

**PUBLIC HEALTH ASPECTS OF ADOLESCENT HEALTH Fall 2008** Rev. 8/26/2008

**Basic Information:** CHSC 544 and SOCW 546 3 semester hours.

Tuesdays 4:00 p.m – 6:45 p.m. Room 636 Building, 1603 W. Taylor Street

Instructor: Dr. Michele A. Kelley Office: Room 652 in SPHPI Building.

Office Hours: Tuesdays 1-3pm and by appointment. You are urged to arrange an individual appointment to discuss any concerns or ideas; your professor can be flexible but needs some notice.

E-mail: [makelley@uic.edu](mailto:makelley@uic.edu) .

**Course Description:** This course will provide an overview of critical health issues in adolescence, review the emerging interest in promoting positive youth development, and explore the potential of youth participation in community health and development initiatives. Crosscutting perspectives of social identity, gender, culture and social class will be essential to any topic or discussion or assignment. The scientific basis for the course will draw upon multidisciplinary perspectives, including Latin American and African- American studies, gender and women's studies, community psychology, community social work, sociology, public health nursing, pediatrics and social medicine. Additionally, the course will promote the intellectual and collaborative contributions of students through class discussion, a site visit to a culturally tailored program in the community, and a student driven analysis of an adolescent health issue from a critical, eco-cultural perspective.

**Course Objectives:** (based on MPH competencies)

1. To be able to describe the epidemiology of critical adolescent health issues.
2. To be able to define the parameters of positive youth development and contrast this perspective with a “critical health issues” paradigm.
3. To be able to identify major data sources for the knowledge base of public health aspects of adolescence and to suggest approaches to address these deficits.
4. To be able to develop policy and programmatic strategies for addressing major public health adolescent concerns and critique the evidence supporting these strategies.

**Pre-requisites:** Open to SPH students; graduate students outside of SPH must obtain permission of instructor

**Requirements:**

- 10% submit and lead 2 critical discussion questions
- 10% consistent, quality participation in class discussion and activities
- 10% turn in brief abstract and 2 page referenced summary of your paper
- 25% oral presentation on approved topic
- 45% written paper on same topic

**References and Course Resources:**

Complete references for all class readings are found on the course (BlackBoard) website under “Bibliography”. All readings are in alphabetical order by the first author’s last name. Not all posted readings are required for a particular class, so please consult the syllabus for required reading due dates. An extensive reference list and links to useful websites may be found on the course website.

The instructor may provide additional materials during class. All handouts for a given class will either be available after class in Room 682 (David Brand's office- please ask CHS staff for assistance) OR whenever possible, via the class web site (see below).

**Course Website:** When possible, course materials will be available to download from the website <http://blackboard.uic.edu/>. Materials and postings on the web will be updated routinely. It is up to the student to check the announcement page of the website frequently to keep informed about new postings and updates for the course. All students are expected to know how to use Blackboard. If you are not familiar with Blackboard, please read the student instructions on the Blackboard home page, which can be accessed through the "quick links" on the UIC homepage. Please check the website announcements 2-3 times a week for course updates.

THE FOLLOWING IS ADDITIONAL INFORMATION YOU WILL NEED TO KNOW ABOUT THE COURSE.

**Grading:** Grades will be based on the total possibility of 100 points. (An "A" is typically a score of 90 or above, but may be lower based on total class performance.) All grades are final and by University policy, cannot be altered unless there is documentation that an error occurred (e.g. an assignment was not counted). For any one aspect of student performance, the points awarded do not correspond to a letter grade. They are provided to give feedback to the instructors and students. See "Requirements" section above for more information.

#### **Details for Completing Course Work:**

Guidance material and detailed instructions for posting supplemental readings, for the oral presentation and development of the final paper are posted on the website. Guidelines for class participation are provided below.

#### Evaluation Criteria for Participation in Class Discussion:

- Minimal participation. Usually engages in attentive listening.
- Occasional participation; content sometimes very germane to subject matter under consideration; tends to rely on anecdotal information, apart from references.\*
- Consistent participation; content usually very germane to subject matter under consideration; often uses references to support comments.
- Consistent, quality participation; content usually very germane to subject matter under consideration; often with insight, new ideas; often uses references to support comments.

\*References include required and suggested readings and course materials, other published or documented sources, and specific class lectures and presentations.

#### **Discussion Question Submission Guidelines**

Critical thinking of the concepts in the readings, student-led facilitation of the class sessions, and discussion amongst the members of the class are central to this course. Each student is required to submit and facilitate 2 separate discussion questions related to topics covered in the assigned readings and to include the rationale for the question. The brief (about 2-3 sentences) rationale should cite data from an existing study, a policy brief or a research or practice journal. Students will submit a discussion question for specific class sessions dealing with themes in adolescent health. (Specific dates for discussion will be posted on the website, and students will sign up for 2 sessions.) In addition to your question and rationale, please post the document (article or policy

brief) that supports your question. Please limit the posted material to no more than 10 pages. Questions should show critical thought regarding the readings and should be capable of propelling class discussion on the topic area beyond basic concepts presented in the assigned readings for the week. For example, a critical question for any particular reading might challenge or substantially further understanding of the epistemology, methods, assumptions, inferences and applications to population health, or to specific subgroups of adolescents. Critical questions require analytic responses, rather than descriptive ones. A good question might challenge the class to synthesize ideas across readings and / or reframe or expand recent class discussion. Each week, student questions should be accompanied by a succinct but thoughtful rationale (2-3 sentences) for the question. Please be sure to bring a copy of the work you cited to class. So one question and an accompanying rationale is then posted to the Discussion Board section of the website by Noon on the day before class (Monday). Written feedback will be provided by the instructor on each submitted question and the process of facilitating the discussion. Each question will be worth 5 points. A sample question and rationale will be posted on the course Blackboard site.

### **Abstract summary, Final Paper and Presentation and Final Paper**

The final paper is broken down into **3** separate assignments designed to help the student progress and complete it: an abstract summary, an oral presentation and the final written product. The goal of the final paper is to provide you with an opportunity to synthesize concepts learned throughout the course and apply those concepts in a practical manner to an adolescent health problem and its solution. The paper is due no later than **Monday December 8th at 5:00 p.m.** Students must have instructor approval of their topic before they proceed. All students will submit a brief description of their topic and why they selected it by **9/9/08 (session 3)**.

Abstract Summary – Students must post a brief (one paragraph, about 250 words) description of their project, including a statement of its public health significance. Additionally, an expansion of the abstract including more about the significance of the topic, the approach taken with it (EXISTING policy or programmatic solutions), rationale for the approach (theory and/or evidenced- based strategic reasons why the approach may be expected to work). This expanded abstract should be supported by references, approximately 10 or so that the student will build upon for the full paper. This is due to the discussion board on **10/07/ 08**. Students will receive feedback on their abstract summary that will allow them to progress with the final paper.

Content of the paper – The paper presents a salient adolescent health issue with an existing “solution” to advance or deal with the issue in a public health context. The primary elements of the paper should include the following:

- A. Introduction of Topic and Summary of Paper (about 1 page)
- B. Epidemiology of the public health problem; supported by literature. SIGNIFICANCE (about 4-5 pages)
- C. Basic description of the programmatic or policy intervention being implemented to alleviate this problem; APPROACH (about .5 pages)
- D. Identification of the target population of the intervention; stated goals and objectives of the intervention; BENEFICIARIES AND SPECIFIC PURPOSE (about .5 pages)
- E. Rationale for the intervention; evidence-base for the intervention (this should include a brief literature review of best practices related to this public health problem in this target population); community and cultural tailoring of the intervention; stated impact of the

intervention (if it has been evaluated); data necessary to evaluate the intervention; ethical issues and potential or realized unintended consequences of the intervention; **SCIENTIFIC RATIONALE AND EVALUATION** (about 10-13 pages)

- F. Your thorough critique and analysis of this intervention, including whether or not you support it for this population and problem; your recommendations for improvement of the intervention. **ANALYSIS AND CONCLUSION** (about 2-4 pages)

The topic may have more of a U.S. domestic focus or it may be more relevant in a specific international context. The scope of the intervention/ solution may be national in scope, state of local or specific community or institutional setting. The paper and references must be in standard manuscript format (e.g. double spaced, 1 inch margins, with references in APA or JAMA/ AJPB format).

**Presentation** - Students will present a working version of their final paper during the last class sessions of the semester. The Monday before your presentation, you must post one article that provides background on your topic so that the class may review and prepare for a discussion. Students will have 10 minutes to present and 5 minutes for discussion. The presentation should include highlights of the required elements of the paper. Please use PowerPoint. Students will evaluate the presentation using forms provided by the instructor. The final paper must be turned in with the CHS term paper certification face sheet, available on the CHS website. Additional guidance for completing the final paper along with tips for the presentation may be posted on the course Blackboard web-site.

#### **OTHER ASPECTS OF THIS COURSE IN CONFORMITY WITH SPH AND UIC STANDARDS:**

**Academic Integrity:** Academic dishonesty is an offense against the University and I am obligated to report any incident to the Associate Dean for Academic Affairs. Academic dishonesty includes (but is not limited to): cheating or assisting someone else in academic dishonesty, plagiarism, unauthorized possession of class materials (e.g., tests, reserve materials), and unauthorized changing of one's grade. Students are encouraged to consult their instructor on rules for proper citation, or website sources such as

<http://www.library.uiuc.edu/learn/handouts/researchprocess.html#citing%20sources> . Two excellent sources which define plagiarism and how to avoid it may be found at:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and

<http://owl.english.purdue.edu/owl/resource/589/01/>. Students are also strongly encouraged to review UIC's Guidelines on Academic Integrity at

[http://www.vcsa.uic.edu/MainSite/departments/dean\\_of\\_students/Our+Services/Student+Judicial+Affairs.htm](http://www.vcsa.uic.edu/MainSite/departments/dean_of_students/Our+Services/Student+Judicial+Affairs.htm) and the School of Public Health's Student Honor Code at

[http://www.uic.edu/sph/shandbook\\_sphpolicies.htm#honorcode](http://www.uic.edu/sph/shandbook_sphpolicies.htm#honorcode)

**Late Assignments:** Percentage points for a given assignment may be deducted for late assignments. To avoid last minute problems (with website postings, etc.) assignments should be completed before the day they are due. Only urgent personal problems or issues will be considered for exception, and this must be discussed with the Instructor

**Disability Statement:** If you need accommodations because of a disability and are registered with the Office of Disability Services at UIC, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me

immediately. Please see me privately after class, at my office, or email me.

**Attendance:** *Attendance is required for all class sessions.* Each student is responsible for coming prepared to class, having read the assigned readings. The instructor will be happy to discuss a particular class with any student, who, for reasons beyond their control, must miss a class. Note: Religious holidays are respected in this class. Students should follow the University policy regarding missing class due to holiday observance.

**Mutual Tolerance and Respect:** Public health deals with controversial issues from multiple perspectives and consideration of these issues may cause disagreements among us or may evoke strong personal feelings, depending on our individual experience, histories, identities and worldviews. Therefore, in all of our interactions and communications, it is important that we strive to have mutual respect and tolerance for one another and for any course guests and members of the community with whom we come into contact.

Classroom culture: We are a community. Please avoid crosstalk, text messaging, turn off cell phones etc., anything that can be distracting and take away from a climate of mutual learning or attentive listening and participation. Please feel free to bring refreshments to class for yourself and/or others; but please assist in clean up at the close of class. Student announcements of related events and opportunities of interest to students may be made at the end of the class. Please let the instructor know if you have an announcement to make.

**COURSE SCHEDULE:** Tentative and subject to change. Please check BlackBoard announcement page.

<b>Date and Session</b>	<b>Topic/Activity</b>	<b>Assignment (due this date)</b>
Session 1 08/26/08	<ul style="list-style-type: none"> <li>-Introduction to course; overview and expectations.</li> <li>-Definition of “Adolescence” and “Youth”</li> <li>-Paradigms used in course: Public Health vs Clinical;</li> <li>-Eco-cultural vs. Individual</li> <li>-Deficit, problem based vs. Positive Development</li> <li>-Overview of Adolescent Health Status</li> </ul>	<p>Obtain syllabus from instructor and access website after class.</p> <p>Download the student date sheet and upload before class next week. (see announcement on BlackBoard for details).</p> <p>Introduce students and interest areas.</p>

<p>Session 2 09/02/08</p>	<p>-What is adolescent health? -Overview of National and interdisciplinary consensus on Adolescent Health; -Indicators and data sources;</p>	<p><u>Note:</u> You should have posted your Student Data Sheet to BlackBoard by Noon Monday before class.</p> <p><b>Readings:</b> <b>Read in entirety:</b> - American Psychological Association. (2002). <i>Developing Adolescents: A Reference for Professionals</i>. Washington, D.C.: Gentry, J. H., and Campbell, M.  - Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., Tabor, J., Beuhring, T., Sieving, R. E., Shew, M., Ireland, M., Bearinger, L. H., Udry, J. R. (1997, September 10). - <i>Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health</i>. <i>Journal of the American Medical Association</i>, 278(10), 823-832  - Trickett EJ, Barone C, Buchanan RM. Elaborating Developmental Contextualism in Adolescent Research and Intervention: Paradigm Contributions from Community Psychology. <i>J.Res.Adolesc.</i> 1996;6(3):245-269.</p> <p><b>Skim</b> these overview resources on the state of adolescent health in the U.S.:</p> <p>-Ozer, E. M., Park, M. J., Paul, T., Brinds, C.D., &amp; Irwin, C.E., Jr. (2003). <i>America's Adolescents: Are They Healthy?</i> San Francisco: University of California, San Francisco, National Adolescent Health Information Center.</p> <p>- Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health; Health Resources and Services Administration, Maternal and Child Health Bureau Office of Adolescent Health; National Adolescent Health Information Center, University of California, San Francisco. Using data to shape your adolescent health program. Chapter 4 in <i>Improving the Health of Adolescents &amp; Young Adults: A Guide for States and Communities</i>. Atlanta, GA: 2004.</p> <p>- Centers for Disease Control and Prevention. Morbidity and Mortality Weekly Report. <i>Youth Risk Behavior Surveillance — United States, 2007</i>. June 6, 2008. <i>MMWR</i> 2008;57 (No. SS-4).</p>
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<p>Session 3 09/09/08</p>	<p>-Emotional well being  (self esteem, coping, depression, suicide)</p>	<p><b>Post your topic to the discussion board for instructor approval.</b></p> <p><b>Readings:</b></p> <p><u>Coping</u></p> <p>- Steiner, H., Erickson, S. J., Hernandez, N. L., &amp; Pavelski, R. (2002). <i>Coping styles as correlates of health in high school students</i>. Journal of Adolescent Health, 30(5), 326-335.</p> <p>- Bonica, C., &amp; Daniel, J. H. (2003). <i>Helping adolescents cope with stress during stressful times</i>. Current Opinion in Pediatrics, 15, 385-390.</p> <p>- Gonzales, N. A., Tein, J., Sandler, I. N., &amp; Friedman, R. J. (2001). <i>On the limits of coping: Interaction between stress and coping for inner-city adolescents</i>. Journal of Adolescent Research, 16(4), 372-395.</p> <p><u>Self Esteem</u></p> <p>- Dubois, D L, Burk-Braxton C, Swenson LP, Tevendale HD, Lockerd EM, Moran BL (2002). Getting by with a little help from self and others: self-esteem and social support as resources during early adolescence. Dev Psychol. 38(5):822-39.</p> <p>- Phinney, J. S., Cantu, C. L., &amp; Kurtz, D. A. (1997). <i>Ethnic and American identity as predictors of self-esteem among African American, Latino, and White adolescents</i>. Journal of Youth and Adolescence, 26(2), 165-185.</p> <p>- Zimmerman, M. A., Copeland, L. A., Shope, J. T., &amp; Dielman, T. E. (1997). <i>A Longitudinal study of self-esteem: Implications for adolescent development</i>. Journal of Youth and Adolescence, 26(2), 117-141.</p> <p><u>Depression /Suicide</u></p> <p>- Birmaher, B., Ryan, N. D., Williamson, D. E., Brent, D. A., Kaufman, J., Dahl, R. E., Perel, J., &amp; Nelson, B. (1996). <i>Childhood and adolescent depression: A review of the past 10 years. Part I</i>. Journal of the American Academy of Child &amp; Adolescent Psychiatry, 35(11), 1427-1439.</p> <p>- Hovey, J. D., &amp; King, C. A. (1996). <i>Acculturative stress, depression, and suicidal ideation among immigrant and second-generation Latino adolescents</i>. American Academy of Child and Adolescent Psychiatry Volume 35(9), 1183-1192.</p> <p><u>Mental Health</u></p> <p>- Keyes CL. <i>Mental health in adolescence: is America's youth flourishing?</i> Am.J.Orthopsychiatry 2006 Jul;76(3):395-402.</p>
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<p>Session 4 09/16/08</p>	<p>Sexuality, Identity &amp; Development ; Risk &amp; Protective Factors</p> <p>Guest Facilitator: Katie Romeo M.A.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Boyer, C. B., Shafer, M., Wibbelsman, C. J., Seeberg, D., Teitle, E., &amp; Lovell, N. (2000). <i>Associations of sociodemographic, psychosocial, and behavioral factors with sexual risk and sexually transmitted diseases in teen clinic patients.</i> Journal of Adolescent Health, 27, 102-111.</li> <li>- Bell C. et al. (2008). <i>Building Protective Factors to Offset Sexually Risky Behaviors among Black Youths: A Randomized Control Trial.</i> J of the Nat'l Med. Assn. 100 (8): 936-944.</li> <li>- Whitaker, D. J., Miller, K. S., &amp; Clark, L. F. (2000, May/June). <i>Reconceptualizing adolescent sexual behavior: Beyond did they or didn't they?</i> Family Planning Perspectives, 32(3), 111-117.</li> <li>- Santelli, J., Ott, M. A., Lyon, M., Rogers, J., Summers, D., &amp; Schleifer, R. (2006). <i>Abstinence and abstinence-only education: A review of U.S. policies and programs.</i> Journal of Adolescent Health, 38, 72-81.</li> <li>- Kotchick, B. A., Shaffer, A., &amp; Forehand, R. (2001). <i>Adolescent sexual risk behavior: A multi-system perspective.</i> Clinical Psychology Review, 21(4), 493-519.</li> <li>- Kirby, D. (2002). <i>Antecedents of adolescent initiation of sex, contraceptive use, and pregnancy.</i> American Journal of Health Behavior, 26(6), 473-485.</li> </ul>
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<p>Session Week 5 09/23/08</p>	<p>Substance Use: Alcohol, Tobacco and Other Drugs</p>	<p><b>Readings:</b></p> <p><u>Smoking:</u> -Turner, L., Mermelstein, R., &amp; Flay, B. (2004). Individual and contextual influences on adolescent smoking. <i>Adolescent Brain Development: Vulnerabilities and Opportunities: Part V. The Importance of Adolescence in the Development of Nicotine Dependence</i>, 1021, 175-197.</p> <p><u>Alcohol</u> - Foxcroft, D. R., Ireland, D., Lister-Sharp, D. J., Lowe, G., &amp; Breen, R. (2003). Longer-term primary prevention for alcohol misuse in young people: a systematic review. <i>Addiction</i>, 98, 397-411.</p> <p>-Jackson, Kristina M., Sher, Kenneth J., Cooper, M. Lynne, &amp; Wood, Phillip K. (2002). Adolescent alcohol and tobacco use: Onset, persistence and trajectories of use across two samples. <i>Addiction</i>, 97, 517-531.</p> <p><u>Substance/ Illicit Drug Use (general)</u> - Chassin, L., Hussong, A., Barrera, M., Molina, B. S. G., Trim, R., &amp; Ritter, J. (2004). Adolescent Substance Use. In R. M. Lerner, &amp; L. Steinberg (Eds.), <i>Handbook of adolescent psychology</i> (2nd ed.) (pp. 665-696). Hoboken, N J: John Wiley &amp; Sons.</p> <p>- Bauman, K. E., &amp; Ennett, S. T. (1996). On the importance of peer influence for adolescent drug use: Commonly neglected considerations. <i>Addiction</i>, 91(2), 185-198.</p> <p>- Hawkins JD, Catalano RF, Miller JY. Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood — Implications for substance-abuse prevention. <i>Psychology Bulletin</i> 1992;112:64-105.</p>
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<p>Session 6 09/30/08</p>	<p>Injuries: Intentional (violence) and Unintentional; witnessing violence</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Rivara, F. P. (2002). <i>Prevention of injuries to children and adolescents</i>. Injury Prevention, 8, iv5-iv8.</li> <li>- Sheidow, A. J., Gorman-Smith, D., Tolan, P. H., &amp; Henry, D. B. (2001). <i>Family and community characteristics: Risk factors for violence exposure in inner-city youth</i>. Journal of Community Psychology, 29(3), 345-360.</li> <li>- Dowd, M. D., Keenan, H. T., &amp; Bratton, S. L. (2002, November). <i>Epidemiology and prevention of childhood injuries</i>. Critical Care Medicine, 30(11), 85-92.</li> <li>- Webster-Stratton, C., &amp; Taylor, T. (2001, September). <i>Nipping early risk factors in the bud: Preventing substance abuse, delinquency, and violence in adolescence through interventions targeted at young children (0-8 years)</i>. Prevention Science, 2(3), 165-192.</li> <li>- Kellermann, A. L., Fuqua-Whitley, D. S., Rivara, F. P., &amp; Mercy, J. (1998). <i>Preventing youth violence: What works?</i> Annual Review of Public Health, 19, 271-292.</li> <li>- Malik, S., Sorenson, S. B., &amp; Aneshensel, C. S. (1997). <i>Community and dating violence among adolescents: Perpetration and victimization</i>. Journal of Adolescent Health, 21, 291-302.</li> </ul>
<p>Session 7 10/07/08</p>	<p><b>Special Lecture in the Community</b></p> <p><b>Humboldt Park</b>  <i>“Young women’s perspectives on navigating the local health care system for their children: Implications for Improving Young Families’ Well-being and Building Community Capacity for Health in the Greater Humboldt Park area”</i></p> <p>Dr. Jennifer Hebert-Beirne  With Dean Dr. Brandt-Rauf,  Dean School of Public Health, UIC &amp; local officials and cultural leaders.</p>	<p><b>Abstract Summary due</b></p> <p><b>Readings:</b>  READINGS TBA</p>

<p>Session 8 10/14/08</p>	<p>Positive Youth Development Part 1</p> <p>Includes Mentoring, Sociopolitical Development</p> <p>Site visit to Batey Urbano</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Pittman, K. J., Irby, M., Tolman, J., Yohalem, N., &amp; Ferber, T. (2003). <i>Preventing Problems, Promoting Development, Encouraging Engagement: Competing Priorities or Inseparable Goals?</i>. Based upon Pittman, K. &amp; Irby, M. (1996). <i>Preventing Problems or Promoting Development</i> Washington, DC</li> <li>- Larson, R., &amp; Hansen, D. (2005). <i>The development of strategic thinking: Learning to impact human systems in a youth activism program</i>. <i>Human Development</i>, 48, 327-349.</li> <li>- Evans SD, Prilleltensky I. <i>Youth and democracy: Participation for personal, relational, and collective well-being</i>. <i>J.Community Psychol.</i> 2007;35(6):681.</li> <li>- Sherrod, L. R. (2003, April). <i>Promoting the development of citizenship in diverse youth</i>. <i>Political Science &amp; Politics</i>, 36(2), 287-292.</li> <li>- Dubois, D. L., Holloway, B. E., Valentine, J. C., &amp; Cooper, H. (2002, April). <i>Effectiveness of mentoring programs for youth: A meta-analytic review</i>. <i>American Journal of Community Psychology</i>, 30(2), 157-197.</li> </ul>
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<p>Session 9 10/21/08</p>	<p>Positive Youth Development Part 2</p> <p>Youth Participation, Community Action and Identity Development</p> <p><b>CLASS TENTATIVELY SCHEDULED IN THE COMMUNITY FOR SITE VISIT TO THE BATEY URBANO</b></p>	<p><b>Readings:</b></p> <p>- Flores-González, N., Rodríguez, M., &amp; Rodríguez-Muñiz, M. (2006). <i>From hip-hop to humanization: Batey Urbano as a space for Latino youth culture and community action</i>. In S. Ginwright, P. Noguera, &amp; J. Cammarota (Eds.), <i>Beyond resistance! Youth activism and community change: New democratic possibilities for practice and policy for America's youth</i> (pp.175-197). New York: Routledge.</p> <p>- Stanton-Salazar, R. (1997). <i>A Social Capital Framework for Understanding the Socialization of Racial Minority Children and Youths</i>. <i>Harvard Educational Review</i>, 67 (1), 1-40.</p> <p>- Miller, D. B. (1999, Fall). <i>Racial socialization and racial identity: Can they promote resiliency for African American adolescents?</i> <i>Adolescence</i>, 34(135), 493-501.</p> <p>- Lerner, R. M. (2002). <i>Identity: The search for self-definition during adolescence</i>. In R. M. Lerner (Ed.), <i>Adolescence: Development, diversity, context, and application</i> (pp. 132-159). Toronto: Prentice Hall.</p> <p>- Zavala-Martinez, I. (1994). <i>Entremundos: The psychological dialectics of Puerto Rican migration and its implications for health</i>. In G. Lamberty &amp; C. Garcia (Eds.), <i>Puerto Rican women and children: Issues in health, growth, and development</i> (pp. 29-38). New York: College Plenum Press.</p> <p>- Watts, R. J., &amp; Guessous, O. (2003). <i>Sociopolitical development: The missing link in research and policy on adolescents</i>. In S. Ginwright, P. Noguera, &amp; J. Cammarota (Eds.), <i>Beyond resistance! Youth activism and community change: New democratic possibilities for practice and policy for America's youth</i> (pp.59-80). New York: Routledge.</p>
<p>Session 10 10/28/08</p>	<p>Professional Meetings: APHA &amp; CSWE/ACOSA</p> <p><b><u>No class meeting this week.</u></b></p>	<p><b><u>Work on papers and oral presentation this week.</u></b></p> <p><b><u>Read ahead for the next class.</u></b></p>

<p>Session 11 11/04/08</p>	<p>Microsystems, (Family, Schools, Community)</p> <p>Family, teacher and peer relationships, community influences</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Seidman, E., &amp; Allen, L. (1995). <i>Development and validation of adolescent-perceived microsystem scales: Social support, daily hassles, and involvement</i>. American Journal of Community Psychology, 23(3), pp. 355-398.</li> <li>- Horn, SS (2006). <i>Group status, group bias, and adolescents' reasoning about the treatment of others in school contexts</i> International Journal of Behavioral Development, Vol. 30, No. 3, 208-218.</li> <li>- McNeeley, C. A., Nonnemaker, J. M., &amp; Blum, R. W. (2002, April). <i>Promoting school connectedness: Evidence from the National Longitudinal Study of Adolescent Health</i>. Journal of School Health, 72(4), 138-146.</li> <li>- Steinberg, L., Lamborn, S. D., Dornbusch, S. M., &amp; Darling, N. (1992, October). <i>Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed</i>. Child Development, 63(5), 1266-1281.</li> <li>- Rose-Krasnor L, Busseri MA, Willoughby T, Chalmers H. <i>Breadth and Intensity of Youth Activity Involvement as Contexts for Positive Development</i>. Journal of Youth and Adolescence 2006;35(3):365-379.</li> <li>- Hansen DM, Larson RW, Dworkin JB. <i>What Adolescents Learn in Organized Youth Activities: A Survey of Self-Reported Developmental Experiences</i>. J.Res.Adolesc. 2003;13(1):25-55.</li> </ul>
<p>Session 12 11/11/08</p>	<p>Youth Involvement in Policy, Research &amp; Interventions;</p> <p>Guest Lecturer: Christine Bozlak, MPH</p> <p>Evidenced Based Issues and Cultural Tailoring of Interventions</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Richter, L. M. (2006, June 30). Studying adolescents. <i>Science</i>, 312, 1902-1905.</li> <li>-</li> <li>- London, J. K., Zimmerman, K., &amp; Erbstein, N. (2003, August). Youth-led research and evaluation: Tools for youth, organizational, and community development. In K. Sabo (Ed.), <i>Youth participatory evaluation: A field in the making: New directions for evaluation</i>, 98 (pp. 33-46). San Francisco: Jossey-Bass..</li> </ul> <p><b>OTHER READINGS TBA</b></p>

Session 13 11/18/08	<p><b>Chronic Disease Prevention</b></p> <p>Enhancing Wellness vs. Preventing Disease Pediatric Antecedents of Adult Disease</p> <p>Reflections: Lessons Learned as a Group</p>	<p><b>Readings:</b></p> <p>- Olshansky, S. J., Passaro, D. J., Hershow, R. C., Layden, J., Carnes, B. A., Brody, J., Hayflick, L. Butler, R. N., Allison, D. B., &amp; Ludwig, D. S. (2005, March 17). A potential decline in life expectancy in the United States in the 21<sup>st</sup> century. <i>The New England Journal of Medicine</i>, 352(11), 1138-1145.</p> <p>- Nelson, M. C., Gordon-Larsen, P., Song, Y., &amp; Popkin, B. M. (2006, August). Built and social environments: Associations with adolescent overweight and activity. <i>American Journal of Preventive Medicine</i>, 31(2), 109-117.</p> <p>- Weissberg, R. P., Kumpfer, K. L., &amp; Seligman, M. E. P. (2003, June/July). Prevention that works for children and youth: An introduction. <i>American Psychologist</i>, 58(6/7), 425-432.</p> <p>- Longjohn, M. M. (2004, January). Chicago project uses ecological approach to obesity prevention. <i>Pediatric Annals</i>, 33(1), 55-63.</p>
Session 14 11/25/08	Student presentations	Presenters post an article relevant to their presentation; Non presenters read supplemental article and come prepared with questions; All evaluate presentation.
Session 15 12/02/08	<p>Student presentations</p> <p>LAST CLASS</p>	Presenters post an article relevant to their presentation; Non presenters read supplemental article and come prepared with questions; All evaluate presentation.
Finals Week		Paper due <b>Monday December 8<sup>th</sup> at 5:00 pm</b> Chicago time. Post to specified place on BlackBoard. See Announcement for Details.

**Post Course Caribbean Holiday Celebration** in the Chicago Puerto Rican Community:  
 Tuesday December 16<sup>th</sup>, 4:00 p.m. Location TBA. Buffet style dinner, conviviality, & conversation about how to move your work forward, get a project going, get a paper on your topic published or presented at a professional meeting.