



## **YFD 310 *Critical Issues in Youth and Family Development (3)* Winter 2002**

**Instructor:** Kelly Schwartz  
**Office Hours:** M - Th 4:00-5:00 PM  
**Office:** 508

**Class Time:** Tuesday, 1:00 – 3:00 PM  
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### **Required Texts**

Clapp, R. (1993). *Families at the crossroads: Beyond traditional and modern options*. Downers Grove, IL: Intersivarsity Press.

Collins, W. A., & Laursen, B. (Eds.). (1999). *Relationships as developmental contexts: The Minnesota symposium on child psychology* (Vol. 30). Mahwah, NJ: Lawrence Erlbaum Associates.

Assigned readings.

### **Course Description**

The purpose of this senior-level course is to provide you with opportunities for discussion and systematic reflection on critical issues related to youth and family development. The focus of required readings and seminar-style discussions will be: Professional, ethical, and legal issues related to working with youth and families; the structure and function of relationships to healthy child and adolescent development; and the definition and purpose of family in the third millennium. You will have extensive opportunity to pursue reflection and study on issues of personal interest.

### **Course Objectives**

At the end of this course, you should be able to:

- Understand and articulate the nature and role of parent and peer relationships in child development;
- Demonstrate an informed perspective on the definition and purpose of family in both Christian and secular contexts;
- Learn and practice the critical professional, ethical, and legal competencies necessary for effective and compassionate service to children and their families; and
- Present and defend a holistic understanding of the complexities of child and family development.

**Course Outline**

January 15	Introduction
	<i>Families at the Crossroads</i>
January 22	Chapters 1, 2, and 3
January 29	Chapters 4, 5, and 6
February 5	Chapters 7 and 8
	<i>Professional, Safety, and Legal Issues in Youth and Family Development</i>
February 12	Family Law <ul style="list-style-type: none"> <li>• Custody, visitation rights, divorce and separation</li> <li>• Kevin Hannah, LL.B.</li> </ul>
February 19	<b>Reading Week</b>
February 26	Professional Issues <ul style="list-style-type: none"> <li>• Boundaries (staff, youth, etc.)</li> <li>• Screening, Selecting, and Training Volunteers</li> </ul>
March 5	Safety and Legal Issues <ul style="list-style-type: none"> <li>• Confidentiality, Duty to Inform, Informed Consent</li> <li>• Negligence, Liability</li> </ul>
March 12	<b>Student Presentation</b>
	_____
March 19	<b>Student Presentation</b>
	_____
	<i>Relationships as Developmental Contexts</i>
March 26	Chapters 1, 2, and 3
April 2	Chapters 4, 6, and 7
April 9	Chapters 8, 10, and 11
April 16	Chapters 9 and 12

**Evaluation****Reflection, Question, and Response: (30%)**

Each week you will come to class with prepared questions, comments, and insights from the current week's reading assignment. Your written statements will be shared in class, and you will hand in a hard copy following each class. Plan on 1-2 pages per reading assignment. The responses will be graded out of 5 and will be evaluated on originality of thought, thoroughness of reflection, and quality of response.

**Selected Topic Paper/Presentation: (40%)**

You will prepare and present a paper on a topic of your choice related to youth and

family development. An exhaustive list of topics will be provided for you to choose from or you may come up with your own. The paper should be between 15 to 20 pages in length (double-spaced, 12-point). It must include at least ten bibliographic references (theoretical and empirical) and must follow APA style. The paper is due on the Friday prior to your presentation date. The paper is worth **25%** of your final mark.

You will also prepare a presentation to the class (45 minutes in length) on your selected topic. The presentation should focus on a thorough review of the theory, research, and applications related to your topic, and should include appropriate use of visuals (i.e., short video clip, PowerPoint, web example) and class participation exercises. The presentation is worth **15%** of your final mark.

### **Final Evaluation: (30%)**

A) Comprehensive Final Exam: Scheduled during the exam period, the open book test will ask you to integrate material from the entire course in response to a specific scenario or problem related to youth and family development;

**OR**

B) Case Study Analysis: In consultation with the instructor, the student will be given a single case study to review and analyze. Specific questions will be asked according to the case study, but will include a summary and analysis of the relevant issues (i.e., sexuality, identity, family). The length of the analysis should be 7-10 pages.

### **Course Guidelines**

1) The written assignments are due on the dates specified. Extensions will only be granted upon request of the student at least two (2) weeks prior to the due date.

2) Attendance at class is expected from each student. After three (3) unexcused absences, the professor reserves the right to ask a student to withdraw from the class.

### **Grade Structure**

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	