

**THEORY, RESEARCH, AND PRACTICE IN ADOLESCENT HEALTH**  
**HBHE 660: Fall 2007**  
**School of Public Health**  
**The University of Michigan**

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Room M4318, SPH II  
Monday and Wednesday Afternoons: 1:00 p.m. - 2:30 p.m.

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This is an introductory course on adolescent health. It explores the complexity of adolescent development as it relates to health and mental health outcomes. The course covers several topics including theories of adolescence, the multiple contexts of adolescent development, and major health and mental health issues for diverse groups of adolescents. Upon successfully completing this course, students will be more aware of the significance of understanding development and social contexts in the planning and implementation of interventions aimed at improving the health of adolescents from different backgrounds.

**Course Objectives:**

1. The primary objective of the course is to identify similarities and differences in health and mental health outcomes among adolescents from diverse ethnic groups and within different social contexts (i.e., family, peer group, school, and neighborhood) in which developmental transitions occur. Students will acquire an appreciation for the importance of these issues in developing interventions for and conducting research with adolescents.
2. Another important objective is to expose students to a variety of theoretical and methodological issues in the development and implementation of health and mental health interventions targeting adolescents.
3. An added bonus may be that students can apply their knowledge to everyday life, including their understanding of themselves, others, and environmental influences on health and well-being.

**Course Requirements:**

This course consists of lectures, discussions, and student presentations. Student evaluations will be based on a midterm project, an intervention critique paper, a final paper, class presentations and class participation.

**Midterm Project**

The midterm assignment will involve working in teams to develop a profile of a selected adolescent population. Team members will jointly prepare a written description of their population, incorporating an analysis of developmental issues, social contexts and concepts discussed in class as they relate to the selected adolescent population. This paper should be between 7-10 double spaced pages and it should represent the combined work of all team members. The paper should incorporate course readings. More details about this assignment will be provided in class. The midterm paper and group presentations will be due on **October 17<sup>th</sup>**. The written product will count for 20% of your final grade and the group presentation will account for an additional 10% of your final grade. (See grade distribution on the next page.)

## Intervention Critique Paper

Students will provide a written critique of at least three intervention articles relevant to the course. This paper should include a brief description of the problem area, and an integrated assessment of the interventions. The integrated critique should, at minimum, address the following areas: 1) theoretical framework(s) used; 2) adequacy of the incorporation of developmental issues relevant to adolescents; 3) awareness of gender, race/ethnicity, and SES influences; and 4) an assessment of how the interventions could be improved. The critique should be approximately 7-10 pages long, typed and double-spaced. Use course readings to support the points that you are making as a way to demonstrate your understanding of class issues. Other references may be included when relevant as well. The intervention critique paper will account for 20% of your final grade and is due on **November 14<sup>th</sup>**.

## Final Paper

The final paper should focus on an adolescent health topic of interest to you. Topics must be approved in advance and submitted by **November 21<sup>st</sup>**. The final paper should clearly present an adolescent health problem and critically review the quality of previously published intervention studies designed to address the problem. An original intervention designed to address shortcomings of previous interventions should be proposed. The proposed intervention should be guided by theory and demonstrate knowledge of important developmental, gender, race/ethnicity and SES concerns. Components of the intervention should be supported by relevant literature. Your final paper should be approximately 10-12 pages in length excluding references, typed and double-spaced. At least 10 class references must be included to demonstrate your mastery of course material. More than 10 course readings may be incorporated as relevant. The paper will account for 40% of your final grade and is due on **December 10<sup>th</sup>**. You may submit a draft of your final paper for comments prior to completing the final product from **November 21<sup>st</sup>** until **December 3<sup>rd</sup>**. Paper grades will be dropped ½ letter grade for each day that the final paper is late.

## Class Presentations and Participation

The mid-term project presentation (10%) and class participation (10%) will account for 20% of your final grade. In addition, several presentations will be made based on in-class group activities. Missed in-class activities can influence your final grade.

### **Summary of Evaluation Criteria:**

Mid-term Paper	20%
Mid-term Presentation	10%
Intervention Critique Paper	20%
Final Paper	40%
Class Participation	<u>10%</u>
	100%

### **Required Readings:**

The readings for this course are available from the CTools website located at: <https://ctools.umich.edu/portal>. Each student should have access to course readings to be able to actively participate in class activities. We participate in the PHISA E-reserves project. For access to the readings, please click on PHISA E-Reserves in the left column of the course site. Only officially registered students will have access to CTools. If you have trouble logging on or navigating, please contact my secretary, Ms. Denise M. Hall (contact information given below). A copy of the coursepack can be borrowed for duplication at the SPH library and from Ms. Hall's office. Ms. Hall is located in Room M5053, SPH II, and her telephone number is 734-615-5243. Her email address is [dmhall@umich.edu](mailto:dmhall@umich.edu), office hours: 9:00am - 5:00pm, Monday - Friday.

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**Course Schedule at a Glance**

A calendar outline of the entire course is below. This outline includes a list of class topics and due dates for written and oral assignments. Additional instructions for the preparation of all assignments will be provided in class. Please note that the schedule of topics may need to be revised slightly during the semester depending on the flow of the class.

<u><b>Date</b></u>	<u><b>Topic</b></u>	<u><b>Reading Assignment</b></u>
Sept. 5	Course Orientation Definitions, Demographic Changes	No Readings
Sept. 10 & 12	Theories of Adolescence Biological  Sociological Psychological	Muuss 15-17 Arnett Cobb 27-39 Muuss 42-73 Marcia
Sept. 17	Gender & Ethnic Identity	Muuss 73-83 Phinney, et al. Phinney & Ong
Sept. 19	Adolescents and Their Family	Steinberg 125-158 Harrison et al.
Sept. 24	Adolescents and Their Peers	Muuss 300-319 Youniss & Haynie
Sept. 26	Adolescents and Schools	Steinberg 195-223
Oct. 1	Adolescents and Neighborhoods	Leventhal & Brooks-Gunn Burton & Jarrett
Oct. 3	Adolescent Sensation-Seeking, Risk-Taking & Reckless Behavior	Haugaard 40-54 Arnett Galvan et al. Boyer
Oct. 8	Adolescent Health Status	Park et al. Spear & Kulbok Klein & Wilson
Oct. 10	Adolescent Sexuality	Editorial DeLamater & Friedrich Siebenruner et al. Floyd & Bakeman Radkowsky & Siegel
<b>Oct. 15</b>	<b>Fall Study Break – No Class</b>	
<b>Oct. 17</b>	<b><u>Midterm Paper Due and Class Presentations</u></b>	
<b>Oct. 22</b>	<b>HBHE Field Placement Poster Session – No Class</b>	

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Reading Assignment</u></b>
Oct. 24	Adolescent Sexuality	Mescheke et al. Rostosky et al. Santelli et al.
Oct. 29	HIV and AIDS	Brown, Lourie, & Pao Nat'l AIDS Commission Rangel et al. Editorial
Oct. 31	Substance Use	Petratis, Flay, & Miller Costello Editorial Costello Editorial
<b>Nov. 5</b>	<b>APHA</b>	Review and Moving Forward
Nov. 7	Violence	Berger Graham Aspy et al. Soriano et al.
Nov. 12	Depression	Haugaard 66-86 Petersen
Nov. 14	Suicide <b><u>Intervention Critique Due</u></b>	Haugaard 87-108 Gould et al.
Nov. 19	Eating Disorders	Haugaard 132-155 Labre Chamay-Weber et al.
Nov. 21	Youth Development Programs <b><u>Topic for Final Paper Due</u></b>	Blum Roth & Brooks-Gunn Klien et al.
Nov. 26	Developing Interventions I	Millstein et al. Stantrock Botvin
Nov. 28	Developing Interventions II	Flay et al. Mark et al.
Nov. 31 - Dec. 3	Developing Interventions III	Spence et al. Flores et al. McKay et al. Haggerty et al.
Dec. 5	Cultural and Ethical Issues	Cauce et al. Liu & Clay Moran & Reaman
Dec.10	Future Directions Course Review and Evaluation <b><u>Final Paper Due</u></b>	Furstenberg

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### **Academic Integrity Statement**

“The faculty of the School of Public Health expects the conduct of a student registered or taking courses in the School to be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct includes behavior involving plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials, and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student’s own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of books or notes has been approved by an instructor, is a violation of the standard of academic conduct.”

Source: Based on a document distributed in June 2004 to all School of Public Health Faculty by the Advisory Committee on Academic Programs (ACAP) in response to the *Report of the Committee to Review Ethics in the School of Public Health*.