PubH 6607
Adolescent Health: Issues, Programs, and Policies
Spring 2016

I. Course Description
This two-credit course focuses on the major public health issues of adolescents and the programs and policies that impact the health and well-being of this population. Course readings and discussion focus primarily on adolescents in the United States, although international contexts are also considered. The course is designed to examine the prevalence and etiology of health and wellness indicators for youth. It is intended for graduate students in the health sciences and other health-related areas.

II. Course Prerequisites
Public Health graduate student or instructor consent.

III. Course Goals and Objectives
Learning Objectives:
Upon completion of the course, students will be able to describe and analyze:

- The health status of adolescents with regard to health priorities in the United States, including mental health; sexual and reproductive health; physical activity and nutrition; and prevention of tobacco, alcohol, and other drug use, violence involvement, and injury
- Risk factors, protective factors, and sociodemographic markers associated with adolescent health
• The interdependent nature of environmental, social, and personal factors that influence the health and well-being of adolescents

• Contemporary social movements and issues that impact adolescents (e.g., Black Lives Matter, DREAM Act, achievement gap, inequitable distribution of wealth and economic opportunities, gender equity, climate change)

• Programs, policies, and other strategies for preventing public health problems and improving adolescent health

Upon completion of the course, students will be able to develop evidence-based recommendations to promote the health and well-being of adolescents and identify areas in need of further research.

IV. Methods of Instruction and Work Expectations

Methods of Instruction:
• Weekly assigned readings (shared readings and articles tailored to student interests)
• Weekly Moodle posts to prepare for class discussion and broaden colleagues’ understanding of the literature
• Facilitated discussion about weekly topics led by the Instructor or guest lecturer(s)
• Quizzes to consolidate information learned from shared readings
• Program and policy briefs tailored to student interests
• Feedback on work from other students and the Instructor

Class Attendance and Participation

Class attendance is an important part of the learning process. Students are expected to attend all class sessions, arrive on time, and do all required readings prior to the class to which they are assigned. Students are expected to actively and frequently participate in class discussion. Points will be deducted for irregular attendance and/or poor and inconsistent participation. Students are also expected to create a respectful environment that is conducive to learning. To help create this environment, cell phones and pagers must be turned off or set to vibrate.

Expected Effort

University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance. A 2-credit course such as this one assumes that you will work an average of six hours per week including 2 hours in class and 4 hours in outside study. The course has been designed with this expectation in mind; however, this is an average. Some weeks may require more time, and other weeks less.

Using Moodle

For assistance on how to use Moodle, go to the Student Information web page: http://www.oit.umn.edu/moodle/

To login to the class:
1. Go to the MyU portal page at http://myu.umn.edu
2. Enter your University Internet ID/password. Click the Login button.
3. Select the My Courses tab, and then click on the appropriate semester sub-tab to see the links to Moodle sites for which you already have access as a student.

How do I submit an assignment?
1. Compose your assignment outside of Moodle, and save a copy of the file.
2. When you are ready to submit the assignment, go to the Weekly Outline or Assignments page and click on the title of the assignment you are submitting. Browse for the correct file, and then click, Upload this file. You should see the message, File uploaded successfully.
3. You must also bring a hard copy of assignments to class and turn this in to the Instructor.
What if I can’t upload my file?
Attach your assignment to an email and send the email to the course Instructor (ssbrady@umn.edu).

Deadlines

- In general, all assignments (Moodle posts, quizzes, program or policy brief) must be submitted via Moodle by noon on the day that assignments are due.
- You must also bring a hard copy of your program or policy briefs to class on the day a draft or revised brief is due. This will be turned in to the Instructor. On the day that drafts are due, please bring 2 extra hard copies to class. Extra copies will be reviewed by your classmates.
- Students who miss class for an excused absence or who are traveling on the day an assignment is due must still submit their assignments by noon on the day the assignment is due.
- Twenty-five percent of the total possible points for a given assignment will be deducted from late assignments for each day the assignment is late, including the date the assignment is due.

Other Expectations

Students can expect the Instructor to facilitate student learning through classroom discussion, interactive presentations, constructive feedback on class assignments, and individual appointments with students. The Instructor will be open to constructive feedback about the course. Students can expect timely responses to emails, usually within 1-2 working days.

It is expected that students will know how to (1) conduct literature searches, (2) properly use citations, (3) use proper sentence and paragraph structures, and (4) write clearly and concisely. Please contact the Instructor if you would like a referral to resources on campus to obtain or strengthen these skills. Some resources that may be helpful to you are listed below.

- The University library system has several online tutorials that may be helpful to you, including tutorials on how to find articles and books, how to use citations, and how to use RefWorks to create a bibliography (http://www.lib.umn.edu/research/instruction/modules/index.html).
- Del Reed, Ph.D. is the current Outreach Librarian and Liaison for the School of Public Health (http://hsl.lib.umn.edu/about/staff/del-reed). Students may contact Dr. Reed (reedx013@umn.edu) to request one-one-one or group consultation to assist with researching health-related topics or using RefWorks. Consultations can be conducted online through web conferencing software to accommodate students who are not often on campus. Please bear in mind that Dr. Reed serves a large number of faculty, students, and staff. If you request consultation, please do so well in advance of your due date for an assignment.
- Help in writing may be obtained through the Center for Writing at the University of Minnesota (http://writing.umn.edu/).
- Students who wish to improve their academic performance may find assistance from Student Academic Success Services (http://www.sass.umn.edu). While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

V. Course Text and Readings

There is no required textbook for this course. Required and optional peer-reviewed articles will be available on the course website at https://moodle.umn.edu. You can also enter this website through the myU portal at http://myu.umn.edu. Links to online reading materials will be provided in the syllabus and on the course website. Some required readings may include popular articles and website material. Optional readings may include recommended books.

VI. Course Outline/Weekly Schedule

See end of syllabus.

VII. Evaluation and Grading

Through course activities you may earn a total of 100 points. Class grades will be based on the following activities:
Monday Moodle Message Board Posts – 14 weeks x 2.25 points 31.5

Friday Quizzes – roughly .5 point per shared reading

- Quiz 1 (January 29) 4.5
- Quiz 2 (February 19) 9.5
- Quiz 3 (March 11) 9.5
- Quiz 4 (April 13) 8
- Quiz 5 (May 6) 7

Program Brief (draft due March 30, revision due April 6) 15

Policy Brief (draft due April 20, revision due April 27) 15

Readings

Roughly two-thirds of the course evaluation is based on discussion of shared and individualized readings and consolidation of knowledge from shared readings. While discussion of readings on Moodle message boards will receive course credit, discussion during class is also a key component of participation and will be considered by the Instructor when assigning a final grade in the course.

Shared readings are listed in the “Required Readings” section of the Course Schedule at the end of the syllabus. During Weeks 3-8 of the course, each student will identify an additional reading to augment required readings. To guide the selection of individualized readings during Weeks 3-8 of the course, students should do one of three things:

1. Identify a priority population that will be examined across the 6 weeks. The priority population should be defined based on one or more sociodemographic factors of interest to the student. (A single factor is best, unless the research literature is quite extensive). Factors include a specific developmental period of adolescence; family or community context; national or international geographic region; race/ethnicity; religion and/or culture; sexual identity or orientation; disability, medical condition, or chronic illness; and many others. You may wish to prioritize the following research designs (in order) for selection of weekly individualized articles: (a) systematic literature review; (b) non-systematic literature review; (c) nationally or regionally representative quantitative research study; (d) other study (quantitative or qualitative research). A systemic literature review, if available, would provide the most comprehensive information about a health issue within your priority population.

   or

2. Identify a key determinant of behavior that will be examined across the 6 weeks. Students can select a determinant of behavior from any level of the social ecological model. This determinant (e.g., adolescents’ attitudes, parenting, peer influence, neighborhood characteristics, policy) may be examined in relation to each week’s health topic within any population of adolescents. Depending on the amount of existing literature, you may wish to prioritize research designs according to the same criteria above.

   or

3. Identify a type of research/article that will be examined across the 6 weeks (e.g., theory development, literature review, qualitative research, evaluation of a prevention or intervention program). This research/article type may be examined in relation to each week’s topic within any population of adolescents.

Students may find it helpful to conduct informal literature searches in Ovid Medline or PsychInfo while thinking of ideas. By Monday, January 25, students should email the Instructor with 2-3 ideas for their approach to selecting individualized readings. The Instructor will provide guidance on each student’s ideas.
Once an approach to the selection of individualized readings has been identified, students are responsible for identifying 6 articles addressing topics for Weeks 3-8. For example, if a student identifies *adolescents with diabetes* as a priority population, the following topics might be examined among this population:

- Sexual and Reproductive Health: *Rates of contraceptive use*
- Healthy Relationship Development: *Perceived support from romantic partners*
- Mental Health: *Rates of depression and anxiety*
- Physical Activity: *Sports participation*
- Substance Use: *Alcohol use and abuse*
- Unintended Injuries: *Non-adherence to treatment and related diabetes complications*

Note that articles can "map on" to any topic listed for a particular week. For example, a student who has identified adolescents with diabetes as a priority population can read about fruit and vegetable consumption among adolescents with diabetes during Week 6 instead of reading about sports participation.

**Monday Moodle Message Board Posts**

To stimulate a rich exchange of information and ideas inside and outside of class, students will be asked to complete weekly readings and post at least one message to that week’s Moodle message board forum by noon each Monday. The message board forum will include a few discussion topics that have been added by the Instructor in advance. Students are free to post to one or all discussion topics or to begin a new discussion topic if that topic is distinct from existing discussion threads. The Instructor will read message board posts and refine class discussion topics and/or small group activities based on the initial reactions of students to readings. Based on Monday’s Moodle posts, the Instructor may also ask individual students to summarize and share their impressions of individualized readings during class. Students are encouraged to read and respond to their classmates’ posts before and after Monday.

The Instructor will monitor posts and occasionally add her own thoughts or questions to message boards. Full points will be awarded to students for a given week’s message board post(s) when all or a subset of the following features are present: clearly articulated thoughts, critique of material from an identified viewpoint or lens, logic/rationale behind one’s agreement or disagreement with a point, integration of material with professional experience and/or observations of youth, synthesis of ideas across readings and/or classmates’ posts, and generation of questions or ideas for further investigation. For some posts, only a couple of these features may be relevant. It is not expected that students will cite any sources other than the readings required for a given week. The quantity of material written in the post(s) is less important than the thoughtfulness of what has been written. It is anticipated that all students who put forth thoughtful effort will receive full points for Moodle posts. Points will be entered by the Instructor on a weekly basis into Moodle.

A few times during the semester, the Instructor will email individual students to acknowledge their contributions to the message boards and highlight strengths of their writing style, arguments, and/or ideas. The Instructor may discuss how thoughts could be more clearly or fully explained. If less than full points is awarded for a particular week, the student will receive an explanatory email. Such feedback is intended to be helpful and should not be interpreted as a negative judgment of critical thinking skills. During the first day of class, the Instructor will provide tips for arranging one’s thoughts prior to submitting a Moodle post (see Power Point slides on Moodle).

**Friday Quizzes**

On 5 occasions during the semester, students will complete an “open book” quiz that is designed to consolidate learning. Quizzes can be found on the Moodle website. They will typically consist of a combination of multiple choice and matching questions. Quizzes may be viewed and completed while students are doing the readings. They can be completed in stages, which lends itself not only to better consolidation of knowledge, but also to a more enjoyable reading experience. **Quizzes must be submitted on Moodle by noon on the Friday they are due.**

**Program Brief**

Each student will develop a 1- or 2-page document that summarizes results of an evidence-based prevention or intervention program to promote a specific health behavior or health outcome among adolescents. Each student will choose a primary audience for his/her brief (e.g., parents, educators, health care providers, religious or other community leaders, policy makers, potential funders of the program). Further instructions will be provided on the course Moodle site.
Policy Brief

Each student will develop a 1- or 2-page document that summarizes the results of policy relevant research and explains key implications that this research has for policy development, implementation, and/or enforcement. Each student will choose a primary audience for his/her brief (e.g., policy makers, policy adopters, policy enforcers). Further instructions will be provided on the course Moodle site.

For both the program and policy brief, students will be asked to complete a draft version and revised version. Both versions will be submitted via Moodle; hard copies for the Instructor must also be brought to class. Students should bring two extra hard copies of their draft versions to be shared with classmates during class (Wednesdays, March 30 and April 20).

Students will provide one another with peer feedback that can be taken into consideration while completing revisions. In addition to sharing their own impressions, students will be asked to consider evaluation criteria developed by the Instructor when providing feedback to their classmates. Students may consult with the Instructor inside and outside of class about the peer feedback they receive. The Instructor will evaluate revised versions (due one week after the draft) and provide each student with feedback and a grade.

GRADING

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- **A** 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- **A-** 3.667
- **B+** 3.333
- **B** 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- **B-** 2.667
- **C+** 2.333
- **C** 2.000 - Represents achievement that meets the course requirements in every respect
- **C-** 1.667
- **D+** 1.333
- **D** 1.000 - Represents achievement that is worthy of credit even though it fails to fully meet the course requirements
- **S** Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: [http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html](http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html).

Grading for the course will be A/F or S/N (A/F required for CHP majors). Final grading scale for the course:

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<th>% Needed (x)</th>
<th>Points Needed (x)</th>
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<td>94 ≤ x ≤ 100 A</td>
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<td>90 ≤ x &lt; 94</td>
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<td>88 ≤ x &lt; 90</td>
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<td>68 ≤ x &lt; 70</td>
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<td>64 ≤ x &lt; 68</td>
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A failing grade is below a 64% A failing grade is below 64 points
Twenty-five percent of the total possible points for a given assignment will be deducted from late assignments for each day that an assignment is late, including the date the assignment is due.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Acknowledgments

Dr. Brady gratefully acknowledges contributions of the following colleagues, who provided ideas for course readings and/or program and policy brief assignments: Dr. Wendy Hellerstedt, who taught PubH 6607 between 2007 and 2015; Dr. Annie-Laurie McRee; and Dr. Traci Toomey.

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code,
please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf. Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf.
Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as difficulty concentrating and/or lack of motivation, feeling down, increased anxiety, strained relationships, and alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community. Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service. For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: for courses that do not involve students in research:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your advisor, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”.

Student Academic Success Services (SASS)
Students who wish to improve their academic performance may find assistance from Student Academic Success Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials: http://www.sass.umn.edu.
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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignment(s) Due at Noon</th>
</tr>
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</table>
| 1     | Jan. 20  | • Review syllabus  
  • Adolescent development I  
  – Brain development; structural and functional changes  
| 2     | Jan. 27  | • Adolescent development II  
  – Social cognitive development  
  – Interpersonal relationships  
  – Social media use and adolescent development  
| 3     | Feb. 3   | • Sexual and reproductive health  
  • Sexual identity and orientation  

11


- Your individualized reading (see page 4)

| 4Feb. 10 | • Dating violence  
• Sexual violence  
• Healthy relationship development |
<table>
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<tbody>
<tr>
<td>Mon, Feb 8</td>
<td>Moodle Post</td>
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| 5 | Feb. 17 | • Social and emotional well-being  
• Mental health |
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<td>• Your individualized reading (see page 4)</td>
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<td>Optional:</td>
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<td>• Peruse the website, <a href="http://www.loveisrespect.org/">http://www.loveisrespect.org/</a></td>
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- **Your individualized reading (see page 4)**

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</table>
| 6 | Feb. 24 | • Nutrition  
 • Physical activity  
 • **Your individualized reading (see page 4)** |
<p>| 7 | March 2 | • Alcohol, tobacco, and | • Lee, J., O., Hill, K. G., Guttmannova, K., Hartigan, L. A., Mon, Feb 29 Moodle Post |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topics</th>
</tr>
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</table>
- Your individualized reading (see page 4) |  
*Marijuana use  
- Potential media effects on substance use and abuse  
- Legalization of marijuana*  

Guest Lecturer:  
**Glynis Shea, BA**  
Konopka Institute  
Division of General Pediatrics and Adolescent Health  
University of Minnesota Medical School  

**Framing program & policy briefs**  

Mon, March 7 | Moodle Post  
Fri, March 11 | Quiz 3 |
- Your individualized reading (see page 4)

<table>
<thead>
<tr>
<th>March 16</th>
<th>• <strong>NO CLASS</strong></th>
<th>• <strong>HAPPY SPRING BREAK</strong></th>
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</thead>
</table>
- Listen to podcast about discussing race from MPR News with Kerri Miller
- Read one of the following works by Ta-Nehisi Coates (reading 2-3 works is optional):
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>Mon, March 28</td>
<td>Moodle Post</td>
<td></td>
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<tr>
<td>Wed, March 30</td>
<td>Draft of Program Brief</td>
<td></td>
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<tr>
<td>Mon, April 4</td>
<td>Moodle Post</td>
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<tr>
<td>Wed, April 6</td>
<td>Revised Program Brief</td>
<td></td>
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<tr>
<td><strong>12</strong></td>
<td><strong>April 13</strong></td>
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</tbody>
</table>
|  **Diversity and inclusion of immigrant and refugee populations**  
| Identity development among immigrant youth  
| Mental health services for refugee youth  
| Application to specific populations  
| Latino youth  
| Muslim youth  
| Read one of the following works about Muslim youth (reading both works is optional):  

*Journal of Adolescent Health, 52*, 523-532.  
*Read one of the following works about Muslim youth (reading both works is optional):  

**Mon, April 11**  
**Moodle Post**  
**Fri, April 15**  
**Quiz 4**

- Read one of the following works about the DREAM Act (reading both works is optional):

<table>
<thead>
<tr>
<th>13 April 20</th>
<th>Prevention through policy</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Violence prevention</td>
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<tr>
<td></td>
<td>- Juvenile justice reform</td>
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<td>Adolescent health policy</td>
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<td>- American Indian youth</td>
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<td>- LGBT youth</td>
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<td>- Youth with disabilities</td>
</tr>
</tbody>
</table>

| 14 | April 27 | • Positive youth development  
• Civic engagement  
• Incorporation of culture  
• Application to specific populations  
  − American Indian youth  
  − Twin Cities Somali, Latino, and Hmong immigrant youth  
  |  
• Read one of the following works (reading both works is optional):  
  | Mon, April 25  
|  | Wed, April 27  
|  | Moodle Post  
|  | Revised Policy Brief  
| 15 | May 4 | • Youth participation  
• Youth empowerment  
• Application to specific topics  
  − Gender equity  
  − Climate change  
  |  
• Zeldin, S., Christens, B. D., & Powers, J. L. (2013). The psychology and practice of youth-adult partnership:  
  | Mon, May 2  
|  | Fri, May 6  
|  | Moodle Post  
|  | Quiz 5  

Mon, May 2  
Moodle Post  
Revise Policy Brief  

Fri, May 6  
Quiz 5
• Reflections on course


• Read one of the following works about gender equity in international contexts, reflecting on how youth could be empowered to impact norms (reading both works is optional):

• Read one of the following works about climate change, reflecting on how youth could be empowered to impact policies and practices (reading both works is optional):
Submit all assignments via Moodle. If you experience difficulty submitting, email attachments to Dr. Brady (ssbrady@umn.edu).