COURSE SYLLABUS

Instructor: Elizabeth D’Amico, Ph.D.
RAND
1776 Main Street
Santa Monica, CA 90407
(310) 393-0411 x6487

Course Offered: Fall Quarter 2015

Day & Time: Thursday, 3:00-6:00 pm

Class Room: Room 61-235 CHS

Office Hours: Thursday, 1:30-3:00 pm (Office 36-081d)

Description: 4-credit three-hour weekly seminar for graduate students. This class will cover adolescent health and interventions, with a focus on sex, alcohol and drug use. Lectures will focus on adolescent identity development, adolescent sexuality, discussion of GLBTQ issues, components of sexual risk-taking behavior and alcohol and drug use (e.g., peer influence, changes in brain activity), and interventions that have been developed to address these behaviors. Students will also build skills to work with an adolescent population and to work in community-based settings. Letter grading.

Target Student Enrollment: 20 graduate students (with 5 students waitlisted)

Readings: Available online.

Class Web Site: https://ccle.ucla.edu/course/view/15F-COMHLT238-1
All course material, including syllabus, required readings, supplementary readings, lecture slides, assignments, and handouts are available at the class web site.

Evaluation Criteria: Final grades will be calculated as follows:

- Midterm: 30%; Week 6
- Abstract, outline, and final paper: 40%. Abstracts due at beginning of class, Week 7; outline of paper due at beginning of class, Week 9; and final paper due on December 7th of finals week by 5:00 pm.
- Class presentation: 15%; Weeks 8, 9, and 10
- Classroom participation: 15%

Note: If you have a scheduling issue for an assignment, test, or your presentation, I will do my best to accommodate your situation, but please note that points will be deducted from your score for turning in an assignment late or not being present for the midterm or presentation.
Evaluation details

I. Midterm: 30%

Midterm will be 30% of grade. The midterm will be held during Week 6 at the beginning of class. Questions will be based on readings and lectures. It will be a one-hour exam and seminar will commence when the exam is over.

II. Term Paper: 40%

This term paper will be 15-20 pages max double spaced (not including references) and is 40% of the grade. The term paper will be a mock grant proposal for a community organization seeking funding for an adolescent health intervention. The proposal will have an aims section that details the problem (e.g., alcohol and drug use, sexual risk-taking behavior) and how this problem will be addressed (e.g., working with a community provider to develop a new program that addresses alcohol and drug use or sexual risk-taking behavior). Proposals will include a background section that describes the rationale/need for the intervention in that community setting (brief literature review and background on why this is needed). Proposals will also include a research design section that describes: 1) how the intervention could be designed to be successfully implemented in this community setting (e.g., feasibility, fit, issues that will need to be addressed to ensure it is implemented effectively), and 2) how the intervention will be evaluated in this setting (what resources does the setting have that could help with evaluation; what additional resources would be needed for the evaluation, etc.). Students will work with community providers to come up with the program design, as one would when writing a grant proposal, so that their design is credible and will fit for that community provider.

a. A 500-word abstract of the proposal, which details the aims, background and design is due at the beginning of class, Week 7; send this via email to damico@rand.org. The abstract will address the rationale/need for the intervention, how the intervention needs to be designed to be successfully implemented in the community and ways that the intervention could be evaluated in this setting.

b. An outline of the proposal is due at the beginning of class, Week 9; send this via email to damico@rand.org. This outline will include a completed aims section and outline of all other sections of the proposal (background, methods, measures, intervention, design, etc.). The outline needs to provide a clear picture of the study and intervention and how change will be measured. The more information you provide in this outline, the more feedback you can receive on your paper to help you develop your final proposal.

c. The final paper/proposal is due December 7th of finals week by 5pm via email to damico@rand.org.

III. Presentation: 15%

This is worth 15% of the grade. Students will present their proposals to the class. Students will have 5-7 minutes max to provide a brief description of the intervention, how it can benefit the community, why the community should implement it, and how it can be evaluated (the essence of their proposals). They will receive feedback from the class and Dr. D’Amico.

IV. Class Participation: 15%

This will be 15% of the grade. Students are expected to complete all readings prior to coming to class and to be prepared for class discussion. Students are expected to participate in class discussion every week.
### Learning objectives and competencies

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<th>Learning objectives</th>
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| 1. Evaluate how adolescent identity development contributes to psychosocial adjustment | Diversity and culture G.1 (ASPH MPH)  
Social and behavioral sciences E.2 (ASPH MPH)                                                  |
| 2. Understand the brain and how brain development during adolescence and young adulthood can contribute to risk-taking behavior; also how alcohol and drug use affect brain development | Social and behavioral sciences E.2 (ASPH MPH)  
Public Health Biology I.2 (ASPH MPH)                                                            |
| 3. Assess the different external and internal factors that may contribute to alcohol and drug use during adolescence and young adulthood | Program Planning K.1 (ASPH MPH)  
Diversity and Culture #1 (ASPH MPH)  
Critical analysis D.2 (DrPH core competencies)                                                  |
| 4. Use new strategies, like motivational interviewing, in learning how to work collaboratively with youth | Social and behavioral sciences E.7 (ASPH MPH)  
Leadership H.9 (ASPH MPH)  
Diversity and Culture G.5 (ASPH MPH)                                                            |
| 5. Evaluate factors associated with intervention effectiveness                        | Health policy and management D.5, D.10 (ASPH MPH)  
Diversity and Culture G.10 (ASPH MPH)  
Social and behavioral sciences E.5 (ASPH MPH)                                                    |
| 6. Understand need and feasibility of implementing an intervention in a community-based setting | Communication and informatics F.7 (ASPH MPH)  
Diversity and culture G.5, G.6 (ASPH MPH)  
Leadership H.2 (ASPH MPH)  
Program planning K.2, K.3 (ASPH MPH)  
Social and behavioral sciences E.3, E.5 (ASPH MPH)                                               |
| 7. Describe how to design an intervention so that it can be implemented successfully in a community-based setting | Diversity and Culture G.10 (ASPH MPH)  
Social and behavioral sciences E.3, E.9 (ASPH MPH)  
Communication B.7 (DrPH core competencies)  
Community/Cultural orientation C.3 (DrPH core competencies)  
Leadership E.1 (DrPH core competencies) |

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COURSE OUTLINE

I. Organizing Principles in Health Assessment and Intervention in Adolescent Populations

Week 1
September 24, 2015
Identity formation, including ethnic and gender identity

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Week 2
October 1, 2015
Transitioning to adolescence and young adulthood

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### Week 3

**October 8, 2015**

Factors that influence adolescents’ decisions about whether or not to engage in sex or to use alcohol and drugs

- External (media, parents, peers)
- Internal (cultural framework)

### Required readings


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### Additional information (not required)


II. Pivotal Issues in Adolescent Health Enhancement, Morbidity & Mortality

Week 4
October 15, 2015

Coming out in the 21st century

Required readings

Additional information (not required)

Week 5
October 22, 2015

Adolescent Sexuality
- Movie: “Teen Sex”

Required readings
Week 6

October 29, 2015

Midterm Exam (1st hour only)
- Nutrition and physical activity; Body image and eating disorders

Required readings


Additional information (not required)


III. How can we reach adolescents and help them make healthier choices?

Week 7
November 5, 2015
Working with adolescents to guide change: A look at Motivational Interviewing (MI)
- Turn in abstract for proposal

Required readings

Additional information (not required)—these are books if you are interested in learning more about motivational interviewing

Week 8
November 12, 2015
Sex education–what do adolescents want to know and what works?
- One hour for presentations

Required readings

Additional information (not required)
Week 9  
**November 19, 2015**

Alcohol, drug and reproductive health interventions in communities, schools and primary care settings

- Turn in outline for proposal
- One hour for presentations

### Required readings


### Additional information (not required)


**THANKSGIVING WEEK – NO CLASS**

Week 10  
**December 3, 2015**

Dating and Sexual Violence

- One hour for presentations

### Required readings


### Additional information (not required)


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