SW 601 -001 Adolescent Development and Behavior

Instructor: Sarah Fraley, LMSW ACSW
Contact information: (734)787-1995; svoor@umich.edu
Location: B684 SWB  2-5pm
Office Hours: After class, (5pm), or by appointment

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 prosocial 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.

RELATIONSHIP TO THE 4 CURRICULAR THEMES

**Multiculturalism and 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.

**Social Justice and Social Change** 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** 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** 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.

SOCIAL WORK ETHICS & 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 that 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 le

ACCOMODATIONS

If you need or desire 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 the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance.

Safety & Emergency Preparedness

- In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.
- All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.
- Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.
- If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompli-ance@umich.edu.

Instructor Expectations:

CLASSROOM CONDUCT

Students should plan to attend each class prepared to participate. This includes answering questions, sharing personal experiences, participating in discussions and asking questions. If you are unable to attend class please contact the instructor through email. If more than two classes are missed, despite the reason, the student will receive a 0 for participation which is 10% of the total grade.

We are all expected to respect one another’s opinions and comments. Students who are unable to participate in respectful dialogue will be asked to step out of the classroom and will not receive credit for participation that day.

Students are expected to remain engaged throughout each class. Student will be allowed to use electronic devices only if they are used to support classroom activities.
INSTRUCTOR CONTACT AND ADDITIONAL INFORMATION

Students needing to contact the instructor are asked to do so via email: svoor@umich.edu

In the event of a class cancellation, an announcement will be posted via CANVAS

REQUIRED BOOKS:


These books are timeless classics.

ASSIGNMENTS

Attendance and Participation: (10 POINTS) Regular class attendance is a requirement of this course. Your grade will be negatively impacted if more than one class is missed. Please communicate any classes that you may miss to this instructor via email, (svoor@umich.edu). Any failure to communicate an absence to this instructor will result in a two point deduction for this day.

Weekly Reflection: (10 POINTS)

• A ½ page to 1 page reflection on readings and class content. Due by the following class time.

Observation of Adolescents: (25 POINTS) DUE: 2/6/2018

• Observe 2 different groups of adolescents in different environments, (30 minutes at each location). Examples include, the mall, a high school classroom, an after school program, a social gathering, church youth group, the bus station, a sports event, a school assembly, a teen night club, a community activity etc. Observe the social interaction between themselves and others. Notice changes in behavior based on what is happening in the environment. Note communication style, time spent on phones, gender and ethnicity. Note appearance and common themes.
• Choose 3 course readings, movies, or videos to relate to your observations
• Write a 4-6 page paper including above observation detail along with the following:
  1. Compare and contrast the reading material to what you observed.
  2. Discuss the developmental factors of the youth you observe
  3. List any assumptions you had about the group you are observing and any surprise that arose from your observations.

**Book Review (30 POINTS) DUE: 3/6/2018**

Read and critique a book of your choice on a topic related to course content. Your critique should be 4-5 pages in length with the following information included:

• A brief summary of the book
• What drew you to this book
• What stage(s) of adolescent development is presented in the book, what are the struggles presented and how are they addressed
• What did you like and dislike about this book
• Discuss the book as it relates to:
  1. Multiculturalism and Diversity
  2. Social Justice
  3. Risk Factors and Protective Factors
  4. Physical and Mental Health

**Group Project (25 POINTS) DUE: April 10, 2018**

Group presentations 30 minutes in length. Each group will be assigned a topic area. Each group member will interview a different adolescent related to the topic areas: 1. The use of social media by adolescents, 2. Peer pressure and the use of substances, 3. Transition from Middle School to High School, 4. Participation in extracurricular activities, (school and community), 5. Teens and family life.

Each group will develop a set of questions for each member to ask their adolescent.

1. Each group member interviews an adolescent asking questions created by your group
2. The group combines their notes and develops a presentation around the themes, (real comments from interviewees included)

3. Conduct a literature search of 4-6 articles on your subject area

4. Compare and contrast the information from the interviews with the articles.

Each member should participate in the presentation. Each group is required to present their information using power point. Grades will be awarded based on the presentation. Nothing needs to be turned in.

**Grading for this Course**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100%</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 91%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 80%</td>
</tr>
<tr>
<td>A</td>
<td>96 – 99%</td>
</tr>
<tr>
<td>B</td>
<td>85 – 88%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77%</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 95%</td>
</tr>
<tr>
<td>B-</td>
<td>81 – 84%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73%</td>
</tr>
</tbody>
</table>

**1/9/2018 CLASS 1**

Introductions, Course Overview, Adolescent Development

**1/16/18 CLASS 2**

Physiological and Developmental Aspects of Adolescents


Pipher: Chapter 1


**1/23/18 CLASS 3**

Adolescents and Healthcare


Pollack: Chapter 1

Review the website, www.cornerhealth.org/

---

**1/30/18 CLASS 4**

**Adolescents and Peers**


Pollack: Chapter 8


---

**2/6/18 CLASS 5**

**Adolescents and Families**


**2/13/18 CLASS 6**

Adolescents and Schools


Pollack: Chapter 10

Review this website: [www.umhs-rahs.org/](http://www.umhs-rahs.org/)

**2/20/18 CLASS 7**

Adolescents and Sexuality


Pipher: Chapter 11

Pollack: Chapter 7

Review this website: [https://www.plannedparenthood.org/.../](https://www.plannedparenthood.org/.../)

**2/27/18 NO CLASS – SPRING RECESS**

**3/6/2018 CLASS 8**

Adolescents and Mental Health


Pipher: Chapter 8
3/13/2018 CLASS 9
Adolescents and Mental Health cont.
Fact Sheet #1 and #2, MDHHS
Romero, A. et al. (2014) Preventing Adolescent Depression and Suicide Among Latinas. Springer Briefs in Psychology
Phiper: Chapter 3

3/20/2018 CLASS 10
Identity / Gender Identity / Expression of Self
Pollack: Chapter 9

3/27/2018 CLASS 11
Adolescents and Risk Behaviors
Review website: www.possibilitiesforchange.com/
Pollack: Chapter 13

4/3/2018 CLASS 12
The Culture of Adolescents


Pipher: Chapter 13
Pollack: Chapter 2

4/10/2018 CLASS 13
GROUP PRESENTATIONS

4/17/2018 LAST CLASS!!!
SUMMARY, SELF-CARE, AND CELEBRATION!!!

** Please note: Additional readings may be added before the date of class

STUDENT RESOURCES:
ACCOMMODATIONS
If students think they may need an accommodation for a disability, they need to let the Field Faculty Facilitator know as soon as possible. Some aspects of this course, the assignments, the in-seminar activities, and the way the course is usually taught may be modified to facilitate a student’s participation and progress. The earlier students make their Field Faculty Facilitator aware of their needs, the more effectively they can work with the Services for Students with
Disabilities Office (SSD) (734) 763-3000 to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators will (to the extent permitted by law) treat that information as private and confidential.

**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.

**References and Referencing Style**

When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet. Additionally, you may access APA examples at: http://owl.english.purdue.edu/owl/resource/560/01/for further help citing references in course assignments.

**Intellectual Honesty and Plagiarism**

It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook.