Adolescent Development and Behavior

Winter Term 2017  Sandra Momper, MSW, PhD
Tuesday: 2 – 5 pm (B780)  Office Hours: Before/after class or by app/rm 2734
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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. 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/Core Competencies: 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/Core Competencies: 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/Core Competencies: 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 wellbeing (Practice Behaviors/Core Competencies: 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/Core Competencies: 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/Core Competencies: 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/Core Competencies: 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/Core Competencies: 2.IP, 2.SPE, 2.CO, 2.MHS).

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 Privilege, Oppression, Diversity, and Social Justice
This course integrates PODS content and skills with a special emphasis on the identification of theories, practices 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.
**Students with Disabilities**

If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. The U of MI and the SSW are committed to providing equitable and accessible resources for all students. The University's Office for Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social, and recreational activities for students who have documented disabilities. **Students must register with SSD to be eligible for services.** If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, 505 South State Street; (734) 763-3000; TDD: (734) 615-4461; VP: (734) 619-6661; Fax: (734) 936-3947. ssdoffice@umich.edu

The SSW would also appreciate being informed, as soon as possible, of any special challenges a student might face in completing this program (such as physical challenges, speech or language needs, learning disabilities, chronic conditions, or other special needs) that may require accommodations in class or at the field placement agency. Students should contact the Office of Student Services (OSS) as early as possible so that you may plan together to make this educational experience as successful as possible. The OSS also offers health and wellness services. Contact Lauren Davis (laurdavi@umich.edu) or Nyshourn Price Reed (ndp@umich.edu); 734-936-0961; room 1748 SSW. Their services include advocacy and referral to University or community resources, financial resources or counseling. [http://ssw.umich.edu/contact/oss.html](http://ssw.umich.edu/contact/oss.html).

**Health and Wellness Services/Self and Group Care**

The course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions (in other words, do not deny them, but explore and develop ways to process them). We as a group will acknowledge and address our reactions through class discussions, reflective writings and other means. I hope we can create a mutually supportive learning environment for all of us in the class. If you experience a persistent and increasing sense of distress, anxiety, or trauma, it is important to seek assistance. The following are some of the resources besides the OSS available on and off campus:

Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at [http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf](http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf)

Wellness Zone: A place to just drop in and relax, by yourself, or with others. To use the massage chairs, to take a nap in a safe place, to use the 'sun lamp', to study with others, to play an Xbox game, or to just "be". [https://caps.umich.edu/mental-health](https://caps.umich.edu/mental-health)

UM Counseling and Psychological Services (CAPS). 734-764-8312; [http://www.umich.edu/~caps/](http://www.umich.edu/~caps/)

UM Medical Center Psychiatric Emergency Services. 734-996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); [http://www.psycho.med.umich.edu/pes/](http://www.psycho.med.umich.edu/pes/)

UM Sexual Assault Prevention & Awareness Center (SAPAC). 734-998-9368, 734-936-3333 (Crisis line); 800-649-3777 (MRC); [http://www.umich.edu/~sapac/](http://www.umich.edu/~sapac/)

UM Center for Education of Women. 734-764-6005; [http://www.umich.edu/~cew/](http://www.umich.edu/~cew/)

**Dependent Care Resources**

For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website [http://www.studentswithchildren.umich.edu](http://www.studentswithchildren.umich.edu)

This site is dedicated to the needs of students who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site [http://www.hr.umich.edu/worklife/](http://www.hr.umich.edu/worklife/) and the UM Child Care gateway [http://www.hr.umich.edu/childcare/](http://www.hr.umich.edu/childcare/).

**Religious Holidays**

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes, or examinations for
religious reasons, does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations, or class assignments, shall be offered an opportunity to make up the work, without penalty. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.

**Intellectual Honesty and Plagiarism**

It is critical to reference all sources of information or ideas you use in your writing, to do otherwise is academic dishonesty. Use scholarly literature to support your presentation of material and use multiple sources and synthesize them. Do not rely on direct quotations from your sources; instead summarize them in your own words. If you must use direct quotes they must be identified as such and a page number included in the citation. Situations of apparent plagiarism or academic dishonesty will be reported and handled according to University policy.

**Campus Commitment and "Expect Respect" Campaign**
A respectful, supportive, and welcoming environment are necessary for student learning. The U of MI has developed this campaign as a University wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as well as contact information for University resources and ways to report concerns. Its goal is to contribute to an environment of civility and respect in which all members of the University community can work and learn." For more information read [http://hr.umich.edu/oie/cc/index.html](http://hr.umich.edu/oie/cc/index.html). Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UM in general.

**Course Design**
Our class is organized around principles of andragogy (adult learning), empowerment, and collaboration. We will develop a co-learning environment that will include lectures, PowerPoint presentations, case materials, skill building activities and exercises (role plays, videos), debates, guest speakers, and different media. Experiential activities will be central to the structure and process of this course. The instructor also welcomes any innovative ideas from students as to other modalities. 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. This course syllabus represents a guide for the course and does not preclude changes deemed necessary by the professor or faculty at large. Such changes could include: the introduction of additional content, changes in order of content, changes in assignment and exam due dates, etc. Likewise, students are encouraged to act as critical reviewers of the course content throughout the semester and give comment and suggestions to the professor for consideration. Feel free to draw on current events and literature related to course topics in order to promote our learning. The class format is based on the understanding that you are a prepared and active learner. Reading the assigned materials prior to the class session is a prerequisite to getting the most out of each class and successfully meeting the course objectives.

The development of a supportive learning environment, reflecting the values of the social work profession, is essential for class success. This is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking your experiences to the readings and assignments. We all appreciate your contributions to making this a safe and respectful learning experience.

I want this course to be accessible and relevant for everyone. I will be asking you about your preferences in terms of learning, and we will work to negotiate these among us. Please let me know (either in person in class or in office
hours, or via email) if you have some particular goals or needs for the class. These may be related to your past experience or your interests, or to special agendas you have or challenges you face as a learner, in the classroom, or in relation to your health or family circumstances. I am happy to work with you on ways to manage the classroom, learning and assignments to accommodate different learning styles, learning or other disabilities, or family or other responsibilities.

**Attendance, Participation, Assignments**
Attendance and participation are professional responsibilities, and a part of your grade. If you have to miss class, please call, text, or email to inform me. Missing more than one class will result in your grade being lowered ½ letter grade unless you make up the session. To make up a session find out from other students what was covered in the missed session, develop a make-up plan to be submitted via Canvas. The plan should focus on the topic of the missed session, and involve three or more hours of effort. If you miss a video view it and write a half page paper on it and submit to me via email. You are expected to attend all classes for the full period, complete assigned readings prior to class, and come prepared to discuss, present, and share experiential knowledge, participate in class activities, and complete all assignments on time. This will help your final grade, particularly if it falls on the margin.

Electronics use is permitted for note taking, accessing PowerPoints and other course materials only. In the past few years, our classes have struggled with the use of electronics for non-class related activities which is distracting and also disrespectful to peers. Be fully present in class. As social workers, teachers, and learners, we need to find ways to remain engaged even during times that may seem challenging, boring, or difficult. If you are not experiencing class as engaging, please take steps to take responsibility for your learning, by finding ways to engage, give feedback, or assist others. I value class dialogue, so feel free to step forward in a respectful manner if your learning needs are not being met. If you are using media for non-class related activities your final grade will be lowered by ½ grade.

All assignments are due on the due date (by 11:59 pm). Late assignments will be reduced ½ letter grade for each class session they are late. If issues arise inform me. A grade of “Incomplete” will be given in extenuating circumstances, in accordance with SSW and University policy.

**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 of submission, name and UM ID# (make sure name and ID are on every page). All written assignments must be typed, double spaced, use 12 point font, one inch margins, have page numbers, and be edited for spelling and grammatical errors. Written assignments will be evaluated on both content and style. In particular, your demonstrated ability to apply and integrate course material is one aspect of the evaluation process and the other centers on professional writing (i.e., coherent, concise, comprehensive, and correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing). Use APA style for references: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) be conscious of the methods for citing references so that inadvertent plagiarism does not occur. If you didn’t initially complete the analysis or write it, then a work should be cited. A fully credited assignment will critically and succinctly cover all of the points in the original assignment description, use course, or other readings, to demonstrate an understanding of the main issues, and include personal reflections on the integration of this material in professional social work practice. If you have concerns papers see me at least one week before due dates. In fairness to other students, papers cannot be rewritten for a higher grade except when the initial grade is C or below. In that case the paper can be rewritten and the grade will be the average of the first and second paper. I am available to meet with you to discuss your papers and to suggest ways to strengthen your work. The page limit will be enforced so choose your words carefully. **Submit via CANVAS 11:59 pm on due dates.**

**HELPFUL HINT**
It might be useful to have someone read your paper(s) before submission. 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 SSW-OSS or The Sweetland Writing Center, 1139 Angell Hall, (734) 764-0429; [http://www.lsa.umich.edu/swc/contact.html](http://www.lsa.umich.edu/swc/contact.html)
Grading Criteria

Grades are earned by successfully completing the work on the assignments and by attending and participating in each class. A 100 point system is used. At the end of the term, the points earned for each assignment will be translated into letter grades according to the following formula.

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<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100+</td>
<td>A+</td>
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<tr>
<td>97-99</td>
<td>A</td>
</tr>
<tr>
<td>92-96</td>
<td>A-</td>
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<tr>
<td>90-91</td>
<td>B+</td>
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<tr>
<td>87-89</td>
<td>B</td>
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<td></td>
<td>C-</td>
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Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

5 Assignments

1) PEERRS Certification: Due Jan. 24th (5 points). PEERRS is the U of Michigan's online Program for Education and Evaluation in Responsible Research and Scholarship. PEERRS modules provide training required per university, state, and federal regulations regarding responsible conduct of research (RCR). Certification is valid for three years. Students must complete PEERRS certification before they begin field work and provide me with proof of completion. Complete the Human Subjects for Social and Behavioral Science Module and Certification Test.

http://research-compliance.umich.edu/glossary/peerrs

2) Natural Observation of Adolescents: Due February 14th or 21st (30 points).

The purpose of the assignment is to observe adolescent behavior within the context of their everyday lives, and to link observations to theories of adolescent development discussed in class and in course readings. From this experience write a 4-6 page paper. This assignment has the following steps:

Step 1: Choose 5 course readings to prepare for the observations.

Step 2: Observe two different groups of adolescents at different locations (one hour each time): 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, a mall, the bus station, a sports event, in church, in a social situation, etc. 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 During your observations write field notes in order to help you construct and organize a paper. However, if this is too obvious write your notes immediately following your observations.

Step 3: Write a 4 to 6 page paper that includes the following:

3a) Give a detailed account of the location and the details of the observations (date, time, numbers of youth, etc.). Note the youth interactions and behaviors and how they “act.” How might they act differently in a different context (home or school, for example)? Did the adolescent physical context reflect, promote, and/or detract from adolescent growth and development? Provide examples. For example, in a mall youth might exhibit behaviors that are not age appropriate and detract from the view of them by others. Did their behaviors differ by teens’ race, ethnicity,
gender, or sexual orientation? How the two are groups you observed the same, and how are they different? 

3b) How did your select course readings prepare you to observe their behaviors, activities and relationships? Discuss 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.). Discuss the extent to which the readings you selected captured, or failed to capture, the interactions you observed.

3c) What assumptions did you bring into the field, maybe from your own experiences as an adolescent? What did you learn from the observations that you can apply in your future or current work with adolescents? Summarize your experience.

Papers will be graded based on the following:

1. **Content and Synthesis of Course Themes:** Are main topics from the selected readings summarized and evaluated? Did you link your observations to the reading topics? Did you identify and discuss observations as they related to some category of difference (i.e. race, ethnicity, gender, sexual orientation, class position)? 50 pts.

2. **Organization of the paper:** Is the paper well organized with appropriate use of headings and sub-headings? Is information presented in a way that is systematic and readable? Are the ideas in the paper clear? 20 pts.

3. **Mechanical issues and adherence to format guidelines:** Is the paper free from spelling and grammatical errors? Is it written in APA format including reference page(s)? 10 pts.

4. **Depth:** Have you put together information in a thoughtful, personal, and innovative way? 20 pts.

**3) Experiential Learning Experience:** Due dates March 14th (two groups), March 21st (two groups), March 28th (one group) (30 points)-We will choose groups the second week of class. I will provide class time for you to work on this project as I know your schedules preclude you from getting together.

Students will do group presentations that are experiential in nature. There are five steps to this assignment and five topic areas to choose from, but only one group can do one topic: 1) The use of media by adolescents; 2) Sports in the life of the adolescent in the past and present; 3) Transitions in high school (to adolescence, from middle school to high school and/or from high school to college, to the world of work, etc. . 4) Peer pressure and the use of substances; and 5) Identity development. If a group comes up with a different topic they would like to interview adolescents about let me know. Also, I have some suggested questions but groups can use topics and questions they design, these are just ideas to get you started.

There are 5 steps:

**Step 1:** I would like each group member to interview a different adolescent (or young adult (18-21) who was recently a teen) and interview them about a specific topic.

**Media:** Information on the kinds of media they are viewing/hearing/ingesting. Some possible questions, but you can address what you would like to address, but agree as a group as to the kinds of questions you want to all ask.

1. How much time is spent with media?
2. What are the specific games, programs, websites, music viewed, listened to, played?
3. Is the teen aware of any shifts in mood, attitude after the ingestion of the media?
4. Has media input increased/decreased over the past few years?
5. Is media monitored and/or limited by parent involvement? If so, are the teens then NOT viewing media that they would otherwise view if parents were NOT involved?

**Sports:** Information on sports participation. Some possible questions, but you can address what you would like to address, but agree as a group as to the kinds of questions you want to all ask.

1. Participant history
2. Importance in their life in the past and in the present
3. Parental concerns they had to confront
4. Injuries
5. Sports and connections to educational opportunities
Transitions: To adolescence, from middle school to high school, or from high school to college, or the world of work. Some possible questions, but you can address what you would like to address, but agree as a group as to the kinds of questions you want to all ask.

1. Describe the transition
2. Ask the person how they felt
3. Difficulties surrounding the transition(s)
4. What were or are the major issues?
5. Are they still transitioning?

Peer Pressure and Substance Use: Either now or in the past.

1. Do you use substances and you do not have to share this if you do not want to?
2. Did peers, at any time, pressure you to use substances and if so, what did you do?
3. Do you feel pressure from peers now to use substances and how do you deal with that?
4. Do you or have you pressured other peers to use substances?

Identity Development: Ongoing—there are many questions that could be asked for this topic. I can provide you with some other questions if you need them.

1. Is your identity something you might talk about to me?
2. Can you discuss identity and what it means to you?
3. Is your identity different in different settings, in terms of how you express it?
4. Do you ever feel oppressed because of your identity?

Step 2: Combine all of your interview notes and develop a presentation around the themes. I am interested in what you actually SEE/HEAR in the actual interviews.

Step 3: Do a brief literature review of 5 to 8 articles (recent) about the topic. They can be from our course readings or extra course readings in CANVAS.

Step 4: Compare/contrast your findings from the literature review/research with your actual data from your adolescent interviews.

Step 5: Prepare a 30-45 minute presentation of your findings (leaving time for questions). If you do a PowerPoint presentation, you do not need to turn anything in to me but a copy of the PowerPoint (via email or submitted in CANVAS). If you do not do a PowerPoint, please send me a brief paper which simply outlines the major points, your documented sources, etc. If appropriate, please incorporate media into the presentation that exemplifies your points.

4) Research Paper: Due April 4th or April 11th (8-10 pages) (25 points).

The goal of this assignment is to give you an opportunity to explore the current research on a topic of your choice related to Adolescent Development and Behavior. There is so much to cover in this course that justice cannot possibly be done to all of the topics that I would like to include. Given that, this paper is an opportunity for you to do some reading and thinking in an area of interest to you. You may pick any topic as long as it’s related to this developmental period. The paper can also examine either treatment approaches or public policy as related to this age group. I want you to pick a topic you are interested in knowing more about.

You are required to read at least six scholarly articles on your topic, summarize the research, outline the salient issues/findings and then analyze what you have discovered. An original intervention should then be designed to address the shortcomings of the previous interventions that have been proposed. Your proposed intervention should demonstrate knowledge of important developmental, gender, and race/ethnicity concerns; and components of the new
intervention should be supported by relevant literature. Further details on format/headings, etc. will be posted in CANVAS.

This paper will be assessed on the following criteria:

1. **Content:** Did the writer clearly meet the objectives of the assignment – is there a central question, is there a review of the relevant literature, is there a suggested intervention, a logical summary and conclusion? 50 pts.

2. **Organization of the paper:** Is the paper well organized with appropriate use of headings and sub-headings? Is information presented in a way that is systematic and readable? Are the ideas in the paper clear? 20 pts

3. **Mechanical issues and adherence to format guidelines:** Is the paper free from spelling and grammatical errors? Is it written in APA format including reference page(s)? 10 pts.

4. **Depth:** (more than just summarizing), Creativity: have you put together information in a thoughtful, personal and innovative way? 20 pts

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<td>Participation</td>
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<td>PEERRS Certification (January 24th)</td>
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<td>Group Project Presentations</td>
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<td>Research Based Paper (April 4th or</td>
<td>25</td>
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<td>11th)</td>
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**Required Readings**


On reserve at Shapiro Library.


All other course readings will be posted on CANVAS.

Guest Speakers and Videos TBD

**Session 1: January 10**

**Introductions, Course Overview**

**Monday January 16, MLK Day.** [http://oami.umich.edu/um-mlk-symposium/](http://oami.umich.edu/um-mlk-symposium/)

**Session 2: January 17**

**Theories of Adolescent Development. Thinking about Development in Context**


Session 3: January 24th-PEERRS Certification Assignment Due

Physiology and Brain Development

Required:


Optional:


Session 4: January 31st

Culture and Diversity in Relation to Self


Session 5: February 7th

Gender Identity, LGBTQ, Expression of Self


Session 6: February 14th - Observations Assignment Due (time set aside for group work)

Adolescent Sexuality. Reproductive Health. LOVE

Required:


Optional:


Session 7: February 21st –Observations Assignment Due (time set aside for group work)

Family


Session 8: March 7 (time set aside for group work)

Peer Relationships


Session 9: March 14-Group Presentations (2 and 5)

Schools and Neighborhoods


**Session 10: March 21- Group Presentations (3 and 4)**

**Externalizing Risk Behaviors: Substance Abuse, HIV Risks, STI/STDS**


**Session 11: March 28th - Group Presentation (1)**

**Externalizing Risk Behaviors: Youth Violence and Delinquency**


Internalizing Risk Behaviors: Depression, Eating Disorders, and Suicide


Prevention and Intervention. Youth Empowerment.

Required:


Optional: