

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

**PHC6403: Adolescence, Risk Taking, and Health  
Summer C 2011 Course Syllabus**

Meeting Days	Times	Location
Monday and Wednesday	9:30 – 12:15	G307

**Instructor Information**

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4162 PHHP

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

**Course Overview**

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. We will examine the relationship between psychological and sociological factors, including identity formation, and the effect of person and society on health behaviors and risks. We will assess current intervention programs for both prevention and cessation of risky behaviors, and by the end of the course you will design your own intervention based on the semester's readings and lectures. 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, one exam and one final paper. Student evaluations will be based on the paper, midterm exam, discussion posts, 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.

*Reaction posts:* Prior to each class (before 6 pm the night before class), you must submit a discussion post to the Sakai website. These are NOT a summary of the readings. This is a chance to think critically about the reading and write about that. This gives you practice for critical writing. (You may miss only ONE of these posts through the semester.) (10%)

*Class discussions:* you will be asked to lead part of the class discussion, taking turns and responsibility each class day. You are expected to read beyond the chapter and pull in additional information to teach your peers. The final presentation will be due before class begins. (20%)

*Midterm exam* (30%) There will be a midterm exam which will cover any material (readings, lectures, classmates presentations) covered prior to the exam.

*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. This paper incorporates your own ideas for an intervention program. This paper should be approximately 10-12 pages. (30%)

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**, and excessive tardiness (greater than 15 minutes on a regular basis) will also result in a **5% reduction**.

FOR ALL WRITTEN ASSIGNMENTS properly cite any work that you reference. ALL written work will be submitted to Turn-It-In. Late assignments are NOT accepted.

#### **Final grade breakdown**

<b>A (93-100%)</b>	<b>C (70-77%)</b>
<b>A- (90-92%)</b>	<b>C- (68-69%)</b>
<b>B+ (88-89%)</b>	<b>D+ (65-66%)</b>
<b>B (83-87%)</b>	<b>D (60-64%)</b>
<b>B- (80-82%)</b>	<b>D- (55-59%)</b>
<b>C+ (78-79%)</b>	<b>E (&lt;55%)</b>

## **Required Text**

DiClemente R.J., Santelli J.S., Crosby R.A. (eds) *Adolescent Health: Understanding and Preventing Risk Behaviors*, 2009; Jossey-Bass: San Francisco, CA.

Articles listed below

## **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) and the following website:

[www.dso.ufl.edu/judicial/procedures/academicguide.php](http://www.dso.ufl.edu/judicial/procedures/academicguide.php)).

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 or make-up exams 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 Student Health**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center: (352) 264-6789.

NOTE from the experts – *“Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.”*

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Reading Assignment</u></b>
May 9	Class orientation Movie	Chapter 2
May 11	Theory	Chapters 3 and 6
May 16	Theory	Chapters 4 and 5
May 18	Structure	Chapter 20
May 23	Structure	Chapter 21
May 25	Sexuality	Chapters 15-16
June 1	Obesity	Chapter 9
June 6	<b>Midterm Exam</b>	
June 8	Tobacco (GUEST SPEAKER)	Chapter 8
June 13	Mental Health	Chapters 13 and 18
June 15	Violence Substance Use	Chapter 12 Chapters 10-11

June 20	Developing Interventions	Flay et al. Kellerman et al. Haggerty et al.  Mark et al. Frost & Forrest McKay et al.
June 22	Future Directions & Positive Youth Development	Chapters 7 and 27
June 27	Policy	Chapter 25
June 29	Final Paper Due	

## Article Citations

Flay BR, Biglan A, Boruch RF, et al. Standards of evidence: criteria for efficacy, effectiveness and dissemination. *Prev Sci*. Sep 2005;6(3):151-175.

Kellermann AL, Fuqua-Whitley DS, Rivara FP, Mercy J. Preventing youth violence: what works? *Annu Rev Public Health*. 1998;19:271-292.

Haggerty KP, Fleming CB, Catalano RF, Harachi TW, Abbott RD. Raising healthy children: examining the impact of promoting healthy driving behavior within a social development intervention. *Prev Sci*. Sep 2006;7(3):257-267.

Mark TL, Song X, Vandivort R, et al. Characterizing substance abuse programs that treat adolescents. *J Subst Abuse Treat*. Jul 2006;31(1):59-65.

Frost JJ, Forrest JD. Understanding the impact of effective teenage pregnancy prevention programs. *Fam Plann Perspect*. Sep-Oct 1995;27(5):188-195.

McKay MM, Chasse KT, Paikoff R, et al. Family-level impact of the CHAMP Family Program: a community collaborative effort to support urban families and reduce youth HIV risk exposure. *Fam Process*. Mar 2004;43(1):79-93.