



Psychology 432: Crisis in Adolescence

Dagmar Moravec: Instructor

Text: Adolescence: Continuity, Change & Diversity, 6th ed/2001, Cobb N.,
Mayfield Publishing ISBN 0073194727

University Mission

*The mission of Siena Heights, a Catholic university
founded and sponsored by the Adrian Dominican
Sisters, is to assist people to become more competent,
purposeful, and ethical through a teaching and learning
environment which respects the dignity of all.*

Lansing Campus Program Outcome Statement

Graduates of Siena Heights University's Lansing Campus Program will have gained the knowledge, skills and attitudes necessary to continue developing as self-respecting adults. They will be capable of:

- Making sense out of their daily work and personal lives
- Take appropriate actions
- Realizing that their search for final answers must be lifelong

Human Services Program Outcomes

The student will:

- Develop an interdisciplinary approach to the study and practice of the human services profession. The student will appreciate the psychological, sociological, anthropological, political and economic dimensions of the human services.
- Be able to link theory and practices; be able to apply theory to classroom activities and to work settings in communities.
- Understand the ethics of their professions and be committed to upholding them.
- Develop the ability to access, evaluate and utilize social research. Will be able to participate in social research.
- Possess effective communication and interpersonal skills. Communication skills include listening, writing and speaking abilities. Interpersonal skills include counseling, advocacy and negotiation abilities. Be able to relate to people with differing cultural backgrounds.

SIENA HEIGHTS UNIVERSITY

COURSE SYLLABUS – PSYCHOLOGY 432

CRISIS IN ADOLESCENCE

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TEXTBOOK AND INSTRUCTIONAL MATERIALS

Adolescence: Continuity, Change and Diversity 6th Edition Author –
Nancy J. Cobb ISBN # 0-7674-1687-2

Pre-class readings: Any Non-Fiction Books about adolescence

PSYCHOLOGY PROGRAM LEARNING OUTCOMES

Be able to identify different community resources and appropriate procedures to follow in making referrals.

Demonstrate the ability to handle a crisis situation.

Have an awareness of personal cognitive processes and commit to personal and professional growth and development.

PSYCHOLOGY 432 – COURSE OBJECTIVES

Ability to recognize and define terms related to adolescent psychology.

Knowledge of the dynamics in the American culture which impact on the emotional and social development of adolescents.

Ability to interpret behaviors that are unhealthy and destructive to adolescent development.

Ability to research and analyze information related to healthy adolescent functioning and development.

To gain knowledge of related issues: substance abuse, rebellion, violence and sexuality and how they impact on adolescent development.

To acquire knowledge and insight into the unique experiences of contemporary American adolescents.

To gain an awareness of the problems and crisis situations experienced by adolescents.

To develop empathy and understanding related to the healthy nurturing of adolescents.

To develop an ability to impact on decreasing stress in adolescents.

METHODOLOGY

The participation of all students is expected. Course materials will be presented in form of lecture, film, guest speakers, textbook, handouts, student research, student presentations, student field research and student experience. Students are expected to be respectful at all times to the instructor and to the other students. Class begins at the designated time. Students are expected to be on time.

Professor has final discretion on class issues.

During class time, 1) all cell phones must be off/on silent at all times and 2) Laptops should be used for note taking or for class research only.

Student papers are expected to be typed and of the highest of quality. The first 4 assignments/Papers are expected to be 1 to 3 pages in length and can be written in a more Reaction/informal style. the final paper, which needs to be an in-depth exploration of your chosen topic, is expected to be 5-7 pages in length. The Final paper should be written in formal APA research format. All work **MUST** be completed by assigned dates.

NO LATE WORK WILL BE ACCEPTED.

Cheating and/or Plagiarism: PLEASE READ CAREFULLY!!!

Each student is expected to be honest in his or her work. Cheating and Plagiarism are dishonest. Cheating includes, but is not limited to: 1) Use of any unauthorized assistance in taking tests, quizzes, or exams; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of a test or other academic material belonging to a member of the College faculty of staff. Any interaction between students in a testing situation may be interpreted as cheating.

Plagiarism includes, but is not limited, to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or business engaged in selling of term papers and/or academic materials. Cheating or plagiarism will result in a grade of "0" on the exam or paper in which the student engages in these behaviors. Additional disciplinary actions can be determined at the discretion of the instructor.

Grading

The following point system will be used to evaluate academic work in this class.

A+	98 - 100 points	Internet entry	15 pts.
A	97 - 95	Film Reaction	15 pts.
A-	94 - 92	Music video entry	15 pts.
B+	91 - 89	Parent/other interviews	20 pts.

B	88 - 86	Oral Presentation	10 pts.
B-	85 - 83	Final Research Paper	<u>25 pts.</u>
C+	82 - 80		100 pts
C	79 - 77		
C-	76 - 74		
D+	73 - 71		
D	70 - 68		
D-	67 - 65		
E-	64 >		

ASSIGNMENTS

1. Due: **Sept. 21, 2009** 15points

Internet messages for/to adolescents

1-2 Page paper Exploring the Internet for six web sites that are designed for or of interest to adolescents.

Summarize the content of and provide the address for each site.

What are teens learning from the Internet?

Is the information helpful or harmful? Explain.

How does this connect to Crisis in Adolescence?

Be specific in examples/information

2. Due: **Sept. 28, 2009** 15 points

Music Video and Commercial Messages

A 1-2 page paper that summarizes and examines video messages to adolescents. What kinds of messages surrounding sexuality and relationships are adolescents being exposed to through music videos.

Address the following questions after carefully observing 5 music videos on MTV, VH-1, CMT and/or BET television.

List the videos, channel, and summarize their imagery and content.

How do the themes differ depending on the type of music or the gender of the artist?

How might this form of media influence teenage sexual behavior and relationships? Explain, tying your ideas into research literature and theories provided via the course

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3. Due: **Oct. 5, 2009** 15 points

film reflection

Students will be expected to analyze a film dealing with the adolescent experience. Films should not be a word for word description of the film.

You are to discuss the way adolescents are portrayed in regard to credibility.

What were your personal feelings and reactions to the content of the film?

What made you uncomfortable? Was there crisis in the story? And was it realistic from your viewpoint? How did it connect with text material and classroom discussions?

Visit your local video store or watch a Lifetime/other TV movie.

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Some film suggestions, but there are many others to choose from:

- * ANTOINE FISHER
- * LUCAS
- * ZEBRAHEAD
- * KIDS
- * BEAUTIFUL THING
- * BASKETBALL DIARIES
- * HOOP DREAMS
- * MA VIE EN ROSE (MY LIFE IN PINK)
- * AMERICAN BEAUTY
- MEAN GIRLS

4) Due: **Oct 12, 2009** 20 points

Parent/teacher/adolescent interviews

Talk to at least one parent (not your own) who are either currently parenting adolescents or has done so within the last ten years.

What do they perceive to be the top 5 areas of conflict?

How do these compare to those provided in the text and readings?

How are/were conflicts managed?

Do you agree with the parents' strategies? Why or why not?

Then interview one or two teachers (or individuals who work with adolescents) plus at least one adolescent asking the same questions. Compare and contrast their answers.

Tie your observations and evaluations into relevant specific course material.

5) Due: **October 26 2008** 30 points : 20 written; 10 oral

Final research project and oral presentation.

Each student will be expected to work either alone or with one other student in developing an oral presentation. The oral presentation will be a summary of your research and paper; no more than 7- 10 minutes in length. There is also be a 5-7 page double spaced typed research final project paper due on or before the last class.

IDEAS FOR PRESENTATION TOPICS:

HIV/AIDS and Teenagers Cross-Cultural Communication & Youth Culture

Teenage Pregnancy/ Prevention, Intervention, Treatment of Risk Factors

Teenagers and Divorce or Blended Families

Alcohol and/or Substance Abuse

Teenage Suicide, Eating Disorders, or Other Mental Health Issues

Urban, Suburban and/or Rural Gangs

Acquaintance Rape; dating violence

Sexual Abuse (Teen Victims or Perpetrators)

GLBTQ or Other Diversity Issues

Self Esteem and Identity Development

Teen Prejudice (Racism, Sexism, or Heterosexism)

Teenagers and Parental Discipline Methods

Teens Growing Up in Single Parent Families

Teens and "White Privilege" (McIntosh, etc.); biracial/or ethnic teens

Teenagers: Adopted, Foster Care, or Kinship Care

Media Influences upon Teens

Permission from instructor needed for topics

Class Schedule and Assignments:

August 31: Introductions and Defining Adolescence and Crisis
Readings: Chapter 1: Perspectives of Adolescence

September 7: NO CLASS- Labor Day

September 14:
Readings: Chapter 2: Theoretical Foundations of Adolescent Development
Chapter 3: The biological Context of Development: Puberty

September 21:
Readings: Chapter 4: Cognitive Development: Processes and Transitions
Chapter 5: Defining Self: Identity and Intimacy
Assignment Due: Internet Messages

September 28:
Readings: Chapter 6: The Sexual Self: Close Relationships in Adolescence
Chapter 7: Adolescents in the Family: Changing Roles
Assignment Due: Music and Media Messages

October 5:
Readings: Chapter 8: Adolescents and their Friends
Chapter 9 Adolescents in Schools: Moving into High School
Assignment Due: Film Review

October 12:
Readings: Chapter 10: Work Careers and College
Readings: Chapter 11: Facing the Future: Values in Transition
Assignment Due: Interviewing Parents, Teachers and Adolescents

October 19:
Readings: Chapter 12: The Problems of Youth
Readings: Chapter 13: Positive Development in Adolescence

October 26: LAST CLASS!
Assignment due: Final Projects and Oral Presentations