



The University of British Columbia  
**School of Social Work**  
 Course Outline -

*School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.*

<b>Year/Term</b>	2017 / Summer Term 1
<b>Course Title</b>	SOWK 440R, Social contexts of adolescent development
<b>Course Schedule</b>	Mondays & Thursdays, 1:00 p.m. to 4:00 p.m.
<b>Course Location</b>	Jack Bell / School of Social Work Room 224

<b>Instructors</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Sheila Marshall	336	822-5672	Sheila.Marshall@ubc.ca
<b>Office Hours</b>	By appointment		

**COURSE DESCRIPTION:**

This course surveys adolescent development in various social contexts.

**LEARNING OBJECTIVES:**

Students will be able to identify key characteristics of social contexts that promote or inhibit the developmental and health needs of adolescents.

**COURSE OBJECTIVES:**

This course will assist students in preparing for research and/or practice in relation to the effects of social contexts on the emerging physical, cognitive, emotional and social character of individuals during adolescence. Students will be prepared to examine both favourable and aversive conditions for development during adolescence.

**REQUIRED COURSE TEXTS:**

Readings as referenced in the outline are all available from UBC libraries.  
 Optional readings as referenced in the outline are all available from UBC libraries.

**EVALUATION:**

Case studies: 4 discussions 15% each  
 Inquiry: 40%

## **OUTLINE AND READINGS:**

### **Week 1a: INTRODUCTION**

- Larson, R. (2006). Positive youth development, willful adolescents, and mentoring. *Journal of Community Psychology, 34*, 677–689.
- Anderson-Nathe, B. (2008). So what? Now what? Implications for youth work practice. *Child & Youth Services, 30*, 123-138.
- McCord, J. (2003). Cures that harm: Unanticipated outcomes of crime prevention programs. *Annals of the American Academy of Political and Social Science, 587*, 16-30.

### **Week 1b: DEVELOPMENT & SOCIAL CONTEXTS**

- Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development, 81*, 6–22.

#### **FAMILIAL CONTEXTS**

- Laursen, B., & Collins, W. A. (2009). Parent-child relationships during adolescence. *Handbook of adolescent psychology*. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Vol. 2, Contextual influences on adolescent development* (3<sup>rd</sup> ed., pp. 3–42). Hoboken, NJ: John Wiley & Sons Inc.
- Feinberg, M. E., Solmeyer, A. R., & McHale, S. M. (2012). The third rail of family systems: Sibling relationships, mental and behavioral health, and preventive intervention in childhood and adolescence. *Clinical Child and Family Psychology Review, 15*, 43-57.

### **Week 2a: holiday**

### **Week 2b: NON-FAMILIAL CARE IN CANADA**

- Department of Justice Canada (2004). *The evolution of juvenile justice in Canada*. Ottawa, ON: Author. Available from <http://www.justice.gc.ca/eng/rp-pr/csj-sjc/ilp-pji/jj2-jm2/jj2-jm2.pdf>
- Nelson, W. (1852). *Juvenile delinquents*. Excerpt available from <http://canada.justice.gc.ca/eng/rp-pr/csj-sjc/ilp-pji/jj-jm/index.html>
- Nelson, W. (1852). *A few observations on the subject of asylums for children*. Excerpt available from <http://canada.justice.gc.ca/eng/rp-pr/csj-sjc/ilp-pji/jj-jm/page02.html>
- Charles, G., & Gabor, P. (2006). An historical perspective on residential services for troubled and troubling youth in Canada revisited. *Relational Child and Youth Care Practice, 19*(4), 17-24.

### **Week 3a: EXTRA-FAMILIAL CONTEXTS (read at least 2 of the 4 following readings)**

- Brown, B.B., & Larson, J. (2009). Peer relationships in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Vol. 2, Contextual influences on adolescent development* (3<sup>rd</sup> ed., pp. 74–103). Hoboken, NJ: John Wiley & Sons Inc.
- Collins, W. A., Welsh, D. P., & Furman, W. (2009). Adolescent romantic relationships. *Annual Review of Psychology, 60*, 631-652.
- Eccles, J. S. & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence, 21*, 225–241.
- Shapiro, L. A. S., & Margolin, G. (2014). Growing up wired: Social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review, 17*(1), 1-18.

### **Week 3b: PUBERTAL DEVELOPMENT**

- Abreu, A. P., & Kaiser, U. B. (2016). Pubertal development and regulation. *The Lancet Diabetes & Endocrinology, 4*, 254-264.

Hollenstein, T., & Loughheed, J. P. (2013). Beyond storm and stress: Typicality, transactions, timing, and temperament to account for adolescent change. *American Psychologist*, *68*, 444-454.

**Week 4a: COGNITIVE DEVELOPMENT**

Blakemore, S. J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology*, *65*, 187-207.

Willoughby, T., Good, M., Adachi, P. J., Hamza, C., & Tavernier, R. (2013). Examining the link between adolescent brain development and risk taking from a social–developmental perspective. *Brain and cognition*, *83*(3), 315-323.

**Week 4b: SEXUALITY**

Fortenberry, J. D. (2013). Puberty and adolescent sexuality. *Hormones and Behavior*, *64*, 280-287.

Tolman, D. L. & McClelland, S. I. (2011). Normative sexuality development in adolescence: A decade in review, 2000–2009. *Journal of Research on Adolescence*, *21*, 242–255.

Saewyc, E. M. (2011). Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence*, *21*, 256–272.

**Week 5a: IDENTITY**

Coté, J. E. (2009). Identity formation and self development in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Vol. 1, Individual bases of adolescent development* (3<sup>rd</sup> ed., pp. 266–304). Hoboken, NJ: John Wiley & Sons Inc.

Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake, D., Schwartz, S. J., ... & Seaton, E. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development*, *85*, 21-39.

**Week 5b: CIVIC DEVELOPMENT**

Flanagan, C. A. & Christens, B. D. (2011). Youth civic development: Historical context and emerging issues. *New Directions for Child and Adolescent Development*, *134*, 1–9.

Wray-Lake, L. & Syvertsen, A. K. (2011), The developmental roots of social responsibility in childhood and adolescence. *New Directions for Child and Adolescent Development*, *134*, 11–25.

Larson, R. W. (2011). Positive development in a disorderly world. *Journal of Research on Adolescence*, *21*, 317–334.

**Week 6a: RESILIENCE**

Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annual Review of Public Health*, *26*, 399-419.

**Week 6b: SHARING INQUIRIES; REFLECTIONS ON LEARNING**

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## COURSE POLICIES [attendance, participation, academic dishonesty]:

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### Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

### Academic Dishonesty:

Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

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## ASSIGNMENTS

### Submitting Assignments-

Students will submit assignments to the instructor at the beginning of the class period on the day the assignments are due.

### Return of marked student assignments -

The instructor will return papers to students in class. Marked papers not returned in class will be held by the instructor. Students may contact the instructor regarding picking up marked papers.

Late assignments- will be assigned a mark of 0.

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## GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

## **CASE STUDIES:**

### Case study class discussions:

During classes 3.b to 6.a, the instructor will distribute case studies used in group discussions. The following instructions are for the purposes of preparation for class discussions.

### Group discussion:

- a) Based on the reading(s) assigned for the class, discuss and document what might concern you about the development (focus on theme for the class) of the adolescent in the case study?
- b) What information is missing from the case study that would help you better understand this youth's needs?
- c) What information is missing/not available in the assigned reading that would help you better understand this youth's situation/needs?
- d) What aspects of the youth's social and physical context support or impede the youth's well-being and/or development (focus on theme for the class)?
- e) What are your other reactions / responses to the case study, based on course materials or other studies you have been exposed to?

Keep in mind that discussions are not about expressing opinions. You should state how your analysis of the case study links to the substance of the reading(s) or other research you have been exposed to.

### Case study written discussions: [15% each, 4 case studies (selected from 6 opportunities)]

Students will select 4 opportunities (out of 6) to write a discussion of the case studies discussed in class.

Due dates: Papers are due 1 week after the topic and case studies are discussed in class. Submit hard copies at the beginning of the class period in which the papers are due (except for final paper which must be submitted before 1:00 PM on June 26<sup>th</sup>).

During class, case studies will be distributed for group discussion. After the class period, students will write a summary of their application of a concept (selected from the assigned reading for that class period).

In essay format (1 inch margins, 12 point font, double spaced, using APA referencing of readings):

- a) Introductory paragraph: overview of what the essay is about. Make very brief mention of the case study and the concept to be applied. Do not map out every section of the paper (see below). Introductions should entice the reader to continue (think about the first paragraph of a mystery novel).
- b) Second paragraph (or more if the concept is complex and needs more explanation): summarize the developmental concept you have selected to apply to the case study using the course reading. Be sure to demonstrate you know the concept by using your own words (i.e., avoid direct quotes from the reading).
- c) Third paragraph, briefly summarize the case study.
- d) Fourth paragraph: discuss how the developmental concept is reflected and not reflected in the case study.

- e) Fifth paragraph: describe what concerns you the most about the youth's development of the applied concept.
- f) Sixth paragraph: describe the strengths you think are reflected in the youth's development of the concept.
- g) Seventh paragraph: Summarize your thoughts and conclude your paper.

Keep in mind that this isn't an opinion paper. You should state how your analysis of the case study links to the substance of the reading(s).

## **INQUIRY**

Inquiry Presentation (40%): Due June 16<sup>th</sup> but if you need an extension, submit by June 23<sup>rd</sup>.

Select a topic regarding social contexts that interest you with regard to development during adolescence. Your inquiry into the topic will give you the opportunity to look in depth at a developmental topic within a social context. You may look at the intersection between social contexts (e.g., siblings and peers) but try to limit yourself to one aspect of development so that your inquiry stays manageable within the time frame.

Learning in a community involves sharing what you are learning from your inquiry – both knowledge and about the process. Bring your inquiry presentation (finished or not) to share during the last class.

Your presentation of your inquiry will be of your own design. You have the opportunity to communicate your ideas to other professionals (in contrast to writing only for an instructor).

Students will identify a particular question about adolescent development in a social context that is of interest to them and prepare a final presentation of their learning. To answer the question, the inquiry will involve

- (a) delving into theory and research in one social context or the intersection between two social contexts -- in relation to a particular aspect of adolescent development (In other words, aim for specificity of the topic rather than breadth.),
- (b) outlining ways of thinking about the social context and development evident in the scientific literature,
- (c) critically evaluating research in the selected area(s) of focus, and
- (d) considering the implications of this area or issue for social work practice and future research.

Some ideas for designs of inquiry presentation are:

- A knowledge mobilization project (e.g., a video clip like a "TED talk", workshop, pamphlet, or website).
- A typical review paper or brief chapter for a book that provides critical foundational knowledge for social work practice. (Paper could be about 12-15 pages in length, double spaced, one inch margins, 12 point font and length does not include the reference list.)
- Proposal for a population health intervention that aims to protect or enhance adolescents' development and/or well-being.
- Fictional writing for youth (e.g., short story, novella, or graphic novel).
- Theatrical presentation

Select the way in which you would like to communicate what you learned from your inquiry with no concern about marks for creativity of your choice of communication. The same criteria for evaluation will be applied to all projects (described below). If you prepare something like a

pamphlet or a power point presentation or workshop as part of a knowledge mobilization effort, attach a written summary (including references) that explains your presentation in enough depth to address the criteria for evaluation.

Identify the question for your inquiry (what context, what aspect of development?) early in the term then discuss your question with the instructor. It is a good idea to have your question approved by the instructor prior to embarking on your inquiry, primarily to ensure the project is not too big.

The way in which you demonstrate and share what you are learning from your inquiry is up to you. However, presentation of your inquiry will be evaluated in terms of your

1. Ability to convey information about a particular area of development within the selected social context, (15 marks)
2. Ability to critically evaluate current research and theory in a particular area, (10 marks)
3. Ability to translate research and theory into practice with adolescents, (10 marks) and
4. Ability to communicate effectively and efficiently and appropriately (accounting for the type of presentation) (5 marks).