HD 466/666 **DEVELOPMENT & GUIDANCE OF ADOLESCENTS** Spring, 2023

**Instructor:** Cuiting Li， Ph.D **Class time:** 9:30-10:45

**Email:** cli@uwsp.edu **Class location:** CPS 229 (online for section 2)

**Phone:** 715-346-4082 **Office:** 238C CPS

**Office Hours**: W 2:00-3:00 or by appointment

**Course Website:** uwsp.courses.wisconsin.edu - Login using your UWSP id and password.

**Textbooks:**

Dolgin, K.G. (2018). *The Adolescent Development, Relationships, and Culture (14th Ed.)* Boston: Allyn & Bacon/Pearson.

Rathbone, B.H., Baron, J.B., (2015). *What Works with Teens (1st Ed.).* Oakland, CA: New Harbinger Publications, Inc.

**Course Description:** Current research, theory, and practice related to development and guidance of adolescents. Applications to home, education, health, and human service environments.

**Course Objectives:** Based on current child and adolescent developmental research and theory students will achieve the following objectives regarding parent/teacher/child relationships upon completion of this course:

1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school.

2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.

3. Devise developmentally appropriate processes to achieve desired outcomes in the adult/child relationship for adolescents and adults.

4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents.

5. Compare factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes potential interventions as professionals.

**Reading Requirements:** It is expected that the assigned chapters in the text indicated on the course outline will be read before you come to class. This gives the students the opportunity to ask questions and engage in class discussions about the reading. Material in the readings that is not covered during class sessions may appear as quiz questions. Other reading materials will be made available to students.

**Class Participation and discussion:** Attendance at all classes and participation in discussion are expected and required. It is expected that you will respect the rights of others in the class.

**Quizzes:** There is a quiz in each module. These quizzes will come from the readings, lectures, handouts, videos, and other educational materials and activities.

**Programs: (50 points)** Students will choose a topic related to the modules assigned by the professor and find a reputable program targeting the issue and share with the class. Students who are assigned the same modules will decide the program they like as a group and facilitate it in the class.

**Final paper: (50 points)** At the end of the semester, students will integrate the knowledge learned in the class, and design a program or modify a program for a specific local adolescent group. The program need to consider the local culture, environment, family patterns, resources, and challenges unique to the group.

**CHANGES IN SYLLABUS:** I reserve the right to make changes regarding any of the above requirements in order to enhance the quality of student learning. I also reserve the right to modify the course outline in order to accommodate quest speakers, to adequately cover material, show newly discovered videos or DVD’s, or any other reason which may require such an adjustment.

**Grading Scale**

Above 93%=A, 90-92.5%=A- , 87-89.5%=B+, 83-86.5%=B, 80-82.5%=B-, 77-79.5%=C+, 73-76.5%=C, 70-72.5%=C-, 67-69.5%= D+, 60-66.5%=D,

Below 59.5%=F.

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| **Modules** | **Topic** | **Reading/Learning Activities** | **Assignment** | **Objectives** |
| **Module 1** | Syllabus, social and theoretical contexts | -Chapter 1, 2 | -Discussion  -Quiz | 1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school. |
| **Module 2** | Physical Development | -Chapter 4  -Weight program to increase self-esteem | -Discussion  -Quiz | 2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents. |
| **Module 3** | Cognitive Development | -Chapter 5  -readings posted by students | -Discussion  -Quiz | 1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school.  2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents. |
| **Module 4** | Self-concept, identity | -Chapter 6  -readings posted by students | -Discussion  -Quiz 4 | 1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school.  2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents.  5. Compare factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes potential interventions as professionals. |
| **Module 5** | Moral values | -Chapter 7 | -Discussion  -Quiz | 1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school.  2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents. |
| **Module 6** | Families | -Chapter 8, 9, 3  (parenting styles, diversity, discrimination)  Blue eyed  -ACEs training | -Discussion  -Quiz | 1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school.  2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents.  5. Compare factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes potential interventions as professionals. |
| **Module 7** | Peers | -Chapter 10  -reading: Bully  -Antibullying program | -Discussion  -Quiz | 1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school.  2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents.  5. Compare factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes potential interventions as professionals. |
| **Module 8** | Sex | -Chapter 11  -readings posted by students | -Discussion  -Quiz | 2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents.  5. Compare factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes potential interventions as professionals. |
| **Module 9** | School | -Chapter 12  -readings posted by students | -Discussion  -Quiz | 1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school.  2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents.  5. Compare factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes potential interventions as professionals. |
| **Module 10** | Work | -Chapter 13  -readings posted by students | -Discussion  -Quiz | 2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents.  5. Compare factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes potential interventions as professionals. |
| **Module 11** | Stress | -Chapter 14  -Readings: Suicide | -Discussion  -Quiz | 1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school.  2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents.  5. Compare factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes potential interventions as professionals. |
| **Module12** | Substance abuse | -Chapter 15  -Readings: Addiction | -Discussion  -Quiz | 1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school.  2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents.  5. Compare factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes potential interventions as professionals. |
| **Module 13** | Positive youth development | -Chapter 16  -reading: resilience | -Discussion  -Quiz | 1. Illustrate the benefit of human development theories and research findings on adults who work with adolescents in multiple contexts, especially the family and school.  2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  4. Explain major concerns regarding adult/child relationships and how families, schools, peers, and the larger society interact to bring about the healthy development of children and adolescents. |
| **Module 14** | Working with teens | Respect  Authenticity  Kindness  Predictability  Acceptance  Change | Discussion | 2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline. |
| **Module 15** | Trauma Informed Care | Trauma Informed Care | Final paper | 2. Facilitate developmentally appropriate practice when interacting with adolescents identifying and applying proper principles of guidance and discipline.  3. Devise developmentally appropriate processes to achieve desired outcomes in the adult/child relationship for adolescents and adults. |

The schedule is subject to change!!!

# Late Work Policy:

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

# Canvas:

This course will be delivered online through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas.

At the home page of the course on canvas, you will access all modules with course materials, resources, homework/discussions and quizzes.

# Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with canvas you can seek assistance from the [HELP Desk](http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx) (715-346-HELP)

# Netiquette Guidelines:

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

* Do not dominate any discussion.
* Give other students the opportunity to join in the discussion.
* Do not use offensive language. Present ideas appropriately.
* Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
* Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
* Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
* Never make fun of someone’s ability to read or write.
* Share tips with other students.
* Keep an “open-mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
* Think and edit before you push the “Send” button.
* Do not hesitate to ask for feedback.
* Using humor is acceptable

**Adapted from:**

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from <http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm>

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

# Build Rapport:

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

# Understand When You May Drop This Course:

It is the student’s responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](http://www.uwsp.edu/regrec/Pages/calendars.aspx) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

# Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade.

# Inform Your Instructor of Any Accommodations Needed:

If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Learning Resource Center and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu)

**Statement of Policy**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 LRC, or (715) 346-3365.*

# Commit to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

# UWSP Academic Honesty Policy & Procedures:

**Student Academic Disciplinary Procedures**

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

# Religious Beliefs:

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.