

# FYC 3112

## Contemporary Family Problems and Interventions

### Instructor:

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### Course Information:

#### Required Technology:

Because this course is being offered in the online format, it is your responsibility to make sure that you have access to a **computer**, as well as reliable connection to the **Internet**. IT WILL NOT BE POSSIBLE FOR YOU TO COMPLETE THIS COURSE IF YOU DO NOT HAVE THE REQUIRED TECHNOLOGY, AND IT IS YOUR RESPONSIBILITY TO OBTAIN THE NEEDED TECHNOLOGY.

#### Required Textbook:

Price, C.A., Bush, K.R., & Price, S.J. (2017). *Families & change: Coping with stressful events and transitions, Fifth edition*. Thousand Oaks, CA: Sage Publications.

\*Please note that we are using the 5<sup>th</sup> edition, which is different from previous editions!

#### Other Readings:

Supplemental reading assignments will be provided by the instructor through the class' Canvas site.

#### Prerequisites:

Because the information that we will be covering assumes that you already have certain knowledge, it is important for you to have already taken the following courses:

FYC 3001 Introduction to Family, Youth and Community Sciences  
SYG 2000 Principles of Sociology, AND either  
SYG 2430 Marriage and the Family

OR

FYC 3101 Parenting and Family Development

You also must be classified as a junior or senior, and must be a major or minor in FYCS. If you do not meet these prerequisites please contact the instructor!

#### Course Description (UF Catalog):

This course focuses on the major social and family problems contemporary families face, including poverty, violence, and care of dependent elders. An emphasis is placed on family strengths and resiliency as well as social programs that help families withstand and overcome difficulties. This course emphasizes the role of society, race and gender in constructing family problems.

#### Course Goal:

The primary aim of this course is to answer the question, “How can we help families?” In order to answer this question, it will be important to understand the contemporary family, some of the stressors they face, how they manage and cope with stressors, how people change, and what resources are available to help families.

#### Course Objectives:

By the end of this course you should:

- Have a good understanding of modern family life
- Understand several of the challenges facing modern US families
- Be able to use theories of systems, development, stress and coping, and family resilience to explain how families respond to and deal with challenges in life
- Know how intervention can help families
- Be able to analyze case studies, utilizing knowledge of family problems, theory, and interventions to determine how to assist families

#### Certified Family Life Education (CFLE):

Please note that the content of this course is approved by the National Council on Family Relations as part of the University of Florida’s Certified Family Life Education (CFLE) Program in the Department of Family, Youth and Community Sciences. This course is approved to meet professional requirements for training in specific content areas that prepare a student to meet standards for provisional certification as a family life educator. *See Dr. Suzanna Smith if you are interested in becoming a CFLE.*

### **Course Expectations and Class Policies:**

1. **Working on a schedule:** Course modules are assigned and entail mini-lectures, videos, and readings. You are expected to complete all assignments (readings, watch lectures and videos, etc.) within each module as they are assigned.
2. **Working independently:** Please note that all written work should be completed by you personally. Assistance from others in completing assignments or exams is considered cheating, and any known instances of cheating will be referred to the Dean of Students office.
3. **Exams:** Exams will be provided online on a specific day, and you may take the exam at any point during the open time window. You will have a limited amount of time to complete the exam, so make sure you are ready and prepared to answer the questions when you open the exam. While you may consult with your course materials while taking the exam, it is NOT okay to get assistance from someone else while taking the exam. Receiving assistance from someone else while taking the exam is considered cheating, and any known instances will be referred to the Dean of Students Office.
4. **Policy on Exams:** Exams will be provided online. **Cheating on exams will lead to a zero for that exam, and will be reported to Student Judicial Affairs. You will only be allowed a make-up of an exam if you have a valid excuse, as determined by the course instructor, and can provide written, verifiable proof of your need to delay taking the exam.** Any arrangements regarding extensions for an exam should be made **ahead of time**, not on the day of the exam or after the fact, unless it is impossible to provide notice (e.g., hospitalized). Make-ups of exams will be allowed **ONLY** as a result of an **incapacitating illness** (i.e., you are not physically able to perform work during the majority of the time given for the exam) or other circumstances warranting a written excuse (see information below), consistent with College policy. Vacations, family reunions, non-urgent medical appointments, or minor illnesses are not acceptable excuses for

missing an exam. **Written and verifiable documentation will be required to document your need to miss the exam.** Examinations missed for any other reason will receive a grade of **ZERO**.

5. **Extra credit:** There will only be one opportunity for extra credit this semester, and that is the Getting to Know You assignment. Extra credit can account for an additional 5 points added to your final grade, if completed by the final date listed. **There will be no extensions, even if you have an emergency that comes up.** Therefore, please plan ahead and don't schedule for the last possible day or wait until the last minute to try to complete the assignment. In order to be fair to all students, I am unable to create additional assignments for students to complete in order to increase their grades, so please do not ask for me to do this for you.
6. **Grades are important to students, so I will do my best to grade your work as soon as possible.** Assignments submitted will be returned to you with feedback online. I am happy to go over all assignments and exams with you in my office if more specific information about performance is desired. **You may review your assignments and exams with the instructor up to 2 weeks after your grade is posted. After that time, the instructor is not obligated to review the assignment or exam with you.**
7. **My goal is to get to know each of you over the course of the semester, help guide you in your learning, and help you to grow as a person.** I hope to make this class a positive experience for everyone!

Breakdown of points:

	<i>Points</i>
3 Exams (150 points each; best 2 out of 3)	300
4 Written Assignments	190
Syllabus search	10
<b>Total</b>	<b>500</b>

**Tentative Course Calendar:**

**NOTE: The instructor reserves the right to correct or adjust the syllabus and calendar as needed.** The following is my best guess at what we will be covering and when. There may be changes made over the course of the semester. You are responsible for keeping up with updates made on the Canvas site and with announcements.

**Part 1: Understanding families**

<u>Due Date</u>	<u>Topics</u>
<b>Jan. 16</b>	<b>Syllabus search due!</b>
Jan. 18	Module 1: Course introduction and history of families
	Module 2: Stress

<b>Jan. 23</b>	<b>Written assignment 1 due!</b>
Jan. 30	Module 3: Resilience and the family
	Module 4: Family theories
<b>Feb. 2</b>	<b>Last day for Getting to Know You Extra Credit</b>
<b>Feb. 5</b>	<b><u>EXAM 1</u></b>

### Part 2: Helping families

<u>Due Dates</u>	<u>Topics</u>
Feb. 12	Module 5: How we change
	Module 6: Interventions - Family policy and human services
<b>Feb. 16</b>	<b>Written assignment 2 due!</b>
Feb. 21	Module 7: Interventions - Theories of psychotherapy
	Module 8: Interventions - Family therapy
<b>Feb. 28</b>	<b><u>EXAM 2</u></b>
<b>Mar. 5-9</b>	<b><u>Spring Break – Enjoy!!</u></b>

### Part 3: Contemporary family issues

<u>Dates</u>	<u>Topics</u>
Mar. 15	Module 9: Economic stress
	Module 10: Military families
<b>Mar. 23</b>	<b>Written assignment 3 due!</b>
Mar. 29	Module 11: Aging and caregiving
	Module 12: LGBT and families
<b>Apr. 5</b>	<b><u>EXAM 3</u></b>

### Part 4: Disasters and families

<u>Dates</u>	<u>Topics</u>
Apr. 15	Module 13: Families coping with disaster
	Module 14: International disasters
<b>Apr. 23</b>	<b>Written assignment 4 due!</b>

### GRADES:

Grades are based on:

- **2 out of 3 exams** (150 pts each; best 2 out of 3 for total 300 points). Exams will be available in Canvas from 12:01am – 11:59pm on the exam date, and you may have a maximum of 1.5 hours to complete the exam. Please arrange your schedule so that you will be available to take the

exam during the open time period in one sitting! If you know you will have an excused absence that day, please contact me immediately to set up a time to take the exam at an alternate time. Information regarding what concepts to know for the exam as well as format of questions will be provided 1 week before the exam. Grades and feedback will be posted to Canvas, but graded exams will NOT be returned.

**Exam dates:**

Feb. 5

Feb. 28

Apr. 5

- **Written assignments** (Points vary, total 190 points). Students will receive a written assignment that must be completed and submitted via Canvas by the noted due date. Assignments will entail application of material covered in the modules, and may draw upon material covered in previous modules. **Late submissions will not be accepted.**

**Dates written assignments due:**

Jan. 23 (30 points)

Feb. 16 (35 points)

Mar. 23 (35 points)

Apr. 23 (90 points)

- **Syllabus search** (10 pts). We will do an exercise in which students work on finding information from the syllabus. This will be worth 10 points. It will be possible to do this syllabus search online **NO LATER THAN JANUARY 16. After this date you will not receive points for this assignment.**

**Optional Extra Credit:**

- **Getting to know you** (may do ONLY ONCE – can add 5 points). Please come to meet with me in my office for a 15 minute chat during the first few weeks of class so that I can get to know you! I will put up a sign-up sheet with available times, but if you cannot make any of those times please let me know and I will work with you to set up a time that can fit your schedule. Please note that in order to get the extra credit, this assignment must be completed by **February 4**. *If you sign up to attend a session and do not come to the session or arrive late you might not be allowed to reschedule, so make sure to show up if you sign up!!! Please cancel the appointment if you are unable to attend.*

**Note that this is the only opportunity available for extra credit this semester. Please do not ask for additional extra credit opportunities – they will not be provided.**

***Grading Scale***

94% +	= A
90 – 93.9%	= A-
87 – 89.9%	= B+
84 – 86.9%	= B

80 – 83.9%	= B-
77 – 79.9%	= C+
74 – 76.9%	= C
70 – 73.9%	= C-
67 – 69.9%	= D+
64 – 67.9%	= D
60 – 63.9%	= D-
Below 60%	= E

### **Grades and Grade Points**

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Other Information:**

#### **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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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/honorcodes/honorcode.php>.

#### **Absences and Make-Up Work**

Requirements for class attendance and exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**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.

**Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general well-being 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/cwc/](http://www.counseling.ufl.edu/cwc/)*
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
  - Community Provider Database
- *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*

**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, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)