Adolescent Development and Behavior  
SW 601, Winter 2015, Section 001  
Monday 9:00 a.m. to 12:00 noon  
Instructor: Anne B. Segall, LMSW, BCD  
e-mail: absegall@umich.edu  
Office hours by appointment  
Course location: 2752 SSWB

Course Description  
This course will examine the biological, psychological, interpersonal, and contextual changes and behaviors that characterize 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.

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 up to the transition to emerging adulthood are biological, cognitive, psychological, 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 emerging adulthood. The social contexts that are central to the development of most adolescents include family, peers, schools,
neighborhoods, 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 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. The course will explore neighborhood effects on developmental tasks, transitional outcomes, and behavioral risk and resiliency. 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, as well as positive youth development.
Course Objectives

Upon completion of the course, students will be able to: 1. Specify the key developmental issues, tasks, and conflicts during the stages of adolescent development and how these are influenced by social contexts. (Practice Behaviors 4.IP, 4.CO, 4.SPE, 4.MHS, 7.IP, 7.SPE, 7.CO, 7.MHS) 2. Identify and describe biological, psychological, and social changes that characterize normative development specific to the various stages pre-adolescents and adolescence through the onset of emerging adulthood. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS) 3. Critique and evaluate various theories of development and behavior from a multicultural perspective and a social justice perspective. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS) 4. Specify how risks, protective and promotive factors contribute to youth safety, mental and physical health, security and well-being. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS) 5. Describe the transactional relationship between a child or youth's development, their environment, and any influencing historical or cultural inequities that may be at work. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS) 6. Specify how history, culture, group memberships and social positions within society (ascribed and earned) shape youths' and families' perceptions, attitudes, cognitive processes and actions. Recognize the roles in development and family relationships played by the diverse dimensions: ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS) 7. Critically examine the influences of interpersonal, community, governmental, societal, and cultural forces from the perspective of how these forces promote or disrupt privilege, oppression, diversity and social justice for children, youth and their families. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS) 8. Discuss ethical dilemmas that may arise for social workers engaged in working with children and youth and their families at the various levels of practice and across the various stages of development. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS)

Course Design

This course will use a variety of strategies to promote student understanding of the course material, including lectures, guest speakers, weekly reflective papers, small group discussions, group inquiry, debates, and written assignments. Assignments may include observations of youth, developing learning portfolios, critical analyses of empirical research, empirical based interventions, and applications of research findings to youth-focused interventions.
Theme Relation to Multiculturalism & Diversity
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.

Theme Relation to Social Justice
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.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
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.

Theme Relation to Behavioral and Social Science Research
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 to SW Ethics and Values
Human development and behavior throughout the life-course is so profoundly impacted by environmental and social conditions, 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. Additional emphasis will be on the critique and evaluation of various
developmental and behavioral theories from a multicultural perspective and a social justice perspective. This course will also consider potential ethical dilemmas may arise for social workers working with adolescents and families. The impact of social conditions and social policy and the need for macro and micro intervention to improve the lives of adolescents will also be addressed.

**Intensive Focus on PODS**

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.

**Summary of Assignments and Evaluation**

Final Grade Criteria
The final course grade will be determined by the following numerical scheme:

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<th>Points Earned</th>
<th>Grade</th>
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<tr>
<td>99-100</td>
<td>A+</td>
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<tr>
<td>94-98</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<td>86-89</td>
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<td>83-85</td>
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<td>80-82</td>
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<td>77-79</td>
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Martin Luther King Day Reflection Paper
(10 points)
Please write a reflective paper which discusses your experiences and reactions to racial, ethnic, religious or social prejudice during your adolescence. Address what personal meaning this may have had for you. Did the observance of MLK day make you aware of prejudice. Did the educational programs during MLK Day provide a framework for understanding prejudice and its consequences? You may discuss this in the context of family, friends, school, community, and your own identity. What aspects of adolescent development influenced your reactions? This paper should be 1 to 3 pages and is due January 26, 2015.

Small group clinical vignette presentations:
(30 points)
Each student will participate in a small group presentation of a clinical vignette. The group will consist of 4 students and will be responsible for leading class discussion of an adolescent whose story emphasizes a particular developmental issue or theme. These themes include identity and ethnicity and race, the effects of poverty and oppression, family relationships, peer relationships, school and community, externalizing behaviors and substance use.

The presentation group is encouraged to elaborate certain issues specific to adolescent development by offering additional material or research. Further, the group will formulate questions for the class to consider in discussing the vignette. All groups may consult with the class instructor about the framework for discussion prior to their presentation.

All students in the class will read the clinical vignette in advance of the presentation.

Take home exam:
(30 points)
The take home exam will be distributed on February 16, 2015 and will be due the following week, February 23, 2015. This test will include material covered from Class 1 to Class 6. The test will use short answer and essay format. Source material should be referenced in standard APA style. All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Answers should be summarized in your own words and demonstrate an integration and synthesis of readings and class discussion.
Research Assignment – Concept Paper
Choose a concept or topic discussed in lecture or readings which you
would like to know in greater depth. For example you may write about the
context of a particular culture and its effect upon adolescent development;
adolescence and eating disorders; adolescence and grief; the impact of
ethnicity, culture, race, gender, poverty as contexts for health and illness.
In this paper, present an overview/definition of the concept you have
chosen drawing from research literature. Discussion of the complementary
or conflicting theories, research and explanations should be included.

Or, you may discuss a case of an adolescent client with both categorical
and descriptive analysis and discussion. This paper should include a
biopsychosocial assessment, review of the literature on the diagnosis and
on risk and protective factors. Include epidemiology (how common does
this disorder occur and what groups are at greatest risk), etiology (what are
the major biopsychosocial theories/explanations for the cause(s) of
disorders), clinical features and differential diagnosis, sociocultural
influences. Please disguise your case material by using pseudonyms and
otherwise avoid identifying information to protect confidentiality.

Please see me for the biopsychosocial outline to be used for the
assessment. All students who wish to do this assignment must have
received prior approval.

For the research assignment you must read at least 8 references regarding
the concept or clinical discussion. You may use electronic journals,
scholarly and research journals, book chapters and clinical texts. Do not
use websites, Wikipedia or other popular media discussions of the
topic. Please use APA standard manuscript writing. Your research
citations can be noted at the end of the discussion of the topic, and then
cited in the bibliography. Please use introductory and concluding
paragraphs, an overview and definition of your topic, discussion of
research and current theory, summarization and analysis of your findings
and implications for social work practice.

Extra Credit: Movie review
(up to 5 points)
Select a movie that portrays adolescent experience and discuss the
particular developmental issues elaborated in the movie. The movie can
be fictional or non-fictional portrayal of an individual. Comedies are not
allowed. The ideal film is one that offers at least a somewhat realistic
portrayal, even if it has some flaws or inaccuracies.
Examples include:
White Oleander          Girl, Interrupted
This Boy's Life          October Sky
The Virgin Suicides      Precious
Ordinary People          Finding Forrester

Texts and Course Materials:
This course will draw from various books and articles. The primary text is Jeffrey Jensen Arnett's *Adolescence and Emerging Adulthood*, 5th ed., 2013. This text can be found at local bookstores or ordered online where good, used books may be purchased.

Articles and class lecture power points can be found at SW 601 ctools.

Course policies:

Attendance:
Students who miss more than 2 classes will receive a full letter grade deduction. This policy will be modified for students only under exceptional circumstances. Students should refer to a peer for missed material due to tardiness or an absence or contact me after class to review what was missed.

Academic integrity:
All students are expected to know and comply with the academic integrity policies of the University of Michigan and School of Social Work. Please see the Student Code of Academic and Professional Conduct in the Student Guide to the Master’s in Social Work Degree Program. [Student Code of Academic and Professional Conduct](http://www.ssw.umich.edu/studentGuide/).

Other useful resources include the University Library and CRLT web resources on academic integrity at [http://www.lib.umich.edu/acadintegrity/](http://www.lib.umich.edu/acadintegrity/) and a web brief guide to APA style at [http://wwwold.ccc.commnet.edu/apa/4](http://wwwold.ccc.commnet.edu/apa/4).

All suspected violations will be referred to the Associate Dean for Educational Programs and may result in disciplinary action.
Class participation and learning environment
Class participation is essential for a constructive, dynamic learning environment. Learning is enhanced by engagement, inclusion and open dialogue. We all come to this class with various experiences, skills and values and thus it is important that this diversity be respected as we offer opinions and perspectives.

Class schedule and readings:

**Class 1: January 12, 2015**
Introductions
- Review course outline, assignments and readings.
- Group formations for vignettes

History of Adolescence
Developmental Theory and Biopsychosocial Paradigm

Frame for Study: Attachment Theory and Developmental Tasks

**Class 2: MLK Day**
No class
Reflections on prejudice during adolescence.
Due January 26, 2015

**Class 3: January 26, 2015**
Attachment and Adolescence
Neuroscience of Human Relationships
Readings:
Brandell, J & Ringell, S. *Attachment and Dynamic Practice*. pp. 135-157. In ctools

Suggested Sources:

Class 4: February 2, 2015
Biological Transitions:
Puberty
The Brain
Cognitive Development

Readings:
Arnett. Chapter 2 & 3

Suggested Sources:

Please refer to bibliography on puberty in ctools SW601 Resources file.

Class 5: February 9, 2015
Identity and Psychosocial Development
   Sense of self and identity development
   Autonomy and affiliation
   Moral Development

Group 1 Presentation:

Reading: Arnett, Chapter 6.
Class 6: February 16
Adolescent Sexuality and Gender Identity

Sexuality and Attachment

Guest presenters: Ruth Ellis Center, Detroit, Michigan
Sexual orientation and gender identity in adolescence.
Best practices for assisting LGBTQ adolescents.

Reading: Arnett, Chapter 5 & 9


Choose one or more article from special edition.

Suggested Sources:


TAKE HOME TEST DISTRIBUTED. DUE ON FEBRUARY 23, 2015.

Class 7: February 23
Family Relationships
  Transformations in Family Relations
  Parenting Styles
  Sibling Relationships
  Divorce and Conflict

Readings:
Arnett Chapter 7

Suggested Readings:
Blaustein, Margaret E. & Kinniburgh, Kristine M. (2010)
Treating Traumatic Stress in Children and Adolescents: How to Foster 
Resilience through Attachment, Self Regulation, and Competency.

Family violence.” In Working with Traumatized Youth in Child Welfare. 
Webb, N.B (ed.) 

Vignette Presentation 2

**Take Home Test Due.**

Spring Break

**Class 8: March 9, 2013**
Social Transitions and Effects of Poverty and Oppression on 
Adolescent Development.

Guest Speaker: Dr. Michael Spencer

Vignette 3 Presentation.

Required Readings: To be announced.

**Class 9: March 16, 2015**
Peer Relationships and Adolescents and Social Media

Required Readings:
Arnett: Chapter 8 & Chapter 12

Saleh, Fabian., Feldman B., Grudzinskas., Albert, Simha,E.R., & 
Cody, R. “Cybersexual Harassment and Suicide” in Adolescent 

peer group identification and characteristics: A review of the 
literature. Addictive Behaviors

Vignette Group Presentation #4
Class 10: March 23, 2015
School and Community

Required Reading: Arnett, Chapter 10

Guest speakers: Kia, Alissa Little and Yatesha Robinson
Social Workers from Girls Group.

Vignette Group Presentation #5

Class 11: March 30, 2015
Relational Trauma, Depression and Suicide
Presentation of “Sophie”
Internalizing Behaviors

Required Reading:


Class 12: April 6, 2015
Resiliency and Externalizing Behaviors
Required Reading:
Arnett: Chapter 13

Class 13: April 13, 2015
Substance Use during Adolescence
Required Reading:
To be announced

Class 14: April 20, 2015
Treatment Interventions

To be announced.