I. CATALOGUE DESCRIPTION

Drawing on multiple theoretical perspectives and a critical review of the literature, students explore practice implications and interventions regarding problems of adolescents and at-risk youth with a focus on environmental influences that affect normal development.

II. COURSE DESCRIPTION

This course introduces students to the complex issues surrounding adolescence and, through service-learning, provides an opportunity for students to volunteer with agencies that work directly with at-risk youth. In this course, we will examine various definitions of adolescence (with a historical context); the latest research illuminating the biopsychosocial developmental processes in this stage of life; the unique vulnerabilities and strengths associated with adolescence, and current micro-, mezzo-, and macro-level factors and settings that affect adolescent development and developmental outcomes. We will consider, in particular, adolescents who face structural barriers on account of poverty, racism and minority-status (e.g., ethnicity/race, gender-identity and sexual identity). The course also surveys programs and policies that seek to promote positive youth development and serve adolescents with significant mental health, substance use, educational and juvenile justice related challenges.

This is a 3 credit course for social welfare majors at the junior/senior level. Others may be admitted with instructor permission. Students will attend a two hour academic class and complete 24 hours of service learning throughout the semester.

III. COURSE OBJECTIVES

At the end of the semester, students will have:

- Increased knowledge of the biological, cognitive, emotional, and sexual maturation processes during adolescence
- Increased understanding of the role of youth programs in promoting adolescents’ resilience and growth, and some of the challenges in ensuring high quality programming
• Increased awareness of the social issues that impact the lives of adolescents and their families
• Increased awareness of the risk and resilience approach to the study of adolescents, as well as the unique risks
• Increased understanding of the changes in and the role of interpersonal relationships during adolescence
• Increased understanding of how adolescents are impacted by intersecting oppressions, including race, ethnicity, gender, socio-economic status, sexual orientation, gender identity and other marginalized statuses
• Increased awareness of how social and economic inequality affects adolescents in educational and juvenile justice settings
• Increased knowledge about the trends, nature and consequences of mental disorders and substance use for adolescents
• Experiences in developing professional skills involving communication, leadership, and use of self
• Heightened self-awareness regarding values and concerns pertaining to adolescence and service provision

IV. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/8</td>
<td>Introduction to the Course and Service Learning Agencies</td>
</tr>
<tr>
<td>2</td>
<td>9/15</td>
<td>Adolescent risk and resilience, positive youth development &amp; making a difference Cultural awareness and sensitivity</td>
</tr>
<tr>
<td>3</td>
<td>9/22</td>
<td>Adolescent neurological and cognitive development</td>
</tr>
<tr>
<td>4</td>
<td>9/29</td>
<td>Adolescent emotional regulation &amp; coping</td>
</tr>
<tr>
<td>5</td>
<td>10/6</td>
<td>Transitions in familial and social relationships</td>
</tr>
<tr>
<td>6</td>
<td>10/13</td>
<td>Sexuality and sexual risk taking</td>
</tr>
<tr>
<td>7</td>
<td>10/20</td>
<td>Gender and inequality</td>
</tr>
<tr>
<td>8</td>
<td>10/27</td>
<td>Poverty and minority race/ethnicity (interviewee selection and interview protocol due)</td>
</tr>
<tr>
<td>9</td>
<td>11/3</td>
<td>GLBTQ identified adolescents</td>
</tr>
<tr>
<td>10</td>
<td>11/10</td>
<td>Adolescents in school</td>
</tr>
<tr>
<td>11</td>
<td>11/17</td>
<td>Mental health &amp; suicide concerns in adolescence (Interview paper due)</td>
</tr>
<tr>
<td>12</td>
<td>11/24</td>
<td>Happy Thanksgiving!</td>
</tr>
<tr>
<td>13</td>
<td>12/1</td>
<td>Substance abuse in adolescence (last journal entry due)</td>
</tr>
<tr>
<td>14</td>
<td>12/8</td>
<td>Delinquency and the juvenile justice system</td>
</tr>
<tr>
<td>15</td>
<td>12/15</td>
<td>Topic TBD (final paper due, agency evaluation due)</td>
</tr>
</tbody>
</table>

1 The instructor reserves the right to make slight changes to the topic schedule and readings in order to best meet the needs of the class.
V. COURSE TEXT AND READING ASSIGNMENTS BY WEEK

Required Book:

All other required readings will be available on Learn@ UW.

Week 1: Introduction to the Course and Service Learning Agencies (9/8)

- No readings

Week 2: Adolescent risk &resilience, positive youth development & making a difference (9/15)


Week 3: Adolescent neurological and cognitive development (9/22)

  - Ch. 1 Seizing the moment.
  - Ch. 2 The plastic brain
  - Ch. 3 The longest decade
  - Ch. 4 How adolescents think

Week 4: Adolescent emotional regulation & coping (9/29)

  - Ch. 5 Protecting adolescents from themselves
  - Ch. 6 The importance of self-regulation
  - Ch. 7 How parents can make a difference

Week 5: Transitions in familial and social relationships (10/6)


***Optional:


Week 6: Sexuality and sexual risk taking (10/13)


negative outcomes of sexual behaviors. *New Directions for Child and Adolescent Development*, 144, 3–19. [can be skimmed]

***Optional:

- Dubois et al. (2015). To have sex or not to have sex? An online focus group study of sexual decision making among sexually experienced and inexperienced gay and bisexual adolescent men. *Archives of sexual behavior*, 44, 2027-2040.

**Week 7: Gender and inequality (10/20)**


**Week 8: Poverty and minority race/ethnicity (10/27)**

  - Ch. 9 Winners and losers


***Optional:


**Week 9: GLBTQ identified adolescents (11/3)**


***Optional:

**Week 10: Adolescents in school (11/10)**

- 2016 Child Mind Institute, Children’s Mental Health Report (focused on school).

  - Ch. 8 Reimagining high school


***Optional:***
- Antonishak et al. (2008) Community influences on adolescent development

**Week 11: Mental health & suicide concerns in adolescence (11/17)**


***Optional:***

**Week 12: HAPPY THANKSGIVING! (11/24)**

**Week 13: Substance abuse in adolescence (12/1)**

  Ch. 4. Why do we worry and teenage substance use?

***Optional:***

Week 14: Delinquency and Juvenile justice system (12/8)

  - Ch. 10 Brains on Trial


***Optional:


Week 15: Topic and readings TBD (12/15)
V. EVALUATION AND STUDENT OUTCOMES: METHODS AND GRADING²

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of participation</td>
<td>5</td>
</tr>
<tr>
<td>Service Learning Hours &amp; Agency Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>Class presentation and discussion facilitation</td>
<td>10</td>
</tr>
<tr>
<td>Service-Learning and Class Journal (5 entries)</td>
<td>25</td>
</tr>
<tr>
<td>‘Up Close’ Interview</td>
<td>20</td>
</tr>
<tr>
<td>Topical paper</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Class attendance:**
In order for you to benefit from this course, you are expected to attend all scheduled classes and to arrive on time. Attendance will be taken at each class. If you are unable to attend class, please email me prior to class so that you can receive an excused absence. You may receive no more than two excused absences per semester. Two points will be deducted from your grade for each unexcused absence incurred. Please note that you must attend at least 11 classes to pass the course.

1. Class participation: This class will be run much like a seminar, whereby discussion is a key component of learning. The expectation is that you do all of the readings ahead of time and come prepared to share your understanding and reactions. In this context, your active listening and verbal contributions are important for your learning and for the learning of your classmates. Please see the end of this syllabus for criteria for active participation. (5 points)

2. Service learning/volunteering & Agency evaluation: To promote and enhance your learning experience, you will be required to spend a minimum of 25 hours providing service in an agency/program that serves youth, and that is approved by your instructor. The first day of class, your instructor will provide you with a list of placements from which you can choose. You will then contact the agency and set up a time for an interview. Once approved by the agency, you will need to complete any paperwork, TB tests, etc. that the agency requires. You must also complete with your agency supervisor two documents provided by your instructor. The first is a “Memorandum of Understanding” between you, your supervisor and your instructor regarding what tasks are expected during the semester. The second document is your “Student Timesheet” on which you will fill out weekly your volunteer hours completed. Your supervisor will need to sign the form upon completion of your 25 hours. (worth 15 points)

There are certain requirements related to the volunteer hours:
   a. You must begin your volunteer hours no later than September 28, and complete them no later than December 9.
   b. Your service hours are not to be completed early or late in the semester; rather, you are required to spread your hours out over the semester. It would be ideal to volunteer 2-3

² The instructor reserves the right to make slight changes to the assignment content and schedule to meet the needs of the class.
hours a week, depending on your start week.  

 c.  You cannot pass this class unless your volunteer hours are completed. Final agency evaluation is due on the last day of class (12/15)

3. **Class presentation and facilitation of discussion:** Two students will sign up and work together to present the reading material for that week’s class and take a lead in facilitating class discussion of the material. This will involve providing your sense of the most important take-away learning points from each of the readings and a synthesis and critical analysis of the material. Expectations for this assignment will be further discussed in class. (worth 10 points)

4. **Service-Learning and Class Journal:** You will complete and turn-in 5 journal entries altogether. Four journal entries will involve reflections on readings, lectures, discussions and volunteer service. Each entry should contain 3 parts:
  --Part 1: a description of service-learning activities or select aspects of the service learning experience, and what you are learning (skills, values, awareness).
  --Part 2: an analysis of how course content relates to the service learning experiences. where you connect the experience to course content, readings, lectures, and videos, re: positive youth development, social (in)justice; awareness of cultural/ethnic issues; knowledge of adolescent development; understanding of specific strengths and challenges of various adolescent populations.
  --Part 3: application of how the experience and course content can be applied to your personal and professional life (e.g., personal growth, clarification of values or attitudes, professional aspirations or ideas of what could be done.

The last journal entry you submit will have a slightly modified set of expectations, as it will be more summative or inclusive of the overall . Each journal entry must be 2-3 pages (double spaced, 11 or 12 pt font). You can turn in any of the 5 individual entries at any point in the semester, but all 5 must be handed in by 12/1. (worth 25 points)

5. **‘Up close’ Interview:** You will select a youth, parent of a youth, staff member, or program administrator (depending on your interest and access) with whom to conduct an interview of 20-30 minutes duration. The aim of this assignment is for you to (a) gain experience in developing an interview protocol and conducting an interview (skills that social workers use quite a bit), and (b) gain more in-depth and personal information about the lives/lived experiences and perspectives of those served by the program or those who develop and implement the program. You must submit a written interview protocol and have an individual selected by 10/27. You will receive feedback about your interview protocol within a week, and should aim to conduct the interview during the weeks of November 7 or 14th for your interview. More instructions regarding this assignment will be forthcoming. Your interview paper will be due on 11/17. (20 points)

6. **Topical research paper:** For your final assignment, you will select a focused topic relating to adolescents and/or service provision for adolescents that was or was not covered in class, and about which you would like to learn more. You will receive further guidelines about this writing assignment in class. (25 points)
GRADING

Grading Scale & Standards:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas, not acceptable</td>
</tr>
</tbody>
</table>

VII. General class expectations:

Expectations of students:

- ✓ Attend class weekly and read required materials prior to class
- ✓ Actively participate in discussion and other assigned activities
- ✓ Turn off all cell phones, laptops, (or other electronic devices) during the class unless needed for specific purposes (in which case, you can discuss this with the instructor)
- ✓ Demonstrate respect for classmates and the classroom environment
- ✓ Demonstrate knowledge and understanding of the assigned readings and lecture material

The instructor and TA are prepared to:

- ✓ Create a comfortable and open atmosphere conducive to learning
- ✓ Begin and end classes on time
- ✓ Ensure that course objectives are being met
- ✓ Ensure that class readings, assignment and service learning materials are accessible to all students
- ✓ Help problem-solve re: logistical or other problems related to volunteering
- ✓ Be available to students to answer questions and to hear concerns
- ✓ Provide constructive and timely feedback on written assignments or presentations.

VIII. COURSE POLICIES:

Student Behavior Policy & Classroom Climate

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.
Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

Reading Assignments
You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Guidelines Policy
All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 11 or 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

Students with Disabilities
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor as soon as possible. The McBurney Center provides services and classroom accommodations to students with disabilities. These disabilities might include vision and hearing difficulties, learning difficulties and mental health disorders. The Center is located at 701 West Johnson Street. For more information, call 608-263-2741 or go to the website at http://mcburney.wisc.edu

Use of Electronic Devices in the Classroom
Research (University of Michigan Center for Research on Learning and Teaching, 2010; and Wood, et al., 2012; Mueller & Oppenheimer, 2014) has found that use of electronic devices in the classroom leads to poorer recall and performance on assignments and exams; therefore, the use of these devices (e.g., laptops, smartphones, ipads, etc.) is **not** permitted in lecture. These devices must be turned off and stored before the beginning of class. Students found to be using electronic devices (including responding to texts) will be respectfully asked to leave the classroom and will be
required to meet with the instructor in order to return to class the following week.

If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop for notetaking, this accommodation will be approved by the course instructor.

Plagiarism
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:
- If an instructor or TA suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.
For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing: UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html

Evaluating the Quality of Your Class Participation

5=Excellent Contributor: Contributions in class reflect very good preparation. Ideas offered are almost always substantive and provide insights as well as direction for the class. Challenges are well substantiated and persuasively presented. The student responds to colleagues’ ideas, and assists in further development and clarification of these ideas. This student is always actively listening and ‘present’ in class. If this person were not a member of the class, the quality of discussion would be diminished markedly.

4=Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes some direction for the class. Challenges are well substantiated and often persuasive. Responses to colleagues’ ideas are often useful. This student is usually/often actively listening and ‘present’ in class. If this person were not a member of the class, the quality of the class would be diminished.

3=Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. Occasionally responds to colleagues’ comments in ways that are useful. This student is sometimes listening and ‘present’ in class. If this person were not a member of the class, the quality of the class would be diminished somewhat.

2=Non-Participant: This person says little or nothing in class, or comments by student are not clear. Hence, there is not an adequate basis for evaluation. This student is often not actively listening and ‘present’ in class. If this person were not a member of the class, the quality of the discussion would not be changed.

1=Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comments do not acknowledge colleagues’ contributions, or worse, are disrespectful of them. If this person were not a member of the class, valuable air-time would be saved.

*NOTE: Prof. John Tyler of Brown University obtained these guidelines from Prof. Richard J. Murnane at the Harvard Graduate School of Education. Prof. Murnane, in turn, learned them from someone else. Although the original attribution for the guidelines has been lost, they continue to be useful to so many.

FINALLY, Final note and feedback: I very much hope that you have a good learning experience in this class! To help me do whatever I can to make that happen, I would greatly appreciate your input (reactions, suggestions, concerns). Always feel free to see me personally if you have any concerns about any part of the course. In-person or written comments are always welcome (anonymous or identified).