

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE
2022-2023 Academic Year
ONLINE**

**Adolescence: Understanding Risk and Resilience
19:910:529:
3 credit hours**

**Instructor:
Telephone:
Email:**

Catalog Course Description

This course will explore the developmental stage of adolescence (approximately from ages 12–19 years), with a specific focus on how “at-risk” youth populations navigate the normative tasks associated with this developmental stage.

Course Overview

This course will explore the developmental phase of adolescence (approximately from ages 12–19 years), with a specific focus on how at-risk youth populations navigate the normative tasks associated with this phase. Primary developmental tasks in this stage of development include exploring and establishing a solid sense of one’s identity; a subtle shift toward the enhanced importance of peer relationships; and separating and individuating from families. Yet, for many youth, progression through this developmental stage follows an “atypical” course. Therefore, this course will examine the relationship between micro, mezzo, and macro circumstances and their relationship with adolescent development.

In keeping with the school’s mission, the course will pay particular attention to understanding how social workers can help identify those in at-risk situations and assist them in advocating for resources and supports to ameliorate or minimize the harm they may be in. An emphasis is placed on considering social justice interventions in the context of **race/ethnicity, gender, sexual and gender diversity, socioeconomic class, political disenfranchisement, and poverty and/or inequality.**

Although the class will focus heavily on the developmental nature of youth, implications at the mezzo and macro levels (e.g., school policies; federal policies) related to at-risk groups will also be explored. This class does not focus on the fundamentals of clinical skills/interventions, though students may draw on such skills in thinking about how to address risks and foster resilience for myriad adolescent populations.

Place of the Course in the Program

This is an advanced year course to be taken after the completion of Foundation coursework. Although this course may also draw on your experiences in your field placements, and will perhaps build on concepts of Practice courses, this is not a course designed to learn or enhance specific direct practice skills in

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working with adolescents. This course fulfills one of the course requirements for the Certificate on Promoting Child and Adolescent Well-being (ChAP).

Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org. In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competencies serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 2: *Engage Diversity and Difference in Practice.* Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 4: *Engage In Practice-informed Research and Research-informed Practice.* Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 7: *Assess Individuals, Families, Groups, Organizations, and Communities.* Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and

constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to engage diversity and difference in practice, engage in research-informed practice, and assess individuals, families, groups, communities, and organizations it has been selected to be part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that the discussion board and written assignments have been designed to assess your attainment of these competencies.

Course Level Learning Goals

Course level learning goals primarily relate to aforementioned competencies/program level learning goals as the course addresses understanding diverse populations of adolescents and how to assess their functioning across a wide variety of environmental conditions and youth-serving systems.

1. To develop and enhance comprehension of the tasks associated with "normal" and "atypical" adolescent development, by building on the knowledge and theoretical frameworks that were covered in the Human Behavior and the Social Environment and Psychopathology courses.
2. To critically examine the guiding theories for adolescent development and critique the extent to which they utilize perspectives that are grounded in anti-racism and social justice approaches.
3. To understand how adolescents are uniquely affected—frequently to a chronic and serious degree—by contemporary trends, events, attitudes, or societal circumstances.
4. To identify, describe, and enhance awareness of adolescents' behavioral, developmental, and interpersonal challenges as well as how to foster positive youth development and resiliency.
5. To analyze and critique the different points of intervention—at the micro, mezzo, and macro levels—for creating advocacy and programmatic opportunities on behalf of at-risk and adolescents with mental health or other challenges.
6. To increase awareness of students' own personal attitudes, positionality, biases, and strengths regarding working with vulnerable adolescent populations. This will include examining professional values and ethics in support of social and economic justice as a means of promoting optimum development for vulnerable adolescents and their families.

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

Textbooks and Materials

There are two **required** books for the course:

1. Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*. New York, NY: Houghton Mifflin Harcourt Books.
2. Sheff, D. (2008). *Beautiful Boy: A Father's Journey through His Son's Drug Addiction*. New York: Houghton Mifflin

In addition, there will be multiple required readings from academic journals, books, and agency or academic reports. These materials are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. See Course outline for more details about the reading assignment for each module.

To find your readings:

- Click on the "Reading List" tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](#)

Course Attendance and Participation Policies:

This is a **collaborative and professional learning community**. Students are encouraged to make connections between the assigned course material and their other course work and Field experience. Students are expected to self-advocate, offer meaningful questions and comments in the class discussion and to share additional resources. Students are advised to communicate concerns, questions and requests to the Instructor early and often so as to be offered the highest degree of support and flexibility.

Attendance. Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. In addition, students are expected to take leadership roles in class discussion or exercises. More than three absences ('excused' or unexcused') may result in the failure of the class. Examples of *inappropriate* reasons for missing class include birthday parties and problems finding parking. It is imperative to notify the course instructor in advance of any anticipated class absence.

Students must **read all assigned material** and be fully **prepared for discussion** of the material as well as its application to their own practice experiences. Confidentiality as

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defined by the NASW Code of Ethics is expected of all class members, in regards to their clients as well as their class colleagues.

Netiquette

Please remember that communicating online should not be any different from when you communicate in a face to face class. Please refrain from using internet slang, abbreviations and acronyms as not everyone will know them. All communication should be courteous and professional. Here are some netiquette tips:

1. In all of your interactions, remember there is a person behind the written post.
2. Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.
3. Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.
4. Do not participate in "flaming." *Flaming* is the use of inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.
5. Be careful with humor and sarcasm. Because the visual cues are absent, many people cannot tell if your comments are meant seriously or facetiously.
6. Contribute to a meaningful discussion by presenting your "best self" in the course environment: Take the time to explain your ideas respectfully and completely. However, also keep brevity in mind. You want to make your point clearly, but also make it concisely.
7. If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.
8. Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

Diversity and Inclusion Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with the Instructor if you experience any concerns in this area.

Reaching Out and Student Success and Well-being

Graduate School is challenging no matter what and this has been a particularly challenging time period for all of us. My goal is to support your success in the classroom despite these challenges. If you are struggling academically or if you have other concerns, please reach out to me and communicate your concerns. I am here to help you with course content and I can refer you to other academic support and/or resources to support your well-being as necessary. Please remember that the Office of Student Affairs and your advisor are also here to help facilitate your success in our program as well. A variety of resources can be found on including supports around behavioral health/counseling, sexual violence and misconduct diversity and inclusion and bias reporting by campus at <https://socialwork.rutgers.edu/current-students/office-student-affairs>.

Assignments & Grading

All assignments are due according to the instructions listed on Canvas for this section. Late assignments are not accepted. Any exception to this will be made only under compelling circumstances and with the professor's advance approval. If an assignment due date conflicts with a religious observance, please consult with the Instructor prior to the assignment's due date.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. **All of these tasks require excellent writing skills. Therefore, proper grammar, syntax, spelling, and appropriate referencing (APA 7th edition style) are expected for all assignments.** Substantial credit will be deducted from a paper's grade for gross and repeated writing, spelling, and referencing errors.

SSW Grading Scale: Below is the grading scale for the MSW program

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Your final grade for the course will be determined by being an active and thoughtful participant in Discussion Boards and completion of (3) Written Assignments, as shown in the following table:

Assignment Type	Percentage of Final Grade
Discussion Boards	15%
Written Assignment 1: Reflections	20%
Written Assignment 2: Mid-Semester Course Analysis	30%
Written Assignment 3: Comprehensive Analysis	35%
Total	100%

All assignments are individual activities, except for the Discussion Board activities. Please review the **Overview of Assignments** (separate document on Canvas) for assignment details and due dates for all assignments; several assignments will require advance planning. Please consult with the Instructor for the course section you are in for assistance.

The overarching goals of the assignments are to:

1. Allow students to demonstrate sophisticated mastery of the course materials (lectures; readings; discussion; class exercises, etc.), as well as non-course materials;
2. Provide a space for integrating the course materials across several modules;
3. Provide a space for examining how social workers can be collaborative change agents in ameliorating social problems and challenges affecting many adolescents as well as how to better promote adolescents' well-being;
4. Allow students to thoughtfully reflect on how many challenges affecting myriad adolescents populations—and the communities in which they reside--programs are intertwined with race/ethnicity, gender, socioeconomic class, political disenfranchisement, under-resourced communities, and poverty and economic inequality;
5. Utilize instructor feedback toward improving or enhancing critical thinking skills and writing presentation over the course of the semester.

For grading specifics, see the Discussion Board **Grading Rubric** and Written Assignment **Rubrics** under the “Assignments, Grading Rubrics, and Suggesting Reading” module in the course.

Academic Resources

Library Research Assistance

Julia Maxwell is the social work librarian on the New Brunswick Campus
jam1148@libraries.rutgers.edu p. 848-932-6104

Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909

Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830

They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

- **New Brunswick Campus**
All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.
<https://rlc.rutgers.edu/student-services/writing-tutoring>
- **Newark Campus Students Only**
The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

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Purdue OWL Mechanics, grammar, organization
<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

Resource Information for Personal Safety

This course covers many sensitive topics and issues. The following resources are provided for anyone who might need additional support related to these topics. These sites should have links to resources in other states as well.

- For students who have concerns about personal safety, harassment, dating and/or domestic violence, Rutgers offers assistance and guidance through the [Office of Violence Prevention and Victim Assistance](#). Their services are available 24 hours/day, 7 days a week. They can be reached at (732) 932-1181; {TTY: 732-932-2793}. This organization has a terrific and lengthy record of offering assistance to the Rutgers community and I highly recommend them.
- In addition, there are other non-Rutgers resources located in New Jersey that are available to the community and may be relevant for you:
 - NJ Domestic Violence Hotline: 800-572-SAFE (7233)
 - NJ Coalition against Sexual Assault: <http://www.njcasa.org> They house the Sexual Assault Hotline: 800-601-7200
 - For those who have concerns related to childhood sexual abuse, an excellent resource is: The Rape, Abuse & Incest National Network (RAINN) <http://rainn.org/index.php> 800-656-HOPE (4673). They have a number of resources listed on their website, including finding information about local therapeutic resources and support.

Our school is committed to **fostering a safe, productive learning environment**. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on school campuses. It is important that you know what to do in cases there is an active shooter on this campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

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Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic ^[1]_[SEP] dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.” ^[1]_[SEP]

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.” ^[1]_[SEP]

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“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Use of artificial intelligence (AI) such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Patricia Findley at patricia.findley@rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration->

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[form.](#)

COURSE OUTLINE

UNIT 1: Fundamentals of the Developmental Phase of Adolescence

Module 1: What Is an Adolescent?

Summary: This module serves as a bridge with the foundation HBSE courses and explores why adolescence is a unique phase of development. We will discuss how this developmental period has evolved over time and the extent to which traditional theories of development apply across racial, ethnic, and cultural groups and contexts.

Module Learning Objectives:

1. Define and describe typical adolescent development and how it is distinguished from other phase of human development.
2. Outline the historical roots of adolescent development.
3. Explore racial and ethnic variation in traditional developmental theories

Required Readings:

- Goldstein, S. & Brooks, R. B. Brooks (2013). Why Study Resilience? In S. Goldstein & R. B. Brooks (Eds.). *Handbook of Resilience in Children*. pp. 3-14. Spring Books: New York, NY.
- Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*.
 - Chapter 1: "Seizing the Moment" (pp. 8–17)

Suggested Readings:

- Rampell, C. (2009, November 14) How old is enough? *The New York Times*.
- Modell, J. & Goodman, M. (1990). Chapter 4: "Historical perspectives." In S. Feldman & G. Elliott (Eds). *At the Threshold: The Developing Adolescent* (1990). Harvard University Press.

Module 2: Psychosocial and Cognitive Development in Adolescence

Summary: This module further explores typical adolescent development and examines the spheres of influence on how adolescents grow, mature, and engage in psychosocial activities. We will also delve into adolescents' cognitive capacity for decision-making as well as how malleable the adolescent brain is.

Module Learning Objective:

1. Describe cognitive development in adolescence.
2. Explore psychosocial developmental tasks in adolescence
3. Highlight the need for racially specific understanding of key developmental tasks in adolescence

Required Readings:

- Brittan, A. (2012). Understanding African American Adolescents' Identity Development: A Relational Developmental Systems Perspective. *Journal of Black Psychology*(38), 2, 171-200..
- Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*.
 - Chapter 2: "The Plastic Brain" (pp. 18–45)
 - Chapter 3: "The Longest Decade" (pp. 46–64)
 - Chapter 4: "How Adolescents Think" (pp. 65–85)

Suggested Reading:

- Nicholls, H. (2018, September 20). Let teenagers sleep In. *The New York Times*.
- Johnson, S. (March 4, 2020). *What teenage brains can teach us about thinking creatively*. Washington Post.

Module 3: Psychosocial and Cognitive Development in Adolescence, continued

Summary: This module examines the contextual circumstances of adolescent development and describes how adolescents grow and thrive (or not) in different environmental settings. This module places specific emphasis on how adolescent development is intertwined with peer and family relationships.

Module Learning Objectives:

1. Comparatively assess the influence of parents, caregivers, and other adults on adolescents;
2. Discuss variation in interpersonal and social development in terms of cultural and demographic factors

Required Readings:

- Damour, L. (2017, March 8). Teenagers do dumb things, but there are ways to limit recklessness. *The New York Times*.
- Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*.
 - Chapter 5: "Protecting Adolescents from Themselves" (pp. 86–106)
 - Chapter 6: "The Importance of Self-Regulation" (pp. 107–124)
 - Chapter 7: "How Parents can Make a Difference" (pp. 125–140)

UNIT 2: Interpersonal and/or Psychosocial Challenges in Adolescence

Module 4: Addressing Internalizing Disorders, Mood Disorders, and Suicide

Summary: This module marks the start of Unit 2—Interpersonal and/or Psychosocial Challenges in Adolescence--which will span six modules. In this first module within this unit, we will begin exploring emotional and behavioral health challenges that afflict many adolescents. This module focuses specifically on internalizing disorders such as unipolar and bipolar depression. In addition, we will also explore suicide among adolescents.

Module Learning Objectives:

1. Explore mood disorders and their associated challenges;
2. Examine risk factors for suicide;
3. Explore how racial and ethnic youth populations are enduring increased behavioral health problems
4. Explore resources and interventions for addressing internalizing disorders and suicide.

Required Readings:

- Congressional Black Caucus (2019). *Ring the Alarm: The Crisis of Black Youth Suicide in America*. A Report to Congress from the Congressional Black Caucus.
- Steiner, H. (Ed.). (2015). *Treating Adolescents*. Chapters 7 (Depression) and 8 (Bipolar & Mood Disorders in Adolescents).
- Whitlock J, Wyman PA, Moore SR. Connectedness and Suicide prevention in Adolescents: pathways and implications. *Suicide and Life-Threatening Behavior*. 2014;44(3):246–272.

Highly Suggested:

Richtel, M (April 23, 2022). 'It's Life or Death': *The Mental Health Crisis Among US Teens*. New York Times, special series, plus a 14 minute video within this series.

Other Suggested Readings:

- Hedegaard H, Curtin SC, Warner M. Suicide rates in the United States continue to increase. *NCHS Data Brief*, no 309. Hyattsville, MD: National Center for Health Statistics. 2018.
- Kim, H., Munson, M. R., McKay, M. M. (2012). Engagement in mental health treatment among adolescents and young adults: A systematic review. *Child and Adolescent Social Work Journal*, 29 (3) 241–266.
- Carey, B. (June 3, 2020). First-time Gun Owners at Risk of Suicide, Major Study Confirms. NY Times. <https://www.nytimes.com/2020/06/03/health/suicide-guns-firearms.html>

Module 5: Addressing Challenges associated with Anxiety Disorders; Impact of Trauma on Adolescent Functioning

Summary: In this second module of Unit 2 (Interpersonal or Psychosocial Challenges in Adolescence) we will discuss anxiety disorders in adolescence and how these affect adolescents' developmental trajectories, especially in academic settings. We will also explore how childhood trauma affects developmental milestones in adolescence.

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Module Learning Objectives

1. Examine the manifestation of anxiety disorders in adolescents.
2. Identify the specific challenges associated with anxiety disorders.
3. Explore the impact of childhood trauma on adolescent functioning.

Required Readings:

- D’Andrea, W., Ford, J., Stolbach, B., Spinazzola, J., & van der Kolk, B. A. (2012). Understanding interpersonal trauma in children: Why we need a developmentally appropriate trauma diagnosis. *American Journal of Orthopsychiatry*, 82(2), 187-200.
- Denizet-Lewis, B. (2017, October 11). Why are more American teenagers than ever suffering from severe anxiety? *New York Times*.
- Riordan, D. M. & Singhal, D. (2018). Anxiety-related disorders: An overview. *Journal of Paediatrics and Child Health*, 54, 1104-1109.

Suggested Readings:

- Steiner, H. (Ed.). (2015). *Treating Adolescents*. Chapter 9 (Psychiatric Trauma & Related Psychopathologies).
- Child Trends (July 2020). <https://www.childtrends.org/blog/as-schools-reopen-addressing-covid-19-related-trauma-and-mental-health-issues-will-take-more-than-mental-health-services>

Module 6: Substance Use

Summary: In this module, we will explore substance use, misuse, and abuse among adolescents. In addition, this module will feature a memoir (*Beautiful Boy*) written by a father who recounts his experiences with his teenage son who developed an addiction to methamphetamines. This memoir not only parallels many of the concepts and themes from the course, it also provides a captivating account of the complexities of living with a family member with a serious addiction to drugs.

Module Learning Objectives:

1. Describe substance use among teenagers;
2. Outline the prevalence of substance use among teenagers;
3. Discuss the efficacy of treatment interventions for adolescents with substance use challenges

Required Reading:

- Sheff, D. (2008). *Beautiful boy: A father's journey through his son's drug addiction*. New York: Houghton Mifflin.

Module 7: Interactive Technology and Social Media

Summary: In this module, we will explore the growing role of digital technology and social media in adolescents’ lives. This will include an examination of some of the negative ramifications of interactive technology use among teens—namely, the danger

of becoming dependent upon personal devices, social media platforms, the internet in general, or electronic games. And, given the recent transition to home schooling, we will also explore the digital divide for many youth.

Module Learning Objectives:

1. Explore the phenomena of problematic digital technology use
2. Explore the problem of the digital divide
3. Identify interventions and resources for addressing problematic digital technology use.

Required Readings:

- Anderson, M., & Jiang, J. (2018). *Teens, social media & technology 2018*. <http://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/>
- Goldstein, D. (2020, June 10). *Research Shows Students Falling Months Behind During Virus Disruptions*. NY Times
- Moreno, M. A., Jelenchick, L., Cox, E., Young, H., & Christakis, D. A. (2011). Problematic Internet use among US youth: A systematic review. *The Archives of Pediatrics and Adolescent Medicine*, 165, 797–805.
- Gentile, D. A., Bailey, K., Bavelier, D., Brockmyer, J. F., Cash, H., Coyne, S. M., & Markle, T. (2017). Internet gaming disorder in children and adolescents. *Pediatrics*, 140(Supplement 2), S81-S85.
- Park, A. (2019, June 5). *I'm a Disabled Teenager, and Social Media is My Lifeline*. NY Times
- Lenhart, A., Pew Research Center (2015, April). *Teen, Social Media and Technology Overview 2015*. (*Skim this reading*)

Suggested Readings:

- Bowles, N. (2018, October 26). The digital gap between rich and poor kids is not what we expected. *New York Times*.
- Ybarra, M. L., & Mitchell, K. J. (2014). "Sexting" and its relation to sexual activity and sexual risk behavior in a national survey of adolescents. *Journal of Adolescent Health*, 55(6), 757-764.
- Li, W., O'Brien, J. E., Snyder, S. M., & Howard, M. O. (2015). Characteristics of internet addiction/pathological internet use in US University students: A qualitative-method investigation. *PloS One*, 10(2), e0117372.

Module 8: Bullying

Summary: In this module, we will be discussing the issue of bullying—both in-person and cyber bullying—in this module. We will explore both victims and perpetrators of this form of abuse. We will also focus on how schools, communities, and parents can help curb or prevent bullying.

Module Learning Objectives:

1. Describe different forms of bullying
2. Describe the prevalence of bullying
3. Explain the impact of bullying
4. Explore interventions for preventing or reducing bullying

Required Readings:

- National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press.
 - Chapter 2: “The Scope of the Problem” (pp. 31–67)
 - Chapter 3: “Individuals within Social Contexts” (pp. 69–112)
 - Chapter 4: “Consequences of Bullying Behavior” (pp. 113–177)

Module 9: Dating and Sexual Violence

Summary: In this final module in Unit 2 of the course, we will examine the topic of dating and sexual violence among adolescents, including on college campuses. This will include examining the prevalence of this form of violence as well as the factors and issues associated with it.

Module Learning Objectives:

1. Discuss prevalence of dating violence;
2. Describe the problem of sexual violence;
3. Critique the response to dating and sexual violence.

Required Readings:

- Espelage, D. L., Leemis, R. W., Niolon, P. H., Kearns, M., Basile, K. C., & Davis, J. P. (2020). Teen dating violence perpetration: Protective factor trajectories from middle to high school among adolescents. *Journal of Research on Adolescence*, 30(1), 170-188.
- Khanhkham, A., Williams, R. D., Housman, J. M., & Odum, M. (2020). Sexual dating violence, school-based violence, and risky behaviors among US high school students. *Journal of Community Health*, 1-11.
- Puzzanhera, C. (2020). Dating Violence Reported by High School Students, 2017.1-pager from Office of Juvenile Justice & Delinquency Prevention
- Spencer, C. M., Anders, K. M., Toews, M. L., & Emanuels, S. K. (2020). Risk markers for physical teen dating violence victimization in the United States: a meta-analysis. *Journal of Youth and Adolescence*, 49(3), 575-589.

Suggested Readings:

- Coker, A. L., Clear, E. R., Garcia, L. S., Asaolu, I. O., Cook-Craig, P. G., Brancato, C. J., & Fisher, B. S. (2014). Dating violence victimization and perpetration rates among high school students. *Violence Against Women*, 20(10), 1220–1238.

- Exner-Cortens, D. (2014). Theory and teen dating violence victimization: Considering adolescent development. *Developmental Review*, 34(2), 168–188.
- McMahon, S., Stepleton, K., O'Connor, J., Cusano, J. (2015). *iSpeak: student experiences, attitudes, and beliefs about sexual violence: Results of the Rutgers University–New Brunswick campus climate assessment*. New Brunswick, N.J.: Rutgers University Center on Violence Against Women and Children.
- Rostad, W. L., Clayton, H. B., Estefan, L. F., & Johns, M. M. (2020). Substance use and disparities in teen dating violence victimization by sexual identity among high school students. *Prevention science*, 21(3), 398-407.

UNIT 3: Special Environmental Considerations for Adolescents

Module 10: Gender and Sexual Diversity

Summary: In this first module of Unit 3, we will examine the topic of youth who identify as lesbian, gay, bisexual, or transgender (LGBTQ). This includes youth who are questioning and exploring their sexual orientation. We will primarily focus on how schools and communities help develop safe environments for LGBTQ youth.

Module Learning Objectives:

1. Discuss challenges pertaining to gender and sexual diversity;
2. Explore how youth cope with these challenges;
3. Critique the extent to which schools and communities create safe and protective environments for sexual minoritized youth.

Required Readings:

- Alessi, E., et al. (2020). Victimization and Resilience among sexual and gender minority homeless youth engaging in survival sex. *Journal of Interpersonal Violence*, pp1-24.
- Hailey, J., Burton, W., & Arscott, J. (2020). We are family: Chosen and created families as a protective factor against racialized trauma and anti-LGBTQ oppression among African American sexual and gender minority youth. *Journal of GLBT Family Studies*, 16(2), 176-191.
- Saewyc, E. M. (2011). Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence*, 21(1), 256–272.

Suggested Readings:

- Goldbach, J. T., & Gibbs, J. J. (2015). Strategies employed by sexual minority adolescents to cope with minority stress. *Psychology of sexual orientation and gender diversity*, 2(3), 297–306. <https://doi.org/10.1037/sgd0000124>
- Aldebot-Green, A., Rojas, A., Oster, M., Hickman, Gooze, R., & Brown, E. (2014, September 11). 5 things to know about LGBTQ youth. *Child Trends* 5.

- Alessi, E. J., Sapiro, B., Kahn, S., & Craig, S. L. (2017). The first-year university experience for sexual minority students: A grounded theory exploration. *Journal of LGBT Youth, 14*(1), 71-92.
- Fine, L. E. (2011). Minimizing heterosexism and homophobia: constructing meaning out of campus LGB life. *Journal of Homosexuality, 58*(4), 521–546.
- Grossman, A. H., Haney, A. P., Edwards, P., Alessi, E. J., Ardon, M., & Howell, T. J. (2009). LGBT youth talk about experiencing and coping with school violence: A qualitative study. *Journal of LGBT Youth, 6*(1), 24–46.

Module 11: Developmental Impact of Poverty and Inequality

Summary: In this module we will describe and explore the impact for adolescents who live in impoverished homes and communities. This includes examining the ongoing and longer-term emotional, behavioral, and physical effects of poverty.

Module Learning Objectives:

1. Describe the demographic characteristics of adolescents living in poverty;
2. Explore the ongoing impact of poverty stress on adolescents' development;
3. Explore the impact of poverty on adolescents' transitions to adulthood

Required Readings:

- Felner, R. D., & DeVries, M. (2013). Poverty in childhood and adolescence: A transactional–ecological approach to understanding and enhancing resilience in contexts of disadvantage and developmental risk. In S. Goldstein & R. B. Brooks (Eds.). *Handbook of Resilience in Children*. pp. 105-126. Spring Books: New York, NY.
- Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*.
 - Chapter 9: “Winners and Losers” (pp. 164–181)
- Koball, H. & Jiang, Y. (January 2018). *Basic facts about low-income children: Children under 18 Years, 2016*. New York: National Center for Children in Poverty, Mailman School of Public Health, Columbia University.

Suggested Readings:

- Wright, V. R., Chau, M., Aratani, Y., Schwarz, S. W., & Thampi, K. (2010). *A profile of disconnected young adults in 2010*. National Center for Children in Poverty, Mailman School of Public Health, Columbia University.
- Troxel, N. & Hasting, P. (n.d.) Poverty during childhood and adolescence may predict long-term health. *Policy Brief, 2*(10). Center for Poverty Research. UC Davis Center for Policy Research.

Module 12: Transition to Adulthood, part 1: Aging Out of Youth-Serving Systems

Summary: In this module we will focus on specific adolescent populations who are especially vulnerable as they transition into adulthood. These include: adolescents with developmental disabilities; adolescents who are "aging out" of the child welfare (foster care) system; and adolescents who are "runaways."

Module Learning Objectives:

1. Critique interventions for adolescents' transitions out of the child welfare system.
2. Describe policy and/or agency interventions designed to meet the needs of adolescents with developmental disabilities.
3. Explore the complexity of transition planning for adolescents with disabilities.
4. Identify challenges associated with being an unaccompanied youth.

Required Readings:

- Gambon et al (2020). Runaway youth: Caring for the nation's largest segment of missing children. *Pediatrics*, 145(2).
- Collins, M. E. (2014). Youth development and transitional living services. In G.P. Mallon & P. McCartt Hess (Eds.), *Child Welfare for the 21st Century* (pp. 467–479). New York, NY: Columbia University Press.
- State Parent Advocacy Network (SPAN; 2018). The Family Guide to Transition Services in New Jersey.

Suggested Readings:

- Honeycutt, T. (2018, November 29). It's Time to Move Forward on Solutions to Support Youth with Disabilities. Mathematica Policy Research. <https://www.mathematica-mpr.com/commentary/its-time-to-move-forward-on-solutions-to-support-youth-with-disabilities?MPRSource=TCSid>

Module 13: Transition to Adulthood, part 2: Transitioning from High School

Summary: In this module we will describe and explore the transition from high school for under-served populations of adolescents. We will also examine the challenges and barriers to accessing completing post-secondary opportunities, for numerous populations. This module is closely tied to the material covered in Module 12.

Module Learning Objectives:

1. Discuss variation in pathways to post-high school employment and education opportunities
2. Explore strategies for building support to youth as they graduate from high school
3. Examine risk factors affecting youth as they engage in employment and post-secondary education opportunities
4. Discuss the complexities of transitioning out of high school for marginalized communities

Required Readings:

- Broton, K., & Golrick-Rab, S. (2016). The dark side of college (Un)Affordability: Food and housing insecurity in higher education. *Change: The Magazine of Higher Learning*, 48:1, 16-25, DOI: 0.1080/00091383.2016.1121081
- DeLuca, S., Clampet-Lundquist, S., & Edin, K. (2016). Chapter 1: Different privileges that different people inherit: Social reproduction and the transition to adulthood. (pp 1-16). In *Coming of Age in the Other America*. New York, NY: Russel Sage Foundation.
- Paterson, J. (2018). Guiding marginalized students. *Journal of College Admission*.
- Porter, E. & Yaffe-Bellany, D. (May 19, 2020). *Facing Adulthood with an Economic Disaster's Lasting Scars*. NY Times. <https://www.nytimes.com/2020/05/19/business/economy/coronavirus-young-old.html>
- Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*.
Chapter 8: "Reimagining High School" (pp. 141-163).
- Stixrud, W. & Johnson, N. (2018, November 19). When a college student comes home to stay. New York Times.

Suggested Readings:

- Bloom, D. (2010). Programs and policies to assist high school dropouts in the transition to adulthood. *The Future of Children*, (20)1, 89-108.
- Marcus, J. (May 29, 2020). *While Focus is on Fall, Students' Choices Will Have a Far Longer Impact*. Washington Post.
- GAO Report to Congress (2018): Food Insecurity: Better Information Could Help Eligible College Students Access Federal Food Assistance Benefits. GA0-19-95.
- Reyes, J., et al. (2013). Promoting educational equity in disadvantaged youth: The role of resilience and social-emotional learning. In S. Goldstein & R. B. Brooks (Eds.). *Handbook of Resilience in Children*. pp. 349-370. Spring Books: New York, NY.

Module 14: Fostering Adolescents' Advocacy Efforts

Summary: In this final module in Unit 3, our focus is on advocacy with and on behalf of youth and young adults. We will explore strategies that have been used to engage and empower the youth community.

Module Learning Objectives:

1. Explore how advocacy aligns with developmental tasks of adolescence
2. Describe the process for engaging youth in advocacy efforts;
3. Describe ethical considerations in advocating with and for youth.

Required Readings:

- Fuligni, A. J. (2018). The need to contribute during adolescence. *Perspectives on Psychological Science*, 1-13.
- Wray-Lake, L., & Abrams, L.S. (2020). Pathways to civic engagement among urban youth of color. *Monographs of the Society for Research in Child Development*, 85 (2). **Chapter 1 required; remaining chapters are suggested.**
- Zaveri, M. (2020, May 27). 'I Need People to Hear My Voice': Teens Protest Racism. NY Times.
- Renkl, M. (June 15, 2020). *These Kids are Done Waiting for Change*. NYTimes.

Suggested Readings:

- Zeldin, S., Christens, B.D. & Powers, J.L (2013). The psychology and practice of youth-adult partnership: Bridging generations for youth development and community change. *American Journal of Community Psychology*, 51(3), 385–397.
- Checkoway, B. & Aldana, A. (2013). Four forms of youth civic engagement for diverse democracy. *Children and Youth Services Review*, 35(11), 1894–1899.

Module 15: Wrap-up & Semester Summary

Summary: In this final module we will engage in a brief summary of the course and talk about the highlights of the material covered throughout the semester.

Module Learning Objective:

1. To describe highlights of the material covered throughout the semester.

Suggested Reading:

- Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*.
 - Conclusion (pp. 205–217)