

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* HD 303														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Human Development in Adolescence														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Hum Dev in Adolescence														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Explores adolescent development from lifespan, interdisciplinary, and multicultural perspectives useful for working with adolescents. A special focus is on practicing the skills to implement and evaluate a community intervention program for healthy adolescent development based on the Proceed-Proceed Model. <i>Prerequisites: ANTH 200, HD 101, HD 102, HD 220, HD 230 or HD 231, HD 302; coreq: In addition to other listed prerequisite courses, HD 302 may be taken prerequisite of HD 303 or concurrently as a corequisite of HD303.</i> Pre/Co-req. HD 302														
9. Why is this course being proposed? This course will directly contribute to the Programmatic Student Learning Outcome 1 and partially 5 (PSLO1 & PSLO 5) for the B.A. in Human Development by increasing students' skills to apply basic understanding of dominant developmental theories for implementation, evaluation, and report writing of a community intervention program based on the latter half of the Proceed-Proceed Model. By providing a core course that explicitly focuses on understanding and application of dominant developmental theories for a community program proposal, the Human Development Department expects to increase retention, engagement, and competencies for student success in the major, civic engagement, and careers in the field of HD after graduation. This course covers the stage of adolescence and emerging adulthood (around 12 to 25 years old).														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:17%;">Number of Credit Units</th> <th style="width:50%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>			Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab		
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Lecture	3	C2												
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No ANTH 200, HD 101, HD 102, HD 220, HD 230 OR HD 231, HD 302; coreq:
In addition to other listed prerequisite courses, HD 302 may be taken prerequisite of HD 303 or concurrently as a corequisite of HD303.

17. Corequisite(s): Yes No

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* a course a

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 A core course for the HD major

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	_____	_____	_____ Support	_____ Oppose
	Signature	Date		
Discipline	_____	_____	_____ Support	_____ Oppose
	Signature	Date		

SIGNATURES : (COLLEGE LEVEL) :
 Noriko Toyokawa October 9, 2015

1. Originator (please print or type name) _____ Date _____
Alice M. L. Durata 2/22/16

2. Program Director/Chair _____ Date _____
J. Anderson 2/19/16

3. College Curriculum Committee _____ Date _____
Denise Garcia 2/22/16

4. College Dean (or Designee) _____ Date _____

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____

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* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

HD 303: Human Development in Adolescence

Meeting Time: Thursday 1:00-3:45pm

Meeting Place: Kellogg Library 1111

Instructor: Noriko Toyokawa, Ph.D.

Email: ntoyokawa@csusm.edu

Office: UH 234

Office Hours: 11:00 am-12:00 pm, Tuesday & Thursday and by appointment

Phone: 760-750-8253

Human Development Department Mission Statement

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary and interdisciplinary perspectives. We:

- Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
- Emphasize the integration of complementary and interdependent disciplines
- Employ the use of multiple perspectives and theoretical frameworks
- Advance evidence-based practices
- Promote social responsibility, civic engagement, and service to the greater community

Course Catalog Description

Explores adolescent development from lifespan, interdisciplinary, and multicultural perspectives useful for working with adolescents. A special focus is on practicing the skills to implement and evaluate a community intervention program for healthy adolescent development based on the Proceed-Proceed Model. *Prerequisites:* ANTH 200, HD 101, HD 102, HD 220, HD 230 or HD 231, HD 302; *coreq:* In addition to other listed prerequisite courses, HD 302 may be taken prerequisite of HD 303 or concurrently as a corequisite of HD303.

Extended Course Description

This course provides an opportunity for students of HD major to practice the skills of operationalization of their interdisciplinary backgrounds as a systematic community intervention program. Specifically, based on the knowledge of adolescent development from lifespan, interdisciplinary, and multicultural perspectives, students learn and practice the skills to plan the Proceed component of the Precede-Proceed Model. The Proceed component covers the framework to develop a systematic plan for a cost-effective program implementation, program evaluation, and official report to a funding organization. A sample proposal is on course reserve at Kellogg Public Library. This course covers the theories and issues for healthy lifespan development from adolescence to emerging adulthood (about 12 to 25 years old).

Student Learning Outcomes for the Course (CSLOs)

Relevance to Program Student Learning Outcomes (PSLOs)

This course contributes to the accomplishment of primarily PSLO 1 and some PSLO 5.

PSLO 1: Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, healthcare, and education.

PSLO 5: Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.

Course Overall Learning Objective Related to PSLO 1 and PSLO 5

At the successful completion of the course, the student will be able to:

1. Recognize and use developmental theories to understand healthy adolescent and emerging adult development from age 12 to 25 from biopsychosocial cultural and ecological perspectives (contributes to PSLO 1).
2. Diagnose individuals' and environmental status quo which influence the health and well-being of adolescence in a particular community utilizing interdisciplinary developmental theories with a particular focus on behavioral and environmental contexts (contributes to PSLO 1 and PSLO 5).
3. Develop a plan for developing, implementing, and evaluating a community health and well-being program for healthy adolescent and/or emerging adult development (contributes to PSLO 1 to PSLO 5).
4. Collaborate with peers to assess the delivery of quality community programs and services that impact adolescent development (contributes to PSLO 5).

Course Requirements

Credit Hour Policy: Study Time Required Outside of Class

Per University policy, you are expected to devote 2 hours of study outside of class for every unit of class. This is a three unit course and so you are expected to devote a minimum of six hours of study time per week. This class will meet the University Credit Hour Policy.

Readings

Textbooks

Arnett, J. (2012). *Adolescence and emerging adulthood* (5th Ed.). NY: Pearson.

McKenzie, J.F., Neiger, B.L., Thackeray, R. (2013). *Planning, Implementing, & Evaluating Health Promotion Programs: A Primer* (6th Ed.). NY: Pearson

Journal articles

Three to four journal articles are assigned on each class. All journals and a form of reading note are available through the Cougar Courses. For more information for journals, please refer to the course outline (pp. 8-9).

Three copies of the textbooks and copies of sample proposals are on reserve at Kellogg Library. There are a total of **500 points** in this course reflecting in-class activities, mastery of the material (exams) and the basic skills to develop a community proposal. Course grades will be based on the total number of points you accumulate throughout the semester. I will provide periodic updates to you so that you may see how you are doing in the course and each student is welcome to check on his/her grade at any time. However, it is up to each student to keep track of his/her performance in the course. Please keep a list of all of the in-class activity numbers that you complete and be sure to check that your activity points have been updated within a week of completing each activity.

1. Reading notes

Everyone is expected to read the assigned readings (i.e., text chapters and journal articles), fill in the form of reading record each time through the Cougar Courses by noon on the assigned day. The ratio of submission of reading notes is multiplied by the maximum points of the score of this item. For example, if a student submitted 90% of reading notes during the semester, the student's final score for reading score will be 50 points \times .9 = 45 points. Students who submitted poor quality reading papers may not earn any scores. Students are encouraged to bring a copy of their reading note to class or bring a laptop to read your reading notes for class discussion.

2. Discussion leading

All students are expected to sign up for a group to lead a class discussion either on a journal article or a chapter of the textbook by McKenzie, Neiger, and Thackeray (2013). The role of a group which leads a class discussion is **NOT** providing a **SUMMARY** of the assigned article. Each group **LEADS DISCUSSION** based on the questions in the reading note form. The group which leads the class discussion also should **add at least 3 discussion topics** for the assigned article. The instructor demonstrate how to lead a discussion on the second day of the course. Each group has 10 minutes to lead and conclude the discussion. This assignment is graded by the total score of the instructor evaluation (60%) and peer evaluation (40%). The instructor grades this assignment based on the group members' understanding of the content of assigned articles, the quality of the discussion topics, and leadership in discussion. Group members evaluate with each other's performance based members' contribution to the task, collaboration with others, and supportiveness to other group members.

3. Exams

Three non-cumulative exams will be given on the dates scheduled at the end of the syllabus. **Exam 1 and Exam 2 (50 pts for each)** will be held during our regular class periods and **the final exam (100pts)** will be held during the finals week. The exams will consist of multiple-choice questions and short essay questions. Exam questions will cover materials from lectures, readings, films, guest speakers' talks, and in-class activities. All exams, including the final exam should be taken through Cougar Courses unless a special arrangement is officially requested through DDS (Please see the section of ASD for more information). If students face a technological problem, such as a locked computer or lost power, while they are taking an exam during the assigned time, E-mail to me immediately. Depending on the time when students sent the E-mail which tells the problem will be taken as the evidence to support the need of a make-up opportunity. E-mail sent after an hour after the problem or after the assigned time for an exam will not be taken as the evidence without an official evidence of emergency (e.g. a letter from a physician).

4. Program Development/Proposal Project

Students form groups of 3 and select an intervention program to enhance well-being of adolescents to propose. The proposal topics include, but not limited to, healthy relationship education program for a high school in an urban city, educational aspiration enhancement program for adolescents in a rural community, mentoring program for teenage mothers, or leadership training for minority

adolescents. Each group will propose a preventive/educational (not therapeutic) program for adolescents or emerging adolescents in a specific context based on the Precede-Proceed Model (McKenzie, Neiger, &, Thackeray (2013), submit a 30 page program proposal, and present their proposal in class.

In this course, the Proceed Model (the last 4 phases of the Precede-Proceed Model) is focused. Each proposal is expected to be started with a brief literature review for **behavioral/environmental diagnosis** of a target group of adolescents, problem statement, mission statement, goals, and objectives of the proposed program (3-5 pages). Then the rest of the proposal (25-27 pages) should focus on description of the process of implementation, including the development of stakeholders, delivery of funds and staff, staff training, timeline for quality services (Phase 6), process evaluation plan (Phase 7), impact evaluation plan (Phase 8), outcome evaluation plan (Phase 9), and conclusion (appeal of the immediate and long-term benefits of the program for the target group and the society).

The program development proposal project is graded from the two aspects: (1) the quality of the proposal (80%) and 2) individuals' contribution to the proposal as a group product (20%). The instructor grades the quality of the proposal based on the rubric presented on page 11 of the course syllabus. All group members receive a same score for their proposal as their group product. Individual students' contribution to the proposal as a group product is assessed by students' group members' peer evaluation based on the rubric presented on page 12. If a student has an issue of his/her group, s/she is expected to make contact with the instructor with a rational for her/his appeal by the end of the finals' week. If the student appeal has appropriate reasons and the clear evidence to support the appeal, the instructor will reconsider the score of the student's group work.

Grading

Grading Breakdown Percent of Total Points

Reading notes	50 (10%)	A	93-100	D+	67-69
Discussion Leading		A-	90-92	D	63-66
Instructor's evaluation	30 (6%)	B+	87-89	D-	60-62
Peer evaluation	20 (4%)	B	83-86	F	59 and below
Exams		B-	80-82		
Exam 1	50 (10%)	C+	77-79		
Exam 2	50 (10%)	C	73-76		
Final	100 (20%)	C-	70-72		
Program Development					
Instructor's evaluation	120 (80%)				
Peer evaluation	80 (20%)				
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Total Points	500 (100%)				

Course Format

This course is combination of a traditional face-to-face mode of instruction and a student-lead learning mode with the use of Cougar Courses for submission of assignments, taking exams, and for receiving additional instructions. The instructor provides a lecture on the content of the textbook by Arnett and McKenzie et al., at the beginning of each class. Students form small groups and lead a discussion of journal article in turn at the last half of each class.

Class Participation and Discussion

Everyone is expected to participate in class discussion. This includes asking questions and participating in answering questions the instructor and guest presenters pose to students.

Student Collaboration Policy

Students will be expected to work in small groups to accomplish the “program development/proposal project” assignment. These small groups will consist of a three students. The group will come to an agreement on the focus of the project, whether the focus will be program or proposal development. Each student will contribute equal portions or 10 written pages each of the final report. Grading will be made on the overall report and on their individual parts.

Writing Requirement

In accordance with the University’s “All-University Writing Requirement”, students in this class will have a writing assignment, which will meet or surpass the minimum of 10 page or 2,500 word University requirement. In this course the requirement will be achieved through the community intervention program paper, to which an individual group member is expected to contribute to 10 pages without counting the pages for references and any appendices. This writing assignment will cover the minimum writing requirement of 10 pages or 2,500 words.

Required Materials and Technological Competency Requirements

As a student you will need to have access to a computer, to be competent in typing and be able to utilize the internet to gain access to Cougar Courses, which will be used for submitting completed assignments and to receive any further additional class instructions. Students may contact the CSUSM Help Desk for assistance. You can contact them by email at sth@csusm.edu or by phone at 760-6505 or you can stop by for help at the Student Technology Helpdesk on the second floor of Kellogg Library.

Late Submissions of Assignments or Missing Exams

Late submissions of assignments will lead to a 25% reduction in points allocated to the assignment. Points will be lost for exams if not taken, unless valid excuse is provided. In which case, the instructor will work with the student to administer the exam as appropriate.

Attendance Policy, Arriving Late to Class Policy and Being Dropped from the Class Administratively

Not attending the first week of class will result in you being administratively dropped from the class, unless you have provided a valid reason (e.g., illness). You are expected to attend all class meetings. It is too disruptive to have people arriving late or leaving early so please arrive on time and leave when the class is over. A short break will be given in each class. Therefore, please limit bathroom visits during the class. Each unexcused absence will result in a reduction in 50 points and late arrivals or early departures will result in 25 point loss. Missing over 25% of the class sessions will lead to failing the class.

Use of Cell Phones, Computers and Laptops in During Class and E-mail Communication

1. Please make your cell phone silent mode as soon as you arrive. You can receive texts during the class but cannot text back. If you have to respond to an emergency text from your family, please leave the classroom quietly without bothering others and manage the case.
2. Computers are only allowed only for course notes taking in class. Emailing or reading personal messages is forbidden and will lead to being asked to leave class immediately.
3. Students are required to use a computer for the course outside of class. We will use Cougar Courses for posting all class materials including the syllabus, as well as for submitting all course assignments. You will use optical scanning forms for exams, which you are required to purchase and bring to class (green optical scanning form).
4. Please use the professional language when you communicate with the instructor through Email. Focus on the fact without emotions. When you send the Email to the instructor, please add HD 304 to the subject line. For instance, HD 304 Han Solo.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

ADA Statement

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Code of Conduct

Students are expected to conduct themselves in a manner appropriate for class and comply with the rules of student conduct. The rules of student conduct are included in the California Code of Regulations, Title 5, and beginning at Section 41301. A student who violates university policies or regulations is subject to disciplinary action, which can result in a warning, reprimand, probation, suspension, or expulsion. The Chancellor of the California State University specifies procedures under which the university may take disciplinary action against a student. These procedures are on file in the Office of the Dean of Students, Craven Hall, Room 5306.

Course Outline
Introduction to Human Development in Later Life

Date	Topics	Readings
Sept 1	Introduction: Course Orientation The field of Human Development Lifespan and multicultural perspectives	Course Syllabus Kali & Cavanagh Chapter 1 (A copy is posted to the Cougar Courses)
Sept 6	What is adolescence? History of Community and Public Health	Arnett Chapter 1 McKenzie Chapter 1 for review
Sept 8	Biological foundations Review of the Precede-Model	Arnett Chapter 2 McKenzie Phase 1 to 2 for review
Sept 13	Cognitive foundations Problem statement, mission, goals, and objectives	Chapter 3 McKenzie Phase 3 to 5 for review
Sept 15	Exam 1	
Sept 13	Self	Arnett Chapter 6 Henry (2013), Zhu et al. (2014), & Halfond (2013).
Sept 20	Family relations	Arnett Chapter 7 Darling (2006), Rote (2015) & Kulberg (2010)
Sept 22	Friends and Peers	Arnett Chapter 8 Fitzgerald (2012), Smith et al. (2014) & Rowe et al. (2013)
Sept 27	Gender	Arnett Chapter 5 Di Ceglie (2014), Crockett (2012), Zeiders (2013) & Grossman (2014)
Sept 29	Love & Sexuality	Arnett Chapter 9 Bregman et al. (2013), Lewis (2014), & Yahyaoui (2013)
Oct 4	School	Arnett Chapter 10 Willson (2015), Mouratidis (2013), & Watt (2014)
Oct 6	Work & occupational identity	Arnett Chapter 11 Westerlund (2012), Skorikov & Vondracek (2011), & Tarber et al. (2015)
Oct 11	Media	Arnett Chapter 12 Flint-Bretler (2013), Perloff (2014), & Nikkelen (2014), & Breuer (2015)
Oct 13	Online use	Arnett Article 3 Walters, L. (2013) & Valkenburg & Peter (2011)
Oct 18	Cultural beliefs and analysis	Arnett Chapter 4 Ratner (2011), Toyokawa & Toyokawa (2013), & Diener (2013).
Oct 20	Socioeconomic differences	Ponnet, Wontars et al. (2013), Burton et al. (2013), Ceballo & McLoyd (2002), Callan & Dolan (2013), Sano, Smith, & Langan (2011), Shamah (2011).
Oct 25	Resilience	Arnett Chapter 13 Ungar (2013), Ferguson et al. (2015), & Harpin (2013)
Oct 27	Research methods to examine effective programs	Problem statement, mission, goals and objectives due Ponnet, Van Leeuwen et al. (2014), Chau (2013), & Telzer et al. (2013)
Oct 29	Wrap up: Community needs for health adolescence	
	Exam 2	

Nov 1	Planning implementation of a program	McKenzie Phase 6 Franks (2015)
Nov 3	Overseeing implementation of a program	McKenzie Phase 6
Nov 8	Process evaluation	McKenzie Phase 7
Nov 10	Impact evaluation	McKenzie Phase 8
Nov 15	Outcome evaluation	McKenzie Phase 9
Nov 24	Happy Thanksgiving to all!	No Class
Nov 29	Working day for a program proposal	All students are expected to come to the class and work with their group members. The instructor is available for feedback.
Dec 1	Group presentation	Proposal due through the Cougar Courses at 3:00 pm
Dec 6	Group presentation	
Dec 8	Group presentation	
Dec 15	Final Exam (11:30 am-1:30 pm)	

Self

Henry, A., & Cliffordson, C. (2013). Motivation, gender, and possible selves. *Language learning*, 63(2), 271-295.

Zhu, S., Tse, S., Cheung, S. H., & Oyserman, D. (2014). Will I get there? Effects of parental support on children's possible selves. *British Journal of Educational Psychology*, 84(3), 435-453.

Halfond, R., Corona, R., & Moon, A. (2013). Latino parent and adolescent perceptions of hoped-for and feared possible selves for adolescents. *Journal of Adolescent Research*, 28(2), 209-240.

Family Relations

Rote, W. M., & Smetana, J. G. (2015). Acceptability of information management strategies: Adolescents' and parents' judgments and links with adjustment and relationships. *Journal of Research on Adolescence*, 25(3), 490-505.

Darling, N., Cumsille, P., Caldwell, L. L., & Dowdy, B. (2006). Predictors of adolescents' disclosure to parents and perceived parental knowledge: Between-and within-person differences. *Journal of Youth and Adolescence*, 35(4), 659-670.

Kuhlberg, J. A., Peña, J. B., & Zayas, L. H. (2010). Familism, parent-adolescent conflict, self-esteem, internalizing behaviors and suicide attempts among adolescent Latinas. *Child Psychiatry & Human Development*, 41(4), 425-440.

Friends & Peers

Fitzgerald, A., Fitzgerald, N., & Aherne, C. (2012). Do peers matter? A review of peer and/or friends' influence on physical activity among American adolescents. *Journal of adolescence*, 35(4), 941-958.

Smith, A. R., Chein, J., & Steinberg, L. (2014). Peers increase adolescent risk taking even when the probabilities of negative outcomes are known. *Developmental psychology*, 50(5), 1564.

Rowe, D. C., Woulbroun, E. J., & Gulley, B. L. (2013). Peers and friends as nonshared environmental influences. *Separate social worlds of siblings: The impact of nonshared environment on development*, 159.

Gender

Di Ceglie, D., Skagerberg, E., Baron-Cohen, S., & Auyeung, B. (2014). Empathising and systemising in adolescents with gender dysphoria. *Opticon*1826.

- Crockett, L. J., & Beal, S. J. (2012). The life course in the making: Gender and the development of adolescents' expected timing of adult role transitions. *Developmental Psychology*, 48(6), 1727.
- Zeiders, K. H., Umaña-Taylor, A. J., & Derlan, C. L. (2013). Trajectories of depressive symptoms and self-esteem in Latino youths: Examining the role of gender and perceived discrimination. *Developmental psychology*, 49(5), 951.
- Grossman, A. H., Foss, A. H., & D'Augelli, A. R. (2014). Puberty: Maturation, Timing and Adjustment, and Sexual Identity Developmental Milestones Among Lesbian, Gay, and Bisexual Youth. *Journal of LGBT Youth*, 11(2), 107-124.

Love & sexuality

- Bregman, H. R., Malik, N. M., Page, M. J., Makynen, E., & Lindahl, K. M. (2013). Identity profiles in lesbian, gay, and bisexual youth: The role of family influences. *Journal of Youth and Adolescence*, 42, 417-430. doi: 10.1007/s10964-012-9798-z
- Lewis, M. A., & Durand, E. S. (2014). Sexuality as risk and resistance in young adult literature. *The critical merits of young adult literature: Coming of age*, 38-54.
- Yahyaoui, A., El Methni, M., Gaultier, S., & Lakhdar-Yahyaoui, D. B. H. (2013). Acculturative processes and adolescent sexuality: A comparative study of 115 immigrant adolescents from cultures influenced by Islam and 115 French adolescents from cultures influenced by Christianity. *International Journal of Intercultural Relations*, 37(1), 28-47
- Norona, J. C., Salvatore, J. F., Welsh, D. P., & Darling, N. (2014). Rejection sensitivity and adolescents' perceptions of romantic interactions. *Journal of adolescence*, 37(8), 1257-1267.

School

- Mouratidis, A., Vansteenkiste, M., Lens, W., Michou, A., & Soenens, B. (2013). Within-person configurations and temporal relations of personal and perceived parent-promoted aspirations to school correlates among adolescents. *Journal of Educational Psychology*, 105(3), 895.
- Wilson, S. M., Darling, K. E., Fahrenkamp, A. J., D'Auria, A. L., & Sato, A. F. (2015). Predictors of Emotional Eating During Adolescents' Transition to College: Does Body Mass Index Moderate the Association Between Stress and Emotional Eating? *Journal of American College Health*, 63(3), 163-170.
- Watt, H. M., Shapka, J. D., Morris, Z. A., Durik, A. M., Keating, D. P., & Eccles, J. S. (2012). Gendered motivational processes affecting high school mathematics participation, educational aspirations, and career plans: A comparison of samples from Australia, Canada, and the United States. *Developmental psychology*, 48(6), 1594.

Work & occupational identity

- Westerlund, H., Gustafsson, P. E., Theorell, T., Janlert, U., & Hammarström, A. (2012). Social adversity in adolescence increases the physiological vulnerability to job strain in adulthood: a prospective population-based study. *PLoS One*, 7(4), e35967.
- Skorikov, V. B., & Vondracek, F. W. (2011). Occupational identity. In *Handbook of identity theory and research* (pp. 693-714). Springer New York.
- Taber, B. J., & Blankemeyer, M. S. (2015). Time Perspective and Vocational Identity Statuses of Emerging Adults. *The Career Development Quarterly*, 63(2), 113-125.

Media

- Flint-Bretler, O., Shochat, T., & Tzischinsky, O. (2013). The effects of a parental intervention on electronic media exposure and sleep patterns in adolescents. *Sleep Medicine*, 14, e126-e127.

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RUBRIC for Community Project: A project for sound adolescent development (80%)

Component	Exceeds Standards (92% or higher)	Meets Standards (82% or higher)	Does Not Meet Standards (82% or lower)
Introduction (20 pts)	Provides a clear preview of the proposal, including the goals of the proposal, the explanation of each component and relations among each component.	A preview of the proposal is provided but some components of the proposal are missing or the connections among each component are not very clear.	Clarity of the review of the proposal is minimal to the reader.
Behavioral and Environmental Diagnosis (Phase 3) (20 pts)	Lifestyles, behavior and environmental factors that pertain to and explain the concern of the community about improving the health and well-being of adolescents in the community are organized and clearly described. Specific changes in basic delivery services are described and explained.	Lifestyles, behavior, environmental factors to improve the health and well-being of adolescents in the community. Descriptions are present, but not clear enough to be thoroughly understandable. Changes to basic delivery services are suggested with few explanations.	Lifestyles, behavior and environmental factors that affect the health and well-being of adolescents are mentioned but not explained. No attention given to necessary changes in basic services.
Problem, mission, goals, & objectives (20 pts)	The report of the diagnosis is clearly connected with each statement, goals, and objectives of the proposal. The problem statement, mission, goals and objectives are developed based on the definition.	The report of the diagnosis is overall connected with statements, goals, and objectives. A few statements do not match the definition of the statements, goals, or objectives.	The report of the diagnosis is too weak to support the statements, goals, and objectives. Understanding of the definition of the problem, mission, goals, and objectives are not reflected on each statement.
The Intervention (20 pts)	The intervention itself is clearly explained with a rationale for that specific intervention. The process for implementation (stakeholders, providers, timeline and quality of delivery of services) is clearly described. A rationale is given for each step of the intervention.	The intervention is described, but many details that help the reader understand who, what, where, when, and how of the intervention are missing. The reader does not fully understand the entirety of the intervention.	The intervention is partly described. The reader finds it impossible to understand the intervention, how it will be implemented, and why it is necessary to implement to improve the quality of life of adolescents.
Evaluation (20 pts)	Evaluation of the intervention (how it should be implemented based on clear planning) is made clear to the reader. The reader understands how the model is used as a framework to plan change and therefore can also be used to evaluate the intervention for change.	Evaluation of the intervention is described (how it will be done, the instruments used, the people involved). Reference to the model as a guiding framework is referred to but not explained.	The process of evaluation is barely explained. No relationship is made to the model as a guiding framework.
Impact Evaluation (20 pts)	The project includes a section that predicts the impact of the intervention that was developed. The project also analyzes the intervention and suggests areas of need as well as strength with appropriate explanations.	The project provides an evaluation of the interventions. Strengths are described and areas of need suggested but not clearly explained.	The project ends with no attention paid to the impact the evaluation of the intervention will have on adolescents.
Outcome Evaluation (20 pts)	The expected outcomes of the intervention on the community and the quality of life (health and well-being) of adolescents are clearly explained.	The expected outcomes of the intervention on the community and the quality of life of adolescents is not clearly explained.	No explanation exists for the outcome evaluation of the intervention.
Conclusion (20 pts)	The need of the program is strongly appealed with an emphasis on the seriousness of the problem. The strengths of the program (e.g., professional staff, strategies to involve stakeholders) are appealed. The benefits of the program for the target group and the future of aging society are emphasized.	The need of the program is stated but the evidence to support the need is not convincing. The strengths of the program are stated but not appealing enough. The benefits of the program of the target group is stated but is not connected with the future of society.	Appeal on the need of the program is minimal and is not derived from the diagnoses. Appeal on the strengths of the program is minimal. Appeal on the benefits of the program for the target group and the future of society are not minimal.

This rubric is based on the language of PSL O 5 and the model of preceede-proceed as a framework to understand and explain basic delivery of services for problems (health and well-being) of adolescents in community applied settings.

RUBRIC for an Individual's Contribution to the Proposal as a Group Work (20%)

	Exceed Standards (92% or higher)	Meet Standards (83% or higher)	Do Not Meet the Standards(82% or lower)
Achievement of individually assigned tasks (15 pts)	<p>The understanding of the task is clear.</p> <p>Obtaining and following a clear and realistic strategy to complete the task in timely manner. Flexibly responding to emerging issues.</p> <p>Presented a draft work in advance for feedback. The feedback was well integrated to the final manuscript.</p>	<p>Insufficient levels of understanding of the task affected other group members less than two times in the early stage of the group work</p> <p>Having an intention to follow a strategy to complete the task in timely manner is apparent. The skills to flexibly respond to immersing issues can be improved.</p> <p>A satisfactory work was submitted in timely manner. A few insufficient work or incomplete responses to group members' feedback were pointed out by group members on the due date agreed by the group.</p>	<p>Understanding of the task was minimal or less than expected. Insufficient understanding of the task affected group members more than two times throughout the project</p> <p>Creating and following a strategy to complete the task in timely manner was minimal.</p> <p>The work submitted was less than expected. No feedback was considered in the process of the project.</p>
Cooperation with other group members (15 pts)	<p>Communication focused on the facts and problem solving. Communication was constantly positive and constructive.</p> <p>Awareness of diversity in the group and efforts to be inclusive to all group members were apparent.</p> <p>Actively led and participated in discussions.</p>	<p>Communication focused on the facts and problem solving. Communication was constantly positive but not constructive enough to enhance other group members' quality of work.</p> <p>Having a positive attitude to create an inclusive work environment with some space to strengthen the skills to be aware of different needs of other group members and/or to work with group members who have different backgrounds.</p> <p>Actively participated in discussions but rarely despite the awareness of the issues to be discussed.</p>	<p>Communication involved emotions instead of the facts and problem solving</p> <p>Expressions of a positive attitude to create an inclusive environment was minimal.</p> <p>Participation in group discussion was minimal or less than group agreement.</p>
Engagement in integration of everyone's work (10 pts)	<p>Provided ideas to generate a higher level conclusion through integrating all members' work</p> <p>Contributed to complete writing the final manuscript of the proposal</p>	<p>Provided ideas to satisfactory connect all members work.</p> <p>Contributed to complete writing the final manuscript of the proposal</p>	<p>Provision of ideas to integrate all members work was minimal.</p> <p>Contribution of writing the final manuscript was minimal.</p>

This rubric is developed to assess students' strategic skills to work as a team for successful delivery of services

(partially corresponding to PSLO)

Appendix

The Structure of the Program Proposal

The Precede Model

1. Introduction (1-2 pages)
 - (1) Statement of the general purpose of the program (ex. This is a proposal to provide a monthly educational program for a year to enhance employees' readiness for retirement).
 - (2) Statement of the target group of adolescence or emerging adults (e.g., school-based program to reduce the percentage of unwanted pregnancy in an inner city, community-based summer program to enhance career aspiration in a rural community, Double education: Educational summer program for children whose parents are taking summer sessions at a university)
 - (3) Statement of the target behavior or the environmental factor
 - (4) Explanation of the behavioral/environmental factor which influences the health and well-being of the target group
 - (5) Description of the proposed intervention program
 - (6) Explanation of the process and expected effects of an intervention program
 - (7) Presentation of the components and structure of the rest of the proposal
2. Behavioral/environmental diagnosis (3-5 pages)

At least one dominant developmental theory should be used for the diagnosis

At least 5 peer reviewed journal articles should be used for the diagnosis
3. Program Proposal (1-2 pages)
 - (1) Statement of the problem
 - (2) Mission statement of the proposed program
 - (3) Goals of the program
 - (4) Objectives of the program
 - (5) Description of the proposed program
 - (6) Explanation of expected impact and outcomes

The Proceeed Model

4. Rational of program implementation (The following components must be included) (10-12 pages)

Strategy of findings of the stakeholders

List of stakeholders with their roles in the program (e.g., funding sources, staff, and informants)

Content of the program

Delivery of staff

Delivery of fund

Timeline
5. Rational of program evaluation (10-12 pages)

Summative evaluation method

Impact evaluation method

Outcome evaluation method

6. Conclusion (1-2 pages)

The general purpose of the program, the brief summary of behavioral/environmental diagnosis of the target group of adolescents, the need for the proposed intervention program, the benefits of the expected outcomes for the target group of adolescents, their families or schools, and the future of the society

Note: Examples of Peer Reviewed Journals

Developmental Psychology	Journal of Family Psychology
Developmental Review	Journal of Family Issues
International Journal of Behavioral Development	Journal of Family Relations
Journal of Adolescent Research	Journal of Marriage and Family
Journal of Research on Adolescence	Journal of Black Psychology
The Journal of Early Adolescence	Hispanic Journal of Psychology
Journal of Emerging Adulthood	Journal of Asian American Psychology
Journal of Applied Developmental Psychology	Cultural Diversity & Ethnic Minority Psychology
Journal of Youth and Adolescence	