

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	YOUTH AT RISK YMIN 0670
Date and Time	JANUARY 11 – APRIL 12, 2021 TUESDAYS 6:45 – 9:35 PM
Instructor	JEREMY NG, MSW, MDiv Email: jng@tyndale.ca
Class Information	This class will combine online learning with pre-recorded and live lectures via ZOOM on Tuesdays 6:45 PM–9:35 PM. Students may participate in live-streamed office hours as posted below. Office Hours: Tuesdays & Thursdays 4:00 PM – 5:00 PM.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Designed to survey issues related to working with youth who are “at risk” in some way. Students creatively explore current research, the media of popular culture and stories of their own experience to understand more about serving youth who are physically, emotionally, or spiritually “at risk”.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Explore their own personal narrative and current research to understand more about ministering effectively to youth at-risk.
2. Gain an awareness of how society creates expectations and pressures on youth.
3. Have an understanding of the most significant mental health issues facing youth today.
4. Explore different prevention and intervention strategies in serving youth.
5. Develop their own personal worldview and model of how to engage with youth at-risk.

III. COURSE REQUIREMENTS

A. REQUIRED READING

1. Clark, Chap. (2011). [Hurt 2.0](#). Grand Rapids, MI: Baker Academic.
2. Jensen, F. E. & Nutt, A. E. (2015). *The Teenage Brain*. Toronto, ON: Harper Collins.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

1. Kindlon, D. & Thompson, M. (1999). *Raising Cain: Protecting the Emotional Life of Boys*. New York, NY: Ballantine Books.
2. Pipher, M. & Pipher Gilliam, S. (2019). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. New York, NY: Riverhead Trade.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

1. Reading Response (8-10 pages); Due February 9, 2021: 20%

- Choose a book from the list that is provided to you (or get another approved).

- Select three different concepts that you believe to be relevant today. Answer this question: How does the church/Christian culture perpetuate or redeem these concepts? (2-3 pages/concept – 25%/concept)
- Conclude with a personal reflection on how these concepts have influenced your life (2-3 pages – 25%)
- NOTE: This is not a book report. Please interact creatively with the text and provide your own examples and stories of how you reached your conclusions.

2. Training Seminar (15-20 Minutes) & Booklet; Due March 9, 16, & 23, 2021: 25%

- In groups of 2-3, choose any youth topic (have it approved by Feb. 23)
- Develop a training seminar for either parents or youth workers about this topic (it can be livestream or pre-recorded).
- Why is this an issue today? Provide an analysis of trends and stats
- How did this become a problem? Discuss specific risk factors, contributing factors, and protector factors.
- How do we engage with this issue? Talk about possible prevention or intervention strategies.
- Share either a case example or personal story
- Q & A
- Prepare a booklet that you will be able to provide to the class and at least 6 research-based sources

3. Training Reflection (3-4 pages); Due March 30, 2021: 10%

- Why was this topic important to you?
- As you were researching this topic, what biases or judgments did you have to process?
- What challenges would you personally face in working with youth who were struggling with these issues? How would you potentially overcome these challenges?

4. Youth Worker Interviews (5-6 pages NOT INCLUDING NOTES); Due April 16, 2021: 25%

- Begin to figure out your own approach and style in working with youth
- Interview 2 youth workers (only 1 in a church setting) for at least 30 minutes. Ask them to sign the statement of consent on page 8 of this syllabus before beginning.
- Document your interview (date, time, questions asked, responses, etc.). There will be no recording (video or audio) of the interview. Hand in your interview notes (does not need to be a transcript). Please note they are NOT part of the 5-6 pages of reflection. (50% of the assignment)
- Integrate class discussions, readings, assignments, to reflect on how your approach has changed or what new insights you would want to integrate into your practice. (50% of the assignment)

5. Attendance and Participation: 10%

- In-class participation.

6. Forum Questions: 10%

- Every week, a question will be posted onto Moodle to be discussed prior to class. Each student is expected to respond and interact with both the professor and other students to advance the discussion.
- Marks will be based on the percentage of weekly forum questions answered throughout the term. For example, if all weekly forum questions are answered, students will be awarded the full 10%.

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Reading Response	20 %
Training Seminar	25 %
Seminar Reflection	10 %
Youth Worker Interview	25 %
Attendance and Participation	10 %
Forum Questions	10 %
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

All assignments must be submitted to jng@tyndale.ca from your myTyndale email account as a MS Word attachment.

Please use the following format:

Assignment – Last Name, First Name (IE. Training Seminar – Ng, Jeremy)

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

All students are required to attend lectures and actively participate in class discussions. Zoom links will be provided on [Moodle](#). Zoom lectures will provide time to explore the topic in more depth. Students are expected to come to lectures having read the material, watched the pre-recorded lectures, and be prepared with questions and discussions.

Date:	Lecture:	Assigned Readings:	Supplemental Readings:	Assignments:
January 12	Course Introduction Youth Development	1. Chap 1 2. Chap 1 & 2	1. Chap 1 2. Chap 1	
January 19	Youth & Gender Youth & Family	1. Chap 6 2. Chap 14	1. Chap 2 2. Chap 5	
January 26	Youth & Community Youth & Disengagement	1. Chap 2 & 3	1. Chap 3 2. Chap 2	
February 2	Youth & Mental Health Youth & Self- Harm/Suicide	1. Chap 9 2. Chap 11 & 12	1. Chap 8 2. Chap 9 & 10	
February 9	Youth & Technology Youth & Substance Abuse	1. Chap 11 2. Chap 8, 9, 13	1. Chap 9 2. Chap 12	READING RESPONSE
February 16	READING WEEK			
February 23	Youth & Sex	1. Chap 8	1. Chap 10 2. Chap 13	
March 2	Youth & Relationships Youth & Dating Violence	Watch Audrie & Daisy	1. Chap 11	
March 9	LGBTQ YOUTH GUEST SPEAKER: Generous Space	None		Training Booklet Training Seminar
March 16	Youth & Violence	1. Chap 12 2. Chap 16		Training Seminar
March 23	Youth & Homelessness			Training Seminar
March 30	Youth & Resilience	1. Chap 13 2. Chap 17	1. Chap 12 2. Chap 14	Seminar Reflection

April 6	Youth & Healing	1. Chap 14	2. Chap 16	
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V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Clark, Chap. (2011). [Hurt 2.0](#). Grand Rapids, MI: Baker Academic.

Clark, Jeramy & Clark, Jerusha. (2016). [Your Teenager is Not Crazy](#). Grand Rapids, MI: Baker Academic.

Damour, Lisa. (2016). *Untangled: Guiding Teenage Girls through the Seven Transitions into Adulthood*. New York, NY: Ballentine Books.

Hinshaw, S. & Kranz, R. (2009). *The Triple Bind: Saving Our Teenage Girls from Today's Pressures*. New York, NY: Ballentine Books.

Jensen, F. E. & Nutt, A. E. (2015). *The Teenage Brain*. Toronto, ON: Harper Collins.

Kindlon, D. & Thompson, M. (1999). *Raising Cain: Protecting the Emotional Life of Boys*. New York, NY: Ballantine Books.

Pipher, M. & Pipher Gilliam, S. (2019). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. New York, NY: Riverhead Trade.

Pollack, W. (1998). *Real Boys: Rescuing our Sons from Myths of Boyhood*. New York, NY: Holt and Co. Inc.

Sax, L. (2016). [Boys Adrift: The Five Factors Driving the Growing Epidemic of Unmotivated Boys and Underachieving Young Men](#). New York: Basic Books.

Shatkin, J. (2017). *Born to be Wild: Why Teens Take Risks, and How We Can Help Keep Them Safe*. New York, NY: Penguin Group.

Siegel, D. (2014). *Brainstorm: The Power and Purpose of the Teenage Brain*. New York, NY: Penguin Group.

TYNDALE UNIVERSITY

YOUTH AT RISK

INSTRUCTOR: JEREMY NG, MSW, MDiv

STATEMENT OF CONSENT TO PARTICIPATE IN YOUTH WORKER INTERVIEWS
AS PART OF COURSE REQUIREMENTS

I/We, _____ hereby
give my/our consent to participate in the spiritual formation interview
carried out by

as part of a project fulfilling the course requirements for skill development
purposes only. I/we understand that anonymity and confidentiality will be
respected. There will be no formal recording of this interview. Names will not be
used. I also understand that all information gathered will solely be used for the
personal reflection paper, and a presentation to the class.

Name: _____

Signature: _____

Date: _____

Interviewer Name: _____

Signature: _____ Date: _____