Adolescent Development and Behavior
SW 601.001
Winter Semester, 2016
Mondays 9-12pm, 2752 SSWB
Colleen E. Crane MSW, LMSW
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Office hours: Mondays 8:00-9:00am, 12:00-2:00pm, and 5:00-6:00pm. Or by request.

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 preadolescence 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

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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 preadolescents 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 7.IP, 7.SPE, 5.CO, 5.MHS) 4. Specify how risks, protective and promotive factors contribute to youth safety, mental and physical health, security and wellbeing. (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 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 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 wellbeing, 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.
Class Requirements:

Class Participation

Student attendance is expected at every class session, and attendance will be taken. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. **If you are absent for more than 1 class, you will need to contact me to complete a make-up assignment for any additional missed classes.**

I hope that all students will work with me to create and foster a learning environment that promotes professional socialization, respectfulness, and broadens our mutual awareness of human differences and diversity. Questioning and disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect. Class participation, based upon your attendance and the instructor’s assessment of your contributions, **will be worth 10% of your grade.**

Required Readings


All required readings are to be completed prior to the class session for which they are assigned. Required readings will be found in the textbook and in the Files section of the CANVAS site for this course. The reading assignments are outlined in this syllabus.

Written Assignments

All written assignments are to be presented with a title page on which you are to include the title of the paper, the course and section number, the date on which it is being submitted, and your name and UM ID#. All papers are to be word processed, 1.5 spacing, using a 12-point font. All papers will be submitted online through CANVAS no later than 11:59pm of there due dates.

All papers are to use proper grammar and bibliographic style. The suggested style to be followed is APA, [http://www.apastyle.org/](http://www.apastyle.org/). A link to OWL Purdue is also on CANVAS. If you need more formal assistance with your writing you can contact the SSW Career Services Office in Room 1696 (734-647-2544, Michelle Woods at micwoods@umich.edu) or the Sweetland Writing Center ([http://www.lsa.umich.edu/swc/grads/support/](http://www.lsa.umich.edu/swc/grads/support/), 734-764-0429) for assistance in writing and referencing.
**Group Presentation and Reflection:** Students will choose a group of 5 students and together you will design a multilevel intervention for a particular teen or teen cohort. You will have 30 minutes for your in-class presentation. The presentation should be in PowerPoint or Prezi form and should include: 1) A description of the teen or teen cohort, including relevant demographics, family and/or relational systems. 2) Presenting problem: 3 levels. 3) Current trends or helping philosophy. 4) Proposed intervention: 3 levels. A copy of the presentation will need to be turned in the day your group presents.

Your reflection should include 1-2 pages personal reflection submitted on Canvas within 1 week following the presentation.

Groups for this project will be formed and due dates will be chosen on the 2nd or 3rd class section. **The dates for the presentations are as follows:** February 22, March 7, March 14, March 21 and March 28. Additional instructions will follow in a separate document. **This assignment is worth 30% of your grade.**

**Book Review:** Students will read *Deep Secrets: Boys’ Friendships and the Crisis of Connection* by Niobe Way and write a short (4-6 pages, 1.5 spacing, 12 pt. font) review of the book, focusing on the strengths and weaknesses of the book. Pay attention to the research methodology, the theoretical approach and how the discussion in the book relates to the four curriculum themes. Additional instructions will follow in a separate document. **The review is due on February 15 by 11:59pm and is worth 30% of your grade.**

**Field Observation:** Students will conduct two one-hour observations at sites of youth activity including but not limited to: A high school classroom or club, a recreational center, a youth center, a residential living facility, a teen night club, an adolescent medical clinic, a juvenile detention facility, etc. Students should go to the same space for both observations. The paper will be 4-6 pages, 1.5 spacing, 12 point font, and should include 5 course readings. Additional instructions will follow in a separate document. **This assignment is due on Session 11 or 12 (April 4 by 11:59pm or April 11 by 11:59pm) depending on which you prefer, and it will be worth 30% of your grade.**

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<tr>
<th>Assignments:</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Group Presentation and Reflection (Feb. 22, March 7, March 14, March 21 or March 28)</td>
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<tr>
<td>Book Review (Due: February 15)</td>
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<tr>
<td>Field Observation (Due: April 4 or April 11)</td>
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**Grading**

**Policy on Academic Integrity:**
Plagiarism and/or “borrowing” material without citing it is taken very seriously at the University of Michigan and is grounds for expulsion from the University. This also applies to materials that you prepare for other classes (i.e., you can't get credit for the same paper
in different classes). It is your responsibility to be familiar with the information at http://www.lib.umich.edu/academic-integrity/resources-students.

Accommodations/Special Needs:
If you have a disability or impairment that requires accommodation, please contact me within two weeks of class starting to discuss what modifications are necessary. These arrangements must be specified in writing and will be kept strictly confidential. For more information and resources, please contact Services for Students with Disabilities at 664 Haven Hall (734-763-3000).

Student Mental Health and Wellbeing:
University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

Grading Criteria for Written Assignments
The written assignments will be graded using the following criteria:

a) The quality of the analysis and depth of understanding of the concepts, ideas, and information presented. It must be clearly grounded in and thoughtfully reflective of the professional literature cited.

b) The clarity of expression and organization of the paper - is there a logical order to the presentation of your thoughts.

c) The appropriate use of references and resources, and the variety of resources referenced.

d) The use of proper grammar and the over-all professional presentation of the paper.

NOTE: Please make time to proofread your writing and make sure to turn in a second or third draft.

Grading Criteria for the Course:

A+, A or A-
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 these skills are demonstrated.

B+
Mastery of subject content beyond expected competency, but has not 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**
Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

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

**Notes on Grading:**

1. It is best not to assume you will receive an “A” in this course. I grade on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level. As noted above, performance at the expected level of competence is a “B.”

2. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

3. Late papers will be accepted with a one-point deduction for every day the paper is late up to five days.
Schedule and Assigned Readings

Session 1: January 11
Introductions, Course Overview, Defining Terms.

NO CLASS Monday January 18, MLK Day. For attendance to events, see:
http://oami.umich.edu/um-mlk-symposium/

Session 2: January 25
Theories of Adolescent Development. Thinking about development in context.


Brownlee, S. “Article 4: Inside the Teen Brain: Behavior Can be Baffling When Young Minds are Taking Shape.” US News and World Report. Accessible via:
http://www.usnews.com/usnews/culture/articles/990809/archive_001644.htm


Session 3: February 1
Physiology and Brain Development.


Brownlee, S. “Article 4: Inside the Teen Brain: Behavior Can be Baffling When Young Minds are Taking Shape.”

Belkin, L. “The Making of a 8-Year Old Woman: How Do We Understand Early Puberty? Through the Prism of Our Times.”


**Session 4: February 8**  
**Culture and Diversity. In Relation to Self.**


**Session 5: February 15 * Book Review Due Date**  
**Gender Identity, LGBTQ, Expression of Self.**


Session 6: February 22 **Book Review Due *First Group Presentation
Adolescent Sexuality. Reproductive Health. LOVE


Session 7: March 7 *Second Group Presentation
Family.


**Session 8: March 14 *Third Group Presentation**

**Friends. Peer Relationships.**


Tatum, B. “Chapter 4: Identity Development in Adolescence ‘Why Are the Black Kids Sitting Together in the Cafeteria?’”

**Session 9: March 21 *Fourth Group Presentation**

**Schools and Neighborhoods.**


**Session 10: March 28. *Fifth Group Presentation*  
Externalizing Risk Behaviors: Substance Abuse, HIV Risks, STI/STDS**


**Session 11: April 4 *First due date for Observation paper.*  
Externalizing Risk Behaviors: Youth Violence and Delinquency**


**Session 12: April 11 *Second due date for Observation paper.*
**Internalizing Risk Behaviors: Depression, Eating Disorders, and Suicide**


**Session 13: April 18th  LAST CLASS**
**Prevention and Intervention. Youth Empowerment.**


