PubH 6607

Adolescent Health: Issues, Programs, and Policies

Spring 2016

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, 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 searchers 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 summaries 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 summaries 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.

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/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.

Course Schedule

Class	Date	Topics	Required Readings	Assignment(s) Due at Noon	

1	Jan. 20	• Review syllabus
		• Adolescent development I
		  – Brain development; structural and functional changes
		  – Pubertal development
			• Steinberg, L. (2015). How to improve the health of American adolescents. *Perspectives on Psychological Science*, *10*, 711-715.
			• Spear, L. P. (2013). Adolescent neurodevelopment. *Journal of Adolescent Health*, 52, S7-S13.
			• Forbes, E. E., & Dahl, R. E. (2010). Pubertal development and behavior: Hormonal activation of social and motivational tendencies. *Brain and Cognition*, *72*, 66-72.
			• Mendle, J. (2014). Beyond pubertal timing: New directions for studying individual differences in development. *Current Directions in Psychological Science*, *23* (3), 215-219.
			• Ellis, B. J., Shirtcliff, E. A., Boyce, W. T., Deardorff, J., & Essex, M. J. (2011). Quality of early family relationships and the timing and tempo of puberty: Effects depend on biological sensitivity to context. *Development and Psychopathology*, *23*, 85-99.
				Fri, Jan 22	Add post to *Classmate Introductions* forum on Moodle

2	Jan. 27	• Adolescent development II
		  – Social cognitive development
		  – Interpersonal relationships
		  – Social media use and adolescent development
		• Social ecological models of behavior
			• Blakemore, S., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology*, *65*, 187-207.
			• Smetana, J. G., Campione-Barr, N., & Metzger, A. (2006). Adolescent development in interpersonal and societal contexts. *Annual Review of Psychology*, *57*, 255-284.
			• Spies Shapiro, L. A., & Margolin, G. (2014). Growing up wired: Social networking sites and adolescent psychosocial development. *Clinical Child & Family Psychology Review*, *17*, 1-18.
			• Sallis, J. F., & Owen, N. (2015). Ecological models of health behavior. In K. Glanz, B. K., Rimer, & K. Viswanath (Eds.), *Health Behavior: Theory, Research, and Practice* (pp. 43-64) (5th ed.). San Francisco, CA: Jossey-Bass.
				Mon, Jan 25
				
				Fri, Jan 29
					Moodle Post
					
					Email Instructor with Ideas for Individualized Readings
					
					Quiz 1

3	Feb. 3	• Sexual and reproductive health • Sexual identity and orientation • Gender identity	• Manlove, J., Ikramullah, E., & Terry-Humen, E. (2008). Condom use and consistency among male adolescents in the United States. *Journal of Adolescent Health*, *43*, 325-333. • Reese, B. M., Haydon, A. A., Herring, A. H., & Halpern, C. T. (2013). The association between sequences of sexual	Mon, Feb 1	Moodle Post

			initiation and the likelihood of teenage pregnancy. *Journal of Adolescent Health*, *52*, 228-233.		
			• Hensel, D. J., & Fortenberry, J. D. (2013). A multidimensional model of sexual health and sexual and prevention behavior among adolescent women. *Journal of Adolescent Health*, *52*, 219-227.		
			• Harden, K. P., (2014). A sex-positive framework for research on adolescent sexuality. *Perspectives on Psychological Science*, *9* (5), 455-469.		
			• Mustanski, B., Birkett, M., Greene, G. J., Hatzenbuehler, M. L., & Newcomb, M. E. (2014). Envisioning an America without sexual orientation inequities in adolescent health. *American Journal of Public Health*, *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. *Journal of Sex Research*, *48* (1), 3-15.		
			• Boskey, E. R. (2014). Understanding transgender identity development in childhood and adolescence. *American Journal of Sexuality Education*, *9*, 445-463.		
			• **Your individualized reading (see page 4)**		
4	Feb. 10	• Dating violence • Sexual violence • Healthy relationship development	• 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. *Journal of Adolescent Health*, *56*, S5-S13.	Mon, Feb 8	Moodle Post
			• Dank, M., Lachman, P., Zweig, J. M., & Yahner, J. (2014). Dating violence experiences of lesbian, gay, bisexual, and transgender youth. *Journal of Youth and Adolescence*, *43*, 846-857.		
			• Lundgren, R., & Amin, A. (2015). Addressing intimate partner violence and sexual violence among adolescents: Emerging evidence of effectiveness. *Journal of Adolescent Health*, *56*, S42-S50.		
			• Tharp, A. T. (2012). Dating Matters^{TM}: The next generation of teen dating violence prevention. *Prevention Science*, *13*, 398-401.		

			• Johnson, M. D., & Galambos, N. L. (2014). Paths to intimate relationship quality from parent-adolescent relations and mental health. *Journal of Marriage and Family*, *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. *Social Development*, *21*, 443-460. • **Your individualized reading (see page 4)** Optional: • Peruse the website, http://www.loveisrespect.org/		
5	Feb. 17	• Social and emotional well-being • Mental health	• Owens, J. A., Belon, K., & Moss, P. (2010). Impact of delaying school start time on adolescent sleep, mood, and behavior. *Archives of Pediatrics and Adolescent Medicine*, *164* (7), 608-614. • Davis, B., Royne Stafford, M. B., & Pullig, C. (2014). How gay-straight alliance groups mitigate the relationship between gay-bias victimization and adolescent suicide attempts. *Journal of the American Academy of Child & Adolescent Psychiatry*, *53* (12), 1271-1278. • 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. *Archives of General Psychiatry*, *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. *Journal of Adolescent Health*, *51*, 129-135. • Cheng, Y., Li, X., Lou, C., Sonenstein, F. L., Kalamar, A., Jejeebhoy, S., Delany-Moretlwe, S., … Ojengbede, O. (2014). The association between social support and mental health among vulnerable adolescents in five cities: Findings from the study of the well-being of adolescents in vulnerable environments. *Journal of Adolescent Health*, *55*, S31-S38. • Osypuk, T. L., Schmidt, N. M., Bates, L. M., Tchetgen-Tchetgen, E. J., Earls, F. J., & Glymour, M. M. (2012).	Mon, Feb 15 **Fri, Feb 19**	Moodle Post **Quiz 2**

			Gender and crime victimization modify neighborhood effects on adolescent mental health. *Pediatrics*, *130*, 472-481. • **Your individualized reading (see page 4)**		
6	Feb. 24	• Nutrition • Physical activity • Body image	• 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. *Journal of Adolescent Health*, *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. *Social Science & Medicine*, *74*, 597-606. • Demment, M., Wells, N., & Olson, C. (2015). Rural middle school nutrition and physical activity environments and the change in body mass index during adolescence. *Journal of School Health*, *85* (2), 100-108. • Cvjetan, B., Utter, J., Robinson, E., & Denny, S. (2014). The social environment of schools and adolescent nutrition: Associations between the school nutrition climate and adolescents' eating behaviors and body mass index. *Journal of School Health*, *84* (10), 677-682. • DeVriendt, T., Clays, E., Huybrechts, I., De Bourdeaudhuij, I., Moreno, L. A., Patternson, 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. *British Journal of Nutrition*, *108*, 371-380. • Liechty, J. M. (2010). Body image distortion and three types of weight loss behaviors among nonoverweight girls in the United States. *Journal of Adolescent Health*, *47*, 176-182. • Sonneville, 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. *International Journal of Obesity*, *36*, 944-949. • **Your individualized reading (see page 4)**	Mon, Feb 22	Moodle Post
7	March 2	• Alcohol, tobacco, and	• Lee, J., O., Hill, K. G., Guttmannnova, K., Hartigan, L. A.,	Mon, Feb 29	Moodle Post

		marijuana use • Potential media effects on substance use and abuse • Legalization of marijuana	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. *Journal of Studies on Alcohol and Drugs*, *75*, 684-694. • Leventhal, A. M., Strong, D. R., Kirkpatrick, M. G., Unger, J. B., Sussman, S., Riggs, N. R., … Audrain-McGovern, J. (2015). Association of electronic cigarette use with initiation of combustible tobacco product smoking in early adolescence. *Journal of the American Medical Association*, *314* (7), 700-707. • 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. *JAMA Pediatrics*, *169* (3), 264-271. • Scheier, L. M., & Grenard, J. L. (2010). Influence of a nationwide social marketing campaign on adolescent drug use. *Journal of Health Communication*, *15*, 240-271. • Hopfer, C. (2014). Implications of marijuana legalization for adolescent substance use. *Substance Abuse*, *35* (4), 331-335. • Choo, E. K., Benz, M., Zaller, N., Warren, O., Rising, K. L., & McConnell, K. J. (2014). The impact of state medical marijuana legislation on adolescent marijuana use. *Journal of Adolescent Health*, *55*, 160-166. • **Your individualized reading (see page 4)**		
8	March 9	• Unintended injuries • Framing program & policy briefs Guest Lecturer: **Glynis Shea, BA** Konopka Institute Division of General Pediatrics and Adolescent Health University of Minnesota Medical School	• 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. *Accident Analysis and Prevention*, *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. *Journal of the American Medical Association*, *306* (10), 1098-1103. • Dompier, T. P., Kerr, Z. Y., Marshall, S. W., Hainline, B., Snook, E. M., Hayden, R., & Simon, J. E. ((2015). Incidence of concussion during practice and games in youth, high school, and collegiate American football players. *JAMA Pediatrics*, *169* (7), 659-665.	Mon, March 7 **Fri, March 11**	Moodle Post **Quiz 3**

			• Irwin, C. C., Irwin, R. L., Ryan, T. D., & Drayer, J. (2009). Urban minority youth swimming (in)ability in the United States and associated demographic characteristics; Toward a drowning prevention plan. *Injury Prevention*, *15*, 234-239. • Xuan, Z., & Hemenway, D. (2015). State gun law environment and youth gun carrying in the United States. *JAMA Pediatrics*, *169* (11), 1024-1031. • 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. *Drug and Alcohol Review*, *32*, 398-404. • **Your individualized reading (see page 4)**	
	March 16	• **NO CLASS**	• **HAPPY SPRING BREAK**	

9	March 23	• Black Lives Matter movement	• Nordberg, A., Crawford, M. R., Praetorius, R. T., & Hatcher, S. S. (In Press). Exploring minority youths' police encounters: A qualitative interpretive meta-synthesis. *Child and Adolescent and Social Work Journal*.
			
			• 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. *Criminology*, *51* (4) 927-966.
			
			• Listen to podcast about discussing race from MPR News with Kerri Miller
			  – Miller, K. (Host). (2015, December 1). *How to Talk about Race with Your Family* [Audio podcast]. Retrieved from http://www.mprnews.org/podcasts/kerri-miller
			
			• Read <u>one</u> of the following works by Ta-Nehisi Coates (reading 2-3 works is optional):
			  – Coates, T. (2015, October). The Black Family in the Age of Mass Incarceration. *The Atlantic*. Retrieved from http://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. *The Atlantic*. Retrieved from
				Mon, March 21 Moodle Post

			http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/
			− Coates, T. (2015) *Between the World and Me*. New York, NY: Spiegel & Grau. (available in bookstores and libraries)
			• Read about the origins of #BlackLivesMatter
			  − http://blacklivesmatter.com/about/
			  − http://blacklivesmatter.com/herstory/		

10	March 30	• Community violence • Political violence • Links to psychological distress and academic engagement	• 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. *Journal of School Health*, *81*, 764-773. • Busby, D. R., Lambert, S. F., & Ialongo, N. S. (2013). Psychological symptoms linking exposure to community violence and academic functioning in African American adolescents. *Journal of Youth and Adolescence*, *42*, 250-262. • Kennedy, T. M., Ceballo, R. (2013). Latino adolescents' community violence exposure: After-school activities and *familismo* as risk and protective factors. *Social Development*, *22* (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 Middle East youth: Protective factors. *Journal of Clinical Child & Adolescent Psychology*, *41* (4), 402-416. • Cummings, E. M., Merrilees, C. E., Taylor, L. K., Shirlow, P., Goeke-Morey, M. C., & Cairns, E. (2013). Longitudinal relations between sectarian and nonsectarian community violence and child adjustment in Northern Ireland. *Development and Psychopathology*, *25*, 615-627.	Mon, March 28 **Wed, March 30**	Moodle Post **Draft of Program Brief**
11	April 6	• Socioeconomic status during childhood and adolescence • Achievement gap • Vocational readiness and success • Links to health and health disparities	• Cohen, S., Janicki-Deverts, D., Chen, E., & Matthews, K. A. (2010). Childhood socioeconomic status and adult health. *Annals of the New York Academy of Sciences*, *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	Mon, April 4 **Wed, April 6**	Moodle Post **Revised Program Brief**

			adolescents' academic achievement and health behaviors. *Journal of Adolescent Health*, *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. *British Journal of Sociology of Education*, *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. *Journal of Community Psychology*, *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. *American Journal of Community Psychology*, *56*, 36-45.		
12	April 13	• 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 – Undocumented immigrant youth	• Passel, J. S. (2011). Demography of immigrant youth: Past, present, and future. *The Future of Children*, *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. *Annual Review of Psychology*, *66*, 411-431. • Ellis, B. H., Miller, A. B., Baldwin, H., & Abdi, S. (2011). New directions in refugee youth mental health services: Overcoming barriers to engagement. *Journal of Child & Adolescent Trauma*, *4*, 69-85. • Davis, A. N., Carlo, G., Schwartz, S. J., Unger, J. B., Zamboanga, B. L., Lorenzo-Blanco, E. I., … Soto, D. (In Press). The longitudinal associations between discrimination, depressive symptoms, and prosocial behaviors in U.S. Latino/a recent immigrant adolescents. *Journal of Youth and Adolescence*. • Read one of the following works about Muslim youth (reading both works is optional): – 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. *International Perspectives in Psychology: Research, Practice, Consultation*, *5* (1), 1-17. – Maes, M., Stevens, G. W. J. M., & Verkuyten, M. (2014). Perceived ethnic discrimination and problem	Mon, April 11 **Fri, April 15**	Moodle Post **Quiz 4**

			behaviors in Muslim immigrant early adolescents: Moderating effects of ethnic, religious, and national group identification. *Journal of Early Adolescence*, *34* (7), 940-966.		
			• Read <u>one</u> of the following works about the DREAM Act (reading both works is optional):		
			– Galindo, R. (2012). Undocumented & unafraid: The DREAM Act 5 and the public disclosure of undocumented status as a political act. *Urban Review*, *44*, 589-611.		
			– Mahatmya, D., & Gring-Pemble, L. M. (2014). DREAMers and their families: A family impact analysis of the DREAM Act and implications for family well-being. *Journal of Family Studies*, *20* (1), 79-87.		

13	April 20	• Prevention through policy
		  – Violence prevention
		  – Juvenile justice reform
		• Adolescent health policy
		  – American Indian youth
		  – LGBT youth
		  – Youth with disabilities
			• Sugimoto-Matsuda, J. J., & Braun, K. L. (2014). The role of collaboration in facilitating policy change in youth violence prevention: A review of the literature. *Prevention Science*, *15*, 194-204.
			
			• Skeem, J. L., Scott, E., & Mulvey, E. P. (2014). Justice policy reform for high-risk juveniles: Using science to achieve large-scale crime reduction. *Annual Review of Clinical Psychology*, *10*, 709-739.
			
			• Brindis, C. D., & Moore, K. (2014). Improving adolescent health policy: Incorporating a framework for assessing state-level policies. *Annual Review of Public Health*, *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. *American Journal of Community Psychology*, *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. *Journal of Adolescent Health*, *52*, 506-510.
			
			• Hamdani, Y., Jetha, A., & Norman, C. (2011). Systems thinking perspectives applied to healthcare transition for
				Mon, April 18
				
				Wed, April 20
					Moodle Post
					
					Draft of Policy Brief

			youth with disabilities: A paradigm shift for practice, policy, and research. *Child: Care, health and development*, *37* (6) 806-814.		

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
			• 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? *Journal of Adolescent Health*, *31*, 230-239.
			
			• Kia-Keating, M., Dowdy, E., Morgan, M. L., & Noam, G. G. (2011). Protecting and promoting: An integrative conceptual model for healthy development of adolescents. *Journal of Adolescent Health*, *48*, 220-228.
			
			• Arbeit, M. R., Johnson, S. K., Champine, R. B., Greenman, K. N., Lerner, J. V., & Lerner, R. M. (2014). Profiles of problematic behaviors across adolescence: Covariations with indicators of positive youth development. *Journal of Youth and Adolescence*, *43*, 971-990.
			
			• Crocetti, E., Erentaite, R., & Zukauskiene, R. (2014). Identity styles, positive youth development, and civic engagement in adolescence. *Journal of Youth and Adolescence*, *43*, 1818-1828.
			
			• Read <u>one</u> of the following works (reading both works is optional):
			
			  – 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. *Journal of Youth and Adolescence*, *43*, 470-490.
			
			  – Allen, M. L., Rosas-Lee, M., Ortega, L., Hang, M., Pergament, S., & Pratt, R. (In Press). They just respect you for who you are: Contributors to educator positive youth development promotion for Somali, Latino, and Hmong students. *Journal of Primary Prevention*.
				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
			• Wong, N. T., Zimmerman, M. A., & Parker, E. A. (2010). A typology of youth participation and empowerment for child and adolescent health promotion. *American Journal of Community Psychology*, *46*, 100-114.
			
			• 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

		• Reflections on course	Bridging generations for youth development and community change. *American Journal of Community Psychology*, *51*, 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. *Public Health Reports*, *123*, 709-716.
			
			• Best, D. L., & DeLone, A. M. (2015). The land of opportunity?: Gender in the United States of America. In S. Safdar, & N. Kosakowska-Berezecka (Eds.), *Psychology of Gender through the Lens of Culture* (pp. 265-283). Switzerland: Springer International Publishing.
			
			• Read <u>one</u> 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):
			
			   – Chandra-Mouli, V., Greifinger, R., Nwosu, A., Hainsworth, G., Sundaram, L., Hadi, S., … Braeken, D. (2013). Invest in adolescents and young people: It pays. *Reproductive Health*, *10*, 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. *Lancet*, *385*, 1580-1589.
			
			• Read <u>one</u> of the following works about climate change, reflecting on how youth could be empowered to impact policies and practices (reading both works is optional):
			
			   – El Zoghbi, M. B., & El Ansari, W. (2014). Ethical concerns and contributions in response to climate change and links to well-being: A study of university students in the Netherlands. *Central European Journal of Public Health*, *22* (2): 118-124.
			
			   – El Zoghbi, M. B., & El Ansari, W. (2014). University students as recipients of and contributors to information on climate change: Insights from South Africa and implications for well-being. *Central European Journal of Public Health*, *22* (2): 125-132.	

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