Psychology 432: Crisis in Adolescence

Dagmar Moravec: Instructor

University Mission

The mission of Siena Heights, a Catholic university founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful, and ethical through a teaching and learning environment which respects the dignity of all.

Lansing Campus Program Outcome Statement

Graduates of Siena Heights University’s Lansing Campus Program will have gained the knowledge, skills and attitudes necessary to continue developing as self-respecting adults. They will be capable of:

- Making sense out of their daily work and personal lives
- Take appropriate actions
- Realizing that their search for final answers must be lifelong

Human Services Program Outcomes

The student will:

- Develop an interdisciplinary approach to the study and practice of the human services profession. The student will appreciate the psychological, sociological, anthropological, political and economic dimensions of the human services.
- Be able to link theory and practices; be able to apply theory to classroom activities and to work settings in communities.
- Understand the ethics of their professions and be committed to upholding them.
- Develop the ability to access, evaluate and utilize social research. Will be able to participate in social research.
- Possess effective communication and interpersonal skills. Communication skills include listening, writing and speaking abilities. Interpersonal skills include counseling, advocacy and negotiation abilities. Be able to relate to people with differing cultural backgrounds.
CRISIS IN ADOLESCENCE

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TEXTBOOK AND INSTRUCTIONAL MATERIALS
Pre-class readings; Any Non-Fiction Books about adolescence

PSYCHOLOGY PROGRAM LEARNING OUTCOMES
Be able to identify different community resources and appropriate procedures to follow in making referrals.
Demonstrate the ability to handle a crisis situation.
Have an awareness of personal cognitive processes and commit to personal and professional growth and development.

PSYCHOLOGY 432 – COURSE OBJECTIVES
Ability to recognize and define terms related to adolescent psychology.
Knowledge of the dynamics in the American culture which impact on the emotional and social development of adolescents.
Ability to interpret behaviors that are unhealthy and destructive to adolescent development.
Ability to research and analyze information related to healthy adolescent functioning and development.
To gain knowledge of related issues: substance abuse, rebellion, violence and sexuality and how they impact on adolescent development.
To acquire knowledge and insight into the unique experiences of contemporary American adolescents.
To gain an awareness of the problems and crisis situations experienced by adolescents.
To develop empathy and understanding related to the healthy nurturing of adolescents.
To develop an ability to impact on decreasing stress in adolescents.

METHODOLOGY
The participation of all students is expected. Course materials will be presented in form of lecture, film, guest speakers, textbook, handouts, student research, student presentations, student field research and student experience. Students are expected to be respectful at all times to the instructor and to the other students. Class begins at the designated time. Students are expected to be on time.
During class time, 1) all cell phones must be off/on silent at all times and 2) Laptops should be used for note taking or for class research only.

Student papers are expected to be typed and of the highest of quality. The first 4 assignments/Papers are expected to be 1 to 3 pages in length and can be written in a more Reaction/informal style. The final paper, which needs to be an in-depth exploration of your chosen topic, is expected to be 5-7 pages in length. The Final paper should be written in formal APA research format. All work MUST be completed by assigned dates.

**NO LATE WORK WILL BE ACCEPTED.**

**Cheating and/or Plagiarism: PLEASE READ CAREFULLY!!!**
Each student is expected to be honest in his or her work. Cheating and Plagiarism are dishonest. Cheating includes, but is not limited to: 1) Use of any unauthorized assistance in taking tests, quizzes, or exams; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of a test or other academic material belonging to a member of the College faculty of staff. Any interaction between students in a testing situation may be interpreted as cheating.

Plagiarism includes, but is not limited, to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or business engaged in selling of term papers and/or academic materials. Cheating or plagiarism will result in a grade of “0” on the exam or paper in which the student engages in these behaviors. Additional disciplinary actions can be determined at the discretion of the instructor.

**Grading**
The following point system will be used to evaluate academic work in this class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 - 100</td>
<td>Internet entry</td>
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<tr>
<td>A</td>
<td>97 - 95</td>
<td>Film Reaction</td>
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<tr>
<td>B+</td>
<td>91 - 89</td>
<td>Parent/other interviews</td>
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<tr>
<td>B</td>
<td>88 - 86</td>
<td>Oral Presentation</td>
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<tr>
<td>B-</td>
<td>85 - 83</td>
<td>Final research paper</td>
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<tr>
<td>C+</td>
<td>82 - 80</td>
<td>100 pts.</td>
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<td>C</td>
<td>79 - 77</td>
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<td>C-</td>
<td>76 - 74</td>
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<tr>
<td>D+</td>
<td>73 - 71</td>
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<td>D</td>
<td>70 - 68</td>
<td>100 pts.</td>
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<tr>
<td>D-</td>
<td>67 - 65</td>
<td>100 pts.</td>
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ASSIGNMENTS

1. Due: Sept. 22, 2008  15 points

**Internet messages for/to adolescents**

A 1-2 page paper exploring the Internet for six web sites that are designed for or of interest to adolescents.

- Summarize the content of and provide the address for each site.
- What are teens learning from the Internet?
- Is the information helpful or harmful? Explain.
- How does this connect to Crisis in Adolescence?

2. Due: Sept. 29, 2008  15 points

**Music Video and Commercial Messages**

A 1-2 page paper that summarizes and examines video messages to adolescents. What kinds of messages surrounding sexuality and relationships are adolescents being exposed to through music videos.

- Address the following questions after carefully observing 5 music videos on MTV, VH-1, CMT and/or BET television.
- List the videos, channel, and summarize their imagery and content.
- How do the themes differ depending on the type of music or the gender of the artist?
- How might this form of media influence teenage sexual behavior and relationships? Explain, tying your ideas into research literature and theories provided via the course.

3. Due: Oct. 6, 2008  15 points

**Film Reflection**

Students will be expected to analyze a film dealing with the adolescent experience. Films should not be a word for word description of the film. You are to discuss the way adolescents are portrayed in regard to credibility.

- What were your personal feelings and reactions to the content of the film?
- What made you uncomfortable? Was there crisis in the story? And was it realistic from your viewpoint? How did it connect with text material and classroom discussions?

Visit your local video store or watch a Lifetime/other TV movie.

Some film suggestions, but there are many others to choose from:

* BREAKFAST CLUB
* ANTOINE FISHER
* LUCAS
* ZEBRAHEAD
* KIDS
4) Due: Oct 13, 2008 20 points

**Parent/teacher/adolescent interviews**

Talk to at least one parent (not your own) who are either currently parenting adolescents or has done so within the last ten years.

What do they perceive to be the top 5 areas of conflict?

How do these compare to those provided in the text and readings?

How are/were conflicts managed?

Do you agree with the parents’ strategies? Why or why not?

Then interview one or two teachers (or individuals who work with adolescents) plus at least one adolescent asking the same questions. Compare and contrast their answers.

Tie your observations and evaluations into relevant course material.

5) Due: October 27 2008 30 points: 20 written; 10 oral

**Final research project and oral presentation.**

Each student will be expected to work either alone or with one other student in developing an oral presentation. The oral presentation will be a summary of your research and paper; no more than 7-10 minutes in length. There is also a 5-7 page double spaced typed research final project paper due on or before the last class.

**IDEAS FOR PRESENTATION TOPICS:**

- HIV/AIDS and Teenagers Cross-Cultural Communication & Youth Culture
- Teenage Pregnancy/ Prevention, Intervention, Treatment of Risk Factors
- Teenagers and Divorce or Blended Families
- Alcohol and/or Substance Abuse
- Teenage Suicide, Eating Disorders, or Other Mental Health Issues
- Urban, Suburban and/or Rural Gangs
- Juvenile Justice Issues
- Acquaintance Rape; dating violence
- Sexual Abuse (Teen Victims or Perpetrators)
- GLBT or Other Diversity Issues
- Self Esteem and Identity Development
- Teen Prejudice (Racism, Sexism, or Heterosexism)
- Teenagers and Parental Discipline Methods
- Teens Growing Up in Single Parent Families
- Teens and “White Privilege” (McIntosh, etc.); biracial/or ethnic teens
- Teenagers: Adopted, Foster Care, or Kinship Care
- Media Influences upon Teens
- Mental Health issues; Foster Care, or Kinship Care

**Permission from instructor needed for topics**

**Class Schedule and Assignments:**

- September 8: Introductions and Defining Adolescence and Crisis
Readings: Chapter 1: Perspectives of Adolescence

September 15:
Readings: Chapter 2: Theoretical Foundations of Adolescent Development
          Chapter 3: The biological Context of Development: Puberty

September 22:
Readings: Chapter 4: Cognitive Development: Processes and Transitions
          Chapter 5: Defining Self: Identity and Intimacy
Assignment Due: Internet Messages

September 29:
Readings: Chapter 6: The Sexual Self: Close Relationships in Adolescence
          Chapter 7: Adolescents in the Family: Changing Roles
Assignment Due: Music and Media Messages

October 6:
Readings: Chapter 8: Adolescents and their Friends
          Chapter 9: Adolescents in Schools: Moving into High School
Assignment Due: Film Review

October 13:
Readings: Chapter 10: Work Careers and College
Readings: Chapter 11: Facing the Future: Values in Transition
Assignment Due: Interviewing Parents, Teachers and Adolescents

October 20:
Readings: Chapter 12: The Problems of Youth
Readings: Chapter 13: Positive Development in Adolescence

October 27: LAST CLASS!
Assignment due: Final Projects and Oral Presentations