

Adolescent Problematic Behaviors – FYC6207

Class Time and Location:

T Period 3-5 [9:35am – 12:35pm] [MAEB 0230 - Mechanical and Aerospace Engineering](#)

Instructor: Tennisha Riley Ph.D.

Email: tennriley03@ufl.edu

Office Location: McCarty Hall D (room 3028A) or Zoom

Office Hours: by appointment...come see me!

Required Readings(s):

Course readings for the course will be posted on Canvas. If you have trouble accessing materials, please contact me directly via email or canvas.

Course Description: This course will explore the theoretical and empirical foundations for the study of adolescent problematic behaviors, including prevention/intervention programs and activities that are designed to reduce negative outcomes and promote positive youth development.

Course Objectives

In this course you will learn about some of the behaviors that occur during adolescence and emerging adults, as well as the biological, social, and cultural understanding of what is meant by “problem behaviors”. You will also gain a greater knowledge of the current prevention and intervention programs that seek to address adolescent behaviors including health-driven, community-based, and family-focused programming. After completing this course, you will be able to:

1. Understand major theories and empirical research that help us understand and explain adolescent problem behavior.
2. Identify the role of sociocultural context in adolescent problem behaviors.
3. Critically evaluate the theories, methodology, and research findings that form our knowledge base about adolescent problems and solutions.
4. Understand and apply theory and research to prevention and promotion activities designed to reduce the risk of psychological and/or behavior problems and improve well-being.

Course Requirements:

1. Attendance: Please note, that class participation is an important process of learning the course material and a large part of participation in the course is that you attend. As junior colleagues in the department, you are expected to attend each class on time and to meaningfully participate in class discussions. Any [absences due to religious holidays](#), conference attendance, or other graduate student matters should be discussed with me well in advanced (preference is during the first two weeks of the semester).
2. Readings: All readings should be completed by the due date based on the weekly schedule. Reading will guide the discussions you have within our learning community and will impact your ability to contribute to other class activities. Below are the assignments that will support your reading and conceptualization of course materials;
3. Pre-Class Discussion Questions (**5 points each**): After reading the assigned material students will **submit weekly discussion questions to Canvas by Sunday 11:59pm**. Pre-Class discussion questions are meant to inform and support class discussion and must include **two questions** that either; (a) critically evaluate and analyze the content of the reading and/or (b) express your need for further understanding and comprehension from the class (i.e., what questions remain for you after reading the material?; how can I and your colleagues help your understanding of the class material?). Pre-Class discussion questions are graded on the depth of analysis and questioning of material. In order to complete this assignment, you need to:
 1. Read course materials assigned for the week.
 2. Submit pre-class discussion questions by the due date, Sunday 11:59pm.
4. Discussion Leader (**30 points**): During the semester students will lead class discussion for one of the assigned weekly readings. In preparation for leading the discussion the student should make sure to read all of the required course materials for the assigned week, review the pre-class discussion questions posted on Canvas by

your colleagues, and prepare further discussion and questions/activities for the class. Presentation slides are not necessary. I encourage you to use news-related materials, videos, examples, etc. to guide our discussion and make the course material applicable for your colleagues. For this assignment students are graded on their understanding of course material, facilitation of class discussion, engagement with course colleagues.

4. **Post-Class Reflection: (5 points each):** After Tuesday's class students will submit a weekly reflection on the course material and class discussion. Reflections are meant to further guide students' thoughts about the course material and its application (i.e., what have you learned given the class discussion about the week's topic and the application of the material relevant to your career/research goals). The reflection should include a brief (3 – 5 sentences) analysis of course materials and its application, not a summary. Post-Class reflections are graded on the depth of the analysis and understanding of material. To complete this assignment, you will need to:
 - a. Read course materials assigned for the week.
 - b. Attend and actively participate in weekly class discussions.
 - c. Post-Class reflections are due on the Canvas discussion board 24 hours after Tuesday's class.
5. **Mid-Term Assignment (60 points):** The Mid-term assignment will consist of an annotated bibliography that includes at minimum 20 sources on an adolescent problem behavior of your choice. Your annotated bibliography should include (1) your chosen content area, (2) contextual influences of the behaviors, (3) empirical or theoretical evidence of underlying mechanisms of the problem behavior, and finally (4) prevention or promotion programs that address the problem behavior.
6. **Final Assignment (100 points):** From your mid-term annotated bibliography create a 15-page literature review on your chosen topic. The literature review should include current theoretical frameworks and empirical findings that address your chosen topic area. Your 20 annotations should also be included, and you are welcome to include additional references. Follow APA guidelines and include a title page and reference page(s).

The purpose of the final paper is to apply what you have learned over the course of the semester to an area of interest in youth development and prevention science. Think about the broader knowledge of youth development and adolescent problem behavior BUT be sure to consider unique and diverse issues relative to the chosen topic (e.g., social-cultural perception of problem behaviors, environmental influence, developmental changes across time, and gene + environment interplay). Please properly cite any resources you use for your final paper, including the course text or readings. Total length of paper for full credit is 15 pages double-spaced in APA format. Resources for writing in APA 7th edition format can be found by visiting the [OWL Purdue Webpage for more help](#).

Course Grades	Points	Your Points
Pre-Post Class Reflections	110	
Mid-term	60	
Final Paper	100	
Discussion Leader	30	
TOTAL	290	

Course Grading Scale	Final Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	Failing (E)

Course Policies

1. Late work: As junior colleagues it is expected that you complete course work in a timely manner. On time course work supports the learning and development of both you and your peers. Should you have extensive circumstances that prevent you from completing coursework by the due dates you must set a time to meet with me to discuss strategy and alternative timelines. Please contact me directly in a timely manner; tennriley03@ufl.edu
2. Respect for Diversity: Our classroom is a place where diversity is accepted, encouraged, and valued. The differences between class members are embraced, and differences in opinions and backgrounds are viewed as a learning experience. Language that degrades any individual or group because of sex or gender, ethnicity, nationality, race, socioeconomic status, disability status, religion, or sexual orientation will not be tolerated.
3. Changes to the Syllabus: As the instructor, I reserve the right to amend or change the course syllabus and scheduled timeline at any time during the semester. I will notify students well in advance if any changes are made.

University Policies and Regulations

1. Disability Accommodations: Every attempt will be made to accommodate students with disabilities. You must have established your eligibility for support services through the appropriate office, Disability Resource Center. Please contact [Disability Resource Center](#) for more information at 352.392.8565 as soon as possible if accommodations are needed. The office is located on the ground floor of the Reid Hall, Room 001. Appointments can be made to see a specialist between 8 AM to 5 PM, Monday through Friday. Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to be produced.
2. Religious Obligations and Observances: I will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or other requirements. The Florida Board of Education and state law govern university policy regarding observance of religious holidays. [The following guidelines apply:](#)
 - a. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
 - b. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
 - c. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.
 - d. If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.
 - e. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.
3. Academic Honesty: As a student at UF, you are expected to adhere to the standards and policies detailed in [the student code of conduct](#). When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the Code will be reported to the **Student Conduct & Conflict Resolution** and handled according to University policies. Sanctions for academic misconduct may include receiving a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.

4. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>
5. Software Use: All faculty, staff, and students at the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.
6. Sexual Misconduct: As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and UF's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can find several resources for help on [the Office of Accessibility and Gender Equity website](#).
7. It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Assistant Vice President of Accessibility and Gender Equity, ADA, and UF's Title IX Coordinator. In that event, those individuals from the Office of Accessibility and Gender Equity will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit the university website about Title IX policies. To learn more, visit the [UF title IX policy webpage](#).
8. Bias-Based Incident Reporting: Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported to the [U Matter, We Care](#). Reports can be made anonymously if desired.

Course Outline and Assignment Due Dates

	Date	Course Lectures and Readings		Assignments Due
Unit 1: Theory and Foundations				
Week 1	Aug 26 th	Course Introduction and Expectations Overview of Adolescence as a Developmental Age-Stage		
Week 2	Sept 2 nd	What is “Problem” Behavior: Examining Theory, Conceptualization, and Cultural Understanding	Assigned Readings: Adolescent Storm and Stress: Reconsidered and in the 21st century - Arnett (1999) - Buchanan (2023) Discussion Leader:	

Week 3	Sept 9 th	How Problem Behaviors Take Course: Developmental Perspectives, Interrelated Behaviors and Covariation	Assigned Readings: Developmental Pathways and Co-Occurrence Development - Bevilacqua (2017) - Monahan (2014) Discussion Leader:	
Unit 2: Special Topics on Adolescent Problem Behavior				
Week 4	Sept 16 th	Adolescent Substance Use and Abuse: Defining, Causes, and Consequences + Policy and Programs	Assigned Readings: - Eiden (2016) - Farahmand (2020) - Carlton-Smith & Skeer (2015) Discussion Leader:	
Week 5	Sept 23 rd	Aggressive Behaviors: Defining, Causes, and Consequences + Policy and Programs	Assigned Readings: - Estévez et al (2018) - Huesman (2018) - Mehari & Farrell (2018) Discussion Leader:	
Week 6	Sept 30 th	Risky Sexual Behaviors and Adolescent Dating Violence: Defining, Causes, and Consequences + Policy and Programs	Assigned Readings: - Dank et al (2014) - Reed et al (2021) - Joseph & Kuperminc (2020) Discussion Leader:	
Week 7	Oct 7 th	Eating Disorders and Physical Health: Defining, Causes, and Consequences + Policy and Programs	Assigned Reading: - Simpson et al (2016) - Glazer et al (2019) - McClean et al (2016) Discussion Leader:	
Week 8	Oct 14 th	Self-Injury and Harm: Defining, Causes, and Consequences + Policy and Programs	Assigned Reading: Discussion Leader:	Submit Mid-term Annotated Bibliography by Sunday 11:59 pm
Unit 3: Context and Prevention				
Week 9	Oct 21 st	What is Resilience in Adolescent Problem Behavior?	Assigned Reading: - McBride Murry et al (2023) - Unger et al (2017) - Shaw et al (2016) Discussion Leader:	
Week 10	Oct 28 th	Context, Culture, and Access to Programming	Assigned Reading: - Yakhnich et al (2019) - Heath et al (2022) - Suárez-Orozco et al (2018) Discussion Leader:	

Week 11	Nov 4 th	Good Trouble: Framing Adolescent Behavior within Socio-Political Development Good Trouble: Adolescence as the Age of Opportunity	Assigned Reading: <ul style="list-style-type: none"> - Lerner et al (2020) - Heath et al (2022) - Hipolito Delgado et al (2022) Discussion Leader:	
Week 12	Nov 11 th	Defining Protective Factors and Exacerbated Risks	Assigned Reading: <ul style="list-style-type: none"> - Sieving et al (2017) - Grych et al (2020) Discussion Leader:	
Week 13	Nov 18 th	Current Prevention and Promotion Programs	Assigned Readings: <ul style="list-style-type: none"> - Tackett (2022) - Dickey (2020) - Clay et al (2021) Discussion Leader:	
Week 14	Nov 25 th	Thanksgiving Break, and National Day of Mourning – NO CLASS		
Week 15	Dec 2 nd	Policy – Research (Mis) Match	Assigned Reading: <ul style="list-style-type: none"> - Yeager et al (2018) - Tseng (2024) Discussion Leader:	
Finals Week	Dec 8 th – 12 th	FINAL PAPER DUE	Submit your FINAL PAPER by 11:59pm December 12th	