SFSHD 607: ADOLESCENT HEALTH, SEMESTER 2: SYLLABUS, SPRING 2006

Bruce Ellis     Stephen T. Russell
Email: bjellis@email.arizona.edu Email: strussell@arizona.edu
Office Hours: By appointment Office Hours: By appointment

Class time and Location: Wednesdays, 2:00 – 4:50, FCS 219
Attendance at talks and related workshops by visiting scholars

Course Description:

This is course focuses on topics in adolescent health and risk behavior. Specific multi-week topics include:

- adolescent brain development and psychopathology,
- self-regulation in childhood and adolescence and implications for sexual risk taking,
- cross-cultural and socio-cultural perspectives in understanding adolescent risk, and
- contemporary methods of prevention and intervention for adolescent health.

Central to the course will be visits to the campus by eminent scholars. These visits will include talks and related workshops that will be scheduled in non-class hours. It is expected that students will be in attendance for the talks and workshops given by visiting scholars.

Visiting Scholars

The course will be divided into 2-week and 3-week modules, with each module having a research topic and a specific scholar as the theme. We will contact the scholars ahead of time to obtain suggested readings and focal topics in their research. We will then spend 2-3 weeks reading, discussing, and critiquing the scholar's empirical research and theoretical writings, as well as other seminal works in the area, in preparation for the visit. The week before the visit, we will send the scholar a list of our critiques and questions. The scholar will then make a visit to campus. A highlight of the visit will be a special meeting of the class during which we engage the visitor in a discussion of their work. We should all act as hosts during this visit, picking the visiting scholar up from the airport, taking the visitor to meals, and engaging the visitor in small group and individual meetings. Because of the preparation and the informal settings, we hope that you will be able to engage highly esteemed visitors without trepidation. Students should learn the work of highly regarded scholars in depth, as well as receiving consultation on their own work.

Course communications: http://d2l.arizona.edu/

A course website is in development, and will include updated copies of this syllabus, readings, and other communications about the class. All participants will be expected to make use of the course website, and are expected to use their university email accounts for communications about the course.
Readings:

Required readings are unmarked; additional readings are indicated by an asterisk (*).

Discussion leadership:

Each participant will lead one day of discussion; the discussion leader will be responsible for guiding conversation on the readings. We will use a format we call “QCR” (questions, comments, reactions). At minimum, everyone will be expected to post QCRs regarding the required readings to the class website by 5pm on the Monday before our Wednesday class meeting. (The class website discussion board could also be used to begin discussion before our Monday class, but each individual is expected to email QCRs individually). The discussion leader will review the questions, and the discussion leader will incorporate them into an outline for class discussion.

Assignments:

Students are expected to meet with the instructors to develop a class project that will be consistent with the focus of the class and complimentary to their research and coursework goals and progress toward completion of the Ph.D.

Schedule:

A proposed semester schedule is listed below.

January 11  Introductions, course overview, expectations

January 18  Dahl: Adolescent brain development and psychopathology


January 21; Saturday (Suggested) AIDS 2006: Forecasts and Future Leaders in the Fight Location: Integrated Learning Center, UA Campus

January 25  Dahl: Adolescent brain development and psychopathology


February 1

**Dahl: Adolescent brain development and psychopathology**

*Guest visit to class from Richard Bootzin*


February 8

**DAHL visit, colloquium**

*Adolescent Brain Development: A Developmental Period of Vulnerability and Opportunity*


February 15

**Crockett – Early adolescent sexual risk behavior**


February 17  Crockett Colloquium

February 22  Crockett – Self-regulation


March 1  Schlegel: Cross-cultural perspectives on adolescence


March 8  Schlegel: Cross-cultural perspectives on adolescence


Rough draft – class project

March 15  - NO CLASS: SPRING BREAK -

March 22  - NO CLASS: SRA CONFERENCE -

March 29  Socio-cultural perspectives on adolescent health


*Ramos, R., el al. Men I mess with don’t have anything to do with AIDS: Using ethno-theory to understand sexual risk perception. The Sociological Quarterly 36: 483-504 (95).

April 1 (Saturday) Women's Health: Bridging the gap between sex-based biology and psychosocial perspectives
UA Campus

April 5 Prevention / intervention


April 12 Prevention / intervention


**April 19**

**Doug Granger: Hormones and Behavior**


**April 26**

**Pubertal Development**


**April 28**

**Douglas Granger Visit, Colloquium**

*Integrating Salivary Biomarkers into the Study of Health and Human Development: Problems, Prospects, and Future Directions*

**May 3**

**Class Paper Due: Last day of class**