WINTER SEMESTER, 2014

COURSE TITLE: Adolescent Development and Behavior
COURSE NUMBER: 601
SECTION: Sec 01, Monday 9 am – 12 pm
CREDIT HOURS: 3
PREREQUISITES: HB 500 and HB 502 or permission of instructor
LOCATION: School of Social Work 2752

Co-Instructors
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Office Hours: Mondays from 12-1pm and by appointment
Phone: 734-763-6288

Course Description
This course will examine the individual, interpersonal, social 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 theory and phases of normal adolescent development; (2) the epidemiology, etiology, and theories of adolescent problem behaviors; (3) the extent to which development and behaviors vary across gender, ethnicity and socioeconomic status; (4) the ways in which these behaviors relate to normal adolescent development; and (5) 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.

**Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice:**
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

**Course Design**
The course will use an integrative learning approach. Students will conduct participant observation, conducts interviews and prepare a case study, and participate in a youth work team project. In consultation with the instructor, students will be divided into youth work team. Youth work teams will consist of 3 to 4 students that are established before the third class sessions. The youth work teams’ projects will be identified by the instructors and the students. Each team will be assigned a specific developmental challenge and conduct a thorough review of the scientific literature on the topic include the risk and protective factors, studies on the treatments that work to address the problem, and presenting the summary in a 15-minutes PowerPoint presentation.

Multiple pedagogical methods such as mini-lectures, participatory discussions, written assignments, student presentations, and role plays will be used. Youth worker guests from the community may be invited to present needs and discuss youth work practice with the class.

Students will access C-Tools for course-relevant readings, guidelines for project deliverables, and the document management of all youth work team projects.

Each course session will include a 1.5 hour lecture followed by project team work sessions. Scheduled work group consultation appointments will occur with the instructor during the second half of class.

**RELEVANT POLICIES**

1. **Religious Holidays**
Students who observe a religious holiday on the same day as class will have access to the class materials covered that day. Students are expected to notify the instructor if they plan to miss class. The official UM policy on religious holidays and a list of possible conflicts with classes can be found at:  [http://www.provost.umich.edu/calendar/religious_holidays.html](http://www.provost.umich.edu/calendar/religious_holidays.html)

2. Learning Needs and Disabilities

Students with specialized learning needs are requested to make an appointment with the instructor to discuss the necessary arrangements. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

3. Attendance

The School of Social Work attendance policy can be found in the Student Guide. Attendance is included in the grading rubric for this course. Students are expected to participate in lectures; youth work team meetings and project consultation appointments with the instructor. Your classmates depend on your attendance and active participation in class, and successful learning requires your personal investment in attendance and readings. Missed classes, even for legitimate and unavoidable reasons, tend to decrease participation grades, as well.

4. Deadline Expectations

Project assignments will be graded at three points during the semester according to the syllabus. All project assignments must be submitted by the last lecture. Assignments submitted more than two days late will be graded down one full grade (points are calculated by assignment) when the assignment is submitted late. Exceptions will need prior permission of the instructor.

5. Grading System

A 100-point system is used. At the end of the semester, the assignment points will be translated into letter grades according to the following percentage scale:

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
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<td>A-</td>
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<td>B+</td>
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<td>C+</td>
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<td>E</td>
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6. Incompletes

Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete with the instructor prior to the final weeks of class. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.

7. General Expectations and Format for Written Work

- You must use scholarly literature to support your presentation of material. You need to use multiple sources and synthesize them. Do not rely on direct quotations from your sources; instead summarize them in your own words.

• You may find it useful to have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is clear or not, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader. For assistance with writing, contact The Sweetland Writing Center, 1139 Angell Hall, (734) 764-0429; http://www.lsa.umich.edu/swc/contact.html

• All written documents should be properly formatted with 1 inch margins all around, include a title page, appropriate subheadings and page numbers.

COURSE ASSIGNMENTS

All student groups must complete the Required Assignments (indicated with R)

Assignment Grading

Both content and form will be considered in assigning grades. Though content is more heavily weighted in grade assignments, form and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in grade reduction. Each assignment will be given points. The criteria for assigning points are as follows:

1. Demonstrates mastery of subject content, critical analysis, creativity, and form.
2. Demonstrates mastery of subject content beyond expected competency. Evidence of critical analysis, originality, or form in the completion of the assignment is less evident.
3. Demonstrates mastery of subject content at level of expected competency – meets course expectations
4. Demonstrates familiarity with subject content, student learning, and potential for mastery of subject content. Significant improvement needed to meet course requirements and standards for professionalism.
5. Demonstrates minimal understanding of subject content but not adequate to meet course requirements or standards for professionalism.

R1. ONE HOUR PASSIVE OBSERVATION OF YOUTH ACTIVITY (15 points)

Purpose of the assignment: to observe adolescent behavior within the context of their everyday lives, and to link your observations to the class readings and lectures. Your paper should be double-spaced and no more than 5 pages in length, excluding references. Please use appropriate APA references and citations in your paper. Due February 11th.

What do I you have to do?

A. Select a setting of your choice in which you can clearly observe an adolescent’s behavior for a passive one-hour observation. Yes, you can chose to observe the adolescent participating in group interactions. Some example of settings can include but are not limited to a high school classroom or club, recreational center, arcade, bowling alley, the mall, youth shelter, residential living facility, teen night club (e.g., Crome Club, Whitmore Lake), pediatric clinic, or juvenile detention facility. Before
your observation, select at least 3-4 course readings from sections on “Adolescent Development” and use them to prepare for your observation.

B. Then in a paper be sure to respond to the following questions:

1. Describe the physical surroundings. To what extent did the adolescent physical context (1) reflect, (2) promote, and/or (3) detract from adolescent growth and development? Provide specific examples.

2. How did each of the 3-4 readings you selected prepare you for observing adolescent behaviors, activities, and relationships? What did they prepare you to watch for? How was what you observed consistent with or different from the main points of each of the readings you selected? How did behaviors you observed differ by teens’ race/ethnicity, gender, or sexual orientation?

3. In what ways did your observation remind you of your own experiences as an adolescent? Explain. Conversely, in what ways did you observe activities and interactions that contrasted with your own personal experience as a teenager?

How will this paper be graded?
The paper which account for 15% of your grade will be evaluated and graded on the following criteria:

1. **Content and Synthesis**: Did you present specific observations? Did you link your observations of adolescent behavior to the reading topics? Did you provide specific examples? Did you identify and discuss observations as they related to at least one of the following: gender, race/ethnicity, sexual orientation? 80%

2. **Organization and form**: Is the paper well-organized, with appropriate use of headings and sub-headings? Is information presented in a systematic and readable manner? 20%

R2. **CASE STUDY (30 points)**
The case study of an adolescent’s perspective of what it means to be a teenager of the current generation as well as their emotional regulation (e.g., sadness, anger, happiness) and development will allow you to learn to look closely at a developing adolescent and to link what you learn from observations and interviews to the readings you are doing on adolescents’ social, emotional, moral, physical, and cognitive development. The goal is for you to understand his or her thinking and learning, factors related to his/her self-esteem, sense of identity-related goals, commitments, and aspirations; relationships; and activity involvement and behaviors as he or she develops and matures in the social landscapes of the family, school, peer group, and community.

In this course you will be developing inquiry techniques related to the case study. The written case study itself will link your observations and analyses about the student you study to the readings you have been doing. You will also have the opportunity to have your final case study reviewed by a peer and a faculty member before completing the final version. Initial drafts of the case study will be due February 25 to your peer case reviewer. You will also receive a case to review on that date. On March 11, case conferences will be held during class so that you give feedback to the colleague whose case you have reviewed and discuss your own case with during
the designated for consultation with Professor Joe. Revised case studies are due by March 25 or before the end of winter term with permission of the instructor (30% of grade).

R3. YOUTH WORK TEAM PROJECT (50% Grade)

This activity requires you to (1) prepare an in-class multi-media presentation depicting a particular developmental challenge/risk behavior, and an innovative proposal for how you would address, solve, or intervene upon the situation. The presentation should highlight disparities (e.g., age, racial, gender, SES). The presentation and solutions should be theoretically or empirically well supported by the existing research or theoretical literature. This presentation should be no more than 15 minutes and will begin on April 1st. Submit your final presentation at the beginning of class (slide notes are acceptable if legible) when presenting. (2) Each youth work team will interview two professional youth workers with a minimum of five years of experience working with the developmental challenge/risk behavior selected by the team. (3) Complete a self and peer evaluation form as evidence of your contribution to the project and the contributions of each of your group members.

In-Class Presentation (15 points): The in-class presentation should clearly present your adolescent behavioral problem and critically review the literature on the micro (e.g., intrapersonal, interpersonal), meso (e.g., community, family), and macro level (e.g., societal, institutional) factors associated with (“causes”) the problem. It should then describe and discuss the quality of prior attempts to address the problem (what’s been done in the past? How effective, or not, have these interventions been in solving the problem? What are the shortcomings of previous interventions? Have they neglected attention to certain groups defined by race/ethnicity, gender, class, sexual orientation?). Use published reports of evidence-informed interventions. Finally, you will propose an original intervention that is designed to overcome the shortcomings of previous interventions. Your proposed intervention should demonstrate your knowledge of important theoretical, developmental, gender, class, race/ethnicity, and sexuality concerns. The multi-media presentation can and should include some or all of the following: video, audio, powerpoint slides, hand-outs, brochures.

In preparing the class for your presentation, identify 5-10 scholarly articles (no more than 10 years old) related to your topic (totally no more than 25 pages) and post them on the course CTools site no later than the week prior to your in-class presentation date. Consult with the course instructor prior to posting and assigning the readings for your presentation (15 points).

The group project and deliverables will be evaluated and graded on the selection of appropriate scholarly articles, and reflection of these articles content in the in-class presentation.

Professional youth worker interview (20 points)
At its simplest, core competencies are the unique underlying skills, principles and values, and knowledge. Each youth work team will interview two professional youth workers with a minimum of five years of experience working with the developmental challenge/risk behavior selected by the team to identify the core competencies of an effective youth worker in this
field. A final 2-3 page case profile of an effective youth worker that details the core
competencies must be prepared. Due April 8.

Self and Peer Evaluation (5 points each)
Part of being a youth worker, and a social worker generally, involves evaluating and providing
honest and critical feedback regarding one’s own as well as other colleagues’ job performance.
Self and peer evaluations are used for the purposes of improving an agency’s or institution’s
ability to provide comprehensive and high quality services. Therefore, as part of this
assignment you also are required to complete an evaluation for each member of your group,
including yourself. All evaluations will be submitted directly to the course instructor. No
group members will see your specific comments. The instructor will use the self and peer
evaluations in assigning each student’s grade for the group project. You also will receive a
grade for yourself and peer evaluation. The self and peer evaluation will be evaluated based
on the comprehensiveness (offered both positive and constructive feedback that you and
group members could use to improve future performance.) and usefulness (provided
adequate information to assist in grading your and each student’s contribution to the final
group project and presentation. This is due a week after all team deliverables are ready
for grading or by April 22nd.

Student groups can select from the list of Optional Assignments (indicated with O)

O1. Formal Document (25 points)
Based on the youth team group project develop a formal document. The formal document
should take the form of a grant proposal, white paper, or executive summary. Similarly, the
document should present the behavioral problem and describe the scope and significance of
the problem – who is affected? Are differences in experiencing the problems observed across
groups defined by race/ethnicity, gender, class, or sexual orientation. The document should
summarize what efforts have been made to address the problem, and the extent to which
these efforts were successful or not. Research and references to the literature should be used
to substantiate the scope and significance of the problem, and the interventions that have
addressed the problem.

O2. Development of a data collection tool (10 points)
Students will design a survey, interview protocol, or observation tool for their project in
accordance with the case study or professional youth worker interview.

O3. Data collection (10 points)
Students will collect new data in accordance with the youth work project plan. This could
include the administration of surveys, facilitation of focus group, interviews, case file
extractions, OR evaluation observation. This does not include the observation or case file.

O4. Data entry and analysis (15 points)
Students will interview verbatim for qualitative data analysis. The data will be analyzed
using a qualitative technique and software (as needed). The will perform a preliminary
analysis and present emerging themes will be generated to answer key developmental
concerns or youth worker core competency questions.

O4. Research paper (15%): Think of a question about adolescent development that can be
addressed through adolescent developmental research literature, or an issue that is being
debated in the research. Using primary source journal articles, present the evidence to support your own view. You should address other possible explanations/counter-arguments to your position. A strong, well-grounded thesis, good use of research literature, and clear, correct writing will be rewarded. Use APA style formatting. Approximately 5 pages.

05. Natural observation of teenagers (30%): Find several different groups of teenagers..... at the mall, the subway station, hanging around the high school, or wherever you can find some. Observe their social interactions with each other and with the other people around them, the language they use, their appearance, their gender and ethnic make-up, and the activities they are doing. How are the various groups you observe the same and how are they different? What context are the teenagers in when you observe them, and how might they act differently in a different context? Write a paper that includes a detailed account of your observations, as well as a discussion of what you learned that integrates information from the course (especially about peer relations, but you may also include cognitive development, moral development family relations, gender, cultural and ethnic issues, etc.).

06. Interview and questionnaires about identity formation and storm and stress, data compilation, and write-up (20%) Find one male and one female adolescent to interview. You should start thinking about who to interview early in the semester. I will provide you with the interview questions and questionnaires, which are about identity development and storm and stress. You will then enter the information you gathered into a spreadsheet to share with the group (although the name and any identifying information about your adolescent will remain confidential), and we will be able to compare information. Another adolescent development class at another university will also pool information with us. You will do a brief write-up that includes an analysis of your particular adolescents (a case study report), a study of the pooled, group data, a critique of the research methods we used, and an integration of class material. This assignment will allow you to compare different methods of adolescent research—questionnaires, interviews, the case study method—and make recommendations about the best ways to do research on adolescence.

07. Popular press book report (15%) Many, many popular psychology books have been written about adolescence. Instead of assigning one or two to the entire class, I decided to let you each choose one to read this semester. Each student in the class will be assigned a different book (). I will save time in the last two sessions for each person to present his or her book to the class. You should summarize the main ideas in the book for the class, and should also offer a critique of the book. Is it worth reading? How did they research their theory? Do you agree with the major claims presented in the book?
LECTURES: Date, Topics and Readings
All readings are available in the course c-tools site in the READINGS folder.

Lecture 1, January 13th  Introductions & History of Adolescence
Topics: Introduction to course expectations, overview of history of adolescence (compared to intervention science), evaluation at the program level, types of evaluation, review of student experiences and interests.

Review Course Outline
Review Assignments
Review Readings (No Text Book)

Lecture : Youth Work Framework (Assess students work interested and link to importance of course countent)
History of Adolescents as a Field of Study
Adolescence in Biological and Social Phenomenon
Life Span Perspective (Different Age Groups)

Lecture 2, January 20th  NO CLASS—MARTIN LUTHER KING JR. DAY

- Modell, J. and Goodman, M. “Chapter 4: Historical Perspectives.” In Feldman, S. & Elliot, G. (Eds.)
- Adams, Jane , Introduction & Chapter 1, Spirit of Youth and the City Streets.
- Arnett, J. “Learning to Stand Alone: The Contemporary American Transition to Adulthood in Cultural and Historical Context.”

Lecture 3, January 27th  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.”
- Brownlee, S. “Article 4: Inside the Teen Brain: Behavior Can be Baffling When Young Minds are Taking Shape.”

Lecture 4, February 3th  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?

Lecture 5, February 10th  Adolescent Development and Familial Tasks
• Pollack, W. “Chapter 5: The Power of Mother's.” Real Boys: Rescuing our sons from the myths of boyhood.
• Pollack, W. “Chapter 6: Real Fathers/Real Men: The Empathic Relationships of Fathers and Sons.” Real Boys: Rescuing our sons from the myths of boyhood.

Lecture 6, February 17th  Adolescent Sexuality
• Owens R., Chapters 1-4. Queer Kids: The challenges and promise for lesbian, gay, and bisexual youth. pp. 1-81

Lecture 7, February 24th  Adolescent Development and Peers

March. 3th  NO CLASS—SPRING BREAK

Lecture 8, March 10th  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.


Lecture 9, March 17th  Behavioral Theories


Topic for Final Youth Work Team Paper Due

Lecture 10, March 24th  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.

Lecture 11, March 31st  Externalizing Risk Behaviors: Youth Violence & Delinquency

GROUP 1 School to Work Transition

GROUP 2 Youth Violence, Delinquency, and Crime


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

Lecture 12, April 7th  Internalizing Risk Behaviors: Depression, Eating Disorders and Suicide

GROUP 3 Mental Illness (Depression and Suicide)
GROUP 4 Health and Well Being (Eating Disorders and Obesity)

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

Lecture 13, April 13th  Thinking about Prevention and Interventions I

GROUP 5 Neurological Disorders and/or Brain Injury/Physical Trauma (e.g., accidents)
GROUP 6 Youth Health Risk Behaviors (e.g., Sexually-Transmitted Disease/HIV)


Lecture 14, Thinking About Prevention and Interventions II