**Siena Heights University**

# At Kellogg Community College

Winter Semester Course Syllabus 2018

# Course Number & Title: PSY 432 CRISIS IN ADOLESCENCE

# Dates: January 8th – February 26th, 2018 Meeting Time: Mondays 6 – 9:00 pm

# Instructor: Dr. Shawn Talbot Phone: 269.965.3931 ext 2220

# E-mail: talbots@kellogg.edu Credits: 3 credits

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| Office Hours: by appointment. |  |
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# Siena Heights University Program Outcome Statement

# Graduates of Siena Heights University programs will have gained the knowledge, skills, and attitudes necessary to continue developing as self-respecting professionals. They will be capable of:

* Making sense out of their daily work and personal lives:
* Taking appropriate actions:
* Realizing that their search for final answers must be life-long.

**General Studies Learning Outcomes**

“While a general education curriculum seeks to be both expansive and incisive, at Siena Heights University it may be characterized as challenging students in these areas:

* 1. Liberal Arts Learning
	2. Modes of Learning
	3. Communication Skills
	4. Diversity in Community
	5. Ethical and Moral Understanding
	6. Social Responsibility
	7. Life-long Learning”

# Community Services Program Learning Outcomes

1. Develop an interdisciplinary and ethical approach to the professional practice of community service.
2. Develop skills to access, evaluate and utilize social research in community service work, and be able to link theory and practice.
3. Develop effective communication and interpersonal skills appropriate for use in the roles of community service practice.
4. Know and utilize methods appropriate for the process of planned change in communities and agencies.

# Course Description

This course offers an introduction to listening skills, both in a group and in one-on-one settings. Body language, attending skills, empathy skills and sensory experiences are topics included in this course.

**Course Objectives**

# 1. Summarize the developmental processes, periods, transitions, and issues related to adolescence.

# 2. Describe the developmental changes in the brain during adolescence, and the contribution to behaviors characterized as problems in adolescents.

# 3. Increase knowledge of areas of adolescent development, including development of the self, identity, personality, gender, sexuality, and morals.

# 4. Explain the contributions of environment, including family processes and the influence of peers, on adolescent development and crises.

# 5. Demonstrate knowledge of the impact of unique contemporary influences on adolescent development and crises, such as social media and technology in the classroom.

# 6. Increase knowledge of the role of culture in the development of adolescents and emerging adults, and how a “crisis” may be defined differently in different cultures.

# 7. Demonstrate knowledge of the nature of crises in adolescence, and increase empathy for the struggles that adolescents face.

# 8. Identify strategies for intervening in adolescent crises from a strength-based perspective.

# 9. Increase knowledge of careers available for working with adolescents.

# 10. Demonstrate the ability to research, summarize, synthesize, and critically analyze information gathered from a variety of sources.

# Text(s) and Materials Required

Stickle, F.D. ed. (2013). *Annual Editions, Adolescent Psychology* (9th ed.). McGraw Hill; Belmont, CA. ISBN: 978-0-07-831617-7

Other readings to be provided.

**LATE ASSIGNMENT POLICY** - If a student needs to turn in work late he/she **must** contact the instructor **prior** to the due date to make the arrangements. Late assignments will be accepted **only until** the next class period. Students will receive a one point deduction for each day late, up to one week.

*On a side note, a broken computer is* ***not*** *a valid excuse for turning in work beyond the due date.*

**Pre-Course Assignment:** Read the syllabus thoroughly. Read the first two articles within the course reader (Annual Editions).

**Time Estimate:** This is an accelerated class. Students are expected to commit about 120 hours of work to complete a 3-credit course; so plan for approximately 9-15 hours per week to read, write and review drafts, complete essays, prepare for and participate in the discussions, and perform research. I recognize that you have jobs, families and other responsibilities, but a college education does not have any short cuts.

**Attendance,** Effort, and Participation: The student will be expected to attend all classes, to arrive and leave on time. Attendance will be taken; absences, late arrivals and leaving early will affect the student's grade. Absences are unexcused, except in the case of a death in the family, personal injury, or any unavoidable emergency that renders the student unable to attend classes. Students who miss more than one session will have their grade reduced one full grade. Students are advised to communicate with the instructor, preferably by phone, before an expected absence, if possible. Furthermore, students who participate in class discussions and activities and who make an effort to turn in thoughtful, well-crafted work will have a better chance for a good grade than those students who do not follow such a course of action.

**Students with Disabilities –** Section 504 of the Rehabilitation Act of 1973 (Section 504), prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). Siena Heights University is committed to furnishing appropriate auxiliary aids and services where necessary to afford any student with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity.

An academically qualified (has met admission standards) student with a disability who is in need of auxiliary aids/services is obligated to provide detailed documentation of the nature of the disabling condition to the Office of Disability Resources (303 Sacred Heart Hall/ 517 264-7683). The student will discuss with the coordinator of the ODR how the disability impacts performance in the academic setting. The student should initiate this process at the beginning of the semester, so that accommodations may be arranged before the student experiences difficulty. This process is not retroactive-a student may not disclose a disability in order to retake a failed test. Once appropriate accommodations/services have been determined, the student presents a Letter of Accommodation (provided after consultation with the coordinator of the ODR) to his/her course teaching staff and discusses a plan for implementing the accommodation/service.

**Retention System Statement**

Students should be aware that SHU, like many other colleges and universities, utilizes a formal system for identifying at-risk students and getting them the help they need. Should I have concerns about your well-being and/or ability to be successful in this class, I will either speak with you directly before or after class, email you, or request a conference. Depending on the outcome of that conversation I may also report my concerns via an online alert system. This system would then notify your advisor and any other relevant individuals – nurse, counselor, SSS Director, or other SHU community members – of my concerns. Once again, this system is in place to provide support. My goal is not to coddle or interfere but rather to offer help when needed.

\***Academic dishonesty** is unethical behavior, which violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another to violate any part of this policy. **The result of such behaviors will be dismissal and failure of the course**.

\***Plagiarism** is the failure to give credit for the use of material from outside sources, including the Internet. It includes, but is not limited to: verbatim use of a quote without quotation marks and adequate documentation; submission of a paper, prepared in whole or part by another person, as one’s own work; using the ideas, facts, words, photographs, pictures, graphics, or data of someone and claiming them as your own; or not documenting facts, words or data gathered during research.

**CRISIS IN ADOLESCENCE PSY432**

**Class Schedule & Homework Assignments:**

**Week # 1 – January 8: Course Introduction**

Before coming to class, read the syllabus thoroughly and review the table of contents of the course reader. Introductions and course guidelines/schedule will be covered tonight.

**Week # 2 – January 15: Unit 1**

Read the articles assigned from Unit 1.

**We will also be discussing opinions and critiques of them.**

**Topics for final prevention paper to be submitted.**

A guidance paper and grading rubric will be provided for the Article Critique assignment.

**Week # 3 – January 22: Unit 2**

Read the articles assigned from Unit 2.

A guidance paper and grading rubric will be provided for the Adolescent Interview assignment.

**Article Critique Due**

**Week # 4 – January 29: Unit 3**

Read the articles assigned from Unit 3.

A guidance paper and grading rubric will be provided for the final research paper.

**Week # 5 – February 5: Unit 4**

Read the articles assigned from Unit 4.

We will also be talking about each student’s impressions and experiences in completing the interview.

**Adolescent Interview Due**

**Week # 6 – February 12: Guest Speakers**

Come prepared with at least 4 questions for the in-class speakers. Topic to be announced.

**Week # 7 – February 19: Unit 5**

Read the articles assigned from Unit 5.

**Prevention Papers and Discussions Due**

**Week # 8 – February 26: Unit 5**

Assignments returned and course wrap-up.

**ASSIGNMENTS**

**QUALITY OF WORK:**

 Papers should be typed and double-spaced, using standard APA format (including a title page and works cited page). The website http://www.apastyle.org/ is a helpful guide.

 Standard APA format should be used for all citations, including in-text citations and a works cited page for each assignment. *Please note that websites and interviews must be cited.*

 The page length for each assignment refers to the body of the paper only; the title page and works cited page do not count towards the length of the paper.

 Students should take care to follow the guidelines for page length, including not going over page length. Part of what I will be evaluating is your ability to summarize and synthesize information in a clear and effective manner.

 Cheating or plagiarism will result in “0” points on the paper for which the student engages in these behaviors. Additional disciplinary actions can be determined at the discretion of the instructor and university officials.

 Papers submitted after the due date will be accepted up to one week late, however will receive a penalty of one grade level (e.g. B to a B-). Papers which have not been received within one week of the due date will not be accepted.

**Article Critique 2-4 pages Due: No later than Jan. 29th**

The student is to pick a scholarly/peer reviewed journal article related to the field of Adolescent Development (e.g., Journal of Social Work, Journal of Human Development & Research, APA, AMA etc..) on topics consistent with the course (e.g. teen pregnancy, sleep patterns, personality development, video game violence etc…).

You will then write a two to four-page critique of the article. Include a summary and your interpretation of the strengths and weaknesses of the article along with your interpretation of the article’s findings or conclusions (do you agree/disagree and why?).

**Adolescent Interviews 3-4 pages Due: No later than Feb. 11th**

The purpose of this paper is to provide students the opportunity to conduct field research with individuals directly affected by the topics covered in class. Students are strongly encouraged to select individuals that may provide material relevant to their final research topic, however, it is not required that every interviewee or the questions asked be directly related to this topic. Given the variety of topics, individual circumstances, relationships, and practice settings, students should design their own interview questions to gather the necessary information.

*A guidance paper for this assignment and grading rubric will be provided to students and discussed in class.*

**Prevention Project: Paper 5-7 pages Due: No later than Feb. 19th**

Each student will work either individually or within a group and conduct research on a self-selected topic related to an area of crisis within adolescent life or development. Students will present (in writing and orally) a request for funding for their prevention program. To minimize overlap in topics, students will present their topics for approval during the second class meeting. As previously noted, knowledge gained and sources used to complete the first two assignments can be incorporated into the final paper and presentation. Multiple sources of information (i.e., research articles, books, the internet, interviews, class discussions, and the text) should be cited in the paper. The final research paper is to be written in formal research style, using APA format throughout.

Possible topics include: drug use, teen pregnancy, sexting, cyber bullying, eating disorders, GLBT issues, dating violence, gangs, foster care, divorce, sexual abuse, alcohol abuse, suicide, sex education in schools, self-mutilation, and hazing.

*A guidance paper for this assignment and grading rubric will be provided to students and discussed in class.*

**GRADING POLICY:**

This class is designed to teach issues related to adolescent development. CLASS ATTENDANCE AND PARTICIPATION IS VITAL.

 Class attendance and participation/ questions (7 classes at 20 points each) 140

 Interview Paper 100

 Prevention Project and Presentation 100

 Article Critique 100

TOTAL **440 points**

100 – 92 % = A

91 – 82 % = B

81 – 72 % = C

71 – 62 % = D

61% and below = E

**Siena Heights University is an equal opportunity employer and does not discriminate on the basis of race, color, gender, religion, age, sexual orientation, national or ethnic origin, disability, marital status in the institution’s programs or activities or any other occupationally irrelevant criteria.  The University promotes affirmative action for minorities, women, disabled persons and veterans.  Siena Heights University’s Title IX Coordinator is the Chief Public Safety Officer, Cindy Birdwell. She can be contacted at 517-264-7194 or****cbirdwel@sienaheights.edu****, or in person in Ledwidge Hall on the Adrian campus. For 24/7 availability, call 517-264-7799.**