

Wargo, E. (2007). Adolescents and risk: Helping young people make better choices. ACT for Youth Center Excellence. http://www.actforyouth.net/resources/rf/rf_risk_0907.pdf

Youngblade, L. M., Theokas, C., Schulenberg, J., Curry, L., Huang, I-C., & Novak, M., (2007). Risk and promotive factors in families, schools, and communities: A contextual model of positive youth development in adolescence. Pediatrics, 119(1), 47- 53. https://doi.org/10.1542/peds.2006-2089H

PODCASTS:

Dubner, S. J. (2017, July 12). When helping hurts (Ep. 295) [Audio podcast episode]. In Freakanomics. Freakanomics Radio. https://freakonomics.com/podcast/when-helping-hurts/

Winfrey, O. (2018, July 18). Brené Brown: Rising strong [Audio podcast episode]. In Oprah's SuperSoul Conversations. 121cast Pty Ltd. https://omny.fm/shows/oprah-s-supersoul-conversations/bren-brown-rising-strong

Winfrey, O. (2019, July 24). When you know better, you do better. [Audio podcast episode]. In Oprah's SuperSoul Conversations. 121cast Pty Ltd. https://omny.fm/shows/oprah-s-supersoul-conversations/when-you-know-better-you-do-better
Weekly Schedule of Topics Principles of PYD
PYD - Welcome Module
Principles of PYD Module,
Discuss CliftonStrengths

Puberty & Adolescence Module
Complete True Colors test
Youth & Technology Module
Youth Development Programming Module
Guest Speaker: Dr. Martie Gillen, Resilience & Adverse Childhood Experiences (ACES)
Advocacy Discussed & Plan of Action Generated
Core Knowledge & Competencies in PYD
Problem Solving
Building Organizational Support
Youth Voice & Engagement Module
Problem Solving Activity for PYD w/ active listening & empathic listening involved
Guest Speaker: Jonathan Leslie, Executive Director, Project Youth Build (PYB) (formerly known as the Institute for Workforce Innovation)
Youth Work Ethics Module
Discuss expectations of UF student during the service-learning component at PYB
Meet with incoming students at PYB and observe their orientation to the program
Article Presentations--students select positive youth development based articles for approval and presentation
Begin weekly site visits to PYB followed with weekly reflections that include journal questions and various discussion-based formats
Weekly site visits--7 in total
Services Opportunities Supports (SOS) Mapping activities (3 times)
Problem Solving Activity
Design a PYD class, based on your knowledge, principles, practices, and applied skills from this semester. Include topics you & your team would like to have in this class/course that best meet the teams goals/needs for the PYD class.
1.   Brainstorm within your teams
a.   Sharing ideas without judgement
2.   Clarify as needed
3.   Narrow down your list to your "Top 10"
4.   Narrow this "Top 10" list down to your Top 3

Grading Scheme GRADING: Total course = 400 Points
•   Exam (1 exam based on course content) (100 Points)
•   Hybrid Team Project (100 Points)
•   Weekly Reflections (60 Points total)
•   Assignments due online that work in conjunction with readings, podcast(s), and guest speakers. See Canvas for details and due dates (40 Points total)
o   PYD Pre & Post Test (0 points)
o   FERPA & Youth Protection Training (YPT) (0 points)
o   PYD Modules (6 Modules = 30 points total)
•   Journal Article Presentation (100 Points total)
o   Discussion Posts (10 points)
o   Article Presentation (90 points)
•   Total Class Points = 400 Points

GRADE RANGES:
A = 93.50% and above   C = 73.50-76.49%
A- = 90.00-93.49%   C- = 70.00-73.49%
B+ = 86.50-89.99%   D+ = 66.50-69.99%
B = 83.50-86.49%   D = 63.50-66.49%
B- = 80.00-83.49%   D- = 60.00-63.49%
C+ = 76.50-79.99%   E = 59.99% and below

Instructor(s) Kate H. Fletcher, M.S., Senior Lecturer
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

CALS Curriculum Committee
Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (https://approval.ufl.edu/). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as "Proposal of a new undergraduate course" is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

It is required when making a submission that you consult your department's representative to the CALS CC. A list of current members can be found on the committee site located at: https://cals.ufl.edu/faculty-staff/committees/.

Review the CALS Syllabus Policy. This document can be viewed at the committee site (https://cals.ufl.edu/faculty-staff/committees/) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

The course schedule should be concise and include the appropriate number of weeks in the semester.

All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: https://registrar.ufl.edu/pdf/uccconsult.pdf.

Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.

Kate H. Fletcher, M.S., Senior Lecturer (she/her/hers)

Academic Advisor,

Co-Faculty Director of the UF in Galway & Gweedore Study Abroad Program,

& FYCS Club Faculty Advisor

Family, Youth & Community Sciences Department

AEC Leadership Development Doctoral Student
Office: MCCB G085
Phone : (w) 352-273-3517; (m) 352-281-7763
Email: canvas email preferred for class correspondance; khfletch@ufl.edu
Office Hours: Tuesdays 10:00am – 12:00pm

COURSE DESCRIPTION:
This course prepares youth development professionals to provide direct service to youth and emerging adults in nonformal settings. Emphasis is placed on the application of positive youth development principles, practices, and professional skills. Prerequisites: (FYC3001(C) and FYC3201(C) and FYC4212(C) .

COURSE OBJECTIVES:
After completing this course, you will be able to:
1.   Identify principles of positive youth development (PYD).
2.   Apply the linkages between positive youth development to support PYD programs.
3.   Recognize everyday life of low-resourced youth today.
4.   Explain the concept of risk and protective factors in society today.
5.   Distinguish the developmental needs and tasks of youth.
6.   Evaluate the concept of a circle of support—an interactive or cooperative support system of family, peers, community, and caring adults.
7.   Describe the systems of sypport for youth to grow and develop healthily.
8.   Apply PYD skill-building activities.

9.   Analyze your own personal strengths and weaknesses in communication skills, set personal goals, and identify improvements.
10.   Design the essential elements of a PYD program that work in the promotion of positive youth development.

COURSE EXPECTATIONS:
1.) You (the student) are expected to attend each session for the semester. Successful completion of the course requires participating with class discussions, being prepared for class (assigned readings and assignments all found in Canvas), participating in the team project, presentation of a journal article, and thoughtful engagement with others both in our class, with any community partners, and quest speakers.

2.) Because there is a significant team project component to the course, there is an expectation that you will conduct yourself in a professional and respectful manner at all times. Please regard this experience as a privilege. Please respect the expectations of each organization that allow us to work with them.

3.) Please commit to the following: engage with course materials and activities, comply with all course requirements, maintain appropriate engagement with your Teachers and classmates throughout the semester (we will primarily use Canvas for email exchanges), work productively in a team setting both in the classroom and during our teamwork days, and interact professionally in the classroom and in all community settings that coincide with our teamwork days.

ASSIGNMENTS, READINGS & PODCASTS:
All are found in our Canvas course in Files. All course content will be accessible via Canvas and discussed during class time. All links to course assignments are also located in each Assignment in Canvas.

READINGS :
ACT for Youth Center for Community Action. (2020). Research that supports youth development.
        http://www.actforyouth.net/resources/pyd/pyd_handouts_full-set.pdf
Badger, E. & Bui, Q. (2018). Detailed maps show how neighborhoods shape children for life. The New York Times.
        https://www.nytimes.com/2018/10/01/upshot/maps-neighborhoods-shape-child-poverty.html
Dotterweich , J. (2015). Positive Youth Development 101: A Curriculum for Youth Work Professionals .
        http://actforyouth.net/resources/pyd/pyd_pyd101curriculum.pdf

http://actforyouth.net/resources/pyd/pyd_pyd101curriculum.pdf

Dotterweich , J. (2019). Building organizational support for PYD. *ACT for Youth Center of Excellence* . Bronfenbrenner Center for Translational Research. Cornell University. http://actforyouth.net/resources/pyd/pyd-webinar_organizational-support-51619.pdf

Dotterweich, J. (2020). Positive youth development 101 (PowerPoint). *ACT for Youth Center of Excellence* . Bronfenbrenner Center for Translational Research. Cornell University. http://actforyouth.net/youth_development/professionals/manual.cfm

National Afterschool Association. (2020). Core knowledge and competencies. https://indd.adobe.com/view/52148024-4c17-42d4-9aef-dfef320cf6cf

Partnership for After School Education. (2013). Afterschool youth outcomes inventory. www.pasesetter.org

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Wargo, E. (2007). Adolescents and risk: Helping young people make better choices . *ACT for Youth Center Excellence* . http://www.actforyouth.net/resources/rf/rf_risk_0907.pdf

Youngblade, L. M., Theokas, C., Schulenberg, J., Curry, L., Huang, I-C., & Novak, M., (2007). Risk and promotive factors in families, schools, and communities: A contextual model of positive youth development in adolescence. *Pediatrics, 119* (1), 47- 53. https://doi.org/10.1542/peds.2006-2089H

PODCASTS:

Dubner, S. J. (2017, July 12). When helping hurts (Ep. 295) [Audio podcast episode]. In Freakanomics. Freakanomics Radio. https://freakonomics.com/podcast/when-helping-hurts/

Winfrey, O. (2018, July 18). Brené Brown: Rising strong [Audio podcast episode]. In *Oprah's SuperSoul Conversations* . 121cast Pty Ltd. https://omny.fm/shows/oprah-s-supersoul-conversations/bren-brown-rising-strong

Winfrey, O. (2019, July 24). When you know better, you do better.   [Audio podcast episode]. In *Oprah's SuperSoul Conversations* . 121cast Pty Ltd. https://omny.fm/shows/oprah-s-supersoul-conversations/when-you-know-better-you-do-better

COMMUNICATION POLICY:
- Preferred method of communication is Canvas email; however, I will correspond with you via UF email.
- Since we will be 100% online this semestser, we will have Zoom office hours.
- Please be mindful that I typically correspond and reply to emails M – F 8:00am – 4:00 pm.

GRADING: Total course = 400 Points
- **Exam** (1 exam based on course content) (100 Points)
- **Team Project** (100 Points)
- **Weekly Reflections** (60 Points total)
- **Assignments** due online that work in conjunction with readings, podcast(s), and guest speakers. See Canvas for details and due dates (40 Points total)
  - **Positive Youth Development (PYD) Pre & Post Test** (0 points)
  - **Youth Protection Training** (0 points)
  - **PYD Modules via ACT for Youth** (6 Modules = 30 points total)
  - **Brené Brown Podcast Episode** (4 Points)
  - **When Helping Hurts Podcast Episode** (3 points)
  - **When You Know Better, You Do Better Podcast Episode** (3 points)

- **Journal Article Presentation** (100 Points total)
  - **Discussion Posts** (10 points)
  - **Article Presentation** (90 points)

- **Total Class Points = 400 Points**

GRADE RANGES:

A = 93.50% and above

C = 73.50-76.49%
A- = 90.00-93.49%

C- = 70.00-73.49%
B+ = 86.50-89.99%

D+ = 66.50-69.99%
B = 83.50-86.49%

D = 63.50-66.49%
B- = 80.00-83.49%

D- = 60.00-63.49%
C+ = 76.50-79.99%

E = 59.99% and below

All of the following must be true for you to be eligible to receive a grade of Incomplete or "I:"
1. You completed a major portion of the course work with a passing grade (C or better),
2. You are unable to complete course requirements because of documented circumstances beyond your control, and
3. You and the instructor have discussed the situation prior to the final week of class (except under emergency conditions).

GRADES AND GRADE POINTS
For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

ATTENDANCE AND MAKE-UP WORK
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

COVID RESPONSE STATEMENTS
For face to face courses a statement informing students of COVID related practices such as:

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.
- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies .

For online course with recorded materials a statement informing students of privacy related issues such as:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

ONLINE COURSE EVALUATION PROCESS

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/ . Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/ Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/

ACADEMIC HONESTY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

SOFTWARE USE

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation
 0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.
- *University Counseling & Wellness Center* , 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- *Career Connections Center* , First Floor JWRU, 392-1601, https://career.ufl.edu/
- Student Success Initiative, http://studentsuccess.ufl.edu

STUDENT COMPLAINTS

- Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/
- Online Course: http://www.distance.ufl.edu/student-complaint-process

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oom ays	In Class Activities	Assignments to be Completed Color Coded by Due Date	Team Project Cla... Weekly Refl...
		⌐ → CliftonStrengths & True Colors – These will be discussed in class on July 15	July 10 Begin Team Proj... Brainstorr...
	→Take PYD Pre-test		Each Team Member v... HTP ideas, goals & ob...
	⌐ → PYD4TYP – discuss class expectations, syllabus, Canvas use, & Team Project PYB	⌐	PYB topic – a Googled... Modul...

ly 6	→ ACT for Youth - PYD 101	→ Article Selection Submission 7/6 _____	_____ **Reflection Week 1 Due 10**
ly 8	PYD Narrated by Julia Dotterweich _____ **Guest Speaker:** → Jonathan Leslie – Executive Director w. Project Youth Build → Discuss Team Project	→ YPT → Watch *Paper Tigers* Movie Prior to coming to class on July 13 → Article: Sign Up to Present Article 7/8 _____ **ACT for Youth** → PYD – Welcome Module & Principles of PYD Module	
ly 10			
ly 13	**Guest Speaker:** → Dr. Martie Gillen on ACES → Discussion – ACES, Trauma, & Resiliency in Youth & Emerging Adults → Resiliency Research & PYD video _____	→ Watch *Adverse Childhood Experiences: What Science Tells Us and How to Foster Resilience* Prior to coming to class on July 15 → Article: Shared Presentation Article 7/13 _____	**July 17** **Match Your Strength Color & Interpersonal ideas, goals and ob} completed by You as team** **Begin working & collab goals & objectives – c your teamm** _____
ly 15	→ Discuss CliftonStrengths → Discuss True Colors test, personality & teamwork pptx → Positive Youth Development Slides	Listen: *Brené Brown's Rising Strong* Podcast after class → Article Presentation Submission 7/15 _____ **ACT for Youth** → PYD Puberty & Adolescence Module	**Reflection Week 2 Due 17**
ly 17			
ly 20	→ Emerging Adulthood ppt → The 5 C's.ppt → Core Knowledge & Competencies in PYD ppt _____	→ Article Presentation 1 Begins – 7/20 _____ → Watch Webinar: *Building Organizational Support for PYD* Prior to coming to class on July 22	**July 2{** **Continue to work or objectives – checkin teamma** _____
ly 22	→ PYD Active Listening Skills discussed & practiced with feedback loop included → Discuss Building Organizational Support for PYD	→ Article Presentation 2 – 7/22 _____ **ACT for Youth** → Youth & Technology Module	**Reflection Week 3 Due 24**
ly 24			
ly 27	**Guest Speaker:** → Gerry Altamirano MRC, CRC	Assistant Dean & Director	Disability Resource Center _____	→ Listen: *When You Know Better You Do Better* - Podcast Prior to coming to class on July 27 → Article Presentation 3 – 7/27 _____	**July 3{** **Begin to write repc presentation – ba collabora** _____
ly 29	→SOS Framing explained → Watch Obstacles to Youth Engagement SOS Mapping "Julie" Activity w/ active listening involved (feedback loop included)	→ Article Presentation 4 – 7/29 _____ **ACT for Youth** → Youth Development Programming Module	**Reflection Week 4 Due 31**
ly 31			

→ Listen: *When Helping Hurts* Aug 7

Aug 3	→ Discussion regarding When Helping Hurts podcast	→ Listen: *When Helping Hurts* - Podcast 51:54 Prior to coming to class on Aug 3	Aug 7 Prepare & Submit HTP Draft – feedback will instructors no l
Aug 5	→ Problem Solving Activity for PYD w/ active listening involved (feedback loop included) _____	→ Article Presentation 5 & 6 – 8/3 _____ → Article Presentation 7 – 8/5 _____	_____ Reflection Week 5 Due 7
Aug 7	→ Discuss & Create Exam	ACT for Youth ⌐→ Youth Voice & ⌐Engagement Module	
Aug 10	→ Exam Aug 10 ⌐→ Bring on the Learning Revolution Tedtalk w. Sir Ken Robinson _____	ACT for Youth	Aug 14 Submit Final HTP Assignme _____
Aug 12	→ Present HTP via Zoom	⌐→Youth Work Ethics Module	Reflection Week 6 Due 14
Aug 14	⌐→ Design a PYD Course ⌐→ Take PYD Post-test		