

ADOLESCENT HEALTH

Summer 2002

Course Number: PHC 6414

Dates and Time: June 12, 13, 14, 17, and 18th 8:30 a.m. - 4:30 p.m.

Classroom: Room 2004

Faculty: Kay Perrin, PhD, MPH, RN
Office Hours: Tuesday after 5:00 p.m. or by
appointment
Room 2125 - Community and Family Health
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Ellen Daley, PhD, MPH
Office Hours: Mon/Wed 1:00 - 3:00 p.m. or by
appointment
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Textbooks:

Henderson, A. & Champlin, S. (1998). Promoting Teen Health. Thousand Oaks, CA: Sage Publications.

Course Description:

The purpose of this course is to provide an overview of adolescent health issues and trends. With this primary aim, the objectives are organized around the knowledge of health assessment and interventions with adolescents and the skills needed for effective teaching methodologies to enhance health provider communication with adolescents.

Objectives:

By the end of the semester, the student will be able to:

1. Describe the physical, cognitive, and psychosocial developmental tasks as they relate to the health status of adolescents.
2. Analyze trends in factors affecting the health status of adolescents including major morality, morbidity, health risk behaviors, and health-related concerns.
3. Consider culturally appropriate strategies for clinical interventions with adolescents, incorporating principles from nursing, adolescent development and health behavior change theories.
4. Refine interviewing skills with adolescents through simulated interviews.
5. Use health behavior change theories/models as organizing frameworks for the design of adolescent health curriculum.
6. Critique intervention approaches using key legal, ethical, sociocultural, and health behavior considerations, principles and theories in guiding interventions with adolescent populations.

Course Requirements:

1. **Class participation is mandatory.** If you anticipate that you will have to miss any class sessions, please contact the faculty.
2. Each student will conduct and write up their findings from the following qualitative research:
 - a 60 minute, non-participant observations of adolescents in public places such as malls, restaurants, movie theaters, etc. **Due Friday, June 14th at 9:00 a.m.**

50 points

3. Qualitative data analysis project. The details will be described in class.
Coding of focus groups is due on Monday, July 8th at 5:00 p.m.

100 points

4. Presentation of information from Eight Ball Chicks. Information from this book will be given to you in class along with an explanation of the assignment.

50 points

4. Investigation of best practices, resources, websites and local demographic data regarding adolescents. Length: 3-5 pages, double-spaced include:

- a) Critical analysis of each website:
 - a. Who is the sponsor?
 - b. What is their agenda?
 - c. Are the stats based on research?
 - d. Who funds the site?
 - e. Any other questions that you can think of?
- b) Best practices of national programs – look in the literature and critique the findings:
 - a. Is it generalizable to another population?
 - b. What was the sample size?
 - c. Who funded the research?
 - d. Can you think of other “hard” questions?
- c) Locate local resources, environmental issues, demographics and statistic in Hillsborough County related to your topic: *(These are just a few examples)*
 - a. What type of entertainment is available to adolescents?
 - b. What are the demographic variables?
 - c. How many adolescents are arrested per 1000?
 - d. Is the number of live births to teens increasing or decreasing?
 - e. What zip codes have the highest rate of crime? Adults? Teens?
 - f. What percent of teens with a driver’s license?

In-class presentation on June 18th and research paper is due on Monday, July 8th at 5:00 p.m.

200 points

Grading Scale: 100 - 90	A	400 - 360 = A
89 - 80	B	359 - 320 = B
79 - 70	C	319 – 280 = C
69 - 60	D	279 – 240 = D
59	F	<239 = F

ADOLESCENT HEALTH SCHEDULE

Wed., June 12:	9:00 – 10:00	Introduction to course
	10:00 – 11:00	History of adolescence
	11:00 – 12:00	Video: Physical and biological aspects
	12:00 – 1:00	Lunch
	1:00 – 2:15	Social, psychological and cognitive aspects
	2:15 – 2:30	Break
	2:30 – 3:00	Social, psychological and cognitive aspects
	3:00 – 3:30	Description of Learning Team assignments
	3:30 – 4:50	Go to the mall for observations
Thurs., June 13:	9:00 – 10:00	Reports from Learning Teams
	10:00 – 10:15	Break
	10:15 – 11:30	Video: Lost and Found – Depression
	11:30 – 12:30	Guest speaker: Irene Pintado, PhD [©]
	12:30 – 1:30	Lunch
	1:30 – 2:30	Research Project Review
	2:30 – 2:45	Break
	2:45 – 4:00	Video: <u>Kids in Atlanta</u>
	4:00 – 4:50	Work in Learning Teams
Friday, June 14:	9:00 – 10:00	Guest speaker: McKell Moorhead, MSW, MPH
	10:00 – 11:00	Guest speaker: Brenda Kulowiyi and Arden
	11:00 – 12:00	Guest speaker: Emerson Morris
	12:00 – 1:00	Lunch
	1:00 - 4:30	Video and written response

Monday, June 17: 9:00 – 10:30 Sexuality
 10:30 – 10:45 Break
 10:45 – 12:00 Guest Speaker:
 Pam Sullins, Teen Pregnancy Coordinator
 Video: Postponing Sexual Involvement
 12:00 – 2:30 Working Lunch with Learning Team
 2:30 – 3:30 Presentation of Eight Ball Chicks
 3:30 – 3:45 Break
 3:45 - 4:50 Learning Team assignment for final presentation

Tuesday, June 18: 9:00 –10:00 Speaker: Kim - Sports and Injuries
 10:00 – 10:15 Break
 10:15 – 10:30 Video: Small Differences
 10:30 – 11:00 Video: Understanding Eating Disorders
 12:00 – 1:00 Lunch: pizza provided by faculty
 1:00 – 4:00 Presentations of Learning Teams
 4:00 – 4:50 Discussion: What, Know, Learn

Learning Teams

Team 1: (Belteau, Carson, Opila, Williams)

Assignment 1: Early Adolescents

Assignment 2: Substance Abuse: Tobacco, Drugs, Alcohol

Team 2: (Bridden, Coker, Strama)

Assignment 1: Middle Adolescents

Assignment 2: Teen Pregnancy Prevention and Mental Health

Team 3: (Buie, Dorn, Thompson)

Assignment 1: Late Adolescents

Assignment 2: Abuse / Gangs / Violence / Juvenile Justice

