

ADOLESCENCE AND MID CHILDHOOD --SP2 720 FALL 2006

Syllabus

CLASS SESSION 1

I. INTRODUCTION

The search for “who am I” and “what do I believe I wish to devote my life to” describes the developmental road from adolescence to maturity. The course will begin with the dramatic period of adolescence and will weave in as we proceed along the less dramatic, but equally important growth period, of mid-late childhood. In both stages, growth in the four main domains of growth are manifested in changing behaviors, fascinating and welcome on the one hand and confusing and perhaps even exasperating on the other. Our course is designed to engage us, students and professor, in a joint effort to learn about this period of life.

Where we are today:

II. Memories of my own adolescence (in retrospect)

III. Social Problems with mid-childhood and adolescent youth; work of the social agency

IV. Social Problems as presented by the popular literature --

drop out

drugs/alcohol

family issues

sexual acting out

Aids

Suicide

V. The course syllabus and overview of course process

++CLASS SESSION 2

IDENTITY DISCOVERY AND RESOLUTION: THE PSYCHOSOCIAL TASK OF ADOLESCENCE

^Erikson, Erik

The Concept of Ego Identity

^Kroger

Adolescence as Identity Synthesis

++CLASS SESSION 3

BIOLOGICAL AND COGNITIVE GROWTH

- ^Dusek, Jerome Biological Change and Adolescent Development
^Archibald, A., Graber, J., & Pubertal Processes and Physiological Growth in
 Brooks-Gunn, J. Adolescence
^Piaget, Jean Intellectual Evolution from Adolescence to
 Adulthood

++CLASS SESSIONS 4 and 5

SOCIAL-EMOTIONAL GROWTH

- ^Seltzer, V. The Primary Peer Group: Forces for Action
^Seltzer, V. The Primary Peer Group: Functions & Processes
^Seltzer, V. The Primary Peer Group: The Milieu

****CLASS SESSION 6**

Paper due: “Review of My Own PPG experience and reflections
 from a DFI theoretical perspective

In-class Round Robin
theoretical analysis

CLASS SESSION 7

Mid term paper writing break --

Topic Area according to list -- student choice

****Topic area and written rationale for choice to be submitted Class session 6**

Paper written over writing break Due by Thursday a.m. prior to Class 9

****CLASS SESSION 8**

*THE REST OF THE STORY -- SECONDARY PEER GROUP AND
IDENTY RESOLUTION*

^Seltzer, V. The Secondary Peer Group: Functions & Processes
^Seltzer, V. The Secondary Peer Group: Forces for Leaving

Oral Reconstruction of One's Own SPG experience and reflections
From a DFI theoretical perspective

CLASS SESSION 9

*GLOBAL SIMILARITIES AND DIFFERENCES: OVERVIEW OF---PRE-ADULT PEER
RELATIONSHIPS IN VARYING SOCIETIES*

^Rubin, K., Chen, X., Coplan, R., Peer Relationships in Childhood
^Buskirk, A., Wojslawowocz, J.

^Schlegel, A., Barry, Herbert III Looking at Adolescent Socialization across cultures

Short In Class **Film** Issues and Reflections on Social Growth by
High School Students: *"The Power of Choice"*

CLASS SESSION 10

THE EXPERIENCE AND IMPACT OF REJECTION BY PEERS: A REVIEW

^Bierman, K. The Developmental Significance of Peer Relations
Characteristics of Rejected Children
Rejection Processes: the Role of Peers

WHEN DEVELOPMENT TAKES A WRONG TURN: THE BEHAVIORAL IMPACT

^Seltzer, V. Irregularities in Development and Functioning

**Topic area and rationale for selection submitted at Class session 10

CLASS SESSION 11

*THE STAKE OF INTERESTED PARTIES: PARENTS OF ADOLESCENTS.
IS GROWING UP "A FAMILY AFFAIR?"*

^Kimmel, D., Weiner I. Growing Up is a Family Affair
^Marcia, J. Identity in Adolescence
^Seltzer, V. Adolescents and Parents: Alternating Currents

++CLASS SESSION 12

*INFORMATION GETTING: INTERVIEWING AND SURVEY RESEARCH
EXPERIENCING THE PROCESS OF HANDS-ON RESEARCH
HANDS-ON IN CLASS TRIAL EXPERIENCE*

^Seltzer, V. The Adolescent Reference Group Index
^Seltzer, V. The Peer-Arena History Profile
^Seltzer, V. The Attribute Form

Selection of instrument of choice

++CLASS SESSION 13

EVALUATING THE PROCESS AND OUTCOME OF HANDS-ON RESEARCH

Written critique of instrument utilized:

Name of instrument and
Functional use -- process and experience (please bring answer sheet)
Critique -- suggestions for clarity
suggestions for use
problem areas

Round-Robin Student Experience and Summary Conclusions

CLASS SESSION 14

Due: 3 questions to a expert on adolescence on their social work practice with adolescents. These questions will be submitted to experts, with a copy (with your name) to professor.

A REPLY TO QUESTIONS FROM SP2 CLASS: PANEL OF INVITED EXPERTS

COURSE OBJECTIVES: SP2 720 2006

- ◇ To gain depth knowledge about the facts of internal development, what promotes it, and what can go wrong.
- ◇ To understand the fundamental relationship between internal development and external behaviors.
- ◇ To gain knowledge needed to differentiate between smooth and interrupted/irregular development;
- ◇ To learn how the four domains of growth interact and what contributes to or complicates smooth development;
- ◇ To appreciate classic literature, current literature, and literature which informs of societal differences as a means by which the student's own knowledge base will be enriched.

- ◇ To build on the information studied about development and behavior to develop a questioning approach for scientific exploration in hypothesis testing.

- ◇ To gain knowledge of the psychosocial road from mid-childhood through adolescence towards achievement of a sense of personal "Identity".
- ◇ To understand how failure to "thrive" psychosocially can be observed behaviorally in a range of personal and social problems;

- ◇ To become knowledgeable about the developmental dynamics taking place in peer groups gatherings.
- ◇ To become familiar with a new theory of adolescent development and selected therapeutic instruments used in diagnosis.

- ◇ To participate in a small research assignment and analysis of findings.
- ◇ To expand their theoretical base to include what they learn in this course to social work practice.

Introductory Clarification
SP2 720 2006

Welcome to our class on development and behavior, mid childhood and adolescence!

In order to learn one stage of development, it is important to have knowledge about prior stages and some inkling of what the stage to come requires. Thus, while major attention in this course will be on the adolescent stage of development, we will also learn about the immediate prior stage of mid-late childhood. The latter is a transitional stage to the adolescent period just as adolescence is the transitional stage to early maturity. Sometimes in class discussion, we may go back even further and go forth even further too.

In the course, we will consider not only the major character -- children turning into adults -- but we will consider the emotional and cognitive influences coming from parents and other family members and individuals of the greater social environment. Dependent on the culture -- size and location -- different mores exist. We will spend a bit of time thinking about the degree to which this makes the period different dependent on where one lives or whether there are universals which exist notwithstanding culture.

We will also spend some time working on how diagnostic skills developed out of a solid study of theory and research can be assisted by some empirical study, using diagnostic and research instruments. We have a try at this ourselves, towards the end of the course.

Questions will be appreciated. Do not hesitate!

General Information
SP2 720 2006

Appointments with Dr. Seltzer

Individual appointments are invited.

Please reach me by e-mail seltzer@sp2.upenn.edu, by telephone 215-8988-5538, or by speaking with me after class. Drop-in hour is listed on my door.

Papers

Double space, 1 inch margins all around.

Page limits are to be respected, “not less than” and “not more than”.

LATE PAPERS ARE NOT ACCEPTED, with the exception of prior permission by vcs.

Class attendance

Since this is a seminar class, class attendance is required. Absence is permissible with prior “ok” by professor, usually based in an unavoidable circumstance. Do not hesitate to discuss request with professor.

Grades

Grades are calculated on

Informed class contributions

Papers

Special volunteer contributions of quality level

Communication

Communication is a great aid to resolving misunderstandings and confusion. It also helps when the “going seems rough”. Please be bold about requesting “time to talk” with either/or professor, student colleague.

CLASS SESSION VII MID-SEMESTER WRITING BREAK

Writing assignment *due no later than beginning of Class session IX*

Student selection:

Recent research findings on:

Homosexual Adolescents

Drug Addiction in Adolescence

Alcohol Addiction in Adolescence

Suicide in Adolescence

Obesity

Complete references for readings other than those in Bulkpak.

Kimmel, D., Weiner, I. (1995). Growing up is a family affair. In Adolescence: A developmental transition (pp. 224-267). New York: Wiley.

Marcia, J. (1980). In Adelson, J. (Ed.) Handbook of Adolescent Psychology. (pp.159-187). New York: Wiley.

Bierman, K. (2004). Peer Rejection (pp. 3-45). New York: Guilford.

Schlegel, A., & Barry, Herbert III (1991). Adolescence: An anthropological inquiry (pp. 32-43). New York: Free Press.

Rubin, K., Chen, X., Coplan, R., Buskirk, A, & Wojslawowocz, J. (2005). "Peer Relationships in Childhood". In Developmental science: An advanced textbook (5th ed). (pp.469- 512). Mahwah, N.J.: Lawrence Erlbaum Associates.

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