

Cluster	Course Title	Instructor	Credit	Semester
S-P	Emotional and Behavioral Problems in Adolescents	Trista Juhsin Fu	2	2018 Winter
Course Description				
<p>This course uses the ecological model to examine common themes of adolescent development with uncommon challenges and stresses that lead some youth to depression, drug abuse, gang involvement, suicide and other emotional and behavioral problems. It emphasizes challenges and issues facing adolescents and the examination of school- and community-based prevention programs that foster positive youth development and resiliency. The course includes discussion of theoretical, methodological, empirical and practical issues regarding adolescent development and problems.</p>				
Objective				
<ol style="list-style-type: none"> 1. Gain in-depth knowledge on the complex nature of various youth problems through topic research, identify programmatic solutions, and develop a plan to implement solution strategies. 2. Understand how to make our schools, communities, and society places that foster positive youth development. 3. Become aware of the power we possess to make a difference in youth development. 				
Learning Method				
<p>Lectures, demonstrations, group discussions, individual and group presentations, field visitation, and other experiential activities.</p>				
Contents				
<ol style="list-style-type: none"> 1. Introductions 2. Adolescent development 3. Family influence on adolescent development 4. Community influence on adolescent development 5. Overview of adolescent emotional and behavioral problems 6. Social difficulties 7. Anxiety & depression 8. Suicide & self-injurious behavior 9. Eating disorders 10. Dating/relationship; partner violence; teen pregnancy 11. Sensation-seeking, risk-taking, and reckless behaviors 12. Substance misuse and abuse 13. Aggression/bullying 14. Gangs 15. Primary preventions 16. Evidence-based practices 17. Students presentations 18. Conclusions & final thoughts 				
Requirements				
<ol style="list-style-type: none"> 1. After each part students should be able to discuss their opinions with respect to their background context and experiences. 2. Students are suggested to read the assigned chapters/articles prior to class discussions. 3. Special worksheets or handout will be delivered to students as the need arises. 				

Evaluation
<ul style="list-style-type: none">• Attendance (10%)• Class participation and in-class activities(30%)• Individual and group presentations (30%)• Final Report (30%)
Textbooks and Papers
<ul style="list-style-type: none">* Gullotta, T.P. & Adams, G.R. (2005). <i>Handbook of Adolescent Behavioral Problems</i>. Springer Science + Business Media, Inc.* Santrock, John W. (2011). <i>Adolescence</i> (14th ed.). New York: McGraw-hill.