

PubH 6607

Adolescent Health: Issues, Programs, and Policies

Spring 2018

Credits:	2
Meeting Days:	Wednesdays
Meeting Time:	3:35 pm – 5:30 pm
Meeting Place:	Weaver-Densford Hall 2-120
Instructor:	Sonya S. Brady, PhD Associate Professor Division of Epidemiology & Community Health
Office Address:	1300 S. 2nd Street, Suite 300 West Bank Office Building (Room 390)
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Office Hours:	By Appointment

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)
- 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
- Weekly Moodle posts to prepare for class discussion and broaden one another's 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>).
- Shanda Hunt, MPH, is the Health Sciences Libraries Liaison for the School of Public Health (<https://hsl.lib.umn.edu/about/staff/shanda-hunt>). Students may contact Ms. Hunt (hunt0081@umn.edu) to request one-on-one or group consultation to learn strategies for researching health-related topics or how to use citation managers. Consultations can be conducted online through web conferencing software to accommodate students who are not often on campus. Please bear in mind that Ms. Hunt 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 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 points	28
Friday Quizzes – roughly .5 point per required reading	
Quiz 1 (January 26)	5
Quiz 2 (February 9)	8
Quiz 3 (February 23)	8
Quiz 4 (March 9)	8
Quiz 5 (April 13)	9
Quiz 6 (May 4)	7.5
Program Brief (draft due March 28, revision due April 4)	10
Policy Brief (draft due April 18, revision due April 25)	10
“Evidence-Based Pitch”	3
Constructive Critiques of Peers’ Briefs – 14 critiques x .25 point	3.5

Readings

Shared readings are listed in the “Required Readings” section of the Course Schedule at the end of the syllabus. 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.

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. To earn credit, students must post to at least one discussion topic added by the Instructor and respond to the questions posed by the Instructor.** 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. Students are encouraged to read and respond to their classmates’ posts before and after Monday. Students are also welcome to add a new discussion topic, if they desire to do so. However, to earn credit for the Monday Moodle Message Board Post assignment, students must respond to at least one of the Instructor’s discussion topics.

The Instructor will monitor posts and occasionally add additional 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 provide feedback to 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 explanation. 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 6 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, Policy Brief, and "Evidence-Based Pitch" Assignments

The program brief, policy brief, and "evidence-based pitch" are intended to allow students to focus on a specific health topic and population of interest. The population of interest 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.

The program brief, policy brief, and "evidence-based pitch" will each require students to briefly review and synthesize a background literature before focusing on a recommended program or policy. Students should conduct informal literature searches in Ovid Medline or PsychInfo while thinking of ideas. Students may wish to prioritize the following research designs (in order) for selection of citations for the background literature: (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 population of interest. In addition, prevalence and incidence rates for health conditions or behaviors may often be found on the websites of national or state agencies (e.g., Centers for Disease Control and Prevention Youth Risk Behavior Surveillance Study; Minnesota Department of Health Student Survey)

By Wednesday, February 28, students should email the Instructor with 2-3 ideas for their health topic and population of interest. The Instructor will provide guidance on each student's ideas.

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.

"Evidence-Based Pitch." Each student will develop a 5-minute PowerPoint presentation to "pitch" an evidence-based program or policy to his or her peers in class. Students should imagine that their peers are colleagues in a specific professional setting/organization (e.g., Department of Health, non-profit organization, health clinic, school or other youth-serving organization). No more than 5 slides should be used to convey the background literature and evidence supporting the specific program or policy that is being pitched. Students should use slides to guide a conversational, persuasive pitch to his or her peers that the program or policy be adopted by the organization, or that the policy be advocated for by the organization. Students will answer questions from their peers for 5 minutes after the pitch. It is expected that students will pitch either the program or policy that was the focus of the program brief or policy brief assignment (one program or one policy, not both). 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 28 and April 18).

Via Moodle forums, students will provide one another with peer feedback on the program and policy brief assignments 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>.

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

% Needed (x)	Points Needed (x)
94 ≤ x ≤ 100 A	94 ≤ x ≤ 100 A
90 ≤ x < 94 A-	90 ≤ x < 94 A-
88 ≤ x < 90 B+	88 ≤ x < 90 B+
84 ≤ x < 88 B	84 ≤ x < 88 B
80 ≤ x < 84 B-	80 ≤ x < 84 B-
78 ≤ x < 80 C+	78 ≤ x < 80 C+
74 ≤ x < 78 C	74 ≤ x < 78 C
70 ≤ x < 74 C-	70 ≤ x < 74 C-
68 ≤ x < 70 D+	68 ≤ x < 70 D+
64 ≤ x < 68 D	64 ≤ x < 68 D

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/courseeval. 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 in 2015: Dr. Wendy Hellerstedt, who taught PubH 6607 between 2007 and 2015; Dr. Annie-Laurie McRee; and Dr. Traci Toomey. Dr. Brady also gratefully acknowledges students who have taken PubH 6607 and provided helpful feedback to improve the course over time.

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 Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu>. 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 Community Standards, 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 <https://osa.umn.edu/>.

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>.

Course Schedule

Class	Date	Topics	Required Readings	Assignment(s) Due at Noon
1	Jan. 17	<ul style="list-style-type: none"> Review syllabus Adolescent development I <ul style="list-style-type: none"> Brain development; structural and functional changes Pubertal development Life course perspectives I 	<ul style="list-style-type: none"> Steinberg, L. (2015). How to improve the health of American adolescents. <i>Perspectives on Psychological Science, 10</i>, 711-715. Spear, L. P. (2013). Adolescent neurodevelopment. <i>Journal of Adolescent Health, 52</i>, S7-S13. Mendle, J. (2014). Beyond pubertal timing: New directions for studying individual differences in development. <i>Current Directions in Psychological Science, 23</i> (3), 215-219. Ellis, B. J., Shirlcliff, E. A., Boyce, W. T., Dearnorff, J., & Essex, M. J. (2011). Quality of early family relationships and the timing and tempo of puberty: Effects depend on biological sensitivity to context. <i>Development and Psychopathology, 23</i>, 85-99. Kuh, D., Ben-Shlomo, Y., Lynch, J., Hallqvist, J., & Power, C. (2003). Life course epidemiology. <i>Journal of Epidemiology & Community Health, 57</i>, 778-783. 	Fri, Jan 19 Add post to <i>Classmate Introductions</i> forum on Moodle
2	Jan. 24	<ul style="list-style-type: none"> Adolescent development II <ul style="list-style-type: none"> Interpersonal relationships Social cognitive development Social media use Life course perspectives II 	<ul style="list-style-type: none"> Smetana, J. G., Campione-Barr, N., & Metzger, A. (2006). Adolescent development in interpersonal and societal contexts. <i>Annual Review of Psychology, 57</i>, 255-284. Smetana, J. G., & Villalobos, M. (2009). Social cognitive development in adolescence. In R. M. Lerner & L. Steinberg (Eds.), <i>Handbook of Adolescent Psychology: Individual Bases of Adolescent Development</i> (pp. 187-228). Hoboken, NJ: John Wiley & Sons. Valkenburg, P. M., Sumter, S. R., & Peter, J. (2011). Gender differences in online and offline self-disclosure in pre-adolescence and adolescence. <i>British Journal of Developmental Psychology, 29</i>, 253-269. Teppers, E., Luyckx, K., Klimstra, T. A., & Goossens, L. (2014). Loneliness and Facebook motives in adolescence: A longitudinal inquiry into directionality of effect. <i>Journal of Adolescence, 37</i>, 691-699. Elder, Jr., G. H., Kirkpatrick Johnson, M., & Crosnoe, R. (2003). The emergence and development of Life Course Theory. In J. T. Mortimer & M. J. Shanahan (Eds.), <i>Handbook of the Life Course</i> (pp. 3-19). New York, NY: 	Mon, Jan 22 Fri, Jan 26 Moodle Post Quiz 1

			Kluwer Academic/Plenum Publishers.		
3	Jan. 31	<ul style="list-style-type: none"> • Sexual and reproductive health • Sexual identity and orientation • Gender identity 	<ul style="list-style-type: none"> • Harden, K. P., (2014). A sex-positive framework for research on adolescent sexuality. <i>Perspectives on Psychological Science</i>, 9 (5), 455-469. • Hensel, D. J., Nance, J., & Fortenberry, J. D. (2016). The association between sexual health and physical, mental, and social health in adolescent women. <i>Journal of Adolescent Health</i>, 59, 416-421. • Bastow, B., Sheeder, J., Guiahi, M., & Teal, S. (In Press). Condom use in adolescents and young women following initiation of long- or short-acting contraceptive methods. <i>Contraception</i>. • Matson, P. A., Adler, N. E., Millstein, S. G., Tschann, J. M., & Ellen, J. M. (2011). Developmental changes in condom use among urban adolescent females: Influence of partner context. <i>Journal of Adolescent Health</i>, 48, 386-390. • Tschann, J. M., Flores, E., de Groat, C. L., Deardorff, J., & Wibbelsman, C. J. (2010). Condom negotiation strategies and actual condom use among Latino youth. <i>Journal of Adolescent Health</i>, 47, 254-262. • Mustanski, B., Birkett, M., Greene, G. J., Hatzenbuehler, M. L., & Newcomb, M. E. (2014). Envisioning an America without sexual orientation inequities in adolescent health. <i>American Journal of Public Health</i>, 104 (2), 218-225. • Rosario, M., Schrimshaw, E. W., & Hunger, J. (2011). Different patterns of sexual identity development over time: Implications for the psychological adjustment of lesbian, gay, and bisexual youths. <i>Journal of Sex Research</i>, 48 (1), 3-15. • Boskey, E. R. (2014). Understanding transgender identity development in childhood and adolescence. <i>American Journal of Sexuality Education</i>, 9, 445-463. 	Mon, Jan 29	Moodle Post
4	Feb. 7	<ul style="list-style-type: none"> • Dating violence • Sexual violence • Healthy relationship development 	<ul style="list-style-type: none"> • Niolon, P. H., Vivolo-Kantor, A. M., Latzman, N. E., Valle, L. A., Kuoh, H., Burton, T., Taylor, B. G., & Tharp, A. T. (2015). Prevalence of teen dating violence and co-occurring risk factors among high school youth in high-risk urban communities. <i>Journal of Adolescent Health</i>, 56, S5-S13. • Martin-Storey, A. (2015). Prevalence of dating violence 	Mon, Feb 5 Fri, Feb 9	Moodle Post Quiz 2

			<p>among sexual minority youth: Variation across gender, sexual minority identity and gender of sexual partners. <i>Journal of Youth and Adolescence</i>, 44, 211-224.</p> <ul style="list-style-type: none"> • Ybarra, M. L., & Thompson, R. E. (In Press.) Predicting the emergence of sexual violence in adolescence. <i>Prevention Science</i>. • Foshee, V. A., Bauman, K. E., Ennett, S. T., Suchindran, C., Benefield, T., & Linder, G. F. (2005). Assessing the effects of the dating violence prevention program "Safe Dates" using random coefficient regression modeling. <i>Prevention Science</i>, 6 (3), 245-258. • Kubicek, K. (2016). Setting an agenda to address intimate partner violence among young men who have sex with men: A conceptual model. <i>Trauma, Violence, & Abuse</i>, 1-15. DOI: 10.1177/1524838016673599 (e-pub ahead of print) • Foshee, V. A., Benefield, T., Chen, M. S., McNaughton Reyes, L., Dixon, K. S., Ennett, S. T., Moracco, K. E., & Bowling, J. M. (2016). The effects of the <i>Moms and Teens for Safe Dates</i> program on dating abuse: A conditional process analysis. <i>Prevention Science</i>, 17, 357-366. • Johnson, M. D., & Galambos, N. L. (2014). Paths to intimate relationship quality from parent-adolescent relations and mental health. <i>Journal of Marriage and Family</i>, 76, 145-160. • Miga, E. M., Gdula, J. A., & Allen, J. P. (2012). Fighting fair: Adaptive marital conflict strategies as predictors of future adolescent peer and romantic relationship quality. <i>Social Development</i>, 21, 443-460. <p>Optional:</p> <ul style="list-style-type: none"> • Peruse the website, http://www.loveisrespect.org/ 	
5	Feb. 14	<ul style="list-style-type: none"> • Social and emotional well-being • Mental health 	<ul style="list-style-type: none"> • McLaughlin, K. A., Greif Green, J., Gruber, M. J., Sampson, N. A., Zaslavsky, A. M., & Kessler, R. C. (2012). Childhood adversities and first onset of psychiatric disorders in a national sample of US adolescents. <i>Archives of General Psychiatry</i>, 69 (11), 1151-1160. • Herrenkohl, T. I., Lee, J. O., Kosterman, R., & Hawkins, J. D. (2012). Family influences related to adult substance use and mental health problems: A developmental analysis of child and adolescent predictors. <i>Journal of</i> 	Mon, Feb 12 Moodle Post

			<p><i>Adolescent Health</i>, 51, 129-135.</p> <ul style="list-style-type: none"> • Osypuk, T. L., Schmidt, N. M., Bates, L. M., Tchetgen-Tchetgen, E. J., Earls, F. J., & Glymour, M. M. (2012). Gender and crime victimization modify neighborhood effects on adolescent mental health. <i>Pediatrics</i>, 130, 472-481. • Vaughn-Coaxum, R. A., Wang, Y., Kiely, J., Weisz, J. R., & Dunn, E. C. (In Press). Associations between trauma type, timing, and accumulation on current coping behaviors in adolescents: Results from a large, population-based sample. <i>Journal of Youth and Adolescence</i>. • Smith, N. R., Clark, C., Smuk, M., Cummins, S. & Stansfeld, S. A. (2015). The influence of social support on ethnic differences in well-being and depression in adolescents: Findings from the prospective Olympic Regeneration in East London (ORiEL) Study. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 50, 1701-1711. • Owens, J. A., Belon, K., & Moss, P. (2010). Impact of delaying school start time on adolescent sleep, mood, and behavior. <i>Archives of Pediatrics and Adolescent Medicine</i>, 164 (7), 608-614. • Paschall, M. J., & Bersamin, M. (In Press). School-based health centers, depression, and suicide risk among adolescents. <i>American Journal of Preventive Medicine</i>. • Gower, A. L., Forster, M., Gloppen, K., Johnson, A. Z., Eisenberg, M. E., Connett, J. E., & Borowsky, I. W. (In Press). School practices to foster LGBT-supportive climate: Associations with adolescent bullying involvement. <i>Prevention Science</i>. 	
6	Feb. 21	<ul style="list-style-type: none"> • Nutrition • Physical activity • Body image 	<ul style="list-style-type: none"> • Lee, H., Lee, D., Guo, G., & Harris, K. M. (2011). Trends in body mass index in adolescence and young adulthood in the United States: 1959-2002. <i>Journal of Adolescent Health</i>, 49, 601-608. • Martin, M. A., Frisco, M. L., Nau, C., & Burnett, K. (2012). Social stratification and adolescent overweight in the United States: How income and educational resources matter across families and schools. <i>Social Science & Medicine</i>, 74, 597-606. • Thornton, C. M., Cain, K. L., Conway, T. L., Kerr, J., Saelens, B. E., Frank, L. D., Glanz, K., & Sallis, J. F. 	<p>Mon, Feb 19 Moodle Post</p> <p>Fri, Feb 23 Quiz 3</p>

			<p>(2017). Relation of adolescents' physical activity to after-school recreation environment. <i>Journal of Physical Activity and Health</i>, 14, 382-388.</p> <ul style="list-style-type: none"> • Miller, G. F., Sliwa, S., Brener, N. D., Park, S., & Merlo, C. L. (2016). School district policies and adolescents' soda consumption. <i>Journal of Adolescent Health</i>, 59, 17-23. • Davis, B., & Carpenter, C. (2009). Proximity of fast-food restaurants to schools and adolescent obesity. <i>American Journal of Public Health</i>, 99 (3) 505-510. • DeVriendt, T., Clays, E., Huybrechts, I., De Bourdeaudhuij, I., Moreno, L. A., Patterson, E., ... De Henauw, S. (2012). European adolescents' level of perceived stress is inversely related to their diet quality: The Healthy Lifestyle in Europe by Nutrition in Adolescence study. <i>British Journal of Nutrition</i>, 108, 371-380. • Liechty, J. M., & Lee, M. J. (2015). Body size estimation and other psychosocial risk factors for obesity onset among US adolescents: Findings from a longitudinal population level study. <i>International Journal of Obesity</i>, 39, 601-607. • Sonnevile, K. R., Calzo, J. P., Horton, N. J., Haines, J., Austin, S. B., & Field, A. E. (2012). Body satisfaction, weight gain and binge eating among overweight adolescent girls. <i>International Journal of Obesity</i>, 36, 944-949. 	
7	Feb. 28	<ul style="list-style-type: none"> • Alcohol, tobacco, marijuana, and opioid use • Environmental influences on substance use and abuse <ul style="list-style-type: none"> – Commercial marketing of alcohol – Alcohol outlet density – Social norms strategies to curb alcohol use – Legalization of marijuana – Opioid prescribing 	<ul style="list-style-type: none"> • Lee, J., O., Hill, K. G., Guttmanova, K., Hartigan, L. A., Catalano, R. F., & Hawkins, J. D. (2014). Childhood and adolescent predictors of heavy episodic drinking and alcohol use disorder at ages 21 and 33: A domain-specific cumulative risk model. <i>Journal of Studies on Alcohol and Drugs</i>, 75, 684-694. • Tanski, S. E., McClure, A. C., Li, Z., Jackson, K., Morgenstern, M., Li, Z., & Sargent, J. D. (2015). Cued recall of alcohol advertising on television and underage drinking behavior. <i>JAMA Pediatrics</i>, 169 (3), 264-271. • Shih, R. A., Mullins, L., Ewing, B. A., Miyashiro, L., Tucker, J. S., Pedersen, E. R., Miles, J. N. V., & D'Amico, E. J. (2015). Associations between neighborhood alcohol availability and young adolescents' alcohol use. <i>Psychology of Addictive Behaviors</i>, 29 (4), 950-959. 	<p>Mon, Feb 26</p> <p>Wed, Feb 28</p> <p>Moodle Post</p> <p>E-mail the Instructor with 2-3 ideas for your program brief, policy brief, and "evidence-based pitch" health topic and population of interest</p>

			<ul style="list-style-type: none"> DeJong, W., Schneider, S. K., Towvim, L. G., Murphy, M. J., Doerr, E. E., Simonsen, N. R., Mason, K. E., & Scribner, R. A. (2009). A multisite randomized trial of social norms marketing campaigns to reduce college student drinking: A replication failure. <i>Substance Abuse</i>, 30, 127-140. Hammond, D., Reid, J. L., Cole, A. G., & Leatherdale, S. T. (2017). Electronic cigarette use and smoking initiation among youth: A longitudinal cohort study. <i>Canadian Medical Association Journal</i>, 189 (43), E1328-E1336. Paschall, M. J., Grube, J. W., & Biglan, A. (2017). Medical marijuana legalization and marijuana use among youth in Oregon. <i>Journal of Primary Prevention</i>, 38, 329-341. Rusby, J. C., Westling, E., Crowley, R., & Light, J. M. (In Press). Legalization of recreational marijuana and community sales policy in Oregon: Impact on adolescent willingness and intent to use, parent use, and adolescent use. <i>Psychology of Addictive Behaviors</i>. McKnight, E. R., Bonny, A. E., Lange, H. L. H., Kline, D. M., Abdel-Rasoul, M., Gay, J. R., & Matson, S. C. (2017). Statewide opioid prescriptions and the prevalence of adolescent opioid misuse. <i>The American Journal of Drug and Alcohol Abuse</i>, 43 (3), 299-305. 	
8	March 7	<ul style="list-style-type: none"> Unintended injuries Framing program & policy briefs <p>Guest Attendee: Glynis Shea, BA Konopka Institute Division of General Pediatrics and Adolescent Health University of Minnesota Medical School</p>	<ul style="list-style-type: none"> Karkhaneh, M., Rowe, B. H., Saunders, L. D., Voaklander, D. C., & Hagel, B. E. (2013). Trends in head injuries associated with mandatory bicycle helmet legislation targeting children and adolescents. <i>Accident Analysis and Prevention</i>, 59, 206-212. Masten, S. V., Foss, R. D., & Marshall, S. W. (2011). Graduated driver licensing and fatal crashes involving 16- to 19-year-old drivers. <i>Journal of the American Medical Association</i>, 306 (10), 1098-1103. Fell, J. C., Scherer, M., Thomas, S., & Voas, R. B. (2014). Effectiveness of social host and fake identification laws on reducing underage drinking driver fatal crashes. <i>Traffic Injury Prevention</i>, 15, S64-S73. Kerr, Z. Y., Zuckerman, S. L., Wasserman, E. B., Covassin, T., Djoko, A., & Dompier, T. P. (2016). Concussion symptoms and return to play time in youth, high school, and college American football athletes. <i>JAMA</i> 	Mon, March 5 Fri, March 9 Moodle Post Quiz 4

			<p><i>Pediatrics</i>, 170 (7), 647-653.</p> <ul style="list-style-type: none"> Schallmo, M. S., Weiner, J. A., & Hsu, W. K. (2017). Sport and sex-specific reporting trends in the epidemiology of concussions sustained by high school athletes. <i>The Journal of Bone and Joint Surgery</i>, 99, 1314-1320. Gilchrist, J., & Parker, E. M. (2014). Racial and ethnic disparities in fatal unintentional drowning among persons less than 30 years of age – United States, 1999-2010. <i>Journal of Safety Research</i>, 50, 139-142. Tashiro, J., Lane, R. S., Blass, L. W., Perez, E. A., & Sola, J. E. (2016). The effect of gun control laws on hospital admissions for children in the United States. <i>Journal of Trauma and Acute Care Surgery</i>, 81 (4), S54-S60. Richer, I., Bertrand, K., Vandermeerschen, J., & Roy, E. (2013). A prospective cohort study of non-fatal accidental overdose among street youth: The link with suicidal ideation. <i>Drug and Alcohol Review</i>, 32, 398-404. 	
	March 14	<ul style="list-style-type: none"> No CLASS 	<ul style="list-style-type: none"> HAPPY SPRING BREAK 	
9	March 21	<ul style="list-style-type: none"> Promoting optimal development among youth whose communities have been historically disadvantaged Encounters between police and ethnic minority youth Black Lives Matter movement <p>Guest Attendee: Tabitha Grier-Reed, PhD Family Social Science College of Education and Human Development University of Minnesota</p>	<ul style="list-style-type: none"> Gbolo, S., & Grier-Reed, T. (In Press). An African American student networking group in an urban high school: Experiences and outcomes. <i>Urban Education</i>. Nordberg, A., Crawford, M. R., Praetorius, R. T., & Hatcher, S. S. (2016). Exploring minority youths' police encounters: A qualitative interpretive meta-synthesis. <i>Child and Adolescent and Social Work Journal</i>, 33, 137-149. Wiley, S. A., Slocum, L. A., Esbensen, F. (2013). The unintended consequences of being stopped or arrested: An exploration of the labeling mechanisms through which police contact leads to subsequent delinquency. <i>Criminology</i>, 51 (4) 927-966. Read <u>one</u> of the following works by Ta-Nehisi Coates (reading 2-3 works is optional): <ul style="list-style-type: none"> Coates, T. (2015, October). The Black Family in the Age of Mass Incarceration. <i>The Atlantic</i>. Retrieved from https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/ Coates, T. (2014, June). The Case for Reparations. 	Mon, March 19 Moodle Post

			<p><i>The Atlantic</i>. Retrieved from https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</p> <ul style="list-style-type: none"> - Coates, T. (2015) <i>Between the World and Me</i>. New York, NY: Spiegel & Grau. (available in bookstores and libraries) • Read about the origins of #BlackLivesMatter <ul style="list-style-type: none"> - https://blacklivesmatter.com/about/ - https://blacklivesmatter.com/herstory/ <p>Optional:</p> <ul style="list-style-type: none"> • Scan local news stories relevant to the Black Lives Matter movement <ul style="list-style-type: none"> - https://www.twincities.com/tag/black-lives-matter/ - https://www.mprnews.org/story/2016/07/11/lena-gardner-black-lives-matter-responds-to-protest • Listen to podcast about discussing race from MPR News with Kerri Miller <ul style="list-style-type: none"> - Miller, K. (Host). (2015, December 1). <i>How to Talk about Race with Your Family</i> [Audio podcast]. Retrieved from http://www.mprnews.org/story/2015/12/02/bcst-talk-with-kids-about-race 	
10	March 28	<ul style="list-style-type: none"> • Community violence • Political violence • Links to psychological distress and academic engagement <p>Guest Attendee: Tom Ngabirano Department of Nursing School of Health Sciences Makerere University Kampala, Uganda</p>	<ul style="list-style-type: none"> • Karriker-Jaffe, K. J., Foshee, V. A., & Ennett, S. T. (2011). Examining how neighborhood disadvantage influences trajectories of adolescent violence: A look at social bonding and psychological distress. <i>Journal of School Health, 81</i>, 764-773. • Busby, D. R., Lambert, S. F., & Jalongo, N. S. (2013). Psychological symptoms linking exposure to community violence and academic functioning in African American adolescents. <i>Journal of Youth and Adolescence, 42</i>, 250-262. • Kennedy, T. M., Ceballo, R. (2013). Latino adolescents' community violence exposure: After-school activities and <i>familismo</i> as risk and protective factors. <i>Social Development, 22</i> (4), 663-682. • Dubow, E. F., Huesmann, L. R., Boxer, P., Landau, S., Dvir, S., Shikaki, K., & Ginges, J. (2012). Exposure to political conflict and violence and posttraumatic stress in 	<p>Mon, March 26 Moodle Post</p> <p>Wed, March 28 Draft of Program Brief</p>

			<p>Middle East youth: Protective factors. <i>Journal of Clinical Child & Adolescent Psychology</i>, 41 (4), 402-416.</p> <ul style="list-style-type: none"> Cummings, E. M., Merrilees, C. E., Taylor, L. K., Shirlow, P., Goetze-Morey, M. C., & Cairns, E. (2013). Longitudinal relations between sectarian and nonsectarian community violence and child adjustment in Northern Ireland. <i>Development and Psychopathology</i>, 25, 615-627. 		
11	April 4	<ul style="list-style-type: none"> Socioeconomic status during childhood and adolescence Achievement gap Vocational readiness and success Links to health and health disparities <p>Guest Attendee: TBD</p> <ul style="list-style-type: none"> Evidence-Based Pitch Day (up to 5 students) 	<ul style="list-style-type: none"> Cohen, S., Janicki-Deverts, D., Chen, E., & Matthews, K. A. (2010). Childhood socioeconomic status and adult health. <i>Annals of the New York Academy of Sciences</i>, 1186, 37-55. Bradley, B. J., & Greene, A. C. (2013). Do health and education agencies in the United States share responsibility for academic achievement and health? A review of 25 years of evidence about the relationship of adolescents' academic achievement and health behaviors. <i>Journal of Adolescent Health</i>, 52, 523-532. Caro, D. H., Cortina, K. S., & Eccles, J. S. (2015). Socioeconomic background, education, and labor force outcomes: Evidence from a regional US sample. <i>British Journal of Sociology of Education</i>, 36 (6) 934-957. Johnson, S. L., Tandon, S. D., & Cheng, T. L. (2015). Career readiness: A potential pathway through which urban youth's exposure to stress influences adult health. <i>Journal of Community Psychology</i>, 43 (3), 321-337. Johnson, S. L., Jones, V., & Cheng, T. L. (2015). Promoting "Healthy Futures" to reduce risk behaviors in urban youth: A randomized controlled trial. <i>American Journal of Community Psychology</i>, 56, 36-45. 	<p>Mon, April 2</p> <p>Wed, April 4</p>	<p>Moodle Post</p> <p>Revised Program Brief</p>
12	April 11	<ul style="list-style-type: none"> Diversity and inclusion of immigrant populations Identity development among immigrant youth Application to specific populations <ul style="list-style-type: none"> Latino youth Muslim youth Undocumented immigrant youth 	<ul style="list-style-type: none"> Passel, J. S. (2011). Demography of immigrant youth: Past, present, and future. <i>The Future of Children</i>, 21 (1), 19-41. Fuligni, A. J., & Tsai, K. M. (2015). Developmental flexibility in the age of globalization: Autonomy and identity development among immigrant adolescents. <i>Annual Review of Psychology</i>, 66, 411-431. Stuart, J., Ward, C., & Robinson, L. (2016). The influence of family climate on stress and adaptation for Muslim immigrant young adults in two western countries. 	<p>Mon, April 9</p> <p>Fri, April 13</p>	<p>Moodle Post</p> <p>Quiz 5</p>

		<p>Guest Attendee: TBD</p> <ul style="list-style-type: none"> Evidence-Based Pitch Day (up to 5 students) 	<p><i>International Perspectives in Psychology: Research, Practice, Consultation</i>, 5 (1), 1-17.</p> <ul style="list-style-type: none"> Santos, C. E., Menjivar, C., VanDaalen, R. A., Kornienko, O., Updegraff, K. A., & Cruz, S. (2017). Awareness of Arizona's immigration law SB1070 predicts classroom behavioural problems among Latino youths during early adolescence. <i>Ethnic and Racial Studies</i>. https://doi.org/10.1080/01419870.2017.1311021 Cebulko, K., & Silver, A. (2016). Navigating DACA in hospitable and hostile states: State responses and access to membership in the wake of deferred action for childhood arrivals. <i>American Behavioral Scientist</i>, 60 (13), 1553-1574. 	
13	April 18	<ul style="list-style-type: none"> Prevention through policy <ul style="list-style-type: none"> Tobacco policy Juvenile justice reform Adolescent health policy <ul style="list-style-type: none"> American Indian youth LGBT youth 	<ul style="list-style-type: none"> Cho, H., Dutra, L. M., & Glantz, S. A. (2017). Differences in adolescent e-cigarette and cigarette prevalence in two policy environments: South Korea and the United States. <i>Nicotine & Tobacco Research</i>, 1-5. Skeem, J. L., Scott, E., & Mulvey, E. P. (2014). Justice policy reform for high-risk juveniles: Using science to achieve large-scale crime reduction. <i>Annual Review of Clinical Psychology</i>, 10, 709-739. Brindis, C. D., & Moore, K. (2014). Improving adolescent health policy: Incorporating a framework for assessing state-level policies. <i>Annual Review of Public Health</i>, 35, 343-361. Goodkind, J. R., Ross-Toledo, K., John, S., Hall, J. L., Ross, L., Freeland, L., ... Lee, C. (2010). Promoting healing and restoring trust: Policy recommendations for improving behavioral health care for American Indian/Alaska Native adolescents. <i>American Journal of Community Psychology</i>, 46, 386-394. Society for Adolescent Health and Medicine. (2013). Recommendations for promoting the health and well-being of lesbian, gay, bisexual, and transgender adolescents: A position paper of the Society for Adolescent Health and Medicine. <i>Journal of Adolescent Health</i>, 52, 506-510. 	<p>Mon, April 16 Moodle Post</p> <p>Wed, April 18 Draft of Policy Brief</p>
14	April 25	<ul style="list-style-type: none"> Positive youth development Civic engagement Incorporation of culture 	<ul style="list-style-type: none"> Catalano, R. F., Hawkins, J. D., Berglund, M. L., Pollard, J. A., & Arthur, M. W. (2002). Prevention science and positive youth development: Competitive or cooperative frameworks? <i>Journal of Adolescent Health</i>, 31, 230-239. 	<p>Mon, April 23 Moodle Post</p> <p>Wed, April 25 Revised Policy Brief</p>

		<ul style="list-style-type: none"> • Evidence-Based Pitch Day (up to 5 students) 	<ul style="list-style-type: none"> • Kia-Keating, M., Dowdy, E., Morgan, M. L., & Noam, G. G. (2011). Protecting and promoting: An integrative conceptual model for healthy development of adolescents. <i>Journal of Adolescent Health, 48</i>, 220-228. • Godfrey, E. B., & Cherng, H. (2016). The kids are all right? Income inequality and civic engagement among our nation's youth. <i>Journal of Youth and Adolescence, 45</i>, 2218-2232. • Lenzi, M., Vieno, A., Altoe, G., Scacchi, L., Perkins, D. D., Zukauskiene, R. & Santinello, M. (2015). Can Facebook informational use foster adolescent civic engagement? <i>American Journal of Community Psychology, 55</i>, 444-454. • Garrett, M. T., Parrish, M., Williams, C., Grayshield, L., Portman, T. A. A., Rivera, E. T., & Maynard, E. (2014). Invited commentary: Fostering resilience among Native American youth through therapeutic intervention. <i>Journal of Youth and Adolescence, 43</i>, 470-490. 	
15	May 2	<ul style="list-style-type: none"> • Youth participation • Youth empowerment • Evidence-Based Pitch Day (up to 5 students) • Reflections on course 	<ul style="list-style-type: none"> • Wong, N. T., Zimmerman, M. A., & Parker, E. A. (2010). A typology of youth participation and empowerment for child and adolescent health promotion. <i>American Journal of Community Psychology, 46</i>, 100-114. • Zeldin, S., Christens, B. D., & Powers, J. L. (2013). The psychology and practice of youth-adult partnership: Bridging generations for youth development and community change. <i>American Journal of Community Psychology, 51</i>, 385-397. • Soleimanpour, S., Brindis, C., Geierstanger, S., Kandawalla, S., & Kurlaender, T. (2008). Incorporating youth-led community participatory research into school health center programs and policies. <i>Public Health Reports, 123</i>, 709-716. • Chandra-Mouli, V., Greifinger, R., Nwosu, A., Hainsworth, G., Sundaram, L., Hadi, S., ... Braeken, D. (2013). Invest in adolescents and young people: It pays. <i>Reproductive Health, 10</i>, 51. (5 pages) • Jewkes, R., Flood, M., & Lang, J. (2015). From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women and girls. <i>Lancet, 385</i>, 1580-1589. 	<p>Mon, April 30 Moodle Post</p> <p>Fri, May 4 Quiz 6</p>

Submit all assignments via Moodle. If you experience difficulty submitting, email attachments to Dr. Brady (ssbrady@umn.edu).