Adolescent Health CPH 588
Spring 2016 Syllabus

Class meeting: Wednesdays, 3:00 – 5:50 p.m.

Location: Drachman Hall Room A122

Instructor: Velia Leybas Nuño, PhD, MSW
Assistant Professor, Health Promotion Sciences
vleybas@email.arizona.edu
(520) 626-3525

Office Hours: By appointment
Drachman Hall A266

Catalog Description: Topics covered include the epidemiology of health problems, developmental issues, health services, and psychosocial influences on adolescent problem behaviors. Course materials are useful for research generation and practical application. Three seminar hours per week.

Course Description: This class will examine the three leading causes of death among adolescents and priority health-risk behaviors as monitored by the Youth Risk Behavior Surveillance System led by the Centers for Disease Control and Prevention. The course will examine adolescent morbidity and mortality within a social context taking into account the influence of the social environment. Integrated into this will be the role of development and the unique period of adolescence. The course will combine the literature with an immersion experience to give students the opportunity to interact with adolescents and reflect on that interaction within the context of the course.

Course Prerequisites: Graduate students in a health-related field.

Course Learning Objectives:
The course has been structured to give students research and practice skills through readings and a real-world experience by working with adolescents. It is my intention that students will walk away better prepared to address the needs of adolescents once the course is complete.

1. To demonstrate the relevance of development within adolescent health for the design of future practice and research.
2. To give students a thorough understanding of the leading causes of adolescent mortality and morbidity along with priority health behaviors, and to understand these
within the context of the social environment.

3. To strengthen students' conceptual and analytical thinking through critical
evaluation of select literature.

4. To give students practical experience with adolescents, and to self-reflect on this
experience within the context of the course.

MCH Leadership Competencies Addressed:
1. Use data to identify issues related to the health status of a particular MCH
   population group.
2. Further critical thinking according to the cognitive hierarchy (knowledge,
   comprehension, application, analysis, syntheses, and evaluation).
3. Share thoughts, ideas, and feelings effectively in discussions, meetings, and
   presentations with diverse individuals and groups.
4. Write clearly and effectively to express information about issues and services that
   affect MCH population groups.

Course Notes/Texts/Readings:
No textbook is required. Journal articles and/or book chapters are assigned each week.
They are available on the d2l course website.

Attendance/Participation (150 points): The course is presented in a seminar format
where discussion is encouraged. Attendance and participation is worth ten points per
class. It is expected that you will come to class having read the readings and given
thought to their implications. During class, actively listen to the lectures and comments
of others and offer comments as appropriate. If you find self-doubt restricts you from
participating, keep in mind that your comment may add a perspective that may
otherwise be missed. Student behavior that will be considered when allocating points
includes punctuality and regular attendance, consciousness (and conscientiousness)
during class, asking and answering questions, and participating in class exercises and
discussions.

Weekly Readings (130 points): Students will submit two questions for two readings
each week. One question per reading assigned. When more than one reading has been
assigned, select two of the readings for the questions. Questions are due on Tuesday
at 5:00 p.m. in the d2l course website Dropbox. Each question is worth five points for a
total of 10 points possible per week. Late questions will not be graded. Questions that
can be clearly answered by the readings or ask for a definition are not acceptable.
Reading assignments are designed to generate critical thinking of the literature and its
implications to adolescent health. Acceptable questions will address the entire class
and ask a thought-provoking question. Connections to prior readings, lectures,
discussions are welcome.

Social Context Assignment (30 points): Participation in the social context assignment
prepares students for the upcoming classes that discuss the influence of the key
persons and environments in an adolescent’s life. Instructions will be given in class.
Due January 27 in class.
Epidemiology of Adolescents Health (35 points):
Study Guide (10 points): A study guide will be given in class on February 24 for students to complete as part of the lecture for that day. They will then have the remaining week to complete the guide and submit it in class on March 2.

Quiz (25 points): Students will take a quiz on March 2 covering the content presented in the epidemiology of adolescent health lecture and readings.

Immersion Experience and Reflection (220 points):
Immersion Experience (110 points): Each student will have a minimum of 11 contact hours for the immersion experience with an adolescent(s). Students will provide a service within an agency or school where they have direct interaction with an adolescent(s). In most cases the commitment is one hour of in-person time per week, but can be two hours depending on the site needs. It is expected that students will make contact with the agency in January to complete initial forms and begin their immersion in February and finish by the end of April. Students will earn 110 points for 11 hours of in-person time. For each hour less than 11, 10% of points will be deducted.

Reflection (110 points): To comprehend and synthesize the immersion experience, weekly reflections will be due on Tuesday at 5:00 pm in the course Dropbox. Reflections are one to two single-spaced paragraphs. Within the reflection, describe the immersion experience for that week to include the activity, relevance to course material, and student insights/lessons learned. Each reflection is worth 10 points.

Sample reflection: Tuesday, I tutored a 12-year-old girl in the computer lab at the Boys and Girls Club. She sat next to her friend who was also 12, but attended another school. Throughout the hour I noticed these two girls stop to tell each other about their day. This experience reminded me of the lesson on peer relationships. Specifically, how girls are more inclined to share secrets and private information with each other, whereas boys are more likely to engage in a competitive activity. It reminded me of when I was in sixth grade and how important my best friend was to me.

Sample reflection: I've been attending the after-school program at Kinderpark Neighborhood Center. Each week I see the students buy food from the vending machine. There are little to no healthy food options. There is one boy who is 14 that always shares his Taquis (spicy, corn chips). All the kids gather around him and they share the food. I realized the limited healthy options they have, but at the same time they are hungry and need to eat. This experience reminds me of the article we read in class about obesity among adolescents. Specifically, diet behaviors during adolescence can carry into adulthood.

Final Report and Presentation (75 points)
Final Report (50 points): The purpose of the final report is to summarize the immersion experience and reference the course content. Papers that integrate the class material with examples from the immersion experience and/or course discussions and activities will demonstrate a synthesis and comprehension of the class. Reports are a maximum of two pages single-spaced with one inch margins. Page limit does not include
references. Additional information will be provided later in the semester. Due Apr 22 in class.

Presentation (25 points): The presentation will be 20 minutes long and include at least 5 minutes for questions and answers. Please include the following: a brief background identifying the location, a description of the adolescent(s); activities with adolescent(s); insights; and relevance to the course content. Presentations will be Apr 29 & May 6.

Grading

<table>
<thead>
<tr>
<th>Course activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/participation</td>
<td>150</td>
</tr>
<tr>
<td>Weekly readings</td>
<td>130</td>
</tr>
<tr>
<td>Social Context Assignment</td>
<td>30</td>
</tr>
<tr>
<td>Epidemiology of Adolescent Health</td>
<td></td>
</tr>
<tr>
<td>Study guide</td>
<td>10</td>
</tr>
<tr>
<td>Quiz</td>
<td>25</td>
</tr>
<tr>
<td>Immersion experience and reflection</td>
<td></td>
</tr>
<tr>
<td>In-person hours</td>
<td>110</td>
</tr>
<tr>
<td>Weekly reflection</td>
<td>110</td>
</tr>
<tr>
<td>Summative report</td>
<td>50</td>
</tr>
<tr>
<td>Final presentation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>640</strong></td>
</tr>
</tbody>
</table>

Course grades will be based on total points earned at the end of the semester out of a possible 640 points. Grades are based on percentages with 90% or better resulting in an A, 80% or better a B, 70% or higher for a C, and 60% or better for a D.

640 - 576 = A  
575 – 512 = B  
511 – 448 = C  
447 - 384 = D

University Policies:
The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at:
http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines and
http://web.arizona.edu/~policy/distuptive.pdf and
http://web.arizona.edu/~policy/threatening.pdf

Communications: Students are responsible for reading emails sent to their UA account from their professor. This course does not utilize the d2l system. Information about readings, news events, grades, assignments and other course related topics will be communicated to the student by email and in class. The official communication policy can be found at:  http://www.registrar.arizona.edu/emailpolicy.htm

Disability Accommodation: If a student sees a need to modify the format or requirements of this course, she or he is asked to meet with the instructor. It is very important that the student be registered with Disability Resources (621-3268; drc.arizona.edu) and notifies the instructor of his or her eligibility for reasonable
accommodations. Plans can then be made to make suitable accommodations. The official policy can be found at: http://catalog.arizona.edu/2011-12/policies/disability.htm

**Academic Integrity:** All UA students are responsible for upholding the UA Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy is found at: http://deanofstudents.arizona.edu/codeofacademicintegrity

**Grievance Policy:** Should a student feel she or he has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

**Grade Appeal Policy:** For information on how to appeal a grade go to http://catalog.arizona.edu/2011-12/policies/gradappeal.htm

**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.
Readings

Jan 13 - Course Introduction & Adolescent development

No readings

Jan 20 – Adolescent development continued


Jan 27 – Family


Greenberg MT, Siegel JM, & Leitch CJ. The Nature and Importance of Attachment


Feb 3 – Peers


Additional reading(s) will be posted on d2l.

Feb 10 – School


Feb 17 – Extracurricular Activities


Feb 24 – Epidemiology of Health Behaviors


Mar 2 – Unintentional Injury


Mar 9 – Sexual health


Mar 16 – Spring Break! No class

Mar 23 – Aggression


Mar 30 – Mental Health


Apr 6 – Substance Use


Apr 13 – Weight


Apr 20 – Resilience

To be determined.

April 27

No readings

May 4

No readings