Course Description:
This course will examine the biological, psychological, interpersonal, and contextual changes and behaviors that characterize normal adolescent development. Within the context of normal adolescent development, the course content will focus on: 1) the epidemiology and etiology of adolescent problem behaviors; 2) the extent to which these behaviors vary across gender, ethnicity, and socioeconomic status; 3) the ways in which these behaviors relate to normal adolescent development; and 4) existing programs and policies designed to prevent and, to a lesser extent, treat problem behaviors.

Course Content:
The broad content of this course will focus upon the changes, contexts, and psychosocial development and problems of adolescence. The key changes that occur during adolescence up to the transition to emerging adulthood are biological, cognitive, psychological, and social. The section of this course on biological changes will focus on the pubertal process and its physical, psychological, and social impact, as well as subgroup and generational differences in its onset and timing. The cognitive development portion of this course will examine the changes in adolescent thinking patterns and abilities that occur from pre-adolescence to late adolescence, theoretical perspectives on adolescent thinking, and within and between group differences and similarities in cognitive development. Finally, this course will examine the social (e.g., economic, legal, political, and interpersonal) changes that occur as adolescents make the transition to emerging adulthood.

The social contexts that are central to the development of most adolescents include family, peers, schools, neighborhoods, work, and leisure environments. The family issues that this course will examine include topics such as different parenting styles and their impact on a variety of adolescent outcomes, the effects of changing family patterns on adolescent development, and the relative and changing influence of the family on adolescents. The peer-related issues that this course will address include the historical origins of adolescent peer groups, the nature and structure of peer groups, and the influence of peers on both pro-social and problem behavior. Course content on schools will focus on the varied purposes of schools,
the ways in which their organization influences adolescents' learning, and their direct and indirect influence on adolescents' future life chances. The course will explore neighborhood effects on developmental tasks, transitional outcomes, and behavioral risk and resiliency. Employment issues that will be addressed include changes in the nature of adolescent employment, the long and short term costs and benefits of adolescent employment, and the meaning of work for young people who do not attend college. Content on adolescent leisure activity will examine its role in socializing adolescents for adulthood, its influence on adolescents' academic success and failure, and its economic importance.

The psychosocial development issues that this course will address include adolescent identity, autonomy, achievement, and intimacy. Course material on identity will address the topics of self-esteem, self concept, and the development of sex-role and ethnic identity. The section of this course on adolescent autonomy will include material on the development of various types of autonomy, moral development, and adolescents' religious involvement and beliefs. The achievement segment of this course will explore adolescents' achievement motives, the influence of family and peer environments on adolescent achievement, and the various domains in which adolescents seek achievement. The intimacy section will focus on changes in the nature of friendship during adolescence, same sex versus opposite sex friendships, and dating and romantic relationships.

The final section of this course will focus on adolescent psychosocial problem behaviors, such as alcohol, tobacco, and other substance use, violence, suicide, eating disorders, precocious sex, and delinquency. Particular attention will be given to the epidemiology, etiology, trends, and population distributions of these problems. Considerable attention will also be given to identification of the risk and protective factors for these problems and to policies and programs related to their prevention and treatment, as well as positive youth development.

Course Objectives:
Upon completion of the course, students will be able to:

1. Specify the key developmental issues, tasks, and conflicts during the stages of adolescent development and how these are influenced by social contexts.
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.
3. Critique and evaluate various theories of development and behavior from a multicultural perspective and a social justice perspective.
4. Specify how risks, protective and promotive factors contribute to youth safety, mental and physical health, security and well-being.
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.
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.

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.

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.

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

**Theme Relation to Multiculturalism & Diversity:**
Multiculturalism and Diversity will be addressed throughout this course. Racial, ethnic, gender, and social class differences in the timing, sequencing, nature, and outcome of adolescent developmental experiences will be central to every facet of this course.

**Theme Relation to Social Justice:**
Social Justice and Social Change will be addressed through information and discussion on the ways in which social status mediates the experiences of adolescents and the ways in which various programs, practices, and policies help or hinder the successful development of all young people.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:**
Promotion, Prevention, Treatment, and Rehabilitation will be central to this course, particularly in the section that focuses on adolescent problem behaviors. General principles of program design, implementation, and evaluation will be presented and examples of successful programs and policies will be discussed.

**Theme Relation to Behavioral and Social Science Research:**
Behavioral and Social Science Research will provide the substantive foundation for this course. Emphasis will be placed on the review, critique, and synthesis of the existing scientific
knowledge base as prerequisite to interventions that promote health and well-being, and prevent or treat adolescent problems.

**Relationship to SW Ethics and Values:**
Human development and behavior throughout the life-course is so profoundly impacted by environmental and social conditions, this course will emphasize the importance of understanding the range of "normal" adolescent development, working with disadvantaged populations, and sensitivity to the possibility of unintended negative consequences of interventions such as promotion, prevention, treatment, and rehabilitation. Additional emphasis will be on the critique and evaluation of various developmental and behavioral theories from a multicultural perspective and a social justice perspective. This course will also consider potential ethical dilemmas may arise for social workers working with adolescents and families. The impact of social conditions and social policy and the need for macro and micro intervention to improve the lives of adolescents will also be addressed.

**Intensive Focus on PODS:**
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

**Course Philosophy and Format:**
It is my belief that thorough knowledge of adolescent development is imperative, regardless of social work methodology, when working with or on behalf of this cohort. Key changes in biopsychosocial development during this phase of life are unduplicated in the human lifespan and provide unique adaptive cognitive, behavioral, and emotional manifestations that are easily misperceived and misunderstood by many helping professionals, and society as a whole. Intersections with family and community systems at this stage of development are complex with life long consequences for all. The roles of adolescents have followed a progression from modernism to post modernism in the past decades. With electronic accessibility, adolescent identity formation occurs within a broad, international context. However, the interpersonal and intrapersonal complexity of this stage of development warrants specific knowledge and helping techniques.

The current Council on Social Work Education standards state that the signature pedagogy of our profession is field instruction. In accordance with this policy, this course is designed to enhance the skills necessary to perform the role of social work practitioner with or on behalf of adolescents.
Course Design and Attendance Expectations
This course will use a combination of lecture, class discussion, case material, role-plays, group
discussion and video material as appropriate. Students are expected to attend all class
sessions. The instructor must be notified in the event of a possible absence.
• Attendance at each class session is expected. The learning in this class is experiential.
  More than two absences will result in a reduction in the final grade (½ step from A to A-). If
  a student misses three or more classes, their grade will drop a ½ step for each class missed.
  If a student misses more than 45 minutes of class time during any given week, this will be
  considered an absence.
• Assignments are expected to be on time. Assignments that are turned in late will result in
  an automatic half-step reduction in the grade for the assignment. Written assignments are
  expected to be submitted electronically on Canvas by midnight of the assigned date to be
  considered on time.
• Class participation is strongly encouraged and is worth 10% of your final grade. Please bear
  in mind, participation involves more than just speaking in class. It involves active listening,
  attention during lectures, engagement in small group work, etc. If for personal reasons you
  find class participation to be difficult, please see me.

Grading
The requirements listed below are the minimal expectations for class assignments, and if
followed precisely will result in a “B+” grade for the assignment. A grade higher than “B+” will
be given to work that has gone above and beyond the minimal qualifications. This would
reflect more thorough, thoughtful and thought-provoking work on your part. As effective
social work practice involves the humanity of the social worker, excellent work will include
thorough, thoughtful discussion and reflection. This will be discussed in detail in class. Feel
free to ask questions about this policy. Grading will be based on:
- Level of clinical thinking or systemic thinking
- Strong analytic skills including:
  o Level of empathy
  o Understanding of the complexity of teen presentations
  o Integration of new ideas, ability to take influence
  o Ability to consider multiple points of view
  o Self awareness

Accommodations:
Any Student who has a disability or condition that may interfere with your participation in this course, please feel free to contact me 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) 763-3000.

**Writing Assistance:**
For further assistance with writing, you may go to the Writing Workshop 1139 Angell Hall 764-0429.

**Statement on Plagiarism and Academic Integrity:**
All academic dishonesty, including plagiarism, cheating, fabrication, and misrepresentation will be treated seriously. You will find a discussion of plagiarism and other violations academic integrity. Please consult your Student’s Guide to the Master’s in Social Work Degree Program (online).

**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-ADAcompliance@umich.edu.
Office of Student Services
School of Social Work | Room 1748
734-936-0961
For more information, view the annual Campus Safety Statement at http://www.dpss.umich.edu/
Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.
Class Requirements:
Progress in this course will be assessed by three assignments. The purpose of each assignment is to develop and enhance your skills and understanding of adolescents and adolescence. Each assignment is to be submitted electronically through Canvas by midnight on the due date.

1. Assignment 1 – Attachment, Trauma, and Schemas – Due February 26, 2018 – worth 30% of your total grade
   a. You will select an adolescent, age 11-18, as your focus for this paper. This adolescent can be: someone you are currently working with, someone you have previously worked with, someone you know personally, or you may write about yourself as an adolescent. You will write a 4-6 page paper discussing:
      i. A brief introduction to the adolescent
         1. The context of your relationship with this person
         2. Demographic information
         3. Presenting problem/why you are writing about them
         4. Any relevant mental health information
            a. Current engagement with services, if any
   ii. How would you categorize this adolescent’s attachment style?
      1. Provide a rationale for your thoughts – what thoughts, feelings, behaviors are present in the adolescent that inform your classification?
   iii. Provide an ACE score for this adolescent – this is from YOUR perspective, do not administer the ACE questionnaire to the adolescent.
      1. Which questions on the questionnaire received a “yes” for this person?
      2. Are there experiences that are not captured by the ACE questionnaire that you think were experienced as traumatic/impactful of schemas by this adolescent?
      3. What are your thoughts about this adolescent’s ACE score?
   iv. What are this adolescent’s schemas?
      1. Include your thoughts about the actual thoughts this adolescent has about themselves, others, and the world.
      2. How do you see these schemas playing out in their daily life?
   v. What are your thoughts about how the attachment style, trauma, and schemas of this adolescent are impacted by their adolescent brain/underdeveloped prefrontal cortex?
   vi. What are your thoughts about how this youth’s attachment style, trauma, and schemas are connected? How do these three things come together to impact/create this adolescent’s life experiences?
2. **Assignment 2 – Group Presentation – Due April 2 or April 9 – worth 30% of your total grade**

- Sign up for presentation dates and topics will occur in class on 1/22/19.
- Groups are strongly encouraged to utilize media, small group discussion, or activities in your presentation as appropriate, meaningful, or helpful.

I. Each group will select a topic that relates to adolescents. This should be a topic that is not covered extensively in class. All topics will be approved by the instructor.

II. In a 30-45 minute presentation, your group will discuss the following:

   I. What is your topic?
      1. Relevant history/foundational information
      2. What does the class need to know to really understand this topic?

   II. Address adolescent brain development
      1. How does the underdeveloped prefrontal cortex and developing limbic system impact teens in relation to your topic?

   III. Address trauma as it relates to this topic
      1. Address both type I and type II trauma
         a. Is trauma at the root of this topic in any way?
         b. Is trauma the result of this topic in any way?
         c. Does trauma impact decision-making, perception, cognition, or behavior as it relates to this topic?
      2. Are there specific ACEs related to this topic?
      3. How do you see schemas and attachment playing a role?

IV. PODS – privilege, oppression, diversity, and social justice

   1. How does having or lacking privilege impact your topic?
   2. How does oppression play a role in this topic?
   3. What does diversity mean as it relates to this topic (is there a need for inclusivity of some sort, does lack of diversity make the issue worse, etc.)?
   4. How does the distribution of wealth, opportunities, and privileges within society (social justice) impact this topic or teens affected by/involved in the topic?

III. Each group will turn in a hard copy of their presentation to the instructor on the day of the presentation

   I. Should be in the form of a PowerPoint handouts, preferably three slides/page or a format that allows room for notetaking around the slides.

IV. Each group member will submit a one-page reflection that discusses how your learning as it relates to this topic will impact your social work practice in the future. Papers will be due on Canvas by midnight on the day of your presentation.
3. Assignment 3 – Group Paper – Due Tuesday, April 23 – Worth 30% of your total grade
   a. In 6-8 pages, your group will submit one collective paper discussing:
      i. A 2-3 page summary of your group presentation.
      ii. A multi-level intervention design relating to your chosen topic
          1. Micro level – What micro-level interventions would be helpful for adolescents connected to this topic? Evidence-based practices? Emerging practices? Wholistic practices?
          2. What mezzo-level interventions would be helpful? To help adolescents connected with this topic? What needs to happen within families? Within schools? Within groups? What group settings need to be available?
          3. What macro-level interventions would be helpful? What policies need to be written? What laws need to be changed? What community organizing needs to happen? What community resources need to be available or developed?
          4. For each level of intervention, how would trauma-informed care/an awareness of trauma play a role? How would an awareness of adolescent brain development play a role?

Important Timeless Readings:


Real, Terrence (1997) I Don’t Want to Talk About It: Overcoming the Secret Legacy of Male Depression, Scribners, New York, NY.

Course Schedule:

Week 1 – January 15, 2019
• Introduction, Syllabus, Course Expectations

Week 2 – January 22, 2019
• The Tasks and Changes of Adolescence
• Group Presentation Topic Selection and Date Selection


Codrington , R A family therapist’s look into interpersonal neurobiology and the adolescent’s brain. The Australian and New Zealand Journal of Family Therapy, Volume 31 Number 3 2010 pp. 285–299


Weeks 3 and 4– January 29, 2019, February 5, 2019
• Early Life – Trauma, attachment, and schemas


**Week 5 – February 12, 2019**

- Adolescents and Families
  
  Joint Class Session with SW 601.001
  
  Meet in Room 1840


  Pollack, W. “Chapter 5: The Power of Mothers."

  Pollack, W. “Chapter 6: Real Fathers/Real Men: The Empathic Relationships of Fathers and Sons.”


Siegel, D.J., Bryson, T., Discipline: it’s all about connection. Work and Family Life, April 2015 Vol. 30, NO. 4

**Week 6 – February 19, 2019**

- Gender Socialization
  Joint Class Session with SW 601.001
  Meet in Room 1840


**Week 7 – February 26, 2018**

- Adolescent Mental Health


Geidd, J., Adolescent mental health- opportunity and obligation. SCIENCE sciencemag.org 31 October 2014 • VOL 346 ISSUE 6209

Week 8 – March 5, 2019
No Class – Spring Break

Week 9 – March 12, 2019
• Oppression and Development

Owens Chaps 1-4 (Becoming Lesbian, Gay and Bisexual)


Week 10 – March 19, 2019
• Adolescent Behaviors – Acting In & Acting Out

Pipher, Ch 8, Ch 10
Pollack, Chapter 12: Hamlet’s Curse: Depression and Suicide in Boys.


Allan Tsai (2002) Sacred Cuttings: Self-Mutilation and the Soul, Psychological Perspectives, 43:1, 82-91


Week 11 – March 26, 2019
• Adolescents and Peers

Field Trip – The Neutral Zone

310 E Washington St, Ann Arbor, MI 48104


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


Simmons, Odd Girl Out, Chapter 7


Week 12 – April 2, 2019
• Group Presentations

Week 13 – April 9, 2019
• Group Presentations

Week 14 – April 16, 2019
• Schools

Pollack, W. Chapter 10: Schools: The Blackboard Jumble


Reys, R., Cholo to ‘Me’: From Peripherality to Practicing Student Success for a Chicano Former Gang Member. The Urban Review, Vol. 38, No.2, June 2006


Week 15 – April 23, 2019
• Wrap up and conclusions

April 23, 2019 – Assignment 3 Due