INSTRUCTOR: Elizabeth M. Vera, Ph.D.
CAMPUS OFFICE: 1145 Lewis Towers
CAMPUS PHONE: (312) 915-6958
EMAIL: evera@luc.edu

OFFICE HOURS VIA ZOOM: MONDAYS 3-5 PM, FRIDAYS 10-12 AM (5/18 - 6/26)
RESPONSIVENESS AND ON-LINE COMMUNICATION: My preferred modality of communication is via email. I am committed to monitoring my email carefully and responding to your messages within 24 hours or less during the work week. You can also leave voice messages at the number listed above. Those messages are converted to text and appear in my email inbox. We can also set up Zoom meetings during the office hours listed above. If you plan to drop into a Zoom meeting (or need to arrange one at an alternative time), let me know so I can grant you permission to do so.

COURSE OBJECTIVES AND LEARNING OUTCOMES:
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):
ISBN: 978-0-470-14920-1

Media Sources:

http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/
Growing Up On line:

https://www.pbs.org/wgbh/frontline/film/kidsonline/

OR

Generation Like

https://www.pbs.org/wgbh/frontline/film/generation-like/

American Teen:

https://digitalcampus.swankmp.net/luc271748/watch?token=10CD8D9E9552DB50

Eighth Grade:

https://digitalcampus.swankmp.net/luc271748/watch?token=59B6F801D12A3AF0

Practical Psychotherapy with Adolescents:

http://flagship.luc.edu/login?url=https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1879708?account_id=12163&usage_group_id=101714

Stick Up Kid:

https://www.bing.com/videos/search?q=frontline+pbs+stickup+kid&docid=608033146840091692&mid=E93619FA1A4FE9481755E93619FA1A4FE9481755&view=detail&FORM=VIRE

Additional Readings (see below, organized by topic)

COURSE REQUIREMENTS:

1. Class participation (20%): This is a graduate level, seminar-style class and as such, requires that all students are prepared to engage in discussions of the readings and their applications to case material that will be provided throughout the course. Participation will occur in twice-weekly discussion forums.

Guidelines for Online Discussions

Your participation is essential as we strive to learn from each other. It is not simply a matter of choosing to participate; this is a collective effort that requires conversation and reflection. I look forward to reading your thoughts and reflections.

The instructor will post group discussion questions or application exercises that build on the material covered in the assigned readings and media. Each student will develop responses to these
questions and post them on to the discussion board by the date and time listed on the syllabus. Here are some guidelines for posting comments:

- Posting must be substantive. You should write no less than 200 words for each discussion.
- Postings must reflect your knowledge of the material from the current week as well as previous weeks’ readings and videos, where appropriate. You may react to another student's post as a part of your post, but it cannot be a duplication of content (i.e., it can be a "starting off" point for your reflection).
- Postings should also display your critical thinking and careful analysis of the issue at hand. They should not stray far from the topics posed at the beginning of the week.

2. Case Study (40%): You will be asked to prepare an **in-depth analysis** of one particular individual's experience of adolescent development. For source material, you will watch a documentary that traces the lives of 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. **Due date: June 12, 2020.**

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 26, 2020.**

**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 whatever 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/](http://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**

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions</td>
<td>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</td>
<td>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</td>
<td>Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</td>
</tr>
<tr>
<td>Course work</td>
<td>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 performance in course</td>
<td>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 performance in course</td>
<td>Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via substandard course work performance.</td>
</tr>
</tbody>
</table>

**Academic Integrity**

Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university’s statement on integrity.

“The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

- Submitting as one's own:
  1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
  2. Another person's unpublished work or examination material.
  3. Allowing another or paying another to write or research a paper for one's own benefit.
  4. Purchasing, acquiring, and using for course credit a pre-written paper.
The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.”

Read through Loyola’s full statement on Academic Integrity here.

**Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**Copyright**

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to APA Guidelines. Read more about LUC’s copyright resources online: luc.edu/copyright.

**Intellectual Property**

All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

**Statement of Intent**

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.
**Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

**Links to Resources**

- **ITS HelpDesk**
  - Email: helpdesk@luc.edu
  - Phone: 773-508-4487
- **Library**
  - Subject Specialists: http://libraries.luc.edu/specialists
- **Services for Students with Disabilities**
- **Writing Center**
- **Ethics Hotline**
  - Phone: 855.603.6988
- **Center for Tutoring and Academic Excellence**
- **Loyola Bookstore**
- **Financial Aid**

**Technology Privacy and Support Information**

For help with technical issues or problems with Sakai, contact the ITS HelpDesk at helpdesk@luc.edu or 773-508-4487.

Below you will find links to privacy policies as well as support documentation for the technology we’ll use in the course:

- **Sakai**
  - Sakai Privacy policy
  - Sakai Support Documentation

**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.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 18-22</td>
<td>Introduction</td>
<td>Ch. 1</td>
</tr>
</tbody>
</table>
Cognitive, biological, social development  (Media: Inside the Teenage Brain)  Ch 4 5 6 7 8

May 25-29  Adolescent Sexuality  Articles, Ch 14
Leisure Time  (Media: Growing Up Online or Generation Like)  Articles

June 1-5  Family Context  Articles, Ch 11
Peer and School Contexts  (Media: Eighth Grade)  Articles, Ch 12

June 8-12  Cultural Contexts  Articles, Ch 10 13 17
(Case Analysis Project Due Media: American Teen)

June 15-19  Affective Disorders, Self-injury, Suicide & Eating Disorders  Articles, Ch. 19
(Media: Thirteen or Case Study)
Conduct Disorder, Substance Abuse and Antisocial Behavior  Articles, Ch. 20 21

June 22-26  Treatment Issues  Articles
(Media: Practical Psychotherapy with Adolescents)
Prevention and Policy  (Media: Stick up Kid)  Articles, Ch. 15 16
(Final Papers Due)

Textbook Table of Contents

VOLUME 1: INDIVIDUAL BASES OF ADOLESCENT DEVELOPMENT

Part I: CONCEPTUAL AND METHODOLOGICAL FOUNDATIONS 1
1 THE SCIENTIFIC STUDY OF ADOLESCENT DEVELOPMENT: HISTORICAL AND CONTEMPORARY PERSPECTIVES 3
Richard M. Lerner and Laurence Steinberg

2 MODELING LONGITUDINAL DATA FROM RESEARCH ON ADOLESCENCE 15
Todd D. Little, Noel A. Card, Kristopher J. Preacher, and Elizabeth McConnell
Articles:

Leisure:


Sexuality:


Family:


**Peer:**


**School:**


**Culture:**


**Antisocial Behavior:**


**Substance Abuse:**


**Suicide and Self-Injurious Behavior:**


**Treatment (see pdfs on Sakai for the first article):**


**Prevention & Policy:**


**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/](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](#).