

**University of Florida**  
**College of Public Health & Health Professions**  
**Department of Behavioral Science and Community Health**

**PHC6937: Adolescence, Risk Taking, and Health**  
**Summer A 2008 Course Syllabus**

Meeting Days	Times	Location
Monday	2 <sup>nd</sup> and 3 <sup>rd</sup> period (9:30-12:15)	<b>1101</b> (HPNP- PPHP)
Wednesday	2 <sup>nd</sup> and 3 <sup>rd</sup> period (9:30-12:15)	<b>G312</b> (HPNP- PPHP)
Friday	2 <sup>nd</sup> and 3 <sup>rd</sup> period (9:30-12:15)	<b>G312</b> (HPNP – PPHP)

**Instructor Information**

Tracey Barnett, PhD

4162 PPHP

Phone: 352-273-6086

Email: tebarnett@php.ufl.edu

Office hours: by appointment. You may call or email me to set up an appointment. I am most easily reached by email.

**Course Overview**

This is an introductory course on adolescent health. We will assess the primary determinants and outcomes associated with adolescent risk taking behaviors. There will be an emphasis on substance use, sexual behaviors, injury, and violence. A special focus will be on the interactive nature of risk taking behaviors. We will explore the topics within a theoretical framework, including structural effects on adolescents such as family, school, and peers. Upon successfully completing this course, the goal is for students to be more aware of the significance of understanding development and social contexts in the planning and implementation of interventions aimed at improving the health of adolescents from diverse backgrounds.

**Course Objectives**

By the end of the semester, the students will be able to:

1. Identify similarities and differences in health and mental health outcomes among adolescents from diverse ethnic groups
2. Describe the environments and social contexts in which adolescents develop, (i.e., family, peer group, school, and neighborhood).
3. Apply theoretical and developmental issues to the development of an intervention program targeted for adolescents.
4. Demonstrate the skills needed to develop an intervention program for adolescents that may vary based on race, ethnicity, gender, and age.
5. Demonstrate a more critical understanding of adolescent development and risk and protective factors for different health behaviors.
6. Describe a wide and varied range of topics that impact adolescents on a daily basis.
7. Demonstrate abilities to critically evaluate and apply findings from literature to adolescent issues and intervention programs.

### **Course requirement/ evaluation/ grading**

This course consists of lectures, discussions, and student papers. Student evaluations will be based on a midterm project, a final paper, leading class discussion, and class participation. The course will use a graduate seminar format. Students are expected to complete all reading assignments and to come to class prepared for discussion and debate.

*Class discussions:* you will be asked to select one topic for which to be primarily responsible. You will lead part of the class discussion that day. It is recommended that you research beyond the assigned class readings to further enhance this discussion. (10%)

*Interview:* conduct an interview (most will do this through health communications, talk with me after class if you are not taking the communications course this semester). Write-up the interview for content, but also your thoughts on the interview, applying what you have learned in the course thus far. (10%)

*Midterm paper* will consist of a written critique of two intervention articles. You may use the intervention articles that will be used in class or articles you find on your own. Describe the problem and then write an overview of the intervention. Was there a theoretical framework used? What are the developmental issues involved? Are there gender or ethnic differences for the problem? How could the intervention be improved? This paper should be approximately 5 pages in length. (30%)

*Final paper* you may select a topic of interest to you and describe the health problems involved. Critically review published interventions. Profile the adolescent population for which this is a problem. What are the social contexts? Discuss and apply theories discussed in class. Propose your own ideas for an intervention program. You may build on your midterm paper somewhat, but this is more detailed and incorporates more of your own ideas for an intervention program. This paper should be approximately 10-12 pages. (40%)

Attendance and class participation will make up the final 10% of your grade. During summer session, missing one class is equivalent to missing a week's worth of classes in the fall or spring semesters. Missing more than one class will result in a 5% reduction in your grade.

FOR ALL WRITTEN ASSIGNMENTS properly cite any work that you reference.

#### **Final grade breakdown**

<b>A (90-100%)</b>	<b>C (70-74%)</b>
<b>B+ (85-89%)</b>	<b>D+ (65-69%)</b>
<b>B (80-84%)</b>	<b>D (60-64%)</b>
<b>C+ (75-79%)</b>	<b>E (&lt;60%)</b>

## **Statement of University's Honesty Policy**

**Academic Integrity** – Students are expected to act in accordance with the University of Florida policy on academic integrity (see Graduate Student Handbook for details).

As a member of the University of Florida community, each of us is bound by the academic honesty guidelines of the University and the Code of Student Conduct, printed in the Student Guide and published on the University website. The Honor Code states: “We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.” Cheating, plagiarism, other academic dishonesty or conduct violations in any form is unacceptable and inexcusable behavior that can result in dismissal from the College and/or University. If you have any questions or need any clarifications whatsoever, please ask your instructor.

## **Policy related to class attendance or other work**

You will be expected to attend and be prepared to participate in all class sessions and participate in discussions and activities. At a minimum, you are responsible for coming to all class sessions. Of course, unanticipated circumstances may arise (illnesses, emergencies, even deaths in our lives and communities). Please notify me *prior to class* if such events occur. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. You will only be allowed to make up points from class sessions individually if your absence warrants a medical excuse or similar documentation (consistent with the College policy). **There will be no extension of the deadlines for papers without an official medical or similar emergency.** Deadlines missed or turned in late for any other reasons will receive a grade of “zero.”

## **Statement related to accommodations for students with disabilities**

If you require academic accommodations, you must first register with the Dean of Students' Office. The Dean of Students' Office will provide you with documentation that you must provide to me as the faculty member for this course at the time you request the accommodation. The College and the instructor are committed to providing reasonable accommodations to students with special needs in order to assist students in their coursework.

## **Counseling and mental health services**

Students in need of counseling and mental health services are encouraged to explore the Student Health Care Center, <http://www.shcc.ufl.edu> , (352)-392-1161, or the University of Florida Counseling Center, <http://www.counsel.ufl.edu> , (352)-392-1575

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
May 12	Class orientation Movie	None
May 14	TOBACCO diet hookah	Curbow <sup>1</sup> Maldonado-Molina et al <sup>2</sup> Smith, Curbow, Stillman <sup>3</sup> Chassin, Presson, & Sherman <sup>4</sup>
May 16	Motivational Interviewing Dr. Lisa Merlo	Articles provided by Merlo MI for smoking cessation Project MATCH (1-47 ONLY)
May 19	Theory Biological Sociological  Psychological Resiliency Protection Motivation	Igra&Irwin <sup>5</sup> Conger <sup>6</sup> ; Hirshi <sup>7</sup> Osgood et al <sup>8</sup>  Fergus <sup>9</sup> Floyd <sup>10</sup> Arnett <sup>11</sup>
May 21	Identity Ethnicity Gender	Phinney <sup>12</sup> Jackson & Sellers <sup>13</sup>
May 23	Risk Taking & Reckless Behavior Health Status	Arnett <sup>14</sup> Park et al. <sup>15</sup> Spear & Kulbok <sup>16</sup> Klein & Wilson <sup>17</sup>
May 26	<i>Memorial Day Holiday</i>	<i>Enjoy and be safe!</i>
May 28	Structure Adolescents and their peers  Adolescents and their families	Erhard <sup>18</sup> Bauman & Ennett <sup>19</sup> Harrison et al <sup>20</sup> Vakalahi <sup>21</sup>
<b>Midterm paper due</b>		
May 30	Structure Adolescents and their schools  Adolescents and their neighborhood	Hill & Craft <sup>22</sup> Eccles & Harold <sup>23</sup> Leventhal & Brooks-Gunn <sup>24</sup> Burton & Jarrett <sup>25</sup>
June 2	Sexuality	Meschke et al. <sup>26</sup>

		Editorial <sup>27</sup> (Adol Sexuality) DeLamater & Friedrich <sup>28</sup> Rostosky et al <sup>29</sup> Radkowsky & Siegel <sup>30</sup> Floyd & Bakeman <sup>31</sup>
	HIV / AIDS	Brown, Lourie & Pao <sup>32</sup> Rangel, Gavin, et al. <sup>33</sup> Editorial <sup>34</sup>
	HPV immunization	Sussman et al <sup>35</sup> Farrell et al <sup>36</sup> Gostin et al <sup>37</sup>
June 4	Substance Use (more tobacco discussion)	Newcomb <sup>38</sup> Petraitis, Flay & Miller <sup>39</sup>
	<b>INTERVIEW PAPER DUE</b>	
June 6	Mental Health Depression  Suicide  Stress	Petersen, Compas, et al <sup>40</sup> Beyers & Loeber <sup>41</sup> Gould et al. <sup>42</sup> Waldvogel_Rueter <sup>43</sup> Kutcher & Szumalis <sup>44</sup> Larson <sup>45</sup> Licitra-Kleckler <sup>46</sup> Steinhardt <sup>47</sup>
June 9	Violence Self Others Role of technology Phones Internet Chat rooms	Aspy et al. <sup>48</sup> Hawker & Boulton <sup>49</sup> Soriano et al. <sup>50</sup>
June 11	Relationship with Food  Eating disorders  Obesity  Purging Disorder	Labre <sup>51</sup> Chamay-Weber et al. <sup>52</sup> Taylor, Caldwell, et al <sup>53</sup> Hoste <sup>54</sup> Muise <sup>55</sup> Geller <sup>56</sup> Richmond <sup>57</sup> Maximova <sup>58</sup> Runy <sup>59</sup> Keel <sup>60</sup>
June 13	Developing Interventions	Blum <sup>61</sup> Roth & Brooks-Gunn <sup>62</sup>

Klein, Sabaratnam, et al<sup>63</sup>.

June 16      Developing Interventions

Flay et al.<sup>64</sup>  
Mark et al.<sup>65</sup>  
Kellerman et al.<sup>66</sup>  
Frost & Forrest<sup>67</sup>  
McKay et al.<sup>68</sup>  
Haggerty et al.<sup>69</sup>

June 18      Cultural & Ethical Issues

Liu & Clay<sup>70</sup>  
Moran & Reaman<sup>71</sup>  
Bayer<sup>34</sup>

## **Final Paper Due**

June 20      Course Review  
Evaluations  
Future Directions

Furstenberg<sup>72</sup>

## Article Citations

1. Curbow B, Bowie J, Binko J, Smith S, Dreyling E, McDonnell KA. Adolescent girls' perceptions of smoking risk and protective factors: Implications for message design. *Journal of Child & Adolescent Substance Abuse*. 2007;17(1):1-28.
2. Maldonado-Molina MM, Komro KA, Prado G. Prospective association between dieting and smoking initiation among adolescents. *Am J Health Promot*. Sep-Oct 2007;22(1):25-32.
3. Smith SY, Curbow B, Stillman FA. Harm perception of nicotine products in college freshmen. *Nicotine Tob Res*. Sep 2007;9(9):977-982.
4. Chassin L, Presson C, Sherman S. Social-Psychological Antecedents and Consequences of Adolescent Tobacco Use. In: JL W, LJ S, eds. *Adolescent Health Problems: Behavioral Perspectives*. New York: The Guilford Press; 1995.
5. Igra V, Irwin CE, Jr. Theories of Adolescent Risk-Taking Behavior. In: DiClemente R, Hansen W, Ponton L, eds. *Handbook of Adolescent Health Risk Behavior*. New York: Plenum Press; 1996.
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12. Phinney JS, Jacoby B, Silva C. Positive intergroup attitudes: The role of ethnic identity. *International Journal of Behavioral Development*. SEP 2007;31(5):478-490.
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17. Klein JD, Wilson KM. Delivering quality care: adolescents' discussion of health risks with their providers. *J Adolesc Health*. Mar 2002;30(3):190-195.
18. Erhard R. Peer-led and adult-led programs - Student perceptions. *Journal of Drug Education*. 1999;29(4):295-308.
19. Bauman KE, Ennett ST. On the importance of peer influence for adolescent drug use: Commonly neglected considerations. *Addiction*. FEB 1996;91(2):185-198.
20. Harrison AO, Wilson MN, Pine CJ, Chan SQ, Buriel R. Family Ecologies of Ethnic-Minority Children. *Child Development*. APR 1990;61(2):347-362.

21. Vakalahi HF. Adolescent substance use and family-based risk and protective factors: A literature review. *Journal of Drug Education*. 2001;31(1):29-46.
22. Hill NE, Craft SA. Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. *Journal of Educational Psychology*. MAR 2003;95(1):74-83.
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