

Summer 2016
 Topics in Counseling Psychology: Adolescence
 15:297:632
 3 Credits
 Online
 July 11-August 17, 2016

Caroline "CC" Clauss-Ehlers, Ph.D.	Email address cc@gse.rutgers.edu
Office Phone: 848-932-0819	10 Seminar Pl Rm 310
Office Hours by arrangement	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> _____ <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Learning Goals

1. To develop an understanding of adolescence as a developmental stage in the life cycle.
2. To develop an ability to critically analyze the status of research on adolescence.
3. To develop an understanding of adolescence within a cross-cultural framework, recognizing a diversity of experience among adolescents.
4. To understand contemporary issues faced by adolescents in the 21st century.
5. Through an understanding of evidence-based practice, to consider culturally responsive interventions that address issues and support adolescent development.

Class Materials

Class materials will consist of weekly readings and related assignments that will be posted on ecollege.

Required Reading

Required reading consists of articles that are available via the course's ecollege platform.

Course Description

The World Health Organization defines adolescence "as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19." This course focuses on understanding the enormous biological, social, and emotional changes that occur during this transitional time. Critical developmental aspects of adolescence are discussed that include identity, sexuality, peer relationships, parent-child relationships, and romantic relationships. This online course examines adolescence within a

sociocultural context that explores the influence of culture, race, gender, socioeconomic status, and sexual orientation, among other variables. Educational and clinical implications for teachers and practitioners are considered throughout.

Class Format

This is an online course, where your learning will take place through our online community, along with online and outside assignments. Outside assignments include critically examining a contemporary issue that has an impact on adolescence, and sharing one's perspective with the online community. Unlike traditional courses, students can work at their convenience throughout the course. However, it is critical that students are actively engaged in the online community. Students will be required to post responses and engage in active online dialogue based on the week's readings and topic of discussion at least 5 days a week.

Weekly Schedule

Online discussions require time to reflect upon what has been read. A typical schedule is as follows:

Each weekly cycle begins on Mondays (e.g., 7/11, 7/18, 7/25, 8/2, 8/9, and 8/17).

Before Monday complete the weekly reading assignments for that week.

Before Monday, email the Instructor one question that you are interested in discussing during the week (Instructor email: cc@gse.rutgers.edu). Some of your questions will be included in our online discussion.

With the exception of the first Monday of the course, each Monday will be a Discussion Day that features discussion about a specific course assignment.

Monday through the following Sunday, participate in collaborative discussions, report on activities completed, share reactions to the readings.

Everyone is expected to participate on Mondays.

Everyone is expected to participate four other additional days within the weekly cycle.

Assignments are to be submitted to the Instructor at the above email as indicated below.

Grading Policy

Contemporary Adolescent Issue Paper 20%

Contemporary Adolescent Issue Presentation 20%

Research Paper 20%

Research Paper Presentation 20%

Online Participation 20%

A=90% or higher

B=80% or higher

C=70% or higher

F=69% or lower

Assignments:

1. Contemporary Adolescent Issue paper 20%. After consultation with the Instructor about your topic, you are to write a 5-page paper focused on a contemporary issue that has an impact on adolescents. Students will need to incorporate both empirical and non-empirical literature to describe the contemporary problem identified. Students are also to consider alternative solutions to the problem presented, with a focus on evidence-based practice. The assignment is worth 20 points and due July 18 by 12 pm EST.
2. Contemporary Adolescent Issue presentation 20%. Students will organize their papers in a Power Point format that will be presented to the online community. As presenters, students will have an opportunity to practice answering questions from their peers, and presenting a synthesis of how the contemporary issue presented can be addressed. The assignment is worth 20 points and due July 25 by 12 pm EST. Presentations will be given to the online community on July 26 and 27.
3. Research paper. The final project for the course is a 10-page research paper that describes and analyzes an aspect of adolescent development. Students will consult with the Instructor about their research topic and engage in a literature review of the proposed content area. Having synthesized the status of research on the proposed topic, students will consider gaps in the literature related to the topic, how those gaps can be addressed, and their own perspective about how the topic relates to our current understanding of adolescent development. Please note: A requirement of the research paper is for students to share their critique and insights after reviewing the literature. The paper is worth 20 points and due August 8 by 12 pm EST.
4. Research paper presentation. Students will have the opportunity to present their research paper to the online community through a power point presentation. The presentation is worth 20 points. Power point presentations are due August 14 by 12 pm EST. Presentations will be shared with the online community between August 15-17.
5. Online Participation. This requirement is based on: 1) your willingness to complete assignments; 2) demonstration of understanding of assigned readings; and 3) engagement in online community discussions. To successfully complete the online component of the course it is expected that you log in at least five times per week. Online participation is worth 20 points.

Please note that late assignments will not be accepted.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity

(see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Calendar

The calendar below provides an overall framework of daily readings and assignment due dates.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	July 11 Week 1 Introductions Read for Week 1 discussions.	July 12 Week 1 Read for Week 1 discussions (Submit 1 or more questions based on Week 1 reading) Review of Contemporary Adolescent Issue paper due 7/18 by noon. Students consult with Instructor about topic of choice.	July 13 Week 1 Discussions.	July 14 Week 1 Discussions. Begin reading for Week 2.	July 15 Week 1 Discussions continued.	July 16 Week 1 Discussions continued.
July 17 Week 1 Discussions continued (Second week questions due).	July 18 Week 2 Discussion Day focused on Contemporary Adolescent Issue paper due by 12 pm EST.	July 19 Week 2 Read for Week 2 discussions (Submit 1 or more questions based on Week 2 reading)	July 20 Week 2 Discussions continued.	July 21 Week 2 Begin reading for Week 3.	July 22 Week 2 Discussions continued.	July 23 Week 2 Discussions continued.
July 24 Week 2 Discussion continued (Third week questions due).	July 25 Week 3 Discussion Day Contemporary Adolescent Issue Power Point Presentation due by 12 pm EST.	July 26 Week 3 Read for Week 3 discussions (Submit 1 or more questions based on Week 3 reading). Contemporary Adolescent Issue presentations.	July 27 Week 3 Discussions. Review of Research Paper due August 8 by 12 pm EST. Contemporary Adolescent Issue presentations.	July 28 Week 3 Begin reading for Week 4. Consultation with Instructor about Research paper topic.	July 29 Week 3 Discussions continued. Consultation with Instructor about Research paper topic.	July 30 Week 3 Discussions continued. Consultation with Instructor about Research paper topic.
July 31 Week 3 Discussion continued (Fourth week questions due).	August 1 Week 4 Discussion Day Focused on Research Paper assignment.	August 2 Week 4 Read for Week 4 discussions (Submit 1 or more questions based on Week 4 reading)	August 3 Week 4 Discussion continued.	August 4 Week 4 Begin reading for Week 5.	August 5 Week 4 Discussion continued.	August 6 Week 4 Discussion continued.
August 7 Week 4 Discussion continued (Fifth week questions due).	August 8 Week 5 Discussion Day Research Paper due by 12 pm EST.	August 9 Week 5 Read for Week 5 discussions (Submit 1 or more questions based on Week 5 reading)	August 10 Week 5 Discussion continued.	August 11 Week 5 Discuss presentation format.	August 12 Week 5 Discussion continued.	August 13 Week 5 Discussion continued.
August 14 Week 5 Research paper power point presentations	August 15 Discussion Day Research Paper Presentations	August 16 Research Paper Presentations	August 17 Research Paper Presentations			

due by 12 pm EST.						
----------------------	--	--	--	--	--	--

Course Schedule and Readings

Week 1: 7/11-7/17 Unit 1. INTRODUCTION: DEFINING ADOLESCENCE

Arnett, J. (2007). Emerging adulthood. What is it, and what is it good for? *Child Development Perspectives, 1*, 68-73.

Arnett, J. J. (1999). Adolescent storm and stress reconsidered. *American Psychologist, 54*, 317-326.

<http://study.com/academy/lesson/g-stanley-hall-storm-stress-in-adolescence.html> That presents ideas presented in Hall, G. S. (1904). *Adolescence*. Vol. 1 (pp. v-xx). New York: D. Appleton and Co. The discusses ideas presented in Hall, G. S. (1904). *Adolescence*. Vol. 1 (pp. v-xx). New York: D. Appleton and Co.

Steinberg, L. & Lerner, R. (2004). The scientific study of adolescence: A brief history. *Journal of Early Adolescence, 24*(1), 45-54.

Week 2: 7/18-7/24 Unit 2. BIOLOGICAL AND NEUROLOGICAL CHANGES

Santelli, J., Orr, M., Lindberg, L., & Diaz, D. (2009). Changing behavioral risk for pregnancy among high school students in the United States, 1991-2007. *Journal of Adolescent Health, 45*(1), 25-32.

Steinberg, L. (2009). Should the science of adolescent brain development inform public policy? *American Psychologist, 64*, 739-750.

Tolman, D. L., & McClelland, S. I. (2013). Normative sexuality development in adolescence: A decade in review, 2000-2009. *Journal of Research on Adolescence, 21*, 242-255.

Week 3: 7/25-7/31 Unit 3. ASPECTS OF IDENTITY

Meeus, W., Schoot, R., Keijsers, L., Branje, S., (2012). Identity Statuses as Developmental Trajectories: A Five-Wave Longitudinal Study in Early-to-Middle and Middle-to-Late Adolescents. *Journal of Youth and Adolescence, 41*(8), 1008-1021.

Morgan, E. M. (2013). Contemporary issues in sexual orientation and identity development in emerging adulthood. *Emerging Adulthood, 1*, 52-66.

Phinney, J. S., & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of Counseling Psychology, 54*, 271-281.

Thompson, K., Harris, K., & Clauss-Ehlers, C.S. (2013). The racial/ethnic identity development of tomorrow's adolescent. In C.S. Clauss-Ehlers, Z. Serpell, and M.D. Weist (Eds.), *Handbook of culturally responsive school mental health: Advancing research, training, practice, and policy* (pp. 157-176). New York, NY: Springer.

Week 4: 8/1-8/7 RELATIONSHIPS

Besic, N. & Kerr, M. (2009). Punks, goths, and other eye catching peer crowds: Do they fulfill a function for shy youths? *Journal of Research on Adolescence, 19*(1), 113-121.

Brechwald, W. A., & Prinstein, M. J. (2013). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence, 21*, 166-179.

Meier, A., & Allen, G. (2009). Romantic relationships from adolescence to young adulthood: Evidence from the National Longitudinal Study of Adolescent Health. *Sociological Quarterly, 50*, 308-335.

Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence, 11*(1), 1-19.

Hammack, P., Thompson, E., & Pilecki, A. (2009). Configurations of identity among sexual minority youth: Context, desire, and narrative. *Journal of Youth and Adolescence, 38*(7), 867-883.

Week 5: 8/8-8/17 Unit 5. RISKY BEHAVIORS

Albert, D., & Steinberg, L. (2013). Judgment and decision making in adolescence. *Journal of Research on Adolescence, 21*, 211-224.

Hallfors, D. et al. (2004). Adolescent depression and suicide risk. *Preventive Medicine, 27*(3), 224-231.

Maggs, J., & Schulenberg, J. E. (2002). Trajectories of Alcohol Use During the Transition to Adulthood. *Alcohol Research and Health, 8*(4), 195-201.

National Adolescent Health Information Center. (2007). *Fact sheet on violence: Adolescents & young adults*. San Francisco, CA: University of California, San Francisco. <http://nahic.ucsf.edu/downloads/Violence.pdf>