1. Course Description
This course will examine adolescent development and the transition to adulthood from a lifespan, interdisciplinary and cultural perspective. We 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.

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 theoretical perspectives on adolescent thinking, and changes in 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.

3. 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)

4. **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.

5. **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.

6. **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.

7. **Course Design**

The course will use an integrative learning approach. Students will be involved in a student collaborative team project which includes a group presentation, student-led discussion, passive observation, and semi-structured interview. Students will also be required to complete a book review and final paper on adolescent development and behavior. All of these assignments will be completed in consultation with the instructor. Each student collaborative will consist of 3 to 4 students and will be established in the second class sessions. Each team will be assigned a
specific developmental challenge and conduct a thorough review of the scientific literature on
the topic and complete a group presentation, student led discussion, passive observation and
semi-structured interview report with each group member. Students will also be required to
complete a book review and final paper on an individual basis.

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 the student collaborative team project.

Each course session will on average include a 1.5 hour lecture followed by a student group
presentation and student-led discussion. There will be occasional lectures led entirely by the
instructor, a course film, and an online lecture which will deviate from the average course
schedule. The instructor will speak in more detail about these deviations as the dates get closer
throughout the course of the semester.

8. 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) 3000. 763-3000.

9. 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
and the student collaborative team project assignments in consultation 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.

10. Assignments and 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 based on the percentage of the course total based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Superlative mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which excellence in these skills are demonstrated.</td>
</tr>
<tr>
<td>B+</td>
<td>Mastery of subject content beyond expected competency, but has not</td>
</tr>
</tbody>
</table>
demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

**B**  **Mastery of subject content at level of expected competency – meets course expectations**

**B-**  Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

**C or C-**  Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

**D**  Minimal understanding of subject content with little room for improvement.

**E**  Student has failed to demonstrate minimal understanding of subject content.

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

\[
\begin{array}{cccc}
A+ &=& 100\% - 97\% \\
A &=& 96\% - 94\% \\
A- &=& 93\% - 90\% \\
B+ &=& 89\% - 87\% \\
B &=& 86\% - 84\% \\
B- &=& 83\% - 80\% \\
C+ &=& 79\% - 77\% \\
C &=& 76\% - 74\% \\
C- &=& 73\% - 70\% \\
D &=& 69\% - 75\% \\
E &=& \text{less than} \ 65\%
\end{array}
\]

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Percentage</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Student Collaborative Team Project</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Group Presentation &amp; Student Led Discussion</td>
<td>Ongoing</td>
<td>20%</td>
<td>One Hour</td>
</tr>
<tr>
<td>- Passive Observation</td>
<td>Feb 10th, 2015</td>
<td>10%</td>
<td>4-5 Pages</td>
</tr>
<tr>
<td>- Semi-Structured Interview</td>
<td>Apr 7th, 2015</td>
<td>20%</td>
<td>6-7 Pages</td>
</tr>
<tr>
<td>Book Review</td>
<td>Mar 10th, 2015</td>
<td>15%</td>
<td>4-5 Pages</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Apr 28th, 2015</td>
<td>25%</td>
<td>10 page Paper</td>
</tr>
</tbody>
</table>

**Deadline Expectations**
Late assignments 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.

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.

- All papers must be typewritten and double-spaced using a 12-point font and one inch margins. APA style must be used for your papers, including proper headings and citations.

- 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.

Schedule of Class Sessions & Assignments
January 13 (Session 1): History of Adolescence and Biopsychosocial Overview
Course overview, assignments, grading, expectations, etc. Overview of the history of adolescence. Overview of the biopsychosocial perspective we will take towards adolescent behavior and development throughout the course.

Introductions
Course Overview

Ctools Readings:

January 20 (Session 2): Theories of Adolescent Development
What theoretical frameworks are used in the study of adolescence? Has there been change over time in the salience of certain frameworks compared to others?

Overview of Course Assignments
Student Collaborative Team Project Formation

Ctools Readings:

Recommended Readings:

January 27 (Session 3): Biological & Cognitive Transitions
Examination of the biological and cognitive changes that happen during adolescence. What role does puberty have on adolescent development? What is the psychosocial impact of the timing of puberty?

Ctools Readings:


**Recommended Readings:**

**February 3 (Session 4): Identity Construction**

How does racial, ethnic, and gender identity develop during adolescence? What is intersectionality? How can it be applied to adolescence?

**Ctools Readings**

**Recommended Readings:**

**February 10 (Session 5): Family Relationships & Intro to Qualitative Data Analysis**

Exploration of the role family plays in the development of the adolescent. How does the adolescents’ relationships with parents and siblings change over time?

**Passive Observation Due**

**Ctools Readings:**

Recommended Readings:

February 17 (Session 6): Sexuality & Thematic Analysis

Examination of the development of sexuality. LGBT sexuality development will also be explored. How does the process of sexual development change for the individual and those in the individual’s context?

CTools Reading:

Recommended Readings:
February 24 (Session 7): Peers & Qualitative Article Overview
Exploring the increasing influence of peers and the waning influence of parents. Examining the potential positive and negative impacts of peers on behavior and development.

Film: Mean Girls

CTools Readings:

Recommended Readings:

March 3 (Session 8): No Class Spring Break

March 10 (Session 9): Schools and Neighborhoods
What impact do schools and neighborhoods have on adolescent behavior and development?

Book Review Due

CTools Readings:

**March 17 (Session 10): Internalizing Behaviors: Mental Health & Substance Abuse**

What is internalizing behavior? What are the services available to those with internalizing behavior? What are the challenges of service delivery?

**CTools Readings:**

**March 24 (Session 11): Externalizing Behaviors: Youth Violence & Delinquency**

What is externalizing behavior? What are the services available to those with externalizing behavior? What are the challenges of service delivery?

**CTools Readings:**

**March 31 (Session 12): Employment, Media & Free Time Use**

How does work, structured activities, and use of free time make an impact on adolescent development?
CTools Reading


Recommended Readings:


April 7 (Session 13): Risk, Resilience, & Positive Youth Development

What is risk taking and why is it increased during adolescence? What makes one “at-risk”? What makes one “resilient”? How can one explain the mechanisms of risk and resilience?

CTools Reading


Recommended Readings:


**Semi-Structured Interview Due**

**April 14 (Session 14): Prevention & Intervention**

Effective prevention and intervention strategies for at-risk adolescents. Exploring the difference between evidence-based and promising practice approaches.

**CTools Reading**


**April 21 (Session 15): Transition to adulthood**

This last session will give an overview of the themes discussed on adolescent behavior and development with implications for the transition to adulthood.

**CTools Reading**


**Final Exam due 4/28 by 11:59pm on C-tools.**