

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE
2019
OTG Weekly Format

HBSE: Adolescents at-Risk
19:910:529:
3 credit hours

Instructor:
Office:
Telephone:
Email:
Office Hours:

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 stage.

Course Overview

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. This course will therefore examine the relationship between micro, mezzo, and macro circumstances and atypical adolescent development. In keeping with the school's mission, the course will pay particular attention to understanding vulnerable youth populations and how social workers can help identify those in at-risk situations and how various resources can be implemented to ameliorate or minimize the harm. Although the class will focus heavily on the developmental nature of youth, implications at the mezzo and macro levels (e.g., public policies) related to at-risk groups will also be explored.

Place of the Course in the Program

This is an advanced year HBSE (Human Behavior and the Social Environment) elective 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 working with adolescents.

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.

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 brief and final paper course assignments have been designed to assess your attainment of these competencies.

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

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 interpersonal and environmental etiologic factors associated with diversity of functioning in adolescence, as well as the reciprocal relationship between individual functioning and the environment. This will include analyzing different environmental contexts that affect adolescents such as cultural, familial, psychosocial, sociodemographic, and organizational systems.
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, deficits, and disabilities.
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, values, 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.

7. To develop an awareness of positive youth development and resiliency in the face of particularly challenging interpersonal and/or environmental circumstances.
8. To underscore the importance of particularly “high-risk” environments, conditions, or individual difficulties affecting many adolescents in the United States.

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 **Course Reserves** https://www.libraries.rutgers.edu/course_reserves or through links provided in the Readings and resources section of each module on the course web site.

A separate document, Suggested Reading for MSW 910:529 “Adolescents at Risk,” lists additional readings that span a number of content areas associated with each module topic. Unless noted for an occasional specific assignment, these readings are not required. Rather, they are intended primarily to provide additional material for any student who would like to read further on a given topic. Where applicable, the list is available for preview or download in the Readings and Resources section of each module.

Assignments

Your final grade for the course will be determined by.....TBD by each instructor...**examples** below.... Note that I am no longer mandating a Final Paper

Assignment Type	Points per Assignment	Percentage of Final Grade
Participation		
Brief Written Assignments		
Advocacy Intervention Strategy		
Final Paper		
Reading Summaries/Questions		
Quizzes		
Presentations		
Journal		
Total		100%

The written assignments—including the Final paper—are individual activities. Most of these are expected to be completed within the module (or week) in which they are assigned. Please note that some assignments will require advance planning.

All papers should strongly reflect the content of their associated module. Therefore, it is expected that you will draw on the readings and materials from the module as well as independently consult pertinent library materials.

Please remember that the intention of the written assignments is to allow you to show your mastery of the course concepts and material; as such, citing and reflecting upon the material in a thoughtful manner is a critical component of conveying Master's-level integration of the course material.

Specific instructions for small group discussion participation and all other assignments are outlined in the course modules.

Completion of Assignments

You are expected to complete readings, discussions, and assignments according to the course outline and due days found in each module's activity table and the course syllabus. Faculty are able to view your activity in Sakai/Canvas (including your time spent in discussion, lecture, and other areas) to ensure you are staying involved in the course.

Late assignments will **not** be accepted, except in cases of highly unusual and compelling circumstances and if approved in advance by your instructor. Additionally, if a due date conflicts with a religious observance, please consult your instructor prior to the assignment's due date.

Grading

The grading scale for this Master of Social Work (MSW) course is as follows:

Grading Scale	
92–100	A
87–91	B+
82–86	B
77–81	C+
70–76	C
Below 70	F (fail)

- A** = Exceptional or outstanding work; demonstrates full understanding of material and displays unusual analytical and/or creative ability. Work is extremely thorough, is well organized, and conforms to accepted standards of writing including correct grammar, accurate spelling, etc.
- B+** = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work is well organized and conforms to accepted standards of writing.
- B** = Good work; demonstrates understanding of material. Work is organized and conforms to accepted standards of grammar, spelling, punctuation, etc.
- C+** = Acceptable work, but does not demonstrate a clear understanding of the material. The work also has some problems with organization.
- C** = Acceptable work; similar to C+ but with greater problems in applying the concepts and techniques to own experience or ideas. Work fails to cover some important point(s). There are also some problems with organization and logical presentation of the materials.

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

Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous.

Course Logistics

Respect for others in the classroom:

Social work courses often cover material and topics that can be provocative and polarizing, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used that recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal, and social issues, that we not silence others by assuming that there are "politically correct" lines of thought that cannot be challenged.

Attendance Requirements:

It is expected that students will attend all class sessions having read assigned materials and fully prepared for discussion and assigned activities. In order for a student to be considered present for class, the student must attend **all** of the class. **Students who leave during the break/lunch will be marked as absent for that class. Consistent lateness to class will also result in being marked absent. Every absence reduces the class grade, but more than 3 absences will result in the failure of the class.**

The use of cell phones, iPhones, iPads, & iTouches, Blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an *emergency* and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues. And please no web surfing, emailing, blogging, text-messaging, twittering, Facebooking, or IM'ing (or anything in this realm) during class. I do permit the use of laptops in class, for the sole purpose of note-taking.

Receiving Course Messages through Email:

Students are expected to regularly check their RU email account for course messages. If students prefer to use a non-University email account, they are responsible for setting up account preferences such that mail sent to their Rutgers account is automatically forwarded to their non-University account.

Teaching Methods:

A variety of teaching methods are utilized including lectures, discussions, class exercises and assignments, DVDs/videos, readings, and presentations by students. The course outline contains a list of the Required and Suggested readings for each course topic. While the required readings are to be read prior to the class date for that specific topic, the Suggested readings are listed as information resources for students to pursue as considered necessary; thus they are not required.

Respect for others in the classroom:

Social work courses often cover material and topics that can be provocative and polarizing, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used that recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal, and social issues, that we not silence others by assuming that there are "politically correct" lines of thought that cannot be challenged.

Netiquette (if applicable)

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.

Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic

scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows:

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited 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:

1. Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
2. 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.
3. Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
4. Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members **should not** adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that faculty should contact is **Dr. Laura Curran: lacurran@ssw.rutges.edu**

The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying 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 regarding academic integrity, see the Rutgers University Academic Integrity Policy, available through the Rutgers University Academic Integrity web page. <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

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-form>.

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.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on 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>.

Resources for Assignments

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed online. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course.

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830 . They are all available to meet with students.

Be sure also to explore the tools and support services included in the “Course Essentials” module of the course.

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-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

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/>

Course Outline

UNIT 1: Overview of Developmental Stage of Adolescence & How to Define an Adolescent?

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 stage of development has evolved over time and how it is manifested in different cultural contexts.

Module Learning Objectives:

1. Define and describe typical adolescent development and how it is distinguished from other stages of human development.
2. Outline the historical roots of adolescent development.
3. Explain how adolescent development is understood in different cultural environments.

Required Readings:

- Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*.
 - Chapter 1: “Seizing the Moment” (pp. 8–17)

- 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: “Typical” Adolescent Development

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 the concept of “peer pressure” in adolescence.

Required Readings:

- Nicholls, H. (2018, September 20). Let teenagers sleep In. *The New York Times*.
- 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)

Module 3: Context of Adolescent Development

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

Module Learning Objectives:

1. To critically analyze the role and influence of “peer pressure” during the teenage years;
2. Comparatively assess the influence of parents, caregivers, and other adults on adolescents;
3. 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: Contemporary Challenges Faced by Adolescents

Module 4: Mental Health, Part 1—Addressing Challenges associated with Mood Disorders and Suicide

Summary: This module marks the start of Unit 2—Contemporary Challenges Faced by Adolescents—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. Define common internalizing disorders and their associated challenges;
2. Examine risk factors for suicide;
3. Explore resources and interventions for addressing internalizing disorders and suicide.

Required Readings:

- ~~Austin, V. L. & Sciarra, D. T., (2010). Chapter 8: "Depressive disorders, bipolar disorder, and suicide prevention in school-age children and youth." *Children and Adolescents with Emotional and Behavioral Disorders* (pp. 229–256). Boston, MA.: Merrill.~~
- ~~Bridge, J. A., Goldstein, T. R., Brent, D.A. (2006). Adolescent suicide and suicidal behavior. *Journal of Child Psychology and Psychiatry*, 47, 3–4, 322–354.~~
- 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.
- 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.

Module 5: Mental Health, Part 2—Addressing Challenges associated with Anxiety Disorders; Impact of Trauma on Adolescent Functioning

Summary: In this second module of Unit 2 (Contemporary Challenges Facing Adolescents) 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.

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.
- Steiner, H. (Ed.). (2015). *Treating Adolescents*. Chapter 9 (Psychiatric Trauma & Related Psychopathologies).
- Joseph, A.L., Slovak, K., & Broussard, C.A. (2010). School social workers and a renewed call for advocacy. *School Social Work Journal*, 35(1), 1–20.
- Parish, S. L. et al. (2016). Policies and programs for children and youth with disabilities. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families: A risk and resilience perspective* (pp. 201–226). Thousand Oaks, CA: Sage Publications.

Module 6: Mental Health, Part 3—Substance Abuse

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

Required Reading:

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

Module 7: Digital Technology and Social Media

Summary: In this module, we will explore the growing role of digital technology social media in adolescents' lives. This will include an examination of some of the negative ramifications of digital technology use among teens—namely, the danger of becoming dependent upon personal devices, social media platforms, the internet in general, or electronic games. We will also explore how extended access to personal devices may affect cognitive performance. Finally, we will pay specific attention to the role that parents, teachers, and other adults can play in monitoring adolescents' online activities.

Module Learning Objectives:

1. Explore the phenomena of problematic digital technology use
2. Describe the relationship between digital technology and cognitive performance
3. Identify interventions and resources for addressing problematic digital technology use.

Required Readings:

- Bowles, N. (2018, October 26). The digital gap between rich and poor kids is not what we expected. *New York Times*.
- Anderson, M., & Jiang, J. (2018). *Teens, social media & technology 2018*. <http://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/>
- 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.
- 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.
- ~~Pew Research Center (2016, January). *Parents, Teens and Digital Monitoring*.~~
- Lenhart, A., Pew Research Center (2015, April). *Teen, Social Media and Technology Overview 2015*. (*Skim this reading*)

Module 8: Bullying

Summary: Our class 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)
- Mitchell, K.J., L.M. Jones, H.A. Turner, A. Shattuck, & J. Wolak. (2016). *The role of technology in youth harassment victimization*. US Department of Justice, Office of Justice Programs, National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention. <https://www.ncjrs.gov/pdffiles1/nij/250079.pdf>

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:

- 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.
- McMahan, 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.

UNIT 3: Adolescents in Specific High-Risk Populations or Environments

Module 10: Sexual Minority Youth

Summary: In this first module of Unit 3, we will examine the topic of youth who identify as lesbian, gay, bisexual, or transgender (LGBT). 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 faced by sexual minority youth;
2. Explore how sexual minority youth cope with these challenges;
3. Critique the extent to which schools and communities create safe and protective environments for sexual minority youth.

Required Readings:

- 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.
- Saewyc, E. M. (2011). Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence*, 21(1), 256–272.
- 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.
- Aldebot-Green, A., & Temkin, D. (2015, January 20). Understanding transgender youth. *Child Trends Blog*.

Module 11: Homeless and Runaway Youth

Summary: The topic for this module is on runaway and homeless youth. This includes adolescents who are living with their families and are residing in homeless shelters or other temporary settings, as well as those who runaway or are “thrown away” by their families.

Module Learning Objectives:

1. Describe the circumstances of homeless adolescents;
2. Identify factors associated with running away;
3. Explore interventions for adolescents who runaway

Required Readings:

- Walsh, S.M., & Donaldson, R. E. (2010). Invited commentary: National Safe Place: Meeting the Immediate Needs of Runaway and Homeless Youth. *Journal of Youth and Adolescence*, 39(5), 437–445.
- Gwadz, M. V., et al (2009). The initiation of homeless youth into the street economy. *Journal of Adolescence*, 32(2), 357–377.
- Aratani, Y. (2009). *Homeless children and youth causes and consequences*. Research Brief, National Center for Children in Poverty, Mailman School of Public Health. Columbia University.

Module 12: Transition to Adulthood: Youth Populations at Risk

Summary: In this third module of Unit 3 (Adolescents in Specific High-Risk Populations or Circumstances) 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 did not complete high school.

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 leaving high school prematurely.

Required 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.
- 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.
- Honeycutt, T. (2018, November 29). It's Time to Move Forward on Solutions to Support Youth with Disabilities. *Mathematica Policy Research*.
- State Parent Advocacy Network (SPAN; 2018). *The Family Guide to Transition Services in New Jersey*.
- Stixrud, W. & Johnson, N. (2018, November 19). When a college student comes home to stay. *New York Times*.
- Simmel, C. (2012). Highlighting adolescents' involvement with the child welfare system: A review of recent trends, policy developments, and related research. *Children and Youth Services Review*, 34(7), 1197–1207.
- Klika, J.B., & Herrenkohl, T. I (2013). A review of developmental research on resilience in maltreated children. *Trauma, Violence, & Abuse*, 14(3), 222–234.

Module 13: Adolescents Living in Poverty

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:

- Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*.
 - Chapter 9: "Winners and Losers" (pp. 164–181)
- Jiang, Y., Ekono, M., & Skinner, C. (2016). *Basic facts about low-income children: Children 12 through 17 Years, 2014*. New York: National Center for Children in Poverty, Mailman School of Public Health, Columbia University.
- 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 14: Advocacy in Action

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. Describe different youth advocacy methods;
2. Describe the process for engaging youth in advocacy efforts;
3. Describe ethical considerations in advocating with and for youth.

Required 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.
- How to Support the Adolescent Activists in your Life. March 16, 2018. <https://s-ra.org/applications/support-adolescent-activists-life/>

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)