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.

**Recommended Journals:**

<table>
<thead>
<tr>
<th>Adolescence</th>
<th>International Journal of Adolescence</th>
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</thead>
<tbody>
<tr>
<td>American Journal of Public Health</td>
<td>Journal of Adolescent Health</td>
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<tr>
<td>American Psychologist</td>
<td>Journal of Adolescent Health Care</td>
</tr>
<tr>
<td>Child and Youth Care Quarterly</td>
<td>Journal of Adolescent Research</td>
</tr>
<tr>
<td>Child and Youth Services</td>
<td>Journal of Early Adolescence</td>
</tr>
<tr>
<td>Child Development</td>
<td>Merrill Palmer Quarterly</td>
</tr>
</tbody>
</table>
Required Texts:


C. Recommended Texts and Articles:


Required and some recommended texts will be on reserve at the Social Work Library

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

White Oleander
This Boy’s Life
The Virgin Suicides
Boy's Don't Cry
What's Eating Gilbert Grape?
Basketball Diaries
The Incredible True Story of Two Girls in Love

Girl, Interrupted
October Sky
Welcome to the Dollhouse
The Best Little Girl in the World
The Ice Storm
Thirteen
TENTATIVE CLASS SCHEDULE

(All readings appear in the schedule on the date they will be discussed in class)

Jan. 9

Introduction /Class Expectations
History of Adolescence: A Historical Perspective

Readings

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

MLK Birthday

Readings

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: Issues of Gender and Ethnicity

Readings

PDF Belkin, L. “The Making of a 8-Year Old Woman: How Do We Understand Early Puberty Through the Prism of Our Times.”
PDF Brooks-Gunn, J. and Reiter, E. “Chapter 2: The Role of the Pubertal Processes.” In Feldman, S. & Elliot, G. (Eds.)
PDF Brownlee, S. “Article 4: Inside the Teen Brain: Behavior Can be Baffling When Young Minds are Taking Shape.”
Jan. 30

_Theories of Adolescent Development II: Identity Construction_

Readings:

IYC Pipher, Ch. 1, 2


PDF 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.”


Feb. 7

_Adolescent Development and Families_

**JOURNAL DUE**

Readings


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.”

Feb. 13

_Adolescent Sexuality, Peers, and Adolescent Development_

Readings

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

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


Presentation: from the Office Of Lesbian, Gay, Bisexual, and Transgendered Affairs, will present on working with LGBT teens

Paper 1: Due

Feb. 20 Behavioral Theories

Student Presentation 1

Readings

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


CR Rew, Lynn (2005), Chapter 6-8, Adolescent Health: A Multidisciplinary Approach to Theory, Research, and Intervention.

March 6 Thinking about Prevention and Interventions I (we will switch March 6 and March 20 if we are going to the Neutral Zone on March 20. If we go to the NZ on March 20, we will do the “eating disorders” class today and the Thinking about Prevention and Interventions I class on March 20)

JOURNAL DUE

Student Presentation 2

6.
Readings

IYW Males, Mike. (1999). “Chapter 8: Myth: The Media Tell the Truth About the Youth.”


March 13  
**Looking at Psychosocial Stressors: Trauma, Poverty**

*Student presentation 3 (either do your own research or cover the readings from Feb. 7)*

Readings

IYC Pipher, Ch. 9


Paper 2 due

March 20  
**Thinking about prevention: Eating Disorders** (possible switch with March 6)

*Student Presentation 4*

Readings


March 27

Externalizing Risk Behaviors: Substance Use, Adolescent Sensation Seeking, HIV Risk

JOURNAL DUE

Student Presentation 5

Presentation: The High School Corner Health Center Troupe will be performing.

Readings:

IYW Alter, J. “The War on Addiction.” Newsweek

IYW Begley, S. “How it all Starts Inside Your Brain.”


IYW Gordon, D. “The War on Drugs Goes to the Air.” Newsweek


April 3

Internalizing Behaviors and Divorce

Student Presentation 6

Readings

CR Lock, J. “Chapter 4: Depression.” In H. Steiner and I. Yalom (Eds.),

Pollack, W. “Chapter 12: Hamlet’s Curse: Depression and Suicide in Boys.”


Pipher, Ch 8

Pollack, Ch. 14

Owens, Ch. 9

April 10 Schools and Achievement/Violence in Schools/Community

JOURNAL DUE

Student Presentation 7

Readings

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


Presentation: James Robert and Colleen Creal, a teacher and counselor at Pioneer High School, will speak about adolescents and the school experience

April 17 Thinking about Prevention and Interventions II

Student Presentations 8,9
**Readings**


Pipher, Ch 12,13 & 14

Owen, Chs. 11, 12

**Paper 3 due**

**Format of Course**

**General Overview**

This course will approach adolescent behavior and development from the three following perspectives:

1. **The current research** – students will be asked to read about and consider the latest research about adolescence. Most of the articles are research-oriented and provide extensive references to other current research into adolescence.

2. **The experiential** - students will be asked to explore their professional and personal experiences in working/living/interacting with adolescents. *Reviving Ophelia* and *Real Boys*, and *Queer Kids* incorporate many case histories and the authors’ experiences of the adolescents with whom they work.

3. **The personal** – students will be asked to reflect on their own adolescent development to facilitate deeper understanding of the issues. This personal exploration is meant to help students integrate their personal stories with their actual experience of adolescents and with the insights delineated in the research.
Grades

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

10% = Public Presentation
10% = Class Participation
20% = Paper 1
30% = Paper 2
30% = Paper 3

The fine print is for problems that hopefully won’t arise. But just in case, here are the rules: If more than two sessions are missed—whatever the reason—the grade will be lowered five points for each session over two unless the session is made up. To make up a session find out from other students what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three or more hours of effort. If you come to class after 5:30 or leave before 5:30, this will count as a half absence.

Small Group Public Presentations

Each small group will be responsible for:

1. Identifying a one or more of the readings that you will address in your presentation.
2. Deciding on your “setting” and your “audience” and your “occasion” (why you are presenting)

Example: Setting = school, Audience = teaching staff, Occasion = weekly in-service

3. Preparing a brief “character” sketch for your audience: how do you want us to act? Are we frustrated, curious, happy to be at the presentation, unhappy, etc. etc. This could simply be READ to us.
4. Presenting material that is specifically designed for your chosen audience. You may want to “script” some questions for audience members to ask you.
5. Facilitating a discussion (using discussion questions) which deepens the presentation.

Each presentation should be no longer than 30 minutes. During the 2nd class, you will be assigned a date for your presentation.

Your presentation should have specific learning objectives that include:
a. “terms” (actual terms from the readings);
b. “facts” (important facts you feel the class should remember); and
c. “principles of practice” actual practice principles revealed either in the video or in the readings. (example: “ treatment utilizing a multi-disciplinary approach works best with Eating Disorders”)

At the time of your presentation, I would like to get a copy of your hand-out(s) attached to a note from the group (signed by each individual) which states clearly what each individual did in preparation for the presentation.

Grades will be based upon the following:
33% - Were “terms” from the readings effectively brought out in the presentation?
33% - Were “facts” from the readings effectively brought out in the presentation?
33% - Were principles of practice clearly brought out in the readings?
1% - Did the presenters bring something good to eat and did I like it?
The Papers

The grading for each individual paper is spelled out in detail in the next section.

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. 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.

Paper #1 (Journal): Due on Feb. 7, March 6, March 27, April 10. No more than 2 typed pages (per journal entry), 20% of total grade

Each of your four journal entries should be a personal exploration of your own experiences as an adolescent in relation to the Readings. In at least 2 of your journal entries, please include responses to the Revolutionary Voices book. Since this is a personal paper, creativity is welcome.

This Journal entries will be assessed on the following criteria:
1. Did the writer clearly explore key issues in the readings?
2. Did the writer incorporate personal experiences and provide concrete examples from her/his own adolescence?
3. Did the writer clearly RELATE the issues from the readings to her/his personal experience?

Paper #2 (research-based perspective): Due on March 13, no more than 8-10 typed pages, 40% of total grade

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 10 class references must be included. Paper grades will be dropped ½ letter grade for each day that the final paper is late.

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 suggested intervention, a logical summary and conclusion?- 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: Was student able to synthesize the paper into a one-page informational sheet that is appropriate for parents? – 20%

Paper #3 (experiential perspective): Due on April 17, 4-6 typed pages, 20% of total grade

For this paper you are asked to:

12.
1) identify a teen population with whom you are unfamiliar, what barriers there have been to you becoming familiar with this population, the stereotypical misunderstandings of this population, and 3-5 areas of concern that the research-literature emphasizes for this population. Be sure to footnote any references you use when referring to the research.

2) interview at least one teen from this population (asking about his/her views of minority status, peers, school, work leisure, what motivates, frustrates, angers them. Who are their heroes, heroines?) preferably in a setting of the teen’s choosing – at school, Pinball Pete’s, a café, etc.

3) explore how your interviewee’s perceptions and experiences match up to (or contrast with) your understandings from the research.

This paper will be assessed on the following criteria:

1. Content: Did the writer include each of the paper’s required steps as listed above? Did the writer draw conclusions from comparing/contrasting her/his interviews with the findings in the research - 60%
2. Organization: Is the paper logically organized? Is information presented in a systematic and readable manner - 30%
3. Form: Is the grammar correct? Are there typographical errors - 10%