RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE
Spring 2022
OTG version

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 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 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. 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 competences 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. Social workers:

1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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. Social workers:

1. use practice experience and theory to inform scientific inquiry and research;
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. use and translate research evidence to inform and improve practice, policy, and service delivery.

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:

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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 be to 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 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.

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. 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

See Course outline for more details about the reading assignment for each module.

Course Policies & Requirements:

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.

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.

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

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

Assignments & Grading (instructors should add in due dates for all assignments, including when paper topics are due, etc.)

Your final grade for the course will be determined by your active Participation in the course meetings, completion of two (2) Brief Written Assignments, and submission of a Final paper, as shown in the following table:

Assignment Type	Percentage of Final Grade
Class Participation & in-class Exercises	15%
Brief Written Paper (Reflections)	30%
Brief Written Papers (Critical Analysis)	35%
Final Paper	20%
Total	100%

All assignments are individual activities, though there is an option for a group project for the Final assignment. Most of these are expected to be completed within the module (or week) in which they are assigned, according to the instructions provided by the Course Instructor. 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.

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.

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 ⌞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." ⌞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." ⌞SEP⌟

"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; <u>Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved</u>; 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." ⌞SEP⌟

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 (Laura Curran at [lacurran@ssw.rutgers.edu)](mailto:lacurran@ssw.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-form.

Other Resources
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 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**.

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.

Resources for Assignments
1. *Library Research Assistance*
Meredith Parker is the social work the social work librarian on the New Brunswick Campus meredith.parker@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.

2. *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**

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

3. *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/

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 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.

School of Social Work Mission Statement

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 strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

COURSE OUTLINE

UNIT 1: Overview of 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:

- Brittian, 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 adolescent 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 Behavio*r. 2014;44(3):246–272.

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.

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.
- Puzzanchera, 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: 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. 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.* NY Times.

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)