

Ap- 3/6/07
Senate Info. 3-27-07

06-41
To Provost 3/9/07

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Received

FEB 19 2007

Course: CDFR 325 Adolescence: Risk & Resiliency

Instructor(s) of Record: Fredalene B. Bowers, Ph.D.

Liberal Studies

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Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
2. How will each objective in the course be met using distance education technologies?
3. How will instructor-student and student-student, if applicable, interaction take place?
4. How will student achievement be evaluated?
5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

[Signature] 2/16/07
Signature of Department Designee Date

Endorsed:

[Signature] 2/16/07
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Undergraduate Committee for graduate-level section.

Received
MAR 27 2007

Liberal Studies

Step Three: University-wide Undergraduate Curriculum Committee ApprovalRecommendation: ☒ Positive (The objectives of this course can be met via distance education)☐ Negative

Gail Sedquist
Signature of Committee Co-Chair

3/6/07
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval☒ Approved as distance education course☐ Rejected as distance education course

C. Samuel
Signature of Provost

3/12/07
Date

Forward form and supporting materials to Associate Provost.

A. Provide a brief narrative rationale for each of the items, A1 – A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Fredalene B. Bowers, Ph.D. developed and has been teaching this course each spring semester since Spring 2002. She completed the Introduction to WebCT campus Edition (May 2003), participated in the Reflective Practice On-Line Teaching Circle during 2005-2006 and is currently participating in the On-Line Teaching Circle for 2006-2007.

2. How will each objective in the course be met using distance education technologies?

The on-line course will consist of course material, quizzes and assignments presented On-line through WebCT. Chat Room participation through the use of WebCT will be incorporated in the course.

Course Objectives:

1. Identify risk factors in the family and society that impact the development of the adolescent.

Students will utilize the power point presentation and assigned readings to identify risk factors.

2. List resiliency factors and developmental assets in the family and society that facilitates healthy growth.

Students will complete assigned readings to identify resiliency factors. The paper/project requires students to research a current topic related to adolescent development. The assignment requires that students provided information on protective strategies and resiliency issues.

3. Review, analyze and report current human development research dealing with various aspects of adolescence growth.

Students will read and critique three articles from current journals in the areas of physical, cognitive and social/emotional development of adolescents.

4. Examine issues surrounding the parenting of adolescents including problematic behaviors.

Students will utilize the power point presentation and assigned readings to identify problematic behaviors.

5. Discuss specific challenges facing adolescent parents and their children.

Students will utilize the power point presentation and assigned readings to engage in group discussions that will take place in the Chat Room.

6. Identify the impact of poverty, social and ecological factors on adolescents and families.

Students will utilize the power point presentation and assigned readings to identify the impact of poverty, social and ecological factors on adolescent and families.

7. Investigate social service systems, community supports and other integration strategies for adolescents and their families.

Students will complete assigned readings and participate in the Chat Room discussions regarding social services and community supports for adolescents and their families.

3. How will instructor-student and student-student, if applicable, interaction take place?

Students will be required to participate in on-line discussions facilitated by the instructor. There will be questions embedded in the notes as well as weekly postings by the instructor. The instructor will be available at regular times for contact via telephone, email or chat room.

4. How will student achievement be evaluated?

Multiple assessment techniques will be implemented to evaluate student achievement including:

- Critiques of current articles
- Individual Project
- Quizzes
- Timed exams using WebCT with password protection
- Discussion contributions

5. How will academic honesty for tests and assignments be addressed?

The on-line quizzes will be designed in a manner such that items are randomly numbered so that no two exams are exactly identical. The exams will not be printable.

Distance Education Syllabus

CDFR 325 Adolescence: Risk & Resiliency

Course Description: Focuses on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

Text: Elkind, David. (1998). All Grown Up and No Place to Go: Teenagers in Crisis, (Revised Edition). MA: Perseus Books

Pipher, Mary. (1994). Reviving Ophelia. New York: Ballantine Books

Stickel, Fred. (2007). Annual Editions: Adolescent Psychology. Dubuque, Iowa: McGraw-Hill/Contemporary Learning Series

Optional: Garbarino, James. Lost Boys, Simon and Schuster Inc., New York, 1999

Prerequisite: Grade of C or better in CDFR 218 Child Development

Course Objectives: Upon completion of the course, students will be able to:

1. identify risk factors in the family and society that impact the development of the adolescent.
2. list resiliency factors and developmental assets in the family and society that facilitates healthy growth.
3. review, analyze and report current human development research dealing with various aspects of adolescence growth.
4. examine issues surrounding the parenting of adolescents including problematic behaviors.
5. discuss specific challenges facing adolescent parents and their children.
6. identify the impact of poverty, social and ecological factors on adolescents and families.
7. investigate social service systems, community supports and other integration strategies for adolescents and their families.

Course Outline:

- A. Risk & Resiliency Factors 2 weeks
 - 1. Four Domains of Risk Factors
 - a. Individual and Peer
 - b. Family
 - c. Community
 - d. School
 - 2. Resiliency factors
 - a. External Assets
 - b. Internal Assets

- B. Human Development Research 2 weeks
 - 1. Physical Growth
 - 2. Brain Development and Cognition
 - 3. Social Relationships

- C. Parenting Adolescents 4 weeks
 - 1. Parental changes in midlife affecting adolescents
 - 2. Parenting Styles
 - 3. Parent/Adolescent Conflict
 - 4. Impact of Divorce and Remarriage
 - 5. Problematic Behaviors
 - a. Eating Disorders
 - b. Self-Injury
 - c. Substance Use and Abuse
 - d. Delinquency
 - e. Depression and Suicide

- D. Adolescents as Parents 3 weeks
 - 1. Adolescent Sexuality
 - 2. Effects of Poverty
 - 3. Impact of Welfare Reform
 - a. TANF (Temporary Aid for Needy Families)
 - 4. School and Community-Based Services
 - a. Pregnant and Parenting Teen Programs
 - b. Teen Fatherhood Initiative

- E. Social Supports for Adolescents and Families 3 weeks
 - 1. Community-Based Programs
 - a. ATOD (Alcohol, Tobacco & Other Drugs) Programs
 - b. Family Health Services
 - c. Therapeutic Support Services
 - 2. School-Based Services
 - a. Student Assistance Program
 - b. Alternative Education Programs

Method of Presentation: Course materials, quizzes, assignments and short video clips will be presented through WebCT. The discussion tool will be used to facilitate discussion participation. Students will be required to participate in on-line discussions facilitated by the instructor. There will be questions embedded in the notes as well as weekly postings by the instructor.

Evaluation Methods: The final grade for the course will be determined by quizzes, an individual project, discussion contributions and exams.
The following scale will be used:

Course Requirements

Quizzes: 6@10 points each	60
Review of Current Research: 3@15 points each	45
Paper: Topic dealing with adolescent issues	60
Reading Assignments 10@5 points each	50
Exams: 2@ 75 points each	150
1@ 60 points	60
<i>Total</i>	<i>425</i>

Grading

383 – 425 = A
340 – 382 = B
298 – 339 = C
255 – 297 = D
Below 254 = F

Required Textbooks, supplemental books and readings

Elkind, David. All Grown Up and No Place to Go: Teenagers in Crisis, (Revised Edition), Perseus Books, MA, 1998.

Garbarino, James. Lost Boys, Simon and Schuster Inc., New York, 1999.

Paciorek, Karen and J. Munro. Annual Editions: Adolescent Psychology. Dushkin/McGraw-Hill. Connecticut, 2003-2004.

Pipher, Mary. Reviving Ophelia, Ballantine Books, 1995.

Course Schedule:

Week 1 August 27	<i>Introduction/Overview of the Adolescent Risk & Resiliency Factors</i> Assign: Elkind, Chapter 1
Week 2 September 3	<i>Physical Development</i> Assign: Elkind, Chapter 3 CRITIQUE # 1 DUE
Week 3 September 10	<i>Physical Development cont. / Body Image</i> Assign: Pipher, Chapter 1-3 QUIZ # 1: Annual Editions #3, 5 & 41
Week 4 September 17	<i>Eating Disorders/Self-Injury</i> Assign: Pipher, Chapter 9 <u>PAPERS BEGIN</u> EXAM I
Week 5 September 24	<i>Cognitive Development</i> <i>Alternative Schools / T.S.S.</i> Assign: Elkind, Chapter 2 CRITIQUE # 2 DUE
Week 6 October 1	<i>Cognitive Development, cont.</i> Assign: Elkind, Chapter 7 QUIZ # 2: Annual Editions 6 & 7
Week 7 October 8	<i>Adolescence and the Family</i> Assign: Elkind, Chapter 6 Pipher, Chapters 4,5, 6, & 7
Week 8 October 15	<i>Parenting Adolescents</i> QUIZ # 3: Annual Editions # 33, 34, 35 & 37 Assign: Elkind, Chapters 5
Week 9 October 22	<i>Adolescent Parents</i> Assign: Pipher, Chapter 11 Elkind, Chapter 4 EXAM II

Week 10
October 29

Problematic Behaviors/ ATOD
Assign: Pipher, Chapter 10
QUIZ # 4: Annual Editions 16, 23, 30 & 31
CRITIQUE # 3 DUE

Week 11
November 5

Problematic Behaviors / Depression
Assign: Pipher, Chapter 8
Elkind, Chapters 8 & 9
QUIZ # 5: Annual Editions 6, 35 & 36

Week 12 & 13
November 12 & 26

Problematic Behaviors / Violence & Sex
Assign: Pipher 11 & 12

Week 14
December 3

Resiliency Factors
Assign: Elkind 10
Pipher 13-15

Syllabus of Record

1. Catalog Description

CDFR 325 Youth, Family & Society

3 class hours

0 lab hours

3 credit hours

(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 218 Child Development
CDFR majors or by permission

Focuses on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

II. Course Objectives

Upon completion of the course, students will be able to:

1. identify risk factors in the family and society that impact the development of the adolescent.
2. list resiliency factors and developmental assets in the family and society that facilitates healthy growth.
3. review, analyze and report current human development research dealing with various aspects of adolescence growth.
4. examine issues surrounding the parenting of adolescents including problematic behaviors.
5. discuss specific challenges facing adolescents parents and their children.
6. identify the impact of poverty, social and ecological factors on adolescents and families.
7. investigate social service systems, community supports and other integration strategies for adolescents and their families.

III. Course Outline

- A. Risk & Resiliency Factors 12 lecture hours
 - 1. Four Domains of Risk Factors
 - a. Individual and Peer
 - b. Family
 - c. Community
 - d. School
 - 2. Resiliency factors
 - a. External Assets
 - b. Internal Assets

- B. Human Development Research 4 lecture hours
 - 1. Physical Growth
 - 2. Brain Development and Cognition
 - 3. Social Relationships

- Exam I 1 lecture hour

- C. Parenting Adolescents 12 lecture hours
 - 1. Parental changes in midlife affecting adolescents
 - 2. Parenting Styles
 - 3. Parent/Adolescent Conflict
 - 4. Impact of Divorce and Remarriage
 - 5. Problematic Behaviors
 - a. Eating Disorders
 - b. Self-Injury
 - c. Substance Use and Abuse
 - d. Delinquency
 - e. Depression and Suicide

- Exam II 1 lecture hour

- D. Adolescents as Parents 7 lecture hours
 - 1. Adolescent Sexuality
 - 2. Effects of Poverty
 - 3. Impact of Welfare Reform
 - a. TANF (Temporary Aid for Needy Families)
 - 4. School and Community-Based Services
 - a. Pregnant and Parenting Teen Programs
 - b. Teen Fatherhood Initiative

- E. Social Supports for Adolescents and Families 5 lecture hours
 - 1. Community-Based Programs
 - a. ATOD (Alcohol, Tobacco & Other Drugs) Programs
 - b. Family Health Services
 - c. Therapeutic Support Services

2. School-Based Services
 - a. Student Assistance Program
 - b. Alternative Education Programs

Final Exam

2 lecture hours

IV. Evaluation Methods

The final grade for the course will be determined as follows:

- 48% Exams. Three exams (two exams and a final exam) consisting of multiple choice, matching, completion and short essay.
 - Exam I & II - 75 points each
 - Final Exam 50 points
- 18% Paper. Each student will prepare and present a paper worth 75 points
- 14% Review of four current research articles on adolescent development.
15 points each - total 60 points
- 20% In-Class Assignments. Response paper to assigned articles from Annual Editions: Adolescent Psychology (current edition).
Eight responses @ 10 points each

Grading Scale - Points

- A 90 - 100%
- B 80 - 89%
- C 70 - 79%
- D 60 - 69%
- F 59% and below

Attendance Policy:

All students are expected to attend class. Attendance will be taken on a daily basis. Although students may think that all the course material can be acquired from the textbooks, the lecture will supplement the text with additional information taken from a variety of outside sources. Class attendance is therefore essential and inevitably students who do not attend class regularly do poorly on the assignments and exams. Attending class and participation in the discussion will enable students to understand the materials and assimilate new ideas regarding human development. **Although the need to miss class because of illness or personal emergency is recognized, the number of unexcused absences should not exceed four class periods or a total of four clock hours. Unexcused absences will result in loss of 10 points per class period.**

V. Required Textbooks, supplemental books and readings

Required readings:

Elkind, David. All Grown Up and No Place to Go: Teenagers in Crisis, (Revised Edition), Perseus Books, MA, 1998.

Garbarino, James. Lost Boys, Simon and Schuster Inc., New York, 1999.

Paciorek, Karen and J. Munro. Annual Editions: Adolescent Psychology, Dushkin/McGraw-Hill, Connecticut, 2003-2004.

Pipher, Mary. Reviving Ophelia, Ballantine Books, 1995.

VI. Special resource requirements

None

VII. Bibliography

Current

Adams, Gerald R. (Ed.). Journal of Adolescent Psychology, Sage Periodicals Press, London, 1998.

Arnett, Jeffrey. (2nd Ed.) Adolescence and Emerging Adulthood, Prentice Hall, New Jersey, 2004.

Cobb, Nancy J. (5th Ed.). Adolescence, McGraw Hill, New York, 2004.

Haugaard, Jeffrey. Problematic Behaviors During Adolescence, McGraw Hill, New York, 2001.

Karr-Morse, Robin and M. Wilen. Ghosts from the Nursery, The Atlantic Monthly Press, New York, 1997.

Pollack, William. Real Boys, Henry Holt & Company, New York, 1998.

Historical

Adelson, Joseph. Handbook of Adolescent Psychology, John Wiley & Sons, Inc., N.Y., 1980.

Atwater, Eastwood. Adolescence (2nd Ed.), Prentice Hall, New Jersey, 1988.

Blos, Peter. On Adolescence: A Psychoanalytic Interpretation. McMillan Company, New York, 1962.

Caron, Ann. Strong Mothers - Strong Sons: Raising Adolescent Boys in the '90's. Henry Holt & Company, New York, 1994.

Elkind, David. A Sympathetic Understanding of the Child: Birth to Sixteen. (3rd Ed.) Allyn and Bacon, Boston, MA, 1994.

Farel, Anita. Early Adolescence: What Parents Need To Know. Center for Early Adolescence, Carrboro, NC, 1982.

Hill, John P. Understanding Early Adolescence: A Framework. Center for Early Adolescence, Carrboro, NC, 1982.

Hipp, Earl. Fighting Invisible Tigers: A Stress Management Guide For Teens, Free Spirit Publishing, Inc., MN, 1994.

Ingersoll, Gary. Adolescents (2nd Ed.), Prentice Hall, New Jersey, 1989.

Werner, E. & R. Smith, Overcoming the Odds: High Risk Children from Birth to Adulthood, Cornell University Press, New York, 1992.

Sample Lesson: Week 3 Physical Development and Body Image

Week 3

Lesson Objective: Review, analyze and report current human development research dealing with various aspects of adolescence growth.

Students will be able to:

- Identify characteristics related to dissatisfaction with body image
- Identify factors that increase vulnerability for girls and boys
- List four ways to overcome negative body image

I. Power Point: Body Image

II. Chat Room discussion question: Many researchers have found that girls are more critical of their bodies than boys, early maturing girls are even more critical. Mary Pipher states “preoccupation with bodies can’t be overstated in adolescence”. Do you believe this is true? If so, how does it affect other areas in the lives of adolescents (e.g., academics, social development, emotional development, etc.)?

III. Read Reviving Ophelia by Mary Pipher, Chapters 1-3. Submit answers to the following questions.

1. When Pipher states “Something dramatic happens to girls in early adolescence”, what does she mean? Give examples.
2. Identify three factors that make girls vulnerable.
3. Explain the analogy “saplings in a hurricane”.
4. How do girls sometimes react to rape?
5. Briefly describe how adolescence affects young girls in the following areas:
 - Physical (Selves)
 - Emotional
 - Thinking
 - Academic
 - Social arena with family
 - Social arena with peers
 - Spirituality

Survey of Body Image

- Dissatisfaction increasing
62% 13 - 19 year olds
- Begins at early age
- Many causes of negative feelings
- Spiraling effect
- Relationship to cigarettes
- Willing to give what? - five years
- Locus of focus - stomach

On the other hand

- Little dissatisfaction with sex organs
- Exercise to increase positive feelings

Factors in Vulnerability for Girls Vulnerability



- Developmental level
- American culture of "isms"
- Separation from parents/family

Beauty is Good Principle

Starts early

Correlation with:

- personality
- academic competence
- success in workforce a

Ends late - PMZ 2 months

Correlation with:

Males – Body Image



Mid 1990's study
Football Players vs. Runners

- Football/positive self-image
- Runners/more negative based on weight
- Runners in more conflict with self

Overcoming Negative Body Image

- Engage in activities that make him/her feel good
- Focus on success
- Exercise for strength, fitness & health
- Identify & change negative thoughts
- Control what you can