Adolescent Health CPH 588  
Spring 2013 Syllabus

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

Location: Drachman Hall Room A122

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

Office Hours: By appointment  
   Location: Center of Excellence in Women’s Health, 1632 E. Lester (northwest of the Diamond Children’s Center entrance)

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 course is designed to examine the top three leading causes of death among adolescents 10 – 19 years of age along with their associated priority health-related behaviors. The course will examine the mortality and morbidity of adolescents in a social context taking into account the influence of the social environment’s risk and protective factors. It will focus on 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.

Additionally, the course has been structured to give you research and practice skills through readings and a real-world experience by working with adolescents. It is my intention that you walk away better prepared to address the needs of adolescents once you complete this course.

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

Course Learning Objectives:

1. To demonstrate the relevance of development within adolescent health for the design of future practice and research.
2. To give you a thorough understanding of the leading causes of adolescent mortality and priority health behaviors, their risk and protective factors, and to understand these within the social environment.
3. To strengthen your conceptual and analytic thinking through critical evaluation of select literature.
4. To give you 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. Describe health disparities within MCH populations and offer strategies to address them.
3. The cognitive hierarchy of critical thinking: knowledge, comprehension, application, analysis, syntheses, and evaluation.
4. Share thoughts, ideas, and feelings effectively in discussions, meetings, and presentations with diverse individuals and groups.
5. Write clearly and effectively to express information about issues and services that affect MCH population groups.

**Course Notes/Texts/Readings:**

Journal articles and/or book chapters are assigned each week. They are available on the d2l course website.

**Class Attendance/Participation (80 points):** The course is presented in a seminar format where discussion is encouraged. Attendance and participation is worth five points per class. It is expected that you will come to class having read the readings and given thought to their implications. During class you are expected to 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 Discussion Questions (160 points):** Students are required to submit two discussion questions for each week where readings have been assigned. Questions are due on Monday at 1:00 p.m. in the D2l course website Dropbox. Each question is worth five points for a total of 10 points possible per week. Early submissions are acceptable and encouraged. **Late questions are not accepted.** 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. Questions that can be clearly answered by the readings or ask for a definition are not acceptable.

**Writing Assignment (20 points):** This assignment familiarizes students with the journals that publish work in adolescent health. Each student will select an adolescent-health related article published between the years 2010 – 2012 from one of the following journals: Journal of Adolescent Health, Journal of Adolescence, Lancet, Developmental Psychology, Addictive Behaviors, or Preventive Medicine. Students will prepare a one to two page single-spaced paper with one inch margins that describes the article (rationale for the research), the student’s reason for selecting it, study design (cross-sectional, experimental design), data collection instruments, results and the student’s reaction and recommendations for further practice or research. The paper and with the selected article attached is due February 20.

**Immersion Experience and Reflection (200 points):** Melissa Leyva is the Graduate Research Assistant coordinating the immersion experience. She has established contact with the
agencies and will provide detailed information. Her email address is mleyva1@email.arizona.edu.

**Immersion Experience (100 points):** Each student will have a minimum of 11 contact hours for an immersion experience with an adolescent or adolescents. Students will provide a service within an agency or school where they have direct interaction with an adolescent or adolescents. In most cases the commitment is one hour of in-person time per week, but can be two hours depending on the needs of the agency. 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 100 points for 11 hours of in-person time. For each hour less than 11, 10% of points will be deducted.

**Reflection (100 points):** To comprehend and synthesize the immersion experience, weekly reflections will be due on Monday at 1:00 pm in the course Dropbox. Reflections are one to two single-spaced paragraphs that accompany the weekly reading questions. Within the reflection describe the immersion experience for that week to include the activity, relevance to course material, insights, and lessons learned. Each reflection is worth 10 points.

**Final Report and Presentation (100 points)**

*Final Report (75 points):* The purpose of the final report 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 two to three pages single-spaced with one inch margins. Page limit does not include references. Additional information will be provided later in the semester.

*Presentation (25 points):* The presentation will be five minutes and capture the essence of the final report.

**Grading**

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<thead>
<tr>
<th>Course activity</th>
<th>Points</th>
<th>Percent of total grade</th>
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<tbody>
<tr>
<td>Attendance/participation</td>
<td>80</td>
<td>14%</td>
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<tr>
<td>Popular press assignment</td>
<td>20</td>
<td>3%</td>
</tr>
<tr>
<td>Weekly discussion questions</td>
<td>160</td>
<td>28%</td>
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<tr>
<td>Immersion experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>100</td>
<td>17%</td>
</tr>
<tr>
<td>Weekly reflection</td>
<td>110</td>
<td>19%</td>
</tr>
<tr>
<td>Final report &amp; presentation</td>
<td>100</td>
<td>17%</td>
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<tr>
<td><strong>Total points</strong></td>
<td>570</td>
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Course grades will be based on total points earned at the end of the semester out of a possible 570 points.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>570 – 513</td>
<td>A</td>
</tr>
<tr>
<td>512 – 456</td>
<td>B</td>
</tr>
<tr>
<td>455 – 399</td>
<td>C</td>
</tr>
<tr>
<td>398 – 342</td>
<td>D</td>
</tr>
<tr>
<td>100 – 90%</td>
<td>89 – 80%</td>
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<tr>
<td>79 – 70%</td>
<td>69 – 60%</td>
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**Appeal Procedure:** If you have a question about your graded work, and think it should be graded with a higher score, then you may write an appeal based on why you think your answer is correct. Please base your appeals on course material. Appeals need to be turned in within one week after the assignment has been returned. I will review your appeal, and if I think it justifies your answer, you will receive credit. If not, I will explain why.
University Policies

Student Behavior: 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. Information about readings, news events, grades, assignments and other course related topics will be communicated to the student by D2l, 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%2D12/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 16 – Social Environment: Family


Jan 23 – Social Environment: Peers


Jan 30 – Social Environment: School


Feb 6 – Social Environment: Community


Feb 13 – Mortality and Health Behaviors


Feb 20 - Risk and Protective Factors


Feb 27 – Unintentional Injury


Mar 6 – Homicide


Mar 13 – Spring Break – No Class

Mar 20 – Tobacco, Alcohol and Other Drugs


Mar 27 – Suicide


Apr 3 – Sexual Health


Apr 10 – Spiritual Health


Apr 17 - Diet and Physical Activity


Apr 24 – Final Presentations I

TBA

May 1 – Final Presentations II