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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

### HUS 1640 principles of youth work (3 CREDITS)

This course provides an understanding of the dynamics that influence and shape youth behavior. The course emphasizes: effective verbal and non-verbal communication skills; developmental stages exclusion and inclusion, trust, and respect. The course prepares students to function as youth workers using a youth development approach in community-based, residential, group home and other youth work environments. Students will explore these concepts: developing a professional awareness of youth work; identifying and distinguishing between asset building models and deficit based models of adolescent development; and developing a capacity to design and implement programs consistent with the needs of youth in relation to available resources.

1. **PREREQUISITES FOR THIS COURSE:**

SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {(ENC 0025 and REA 0017) or (ENC 0022 and REA 0019)} with a “C” or higher; or EAP 1620 and EAP 1640 with a “C” or higher; or an eligible testing/course completion combination

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
2. An Introduction to At-Risk Issues
3. Environmental/Societal Factors that Contribute to Risk
4. Legal and Ethical Issues
5. Family Problems of At-Risk Children and Youth
6. School Issues that Relate to At-Risk Children and Youth
7. Individual Characteristics of High-Risk and Low-Risk Children and Youth
8. School Dropout
9. Substance Use and Addiction
10. Teenage Pregnancy, STDs, and Risky Sexual Behavior
11. Juvenile Delinquency and Youth Violence
12. Youth Suicide
13. Prevention, Early Intervention, Treatment Framework, and Other Environmental Considerations
14. Core Components of Programs for Prevention and Early Intervention
15. Peer Interventions
16. Family Interventions
17. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**   **General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Think**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Recognize the social problems within society that affect children/youth. (i.e., crime, juvenile delinquency, socio-economics, etc.)

**B.** **Other Course Objectives/Standards**

1. Describe the roles of the youth worker as they relate to the management, organization and development of effective youth organizations. (FLDOE 17.01 KM)
2. Distinguish between the asset and deficit models of adolescent development. (FLDOE 17.02 KM)
3. Identify social problems unique to adolescent development. (FLDOE 17.03 KH)
4. Identify characteristics of a successful youth organization. (FLDOE 17.04 TM)
5. Design a youth program and intervention strategy consistent with the needs of youth and available resources. (FLDOE 17.05 TM)
6. Evaluate programs based upon the needs of youth and available resources. (FLDOE 17.06 IM)
7. Identify and recognize the cultural diversity of the community when providing human services. (FLDOE 19.01 KM)
8. Demonstrate knowledge of agencies and resources that meet the needs of youth in the community. (FLDOE 19.02 KM)
9. Demonstrate knowledge of how family factors can influence youth development. (FLDOE 20.01 KM)
10. Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement. (FLDOE 21.01 TM)
11. Recognize the social problems within society that affect children/youth. (i.e., crime, juvenile delinquency, socio-economics, etc.) (FLDOE 21.02 KM)
12. Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community. (FLDOE 22.01 TM)
13. Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability. (FLDOE 22.02 TM)
14. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

Please remember to include **Engaged Learning Time**. For a 15-week course, students should spend no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week. This formula should be adjusted for courses of different lengths or credits.

**Examples:**

**Mini-Term Example:**

During this 7-week 3-credit course, students will be required to engage in a weekly commitment of:

6.5 hours of engaged learning time (online lectures, discussions, speakers, etc.)

12.75 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Summer Term Example:**

During this 11-week, 3-credit course, students will be required to engage in a weekly commitment of:

4 hours of engaged learning time (online lectures, discussions, speakers, etc.)

8 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Full Term Examples:**

During this 15-week, 2-credit course, students will be required to engage in a weekly commitment of:

2 hours of engaged learning time (online lectures, discussions, speakers, etc.)

4 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

During this 15-week, 3-credit course, students will be required to engage in a weekly commitment of:

3 hours of engaged learning time (online lectures, discussions, speakers, etc.)

6 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)