Article I. 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.

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.

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

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.

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.

**Required Texts:**

Addams, Jane, The Spirit of Youth and the City Streets. University of Illinois: Chicago


**C. Recommended Texts and Articles:**

Rew, Lynn (2005), *Adolescent Health: A Multidisciplinary Approach to Theory, Research, and Intervention*.


Kaplan, Elaine Bell. (1997). *Not our kind of girl: Unraveling the myths of Black teenage motherhood*.

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

White Oleander          Girl, Interrupted          This Boy’s Life
October Sky            The Virgin Suicides               Welcome to the Dollhouse
Boy's Don't Cry         The Best Little Girl in the World     What's Eating Gilbert Grape?
The Ice Storm            Basketball Diaries                   Thirteen
The Incredible True Story of Two Girls in Love
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.

E-Journal/My Adolescence

During the 1st day of class you will select 4 of 12 opportunities during this semester to submit case descriptions that are a reflection on your own adolescent development and behaviors and the readings for the week. 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. Case reflections must be posted to Dr. Joe drop box on the class CTOOLS website or emailed to him 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 the case description?
33% - Were “facts” from the readings effectively brought out in the case description?
33% - Were the relevant personal experiences clearly discussed in the case description?
1% - Did the writer discuss his or her favorite color?

Midterm Youth Development Project

The midterm assignment will involve working in teams to develop a written profile of two selected adolescent populations. Team members will jointly prepare a written description of their populations, incorporating an analysis of developmental issues, social contexts and concepts discussed in class as they relate to the selected adolescent populations. The paper should discuss disparities in developmental issues between the two populations. Tables should be developed and incorporated into the paper to illustrate the comparison between the two populations on at least three developmental issues. This paper should be no more than 10 double spaced pages and it should represent the combined work of all team members. More details about this assignment will be provided in class. The midterm project paper and group presentations will be due on February 20th. The written product will count for 20% of your final grade and the group presentations will account for an additional 10% of your final grade. (See grade distribution below.) Each team must submit a signed itemized record of what each member contributed to the paper and presentation (1 page max).

Final Paper

The final paper should focus on an adolescent behavior topic of interest to you. This paper should clearly present the behavioral problem and critically review the quality of previously published intervention studies designed to address the problem. An original intervention designed to address shortcomings of previous interventions should be proposed. 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. At least 7 class references must be included. The paper will account for 30% of your final grade and is due on or before April 24th. You may submit papers for comments prior to completing your final product.
from April 6th until April 10th. Paper grades will be dropped ½ letter grade for each day that the final paper is late. This assignment is divided into three phases, each with their own deadline.

**Phase 1:** Topics must be approved in advance and submitted by **March 13th**.

**Phase 2:** Intervention Critique Paper is due on **March 27th**.

Students will provide a written critique of at least two intervention articles relevant to final paper topic. This paper should include a brief description of the problem area, and an overview of each intervention. The integrated critique should address the following areas: 1) theoretical framework(s) used; 2) incorporation of developmental issues relevant to adolescents; 3) an awareness of gender and ethnicity concerns; and 4) an assessment of how the interventions could be improved. The critique should be approximately 3-5 pages long, typed and double-spaced.

**Phase 3:** Final Paper due on **April 24th**.

Your final paper should be approximately 10-12 pages in length excluding references, 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%

**Class Presentations and Participation**

Together, the e-journals and class participation will account for 30% of your final grade. In addition, several presentations will be made based on in-class group activities. Missed in-class activities can influence your final grade.

**Grades**

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

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<td>Mid-term Group Presentation</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 as pdf files from our CTools website located at: https://ctools.umich.edu/portal. For access to the readings, please click on the “Resources” and “Library Reserves” 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. The full text copies of the readings under “Library Reserves” can also be accessed under my name through MYRLIN and the E-reserves function. A copy of the readings will be made into a coursepack that can be borrowed for duplication at the SSW library.

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.
Tentative Reading List

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**


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 Identity Constructions**


Pollack, W., Chapter 1, “Inside the World of Boys: Behind the Mask of Masculinity.” *Real Boys: Rescuing our sons from the myths of boyhood*. 

Tatum, B. (1997), Chapter 4, “Identity Development in Adolescence”. Why Are the Black Kids Sitting Together in the Cafeteria?

Feb. 6 Adolescent Development and Familial Tasks


Feb. 13 Adolescent Sexuality

Owens R., Chapters 1-4. Queer Kids: The challenges and promise for lesbian, gay, and bisexual youth. pp. 1-81


Feb. 20 Adolescent Development and Peers


Midterm Presentations and Papers Due

Feb. 27 NO CLASS—SPRING BREAK
Mar. 6  Adolescent Development in Schools and Neighborhoods
Owens, R, Chapter 5, “The special problems of Schools”. Queer Kids: The challenges and promise for lesbian, gay, and bisexual youth.
Pollack, W., Chapter 10, “Schools: The Blackboard Jumble.” Real Boys: Rescuing our sons from the myths of boyhood.

Mar. 13  Behavioral Theories

Topic for Final Paper Due

Mar. 20  Externalizing Risk Behaviors: Substance Use, Adolescent Sensation Seeking, HIV Risk
Pipher, , Chapter 10, “Drug and Alcohol-If Ophelia were alive today”. Reviving Ophelia: Saving the selves of adolescent girls. pp 203-231.

Mar. 27  Externalizing Risk Behaviors: Youth Violence & Delinquency


Pollack, W. “Chapter 13: Violence: Slay or Be Slain.”. Real Boys: Rescuing our sons from the myths of boyhood.

Potter, C. “Chapter 5: Violence and Aggression in Girls.” In J. Jenson and M. Howard (Eds.)

**Intervention Critique due**

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


Pipher, , Chapter 8, “Within the Hurricane-Depression”. Reviving Ophelia: Saving the selves of adolescent girls. pp 146-165.


Pollack, W. “Chapter 12: Hamlet’s Curse: Depression and Suicide in Boys.” Real Boys: Rescuing our sons from the myths of boyhood.

**Apr. 10 Thinking about Prevention and Interventions I :**


Apr. 17 Thinking About Prevention and Interventions II


April 24 Final Paper Due: Before 12 pm