

Syllabus

Course Prefix/Number/Semester/Year: SOW4111_50297, Fall (05/12 - 08/08) 2025

Course Department: Department of Social Work, Usha Kundu, MD College of Health, UWF

Course Title: Adolescents at Risk

Course Credit Hours: 3

Course Meeting Times: <https://uwf.instructure.com/> (online asynchronous)

Instructor Name and Contact Information: Mr. [Eric Schade](#), Assistant Clinical Professor, eschade@uwf.edu (monitored daily M-F). Email is the preferred contact method.

Office Location and Hours: Bldg85/Rm157, Office hours are published to the Canvas homepage

Prerequisites or Corequisites: N/A

Texts / Materials

Required texts:

McWhirter, J. J. (2012). At-risk youth: A comprehensive response: for counselors, teachers, psychologists, and human service professionals. (6th Ed.) Pacific Grove, CA: Brooks/Cole.

Other required readings/resources may be made available from the instructor in Canvas, or the UWF Library.

Required textbooks for 1000-4000 level courses are available on Reserve at the Circulation Desk at the UWF Libraries for a 2-hour loan period (book must stay in the Library). Please take advantage of this resource, but keep in mind that copies of textbooks for each course are limited and may be in use by another student, particularly right before an assignment or reading is due, so plan your textbook use accordingly. This service is available for print format textbooks only.

Required Materials:

- Internet Access (broadband is recommended)
- Activated UWF ArgoNet Account
- Ebook with ISBN: 9781071889305 is required for this course.

Minimum Technical Skills and Special Technology Utilized by Students

- Activate a MyUWF student account
- Access the MyUWF portal a minimum of 2-3 times a week
- Access UWF email account (Gmail) 2-3 times a week
- Have basic word-processing knowledge
- Other skills or technologies if applicable

See: UWF Resources – [Important Student Information](#) for technology web links

Technology Support

Canvas Support Hotline (Open 24/7) - 1-844-866-3349

UWF ITS Help Desk - 1-850-474-2075 or email itshelpdesk@uwf.edu

Course Description

Usha Kundu, MD College of Health, Department of Social Work

3 sh (may not be repeated for credit)

Explores environmental and societal factors that contribute to risky behaviors of adolescents such as substance use, delinquency, sexual activity, and violent behavior, and others. Characteristics of high risk and low risk youth are discussed including the relationship of these characteristics to adolescent development. Prevention, intervention, and treatment approaches are discussed.

Program Goals

This course fits into the overall program as an undergraduate elective course in the Department of Social Work.

If you are interested in a major in social work, you should contact the Department of Social Work at **850-474-2381**. If you are undecided about your major, you should contact your academic advisor or Career Services at 850-474-2254.

Student Learning Outcomes (SLOs)

1. Assess the ecological aspect of at-risk children and adolescents.
2. Evaluate the environmental and societal factors that contribute to risk.
3. Formulate at risk problems and issues affecting children and youth.
4. Check individual characteristics of high-risk and low-risk children and youth.
5. Determine prevention, intervention, and treatment approaches that address at-risk children.
6. Discuss the legal system, ethics, and standards for working with this population.
7. Analyze factors related to school drop-out, social behavior, youth suicide, youth violence and other delinquent behaviors.
8. Explore prevention, intervention and treatment approaches.
9. Coordinate how various resources can be implemented to ameliorate or minimize the harm.

Topics

This course will cover the following topics:

1. At risk children and youth: The Ecology of Problems; Environmental/Societal factors that contribute to risk
2. Families, schools, and skills: Family problem of at-risk children and youth; School issues that relate to at-risk children and youth; Individual characteristics of high-risk and low risk children and youth
3. At risk categories: School dropout; Substance use and addiction; Teenage pregnancy, STIs, and risky sexual behavior; Juvenile delinquency and youth violence; Youth suicide
4. Prevention, intervention and treatment approaches: Prevention, early intervention, treatment framework, and other environmental considerations; Core components of programs for prevention and early intervention; Peer interventions

Grading / Evaluation

Grade Scheme

Letter grades will be assigned as follows:

Letter Grade	Range
A	100% to 94%
A-	<94% to 90%
B+	<90% to 87%
B	<87% to 84%
B-	<84% to 80%

C+	<80% to 77%
C	<77% to 70%
D+	<70% to 67%
D	<67% to 61%
F	<61% to 0%

Grade Distribution

Assignment Category	Breakdown	Points possible, 380
Discussion posts	9 x 20pts each, lowest dropped.	160
Module quizzes	2 total x 50pts each	100
Syllabus quiz	Given in week 1	10
Intervention study		50
Intervention peer review		20

Assignment descriptions (more detail will be provided)

- **Discussion posts** will be assigned most weeks. An original response is due Thursday evening. Two classmate responses are due Sunday evening. A prompt will be provided relating current events to course content. Over the semester there will be 11 total discussion posts worth 20 points each. The lowest grade will be dropped automatically. Discussion posts are completed in Canvas.
- **Module quizzes** are given for the two course modules. Quizzes are multiple choice or true false and given on Canvas over one week. Each quiz will cover reading and lecture content from that module. Readings are required. This course will not have a cumulative final exam.
- The **Intervention study** and **Intervention study peer review** will apply all course content to a selected case example of Adolescents at Risk. These will be assigned at the end of the course.
- **First day attendance** documentation is required for financial aid to be released. Our 'first day attendance' requirement is to complete your first original discussion response.

Late Assignments

Within this fully online course, the timely completion of required tasks is critical. **Discussions are all completed in real time over a full week and require peer responses so these cannot be made up late. Module quizzes** are open for one week and cannot be taken outside of this period. The **Intervention study and its peer review component** may be submitted late with a ten percent deduction for each calendar day past the due date. The course ends Friday, December 6th. Assignments may not be turned in after Friday, December 6th.

Academic Calendar

Please check [the official UWF Academic Calendar](#) for important dates, including holidays, withdrawal, and registration dates.

Course Calendar

Please see the last page of this syllabus for a detailed course calendar.

Attendance Policy and Default Attendance Statement for General Education Courses

Regular and substantive engagement is expected of students in all courses regardless of delivery format.

In this online course, you are expected to meet the following attendance targets:

- Completion of 25% of the course material by the end of the 4th week of the term (or date).
- Participation in course activities (discussions, quizzes) will be monitored periodically for attendance purposes.
- Your engagement with the course materials will be monitored for attendance purposes

Only those absences that are defined in the [University class attendance policy](#) will be considered excused absences. Faculty have discretion on how to treat illness-related absences in their courses related to missed assignments, missed exams, make-up exams, requests to take an exam early, policies regarding exams dates that conflict with approved University functions (travel to participate in athletic competitions, academic, and student activities travel (conference attendance, participation in debates or other academic competitions, student government conferences, etc.).

The Office of Case Management can assist with questions regarding the verification of illness as needed, casemanagement@uwf.edu.

Information for students who receive financial aid: To receive financial aid on the normal distribution timeline, attendance must be confirmed within seven calendar days of the course

start date. A student may review confirmed attendance status by using the "Classmate" app in MyUWF. A student who stops attending class for any reason will **not** automatically be withdrawn and will still be responsible for any missed work. A student who stops attending class may be awarded a grade of NF. This grade may affect financial aid eligibility or require repayment of funds awarded.

Student Accessibility Resources

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined on an individual basis with careful consideration of course design, course learning objectives, individual documentation of disability and the academic barriers experienced by the student. Accommodations may vary from one course to the next course and from one semester to the next semester. For information regarding the registration process, visit [the SAR website](#), e-mail sar@uwf.edu, or call 850.474.2387.

Additional syllabus statements

[Additional syllabus statement url.](#)

<https://confluence.uwf.edu/display/public/Additional+Syllabus+Statements>

Regularly updated resources and university policy. Includes policy statements, student support resources, and instructional tools and technology.

Course schedule is on the next page.

Tentative Course Schedule

The schedule presented is accurate as of the first day of the semester. If any changes occur, you will be notified. Our course will typically operate on a “**Monday morning to Sunday evening**” schedule.

Week/Module	Dates	Chapter/Topics	Assignments
Week 1: Module 1: Biopsychosocial	05/12	Syllabus / First day attendance / Essence of Adolescence	Discussion 1 / Syllabus quiz
Week 2:	05/19	Ch 1&2: Environment; Article: Neurobiology of adolescence	Discussion 2
Week 3: Memorial Day 5/26	05/27	Ch 3: Family problems	Discussion 3
Week 4:	06/2	Ch 4: School issues	Discussion 4
Week 5:	06/9	Ch 5: Individual characteristics	Discussion 5
Week 6: Juneteenth 6/19	06/16	Quiz week	Module 1 Quiz
Week 7: Module 2: Categories	06/23	Ch 7: Substance abuse; Ch 8: Risky sexual behavior	Discussion 6
Week 8: Independence Day 7/4	06/30	Ch 9: Delinquency and violence	Discussion 7
Week 9:	07/7	Ch 10: Suicidality	Discussion 8
Week 10:	07/14	Articles: Gen z demographic trends and technology	Discussion 9
Week 11:	07/21	Quiz week	Module 2 Quiz / Intervention study assigned
Week 12:	07/28	Chs 12,13,14: Intervention	Intervention study due
Week 13: Class ends Friday 8/8	08/4		Peer review due Thursday evening.