HHD1003/HHD2504 Development: Middle Childhood through Adolescence

Summer 2023 (6-week course)

Meeting Times: Tuesdays and Thursdays 5:00 pm – 7:30 pm

Location: online (zoom link: <https://pitt.zoom.us/j/97152981249> )

Instructor: Colleen Eddy, Ph.D.

Office Hours: by appointment <https://calendly.com/ceddy-5>

Contact: email – ceddy@pitt.edu

 Phone – (412) 498-4051

**Course Description**

This course focuses on developmental pathways from middle childhood through adolescence. We will discuss vulnerabilities and protective factors within the family, peers, community, and school contexts. We will explore continuity and change across multiple dimensions of development including biological, cognitive, and socioemotional. The course focuses on applying theoretical and empirical findings to policy and practical work with youth. An emphasis will be placed on understanding the interplay between developmental variability, opportunity, and vulnerability and how this is related to identifying and working with intervention leverage points.

At the conclusion of this course, students should be able to:

1. Discuss development from a holistic dynamic systems perspective that involves the interplay of biological, cognitive, cultural, ecological, institutional, political, and sociological factors;
2. Discuss individual differences in developmental pathways and outcomes in relation to variability in opportunities and vulnerabilities including such circumstances and marginalized identities as chronic/catastrophic health problems, disability, minority status, poverty, talented/gifted status, and residential transience;
3. Discuss the influence of developmental contexts of the family, school, community, peer/relationships environments.
4. Discuss how to leverage developmental processes in intervention by identifying what can be done to reduce vulnerabilities while promoting opportunities/experiences that build competencies and strengths to enhance the probability of positive youth outcomes.

**Course Readings**

* + Required: Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Houghton Mifflin Harcourt.
	+ We will also have a book club/film discussion. We will vote on this in class and decide. Past classes have selected from the following:
	+ Reynolds, J., & Kiely, B. (2015). *All American Boys*. Simon and Schuster.
	+ Woodson, J. (2018). *Harbor me.* New York, NY: Nancy Paulsen Books.
	+ Nielsen, S. (2018). *No Fixed Address*. Penguin Random House Books.
	+ McKay, H. & Lamont, P. (2011). *Lulu and the duck in the park*. London: Scholastic.
	+ Telgemeier, R. (2016). *Ghosts*. New York, NY: Graphix, an imprint of Scholastic.
	+ Optional: You may purchase an APA publication manual 7th edition. You may also purchase a general textbook on adolescent development such as G. R. Adams & M. D. Berzonsky (Eds.), (2003). *Blackwell Handbook of Adolescence.* Malden, MA: Blackwell.
	+ Additional articles will be posted on Canvas

**Assignments**

**Participation (15 points).** The course will involve discussion in large group and small group formats. Please arrive on time and prepared to engage in conversation about the course material. Participation also includes the respectful use of computers and smart phones. See the attendance policy for more information about regular attendance.

**Discussion Leader (10 points – GRADUATE STUDENTS ONLY).** Each class 1 graduate student will be assigned as discussion leaders. They will be responsible for presenting a brief summary of the readings for the day. Prior to the class meeting each assigned discussion leader will independently identify key points from the readings and a discussion question or brief activity to lead the class. An example will be provided. They will submit their slides or other materials through canvas by 12 pm on the day of class and during the class the discussion leaders will each share their summaries and will lead the class discussion for part of the class time. *Undergraduate students are expected to be prepared to discuss the required readings, and this will be reflected in their participation grades.*

**Interview with a Child/Adolescent (20 points).** You will interview a young person in middle childhood or adolescence (8-17) and afterwards write a 2-to-3-page summary of your meeting. The purpose of this interview will be to apply perspectives and theories discussed in the course to the individual’s experience. You may interview someone you know personally (child, cousin, sibling, neighbor etc.) if you obtain parental approval. If you have difficulty identifying someone to interview, please contact me at least two weeks before the due date.

**Book Club (5 points).** As a class, we will select one text of young adult novels listed at the beginning of the syllabus. There will be an in-class discussion and assignment based off the book. To prepare for this assignment, you should be able to summarize the book, understand more detail of at least one character and how the character may or may not align with what we have learned about child development. Finally, you should be able to clearly discuss implications of this book for parents, educators, researchers, and policy makers as well as how you might lead discussion on this book with similarly aged peers.

**Paper and Outline (30 points total (20 for the paper and 10 for the outline)).** You will write a paper through this course applying developmental theories to specific topic areas of interest. The paper should be 8- to 12- pages double-spaced excluding title page and references. You will review literature from empirical or theoretical research from at least 8 different articles. You will discuss recommendations for practitioners working with children/adolescents and policy-makers. You may select one or two of the following topics: chronic/catastrophic health problems, disability status, non-majority status, poverty, talented/gifted status, juvenile justice, and residential transience. If you would like to select another topic, contact the instructor for approval. Y**ou will submit an outline with your selected articles included. This will be worth 10 points.** You will be graded on content, APA style, and writing skill. Following APA Style, 12 pt font, Times New Roman, Double-spaced, 1 inch margins.

**Final Exam (20 points).** There will be one take-home exam during the course. You will receive the exam in class and will have one week to complete it. You may use all class resources for the exam but are expected to complete them independently.

You will receive more information about each of these assignments in class as deadlines approach. All assignments are subject to change at the discretion of the instructor.

A total of 100 points is possible for the course:

**Grading**

98-100% = A + 77-79% = C+

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| --- | --- | --- | --- |
| 94-97% | = A | 74-76% | = C |
| 90-93% | = A- | 70-73% | = C- |
| 87-89% | = B+ | 67-69% | = D+ |
| 84-86% | = B | 64-66% | = D |
| 80-83% | = B- | 60-63% | = D-Below 60% = F |

All assignments should be submitted electronically through the canvas site by the deadlines listed. All assignments should follow APA 7th edition formatting including with 1 inch margins, double-spaced, and Times New Roman font and submitted as Word documents. Grades for late assignments will be deducted 10% per day that the assignment is late unless otherwise discussed prior to the assignment deadline.

**Course Expectations**

**Attendance**. Attendance is a required component of this course as much of the course will involve applying content through course discussion and participation. This includes arriving on time and staying for the duration of the class. If you are unable to attend class, contact the instructor prior to the meeting time with as much notice as possible in order to discuss how to make up the missing material. If you miss 2 or more of the scheduled class meetings, your participation will be deducted.

Given the increased stressors of the pandemic, cases of illness, extenuating personal circumstances, family emergency, and mental health, please reach out to the course instructor to discuss options for completing course material.

**Respectful Participation.** This looks like engaging thoughtfully with peers. In order to facilitate an environment where open discussion can occur, at times I may need to pause the discussion or ask follow up questions to clarify meaning of statements.If you would like to check in following a course discussion or in response to the material, I would be glad to follow up directly after class or at another scheduled time.

**Communication.** It is expected that you check the canvas site and regularly check your email for course updates.

**Expectations of the Instructor.** I will also do my best to attend class on time and prepared for discussion. I will communicate with as much advanced notice as possible if there are any changes to the course format. During the weekdays, I will check my email daily and respond within 24 hours and within 48 hours on the weekends. Should you need more immediate assistance, you are welcome to call my cell phone (412) 498-4051. I understand it can be difficult to give feedback, but I appreciate your suggestions.

**Academic Integrity**

Students in this course will be expected to comply with the [University of Pittsburgh’s Policy on Academic Integrity](https://www.provost.pitt.edu/info/ai1.html). Please refer to university resources on the definitions of plagiarism (e.g., <https://pitt.libguides.com/academicintegrity>, and Academic Integrity module in canvas). A student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, redoing an assignment, or receiving a failing grade for an assignment or for the course of any individual suspected of violating University Policy.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](http://pitt.libguides.com/academicintegrity/) for an overview of the topic. For hands- on practice, complete the [Understanding and Avoiding Plagiarism tutorial](http://pitt.libguides.com/academicintegrity/plagiarism).

**Disability Services**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](https://www.studentaffairs.pitt.edu/drs/) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

### Equity, Diversity, and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University’s Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University’s mission. For more information about policies, procedures, and practices, visit the[Civil Rights & Title IX Compliance web page](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be [filed online](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University’s Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

**Gender Inclusive Language**

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender.  Gender-inclusive/non-sexist language acknowledges people of all genders (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, everyone versus ladies and gentlemen, etc.).  It also affirms non-binary gender identifications, and recognizes both gender identity and expression.  Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences.  Just as sexist language excludes women’s experiences, gendered language excludes the experiences of individuals whose identifies may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.  Students, faculty, and staff have the right to control their own identity and to be referred to by the name and pronouns with which they identify.  People also have the right to maintain their privacy regarding information they do not wish to share about their identities, including gender identity and pronouns. Source: [School of Social Work](https://www.socialwork.pitt.edu/)

### Health and Safety

During this pandemic, it is extremely important that you abide by the [public health regulations](https://www.alleghenycounty.us/Health-Department/Resources/COVID-19/COVID-19.aspx) , the University of Pittsburgh’s [health standards and guidelines](https://www.policy.pitt.edu/university-policies-and-procedures/covid-19-standards-and-guidelines), and [Pitt’s Health Rules](https://www.coronavirus.pitt.edu/healthy-community/pitts-health-rules). These rules have been developed to protect the health and safety of all of us.  Universal [face covering](https://www.coronavirus.pitt.edu/frequently-asked-questions-about-face-coverings) is required in all classrooms and in every building on campus, without exceptions, regardless of vaccination status. This means you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class.  It is your responsibility have the required face covering when entering a university building or classroom. For the most up-to-date information and guidance, please visit [coronavirus.pitt.edu](http://coronavirus.pitt.edu/) and check your Pitt email for updates before each class.

If you are required to isolate or quarantine, become sick, or are unable to come to class, contact me as soon as possible to discuss arrangements.

**Religious Observations**

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

### ****Sexual Misconduct, Required Reporting, and Title IX****

The University is committed to combating sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office.  What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.  After a report is made, you will be contacted by the Title IX Office for opportunities for support and options for proceeding.

For additional information, please visit the [full syllabus statement](https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/responsible-employee-program-and-reporting#syllabus) on the Office of Diversity, Equity, and Inclusion webpage.

### Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use. The instructor may record the course and post the recording to canvas for student use.

### Your Well-being Matters

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](https://www.thrive.pitt.edu/%22%20%5Co%20%22thrive.pitt.edu%22%20%5Ct%20%22_blank) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](http://www.counseling.pitt.edu/) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

**Course Schedule**

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| **Meeting/Date** | **Topic** | **Readings and Assignments** |
| Meeting 1 (5/16/23) | Course Introduction and OverviewDynamic Systems, Vulnerability Factors and Resiliency |  |
| Meeting 2 (5/18/23) | Stages / Developmental Processes | Farmer et al., 2013; Masten et al., 2021; Optional: Sokol, 2009; |
| Meeting 3 (5/23/23) | Biological & Physical Development | Age of Opportunity: Chapters 1 & 2Van Duijenvoorde et al., 2016 |
| Meeting 4 (5/25/23) | Cognitive Development | Age of Opportunity: Chapters 3 & 4Kilford et al., 2016 |
| Meeting 5 (5/30/23) | Self-Regulation and Emotional Development | Age of Opportunity: Chapters 5 & 6Guyer et al., 2016**Paper Outline Due** |
| Meeting 6 (6/1/23) | Career Development | Vondracek & Porfeli, 2003 Chapter;Denault et al., 2019OPTIONAL: Diemer & Blustein 2006 |
| Meeting 7 (6/6/23) | Family Context | Age of Opportunity: Chapter 7Hill et al., 2004; Steinberg & Silk, 2002**Interview with Teen/Tween Due** |
| Meeting 8 (6/8/23) | School Context | Age of Opportunity: Chapter 8Eccles & Roeser, 2011; Durlak et al., 2010 |
| Meeting 9 (6/13/23) | Interventions (what works and what doesn’t work) | Yeager et al, 2017; Trenholm et al., 2008;**Paper Due** |
| Meeting 10 (6/15/23) | Peers & Relationships | Age of Opportunity: Chapters 9 & 10Dishion et al., 1999OPTIONAL: Harden et al., 2014**Final Exam Distributed** |
| Meeting 11 (6/20/23) | Identity Development | Rogers & Way, 2018; Nasir, 2018;  |
| Meeting 12 (6/22/23) | Social Media & ConsumerismBook Club | Galla, 2021; Hill et al., 2011; O’Keefee et al., 2011OPTIONAL: Vannucci et al., 2020**Final Exam Due** |

Additional Required Readings:

Diemer, M. A., & Blustein, D. L. (2006). Critical consciousness and career development among urban youth. *Journal of Vocational Behavior*, *68*(2), 220-232.

Dishion, T. J., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American psychologist*, *54*(9), 755.

Durlak, J. A., Mahoney, J. L., Bohnert, A. M., Parente, M. E. (2010). Developing and improving after-school programs to enhance youth’s personal growth and adjustment: A special issue of AJCP. American Journal of Community Psychology, 45, 285-293.

Eccles, J. S. & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence, 21,* 225-241.

Farmer, T. W., Hamm, J. V., Dawes, M., Barko-Alva, K., & Cross, J. R. (2019). Promoting inclusive communities in diverse classrooms: Teacher attunement and social dynamics management. *Educational Psychologist.*

Farmer, T.W., Hamm, J.V., Lee, D., Lane, K.L., Sutherland, K.S., Hall, C.M., & Murray, R.M. (2013). Conceptual foundations and components of a contextual intervention to promote student engagement during early adolescence: The Supporting Early Adolescent Learning and Social Success (SEALS) model*. Journal of Educational and Psychological Consultation, 23,* 115-139.

Guyer, A. E., Silk, J. S., & Nelson, E. E. (2016). The neurobiology of the emotional adolescent: From the inside out. *Neuroscience and Biobehavioral Reviews, 70,* 74-85.

Harden, K.P. (2014). A sex-positive framework for research on adolescent sexuality. *Perspectives on psychological science, 9(5)*, 455-469.

Hill, J.A. (2011). Endangered childhoods: How consumerism is impacting child and youth identity. *Media Culture & Society, 33*, 347-363.

Hill, N. E., Bromell, L., Tyson, F., & Flint, R. (2007). Developmental commentary: Ecological perspectives on parental influences during adolescence. *JOURNAL OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY, 36,* 367-377. DOI: 10.1080/15374410701444322

Hill, N.E., Castellino, D.R., Lansford, J.E., Nowlin, P., Dodge, K.A., Bates, J.E., & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. Child Development, 75, 1491-1509. DOI: 10.1111/j.1467-8624.2004.00753.x

Kilford, E. J., Garrett, E., & Blakemore, S. J. The development of social cognition in adolescence: An integrated perspective. *Neuroscience and Biobehavioral Reviews, 70* Pages: 106-120. DOI: 10.1016/j.neubiorev.2016.08.016

Masten, A.S., Hubbard, J.J., Gest, S.D., Tellegen, A., Tellegen, A., Garmezy, N., & Ramirez, M. (1999). Competence in the context of adversity: Pathways to resilience and maladaptation from childhood to late adolescence. *Development and Psychopathology, 11,* 143-169.

Nasir, N. S. (2018). When development is not universal: Understanding the unique developmental tasks that race, gender, and social class impose: Commentary on Rogers and Way. Human Development, 61, 332-336.

O’Keefee, G.S., Clarke-Pearson, K., & Council on Communications and Media. (2011). The impact of social media on children, adolescents, and families. *Pediatrics, 127,* 800-804.

Rogers, L. O. & Way, N. (2018). Reimagining social and emotional development: Accommodation and resistance to dominant ideologies in the identities and friendships of boys of color. Human Development, 61, 311-331.

Poteat, V. P., Mereish, E. H., DiGiovanni, C. D., & Koenig, B. W. (2011). The effects of general and homophobic victimization on adolescents' psychosocial and educational concerns: the importance of intersecting identities and parent support. *Journal of Counseling Psychology*, *58*(4), 597.

Rogers, L. O. & Way, N. (2018). Reimagining social and emotional development: Accommodation and resistance to dominant ideologies in the identities and friendships of boys of color. Human Development, 61, 311-331.

Sokol, J. T. (2009) Identity Development Throughout the Lifetime: An Examination of Eriksonian Theory*, Graduate Journal of Counseling Psychology:* Vol. 1: Iss. 2, Article 14. Available at:http://epublications.marquette.edu/gjcp/vol1/iss2/14

Sue, D. W. & Sue, D. (2013). Racial/Cultural Identity Development in People of Color. *Counseling the Culturally Diverse: Theory and Practice* (7th Edition). New York: John Wiley & Sons.

Sue, D. W. & Sue, D. (2013). White Racial Identity Development. *Counseling the Culturally Diverse: Theory and Practice* (7th Edition). New York: John Wiley & Sons.

van Duijvenvoorde, A. C. K., Peters, S., Braams, B. R. & Crone, E. A. (2016). What motivates adolescents? Neural responses to rewards and their influence on adolescents’ risk taking, learning, and cognitive control. *Neuroscience and Biobehavioral Reviews,* *70,* 135-147.

Vonderacek, F. W. & Porfeli, E. J. (2003). The world of work and careers. in In G. R. Adams & M. D. Berzonsky (Eds.), *Blackwell handbook of adolescence* (pp. 109-128). Malden, MA: BlackwellPublishing.

Vannucci, A., Simpson, E. G., Gagnon, S., & Ohannessian, C. M. (2020). Social media use and risky behaviors in adolescents: A meta-analysis. *Journal of Adolescence*, *79*, 258-274.