

YD 440
Problems in Adolescent Development
B036

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Course Books:

1. Adolescent: Development, Relationships, and Culture
Phillip F. Rice and Kim G. Dolgin
2. Rise and Fall of the American Teenager
Thomas Hine

Communication Plan:

Concordia believes in prompt feedback and communication. Email is the best delivery method in reaching me. I will respond to all emails and voice mails within 24 hours of receipt.

Assignments submitted on time will be reviewed and feedback provided within 3 days of receipt. Late assignments will be graded within one week. Bulletin board discussion will be monitored frequently and I will be equally engaged in the discussion.

Course Description:

A variety of problems of adolescence are discussed, including violence, aggression, education, and abnormal psychology. The issues etiology, intervention, and treatment are discussed. (4 credits)

Objectives:

- An ability to identify risk behaviors and risk indicators in adolescence.
- A discussion on strategies to discover root causes of abnormal development.
- Relate concepts discussed in class to real-world situations involving adolescents.

Student goals and objective:

This course is grounded in the principles of adult learning. Concordia recognizes that each student brings experience and knowledge to each course. Each student also brings expectations and goals for each course.

Course Outline

Week 1: October 29- November 4th

Chat: November 4th , 7:00 p.m. CST

Theme: Risk-Taking: Healthy or Un-healthy?

Reading: What makes a Risk a Risk?
“Troubled Teen Article”

Week 1: October 29- November 4th (continued)

Bulletin Board:

1. What do you believe are factors that lead to problems in adolescent development?

2. If the ability to deduct, evaluate, comprehend and express empathy escapes an adolescent youth, what opportunities exist for positive youth development to occur?
3. What can we do to help troubled teens?
4. As a youth, what were some healthy risks that you took?
5. How can YD professionals support youth who find themselves in the circumstances outlined in the article?

Assignment:

1. Weekly Reflection How was your learning challenged or enlightened this week?
What did you enjoy most about this week's assignments?
What can we do to help troubled teens? **Due November 4th**
**Begin Considering Site to Observe*

Week 2: November 5 – November 11

Chat: November 11th; 7:00 p.m. CST

Theme: What's the deal with kids today?

Reading: The Adolescent, chapters 1-3
 The Rise and Fall of the American Teenager

Bulletin Board:

1. Why have you chosen this particular site to observe?
2. Briefly, describe a 'teenager'.
3. What are some of the societal influences that impact an adolescent's development.
4. What factors contribute to lower academic achievement by some teens than others?

Assignment:

1. Site Observation Selection **Due November 11th**
2. Weekly Reflection: How was your learning challenged or enlightened this week?
What did you enjoy most about this week's assignments?
 Due November 11th

Week 3: November 12 – November 18

Chat: November 18th ; 7:00 p.m. CST

Theme: Taking a Closer Look (3-hour field practicum)

Reading: The Adolescent, chapters 5 and 8
 The Rise and Fall of the American Teenager

Bulletin Board: 1) What's one thing that really stuck with you from this week's observation?
 2) How would you describe the young people that you are observing?
 3) What concepts from the readings apply to your observation?
 4) Describe yourself when you were an adolescent.

Assignment:

1. Weekly Reflection: **Both Due November 18th**
How was your learning challenged or enlightened this week?
What did you enjoy most about this week's assignments?
2. Site Observation: Three hours of youth program field observation/ volunteering

Week 4: November 19 – November 25th

Chat: **NO CHAT—November 25 (Thanksgiving Break)**

Theme: A Closer Look, part 2 (3 hour field practicum)

Reading: The Adolescent, chapters 17 and 18
The Rise and Fall of the American Teenager, _____

Bulletin Board: 1) What's one specific problem in adolescent development that you are observing at your site? Why do you think it's a problem?
 2) Have you observed any signs of adolescent alienation? If so, what?

Assignment: **Assignments Due November 28th**

1. Weekly Reflection: How was your learning challenged or enlightened this week?
What did you enjoy most about this week's assignments?
2. Youth Profile: Profile of Young Person
3. Site Observation: 3 hours of youth program field observation/ volunteering

Week 5: November 26 – December 2

Chat: December 2nd, 7:00 p.m. CST

Theme: Exploring a Cause

Reading: The Rise and Fall of the American Teenager

Bulletin Board:

1. What are some possible root-causes of problems in adolescent development?
2. How do professionals address these root causes?
3. How do these root-causes impact the development of youth?

Assignment: Begin writing research paper, **Due December 9th**

Week 6: December 3 – December 9

Chat: December 9th; 7:00 p.m. CST

Theme: Understanding the underlying factors of child/youth delinquency

Reading: visit- <http://ojjdp.ncjrs.org/pubs/delinq.html#201800>
"Child Delinquency; Early Intervention and Prevention"

Bulletin Board: 1) Based on the reading, what might be some youth development goals for prevention of youth delinquency (target population- at-risk-youth)?
 2) If prevention is not effective, what are some of the consequences facing youth-at-risk?
 3) Identify possible risk factors facing youth in community, family, school, and among their peers?
 4) What are some possible adolescent health and problems derived from those risk factors?
 5) What strategies have been implemented in your organization or community to address delinquent behaviors?

Assignment: Research Paper on Root Cause, **Due December 9th**

Grading System:

To earn an A:

- Complete and meet the requirements for each of the 5 assignments.
- “Actively” engage in the BB discussion by demonstrating depth of thought in responses. Must response to 2-3 peers per question.
- Attend and participate in each chat (excused absences will NOT count against you)

To earn a B:

- Complete and meet the requirements for 4 of the 5 assignments (*the research paper must be one of the four*).
- “Actively” engage in the BB discussion (multiple postings each week) by demonstrating depth of thought in responses.
- Attend and participate in each chat (excused absences will NOT count against you)

To earn a C:

- Complete and meet the requirements for 3 of the 5 assignments (the research paper must be one of the three).
- “Actively” engage in the BB discussion (multiple postings each week) by demonstrating depth of thought in responses.
- Attend and participate in 5 of the 6 chats (excused absences will NOT count against you)

Assignment Descriptions:

Weekly Reflections

Due date: Before the start of chat sessions.

1. *What inspired you from this week's learning or reading?*
2. *What challenged you from this week's reading?*

Reflections should be approximately 1/2 page in length and discuss the student's response to observations, readings, bulletin board postings, or other information that has impacted the student's learning.

Profile of a Young Person

Due date: November 28th

Choose one young person from your site observation to profile. Identify the young person's age, interests, strengths, deficiencies, and support available to the young person. With this knowledge, you are to write a 2 page profile of the young person discussing their strengths and limitations while considering “possible” problems in his/her adolescent development (if any).

Research Paper

Due date: December 9th

Choose a “problem” in adolescent development. Write a 3-4 page research paper that analyzes the problem behavior and the impact on said behavior. It is important that you address possible root causes of the problem behavior and how

youth development professionals might address the issue within the constraints of their work.

Field Study/Service Learning

Due date:

Choose a youth development oriented site (*the organization's mission and/or services should be directed to youth*) to volunteer and observe for six hours over a two-week period. During this observation, students are asked to engage young people in conversation. Pay special attention to signs of problems in adolescent development. Assignments during weeks 2-4 are designed to build off of this field experience. I trust and expect each student to be involved in a field experience. If this is problematic for you, please consult me immediately for advice on how to progress.

Weekly Bulletin Board Questions

Due date: Before the start of chat sessions.

You are expected to respond to 2-3 peers each week. All questions are designed to compliment your reading and expand on discussions. The responses need to reflect well thought-out critical reviews of the issues being discussed.

Instructor expectations for writing:

At the undergraduate level, students should demonstrate strong writing. I expect students to write professionally, to have minimal grammatical mistakes, and to challenge yourselves to expand your vocabulary. Material will not be graded for grammar, but may be returned if I cannot understand your intent due to poor writing.

If you have writing issues, please feel free to contact Louise Ehrhart or myself and we will assist in connecting you with a writing tutor and/or other resources.

Instructor philosophy on teaching and learning process:

This is your learning. I am not responsible or accountable for your learning or growth in this course. You must be engaged, committed, and active in this process. It is your learning.

My responsibility is to communicate expectations and comments effectively. I strive to provide an inclusive environment and build a teaching-relationship that is conducive to maximizing your prior knowledge and experiences. I am also charged with challenging you to expand and grow in both your thinking and the way you work with young people. To accomplish this task, I will challenge you to reflect and analyze all information that is presented in this course. We are equals in this process of learning and I hope to learn as much from you as you do from each other or from me.