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 content 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 changes in adolescent thinking patterns and abilities that occur from pre-adolescence to late adolescence, theoretical perspectives on adolescent thinking, and within and between group differences and similarities in cognitive development. 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 topics such as different parenting styles and their impact on a variety of adolescent outcomes, the effects of changing family patterns on adolescent development, and the relative and changing influence of the family on 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 pre-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 psychosocial development issues that this course will address include adolescent identity, autonomy, achievement, and intimacy. Course material on identity will address the topics of self-esteem, self-concept, and the development of sex-role and ethnic identity. The section of this course on adolescent autonomy will include material on the development of various types of autonomy, moral development, and adolescents’ religious involvement and beliefs. The achievement segment of this course will explore adolescents’ achievement motives, the influence of family and peer environments on adolescent achievement, and the various domains in which adolescents seek achievement. The intimacy section will focus on changes in the nature of friendship during adolescence, same sex versus opposite sex friendships, and dating and romantic relationships.

The final section of this course will focus on adolescent psychosocial problem behaviors, such as alcohol, tobacco, and other substance use, violence, suicide, eating disorders, 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 to 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. **Course Design:**

This course will use a variety of strategies to promote student understanding of the course material, including lectures, small group discussions, group inquiry, debates, and written assignments.

Class attendance, in-class participation and keeping up with assigned readings are expected. Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>10%</td>
<td>Class attendance and in-class participation</td>
<td></td>
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<tr>
<td>10%</td>
<td>Self-Reflection paper:</td>
<td>2:10 pm, September 14, 2001</td>
</tr>
<tr>
<td>30%</td>
<td>Paper: Results of an interview with an adolescent</td>
<td>2:10 pm, October 5, 2001</td>
</tr>
<tr>
<td>40%</td>
<td>Literature Review</td>
<td>2:10 pm, November 9, 2001</td>
</tr>
<tr>
<td>10%</td>
<td>Paper: Application of personal theory</td>
<td>2:10 pm, December 14, 2001</td>
</tr>
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**Grading:**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>81-90</td>
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<tr>
<td>C</td>
<td>71-80</td>
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<td>Below 71</td>
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5. **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.

6. **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.

7. **Source Materials:**

   **A. Required Texts:**
   Feldman, S. Shirley and Elliot, Glen R. *At the Threshold: The Developing Adolescent*
   Gurian, Michael. *The Good Son: A Complete Parenting Plan*
   Pipher, Mary. *Reviving Ophelia: Saving the Selves of Adolescent Girls*

   **B. Optional Texts:**
   Pollack, William. *Real Boys*
   Pollack, William and Shuster, Todd. *Real Boys’ Voices*
   Shandler, Sara. *Ophelia Speaks*

   Other articles, chapters and relevant readings as assigned.

   **C. Recommended Journals:**
   *Adolescence*  
   *American Journal of Public Health*  
   *American Psychologist*  
   *Child and Youth Care Quarterly*  
   *Child and Youth Services*  
   *Child Development*  
   *International Journal of Adolescence*  
   *Journal of Adolescent Health*  
   *Journal of Adolescent Health Care*  
   *Journal of Adolescent Research*  
   *Journal of Early Adolescence*  
   *Merrill Palmer Quarterly*
### TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Sept. 7</td>
<td>Course Introduction/Class Expectations</td>
<td><strong>Readings:</strong> F&amp;E, Ch. 1</td>
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</tbody>
</table>
| Sept. 14| Developmental Phase of Adolescence Physical, Cognitive and Moral Changes | **Readings:** F&E, Ch. 2&3 
Pipher, Ch. 1 
Purian, Ch. 1 
Pollack, Ch. 1&2 |
|         | 1st Assignment Due (2:10 p.m.): Self-Reflection Paper                |                                               |
| Sept. 21| Developmental Phase of Adolescence Psychosocial changes; Motivation  | **Readings:** F&E, Ch. 4&12 
Pipher, Ch. 2, 3&12 
Pollack, Ch. 3&4 
P&S, Ch. 1 |
| Sept. 28| Developmental Phase of Adolescence: Identity                         | **Readings:** F&E, Ch. 5, 13&14 
Pollack, Ch. 9 
P&S, Ch. 2, 3, 18&24 
Shandler pgs. 190-199, 246-256 |
| Oct. 5 | Families As A System                                                 | **Readings:** F&E, Ch. 6&10 
Pipher, Ch. 4-6 
Pollack, Ch. 5&6 
P&S, Ch. 13&14 
Shandler pgs. 65-113 |
|         | 2nd Assignment Due (2:10 p.m.): Written Interview with an Adolescent |                                               |
| Oct. 12| Promotion of Healthy Development and Well-being: Prevention; Coping; Resilience | **Readings:** F&E, Ch. 15 
Pipher, Ch. 8-10 
Pollack, Epilogue |
Oct. 19  
Psychosocial Issues and Stressors: 
Violence  

**Readings:**  
Pipher, Ch. 11  
Pollack, Ch. 13  
P&S, Ch. 8, 10, 11&12  
Shandler, pgs. 257-278

Oct. 26  
Psychosocial Issues and Stressors:  
Peers; Relationships; Disabilities; Poverty  

**Readings:**  
F&E, Ch. 7 & 11  
Pollack, Ch. 7 & 8  
P&S, Ch. 5, 15, 16 & 23  
Shandler, pgs. 54-64

Nov. 2  
Psychosocial Issues and Stressors:  
Trauma; Loss; Divorce; Alcohol and Drugs  

**Readings:**  
F&E, Ch. 16  
Pipher, Ch. 10  
Pollack, Ch. 14  
P&S, Ch. 20, 21 & 22  
Shandler, pgs. 175-220

Nov. 9  
Psychosocial Issues and Stressors:  
Schools; Media; Work; Leisure  

**Readings:**  
F&E, Ch. 8 & 9  
Pollack, Ch. 10 & 11  
P&S, Ch. 6, 17 & 19  
Shandler, pgs. 3-10, 223-231  

**3rd Assignment Due (2:10 p.m.): Literature Review**

Nov. 11  
Internalizing Behaviors:  
Depression; Eating Disorders; Self-Injurious; Suicidal  

**Readings:**  
Pipher, Ch. 8 & 9  
Pollack, Ch. 12  
P&S, Ch. 9  
Shandler, pgs. 11-36, 232-245

Nov. 23  
NO CLASS – Thanksgiving Break
Nov. 30  
Externalizing Behaviors:  
ADHD; ODD; Conduct Disorder; Sex Offenders  

Readings:  
Articles

Dec. 7  
Transition: Late Adolescence to Adulthood  

Readings:  
Pipher, Ch. 12-14  
Gurian, Ch. 11  
P&S, Ch. 4

Dec. 14  
Final Assignment Due (2:10 p.m.): An Applied Paper