

LARRY F. FORTHUN
University of Florida
Institute of Food and Agricultural Sciences
Department of Family, Youth and Community Sciences
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PROFESSIONAL EXPERIENCE

UNIVERSITY OF FLORIDA	Gainesville, FL
Department of Family, Youth and Community Sciences	
Interim Chair	2024-present
Professor	2024
Associate Chair	2019-2023
FYCS Graduate Program Coordinator	2013-2017
FYCS Undergraduate Coordinator	2013
Associate Professor (Tenured)	2013
Assistant Professor	2008
 PENN STATE UNIVERSITY, DUBOIS	 DuBois, PA
Department of Human Development and Family Studies	
Associate Professor (Tenured)	2005
Assistant Professor	1999
Instructor	1998

EDUCATION

TEXAS TECH UNIVERSITY	Lubbock, TX
Ph.D., Human Development and Family Studies	1999
Dissertation: "An examination of identity formation During Adolescence: A Person-Oriented Approach"	
Advisor: Nancy Bell, PhD	
 UTAH STATE UNIVERSITY	 Logan, UT
M.S., Family and Human Development/Marriage and Family Therapy	1995
Thesis: "Identity Style, Substance Use, and Perceived Family Functioning Among Young Adults: An Exploratory Study"	
Advisor: Scot Allgood, Ph.D.	
 UTAH STATE UNIVERSITY	 Logan, UT
B.S., Psychology, Minor: Family and Human Development	1992
Cum Laude	

HONORS AND AWARDS

2025	FEA-4HA Excellence in Healthy Living Programming, Florida PROSPERs Team
2024	FEA4-HA Excellence in Teamwork Award, Florida PROSPERs Team
2024	Elected to <i>Sigma Xi</i> , The Scientific Research Honor Society
2023	UF College of Agricultural and Life Sciences Graduate Teacher/Adviser of the Year
2022	UF/IFAS Extension Professional Enhancement Award: James App Award for Outstanding Extension Team, Health Extension Team
2018	Educator Award, North American Colleges and Teachers of Agriculture (NACTA)
2017	UF/IFAS Superior Accomplishment Award for Faculty Service
2012	UF Open Access Award, The University Libraries Committee
2012	150th Anniversary Morrill Act Award, Organizational Award Category, UF/IFAS Family Album Radio [reviewer, script writer]
2004	The Pennsylvania State University Commonwealth College Award for Distinguished Faculty Service and/or Outreach
2002	The Pennsylvania State University Commonwealth College Award for Innovation, PSU DuBois Undergraduate Research Committee.
2002	Pennsylvania Commission for the Prevention of Alcohol, Tobacco, and Other Drug Abuse Award for Education and Awareness, PSU DuBois Partnership for Prevention.

LEADERSHIP ACCOMPLISHMENTS

Interim Chair Family, Youth and Community Sciences (2024-present)

1. Faculty Development and Assessment

- Supervised the implementation of the university's newly adopted procedures for post tenure review (PTR), which included an application prepared by the faculty and a letter of assessment prepared by the department chair. Over the past 2 years, I have successfully guided nine faculty members through the PTR process.
- Successfully guided one faculty member through promotion to full professor, and currently assisting one faculty member in preparing the packet for tenure/promotion. I am also assisting a non-tenure track faculty member in preparing materials for promotion to master lecturer.
- Conducted annual assessments of faculty and department personnel, leading to the assignment of merit-based salary increases.
- Supervised the search and successful hire of one tenure-track faculty member in the nonprofit leadership area of study.
- Implemented the first phase of a multi-phase strategic planning process for department faculty, personnel, and students. The first phase, a faculty retreat, focused on visioning and goal setting.
- Initiated new procedures for distributing federal Hatch funding, ensuring annual funding is spent to support faculty projects.

2. Department Programs

- Interviewed and selected two new faculty members to rotate into undergraduate and graduate coordinator roles. Key priorities for each coordinator include expansion of academic programs online, student recruitment and retention, and student development.
- Development and initial implementation of a growth plan for the online MS self-funded program.
- Conduct teaching assignment meetings with each faculty member to ensure teaching effort aligns with the college teaching guidelines.

3. Personnel Management

- Supervise a total of 28 faculty members, which includes 25 tenure-track and three non-tenure track positions. Supervise eight department staff members, including four academic advisers, an administrative specialist, an accountant, an HR specialist, and a communications assistant. Over 100 personnel are employed on faculty projects and grants, all of whom are under my supervision.
- Developed and implemented a new staffing plan to address the department's emerging needs by realigning positions, clarifying job descriptions, and restructuring workflows. This resulted in the hire of an HR generalist and a communications assistant. The reorganization improved department operations' efficiency and reduced faculty's administrative burden.

4. Department Budget

- Manage a modest department operational budget, which includes funding for department operational expenses to cover physical property and assets, graduate assistantships, and two fleet vehicles for Extension and research activities.
- Implemented a new budgeting approach that enhanced transparency and emphasized priorities identified by faculty, staff, and students, including professional development, student recruitment, and instructional support.

Associate Chair Family, Youth and Community Sciences (2019-2023)

1. Faculty Recruitment

- Provided administrative leadership to faculty search committees to ensure a broad and diverse pool of qualified candidates. This often meant chairing or co-chairing search committees to mentor department faculty in inclusive search practices.

2. Faculty Development

- Administer a mentoring process for new faculty in the department, and developed a set of formal guidelines to direct, but not constrain, the types of feedback, support, and interactions that are beneficial in a faculty mentoring relationship.
- Developed a department standing committee for the purpose of reviewing, assessing, or evaluating materials prepared for faculty promotion and/or tenure review, both tenure and non-tenure track.
- Oversight of new faculty instructional preparation, encouraging them to participate in the CALS Teacher's College, and on three occasions, serving as a co-instructor in their courses to provide support, encouragement, and mentoring.

- Served as department liaison for teaching improvement during the changes initiated by the COVID pandemic, connecting faculty with appropriate resources and training to address their teaching needs.
3. Diversity, Equity, and Inclusion Initiatives
 - Established a department standing committee on Diversity, Equity, and Inclusion to assist in implementing the department's DEI Plan, developed by an ad hoc committee of faculty. Rather than focus solely on DEI policies or procedures, the committee supports all faculty, students, and staff in embedding diversity and inclusion within the department's culture.
 4. Graduate Program
 - Provide administrative oversight of the graduate program, including admissions, advising, student conduct, and graduate assistantships.
 - Developed procedures for graduate assistant employment, including fiscal oversight of the diverse funding streams for graduate assistantships, fellowships, scholarships, and other financial support.

FYCS Graduate Program Coordinator (2013-2017)

1. Doctoral Program
 - Developed the department's first doctoral program, a Ph.D. in Youth Development and Family Science. The program was submitted to the university in 2015, approved by the Florida Board of Governors in 2016, and the first cohort of students arrived in 2017. While still a young program, nine students have successfully graduated from the program, with half entering academic or research careers. For my leadership, I was awarded the UF/IFAS Superior Accomplishment Award for Faculty Service.
 - The development of doctoral program policies and procedures (e.g., admissions procedures, qualifying exams, doctoral seminar, approval of new courses), and revising and updating the FYCS Graduate Handbooks and FYCS Teaching Assistant Handbook.
2. Master's Program
 - Enhancement of the online self-funded M.S. program, including revising degree concentrations, standardizing course offerings, and the adjunct faculty pay structure, and negotiating contracts with recruitment management organizations and marketing agencies.
 - The formation of the FYCS Gator Graduate Association, the department's first graduate student club. I served as the club's first adviser.

FYCS Undergraduate Program Coordinator (2013)

1. Advising
 - Implemented new procedures for tracking student progress for the faculty advising undergraduate students.
 - Developed a contract that faculty advisers could use to formalize recommendations or obligations of students at risk of failing or dropping out.

- Updated and revised the department's undergraduate handbook.
- Developed protocols and procedures for offering academic credit to undergraduate students who sought experience as teaching assistants.

Leadership Development

2017-pres Member, UF Leadership Network
 2021-2022 LEAD IFAS leadership and professional development program
 2017-2018 UF Advanced Leadership for Academic Professionals (ALAP) – Academic Track

FUNDING

External Funding (Total = \$3,564,324)

() Amount of sub-award allocated to me

2023-2026 PI, USDA Natl Inst of Food and Ag (2023-46100-41039), PROSPER Florida 2.0: Prevention of Youth Opioid Use, \$349,507.
<https://app.dimensions.ai/details/grant/grant.13574064>

2021-2024 PI, USDA Natl Inst of Food and Ag (2021-46100-35391), PROSPER Florida: Preventing Youth Opioid Use in Rural Communities - USDA NIFA RHSE, \$348,368. <https://app.dimensions.ai/details/grant/grant.9738926>

2020-2023 Senior Personnel, HHS-Substance Abuse & Mental Health Services Admin (H79TI083268), PROSPER Step-by-Step, State-by-State (P2S): Expansion of an Extension-Based Opioid Prevention Capacity-Building System, PI: Greg Piller, Iowa State University, \$1,133,838 (\$44,434)

2019-2023 Senior Personnel, Natl Inst of Hlth NIMH (R34MH117206), Improving Adherence in Adolescents and Young Adults with Bipolar Disorder, PI: Martha Sajatovic, Case Western Reserve University, \$764,306 (\$22,304).
<https://app.dimensions.ai/details/grant/grant.8556602>

2020-2022 PI, USDA Natl Inst of Food and Ag (2020-70003-30923), Building Steps to Success for Youth Professionals in Rural Communities, \$149,847.
<https://app.dimensions.ai/details/grant/grant.8970645>

2010-2015 Co-PI, USDA Natl Inst of Food and Ag (2010-41520-20722), Florida Sustainable Communities Project: Grandfamily Resilience and Sustainability (GRandS) Program, PI: Kate Fogarty, \$585,797.
<https://app.dimensions.ai/details/grant/grant.3955992>

2008-2010 Co-PI, United Way Worldwide, Strengthening Families United: Learning Through Participatory Evaluation, PI: David Diehl, \$221,661

2003 Co-PI, Research Council of Harrisburg, The Development of Exemplary Alternative and Charter Schools in Central Pennsylvania, PI: Laura Ferrer-Wreder, \$6,000

2002 Co-PI, The Greater Harrisburg Foundation, At-Risk Youth in Alternative Education, PI: Laura Ferrer-Wreder, \$5,000

Internal Funding (Total = \$93,931)

- 2020-2023 Co-PI, University of Florida (UF) Health Cancer Center, Developing a Healthy Communication Practice (HCP) Toolkit for Mothers Diagnosed with Breast Cancer and Their Young-Adult Daughter Caregivers, PI: Carla Fisher, \$49,999
- 2018 PI, UF IFAS Research, Travel Awards for Research Grant Enhancement, \$9,975
- 2018 PI, UF IFAS Research, Statistical Training in Latent Class Analysis, \$7,000
- 2005 PI, Penn State University (PSU), Research and Development Grant, Easing the Transition from Middle School to High School, \$2,000
- 2004 PI, PSU Research and Development Grant, Academic Adjustment Among First-Generation vs. Second-Generation College Students, \$1,800
- 2002 PI, PSU Research and Development Grant, Academic Success Among College Students, \$1,600
- 2002 Co-PI, PSU Children, Youth and Family Consortium, At-Risk Youth in Alternative Education, \$2,257
- 2001 PI, PSU Research and Development Grant, A Developmental Approach to Binge Drinking on College Campuses, \$1,900
- 2001 PI, PSU Research and Development Grant, Examining Adolescent Identity Formation in the Transition from Middle School to High School, \$1,800
- 2000 PI, PSU Research and Development Grant, An Evaluation of SIMBA: An Alternative Education Experience for Middle School Adolescents, \$1,800
- 1999 PI, PSU Research and Development Grant, An Examination of Religiosity, Family Functioning, and Disordered Eating Behavior Among College Women, \$1,800
- 1998 PI, Texas Tech University, Dissertation Award, An Examination of Identity Formation During Adolescence: A Person-Oriented Approach, \$2,000

US Dept of Ag Hatch Projects

- 2018-2023 PI, US Dept of Ag (FLA-FYC-005719) Hatch Act funding, The Foundation and Prevention of Risk Behavior among Adolescents and Emerging Adults.
https://app.dimensions.ai/details/grant/grant.8822759?or_facet_researcher=ur.01002522054.67
 - 2008-2013 PI, US Dept of Ag (FLA-FYC-004812) Hatch Act funding, The Intergenerational, Psychosocial, and Developmental Context of Risk Taking among Children and Youth.
https://app.dimensions.ai/details/grant/grant.8775864?or_facet_researcher=ur.01002522054.67
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PUBLICATIONS

Self = bold; student = *

Refereed Publications (Total = 46)

- *Nesbit, T.S., Coker, K.A.A.R., Abraczinskas, M., O'Neal, L.J., Grunwald, S., McKune, S., & **Forthun, L.F.** (submitted). Maternal healthcare provider perspectives on spiritual care and the challenges and opportunities for provider spiritual wellbeing. *Journal of Religion and Health*.
- *Bagautdinova, D., Fisher, C.L., Parker, N.D., **Forthun, L.F.**, Hamela, L.M., & Bylund, C.L. (submitted). Exploring identity-related psychosocial needs in adolescent and young adult (AYA) oncology: A systematic scoping review. *Psycho-Oncology*.
- Levin, J.B., DelBello, M., Modi, A.C., Briggs, F., **Forthun, L.F.**, McVoy, M., Yala, J., Cooley, R., Black, J., Conroy, C., & Sajatovic, M. (2024). A 6-month, prospective, randomized controlled trial of customized adherence enhancement versus a bipolar-specific educational control in poorly adherent adolescents and young adults living with bipolar disorder. *Bipolar Disord.*; 00, 1-12. <https://doi.org/10.1016/j.jaac.2024.08.183>.
- *Bagautdinova, D., Bylund, C.L., **Forthun, L.F.**, Miller, C.A., Hamel, L.M., & Fisher, C.L. (2024). Helping adolescents and young adults (AYA) with cancer manage identity distress: Enhancing clinician-AYA patient communication to promote identity development. *Patient Education and Counseling*, 128, 108372. <https://doi.org/10.1016/j.pec.2024.108372>
- *Moss, C.E., *Vasquez, T.S., Fisher, C.L., & **Forthun, L.F.** (2024). "Make Your Family Proud": Analyzing the communication of roles and identity in Disney's *Encanto*. *Journal of Family Communication*, 24, 82-98. <https://doi.org/10.1080/15267431.2023.2266479>.
- *Fenton, M.P., **Forthun, L.F.**, & *Grafo, N. (2023). Associations between family risk and protective factors and adolescent substance use across the rural-urban continuum: A person-/variable-centered approach. *Journal of Child & Family Studies*, 32, 3187-3199. <https://doi.org/10.1007/s10826-023-02615-y>
- Fisher, C. L., Campbell-Salome, G., *Bagautdinova, D., Wright, K. B., **Forthun, L. F.**, Bacharz, K. C., Mullis, M. D., Wolf, B., Pereira, D.B., Spiguel, L., & Bylund, C.L. (2023). Young adult caregiving daughters and diagnosed mothers navigating breast cancer together: Open and avoidant communication and psychosocial outcomes. *Cancers*, 15, 3864. <http://dx.doi.org/10.3390/cancers15153864>
- Sajatovic, M., Levin, J.B., Modi, A., McVoy, M., Forthun, L.F., Cooley, R., Black, J., Conroy, C., Sarna, K., Briggs, F.B., & DelBello, M. (2023). Association between symptom severity and medication adherence in adolescents with bipolar disorder demonstrating suboptimal adherence. *Psychopharmacology Bulletin*, 54(2), 53-55. PMID: 38601829; PMCID: PMC11003260.
- *Fenton, M.P., **Forthun, L.F.**, & Lynne, S. D. (2023). Pathways to adulthood in rural America: A latent profile and latent transition analysis of adult social roles. *Journal of Youth and Adolescence*, 52, 1170-1190. <https://doi.org/10.1007/s10964-023-01755-0>

- *Edwards, A.M., *Hung, R., Levin, J.B., **Forthun, L.F.**, Sajatovic, M., & McVoy, M. (2023). Health disparities among rural individuals with mental health conditions: A systematic literature review. *Journal of Rural Mental Health*, 47(3), 163–178.
<https://doi.org/10.1037/rmh0000228>
- Forthun, L.F.**, Sajatovic, M., Levin, J.B., DelBello, M., *Appling, D., *Broadnax, M., Fuentes-Casiano, E., Cooley, R., & Modi, A.C. (2023). Modification of a customized adherence intervention to improve adherence in adolescents and young adults with bipolar disorder. *JAACAP Open*, 1(2), 80-92. <https://doi.org/10.1016/j.jaacop.2023.04.001>
- *Fenton, M.P., **Forthun, L.F.**, *Aristild, S., & *Vasquez, K. (2022). The role of the rural context in the transition to adulthood: A scoping review. *Adolescent Research Review*, 7, 101-126.
<https://doi.org/10.1007/s40894-021-00161-6>
- McVoy, M., Delbello, M., Levin, J., Modi, A. C., **Forthun, L.F.**, Briggs, F., *Appling, D., *Broadnax, M., Conroy, C., Cooley, R., Eapen, G., & Sajatovic, M. (2022). A customized adherence enhancement program for adolescents and young adults with suboptimal adherence and bipolar disorder: Trial design and methodological report. *Contemporary Clinical Trials*, 115, 106729. <https://doi.org/10.1016/j.cct.2022.106729>
- *Boyer, N.A., **Forthun, L.F.**, & Johns, T.L. (2021). Intrasexual competition and unhealthy weight control behaviors among late adolescent females. *Adolescents*, 1, 433–441.
<https://doi.org/10.3390/adolescents1040033>.
- *Schmeer, A., Harris, V.W., **Forthun, L.F.**, Valcante, G., & *Visconti, B. (2021). Through the eyes of a child: Sibling perspectives on having a sibling diagnosed with autism. *Research in Developmental Disabilities*, 119, 104066.
<https://doi.org/10.1016/j.ridd.2021.104066>.
- Cantrell, R., Yaye', M., Hunderford, J., **Forthun, L.F.**, Irani, T., & Cantrell, V. (2021). Young migrants' views of their present and future in Niamey and Niger. *SN Social Sciences*, 1, Article134, 20 pages. <https://doi.org/10.1007/s43545-021-00150-5>.
- *Saldana, M.F., & **Forthun, L.F.** (2020). The effects of parenting style on emerging adulthood emotional self-regulation and identity development. *UF Journal of Undergraduate Research*, 22, #21. <https://doi.org/10.32473/ufjur.v22i0.121824>
- Forthun, L.F.**, Fogarty, K., *Rudd, S., Bartolomeo, S., & *Mighty, P. (2018). Providing family education for grandparent caregivers: Lessons from the GRandS Program. *Journal of Extension*, 56(2). Retrieved from <https://joe.org/joe/2018april/rb3.php>.
- *Speegle, K.C., Barnett, R.V., **Forthun, L.F.** & Mastrodicasa, J. (2016). The relationship of motivation and presence of stress and anxiety in emerging adults' career and romantic exploration. *Journal of Student Affairs Inquiry*, 1(2).
<https://jsai.scholasticahq.com/issue/191>.
- Jankowski, P.J., Hardy, S.A., Zamboanga, B.L., Ham, L.S., Schwartz, S.J., Kim, S.Y., **Forthun, L.F.**, Bersamin, M.M., Donovan, R.A., Whitbourne, S.K., Hurley, E.A., & Cano, M.A. (2015). Religiousness and levels of hazardous alcohol use: A latent profile analysis. *Journal of Youth and Adolescence*, 44, 1968-1983. <https://doi.org/10.1007/s10964-015-0302-4>

- Schwartz, S.J., Hardy, S.A., Zamboanga, B.L., Meca, A., Waterman, A.S., Picariello, S., Luyckx, K., Crocetti, E., Kim, S.Y., Brittian, A.S., Roberts, S.E., Whitbourne, S.K., Ritchie, R.A., Brown, E.J., & **Forthun, L.F.** (2015). Identity in young adulthood: Links with mental health and risky behavior. *Journal of Applied Developmental Psychology*, 36, 39-52. <https://doi.org/10.1016/j.appdev.2014.10.001>
- Zamboanga, B.L., Pesigan, I.J.A., Tomaso, C.T., Schwartz, S.J., Ham, L.S., Bersamin, M., Kim, S.Y., Cano, M.A., Castillo, L.G., **Forthun, L.F.**, Whitbourne, S.K., & Hurley, E.A. (2015). Frequency of drinking games participation and alcohol-related problems in a multiethnic sample of college students: Do gender and ethnicity matter? *Addictive Behaviors*, 41, 112-116. <https://doi.org/10.1016/j.addbeh.2014.10.002>
- *Khan-Woehle, S., Harris, V.W., & **Forthun, L.F.** (2015). Emotional ability among college students: An exploration of gender difference. *Journal of Young Investigators*, 29, 18-23.
- *Payne Purvis, C., Barnett, R.V., & **Forthun, L.F.** (2014). Parental involvement during adolescence and contraceptive use in college. *Journal of Adolescent and Family Health*, 6(2), Article 3. Retrieved from <http://scholar.utc.edu/jafh/vol6/iss2/3>.
- Dezutter, J., Waterman, A.S., Schwartz, S.J., Luyckx, K., Beyers, W., Meca, A., Kim, S.Y., Whitbourne, S.K., Zamboanga, B.L., Lee, R.M., Hardy, S.A., **Forthun, L.F.**, Ritchie, R.A., Weisskirch, R.S., Brown, E.J., and Caraway, S.J. (2014). Meaning in life in emerging adulthood: A person-oriented approach. *Journal of Personality*, 82, 57-68. <https://doi.org/10.1111/jopy.12033>
- Hardy, S.A., Francis, S.W., Zamboanga, B.L., Kim, S.Y., Anderson, S.G., & **Forthun, L.F.** (2013). The roles of identity formation and moral identity in college student mental health, health risk behaviors, and psychological well-being. *Journal of Clinical Psychology*, 69 (4), 364-382. <https://doi.org/10.1002/jclp.21913>
- Schwartz, S.J., Kim, S.Y., Whitbourne, S.K., Zamboanga, B.L., Weisskirch, R.S., **Forthun, L.F.**, Vazsonyi, A.T., Beyers, W., & Luyckx, K. (2013). Converging identities: Dimensions of acculturation and personal identity status among immigrant college students. *Cultural Diversity and Ethnic Minority Psychology*, 19, 155-165. <https://doi.org/10.1037/a0030753>
- Schwartz, S.J., Luyckx, K., Soenens, B., Beyers, W., Zamboanga, B.L., **Forthun, L.F.**, Hardy, S.A., Vazsonyi, A.T., Ham, L.S., Kim, S.Y., Whitbourne, S.K., & Waterman, A.S. (2011). Examining the light and dark sides of emerging adults' identity: A study of identity status differences in positive and negative psychosocial functioning. *Journal of Youth and Adolescence*, 40, 839-859. <https://doi.org/10.1007/s10964-010-9606-6>
- Schwartz, S.J., Waterman, A.S., Vazsonyi, A.T., Zamboanga, B.L., Whitebourne, S.K., Weisskirch, R.S., Vernon, M., Caraway, S.J., Kim, S.Y., **Forthun, L.F.**, Donnellan, M.B., & Ham, L.S. (2011). The association of well-being with health risk behaviors among college attending young adults. *Applied Developmental Science*, 15, 20-36. <https://doi.org/10.1080/10888691.2011.538617>
- Forthun, L.F.**, & McCombie, J.W. (2011). The efficacy of crisis intervention training for educators: a preliminary study from the United States. *Professional Development in Education*, 37, 39-54. <https://doi.org/10.1080/19415257.2010.497005>
- *Pate, H., & **Forthun, L.F.** (2010). Cross-cultural, intergenerational mentoring among women. *Journal of Undergraduate Research*, 12, 1-5.

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- Diehl, D.C., Pracht, D.W., **Forthun, L.F.**, & Simonne, A.H. (2010). Food safety for 4-H youth: A survey of interests and educational methods. *Journal of Extension*, 48(4), Article 5. <https://tigerprints.clemson.edu/joe/vol48/iss4/5>
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- Forthun, L.F.**, *Payne, C., & McCombie, J. (2009). Life Space Crisis Intervention in a school setting: Final results. *Reclaiming Children and Youth*, 18, 51-57.
- Forthun, L.F.**, & Montgomery, M.J. (2009). Profiles of adolescent identity development: Response to an intervention for alcohol/other drug problems. *Alcoholism Treatment Quarterly*, 27, 1-18. <https://doi.org/10.1080/07347320902784759>
- Poyrazli, S., Ferrer-Wreder, L., Meister, D., **Forthun, L.F.**, Coatsworth, J.D., & Grahame, K.M. (2008). Academic achievement, employment, age, gender and students' experience of alternative school. *Adolescence*, 43, 547-556.
- Fischer, J.L., **Forthun, L.F.**, Pidcock, B.W., & Dowd, D.A. (2007). Parent relationships, emotion regulation, psychosocial maturity and college student alcohol use problems. *Journal of Youth and Adolescence*, 36, 912-926. <https://doi.org/10.1007/s10964-006-9126-6>
- Forthun, L.F.**, & McCombie, J. (2007). A Preliminary Outcome Study of Response Ability Pathway Training. *Reclaiming Children and Youth: The Journal of Strength-Based Interventions*, 16, 27-34.
- Ferrer-Wreder, L., Poyrazli, S., Bedard, B., Coatsworth, J.D., Meister, D., **Forthun, L.F.**, & Grahame, K. (2007). Alternative school students' normative beliefs about aggression. *The Journal of Educational Alternative: Principles, Practices, and Leadership*, 3, 66-87.
- Forthun, L.F.**, McCombie, J. W., & Freado, M. (2006). A study of LSCI in a school setting. *Reclaiming Children and Youth: The Journal of Strength-Based Interventions*, 15, 95-102.
- Forthun, L. F.**, Montgomery, M. J., & Bell, N. J. (2006). Identity formation in a relational context: A person-centered analysis of troubled youth. *Identity: An International Journal of Theory and Research*, 6, 141-167. https://doi.org/10.1207/s1532706xid0602_2
- Fischer, J.L., Pidcock, B.W., Munsch, J., & **Forthun, L.F.** (2005). Parental abusive drinking and sibling role differences. *Alcoholism Treatment Quarterly*, 23, 79-97. https://doi.org/10.1300/J020v23n01_07
- Forthun, L.F.**, Pidcock, B.W., & Fischer, J.L (2003). Religiousness and disordered eating: Does religiousness modify family risk? *Eating Behaviors: An International Journal*, 4, 7-26. [https://doi.org/10.1016/S1471-0153\(02\)00099-5](https://doi.org/10.1016/S1471-0153(02)00099-5)

- Pidcock, B.W., Fischer, J.L., **Forthun, L.F.**, & West, S.L. (2000). Hispanic and Anglo college women's risk factors for substance use and eating disorders. *Addictive Behaviors: An International Journal*, 25, 705-723. [https://doi.org/10.1016/S0306-4603\(00\)00085-X](https://doi.org/10.1016/S0306-4603(00)00085-X)
- Bell, N.J., **Forthun, L.F.**, & Sun, S-W. (2000). Attachment, adolescent competencies, and substance use: Developmental considerations in the study of risk behaviors. *Substance Use & Misuse*, 35, 1177-1206. <https://doi.org/10.3109/10826080009147478>
- Forthun, L.F.**, Bell, N.J., Peek, C.W., & Sun, S.W. (1999). Religiosity, sensation seeking, and alcohol/drug use in denominational and gender contexts. *Journal of Drug Issues*, 29, 75-90. <https://doi.org/10.1177/002204269902900105>
- Roggman, L.A., Moe, S. T., Hart, A. D., & **Forthun, L. F.** (1994). Family leisure and social support: Relations with parenting stress and psychological well-being in head start parents. *Early Childhood Research Quarterly*, 9, 463-480. [https://doi.org/10.1016/0885-2006\(94\)90020-5](https://doi.org/10.1016/0885-2006(94)90020-5)

Proceedings/Abstracts (Total = 4)

- DelBello, M.P., Levin, J., Modi, A.C., McVoy, M., Black, J., Cooley, R., Briggs, F., Sarna, K., **Forthun, L.F.**, & Sajatovic, M. (2023). 3.3 Association Between Symptom Severity and Medication Adherence in Adolescents and Young Adults With Bipolar Disorder Demonstrating Suboptimal Adherence. *Journal of the American Academy of Child & Adolescent Psychiatry*, 62(10), S207. <https://doi.org/10.1016/j.jaac.2023.09.168>
- *Nesbit, T., Ronke Coker, K., McKune, S., & **Forthun, L.F.** (2023). 145 A CTS team approach to adapting an evidence-based mindfulness tool to increase trust of reproductive healthcare providers. *Journal of Clinical and Translational Science*, 7(S1), 44-44. <https://doi.org/10.1017/cts.2023.226>
- Forthun, L.F.**, Sajatovic, M., Modi, A., Levin, J., DelBello, M., Appling, D., & Broadnax, M. (2021). 7.1 Development of the Customized Adherence Enhancement Intervention for adolescents and young adults to improve medication adherence in bipolar disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 60(10), S170. <https://doi.org/10.1016/J.JAAC.2021.09.109>
- *Smith, E.K., Wilken, C., **Forthun, L.F.** & Bluck, S. (2010). How changes in activities impact life satisfaction in leisure-oriented retirement communities [Abstract]. *Gerontologist*, 50, 285.

Contributor to Edited Book (Total = 2)

- Forthun, L.F.**, McCombie, J., & *Payne, C. (2010). A comprehensive evaluation of Life Space Crisis Intervention (LSCI). In G.S. Goodman (Ed), *Educational psychology reader: The art and science of how people learn* (revised 2014). New York: Peter Lang Inc.
- Republished in R. Brock & G.S. Goodman (Eds) (2013), *School Sucks!: Arguments for Alternative Education* (pp. 342-365). New York: Peter Lang Inc.

Extension Publications (Total = 33)

NOTE: Electronic Data Information Source (EDIS; <https://edis.ifas.ufl.edu/>) is a UF/IFAS peer-reviewed publication system used to share extension scholarship.

- *Nielsen, A., & Forthun, L. (2024). Introducción al apoyo en línea entre jóvenes: una guía para padres y cuidadores: FCS3396-Span/FY1539, 2/2024. *EDIS*, 2024(1). <https://doi.org/10.32473/edis-fy1539-2024>
- *Nielsen, A., & Forthun, L. (2024). Introduction to youth online peer support: A guide for parents and caregivers: FCS3396/FY1538, 1/2024. *EDIS*, 2024(1). <https://doi.org/10.32473/edis-fy1538-2024>
- *Kersey, E., O'Neal, L., *Michael, A., Pierre, B., *Nesbit, T., & **Forthun, L.F.** (2023). Substance use and rural populations: FCS3379/FY1518, 2/2023. *EDIS*, 2023(1). <https://doi.org/10.32473/edis-fy1518-2023>
- *Nesbit, T. S., *Coker, K. A.-A. R., McKune, S., **Forthun, L.F.**, & O'Neal, L. (2022). Resources and suggestions to support black women's maternal health: FCS3376/FY1515, 11/2022. *EDIS*, 2022(6). <https://doi.org/10.32473/edis-fy1515-2022>
- *Michael, A., O'Neal, L., *Kersey, E., *Nielsen, A., Coker, K. A.-A. R., & **Forthun, L.F.** (2022). A community-based approach to supporting the mental health of rural youth: FCS3375/FY1514, 11/2022. *EDIS*, 2022(6). <https://doi.org/10.32473/edis-fy1514-2022>
- *Nielsen, A. and **Forthun, L.F.** (2022). Introduction to youth online peer support: A guide for teens: FCS3372/FY1511, 8/2022. *EDIS*, 2022(4). <https://doi.org/10.32473/edis-fy1511-2022>
- Forthun, L.F.** and Ferrer-Chancy, M. (2020). Grandparents Raising Grandchildren: Custody Options: FCS2189/FY433, rev. 12/2015. *EDIS*, 2016(7), 2. Retrieved from <https://journals.flvc.org/edis/article/view/128009>
- Forthun, L.F.** and *Shaw, A. (2018). Helping Your Teenager Discover Spirituality: FCS2303/FY1228, 5/2011. *EDIS*, 2018. <https://doi.org/10.32473/edis-fy1228-2011>
- *Naik, P., Harris, V., & **Forthun, L.F.** (2013). Mindfulness: An Introduction: FCS2335/FY1381, 9/2013. *EDIS*, 2013(8). <https://doi.org/10.32473/edis-fy1381-2013>
- Spence, L., & **Forthun, L.F.** (2013). When the Kids Move Back Home: FCS2331/FY1376, 7/2013. *EDIS*, 2013(6). <https://doi.org/10.32473/edis-fy1376-2013>
- *Thomas, E. and **Forthun, L.F.** (2013). Kinship Caregivers: Communicating with Children about a Parent's Deployment: FCS2329/FY1367, 3/2013. *EDIS*, 2013(4). <https://doi.org/10.32473/edis-fy1367-2013>
- *Thomas, E. and **Forthun, L.F.** (2013). Kinship Caregivers: Understanding Children and the Military Deployment Cycle: FCS2330/FY1368, 3/2013. *EDIS*, 2013(4). <https://doi.org/10.32473/edis-fy1368-2013>
- Forthun, L.F.**, *Carannante, S., & Diehl, D.C. (2011). Strengthening Families: Concrete Support in Times of Need: FCS2307/FY1246, 12/2011. *EDIS*, 2011(12). <https://doi.org/10.32473/edis-fy1246-2011>
- Forthun, L.F.**, *Carannante, S., & Diehl, D.C. (2011). Strengthening Families: Social Connections: FCS2305/FY1244, 12/2011. *EDIS*, 2011(12). <https://doi.org/10.32473/edis-fy1244-2011>

- Forthun, L.F.**, *Carannante, S., & Diehl, D.C. (2011). Strengthening Families: Parental Resilience: FCS2304/FY1243, 12/2011. *EDIS*, 2011(12). <https://doi.org/10.32473/edis-fy1243-2011>
- Diehl, D.C., Wente, J.N., & **Forthun, L. F.** (2011). Strengthening Families: Nurturing and Attachment: FCS2309/FY1248, 12/2011. *EDIS*, 2011(12). <https://doi.org/10.32473/edis-fy1248-2011>
- Diehl, D.C., Wente, J., & **Forthun, L.F.** (2011). Strengthening Families: Social and Emotional Competence: FCS2308/FY1247, 12/2011. *EDIS*, 2011(12). <https://doi.org/10.32473/edis-fy1247-2011>
- Diehl, D.C., Wente, J.N., & **Forthun, L. F.** (2011). Strengthening Families: Knowledge of Parenting and Child Development: FCS2306/FY1245, 12/2011. *EDIS*, 2011(12). <https://doi.org/10.32473/edis-fy1245-2011>
- Forthun, L.F.** and *Johns, A. (2011). Discovering Spirituality: A Guide for Teens: FCS2302/FY1227, 5/2011. *EDIS*, 2011(5/6). <https://doi.org/10.32473/edis-fy1227-2011>
- Ferrer-Chancy, M., **Forthun, L.F.**, & Falcone, A. (2009). Grandparents Raising Grandchildren: Understanding Reasons for Misbehavior: FCS2186/FY427, rev. 8/2009. *EDIS*, 2009(9). <https://doi.org/10.32473/edis-fy427-2009>
- Ferrer-Chancy, M., **Forthun, L.F.**, & Falcone, A. (2009). Grandparents Raising Grandchildren: A Crash Course in Child Development: FCS2186a/FY1112, rev. 8/2009. *EDIS*, 2009(9). <https://doi.org/10.32473/edis-fy1112-2009>
- Ferrer-Chancy, M., **Forthun, L.F.**, & Falcone, A. (2009). Grandparents Raising Grandchildren: Guidance and Discipline: FCS2187/FY429, rev. 8/2009. *EDIS*, 2009(9). <https://doi.org/10.32473/edis-fy429-2009>
- Ross, M., **Forthun, L.F.**, Ferrer-Chancy, M., & Falcone, A. (2009). Grandparents Raising Grandchildren: Tips for Navigating the System: FCS2188/FY431, rev. 8/2009. *EDIS*, 2009(9). <https://doi.org/10.32473/edis-fy431-2009>
- Ross, M., **Forthun, L.F.**, Ferrer-Chancy, M., & Falcone, A. (2009). Grandparents Raising Grandchildren: Financial Assistance: FCS2188a/FY1125, rev. 8/2009. *EDIS*, 2009(9). <https://doi.org/10.32473/edis-fy1125-2009>
- Ross, M., **Forthun, L.F.**, Ferrer-Chancy, M., & Falcone, A. (2009). Grandparents Raising Grandchildren: Health Care Assistance: FCS2188b/FY1123, 8/2009. *EDIS*, 2009(9). <https://doi.org/10.32473/edis-fy1123-2009>
- Ross, M., **Forthun, L.F.**, Ferrer-Chancy, M., & Falcone, A. (2009). Grandparents Raising Grandchildren: School and Educational Assistance: FCS2188c/FY1124, 8/2009. *EDIS*, 2009(9). <https://doi.org/10.32473/edis-fy1124-2009>
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- Ferrer-Chancy, M., **Forthun, L.F.**, Falcone, A., & Pergola, J. (2009). Grandparents Raising Grandchildren: Characteristics of Strong Families: FCS2190a/FY1113, rev. 8/2009. *EDIS*, 2009(9). <https://doi.org/10.32473/edis-fy1113-2009>

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- Ferrer-Chancy, M., **Forthun, L.F.**, & Falcone, A. (2009). Grandparents Raising Grandchildren: Taking Care of Yourself: FCS2191a/FY1114, 8/2009. *EDIS*, 2009(9).
<https://doi.org/10.32473/edis-fy1114-2009>
- Forthun, L.F.** (2008). Family Nutrition: The Truth About Family Meals: FCS8871/FY1061, 9/2008. *EDIS*, 2008(7). <https://doi.org/10.32473/edis-fy1061-2008>
- Forthun, L.F.** and Kaplan, M. (2008). Family Nutrition: A RECIPE for Good Communication: FCS8670/FY1060, 8/2008. *EDIS*, 2008(7). <https://doi.org/10.32473/edis-fy1060-2008>
- Forthun, L.F.** (2008). Family Nutrition: Parenting and Family Life: FCS8869/FY1059, 8/2008. *EDIS*, 2008(6). <https://doi.org/10.32473/edis-fy1059-2008>

Book Reviews (Total = 2)

- Forthun, L.F.** (2011). Stephen M. Gavazzi: Families with Adolescents: Bridging the Gap Between Theory, Research, and Practice Springer's Advancing Responsible Adolescent Development series, New York, 2011, 197 pgs., ISBN: 9781441982452. *Journal of Youth and Adolescence*, 40, 1562-1564. <https://doi.org/10.1007/s10964-011-9695-x>
- Forthun, L.F.** (2008). Book Review: Preventing Youth Substance Abuse: Science-Based Programs for Children and Adolescents, edited by Patrick Tolan, Jose Szapocznik, and Soledad Sambrano. Washington, DC: American Psychological Association, 2007, 265 pp. *Journal of Adolescent Research*, 23, 114-116.
<https://doi.org/10.1177/0743558407308782>

Technical Reports (Total = 9)

- Forthun, L.F.** (2014). *Risk and protective factors for substance use and other problem behaviors among Clearfield and Jefferson County youth: 2014*. DuBois, PA: Clearfield-Jefferson Drug Free Communities Coalition.
- Forthun, L.F.** (2012). *Risk and protective factors for substance use and other problem behaviors among Clearfield and Jefferson County youth: 2012*. DuBois, PA: Clearfield-Jefferson Drug Free Communities Coalition.
- Diehl, D.C., **Forthun, L.F.**, Resende, R. (2011). *United Way Strengthening Families: Final report*. Gainesville, FL. University of Florida/IFAS Extension. 11 pages.
- Forthun, L.F.** (2011). *Protective and risk factors for substance use and other troubling behaviors among Clearfield and Jefferson county youth: 2010 edition*. DuBois, PA: Clearfield-Jefferson Drug Free Communities Coalition. 83 pages.
- Diehl, D.C., **Forthun, L.F.**, Resende, R. (2010). *United Way Strengthening Families: Year 2 progress report*. Gainesville, FL. University of Florida/IFAS Extension. 11 pages.
- Forthun, L.F.** (2010). *Clearfield-Jefferson county resource manual: Services for children, youth, and their families: 2010 edition*. DuBois, PA: Clearfield-Jefferson Drug Free Communities Coalition. 96 pages.

Diehl, D.C., **Forthun, L.F.**, Moraski, J. (2009). *United Way Strengthening Families: Year 1 progress report*. Gainesville, FL. University of Florida/IFAS Extension. 59 pages.

Forthun, L.F. (2008). *Risk and protective factors for substance use and other troubling behaviors among Clearfield and Jefferson county youth: 2009 edition*. DuBois, PA: Clearfield-Jefferson Drug Free Communities Coalition. 64 pages.

Forthun, L.F. (2007). *Risk and protective factors for substance use and other troubling behaviors among Clearfield and Jefferson County youth: 2008 Edition*. DuBois, PA: Clearfield-Jefferson Drug Free Communities Coalition. 63 pages.

PROFESSIONAL PRESENTATIONS

Refereed Presentations (Total = 115)

Pracht, D., Hensley, S., Tharpe, A., Moore, B., Kerr, B., Jackson, S. Sims, K., **Forthun, L.F.**, (2025, Feb 2-3). *Florida PROSPERs: Lessons Learned on Capacity-Building in Rural Florida Communities*. [Conference Presentation]. Southern Rural Sociological Association 56th Annual Meeting (SRSA). Irving, TX.

Berke, D., **Forthun, L.F.**, & Sims, K. (2024, Nov 19-20). *"To Infinity and Beyond": A wellness transition model that explores the developmental impact of family science on student wellness* [Conference presentation]. 2024 Theory Construction and Research Methodology (TCRM) pre-conference session of the National Council on Family Relations. Bellevue, WA.

Garrison, S. T., Gillen, M., **Forthun, L.F.**, Fogarty, K., & King, L. (2024, Nov 20-23). *Thriving beyond adversity: Evaluating care leaver outcomes from a family-based orphan care program in Ethiopia* [Poster session]. National Council on Family Relations Annual Conference, Bellevue, WA.

Pracht, D., **Forthun, L.**, Hensley, S. Moore, B, Tharpe, A., Jackson, M., & Kerr, B. (2024, Oct 15-17). *Celebrating family connections and success utilizing Strengthening Families 10-14* [Paper presentation]. 2024 NAE4-HYDP Annual Conference, Boise, ID.

Bagautdinova, D., Bylund, C.L., **Forthun, L.F.**, Lagmay, J., Hamel, L.M., & Fisher, C.L. (2024, September 27-28). *Healthy identity development in adolescent and young adult (AYA) oncology: Enhancing family communication to reduce AYAs' identity distress*. ASCO Quality Care Symposium.

Garrison, S. T., Gillen, M., **Forthun, L.F.**, Fogarty, K., & King, L. (2024, September 18). *Exploring the impact of a family-based orphan care model in Ethiopia: A mixed methods evaluation* [Poster session]. CAFO OVC Applied Research and Best Practice Symposium, Nashville, TN.

Hensley, S.T., Tharpe, A., Moore, B., Jackson, S., **Forthun, L.F.**, Pracht, D., Abraczinskas, M. (2024 Aug. 26-29). *PROSPER A catalyst for stakeholder relationships and capacity building in Florida counties* [conference presentation]. 2024 Extension Professionals Association of Florida, Daytona Beach, FL.

Berke, D., **Forthun, L.F.**, & Sims, K. (2024, June 17-18). *"To Infinity and Beyond": How family science can enhance student wellness through transitions to college and careers* [Paper presentation]. 2024 Teaching Family Science Conference, San Juan, Puerto Rico.

- Sajatovic, M., Levin, J.B., Modi, A.C., McVoy, M., Yala, J., Briggs, F.B., Cooley, R., Conroy, C., Black, J., **Forthun, L.F.**, DelBello, M. (2024, May 31). *A 6-Month, Prospective, Randomized Controlled Trial of Customized Adherence Enhancement Versus Bipolar-Specific Educational Control in Poorly Adherent Adolescents and Young Adults Living With Bipolar Disorder* [Paper Presentation]. American Society of Clinical Psychopharmacology (ASCP) 2024 Annual Meeting, Miami, Florida.
- Sajatovic, M., Levin, J.B., Modi, A.C., McVoy, M., Yala, J., Briggs, F.B., Cooley, R., Conroy, C., Black, J., **Forthun, L.F.**, DelBello, M. (2023, Dec 5). *A customized adherence enhancement program for adolescents and young adults with suboptimal adherence and bipolar disorder* [Poster Session]. New research poster American College on Neuropsychopharmacology (ACNP) Annual meeting, Tampa, FLA.
- Sajatovic, M., Levin, J.B., Modi, A.C., McVoy, M., Yala, J., Briggs, F.B., Cooley, R., Conroy, C., Black, J., **Forthun, L.F.**, DelBello, M. (2023, Oct 14-19). *A 6-month, prospective, randomized controlled trial of Customized Adherence Enhancement versus bipolar-specific educational control in poorly adherent adolescents and young adults living with bipolar disorder*. American Academy of Child and Adolescent Psychiatry (AACAP) 2024 Annual Meeting. Seattle, WA. October 14-19, 2024.
- Sajatovic, M., Levin, J., Modi, A., McVoy, M., Yala, J., Briggs, F., Cooley, R., Conroy, C., Black, J., **Forthun, L.F.**, DelBello, M. (2023, Dec 8-11). *A Customized Adherence Enhancement program for adolescents and young adults with suboptimal adherence and bipolar disorder* [Poster session]. 62nd Annual Meeting of the American College of Neuropharmacology, Tampa, FL.
- DelBello, M., Levin, L., Modi, A., McVoy, M., Cooley, J., Black, J., Sarna, K., Briggs, F., **Forthun, L.**, Sajatovic, M. (2023, Oct 23-25). *Association between symptom severity and medication adherence in adolescents and young adults with bipolar disorder demonstrating suboptimal adherence*. [Poster session]. American Academy of Child and Adolescent Psychiatry (AACAP) 70th annual Meeting, New York City, NY.
- Fisher, C.L., Wright, K.V., Campbell-Salome, G., Bagautdinova, D., Mullis, M.D., Pereira, D., Bacharz, K., **Forthun, L.F.**, Wolf, B.M., & Bylund, C.L. (2023, Oct 22-25). *Young-adult caregiving daughters and diagnosed mothers navigating breast cancer together: The impact of open and avoidant communication on psychosocial outcomes*. [Conference presentation]. ACH 2023 International Conference on Communication in Healthcare, Rio Mar, Puerto Rico.
- Moore, E., Tharpe, A., **Forthun, L.F.**, Hensley, S., Pracht, D. (2023, Oct. 10-12). *LST in schools is an opioid prevention strategy stronger than steel* [Conference presentation]. 2023 NAE4-HYDP Annual Conference, Pittsburgh, PA.
- Tharpe, A., Moore, E., **Forthun, L.F.**, Hensley, S., Pracht, D. (2023, Sept 25-28). *Teaching Botvin Lifeskills to enhance youths state of mind* [Conference presentation]. Epsilon Sigma Phi (ESP) 2023 National Conference, Billings, MT.

- Sajatovic, M., Levin, J., Modi, A., McVoy, M. Cooley, R., Black, J., Sarna, K., Briggs, F., **Forthun, L.F.**, & Delbello, M. (2023, June 22-25). *Association between symptom severity and medication adherence in adolescents and young adults with bipolar disorder demonstrating suboptimal adherence* [Poster session]. The International Society for Bipolar Disorders, Chicago, IL.
- *Nielsen, A., Grajo, N., & **Forthun, L.F.** (2023, June 15-17). *Predictors of stress among graduate student-parents: An evaluation of childcare and time use characteristics* [Poster session]. Society for the Study of Emerging Adulthood Conference, San Diego, CA.
- *Nesbit, T., Coker, K., **Forthun, L.F.**, & McKune, S.L. (2023, April 18-20). *A CTS team approach to adapting an evidence-based mindfulness tool to increase trust of reproductive healthcare providers* [Poster session]. Association for Clinical and Translational Science Conference, Washington, D.C.
- *Fenton, M.P., **Forthun, L.F.**, *Aljaylani, L., & *Michael, A.N. (2022, November 16-19). *Pathways to adulthood among rural young adults* [Poster session]. National Council on Family Relations Conference, Minneapolis, MN.
- Forthun, L.F.**, *Michael, A., Galindo, S., Pracht, D., Fogarty, K., Doty, J., & *Kersey, E. (2022, August 25-27). *Building Steps to Success: An evaluation of The University of Florida Rural Youth Fellowship* [Poster session]. 18th European Association for Research on Adolescence conference, Dublin, Ireland.
- Forthun, L.F.**, Sajatovic, M., Levin, J.B., DelBello, M., Appling, D., Broadnax, M., & Modi, A. (2021, November 5). *Preliminary development and testing of a medication adherence intervention for adolescents and emerging adults with bipolar disorder* [Paper presentation]. Society for the Study of Emerging Adulthood Virtual Conference.
- Forthun, L.F.**, Sajatovic, M., Levin, J.B., DelBello, M., Appling, D., Broadnax, M., Jain, N., & Modi, A. (2021, October 18-30). *Development of the customized adherence enhancement for adolescents and young adults to improve medication adherence in bipolar disorder* [Poster session]. American Academy of Child and Adolescent Psychiatry Virtual Annual Meeting.
- Sajatovic, M., Levin, J.B., Modi, A.C., **Forthun, L.F.**, McVoy, M., Appling, D., Broadnax, M., & Briggs, F.B.S. (2021, October 17-22). *Psychopharmacological importance of medication adherence among adolescents with Bipolar Disorder* [Paper presentation]. American Academy of Child and Adolescent Psychiatry Virtual Annual Meeting.
- *Fenton, M. P., **Forthun, L.F.**, Radunovich, H., & Mora, S. (2021, March 5-26). *The role of rurality in the transition to adulthood: A scoping review* [Poster session]. Society for Research on Adolescence, virtual conference.
- *Fenton, M.P., **Forthun, L.F.**, & Sims, K. (2020, November 4-13). *Family matters for rural youth: Comparing risk and protective factors in rural and urban youth* [Paper presentation]. National Council on Family Relations virtual meeting.
- *Flores Saldana, M., **Forthun, L.F.**, Chau, B. (2020, Cancelled). *Parenting and emerging adulthood: Do parents still matter?* Society for Research on Adolescence Biennial Meeting, San Diego, CA.

- *Fenton, M. P., **Forthun, L.**, Radunovich, H., & Mora, S.⁹ (2020, Cancelled). *The role of rurality in the transition to adulthood: A critical review*. Society for Research on Adolescence Biennial Meeting, San Diego, CA.
- *Dorman-Sims, K., **Forthun, L.F.**, *Fenton, M.P. (2019, October 10-12). *Profiles of emerging adult romantic attachment: Connections to sexual risks, anxiety and depression* [Paper presentation]. Society for the Study of Emerging Adults, Toronto, Canada.
- *Fenton, M. P., *Corley, N., **Forthun, L.**, & *Dorman-Sims, K. (2019, October 10-12). *The influence of language brokering on parent-emerging adult relationships* [Paper presentation]. Society for the Study of Emerging Adults, Toronto, Canada.
- *Dorman-Sims, K., **Forthun, L.F.**, & Barnett, R.V. (2018, November 7-10). *Anxiety and depression in emerging adulthood: Relationship attachment styles and parenting* [Paper presentation]. National Council on Family Relations, San Diego, CA.
- Chawla, M., Fischer, J., **Forthun, L.F.**, Pidcock, B., & Dowd, D. (2018, November 7-10). *A Moderated Mediation Model of Substance Use Among Men and Women in College* [Poster session]. National Council on Family Relations, San Diego, CA.
- *Dorman-Sims, K., Barnett, R.V., Fogarty, K., Ostebo, M., & **Forthun, L.F.** (2018, March 8-10). *Consent in emerging adulthood: Implications for sex education and families* [Paper presentation]. Southeastern Council on Family Relations, Baton Rouge, LA.
- *Stafford, A., **Forthun, L.F.**, Diehl, D., & Johns, T. (2017, November 15-18). *Predictors of intent among licensed foster parents to continue to foster children* [Poster session]. National Council on Family Relations, Orlando, FL.
- Chawla, M., Fischer, J., **Forthun, L.F.**, Pidcock, B., & Dowd, D. (2017, November 15-18). *Peers and parents and alcohol use in college students* [Poster session]. National Council on Family Relations, Orlando, FL.
- *Boyer, N.A., **Forthun, L.F.**, Shelnutt, K., & Johns, T. (2017, November 2-4). *Predictors of body dissatisfaction and weight control practices among emerging adult female college students* [Poster session]. Society for the Study of Emerging Adulthood, Washington, D.C.
- Hunt, K., Fogarty, K., & **Forthun, L.F.** (2017, November 2-4). *Spiritual struggles of emerging adults and interventions on college campuses* [Poster session]. Society for the Study of Emerging Adulthood, Washington, D.C.
- *Whitfield, S., **Forthun, L.F.**, Barnett, R.V., Fogarty, K., & Carter, H. (2017, April 6-8). *Camper characteristics and life skill development of youth in a 4-H camp program* [Poster session]. Society for Research on Child Development, Austin, TX.
- McDaniel, B., Barnett, R.V., & **Forthun, L.F.** (2017, April 6-8). *Effect of exposure on Emerging Adults attitudes and definitions of disabilities* [Poster session]. Society for Research on Child Development, Austin, TX.
- Chawla, M., Fischer, J., **Forthun, L.F.**, Pidcock, B., & Dowd, D. (2016, November 2-5). *Personality, friendships, and substance use in college students* [Poster session]. National Council on Family Relations, Minneapolis, MN.
- Alvarado, D.C., Fogarty, K., Terry, B.D., **Forthun, L.F.**, Mayer, J. & Broaddus, B. (2016, May 31-June 3). *Potential protective functions of mentoring on youth delinquency involvement* [Poster session]. Society for Prevention Research, San Francisco, CA.

- *Lee, J., **Forthun, L.F.**, Terry, B., & Johns, T. (2016, March 20-12). *The effects of parental control, parental support, and family culture on risk-taking behaviors during emerging adulthood* [Poster session]. Southeastern Council on Family Relations, Orlando, FL.
- *Lee, J., & **Forthun, L.F.** (2016, March 30). *Relationship between parenting and identity development in emerging adulthood* [Poster session]. International Society for Research on Identity. Baltimore, MD.
- Alvarado, D.C., Fogarty, K., Terry, B.D., **Forthun, L.F.**, & Mayer, J. (2016, March). *Pathways to delinquency: The protective qualities* [Poster session]. Society for Research in Human Development (SRHD) Denver, CO.
- Forthun, L.F.**, *Stafford, A., & Speegle, K. (2015, June 16). *Using video clips to differentiate levels of analysis in family systems* [Seminar]. Teaching Family Science, St. Augustine, FL.
- Fogarty, K., Bartolomeo, S., **Forthun, L.F.**, Mayer, J., Cunningham, L., Hernandez-Lorenzo, M., Wiener, R., Rudd, S., Dorvil, P., & Ross, M. (2013, September 16-20). *Meeting the educational and support need of grandparents raising grandchildren: A new era for Extension outreach and collaboration* [Presentation]. Galaxy IV Conference, Pittsburgh, PA.
- *Whitfield, S., Baltzell, N., & **Forthun, L.F.** (2013, September 16-20). *Youth life skill development at 4-H residential summer camp* [Presentation]. Galaxy IV Conference, Pittsburgh, PA.
- Barry, C. M., Abo-Zena, M., Schwartz, S., Hardy, S., **Forthun, L.F.**, Vazsonyi, L., Park, I., Zamboanga, B.L., & Rodweller, C. (2013, March). *Mapping the terrain of emerging adults' religiousness and spirituality in the United States* [Paper presentation]. American Psychological Association Division 36 Mid-Year conference, Columbia, MD.
- Forthun, L.F.**, Diehl, D.C., Fischer, J., Wilkes, M., Pidcock, B., Dowd, D. (2012, Oct 31-Nov 3). *Parenting, psychosocial development, and dietary restraint among emerging adults* [Paper presentation]. National Council on Family Relations, Phoenix, AZ.
- Fogarty, K., **Forthun, L.F.**, Bartolomeo, S., Ross, M., *Dorvil, P., & *Rudd, S. (2012, Oct 31-Nov 3). *Providing family education for grandparent caregivers: Lessons from the GGrandS program* [Paper presentation]. National Council on Family Relations, Phoenix, AZ.
- Bartolomeo, S., Cunningham, L., Fogarty, K., & **Forthun, L.F.** (2012, August 29). *GGrandS: Grandfamily Resilience and Sustainability Project, Grandparents Raising Grandchildren (GRG)* [Presentation]. Extension Professional Associations of Florida, Orlando, FL.
- *Payne-Purvis, C., Barnett, R.V., & **Forthun, L.F.** (2012, February). *The impact of parental involvement during adolescence on sexual behaviors among college students* [Poster session]. Southern District AAHPERD Convention, Orlando, FL.
- *Payne-Purvis, C., Barnett, R.V., & **Forthun, L.F.** (2012, January). *College student's sexual partners and contraceptive use* [Poster session]. Third Annual International Conference on the Health Risks of Youth, San Juan, Puerto Rico.
- Forthun, L.F.**, *Carannante, S., & Diehl, D.C. (2011, November). *The Community Café as an approach to engaging parents in conversations that matter* [Poster session]. National Council on Family Relations, Orlando, FL.

- Pidcock, B.W., **Forthun, L.F.**, Fischer, J.L. (2011, November). *Binge drinking and drinking locations of sorority and nonsorority college students* [Poster session]. National Council on Family Relations, Orlando, FL.
- *Payne-Purvis, C., Barnett, R.V., **Forthun, L.F.**, & Mastrodicasa, J. (2011, October). *Association between school-based sex education and contraceptive use among sexually active emerging adults* [Paper presentation]. Society for the Study of Emerging Adulthood, Providence, RI.
- Converse, D., **Forthun, L.F.**, Headlee, K., Miller, B., Ross, M., & Toelle, S. (2011, September). *Intergenerational perspectives study tour to Hawaii* [Presentation]. Extension Professional Associations of Florida, Orlando, FL.
- Forthun, L.F.**, Fogarty, K., Bartolomeo, S., Ross, M., & Norman, A. (2011, April). *Developing Grandparent Caregiver Programs through Community Collaboration: Lessons from the Grandfamily Resilience and Sustainability (GGrandS) Project* [Presentation]. DoD/USDA Family Resilience Conference, Chicago, IL.
- Forthun, L.F.**, *Payne, C., & McCombie, J. (2011, April). *Benefits of Crisis Intervention Training for Youth Professionals* [Poster session]. DoD/USDA Family Resilience Conference, Chicago, IL.
- Armenta, B. E., Zamboanga, B. L., Schwartz, S. J., Carlo, G., Knight, G. P., Huynh, Q., & **Forthun, L. F.** (2011, April). *Ethnic group attachment and prosocial tendencies among Latino late adolescents: Testing a psychological-cultural process model* [Poster session]. Society for Research on Child Development, Montreal, Quebec, Canada.
- *Carannante, S., **Forthun, L.F.**, & Diehl, D. (2011, April). *Strengthening Families through Community Cafés* [Poster session]. 2011 DoD/USDA Family Resilience Conference, Chicago, IL.
- *Carannante, S., **Forthun, L.F.**, & Diehl, D. (2011, March). *Strengthening Families through Community Cafés: An Evaluation Study* [Poster session]. 2011 Southeastern Conference on Family Relations, Birmingham, AL.
- *Smith, E., **Forthun, L.F.**, Wilken, C.S., & Bluck, S. (2010, November). *How changes in activities impact life satisfaction in leisure oriented retirement communities* [Poster session]. The Gerontological Society of America, Boston, MA.
- Henderson, J.L., Fischer, J.L., **Forthun, L.F.**, Pidcock, B.W., Dowd, D., & Reifman, A. (2010, November). *Emerging adult transitions, parent communication and identity* [Poster session]. National Council on Family Relations, Minneapolis, MN.
- Forthun, L.F.**, & *Pate, H. (2010, March). *Intergenerational mentoring among women in cross-cultural context* [Presentation]. Annual International Mentoring Association Conference, Orlando, FL.
- Forthun, L.F.**, Pidcock, B.W., Diehl, D.C., & Fischer, J.L. (2009, November). *Parent-child communication, spirituality, and healthy psychosocial development* [Paper presentation]. National Council on Family Relations, San Francisco, CA.
- Tabor, M., Fischer, J.L., Sharp, E., Trejos, E., **Forthun, L.F.**, Pidcock, B.W., & Dowd, D.A. (2009, October). *Parental and personal correlates of disordered eating among college women* [Poster session]. Society for the Study of Emerging Adulthood, Atlanta, GA.

- Bentley, G.E., Fischer, J. L., Lee, K-H., **Forthun, L.F.**, Pidcock, B., & Dowd, D. (2009, October). *A latent class analysis of campus culture and alcohol use* [Poster session]. Society for the Study of Emerging Adulthood, Atlanta, GA.
- Forthun, L.F.**, & Barnett, R.V. (2009, May). *Evaluation of RAP: Basic training for building strengths among at-risk youth* [Poster session]. Children Youth and Families at Risk Conference, Washington, D.C.
- Barnett, R.V., & **Forthun, L.F.** (2009, May). *Beyond program impact: Using developmental assets as an indicator of at-risk youth well-being* [Poster session]. Children Youth and Families at Risk Conference, Washington, D.C.
- Forthun, L.F.**, Diehl, D., & Moraski, J. (2009, April). *Participatory evaluation and the United Way Strengthening Families project: Processes and reflections* [Poster session]. National Conference on Child Abuse and Neglect, Atlanta, GA.
- Diehl, D., **Forthun, L.F.**, & Moraski, J. (2009, April). *Protective factors in community partnerships: Findings from United Way Strengthening Families focus groups* [Workshop]. National Conference on Child Abuse and Neglect, Atlanta, GA.
- Forthun, L.F.**, Pidcock, B.W., Fischer, J.L., & Dowd, D.A. (2008, March). *Spirituality and emotion regulation as mediators of college student alcohol abuse* [Poster session]. Society for Research on Adolescence, Chicago, IL.
- Poyrazli, S., Meister, D., Grahame, K.M., **Forthun, L.F.**, Ferrer-Wreder L., & Coatsworth, D. (2007, October). *Lessons learned in research policy by an interdisciplinary team working in non-mainstream schools* [Poster session]. Society for the Study of Human Development, University Park, PA.
- Forthun, L.F.**, Pidcock, B.W., Fischer, J.L., & Dowd, D.A. (2007, March). *The impact of spirituality on fidelity in young adulthood* [Paper presentation]. Society for Research on Identity Formation, Washington, D.C.
- Forthun, L.F.**, Montgomery, M. (2007, March). *Adolescent identity formation and responses to substance abuse treatment* [Paper presentation]. Society for Research on Identity Formation, Washington, D.C.
- Forthun, L.F.**, Pidcock, B.W., Fischer, J.L., & Dowd, D.A. (2006, March). *Eating concerns among emerging adult women: Parental psychological control, autonomy, and psychosocial development* [Poster session]. Society for Research on Adolescence, San Francisco, CA.
- Pidcock, B.W., **Forthun, L.F.**, & Fischer, J.L., (2006, March). *Spirituality as a moderating variable of binge drinking for sorority and non-sorority college students* [Poster session]. Society for Research on Adolescence, San Francisco, CA.
- Forthun, L.F.**, Pidcock, B.W., Fischer, J.L., & Dowd, D.A. (2005, November). *The role of parental attachment and psychological autonomy on healthy college student development* [Poster session]. National Council on Family Relations, Phoenix, AZ.
- Pidcock, B.W., **Forthun, L.F.**, Fischer, J.L., & Dowd, D.A. (2005, November). *Differences in binge drinking and alcohol-related problem behaviors for Sorority and non-Sorority college students* [Poster session]. National Council on Family Relations, Phoenix, AZ.

- Ferrer-Wreder, L., Coatsworth, J.D., Poyrazli, S., Meister, D., Grahame, K.M., & **Forthun, L.F.** (2005, February). *The development of exemplary alternative and charter schools: An example of interdisciplinary outreach research* [Paper presentation]. Society for Research on Identity Formation, Miami, FL.
- Forthun, L.F.**, Pidcock, B.W., Fischer, J.L., & Dowd, D.A. (2004, November). *Psychological control, psychosocial development, and eating concerns* [Poster session]. National Council on Family Relations, Orlando, FL.
- Pidcock, B.W., **Forthun, L.F.**, Fischer, J.L., & Dowd, D.A. (2004, November). *Differences in binge drinking and alcohol-related problem behaviors for Fraternity and non-Fraternity college students* [Poster session]. National Council on Family Relations, Orlando, FL.
- Fischer, J.L., **Forthun, L.F.**, Pidcock, B.W., & Dowd, D.A. (2004, November). *Identity, parent relationships, and college student's substance use problems* [Paper presentation]. National Council on Family Relations, Orlando, FL.
- Grahame, K.M., Ferrer-Wreder, L., Coatsworth, D., Meister, D., Poyrazli, S., & **Forthun, L.F.** (2004, August). *The child left behind: Immigrant children and charter education in Pennsylvania* [Paper presentation]. The Society for The Study of Social Problems, San Francisco, CA.
- Forthun, L.F.**, Pidcock, B.W., Dowd, D., and Gabler, L. (2004, March). *Emerging adults and alcohol use: A person approach* [Poster session]. Society for Research on Adolescence, Baltimore, MD.
- Pidcock, B.W., **Forthun, L.F.**, & Fischer, J.L. (2003, November). *An exploration of the role of family addiction, parental divorce, and sorority membership in moderating college women's alcohol and substance use* [Poster session]. National Council on Family Relations, Vancouver, BC, Canada.
- Forthun, L.F.**, Dowd, D.A., & Michelitsch, L. (2003, May). *College student development: A person approach* [Poster session]. Society for Research on Identity Formation, Vancouver, British Columbia, Canada.
- Forthun, L.F.**, Pidcock, B.W., Fischer, J.L. (2002, November). *Differentiating non-parental adult relatives and non-related adults as mentors for college students* [Poster session]. National Council on Family Relations, Houston, TX.
- Pidcock, B.W., **Forthun, L.F.**, & Fischer, J.L. (2002, November). *An exploration of the role of parental recovery in moderating college men's alcohol and substance use* [Poster session]. National Council on Family Relations, Houston, TX.
- Forthun, L.F.**, Pidcock, B.W., Fischer, J.L. & Gray, A. (2002, April). *The role of adult mentors in the lives of college students* [Poster session]. Society for Research on Adolescence, New Orleans, LA.
- Pidcock, B. W., **Forthun, L. F.**, & Fischer, J. L. (2002, April). *An exploration of the role of parental recovery in moderating college women's substance abuse and disordered eating* [Poster session]. Society for Research on Adolescence, New Orleans, LA.
- Forthun, L.F.**, Pidcock, B.W., Fischer, J.L., & Capistrant, A.C. (2001, November). *The role of intrinsic/extrinsic religiosity in binge drinking and substance use among college women* [Poster session]. National Council on Family Relations, Rochester, NY.

- Forthun, L.F.**, Montgomery, M., Bell, N.J., & Sorell, G.T. (2001, May). *The Impact of a Community-Based Substance Abuse Intervention on Identity Processes* [Paper presentation]. Society for Research on Identity Formation, London, Ontario, Canada.
- Forthun, L.F.**, Pidcock, B.W., & Fischer, J.L. (2000, November). *The role of intrinsic/extrinsic religiosity in eating disordered behavior* [Paper presentation]. National Council on Family Relations, Minneapolis, MN.
- Pidcock, B.W., **Forthun, L.F.**, & Fischer, J.L. (2000, November). *Moderating factors of male college students= binge drinking behaviors* [Round table]. National Council on Family Relations, Minneapolis, MN.
- Pidcock, B.W., Fischer, J.L., **Forthun, L.F.**, West, S.L., Munsch, J., & Feng, D. (2000, July). *U.S. Hispanic and Anglo college women's risk factors for substance use and eating disorders* [Poster session]. International Society for the Study of Behavioural Development, Beijing, China.
- Forthun, L.F.**, Bell, N.J., & Montgomery, M. J. (2000, March). *Exploring identity crisis using a person-oriented developmental approach* [Poster session]. Society for Research on Identity Formation, Chicago, IL.
- Pidcock, B.W., **Forthun, L.F.**, & Fischer, J.L. (2000, March). *Risk factors for male college students= binge drinking* [Poster session]. Society for Research on Adolescence, Chicago, IL.
- Forthun, L.F.**, Bell, N.J., Pidcock, B.W., & Begley, J. (1999, November). *Identity development and the adolescent experience in an intervention setting* [Poster session]. National Council on Family Relations, Irvine, CA.
- Pidcock, B.W., **Forthun, L.F.**, & Fischer, J.L. (1999, November). *Temperament related risk factors for male college students* [Poster session]. National Council on Family Relations, Irvine, CA.
- Pidcock, B.W., **Forthun, L.F.**, & Fischer, J.L. (1999, April). *Temperament related risk factors for male adult children of alcoholics* [Poster session]. Annual Groves Conference on Marriage and the Family, St. Petersburg, FL.
- Pidcock, B. W., Fischer, J. L., **Forthun, L. F.**, & West, S. L. (1998, November). *University policy: Hispanics and Anglo college women risk factors* [Poster session]. National Council on Family Relations, Milwaukee, WI.
- Forthun, L. F.**, Pidcock, B. W., & Fischer, J. L. (1998, April). *Testing the relationship between family functioning, religiosity, and bulimia among Anglo and Hispanic college women* [Poster session]. All University Conference on the Advancement of Women in Higher Education, Lubbock, TX.
- Pidcock, B. W., **Forthun, L. F.**, & Fischer, J. L. (1998, March). *Offspring temperament and the intergenerational transmission of family addiction* [Poster session]. Annual Groves Conference on Marriage and the Family, Washington, D.C.
- Forthun, L.F.**, Pidcock, B.W., Fischer, J.L., & Gomez, T. (1998, February). *Religiosity and substance use among college students: The impact of gender and family addiction* [Poster session]. Society for Research on Adolescence, San Diego, CA.

- Pidcock, B.W., Fischer, J.L., Williams, A., West, S., & **Forthun, L.F.** (1998, February). *Risk factors and problem behaviors among Mexican-American and Anglo college freshmen* [Poster session]. Society for Research on Adolescence, San Diego, CA.
- Pidcock, B.W., West, S.L., **Forthun, L.F.**, & Fischer, J.L. (1998, February). *University prevention policy: Mexican American and Anglo freshman risk factors* [Poster session]. Minority Issues in Prevention Conference, Tempe, AZ.
- Forthun, L.F.**, Bell, N.J., Sheh-Wei, S., Peek, C.W., & Sorell, G.T. (1997, November). *Religiosity, parental attachment, and sensation seeking: Relationship to alcohol and marijuana use* [Poster session]. National Council on Family Relations, Arlington, VA.
- Bell, N.J., **Forthun, L.F.**, Sheh-Wei, S., Peek, C.W., & Sorell, G.T. (1997, November). *Adolescent attachment, autonomy, and substance use* [Poster session]. National Council on Family Relations, Arlington, VA.
- Forthun, L.F.**, Munsch, J., White, J.M., & Wampler, R. (1997, May). *Peer influences as mediators between parent-child attachment and adolescent substance use: A comparison of African-American and Mexican-American at-risk youth* [Paper presentation]. Risky Behaviors of Adolescents Symposium, The Ohio State University, Columbus, OH.
- Forthun, L.F.**, Pidcock, B.W., & Felstehausen, V. (1997, March). *University and community partnership: The Harwell neighborhood study* [Poster session]. Student Research and Creativity Session, College of Human Sciences, Lubbock, TX.
- Forthun, L.F.**, White, J.M., Wampler, R., & Munsch, J. (1996, March). *Resiliency characteristics of at-risk youth in Lubbock* [Poster session]. Student Research and Creativity Session, College of Human Sciences, Lubbock, TX.
- Allgood, S. M., Edgington, S., & **Forthun, L. F.** (1994, November). *Structural movement interventions: Do they influence marital communication* [Paper presentation]. National Council on Family Relations, Minneapolis, MN.
- Roggman, L. A., Moe, S. T., Hart, A. D., & **Forthun, L. F.** (1994, April). *Social support and family leisure: Correlates of parenting stress among Head Start parents* [Paper presentation]. Kids Count in Utah: The 1994 Child Advocacy Conference of Utah Children, Salt Lake City, UT.

Invited Presentations (Total = 20)

- Drysdale, M.T.B., Callaghan, S., **Forthun, L.F.**, & Hunt, A.W. (2023, June 15). *Navigating the new normal: Mental health challenges and solutions post-pandemic.* [Preconference session]. Society for the Study of Emerging Adulthood, San Diego, CA.
- Forthun, L.F.** & Hunt, A.W. (2021, November 4). *Prevention, risk, and resilience in emerging adult mental health in the post- COVID era.* [Preconference session]. Society for the Study of Emerging Adulthood, Virtual Conference.
- Forthun, L.F.** and Schwab, J.R. (2019, October 10). *The intersection of identity and mental health in emerging adulthood.* [Preconference session]. Society for the Study of Emerging Adulthood, Toronto, ON, Canada

- Forthun, L.F., & Yoon, Y.** (2017, November 2). *Exploring mental health among emerging adults* [Preconference session]. Society for the Study of Emerging Adulthood, Washington, D.C.
- Forthun, L.F., *Stafford, A., & *Speegle, K.** (2014, January 22). *Promoting positive youth development* [Workshop]. Florida 4-H Youth Development Institute, Ocala, FL.
- Forthun, L.F. & *Stafford, A.** (2014, August). *Generations in everyday life* [Presentation]. 2014 Master Gardener Leadership School, Ocala, FL.
- Forthun, L.F.** (2014, April). *Intergenerational Approaches to Extension-Based Programming* [Presentation]. UF/IFAS Extension Central District Symposium. Ocala, FL.
- Forthun, L.F.** (2013, April). *Youth development and media* [Presentation]. 4-H Mid-Year Conference. Altoona, FL.
- Forthun, L.F.** (2012, October). *Bridging the generations, building relationships* [Presentation]. Florida Association of Home and Community Education, Altamonte Springs, FL.
- Forthun, L.F.** (2012, April). *Generations in everyday life* [Presentation]. FAHCE District V Meeting, Fort Myers, FL.
- Forthun, L.F.** (2012, February). *Generations in everyday life* [Presentation]. LIFE Successful Aging Workshop, Gainesville, FL.
- Forthun, L.F.** (2012, January). *Generations in everyday life* [Presentation]. FAHCE District IV Meeting, Dade City, FL.
- Forthun, L.F. & *Rudd, S.** (2011, October). *Generations in everyday life* [Presentation]. Florida Association of Home and Community Education, Altamonte Springs, FL.
- Bender, G., Converse, D., Fogarty, K., **Forthun, L.F.**, Radunovich, H., Smith, S., & Pointer, G. (2011, January). *Creating safe places for youth: Understanding/handling bullying* [Presentation]. Youth Development Institute, Gainesville, FL.
- Forthun, L.F.** (2010, July). *An overview of intergenerational approaches to serving children* [Presentation]. Kiwanis Club, Gainesville, FL.
- Forthun, L.F.** (2010, January). *Enhancing intergenerational relationships through 4-H* [Presentation]. Youth Development Institute, Gainesville, FL.
- Forthun, L.F., & McCazzio, C.** (2010, January). *Building community partnerships with other youth serving organizations* [Presentation]. Youth Development Institute, Gainesville, FL.
- Forthun, L.F. & Kostecky, K.L.** (2009, August). *Rationale and recommendations for strengthening the intergenerational agenda within Cooperative Extension* [Presentation]. Generations United Pre-Conference Intensive, Washington, D.C.
- Forthun, L.F.** (2009, August). *Examining generational differences from an intergenerational perspective* [Presentation]. Extension Professional Associations of Florida, Orlando, FL.
- Forthun, L.F.** (2002, October). *Alcohol misuse among teens: A town forum* [Presentation]. The Sixteenth Annual Bruce Everist Lecture Series, The Center for Children and Families, Louisiana Tech University, Ruston, LA.

Undergraduate Presentations Supervised (Total = 14)

- Are, M., Leslie, H., Sullivan, P.J., Velasquez, A., Coker, K.A., & Nesbit, T. (2023, April). *Informing an intervention with reproductive healthcare providers to build trust with black women* [Poster session]. Undergraduate Research Symposium, Gainesville, FL.

- Saldana, M.F. (2020, April). *Parenting and emerging adulthood: Do parents still matter?* [Poster session]. Undergraduate Research Symposium, Gainesville, FL.
- Bone, B. (2019, October). *Does trauma moderate the association between parent-child relationships & emerging adulthood mental health?* [Poster session]. Undergraduate Research Symposium, Gainesville, FL.
- Scruggs, P.O. (2015, March). *The effectiveness of GGrandS: A qualitative analysis of grandparent focus groups* [Poster session]. Undergraduate Research Symposium, Gainesville, FL.
- Lee, J.Y. (2014, March). *Relationship between parental connection, parental psychological control and identity development among emerging adults.* [Poster session] Undergraduate Research Symposium, Gainesville, FL.
- Gober, C.D. (2013, April). *The impact of parent religious heterogeneity on child's religious commitment and quest* [Poster session]. Undergraduate Research Symposium, Gainesville, FL.
- Pate, H. (2010, March). *A study of cross-cultural emotional responses regarding intergenerational relationships among adolescent and older women* [Poster session]. Undergraduate Research Symposium, Gainesville, FL.
- Crissman, J. (2005, April). *College students and eating disturbances: Body dissatisfaction, self-esteem, and negative affect* [Poster session]. PSU Commonwealth College/Altoona College HDFS Undergraduate Research Fair, University Park, PA.
- Spaid, S. (2005, April). *The correlation between campus learning environment and adjustment to college* [Poster session]. PSU Commonwealth College/Altoona College HDFS Undergraduate Research Fair, University Park, PA.
- Swatsworth, S. (2005, April). *Identity style and adjustment to college* [Poster session]. PSU Commonwealth College/Altoona College HDFS Undergraduate Research Fair, University Park, PA.
- Michelitsch, L.M. (2003, April). *Identity development and autonomy* [Poster session]. Undergraduate Research Fair, The Pennsylvania State University, University Park, PA.
- Douthit, S.B. (2001, October). *The relationship between parenting styles and conflict resolution* [Poster session]. Building Strong Families conference, Harrisburg, PA.
- Zimmerman, R., Shaffer, J., & Kerswell, T. (2000, March). *Affects of alcohol on college students* [Poster session]. Undergraduate Research Fair, The Pennsylvania State University, University Park, PA.
- Capistrant, A. (1999, March). *Make it a double: Alcohol related risk for COA college students* [Poster session]. Undergraduate Research Fair, The Pennsylvania State University, University Park, PA.

GRADUATE STUDENT MENTORING

Mentoring Philosophy

I am passionate about the effective mentoring of students. Consistent with my philosophy of teaching, my mentoring philosophy is informed by theories of human development that recognize the critical role of "relationships" in mentoring. Building safe, open, and equitable

relationships with students is not an easy task, yet is necessary for students to feel heard, respected, and supported. Many students experience feelings of inadequacy (imposter syndrome), vulnerability, and loneliness when they start a new academic program, and mentors must be aware of and acknowledge these psychological and emotional experiences as well as help remove such barriers to progress. As a mentor, I have an “open-door” policy, and students often take advantage of my willingness to discuss, advise, and assist in academic and non-academic areas. While many of these meetings continue to be via Zoom, my in-person availability has been increasing, and I encourage students to use whichever means of communication feels most comfortable. Building relationships with students helps them feel engaged in the educational process and feel more confident and competent in their ability to grow and learn.

Summary Table of Graduate Committee Activities (*Description: Ph.D. started in 2017)

Faculty Role	Number of Students
Chair Ph.D	3
Chair Master's	18
Member Ph.D	6
Member Master's	23
External Ph.D	6

Graduate Committee Membership

Ph.D. Committees

- Member, Simon Suuk, Youth Development & Family Sci, Expected
- **Chair**, Tyler Nesbit, Youth Development & Family Sci, August 2024
- Member, Selena Garrison, Youth Development & Family Sci, August 2024
- Member, Diliara Bagautdinova, Mass Communication, College of Journalism and Communications, August 2023
- **Chair**, Melissa Fenton, Youth Development & Family Sci, May 2022
- Member, Brian Visconti, Youth Development & Family Sci, August 2022
- **Chair**, Katherine Sims, Youth Development & Family Sci, August 2021
- Member, Tara Counts, Youth Development & Family Sci, December 2021
- Member, Emily Johnson, Health Education and Behavior, College of Health and Human Performance, May 2016
- Member, Molly Moon, Interdisciplinary Ecology, May 2010

Master's Committees

- **Chair**, Lujain Aljaylani, Family, Youth & Community Sci, August 2023
- ***Chair**, Erin Kersey, Family, Youth & Community Sci, May 2023
- ***Chair**, Chanel Murray, Family, Youth & Community Sci, May 2023
- ***Chair**, Angela Nielsen, Family, Youth & Community Sci, May 2023
- **Chair**, Raequon Pinkney, Family, Youth & Community Sci, August 2022
- ***Chair**, Katherine Vasquez, Family, Youth & Community Sci, May 2021
- **Chair**, Nicolette Grajo, Family, Youth & Community Sci, May 2021
- Member, Mary Morey, Family, Youth & Community Sci, May 2021

- *Member, Michelina Letourneau, Family, Youth & Community Sci, August 2020
 - Member, Antoinette Waller, Family, Youth & Community Sci, May 2020
 - Member, Emily Davison, Family, Youth & Community Sci, August 2019
 - *Member, Wendy Roche, Family, Youth & Community Sci, August 2018
 - ***Chair**, Ashten Mays, Family, Youth & Community Sci, December 2018
 - Member, Claudia Reyes-Rios Family, Youth & Community Sci, August 2017
 - *Member, Krista Hunt Family, Youth & Community Sci, May 2017
 - **Chair**, Amanda Stafford, Family, Youth & Community Sci, May 2017
 - **Chair**, Nicole Drummond, Family, Youth & Community Sci, December 2016
 - **Chair**, Jin Lee, Family, Youth & Community Sci, May 2016
 - ***Chair**, Alison Bergmann, Family, Youth & Community Sci, May 2016
 - **Chair**, Sarah Whitfield, Family, Youth & Community Sci, May 2016
 - Member, Jonathan Anderson, Family, Youth & Community Sci, December 2016
 - Member, Diana Alvarado, Family, Youth & Community Sci, August 2016
 - *Member, Amanda Squitieri, Family, Youth & Community Sci, August 2016
 - Member, Caitlin Hunter, Family, Youth & Community Sci, August 2016
 - *Member, Krystal Bujeiro-Hines, Family, Youth & Community Sci, May 2016
 - ***Chair**, Caitlin Mangum, Family, Youth & Community Sci, August 2015
 - Member, Bailey McDaniel, Family, Youth & Community Sci, December 2015
 - Member, Chadia Hammond, Family, Youth & Community Sci, August 2015
 - Member, Kyra Speegle, Family, Youth & Community Sci, May 2015
 - Member, Alison Schmeer, Family, Youth & Community Sci, December 2014
 - *Member, Hassan Casanova, Family, Youth & Community Sci, December 2014
 - **Chair**, Shelby Rudd, Family, Youth & Community Sci, August 2013
 - **Chair**, Elizabeth Thomas, Family, Youth & Community Sci, May 2012
 - *Member, Gina Ivins, Family, Youth & Community Sci, August 2012
 - **Chair**, Samantha Carannante, Family, Youth & Community Sci, May 2011
 - Member, Jessica Wentte, Family, Youth & Community Sci, August 2011
 - **Chair**, Erin Smith, Family, Youth & Community Sci, August 2010
 - Member, Kelly Moore, Family, Youth & Community Sci, December 2010
 - Member, Jessica O'Leary, Family, Youth & Community Sci, August 2010
 - Member, Carmen Vargas, Family, Youth & Community Sci, May 2010
 - Member, Caroline Payne, Family, Youth & Community Sci, December 2009
- *non-thesis

External Member

- External Ph.D., Sharon Medina, Rehabilitation Science, College of Public Health and Health Professions, May 2023
- External Ph.D., Michaela Piszczatoski, Mass Communication, College of Journalism and Communications, August 2021
- External Ph.D., Alisa Houseknecht, Counseling & Counselor Education, College of Education, May 2019
- External Ph.D., Courtney Phaup, Curriculum and Instruction, College of Education, December 2017
- External Ph.D., Jennifer Baughman, Curriculum and Instruction, College of Education, December 2017
- External Ph.D., Kristin Murphy, Special Education, College of Education, August 2014

Club and organizational advisement

2013-2017 Faculty Adviser, FYCS Gator Graduate Association

2010-2013 Faculty Adviser, UF Students for Big Brothers Big Sisters

TEACHING**Teaching Philosophy:**

My teaching philosophy is deeply rooted in developmental constructivist learning theories that emphasize building knowledge through active learning methods. To effectively educate and prepare both undergraduate and graduate students in prevention science, teaching and learning should be an active developmental process. Students learn best in an environment that encourages active participation (e.g., engagement and intentionality) and is appropriate to their social, cognitive, and behavioral developmental level. Through building relationships with students, teachers help them feel engaged in the educational process and realize they have a voice in their own education. I encourage this voice in the classroom through the solicitation of feedback on my teaching style, method, and content. From a developmental perspective, I strive to engage students and promote learning at the appropriate cognitive and behavioral level, assessing current skills and capabilities and designing challenging learning activities that are engaging, yet growth-promoting.

Educational Goals:

1. To promote abstract reasoning, critical thinking, and problem-solving by providing the theoretical and empirical knowledge necessary for evaluative thinking. To encourage students to evaluate the efficacy of ideas and issues through group discussion and written assignments.
2. To help students learn to communicate effectively, express ideas clearly, analyze issues thoroughly, and respond thoughtfully to contemporary issues in prevention science and FYCS. This requires the mastery of both written and verbal expression and is demonstrated by the student's ability to articulate and support ideas in class discussions, oral presentations, and written assignments. This also requires the integration of research and practice by encouraging students to develop the applied skills that will make them more successful as prevention science and youth development researchers, specialists, and educators.
3. To create a safe and collaborative environment where both student and instructor/mentor can express thoughts and ideas clearly, openly, and without concern.

Courses Regularly Taught at University of Florida (2008 to present)

1. *FYC4202 Youth and Family Relationships* is an undergraduate elective course that I developed. The purpose of the course is to examine youth development within the family system. It reviews basic theory and research on youth development and how it is linked with family development, family communication, parenting, and extended family systems. It also teaches students skills and strategies for engaging parents and other family members when working in youth settings.
2. *FYC 4212 Contemporary Youth Problems and Solutions* is a required course for the FYCS undergraduate degree. The purpose of the course is to examine the normative progression of development during childhood and adolescence, how normal

developmental processes may be disrupted, and what can be done to get youth back on track. Students critically evaluate the theories, methodology, and research findings that form our knowledge base about youth problems and the practical application of these principles to prevention and intervention.

3. *FYC 6207 Adolescent Problematic Behaviors* is a graduate-level elective course. The purpose of this course is to explore the theoretical and empirical foundations for the study of adolescent problematic behaviors, including prevention programs and activities that are designed to reduce negative outcomes and promote positive youth development.
4. *FYC 6230 Theories of Family Development, Systems and Change* is a graduate-level required course for all FYCS graduate degrees. The purpose of the course is to provide an overview of the major theoretical perspectives on families, including family development, family systems, and emerging theories relevant to diverse and changing families. Special attention is given to the application of these perspectives for research and practice.
5. *FYC 6235 Prevention Science in Youth Development and Family Science* is an elective graduate course that I developed to explore the theoretical and empirical foundations for the science of prevention and its application to youth development and family science. Taking a bioecological approach, this course covers methods and processes for designing, delivering, and evaluating YDFS prevention programs and the implications for families, schools, and communities.
6. *FYC 6970 Thesis/Dissertation Proposal Writing in Family, Youth and Community Sciences* is a graduate-level elective course for the FYCS graduate degrees. The purpose of the course is to prepare and support students in the development of a thesis or dissertation proposal. Students are provided the opportunity to practice their proposal presentation and integrate feedback from peers, the course instructor, and their supervisory committee chair.

Other Courses Taught at University of Florida (2008 to present)

- FYC 4126 Urban and Rural Communities in Transition
- FYC 6800 Scientific Reasoning and Research Design
- FYC 6932 Youth Development and Social Media
- FYC 6932 Assessment and Intervention for Troubled Youth
- FYC 6932 Current Topics in Youth Development and Family Science

Courses Regularly Taught at Penn State University, DuBois (1998-2007)

1. *HDFS 239 Adolescent Development* was a required undergraduate course. The purpose of the course was to better understand the normative course of development during adolescence, the complex interaction of the biological, cognitive, and psychosocial forces that shape development during adolescence, and the multiple contexts that influence adolescent development (e.g. family, peers, school, work, etc.)
2. *HDFS 401 Project Planning, Implementation, and Evaluation* was a required undergraduate course. The primary objective of this course was to prepare students for their baccalaureate undergraduate internship. Students also become familiar with issues and methods in the planning, implementation, and evaluation of their internship project.
3. *HDFS 402 Human Services Seminar* was a required undergraduate course. The purpose of the course was to discuss contemporary topics and issues concerning HDFS, the

helping professions, and public policy. It also provided supervision for the internship and a forum to discuss issues pertaining to the internship.

4. *HDFS 414 Resolving Human Development and Family Problems* was a required undergraduate course. The objective of the course was to review strategies for, and roles of professional specialists in, the solution of problems in human development and family functioning.
5. *HDFS 432 Developmental Problems in Childhood and Adolescence* was a required undergraduate course. The course objectives included the analysis of problems in individual development from infancy through adolescence, and the prevention and modification of developmental difficulties.
6. *HDFS 433 Developmental Transitions to Adulthood* was a required undergraduate course. The objectives of the course were to promote the conceptual analysis and empirical investigation of interrelationships between developmental processes during the period of pubertal growth.
7. *HDFS 495C Professional Practicum in Human Services* was a required undergraduate course. The objective of this course was to provide students with guided experiences working in a human service program. The student would also complete written assignments concerning the practicum experience.

Other Courses Taught at Penn State University, DuBois (1998-2007)

- HDFS 129 Introduction to Human Development and Family Studies
- HDFS 229 Infant and Child Development
- HDFS 312 Empirical Inquiry (Research Methods)
- HDFS 315 Family Development
- HDFS 411 The Helping Relationship
- HDFS 429 Advanced Child Development
- HDFS 455 Development and Administration in Human Service

Curriculum Enhancement

1. Development and implementation of The *FYCS Rural Youth Fellowship* program, funded by the USDA-NIFA Higher Education Challenge Grant program. The purpose of the project was to provide an experiential learning course of study for undergraduate students to enhance their preparation for working with geographically dispersed, racially and economically diverse, and underrepresented youth in rural communities. The program was implemented in 2021.
2. Development of a new course, *Youth and Family Relationship* (FYC 4202), to support the youth and family development focus in the undergraduate program. The course explores current theory and research on the unique family development processes during adolescence and young adulthood and offers best practices and recommendations for engaging families in youth development work.
3. Development of a new course, *Prevention Science in Youth Development and Family Science* (FYC 6235), to support the prevention science focus in our graduate programs. The course explores the theoretical and empirical foundations for the science of

prevention and its application to youth risk behaviors. It also explores methods and processes for designing, delivering, and evaluating youth risk prevention and intervention programs and their implications for families, schools, and communities.

4. Develop a new course, *Current Topics in Youth Development and Family Science* (FYC 6932), as a required course in the doctoral program. The purpose of the course is to review current topics in research in the fields of prevention science, youth development, and family science. The course is designed to be taught on a rotating basis by YDFS faculty in the department.

Teaching Grants (total = \$11,665)

- | | |
|-----------|---|
| 2019 | PI, UF CALS Instructional Improvement Grant, Revision FYC4212 (Contemporary Youth Problems and Solutions), \$5,000 |
| 2014-2015 | PI, UF CALS Instructional Improvement Grant, Youth Development Program Review, \$3,765 |
| 2007 | PI, PSU-DuBois Teaching Development Grant, Development of HDFS 239 (Adolescent Development) as an online course, \$400 |
| 2007 | PI, PSU Schreyer Institute for Teaching Excellence Society for Research on Child Development Teaching Institute, \$500 |
| 2000 | PI, PSU Royer Center for Learning and Academic Technologies, Course Innovation, HDFS 414 (Resolving Human Development and Family Problems), \$1,000 |
| 1999 | Co-PI, PSU Commonwealth College, Project Empower, \$1,000 |

Teaching Seminars and Workshops Taught (Total = 9)

- Doty, J., Yourell, J., Fenton, M., **Forthun, L.F.**, Lynne, S. O'Neal, L. (2021, August). *Implementation of an experiential Quest 2 course: It takes a village*. CALS Teaching Enhancement Symposium, Gainesville, FL.
- Smith, S., Gillen, M., Irani, R., **Forthun, L.F.**, & Henderschiedt, G. (2018, August). *Strengthening the Curriculum to Build Career Opportunities*. CALS Teaching Enhancement Symposium, Gainesville, FL.
- Forthun, L.F.** (2015, June). *Using video clips to differentiate levels of analysis in family systems*. Family Science Association, St. Augustine, FL.
- Forthun, L.F.**, & Diehl, D.C. (2012, August). *Student learning objectives: Engaging students to improve teaching*. CALS Teaching Enhancement Symposium, Gainesville, FL.
- Forthun, L.F.** (2004, March). *Course Innovations with ANGEL (the online course management system)*. Invited Discussant; Penn State University, DuBois campus.
- Forthun, L.F.** (2002, October). *Workshop on Program Evaluation: Development of HDFS 401*. Invited Discussant, PSU Commonwealth College HDFS Meeting.
- Forthun, L.F.** (2002, October). *Articulating Your Philosophy of Teaching*. PSU Commonwealth College All-Faculty Meeting.
- Forthun, L.F.** (2001, March). *Creating a Teaching Portfolio*. Invited panel discussion participant, PSU Commonwealth College All-Faculty Meeting.
- Forthun, L.F.** (2000, February). *Curriculum Infusion*. Penn State University/Pennsylvania Liquor Control Board Partnership for Prevention Mid-Winter Workshop.

Teaching Seminars and Workshops Attended

- 2009 – 2024 College of Agricultural and Life Sciences Teaching Enhancement Symposium.
Gainesville FL
- 2019 North American Colleges and Teachers of Education. Twin Falls, ID
- 2018 North American Colleges and Teachers of Education. Aimes, IA
- 2015 Family Science Association. St. Augustine, FL
- 2007 2nd Biennial Society for Research on Child Development Teaching Institute,
Boston, MA
- 2001 Ninth Annual Teaching and Learning with Technology Symposium sponsored by
the PSU Center for Academic Computing and the Center for Education
Technology, University Park, PA
- 2000 Eighth Annual Conference of the Council for Undergraduate Research, Wooster,
OH
- 1998 Interaction Competence in Action Workshop sponsored by the Penn State
University Royer Center for Learning and Academic Technologies, University
Park, PA
- 1998 Student Centered Discussion Workshop sponsored by the Penn State University
Commonwealth College, University Park, PA

Summary of Teaching Evaluations 2019-Present

Course	Term	Enroll #	Req yes/ no	Candidate Overall		Department Overall		College Overall	
				Instructor	Course	Instructor	Course	Instructor	Course
FYC4202	Spr22	19		4.60	4.63	4.59	4.38	4.43	4.22
FYC4202	Spr20	31		4.41	4.28	4.62	4.45	4.44	4.23
FYC4212	Fall20	50		4.28	4.14	4.54	4.41	4.43	4.23
FYC4212	Fall19	51		3.29	3.45	4.52	4.26	4.37	4.12
FYC6207	Fall22	15		4.82	4.70	4.64	4.38	4.49	4.34
FYC6207	Fall21	26		4.62	4.66	4.73	4.56	4.47	4.31
FYC6207	Fall20	17		4.82	4.87	4.74	4.57	4.49	4.34
FYC6207	Fall19	5		4.67	5.00	4.39	4.30	4.44	4.32
FYC6230	Spr23	17		4.60	4.55	4.15	3.98	4.50	4.35
FYC6230	Spr22	21		4.67	4.75	4.54	4.37	4.44	4.28
FYC6230	Spr21	22		4.56	4.62	4.61	4.51	4.45	4.30
FYC6230	Spr20	21		4.41	4.58	4.64	4.52	4.51	4.38
FYC6230	Spr19	20		4.85		4.48		4.48	
FYC6800	Fall23	10		4.44	4.66	4.67	4.58	4.31	4.29
FYC6932	Spr19	8		4.17		4.48		4.48	

Rating Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

PROFESSIONAL SERVICE

University

2018-pres	Member, UF Leadership Network (UFLN)
2015	Member, Research Opportunity Seed Fund review panel
2011-2014	Member, Career Resource Center Advisory Committee
2011-2014	Member, University Libraries Committee

College

2024-pres	UF/IFAS Admin Council
2015-2023	Member, IFAS Faculty Assembly
2023	Faculty Marshal, CALS Graduation
2021	Member, IFAS Strategic Planning Committee
2018-2020	Member, CALS Superior Accomplishment Awards Committee
2016-2018	Secretary, IFAS Faculty Assembly
2016	Faculty Marshal, CALS Graduation
2015	Faculty Marshal, CALS Graduation
2012-2014	Co-Leader, IFAS Extension Human Development and Family Relationships Initiative Team
2012-2014	Member, CALS Graduate Scholarships and Awards Committee
2010-2013	Member, IFAS Professional Development Leave Advisory Committee
2008-2012	Member, Personal and Family Well-Being Extension Focus Team
2012	Facilitator, UF/IFAS Extension Long Range Plan Summit
2012	Faculty Marshal, CALS Graduation
2009	Member, IFAS County Program Review Team
2009	Member, IFAS Statewide Focus Team Merit Review Panel
2002-2007	Member, University College HDFS Undergraduate Research Committee
2001-2007	Member, University College HDFS Undergraduate Internship Committee
2005-2006	Member, Division of Health and Human Development Promotion and Tenure Committee
2002-2003	Member, Retention of At-Risk Students Committee Member
2000-2001	Chair, Student Affairs Committee
2000-2001	Member, PSU DuBois Undergraduate Research committee
1999-2000	Member, Curricular Affairs Committee
1999-2000	Chair, HDFS Position Screening and Interview Committee – Dr. Rob Loeb
1998-1999	Chair, Faculty Affairs Committee

Department

2023	Co-Chair, FYCS Search and Screen Committee (Undergraduate Program Coordinator) - Tracy Johns
2022-2023	Ex Officio Member, FYCS CARES Committee
2022-2023	Chair, FYCS Master's Degree Program Review Ad Hoc Committee
2022-pres	Member, Dr. Xiaoya Zhang Faculty Mentoring Committee

2019-pres	Member, Dr. Michelle Abraczinskas Faculty Mentoring Committee
2022-2023	Member, FYCS Search and Screen Committee (Prevention Science/Youth Development) – Dr. Tenisha Riley
2018-2023	Member, Graduate Admissions Committee
2020-2021	Member, FYCS Search and Screen Committee (Artificial Intelligence) – Dr. Xiaoya Zhang
2019-2021	Chair, Peer Teaching Evaluation Committee – Dr. Jennifer Doty
2018-2020	Chair, Graduate Admissions Committee
2019-2020	Chair, FYCS Search and Screen Committee (Family Science/Prevention Science) – Dr. Jeneé Duncan
2017-2018	Chair, Peer Teaching Evaluation Committee – Dr. Sarah Lynne
2016-2017	Chair, FYCS Search and Screen Committee (Youth Development/Prevention Science) – Dr. Jennifer Doty
2015-2017	Chair, FYCS Distance Education Committee
2017-2019	Member, FYCS Human Services Program Committee
2013-2016	Member, FYCS Marketing Committee
2014-2016	Chair, Peer Teaching Evaluation Committee, Dr. Victor Harris
2015-2016	Chair, FYCS Search and Screen Committee (Prevention Science) – Dr. Sarah Lynne
2015	Member, Peer Teaching Evaluation Committee – Ms. Kate Fletcher
2012-2015	Member, FYCS Space Committee
2010-2015	Co-Chair, FYCS Ph.D. Program Development Committee
2013-2014	Chair, FYCS Search and Screen Committee (Community Development) – Dr. Angela Lindsey
2010-2014	Member, FYCS Undergraduate Honors Committee
2010-2013	Member, FYCS Graduate Admissions Committee
2009-2010	Chair, FYCS Search and Screen Committee (Parenting and Youth Development) – Dr. Victor Harris
2008-2009	Member, Ad Hoc Committee for FYCS –IFAS Research Roadmap
2007	Member, Director of Academic Affairs Position Screening and Interview Committee
2007	Member, HDFS Position Screening and Interview Committee
2004-2007	Member, PSU DuBois Swift Building Renovation Committee
2004-2007	Member, PSU DuBois Space Committee
2001-2007	Member, Student Affairs Committee
2001	Member, PSU Dubois Search and Screen Committee – Dr. Ben Park

Professional Memberships

2025-pres	American Psychological Association
2021-pres	Member, American Association for the Advancement of Science
2019-pres	Member, Society for Prevention Research
2016-2023	Chair, Mental Health Topic Network, Society for the Study of Emerging Adulthood

2015-pres	Member, Society for the Study of Emerging Adulthood
1994-pres	Member, Society for Research on Adolescence
2019-2021	Member, North American Colleges and Teachers of Agriculture
1994-pres	Member, National Council on Family Relations

Editorial Advisory Boards

2020-present	Editorial Board Member, <i>Adolescents</i> (MDPI Open Access)
2015-present	Editorial Board Member, <i>Adolescent Research Review</i> (Springer)
2007-present	Editorial Board Member, <i>Journal of Youth and Adolescence</i> (Springer)

Reviewer for Scholarly Journals

2022	Reviewer, <i>Journal of American College Health</i>
2022	Reviewer, <i>Children and Youth Services</i>
2021	Reviewer, <i>Youth & Society</i>
2020	Reviewer, <i>Pediatric Diabetes</i>
2020	Reviewer, <i>Journal of Adolescent and Family Health</i>
2020	Reviewer, <i>Journal for the Scientific Study of Religion</i>
2017	Reviewer, <i>Journal of Research on Adolescence</i>
2015	Reviewer, <i>Journal of Research on Adolescence</i>
2015	Reviewer, <i>Journal of Adolescent and Family Health</i>
2013	Reviewer, <i>Journal for the Scientific Study of Religion</i>
2013	Reviewer, <i>Journal of Research on Adolescence</i>
2011	Reviewer, <i>Journal of Adolescence</i>
2011	Reviewer, <i>Journal of Cross-Cultural Psychology</i>
2010	Reviewer, <i>Journal of Early Adolescence</i>
2009	Reviewer, <i>Identity: An International Journal of Theory and Research</i>
2008	Reviewer, <i>Journal of the Community Development Society</i>
2006	Reviewer, <i>Journal of Early Adolescence</i>
2004	Reviewer, <i>Journal of Family Issues</i>

EXTENSION (2008-2012)

In my first four years at the University of Florida, I was an Extension Specialist in Intergenerational Family Relationships (e.g., developing relationships between older adults and youth). Below are examples of the programs I directed and the in-service trainings I delivered.

Educational Programs and Activities

Relatives as Parents (RAP)

1. *Parenting the Second Time Around* (PASTA): Lead Extension trainer in Florida for an educational curriculum developed by Cornell University Cooperative Extension and

adopted as statewide program for RAP.

2. *Grandparenting Resilience and Sustainability (GRandS)*: With support from a NIFA Sustainable Community Project grant, I assisted in the development of GRandS, which is an intensive RAP program that works closely with community partners to provide education and skills training to grandparents who are raising their grandchildren.
3. *Kinship Military Program*: With support from a 2010-2011 UF/IFAS Extension Program Enhancement Grant, I assisted in the development of educational materials and resources for RAPs caring for children who have a military parent who is deployed.

Family Nutrition and Obesity Prevention

1. *Food Related Intergenerational Discussion Group Experiences (FRIDGE)*: Lead Extension trainer in Florida for a curriculum developed by Penn State University Extension that helps families identify the risks for overweight and obesity and offers skills to assist families in working together to lessen the risks.
2. *Healthy Children, Healthy Families: Parents Making a Difference!*: Lead parent education trainer in Florida for an eight lesson curriculum developed at Cornell University that helps parents and caregivers gain skills that promote healthy habits for themselves and their families.

Intergenerational Relationships

1. *Bridging Generations, Building Relationships*: A set of educational materials I developed to increase participant's knowledge and skills in nurturing intergenerational relationships with youth ages eight to eighteen.
2. *Intergenerational Approaches to Extension Programming*: A set of educational materials I developed to increase participant knowledge of intergenerational approaches to Extension programming and how existing Extension programs can become more intergenerational.
3. *Generations in the Workplace*: A set of educational materials I developed to increase participant knowledge of the behavioral and learning styles of people from different generations and how these differences both enhance and inhibit productivity in the workplace.
4. *Generations in Everyday Life*: A set of educational materials I developed to increase participant knowledge of the behavioral and learning styles of people from different generations.
5. *4-H Intergenerational Technology*: A set of educational materials I developed to increase knowledge of 4-H youth about teaching technology skills to older adults.

Extension Grants and Funding (Total = \$15,250)

2008-2011 PI, UF IFAS Extension Program Enhancement Grant, Kinship Care: Expanding Programs to Military Families, \$14,000

- 2009 PI, UF IFAS International Programs Travel Award, Spanish Intergenerational Collaboration, \$1,000
- 2009 PI, UF Center for European Studies, Spanish Intergenerational Collaboration, \$250

In-Service Trainings

- 2014 Generations in Everyday Life. 2014 Master Gardener Leadership School, Ocala, FL.
- 2014 Intergenerational Approaches to Extension-Based Programming. UF/IFAS Extension Central District Symposium. Ocala, FL.
- 2013 Healthy Children, Healthy Families – UF/IFAS Extension, Gainesville, FL.
- 2012 Strengthening Families and the Protective Factor Framework – Extension FCS Summit, Orlando, Florida.
- 2012 Kinship Care: Relatives as Parents for Military Children – Extension FCS Summit, Orlando, Florida.
- 2012 Generations in Every Day Life –Family and Consumer Sciences Summit, Orlando, FL.
- 2011 Parenting the Second Time Around (PASTA) Facilitator Training (2 trainings)– Extension FCS Summit, Orlando Florida; UF/IFAS Extension Palm Beach County, West Palm Beach, Florida.
- 2010 Kinship Families: Legal Concerns for Relatives Raising Children – Extension FCS Summit, Ocala, Florida.
- 2010 Benefits of Eating Together as a Family – Get Healthy Together Curriculum Training, Gainesville, Florida.
- 2010 The RECIPE for Good Communication: Managing Meal-Time Disagreements – Get Healthy Together Curriculum Training, Gainesville, Florida.
- 2010 Intergenerational Learning and Technology for Older Adults. Pinellas County Cooperative Extension, Largo, FL.
- 2010 Generations in the Workplace: Finding Common Ground. Seminole County Cooperative Extension, Sanford, FL.
- 2009 Introduction to PASTA (Parenting the Second Time Around): A RAP Curriculum, Gainesville, Florida.
- 2009 Intergenerational Perspectives in Cooperative Extension –Family and Consumer Sciences Summit, Kissimmee, FL.
- 2008 Introduction to FRIDGE (Food Related Intergenerational Discussion Group Experiences) – FRIDGE Curriculum Training, Gainesville, Florida.

REFERENCES

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APPENDIX: EDUCATIONAL PORTFOLIO

Teaching Narrative

I recognize that students enter undergraduate and graduate programs at different developmental levels, both in relation to their knowledge of the discipline and in relation to their intellectual, analytical, and critical thinking abilities. I believe that the complexity of the material in a class should begin with the current competencies of the students. The course, then, becomes an exercise in scaffolding learning for students to integrate increasingly more differentiated and complex material. Likewise, my mentoring style is hands-on, supportive, and collegial. Where skills are required, I may instruct or provide opportunities for developing capabilities. When emotional support is needed, I strive to build trust through active listening and offering encouragement and counsel. And when progress is impeded, I offer corrective feedback when necessary, and manage risks and barriers when required.

I have three broad educational objectives. First, I strive to enable students to exercise their intellectual, abstract reasoning, critical thinking, and problem-solving skills. Once I provide the theoretical and empirical knowledge necessary for evaluative thinking, I encourage students to critically evaluate the efficacy of ideas and issues through group discussions and written assignments. Second, I recognize that communication skills are essential for youth and family professionals. Therefore, the ability to communicate effectively, express ideas clearly, analyze issues thoroughly, and respond thoughtfully must be an integral part of a student's professional development. This requires the mastery of both written and verbal expression and is demonstrated by the student's ability to articulate and support ideas in class discussions, oral presentations, and written assignments. I also strive to integrate important practical skills into my courses. I emphasize the link between research and practice and encourage students to develop the applied skills that will make them more successful as youth and family researchers, educators, and/or specialists in the community. Finally, I believe that an active learning environment promotes intellectual excitement about the subject and encourages rapport between the student and teacher. To facilitate this process, I develop my courses so that the teaching strategies are compatible with the learning objectives, and I work to create a collaborative environment where both student and teacher can express thoughts and ideas openly.

Evidence for Achieving Educational Goals

Goal 1: To promote abstract reasoning, critical thinking and problem-solving by providing the theoretical and empirical knowledge necessary for evaluative thinking. To encourage students to evaluate the efficacy of ideas and issues through group discussion and written assignments.

Statement of Approach:

I use an inquiry-based instructional approach to promote curiosity and critical thinking in my students. My approach to teaching content focuses on the integration of theory, research, and

practice and how each contributes to our understanding of youth and families. An inquiry-based approach encourages students to use a methodical (i.e., scientific) approach to examining questions and identifying solutions. This allows students the opportunity to pose their own questions and collaborate in a systematic process to identify the individual, interpersonal, and contextual issues that can inform the question or solution. Often, these issues are interrelated, and students must use research and theory to explore the nature of these connections. Once the problem has been analyzed, solutions are offered and examined for applicability, relevance, and likelihood of success in implementation. This process is consistent with empirical investigation, and through these activities students are exposed to how the scientific method is used and can learn to better understand and read research. While some students may struggle with a systematic problem-solving process, I strive to scaffold the process by encouraging small steps to achieve the goal.

Evidence:

1. In *Current Topics in YDFS* (FYC 6932), I included an objective to teach students how to conduct systematic literature reviews, which requires the application of the scientific method to review empirical research. This was the first time this methodological approach had been taught in courses within the department. To date, three students from the inaugural course have published their systematic reviews:
 - Fenton, M.P., **Forthun, L.F.**, Aristild, S., & Vasquez, K. (2021). The role of the rural context in the transition to adulthood: A scoping review. *Adolescent Research Review*, 7, 101-126. <https://doi.org/10.1007/s40894-021-00161-6>.
 - Yourell, J.L., Doty, J.L., Beauplan, Y., & Cardel, M.I. (2021). Weight-talk between parents and adolescents: A systematic review of relationships with health related and psychosocial outcomes. *Adolescent Research Review*, 6, 409-424. <https://doi.org/10.1007/s40894-021-00149-2>
 - Song, J., Kim, J., Tomar, S., & Wong, L. N. (2021). The impact of the affordable care act on dental care: An integrative literature review. *International Journal of Environmental Research and Public Health*, 18(15), 7865. <http://dx.doi.org/10.3390/ijerph18157865>
2. Student end-of-course evaluations (2013-2023):

Questions - Instructor	Undergraduate Course Average (1-5)	Graduate Course Average (1-5)
The instructor explained material clearly and in a way that enhanced my understanding.	4.1 (n=4 courses)	4.72 (n=7 courses)
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	4.13 (n=4 courses)	4.75 (n=7 courses)
Encouragement of independent, creative, and critical thinking	4.41 (n=10 courses)	4.82 (n=10 courses)

3. Student feedback on end-of-course evaluations:

- “My social awareness has been enhanced due to this class alone.”
- “I finally learned how to read scientific articles. I think that will help the rest of my time here.”
- “[learned] how to address specific youth issues, how to tailor youth intervention to individual youth, how to apply theory to intervention.”
- “[learned to identify] risk factors for youth [which] will have the highest application for my future as a youth professional.”
- “how to construct and analyze a genogram; parenting and discipline concepts; how to identify different phenomena present in family relationships (e.g., triangulation, closed/open boundaries, feedback loops, etc.)”

Goal 2: To help students learn to communicate effectively, express ideas clearly, analyze issues thoroughly, and respond thoughtfully to contemporary issues in prevention science and FYCS. This requires the mastery of both written and verbal expression and is demonstrated by the student’s ability to articulate and support ideas in class discussions, oral presentations, and written assignments. This goal also requires the integration of research and practice by encouraging students to develop the applied skills that will make them more successful as prevention and youth development researchers, specialists, and educators.

Statement of Approach:

Writing and speaking well are critical professional skills and are central to my educational approach. I encourage students to apply the critical thinking and problem-solving skills taught in Goal 1 in all their course writing and speaking, including discussions, presentations, assignments, and other course activities. At the undergraduate level, I approach writing as a process that helps to organize thoughts and clarify ideas. I provide structured guidelines for writing assignments to help them learn to structure their writing to most clearly and rationally present facts, ideas, and empirical analysis. With graduate students, technical and professional writing is emphasized, as students learn to write abstracts, reports, proposals, and publications. At the same time, I encourage students to consider how their ideas have implications in practice. The translation of research to practice is at the heart of my teaching and is a critical element in all my professional development activities.

Evidence:

1. *Building Steps to Success* – FYCS Rural Youth Fellowship
In cooperation with the UF IFAS Extension Summer Internship program, and with support from the USDA Higher Education Challenge Grant program, I led a project to develop a rural fellowship experience for undergraduate students with an interest in working with youth in rural communities. The purpose of the program was to:

- Educate undergraduate students on the unique, but diverse, experiences of rural youth in the contexts of peer and family relationships, schools and education, and community systems;
- Engage both undergraduate and M.S. graduate students in a leadership capstone experience where students will address a rural community problem; and
- Provide a culminating, student-centered learning/internship experience that prepares undergraduate students to be youth development professionals in rural communities.

Beginning in Fall 2020, the pilot project recruited nine exemplary undergraduate students who were guided through comprehensive coursework and preparation for a full-time paid internship delivering programs and services to youth in rural communities. Evaluation results showed that the rural fellows developed a deeper understanding and appreciation for rural life, ultimately leading to multiple fellows stating their plans to pursue youth work in rural communities, some within the Florida Cooperative Extension system.

2. In *Youth and Family Relationships* (FYC 4202) I require students to conduct a “bedroom culture interview” with an adolescent who lives with their parents. As adolescents seek autonomy and privacy, their parents often allow them to decorate or design their bedrooms to match their interests and passions. Adolescents will often use this private space as a safe haven to explore their identity through media, creative arts, and sport. Through touring a bedroom, students can learn about the process of how an adolescent forms a sense of identity, how peer and sibling relationships are negotiated, and how the adolescent negotiates autonomy, privacy, and behavioral rules with parents. This is what one student had to say about the experience:

“When I initially was given a virtual tour of Evan’s room [not his real name], I noticed its clutter, and couldn’t help but think that it resembled the stereotypical teenage boy’s room. However, after hearing what the space means to him, I understand why it’s not spotless: Because it is a place where he feels free of the pressure to be perfect. That point illuminates why I believe it is important to study room culture: because it provides a deeper insight into who an adolescent is, and, on a larger scale, how adolescents think and view the world. To me, it was most interesting to learn that Evan holds a job in addition to being a student and playing sports, because assuming all three roles at once explains why he might have the desire to escape from the world at the end of the day.”

3. In my online section of *Adolescent Problematic Behavior* (FYC 6207), I added an additional objective to provide opportunities for advanced professional development that can also be included on their résumés. For example, the following trainings/certificates are required:
 - Strategic Planning Approach to Suicide Prevention (from the Suicide Prevention Resource Center)
 - Dating Matters: Understanding Teen Dating Violence Prevention (from the Centers for Disease Control and Prevention)

- Adolescent Trauma and Substance Abuse Online (from the National Child Traumatic Stress Network)
- Introduction to Child Sex Trafficking (from the National Center for Missing and Exploited Children)
- Dilemmas in Youth Work Online (from the University of Minnesota Extension)

4. Student end-of-course evaluations (2013-2023):

Questions – Instructor	Undergraduate Course Average (1-5)	Graduate Course Average (1-5)
Course content (e.g., readings, activities, assignments) was relevant and useful.	4.23 (n=4 courses)	4.77 (n=7 courses)
The instructor was instrumental to my learning in the course.	4.15 (n=4 courses)	4.46 (n=7 courses)

5. Student feedback on end-of-course evaluations:

- “I thought the learning activity [presentation] was very beneficial for my future career. It gave me the practice I needed. I also enjoyed having more practice with literature reviews.”
- I liked how he used case studies to bring the material to life. These really helped me hone in on each specific topic.”
- “Critical thinking for sure. My writing skills have certainly improved and all topics discussed in this course are relevant to my professional role.”

Goal 3: To create a safe and collaborative environment where both student and instructor/mentor can express thoughts and ideas clearly, openly, and without concern.

Statement of Approach:

To create an environment that promotes dialogue you first need to build trust. Trust in the instructor and trust in your fellow students. I strive to build trust in the instructor in multiple ways. First, I establish a framework of trust by describing the rules that are outlined in each of my course syllabi and how we include respect for others and the expectation of confidentiality. Second, I model the expected behavior by offering my perspective and acknowledging that others may have different perspectives, encouraging them to share how perspectives differ. I may also share personal experiences that relate to the topic of discussion and describe how my family, historical context, and cultural norms may have shaped my experiences and perceptions. Once I have modeled the behavior, I encourage students to start to share in class and advocate for their voices. Traditional-aged students from the U.S. often feel they are not being heard or that they are misunderstood. I use reflective listening and responding to ensure that I am “hearing” the student’s voice and respecting their perspectives. I strive to use “and”

instead of “but” as I offer my summary of the preceding discussion before proceeding to the next topic.

Evidence:

1. In support of my award for 2022-2023 CALS Graduate Teacher/Advisor of the Year (see Section 28), several of my previous students wrote brief descriptions of their experiences with me as their advisor. This is one of the unedited responses:

“I have had the privilege of knowing Dr. Forthun as my professor, advisor, and chair. He has been a reliable and impactful mentor, who creates and maintains effective, open, and clear communication. Dr. Forthun is timely, understanding, supportive, and encouraging. He gives appropriate guidance and prompts critical thinking, sets manageable expectations and deadlines, as well as punctually answers questions. He has a noteworthy ability to foster an environment for flourishing dialogue through his investment & trust. Getting to learn from and work with Dr. Forthun has been an influential and valuable experience.” – Nicole Boyer (2016 graduate)

2. Student end-of-course evaluations (2013-2023):

Questions – Instructor	Undergraduate Course Average (1-5)	Graduate Course Average (1-5)
The instructor fostered a positive learning environment that engaged students.	4.15 (n=4 courses)	4.8 (n=7 courses)
The course fostered regular interaction between student and instructor.	3.98 (n=4 courses)	4.69 (n=7 courses)
Respect and concern for students	4.51 (n=9 courses)	4.9 (n=10 courses)

3. Student feedback on end-of-course evaluations:

- “when anything did not make sense our group was not afraid to ask for help”
- “open minded”
- “Dr. Forthun is able to effectively foster discussion in class, both through the use of discussion forums on Canvas and also that he always has a comment or question about anything a student brings up or presents, which I really appreciate. It makes it seem like any contribution from a student is worthwhile, which made it much easier to speak up in class.”
- “Dr. Forthun’s tone and ability to allow others to have a voice are his most admirable characteristics.”

Teaching-Related Self Improvement

Professional Development

I am continually pursuing opportunities to improve my teaching and mentoring of students. I believe it is my responsibility as an educator to always improve, adopting new approaches and new technologies that show evidence of success. Examples of my professional development include:

- Participation in the UF CALS Roche Teaching Scholar program (2019-2022).
- Internal awards for teaching development and improvement totaling \$8,765
- Attendance at both international and national teaching-related conferences, including the North American Colleges and Teachers of Education conferences in 2018 and 2019; and the Family Science Association conference in 2015
- Chair of three peer teaching evaluation committees for faculty in the Department of Family, Youth and Community Sciences

Educational Scholarship

In the past 5 years, I have won two teaching awards, one from my college (CALS Graduate Teacher/Advisor of the Year), and an international teaching award from the North American Colleges and Teachers of Agriculture (NACTA). I have also presented papers at two teaching conferences.

1. Smith, S., Gillen, M., Irani, R., **Forthun, L.F.**, & Henderschiedt, G. (2018, August). *Strengthening the Curriculum to Build Career Opportunities* [Paper presentation]. CALS Teaching Enhancement Symposium, Gainesville, FL.
2. **Forthun, L.F.** (2015, June). *Using video clips to differentiate levels of analysis in family systems* [Paper presentation]. Family Science Association, St. Augustine, FL.

Evidence of lasting impact on students

As evidence of my teaching and mentoring impacts, I have had several students received competitive awards in research or teaching. Some notable student awards include:

- Tyler Nesbit, PhD, 2021-2023 UF Clinical and Translational Science Institute TL1 Training Fellowship
- Melissa Fenton, PhD, 2019-2020 UF CALS Jack L. Fry Award of Excellence in Teaching
- Katherine (Dorman) Sims, PhD, 2019 North American Colleges and Teachers of Agriculture (NACTA) Graduate Student Teaching Award
- Kathy Vasquez, MS, 2021 Association for Financial Counseling & Planning Education (AFCPE) Symposium Student Research Paper Award

In addition, many of my students have graduated to careers in human services and higher education. Examples of student careers include:

- Tyler Nesbit, Ph.D., Post-Doctoral Associate, UF Department of Health Outcomes & Biomedical Informatics
- Melissa Fenton, Ph.D., Assistant Professor (tenure track), Colorado State University
- Katie Sims, Ph.D., Post-Doctoral Associate, UF/IFAS Family, Youth and Community Sciences
- Katherine Vasquez, M.S., Doctoral Student, University of Minnesota
- Angela Nielsen, M.S., Doctoral Student, Washington State University
- Raequon Pinkney, M.S., Doctoral Student, Auburn University
- Alison Bergman, M.S., C.P.P., Executive Director, North River Prevention Partners, Inc.
- Caitlin Mangum, M.S., Behavioral Interventionist, Understanding Behavior, Inc.
- Shelby (Rudd) Munchinkski, M.S., Certified Behavior Analyst, Acorn Health
- Elizabeth Taylor, M.S., School Counselor, Bradford County Schools