

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE
2024-2025 Academic Year**

OTG

Adolescence: Understanding Risk and Resilience

19:910:529:

3 credit hours

Instructor:

Email:

Office Hours:

I. Catalog Course Description

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

II. Course Overview

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

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

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

As students read through this syllabus, they should also remember to closely review the School-Wide Syllabus in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide

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policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

III. 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).

IV. 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 <https://www.cswe.org/accreditation/policies-process/2022epas/>

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the 2022 CSWE competencies within its curriculum.

The competencies assessed in this course include:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

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Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

[Explore the entire set of 2022 CSWE competencies.](#)

V. Course Level Learning Goals

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

1. To develop and enhance comprehension of the tasks associated with "normal" and "atypical" adolescent development, by building on and perhaps critiquing the theoretical frameworks that are considered foundation to developmental knowledge.
2. To critically examine the guiding theories for adolescent development and critique the extent to which they utilize perspectives that are grounded in anti-racism and social justice approaches.
3. To understand how adolescents are uniquely affected—frequently to a chronic and serious degree—by contemporary trends, events, attitudes, discriminatory beliefs/conduct, 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, racial, and economic justice as a means of promoting optimum development for vulnerable adolescents and their families.

VI. Textbooks and Materials

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

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

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

To find your readings:

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

VII. Course Attendance and Participation Policies

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

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in the on-the-ground (traditional) program.

For this course in particular, 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 two absences may result in the failure of the class.*

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 regard to their clients as well as their class colleagues.

Late Assignments

Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

VIII. Assignments & Grading

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

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.

Your final grade for the course will be determined by being an active and thoughtful participant in class (including small group exercises and discussions) and completion of (3) Written Assignments, as shown in the following table:

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

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

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The overarching goals of the assignments are to:

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

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

IX. COURSE OUTLINE

UNIT 1: Fundamentals of the Developmental Phase of Adolescence

Module 1: What Is an Adolescent?

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

Module Learning Objectives:

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

Required Readings:

- Goldstein, S.& Brooks, R. B. Brooks (2013). Why Study Resilience? In S. Goldstein & R. B. Brooks (Eds.). *Handbook of Resilience in Children*. pp. 3-14. Spring Books: New York, NY.

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

Suggested Readings:

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

Module 2: Psychosocial and Cognitive Development in Adolescence

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

Module Learning Objective:

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

Required Readings:

- 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 adolescents grow and thrive (or not) in different environmental settings. This module places specific emphasis on how adolescent development is intertwined with peer and family relationships.

Module Learning Objectives:

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

Required Readings:

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

UNIT 2: Interpersonal and/or Psychosocial Challenges in Adolescence

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

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

Module Learning Objectives:

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

Required Readings:

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

Highly Suggested:

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

Other Suggested Readings:

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

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

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

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

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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.
- Puzanchera, 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. Springer Books: New York, NY.
- Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*.
 - Chapter 9: “Winners and Losers” (pp. 164–181)
- Koball, H. & Jiang, Y. (January 2018). *Basic facts about low-income children: Children under 18 Years, 2016*. New York: National Center for Children in Poverty, Mailman School of Public Health, Columbia University.

Suggested Readings:

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

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

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

Module Learning Objectives:

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

Required Readings:

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

Suggested Readings:

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

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

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

Module Learning Objectives:

1. Discuss variation in pathways to post-high school employment and education opportunities
2. Explore strategies for building support to youth as they graduate from high school

3. Examine risk factors affecting youth as they engage in employment and post-secondary education opportunities
4. Discuss the complexities of transitioning out of high school for marginalized communities

Required Readings:

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

Suggested Readings:

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

Module 14: Fostering Adolescents' Advocacy Efforts

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

Module Learning Objectives:

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

Required Readings:

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

(OTG) Updated May 2024