1. Course Description:

This course will examine the individual, interpersonal and contextual changes and behaviors that are part of normal adolescent development. Within the context of normal adolescent development, the course will focus on: (1) the epidemiology and etiology of adolescent problem behaviors; (2) the extent to which these behaviors vary across gender, ethnicity and socioeconomic status; (3) the ways in which these behaviors relate to normal adolescent development; and (4) existing programs and policies designed to prevent, and, to a lesser extent treat problem behaviors.

2. Course Content:

The broad content of this course will focus upon the changes, contexts, and psychosocial development and problems of adolescence. The key changes that occur during adolescence are biological, cognitive, and social. The section of this course on biological changes will focus on the pubertal process and its physical, psychological, and social impact, as well as subgroup and generational differences in its onset and timing. The cognitive development portion of this course will examine the theoretical perspectives on adolescent thinking, and changes in adolescent thinking patterns and abilities that occur from pre-adolescence to late adolescence. Finally, this course will examine the social (e.g., economic, legal, political, and interpersonal) changes that occur as adolescents make the transition to adulthood.

The social contexts that are central to the development of most adolescents include family, peers, schools, work, and leisure environments. The family issues that this course will examine include different parenting styles and their impact on a variety of adolescent outcomes, the effects of changing family patterns on adolescent development, and reciprocal relationships between the family and adolescents. The peer-related issues that this course will address include the historical origins of adolescent peer groups, the nature and structure of peer groups, and the influence of peers on both pro-social and problem behavior. Course content on schools will focus on the varied purposes of schools, the ways in which their organization influences adolescents' learning, and their direct and indirect influence on adolescents' future life chances.

Employment issues that will be addressed include changes in the nature of adolescent employment, the long and short term costs and benefits of adolescent employment, and the meaning of work for young people who do not attend college. Content on adolescent leisure activity will examine its role
in socializing adolescents for adulthood, its influence on adolescents' academic success and failure, and its economic importance.

The final section of this course will focus on adolescent psychosocial problem behaviors, such as alcohol, and other substance use, violence, suicide, eating disorder, precocious sex, and delinquency. Particular attention will be given to the epidemiology, etiology, trends and population distributions of these problems. Considerable attention will also be given to identification of the risk and protective factors for these problems and the policies and programs related to their prevention and treatment.

3. Course Objectives:

Upon completion of the course, students will be able to:

1. Identify and describe the biological, psychological, and social changes that characterize normal adolescence.
2. Identify and describe the primary interpersonal and contextual influences on adolescent behavior.
3. Identify and describe the ways in which the individual, interpersonal, and contextual factors common to adolescence intersect and relate to adolescent problem behaviors.
4. Identify what social workers and other professionals can do to promote adolescent health and well being and prevent and treat adolescent problem behaviors.
5. Discuss typical ethical concerns related to adolescent development and behavior

4. Relationship of the Course to Four Curricular Themes:

Multiculturalism and Diversity will be addressed throughout this course. Racial, ethnic, gender, and social class differences in the timing, sequencing, nature, and outcome of adolescent developmental experiences will be central to every facet of this course.

Social Justice and Social Change will be addressed through information and discussion on the ways in which social status mediates the experiences of adolescents and the ways in which various programs, practices, and policies help or hinder the successful development of all young people.

Promotion, Prevention, Treatment, and Rehabilitation will be central to this course, particularly in the section that focuses on adolescent problem behaviors. General principles of program design, implementation, and evaluation will be presented and examples of successful programs and policies will be discussed.

Behavioral and Social Science Research will provide the substantive foundation for this course. Emphasis will be placed on the review, critique, and synthesis of the existing scientific knowledge base as prerequisite to interventions that promote health and well being, and prevent or treat adolescent problems.

5. Relationship of the Course to Social Work Ethics and Values

Values and ethics will be addressed as they relate to working with young people. This course will emphasize the importance of understanding the range of normal adolescent development, working with disadvantaged populations, and sensitivity to the possibility of unintended negative consequences of interventions such as promotion, prevention, treatment, and rehabilitation.
6. Accommodation for Disability Statement
Any student who feels that s/he may need an accommodation for any type of disability (physical, mental or learning, temporary as well as chronic), please feel free to contact me at any time during the semester so that we can discuss options that will enable you to complete the course responsibilities.

7. Writing Assistance
For further assistance with writing, you may go to the Writing Workshop 1139 Angell Hall 764-0429.

8. Academic Integrity
The faculty of the School of Social Work expects the conduct of a student registered or taking courses in the School to be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct includes behavior involving plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials, and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student’s own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

Required Texts:

Recommended Texts and Articles:


**Suggestions of Popular Fiction/ Videos Highlighting Adolescent Characters:**

- White Oleander
- Girl, Interrupted
- This Boy’s Life
- October Sky
- Virgin Suicides
- Welcome to the Dollhouse
- Boys Don’t Cry
- Napoleon Dynamite
- The Best Little Girl in the World
- What’s Eating Gilbert Grape?
- The Ice Storm
- Basketball Diaries
- Thirteen
- Ten Things I Hate About You
- Boys N the Hood
- The Breakfast Club
- Sixteen Candles
- Raising Victor Vargas
- The Squid and the Whale
- Real Women Have Curves
- KIDS
- Dangerous Minds
- Fast Times at Ridgemont High
- American Graffiti

**Course Requirements:**

This course consists of lectures, discussions, and student presentations. Student evaluations will be based on e-journals, midterm project, a final paper, class presentations and class participation.

**I. E-Journal/My Adolescence**

During the 1st day of class you will select 6 out of 12 opportunities during this semester to submit journal entries that are a reflection on your own adolescent development and behaviors as they integrate with the readings for the week. This is a creative writing exercise and you should use first person language in the E-journal. These reflections should be of no more than 2 pages on class readings using personal experiences to illustrate your understanding. It is important to explore your pre-existing attitudes about adolescent development and behavior. Explore how your perceptions and experiences match up to (or contrast with) your understandings from the readings. Examine how stigma of adolescent behavior plays a role in how you view issues (e.g. teen pregnancy, drug use). Journal reflections must be emailed to **Dr. Gioia by 5pm the Sunday** before the next class in which the readings are due.

Grades will be based upon the following:

- 33% - Were “terms” from the readings effectively brought out in your journal?
- 33% - Were “facts” from the readings effectively brought out in your journal?
- 33% - Were your personal experiences clearly discussed in your journal as you related to the material?
- 1% - Did the writer and/or reader smile?
II. Midterm Team Project and Presentation

The midterm assignment will involve working in teams to analyze issues which emerge from a film that highlights distinct adolescent issues (e.g. suicide, eating disorders, mental illness, sexual identity). Teams will be formed in class utilizing core issues from the film as the substantive area for the in-class presentation. You may choose a film other than the suggestions in the syllabus. Time will be given during the class for meeting with other members of the team in order to prepare the presentation.

The primary focus of this assignment will be to:

1) select a core theme(s) or character(s) representative of an issue from the movie plot and develop a half hour presentation on that issue for the class.
2) treat the presentation as if you were developing an in-service or mini-conference presentation for school, agency professionals, or community members on the topic. Your team will designate the audience. The following are suggestions for the presentation -
   (i) use of powerpoint, handouts, videos, experiential exercises, film-clips
   (ii) demonstrate family, group, community, school interventions though role-play
   (iii) use of novel intervention approaches (e.g. games, adventure therapy)
   (iv) use of literature to inform the presentation
   (v) prepare a team annotated bibliography of the readings you used to develop your presentation.
3) demonstrate productivity as a group - some participants can be "behind the scenes"
   (i) Each group member will submit a brief write-up of your contribution to the group (1/2 to 1 page).
   (ii) One set of materials (including annotated bib) should be presented to Dr. Gioia
   (iii) The audience will be active participants, providing each group with written feedback which you will view as a group.

Be creative, make it fun! Utilize role-play, therapy demos, visual materials!
Additional directions will be given in class.

The midterm group presentations will be scheduled over selected classes beginning in February. The team presentations will account for an additional 30% of your final grade (10% is your individual effort).

III. Final Paper

The final paper should focus on an adolescent behavior topic of interest to you.

First, this paper should clearly present an overview of the behavioral problem and critically review the quality of previously published intervention studies designed to address the problem (2-3 pages).

Second, in reading these studies pay attention to three things: 1) the theoretical frameworks which are used; (2) attention to the developmental issues of adolescents; and 3) awareness of the intervention with gender and ethnicity concerns. After you lay out the problem, write up your critique of the studies (1-2 pages).

Third, propose an original intervention designed to address shortcomings of previous studies. The proposed intervention should demonstrate knowledge of important developmental, gender, and race/ethnicity concerns and components of the intervention should be supported by relevant literature (2-3 pages).
**Summary** – Provide at least a paragraph to bring together what you have learned by looking at the literature and providing a creative option. Reflect on where or to whom you might bring this intervention idea.

**Use class readings and outside references.** The paper will account for 30% of your final grade and is due on or before April 19th. Paper grades will be dropped ½ letter grade for each day that the final paper is late. If you are having difficulty during the term, please let Dr. Gioia know early.

Final Paper due on **April 25th**.

Your final paper should be approximately 8-10 pages, typed and double-spaced. This paper will be assessed on the following criteria:

1. **Content:** Did the writer clearly meet the objectives of the assignment – is there a central question, is there a review of the relevant literature, is there a logical summary and conclusion? - Did the writer include each of the paper’s required steps as listed above-50%
2. **Organization:** Is the paper logically organized? Is information presented in a systematic and readable manner? - 20%
3. **Form:** Is the grammar correct? Are there typographical errors – 10%
4. **Synthesis:** Did the proposed intervention demonstrate knowledge of important developmental, gender, and race/ethnicity concerns? Did the writer select components for the intervention that are supported by relevant literature – 20%

**Grades**

Your grade for this course will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Mid-term Team Presentation</td>
<td>20%</td>
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<tr>
<td>Individual Effort on Team</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
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<tr>
<td>Paper</td>
<td>30%</td>
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<tr>
<td>Class Participation (including attendance)</td>
<td>10%</td>
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<tr>
<td>E-Journals/My Adolescence</td>
<td>30%</td>
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**The Papers**

*Format:* All papers should have 1 inch margins all around. They must include a title page, appropriate subheadings, and have all pages numbered. All citations and referencing should following the standard American Psychological Association (APA 5th) citation style.

*Late Papers:* ALL papers will be marked down by 5% for every day late. In order to be fair to all class members, this policy needs to be uniform.

*Revisions/Feedback:* If you are unhappy with your feedback and/or grade on a paper, the paper may be rewritten and turned in no later than 1 week after it has been returned to you. The average of the two grades will then be your grade for the actual paper. The second paper should be turned in with the changes highlighted.

**Required Readings**

The readings for this course are available from our CTools website located at: [https://ctools.umich.edu/portal](https://ctools.umich.edu/portal) or E-research through MYRLIN. The readings for this course are available from our CTools website located at: [https://ctools.umich.edu](https://ctools.umich.edu). For access to the readings,
please click CTools in the left column of the course site. Only officially registered students will have access to CTools. If you have trouble logging on or navigating, please contact 764-4357. A copy of the coursepack can be borrowed for duplication at the SSW library and from the FAST office. FAST is located in Room 2708, SSW, and the telephone number is 734-763-3395. The email address is fast@ssw.umich.edu, office hours: 8:00am - 4:30pm.

Tentative Reading List and Class Schedule

Jan. 9  History of Adolescence
Modell, J. and Goodman, M. “Chapter 4: Historical Perspectives.” In Feldman, S. & Elliot, G. (Eds.)
Arnett, J. “Emerging Adulthood: A Theory of Development from the Late Teens Through the Twenties.”

Jan. 16  NO CLASS—MARTIN LUTHER KING JR. DAY
Adams, Jane, Spirit of Youth and the City Streets.
Arnett, J. “Learning to Stand Alone: The Contemporary American Transition to Adulthood in Cultural and Historical Context.”

Jan. 23  Theories of Adolescent Development I
Belkin, L. “The Making of a 8-Year Old Woman: How Do We Understand Early Puberty? Through the Prism of Our Times.”
Brooks-Gunn, J. and Reiter, E. “Chapter 2: The Role of the Pubertal Processes.” In Feldman, S. & Elliot, G. (Eds.)
Brownlee, S. “Article 4: Inside the Teen Brain: Behavior Can be Baffling When Young Minds are Taking Shape.”

Jan. 30  Adolescent Gender and Ethnic Identity Constructions

Tatum, B. “Chapter 4: Identity Development in Adolescence ‘Why Are the Black Kids Sitting Together in the Cafeteria?’”
Pollack, W. “Introduction: Listening to Boys’ Voices: Rescuing Ophelia’s Brothers.”
Pollack, W. “Chapter 1: Inside the World of Boys: Behind the Mask of Masculinity.”
Pipher, Ch. 1-2
Trans Gender - Selections from Sonnie text
Feb. 6  Adolescent Development and Familial Tasks


Owens, Queer Kids, Ch. 10, “Parental Acceptance”

Pollack, W. “Chapter 5: The Power of Mothers.”

Pollack, W. “Chapter 6: Real Fathers/Real Men: The Empathic Relationships of Fathers and Sons.”

Steinberg, L. “Chapter 10: Autonomy, Conflict, and Harmony in the Family Relationship.” In Feldman, S. & Elliot, G. (Eds.)

Feb. 13  Adolescent Sexuality, Peers, and Adolescent Development

Owens Chaps 1-4 (Becoming Lesbian, Gay and Bisexual)

Peters, A. “Isolation of Inclusion: Creating Safe Spaces for Lesbian and Gay Youth.”


Katchadourian, H. “Chapter 13: Sexuality.” In Feldman, S. & Elliot, G. (Eds.)


Midterm Presentations Begin

Feb. 20  Adolescent Development in Schools and Neighborhoods


Owens Chapter 5, Queer Kids. The special problems of Schools


Costello, J. et al. “History, Ideology and Structure Shape the Organizations that Shape Youth.”

Feb. 27 NO CLASS—SPRING BREAK

Mar. 13 Behavioral Theories
Lock, J. “Chapter 2: Disruptive Behavioral Disorders.” In H. Steiner and I. Yalom (Eds.),

Rew, Lynn (2005), Chapter 6-8, Adolescent Health: A Multidisciplinary Approach to Theory, Research, and Intervention.
- Risk, Vulnerability, & Problem Behavior
- Conceptualization of Resilience and Protection
- Theories of Social Cognition

Mar. 20 Externalizing Risk Behaviors: Substance Use, Adolescent Sensation Seeking, HIV Risk
Alter, J. “The War on Addiction.” Newsweek
Begley, S. “How it all Starts Inside Your Brain.”
Gordon, D. “The War on Drugs Goes to the Air.” Newsweek
Kalb, C. “Can the Pill Stop You From Hitting the Bottle?” Newsweek


Mar. 27 Externalizing Risk Behaviors: Youth Violence & Delinquency
Males, Mike. (1999). “Chapter 8: Myth: The Media Tell the Truth About the Youth.”
Steiner, Ch. 2 and Ch. 3
Pollack, 253-262
Goode, E. “Young Killer: Bad Seed of Work in Progress?”
-Jenson, J. and Howard, M. “Chapter 1: Prevalence and Patterns of Youth Violence.”
-Jonson-Reid, M. “Chapter 4: Child Abuse and Youth Violence.” In J. Jenson and M. Howard (Eds.)
-Potter, C. “Chapter 5: Violence and Aggression in Girls.” In J. Jenson and M. Howard (Eds.)
-Kids & Guns http://home.earthlink.net/~mmales/contents.htm
-Jensen, Youth Violence, Ch. 14

Pollack, W. “Chapter 13: Violence: Slay or Be Slain.”


Topic for Final Paper Due

Apr. 3 Internalizing Risk Behaviors: Depression, Eating Disorders and Suicide

Lock, J. “Chapter 4: Depression.” In H. Steiner and I. Yalom (Eds.),
Pollack, W. “Chapter 12: Hamlet’s Curse: Depression and Suicide in Boys.”
Hayward, C. and Collier, J. “Chapter 5: Anxiety Disorders.” In H. Steiner and I. Yalom
Steiner, H. and Matthews, Z. “Chapter 9: Psychiatric Trauma and Related Psychopathologies.”
Apr. 12  Thinking about Prevention and Interventions I


Steiner, Ch. 4 & 5
Scales and Leffert, Developmental Assets
Romer, Ch. 2 & 10
Pittman, Positive Youth Development
Mattaini, M.A. “Peace Power—The Science of Violence Prevention.”

Apr. 17  Thinking About Prevention and Interventions II


Final Paper Due April 19: Before 5pm