PSYCHOLOGY OF ADOLESCENCE
CPSY 458
Summer 2018

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COURSE OBJECTIVES:

The focus of this course is an advanced examination of the processes, contexts, and clinical issues associated with adolescent development. The course is geared toward professional, graduate-level students who have a background in human development (e.g., CPSY 454) and who intend to work with adolescents in clinical, school, or other applied settings. There will be an emphasis on understanding normal developmental processes as well as the contexts which compromise adolescent mental health and well being. Specific objectives of this course include: (1) Gaining a basic understanding of the adolescent developmental issues (e.g., factual knowledge, methods, principles, generalizations, theories), (2) Learning to apply course material to your work (to improve thinking, problem solving, and decisions), and (3) Developing specific skills, competencies, and points of view needed by professionals in the field.

REQUIRED TEXT (please check Loyola's EBL collection):

Lerner, R. M. & Steinberg, L. (2009). *The Handbook of Adolescent Psychology*. Volume I
        Wiley & Sons: Hoboken, NJ.
        ISBN: 978-0-470-14920-1

Additional Readings (see below)

COURSE REQUIREMENTS:

1. Class participation (20%): This is a graduate level, seminar-style class and as such, requires that all students attend class prepared to engage in discussions of the readings and their applications. Participation will be in small and large groups.

2. Case Study (40%): You will be asked to prepare an in-depth analysis of one particular individual's experience of adolescent development. We will watch a documentary in class that traces the lives of several individual adolescents and you will be asked to a) identify the major developmental issues facing the subject (cognitive, social, moral, vocational, etc.) and b) discuss how environmental contexts (family, school, friends, culture) contribute positively and/or negatively to the adolescent's development. In-class assignment, June 14, 2018.

3. Research Paper (40%): You will be asked to research a particular topic of interest to you (e.g., a special population, clinical issues, etc.). You should present the status of the literature in whatever area you choose (i.e., what do we know, what is still unknown). Approve your topic with the instructor. Length: 10-12 pages. Due date: June 28, 2018.

Course Emphases:

Social Action through Education: As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in what ever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social action as a critical aspect of your professional work. The School of Education conceptual framework is described here: www.luc.edu/education/mission/ We will also be assessing Conceptual Framework Standard 1 in this course: Candidates critically evaluate current bodies of knowledge in their field. The rubric for this is located on LiveText (see below for link).

Diversity: Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Dispositions: The disposition of *Professionalism* will be assessed in this class. Professionalism is assessed by examining your conduct as a student both in your interactions with the instructor as well as other students. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension.

Counseling Psychology Professionalism Dispositions Rubric

	Target	Acceptable	Unacceptable
Interactions	Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients	Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
Course work	Candidate demonstrates a working knowledge	Candidate demonstrates a basic knowledge of	Candidate fails to demonstrate an understanding of

	of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course	professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course	ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via substandard course work performance.
Field work	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/
The link above directs students to the statements on Academic Honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, and the Electronic Communication Policies and Guidelines.

<center>COURSE SCHEDULE</center>

Date:	Topic:	Readings:
May 22	Introduction	Ch. 1

May 24	Cognitive, biological, social development	Ch 4 5 6 7 8
May 29	Adolescent Sexuality	Articles, Ch 14
May 31	Adolescent Leisure	Articles
June 5	Family Context	Articles, Ch 11
June 7	Peer and School Contexts	Articles, Ch 12
June 12	Cultural Contexts	Articles, Ch 10 13 17
June 14	Case Analysis Project (Mid-term)	
June 19	Affective Disorders, Self-injurious behavior, Suicide & Eating Disorders	Articles, Ch. 19
June 21	Conduct Disorder, Substance Abuse and Antisocial Behavior	Articles, Ch. 20 21
June 26	Treatment Issues	Articles
June 28	Prevention and Policy Final Papers Due	Articles, Ch. 15 16

Textbook Table of Contents

Articles:

Leisure:

Ferguson, C.J, Rueda, S.M., Cruz, A.M., Ferguson, D.E., Fritz, S., Smith, S.M. (2008). Violent video games and aggression: Causal relationship or byproduct of family violence and intrinsic violence motivation? *Criminal Justice and Behavior, 35,* 311-332.

Kaiser Family Foundation. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. 15-
    18.

Ward, L. & Friedman, K. (2006). Using TV as a Guide: Associations Between Television
    Viewing and Adolescents' Sexual Attitudes and Behavior. *Journal of Research on
    Adolescence*, *16*, 133-156.

Wolf, S., Aber, J. L., & Morris, P. A. (2015). Patterns of time use among low-income, urban
    minority adolescents and associations with academic outcomes and problem behavior.
    Journal of Youth and Adolescence, *44*, 1208-1225.

Sexuality:

Martin-Storey, A. (2015). Prevalence of dating violence among sexual minority youth: Variation
    across gender, sexual minority identity and gender of sexual partners. *Journal of Youth
    and Adolescence*, *44*, 211-224.

Ream, G.L., & Savin-Williams, R.C., (2005). Reciprocal associations between adolescent sexual
    activity and quality of youth–parent interactions. *Journal of Family Psychology, 19,* 171-
    179.

Robinson, M., Holmbeck, G., & Paikoff, R. (2007). Self-esteem enhancing reasons for having
    sex and the sexual behaviors of African American adolescents. *Journal of Youth and
    Adolescence, 36*, 453-464.

Family:

Cumsille, P., Darling, N., & Martínez, M. L. (2010). Shading the truth: The patterning of
    adolescents' decisions to avoid issues, disclose, or lie to parents. *Journal of
    Adolescence*, *33*(2), 285-296.

Moum, T., Roysamb, E., Storksen, I., & Tambs, K. (2005). Adolescents with a childhood
    experience of parental divorce: a longitudinal study of mental health and adjustment.
    Journal of Adolescence, *28*, 725-739.

Riina, E. M., & McHale, S. M. (2014). Bidirectional influences between dimensions of
    coparenting and adolescent adjustment. *Journal of Youth and Adolescence*, *43*, 257-269.

Updegraff, K. A., Thayer, S. M., Whiteman, S. D., Denning, D. J., & McHale, S. M. (2005).
    Relational aggression in adolescents' sibling relationships: links to sibling and parent-
    adolescent relationship quality. *Family Relations*, *54*, 373-386.

Peer:

Card, N. A., Stucky, B.D., Sawalani, G.M., Little, T. (2008). Direct and indirect aggression during childhood and adolescence: A meta-analytic review of gender differences, intercorrelations, and relations to maladjustment. *Child Development*, *79*, 1185-1229.

Pagano, M. & Hirsch, B. (2007). Friendships and romantic relationships of Black and White adolescents. *Journal of Child and Family Studies, 16*, 347-357.

Way, N. (2013). Boys' friendships during adolescence: Intimacy, desire, and loss. *Journal of Research on Adolescence, 23,* 201–213.

School:

Finn, J. D., Gerber, S. B, & Boyd-Zaharias, J. (2005). Small classes in the early grades, academic achievement, and graduating from high school. *Journal of Educational Psychology, 97,* 214- 223.

Suh, S. & Suh, J. (2007). Risk factors and levels of risk for high school dropouts. *Professional School Counseling*, *10*, 297-306.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., and Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, *58*, 466-474.

Culture:

Garbarino, J. (2001). An ecological perspective on the effects of violence on children. *Journal of Community Psychology, 29,* 361-378.

Gaylord-Harden, N. K.& Cunningham, J.A. (2009). The impact of racial discrimination and coping strategies on internalizing symptoms in African American youth. *Journal of Youth & Adolescence*. *38*, 532-543.

Harper, G., Brodsky, A., & Bruce, D. (2012). What's good about being gay? Perspectives from youth. *Journal of LGBT Youth*, 9, 22-41.

Antisocial Behavior:

Dahlberg, L. L. & Potter, L. B. (2001). Youth violence: Developmental pathways and prevention challenges. *American Journal of Preventive Medicine, 20*, 3-14.

Meldrum, R. C., Barnes, J. C., & Hay, C. (2015). Sleep deprivation, low self-control, and delinquency: A test of the strength model of self control. *Journal of Youth and Adolescence*, *44*, 465-477.

Substance Abuse:

Vidourek, R. A., King, K. A., Merianos, A. L., & Bartsch, L. A. (2017) Predictors of illicit drug use among a national sample of adolescents. *Journal of Substance Use*, *23*, 1-6. DOI: [10.1080/14659891.2017.1316782](10.1080/14659891.2017.1316782)

Whitsell, M., Bachand, A., Peel, J., & Brown, M. (2013). Familial, social, and individual factors contributing to risk for adolescent substance abuse. *Journal of Addiction*, 1-9. Article ID 579310

Suicide and Self-Injurious Behavior:

Goldston, D., Molock, S., Whitbeck, L., Murakami, J., Zayas, L. & Hall, G. N. (2008). Cultural considerations in adolescent suicide prevention and psychosocial treatment. *American Psychologist*, *63*, 14-31.

Nock, M. & Prinstein, M. (2004). A functional approach to the assessment of self-mutilative behavior. *Journal of Consulting and Clinical Psychology,72*, 885-890.

Treatment:

O'Connor, C. (1994). Illinois adolescents' rights to confidential health care. *Illinois Bar Journal, 82.*

Kazdin, A. E. (1993). Adolescent mental health: Prevention and treatment programs. *American Psychologist, 48*, 127-141.

Lee, C.M., Horvath, C. & Hunsley, J. (2013). Does it work in the real world? The effectiveness of treatments for psychological problems in children and adolescents. *Professional Psychology: Research and Practice*, *44*, 81-88.

Prevention & Policy:

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, *58*, 449-456.

Steinberg, L., Cauffman, E., Woolard, J., Graham, S., & Banich, M. (2009). Are adolescents' less mature than adults? *American Psychologist*, *64*, 583-564.

Walcott, C., Meyers, A., & Landau, S. (2008). Adolescent sexual risk behaviors and school-based sexually transmitted infection/HIV prevention. *Psychology in the Schools, 45*, 39-51.

Loyola University Chicago

School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on ***STUDENT IDEA LOGIN*** on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and*electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***

IDEA Course Evaluation Link for Students
At the end of this course, you will need to provide an evaluation via the IDEA Campus Labs website: http://luc.edu/idea/ by going to the ***Student IDEA Log In***.

LiveText
LiveText is used to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Use this link for additional information about LiveText.