

PUBLIC HEALTH ASPECTS OF ADOLESCENCE AND YOUTH Fall 2014

Basic Information: CHSC 544 CRN# 37520 and SOCW 546 CRN# 28556; 3 semester hours.

Tuesdays 04:30 PM - 07:15 PM Location: SPHPI 836, 1603 W. Taylor Street

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

Contact Info: Office Hours: Mondays and Fridays arranged through email, and other times as necessary by appointment. You are urged to arrange an individual appointment to discuss any concerns or ideas; your professor is flexible but needs some notice. **Email** is the best way to reach Dr. Kelley. makelley@uic.edu or kelleysalud@gmail.com)

Phone: (312) 413-3225

Office Hours, Contacting the Instructor: Students are welcome and encouraged to ask questions. Please submit questions to the Blackboard ASK and ASSIST discussion board for the fastest response. Other students can learn from your questions so we ask that you share them. Please check the ASK and ASSIST board, and the s FAQ menu item (frequently asked questions) before you submit your question. The instructor monitors the ASK and ASSIST discussion board frequently and will respond promptly to student problems, issues and questions. If you have a very personal course related need, please send an email to Dr. Kelley. Individual appointments with the instructor are best arranged through email. If you send an email, **include "CHSC 401" in the subject line** so that your message has a high priority (and so it doesn't get lost).

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, discussion or assignment. The scientific basis for the course will draw upon multidisciplinary perspectives, including ethnocultural studies, gender and women's studies, community psychology, community & public health 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 a Chicago neighborhood, 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 other paradigms for working with or on behalf of youth.
3. To be able to identify major data sources for the knowledge base of public health aspects of adolescence and youth; and to suggest approaches to address knowledge deficits.
4. To be able to suggest approaches for improving adolescent and youth well-being in community contexts, and identify challenges to translation research with this population.
4. To be able to assess public health strategies/ interventions directed at significant adolescent/youth issues, including the supporting evidence, cultural relevancy, and sustainability of these strategies.

Pre-requisites: Completion of a graduate research methods course is strongly encouraged.

Course Requirements, Grading, Late Policy and Extra Credit Policy

Requirements	Comments	Grading
Active Participation in each week's activities (i.e., discussion boards, attendance, thoughtful, critical in-class participation.)	Ongoing – Discussion board posts are due weekly on Sundays by 11:59 p.m. See criteria below for Participation scores	25%
One page working title and justification of class paper	Graded with Rubric on Blackboard	5%
Brief abstract and 2 page referenced* summary of class paper	Graded with Rubric on Blackboard	10%
Oral presentation on approved topic (applied public health/ intervention)	Graded with Rubric on Blackboard	20%
Written paper on same topic	Graded with Rubric on Blackboard	30%
Co-lead a critical discussion session in class.	Once during the semester. Graded based on self-assessment and rubric on Blackboard	10%
TOTAL GRADE		100%

Grades will be posted in the Blackboard gradebook throughout the term and are **non-negotiable** and final. The instructor assures each assignment's grading rubric content and that it is applied fairly and consistently to the assignment. Each assignment's grading rubric will be posted ahead of the due date to clarify expectations. The only assignments that do not necessarily have feedback are posts to the discussion board. The instructor does put a lot of time and effort into grading and feedback is intended to provide a public health and scientific perspective on the material as well as suggestions as to how you might improve your work.

Points are taken off for late submissions. If you have a compelling reason for submitting a late assignment, you should notify the Instructor via email **prior** to the due date whenever possible. However, only in rare cases (reviewed by the Dean's office or approved by the University accommodation procedures) will any late assignments not be penalized. This late policy is to assure a standard of fairness to all students, to facilitate the class moving forward to new material beyond the assignment, and to allow for a reasonable time to grade assignments and post grades in Blackboard.

Criteria for Course Participation

Domain	Percentage Points	Criterion
Regular, on-time attendance	5	Sign in sheet
Thoughtful, critical in-class participation	5	-Demonstrates an understanding of the assigned readings. -Brings clarity and depth of thought to course topics and readings. -Asks intellectually challenging questions of the class members and appropriately responds to questions posed during the class. -Poses alternative views and/ or critical insights based on assigned readings, academic knowledge, and professional experience. -Is actively engaged in in-class collaborative work and problem-solving with peers.
Weekly discussion board contribution	15	On time posting, as directed on Blackboard.
TOTAL	25	

Grading

90.0-100%=A
80.0-89.9%=B
70.0-79.9%=C
60.0-69.9%=D
<60.0=F

Key Student Responsibilities: These include: (1) Reviewing the syllabus at least weekly; (2) Having a technology plan, e.g. internet access and activated UIC ACC computer account (net id); (3) Knowing how to use Blackboard (4) Being a contributing and caring member of a learning community (e.g. positive interaction with peers, meeting group responsibilities, contributing ideas online); (5) Being vigilant re Blackboard course announcements (usually sent over email and always posted on Blackboard), and postings to ASK and ASSIST; (6) Timely response to instructor or TA and classmate communications; (7) Logging on to Blackboard several times a week to complete requirements and participate in learning for the week/ Unit; (8) Submitting course questions or concerns to ASK and ASSIST on Blackboard [**key for effective adult learners**] and (9) Making an adequate *time commitment* for this course.

References and Course Resources:

Guidance materials, grading rubrics and tips for successful completion of course requirements are provided on Blackboard. Complete references for all class readings are found on the course (Blackboard) website under the folder for a specific class date, under Course Documents. All readings are in alphabetical order by the first author's last name. 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 be available after class online (or if not possible to provide electronically, in the Instructor's office.) The location of these additional materials will be posted in a Blackboard Announcement.

Course Blackboard Site: Course readings, descriptions of assignments and other materials will be available to download from the course Blackboard site. Materials and postings online will be updated routinely. Details for all class assignments (participation, discussions, abstract/ summary, final paper) will be posted on Blackboard, with grading rubrics. **All written assignments are to be posted/ submitted on Blackboard.**

Submitting Assignments and Assuring Assignment Integrity

Assignments should be submitted through the designated links in Blackboard unless otherwise specified. It is your responsibility to make sure that your assignment has been uploaded into Blackboard. This course uses the **Blackboard "Safe Assign"** function as a UIC best practice, which is intended to prevent plagiarism by detecting unoriginal content in student papers. Students are responsible for understanding the material covered in the SPH Academic Integrity Tutorial. Please review the Academic Integrity section below.

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.illinois.edu/ugl/howdoi/citations.html> .

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.uic.edu/depts/dos/studentconduct.html> and the School of Public Health's Student Honor Code at <http://publichealth.uic.edu/media/uicedu/sph/studenthandbooks/2014-2015/SPH,Academic,Policies,and,Procedures,Handbook,2014-2015.pdf>

Mutual respect clause:

Mutual Respect and Tolerance Statement: 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. If you feel you have been offended by any content or interactions, you are encouraged to discuss this with the instructor or another faculty member.

Classroom culture: We are a community. Let's respect each other and be attentive and considerate. Please avoid crosstalk and 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. You may of course use your personal technology to take notes and look up relevant material, as long as doing so is not distracting to others or interferes with your attention to class. 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. Failure to adhere to a positive classroom culture may result in a lower participation grade

Special accommodation:

If you require special accommodation because of a disability you must register with the UIC Disability Resource Center, and notify me of the required accommodation at the beginning of the semester. (see: http://www.uic.edu/depts/oa/disability_resources/index.html.) 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.

Required Readings

All of the readings for the course (required and optional) are available on Blackboard under the specific unit folder. Occasionally, a reading may be substituted or added to accommodate a guest speaker for example. Please watch for Blackboard Announcements.

Late Assignments: Percentage points for a given assignment will be deducted for late assignments. To avoid last minute problems (with website postings, etc.) assignments should be completed before the day they are due.

Attendance: *Attendance is required for all class sessions and on time attendance is part of the participation grade..* 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

Final Note: All sessions will have Instructor Lecture and/ or contributions. For the sessions with Peer Led Discussion, the Instructor will start out with Lecture/ Topic Overview and then the small group of peers who are leading the discussion will contribute. The three sessions for student presentations will have written peer review for the Instructor, and the Instructor will comment on each presentation. For all class sessions, student questions and discussion are vital to a successful course.

COURSE SCHEDULE BELOW: Tentative and subject to change. Please check Blackboard announcement page. READINGS ARE LOCATED ON BLACKBOARD

Date and Week	Topic/Activity	Assignment (due dates before class session)
Week 1 8/26	-Introduction, course design & expectations;	Discuss "Healthiest Nation in One Generation" vs. Critical and youth generated media messages . (Humboldt Park Youth-driven underage drinking

	<p>- Shared understanding of paradigms (Evidence informed, youth led, culturally tailored)</p> <p>-State of Youth well-being: International</p>	<p>campaign)</p> <p>Links on Blackboard to review No formal reading assignments for today as the first class.</p> <p>Review syllabus and organization of Blackboard course site on your own.</p> <p>Readings are due for class next week. See Week 2.</p>
<p>Week 2 9/02</p>	<p>-State of adolescent health & emerging issues: International and U.S.</p> <p>Social Determinants of Health</p> <p>How do Youth think about health?</p> <p>-Sources of data: what do we really know?</p> <p>Finalize Peer Led Discussion Groups in Class</p> <p>Plan for class in community.</p>	<p>Required Readings (before this class):</p> <p>~Ott, MA et al.(2011) How Do Adolescents View Health? Implications for State Health Policy</p> <p>~Viner, RM, et.al. (2011). 50-year mortality trends in children and young people: a study of 50 low-income, middle-income, and high-income countries. Lancet; 377: 1162–74</p> <p>~Vinter, RM, et al. (2012). Adolescence and the social determinants of health. Lancet ,379: 1641–52.</p> <p>Post weekly reflections to Discussion Board Week 2 DUE Sun. 8/31 @ 11:59pm</p> <p>Post personal profile to Discussion Board Week 2 "Who's Who" DUE Sun. 8/31 @ 11:59pm</p>
<p>Week 3 9/09</p>	<p>Class meeting in Community. 5-630 pm Instructions will be given in class and posted on Blackboard.</p> <p>Culturally sensitive community youth development.;</p> <p>Educational protective factors & disparities;</p>	<p>Required Readings (before this class):</p> <p>~ Irizarry,JG and Antrop-González, R (2008). RicanStructing the Discourse and Promoting School Success: Extending a Theory of Culturally Responsive Pedagogy for DiaspoRicans. Hispanic Health Care International, 6:(4), 172-184.</p> <p>~Duncan-Andrade, J. (2009). Note to Educators: Hope Required When Growing Roses in Concrete. Harvard Educational Review. 79(2):181-194.</p> <p>~ Flores-Gonzalez, N. & Rodriguez-Muniz, M. (2006). From hip-hop to humanization: Batey Urbano as a space for Latino youth culture and community action, Chapter 10 in S. Ginwright, P Noguera & J. Cammarota (Eds.).Beyond Resistance!: Youth Activism and Community Change: New Democratic Possibilities for Practice and Policy for America's Youth. Routledge: New York, New York, pp. 175-196.</p> <p>Post weekly reflections to Discussion Board Week 3. DUE Sun. 9/07 @ 11:59pm</p>

<p>Week 4 9/16</p>	<p>Special Guest Mayra Estrella, MPH, Doctoral Candidate @ 430PM</p> <p>-Debrief from class in community</p> <p>Youth and community assets applied to Prevention</p> <p>The significance of local settings for youth</p> <p>Positive Youth Development</p> <p>Transformative citizenship & youth human rights.</p>	<p>Required Readings (before this class):</p> <p>~Banks, JA. (2008). Diversity, Group Identity, and Citizenship Education in a Global Age. <i>Educational Researcher</i>, Vol. 37, No. 3, pp. 129–139.</p> <p>~ Case, AD and Hunter, CD. (2012). Counterspaces: A Unit of Analysis for Understanding the Role of Settings in Marginalized Individuals' Adaptive Responses to Oppression. <i>Am J Community Psychol</i> 50:257–270.</p> <p>~ Guerra, N. G., & Bradshaw, C. P. (2008). Linking the prevention of problem behaviors and positive youth development: Core competencies for positive youth development and risk prevention. In N. G. Guerra & C. P. Bradshaw (Eds.), <i>Core competencies to prevent problem behaviors and promote positive youth development. New Directions for Child and Adolescent Development</i>, 122, 1–17.</p> <p>Post weekly reflections to Discussion Board Week 4 DUE Sun. 9/14 @ 11:59pm.</p>
<p>Week 5 9/23</p>	<p>Identity</p> <p>Religiosity and Spirituality</p> <p>Decolonizing approaches in research and practice with you.</p>	<p>Peer Led Discussion 1</p> <p>Required Readings (before this class):</p> <p>~Cruz,MR and Sonn CC (2011) (De)colonizing Culture in Community Psychology: Reflections from Critical Social Science. <i>American Journal of Community Psychology</i>, 47: 203-214.</p> <p>~Rostovsky SS et al. (2007). Is Religiosity a Protective Factor Against Substance Use in Young Adulthood? Only If You're Straight! <i>Journal of Adolescent Health</i> 40 (2007) 440–447</p> <p>~Tynes, BM et al. (2012). Online Racial Discrimination and the Protective Function of Ethnic Identity and Self-Esteem for African American Adolescents. <i>Developmental Psychology</i>. 48 (2) : 343–355.</p> <p>Post weekly reflections to Discussion Board Week 5 DUE Sun. 9/21 @ 11:59pm</p>
<p>Week 6 9/30</p>	<p>Healthy transition to adulthood</p> <p>Diversity and Equity in Adolescent and Young</p>	<p>Peer Led Discussion 2</p> <p>Required Readings (before this class):</p> <p>~Brock, T. (2010). Young Adults and Higher Education: Barriers and Breakthroughs to Success. <i>The Future of Children</i>. 20 (1): 109-132.</p>

	Adult Populations	<p>~Kendig, SM. et al. (2014) Childhood Poverty and the Transition to Adulthood. <i>Family Relations</i> 63 (April 2014): 271–286.</p> <p>~ Park, MJ. et al. (2006). The Health Status of Young Adults in the United States. <i>Journal of Adolescent Health</i> 39 (2006) 305–317</p> <p>Submit Abstract and summary for class paper, DUE Mon. 9/29 @ 11:59 pm</p> <p>Post weekly reflections to Discussion Board Week 6 DUE Sun. 9/28 @ 11:59pm</p>
Week 7 10/07	Behavioral health: Mental health & substance use	<p>Peer Led Discussion 3 Required Readings (before this class):</p> <p>~Blanco C. et al. (2008). Mental Health of College Students and Their Non–College-Attending Peers. <i>Arch Gen Psychiatry</i>. 2008;65(12):1429-1437.</p> <p>~ Biglan, A. et al. (2012). The Critical Role of Nurturing Environments for Promoting Human Well-Being. <i>American Psychologist</i>. 67 (4) : 257–271.</p> <p>~ Nelson, SE et al. (2014). Alcohol, marijuana, and tobacco use trajectories from age 12 to 24 years: Demographic correlates and young adult substance use problems. <i>Development and Psychopathology</i> . pp 1-25 DOI: http://dx.doi.org/10.1017/S0954579414000650 (About DOI), Published online</p> <p>Post weekly reflections to Discussion Board Week 7 DUE Sun. 10/05 @ 11:59pm</p>
Week 8 10/14	Healthy sexuality & Reproductive health	<p>Peer Led Discussion 4 Required Readings (before this class):</p> <p>~Bell C., Bhana, A., Petersen, I., McKay, M.M., Gibbons, R., Bannon, W., & Anup Amatya, A. (2008). Building Protective Factors to Offset Sexually Risky Behaviors among Black Youths: A Randomized Control Trial. <i>J of the Nat'l Med. Assn.</i> 100 (8): 936-944.</p> <p>~Bleakley A ; Hennessy M ; Fishbein M ; & Jordan A. (2009). How sources of sexual information relate to adolescents' beliefs about sex. <i>American Journal of Health Behavior</i> (33):37-48.</p> <p>~Romeo K.E. and Kelley M.A. (2009). Incorporating</p>

		<p>Human Sexuality Content into a Positive Youth Development Framework: Implications for Community Prevention. Children and Youth Services Review, 31:10001-1009.</p> <p>Post weekly reflections to Discussion Board Week 8 DUE Sun. 10/12 @ 11:59pm</p>
<p>Week 9 10/21</p>	<p>Violence & injuries Exploitation of youth</p>	<p>Peer Led Discussion 5 Required Readings (before this class):</p> <p>~ Chapman, RL (2011). The impact of school connectedness on violent behavior, transport risk-taking behavior, and associated injuries in adolescence. Psychiatr Clin N Am, 34 : 205–216.</p> <p>~Diaz A etal. (2014).Confronting Commercial Sexual Exploitation and Sex Trafficking of Minors. JAMA Pediatrics Published online July 21, 2014.</p> <p>~Douglas, K., & Bell, C.C.,(2011).Youth Homicide Prevention. Psychiatr Clin N Am 34 (2011) 205–216.</p> <p>Post weekly reflections to Discussion Board Week 9 DUE Sun. 9/19 @ 11:59pm</p>
<p>Week 10 10/28</p>	<p>Federal organization of adolescent and youth programs ; Health care use & access; School health & healthy schools</p>	<p>Peer Led Discussion 5</p> <p>SPECIAL GUEST: Trina Menden Anglin, MD, PhD Director, Adolescent Health MCHB, HRSA (tentative)</p> <p>Required Readings (before this class):</p> <p>~Kerns, S.E., Pullmann, M.D., Walker,S.C., Lyon, A.R.,Cosgrove, T.J., Bruns, E.J. (2011) Adolescent Use of School-Based Health Centers and High School Dropout. Arch Pediatr Adolesc Med. 2011 Jul;165(7):617-23</p> <p>~Langford, R. et al. (2014). The WHO Health Promoting School framework for improving the health and well-being of students and their academic achievement. Cochrane Database Syst Rev. 2014 Apr 16;4:CD008958. doi: 10.1002/14651858.CD008958.pub2.</p> <p>~Monaghan, M. (2014).The Affordable Care Act and implications for young adult health. Transl Behav Med. 4(2):170-4.</p> <p>Post weekly reflections to Discussion Board Week 10 DUE Sun. 9/26 @ 11:59pm</p>

<p>Week 11 11/04</p>	<p>LGBT Youth: equity and well-being.</p> <p>Intersectionality</p>	<p>Peer Led Discussion 6 Required Readings (before this class):</p> <p>~ Hong, JS and Garbarino, J. (2012). Risk and Protective Factors for Homophobic Bullying in Schools: An Application of the Social–Ecological Framework. <i>Educ Psychol Rev</i> 24:271–285.</p> <p>~Ryan C. et al. (2008) Family Rejection as a Predictor of Negative Health Outcomes in White and Latino Lesbian, Gay, and Bisexual Young Adults. <i>PEDIATRICS</i>. 123(1) : 346 -352.</p> <p>~Wernick, LJ. et al. (2014). How theater within a Transformative organizing Framework cultivates Individual and collective Empowerment among LGBTQ youth. <i>Journal Of Community Psychology</i>, 42 (7): 838–853.</p> <p>Post weekly reflections to Discussion Board Week 11 DUE Sun. 11/02 @ 11:59pm</p>
<p>Week 12 11/11</p>	<p>Migration and Immigration. Religious Minorities</p>	<p>Required Readings (before this class):</p> <p>~Aroian KJ et al. (2013). Longitudinal Study of Daily Hassles in Adolescents in Arab Muslim Immigrant Families. <i>J Immigrant Minority Health</i>. (online version) DOI 10.1007/s10903-013-9795-7</p> <p>~Birman, 2005 A Tale of Two Cities: Replication of a Study on the Acculturation and Adaptation of Immigrant Adolescents From the Former Soviet Union in a Different Community Context. <i>American Journal of Community Psychology</i>, 35: (1/2), 83- 101.</p> <p>~Perreria KM and Ornelas I. (2013). Painful Passages: Traumatic Experiences and Post-Traumatic Stress among U.S. Immigrant Latino Adolescents and their Primary Caregivers. <i>International Migration Review</i>. 47 (4) : 976-1005.</p> <p>Post weekly reflections to Discussion Board Week 12 DUE Sun. 11/09 @ 11:59pm</p>
<p>Week 13 11/18</p>	<p>APHA. NO CLASS</p> <p>Work on Student Presentations..</p>	<p>Independent Reading: Healthy Bodies and Food Justice. TBA</p> <p>Post weekly reflections to Discussion Board Week 13 DUE Sun. 11/16 @ 11:59pm</p>

Week 14 11/25	Student Presentations.	Post weekly reflections to Discussion Board
Week 15 12/02	Student Presentations. Last Class ☺	Post weekly reflections to Discussion Board
<u>Mon.</u> 12/08	<u>Final Paper DUE</u> @ 5:00pm	Post to Blackbaord.
Finals Week Good Luck!	Enjoy the break & winter holiday!	