

## **HBEH 726: ADOLESCENT HEALTH RISK BEHAVIORS FALL 2013 SYLLABUS**

Department of Health Behavior  
Gillings School of Global Public Health

**Instructor: Susan T. Ennett, MSPH, PhD**

**Schedule: Tuesdays, 2-4:50 pm    Room: Rosenau 332    Office Hours by Appointment**

**Course Website: Accessible through Sakai, at <http://sakai.unc.edu/>**

### **Course Description**

The course focuses on selected behaviors (e.g., teen driving, alcohol use, behaviors that contribute to obesity) that can result in adolescent mortality, morbidity, and social problems. Emphasis is on examining these adolescent health risk behaviors from developmental and contextual perspectives, considering their distributions domestically and globally, and with reference to policies and programs for preventing or ameliorating risk. The course follows a case study rather than a survey format in that developmental, etiological, and prevention issues are considered in the context of selected risk behaviors rather than across risk behaviors. The course is structured as a seminar where student participation and engagement are expected.

### **Course Objectives**

At the completion of the course students will be able to:

- Identify major adolescent health risk behaviors domestically and globally;
- Situate adolescent health risk behaviors in a developmental perspective;
- Understand how social and environmental contexts contribute to adolescent health risk behaviors; and
- Address the applicability of policy and program approaches to preventing and reducing adolescent health risk behaviors

### **Assignments and Grading**

The quality of the course depends on your preparation for and participation in class discussion and assignments. You are expected to read the assigned readings before class and come to class prepared to contribute to the discussion.

Assignments include two group and two individual assignments. Additional details will be provided for each assignment. All assignments will be turned in using the dropbox feature on the Sakai website. Assignments are as follows:

- 1) Group presentation (30 minutes total) on the epidemiology of a set of health risk behaviors addressed in class:
  - a. The presentation will include identification and definitions of key behaviors, current information on prevalence and time trends in the U.S. and globally (selectively), and description of differences in prevalence and trends by demographic characteristics.
  - b. Prepare a set of PowerPoint slides, posted to the dropbox by 5 PM the day before the presentation. Group assignments will be made at the start of the semester.
  
- 2) Group-led class (45 minutes total) on a selected topic for a student panel:
  - a. Three student panels will examine a) special topics relevant to adolescent health risk behaviors not addressed in class (9/17), b) special populations of adolescents (10/22), and c) selected health risk behaviors not formally covered in class (11/12).
  - b. Prepare a class plan for addressing the topic, select and assign one (or two) readings, and lead the class. The class plan should include a) key points to be covered, b) discussion questions and/or other activities for engaging students with the responses expected (creativity is encouraged!), and c) references. The assigned reading(s) (pdf file) must be posted to the dropbox by 5 PM on the Thursday before the panel and the class plan must be posted to the dropbox by 9 AM on the day of panel. Group assignments will be made at the start of the semester.

- 3) Individually written “white paper” (4 pages max plus references) in which you will choose one of three policies or interventions (to be provided) and write an argument directed toward the responsible public official that frames the need for the policy/program in terms of a range of persuasive factors. Due date: 10/29.
- 4) Individually written research paper (7 pages max plus references) in which you will choose and justify a health risk behavior for which a specific population is at risk, critically review the scholarly literature (peer-reviewed) on the contributions of a single selected context of your choice (e.g., family, school) to the risk behavior, and conclude with implications for prevention. Due date: 12/6.

Grading will be based on participation/engagement in the class discussion (15%), epidemiology group assignment (15%), student panel group assignment (20%), “white paper” (25%), and research paper (25%).

### Honor Code

Students must observe the Honor Code in all course assignments. You are expected to produce your own work, except where group work is allowed. In all written assignments, you must not plagiarize the work of others. The instrument defining the Honor Code defines plagiarism as “deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.” If you have questions about your responsibility under the honor code, please bring them to me or consult with the office of the Dean of Students or the *Instrument of Student Judicial Governance*. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system.

Please include the following pledge on all written assignments: “On my honor, I have neither given nor received unauthorized aid on this assignment.”

### Course Evaluations

Student evaluations are critical to course development and improvement. Time is set aside in the last class for completing the official departmental/school evaluation. I will also seek your feedback on how I can improve the course going forward. As this course is newly designed after several years of not being offered, I would appreciate your feedback both in a supplemental written form on the last class and informally at any time during the semester.

### Course Schedule

#### 8/20 Review of syllabus; adolescent health trends and objectives, in the U.S. and globally

Blum, RW & Qureshi, F. (2011). Morbidity and mortality among adolescents and young adults in the United States. Department of Population, Family, and Reproductive Health, Johns Hopkins Bloomberg School of Public Health.

Viner, RM, Coffey, C, Mathers, C, et al. (2011). 50-year mortality trends in children and young people: A study of 50 low-income, middle-income, and high-income countries. *Lancet*, 377, 1163-1174.

World Health Organization. 10 facts on adolescent health.

[http://www.who.int/features/factfiles/adolescent\\_health/facts/en/index9.html](http://www.who.int/features/factfiles/adolescent_health/facts/en/index9.html)

Healthy People 2020, Adolescent Health Overview and Objectives.

<http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicId=2>

#### 8/27 Life course perspective on adolescent health and development; exemplar - development of serious violence in adolescence

Guest: Ms. Melissa Cox, *Health Behavior, UNC-CH*

Sawyer, SM, Afifi, RA, Bearinger, LH, et al. (2012). Adolescence: A foundation for future health. *Lancet*, 379,

1630-1640.

Johnson, MK, Crosnoe, R, & Elder, GH. (2011). Insights on adolescence from a life course perspective. *Journal of Research on Adolescence*, 21, 273-280.

McLeod, JD & Owens, TJ. (2004). Psychological well-being in the early life course: Variations by socioeconomic status, gender, and race/ethnicity. *Social Psychological Quarterly*, 67, 257-278.

Dodge, KA, Greenberg, MT, & Malone PS (2008). Testing an idealized dynamic cascade model of the development of serious violence in adolescence. *Child Development*, 79, 1907-1927.

9/3 Social determinants of adolescent health; prevention approaches; community interventions focus - Communities That Care

Viner, RM, Ozer, EM, Denny, S et al. (2012). Adolescence and the social determinants of health. *Lancet*, 379, 1641-1652.

Catalano, RF, Fagan, AA, Gavin, LE et al. (2012). Worldwide application of prevention science to adolescent health, *Lancet*, 379, 1653-1664.

Hawkins, JD, Oesterle, S, Brown, EC et al. (2012). Sustained decreases in risk exposure and youth problem behaviors after installation of the Communities That Care prevention system in a randomized trial. *Archives of Pediatric and Adolescent Medicine*, 166, 141-148.

Quinby, RK, Fagan, AA, Hanson, K et al. (2008). Installing the Communities That Care prevention system: Implementation progress and fidelity in a randomized controlled trial. *Journal of Community Psychology*, 36, 313-332.

Feinberg, M., Bontempo, D, & Greenberg, M. (2008). Predictors and level of sustainability of community prevention coalitions. *American Journal of Preventive Medicine*, 34, 495-501.

9/10 Pubertal development and timing; sexual behaviors with a (mostly) global focus

*Group presentation: Epidemiology of sexual behaviors domestically and globally*

*Guest: Dr. Jessica Cance, The University of Texas at Austin*

Marceau, K, Ram, N, Houts, RM et al. (2011). Individual differences in boys' and girls' timing and tempo of puberty: Modeling development with nonlinear growth models. *Developmental Psychology*, 47, 1389-1409.

Glynn, JR, Kayuni, N, Floyd S, et al. (2010). Age at menarche, schooling, and sexual debut in northern Malawi. *PLoS One*, 5, e15334.

Synthya, KG, Ram, U, Acharya, R, et al. (2010). Associations between early marriage and young women's marital and reproductive health outcomes: Evidence from India. *International Perspectives on Sexual and Reproductive Health*, 36, 132-139.

Sanytha, KG. (2011). Early marriage and sexual and reproductive health vulnerabilities of young women: A synthesis of recent evidence from developing countries. *Current Opinion in Obstetrics and Gynecology*, 23, 334-339.

Jewkes, R, Nduma, M, Levin J, et al. (2008). Impact of Stepping Stones on incidence of HIV and HSV-2 and sexual behavior in rural South Africa: Cluster randomized controlled trial. *BJM*, 337, a506.

9/17 Student panel: What are the implications for adolescent risk behaviors and well-being of 1) sleep patterns, 2) work experiences, and 3) religiosity?

9/24 Brain development and implications for prevention policies and programs

TED Talks: Blakemore, SJ: The mysterious workings of the adolescent brain. VIDEO

[http://www.ted.com/talks/sarah\\_jayne\\_blakemore\\_the\\_mysterious\\_workings\\_of\\_the\\_adolescent\\_brain.html](http://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain.html)

Partnership for a Drug-free America: Winters, K: *A Parent Guide to the Teen Brain*. VIDEO

<http://teenbrain.drugfree.org/science/>

Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. *Current Directions in Psychological Science*, 16, 55-59.

Reyna, VF & Farley, F. (2006/2007). Is the teen brain too [RATIONAL]? *Scientific American Mind*, 17, 58-65.

Gardner, M & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood: An experimental study. *Developmental Psychology*, 41, 625-635.

Johnson, SB, Blum, RW, & Giedd, JN. (2009). Adolescent maturity and the brain: The promise and pitfalls of neuroscience research in adolescent health policy. *Journal of Adolescent Health*, 45, 216-221.

Payne, M. (2012). "All Gas and No Brakes!" Helpful metaphor or harmful stereotype? *Journal of Adolescent Research*, 27, 3-17.

10/1 Teen driving and motor vehicle crashes; graduated driver licensing

*Group presentation: Epidemiology of motor vehicle crashes domestically and globally*

*Guest: Dr. Rob Foss, UNC Highway Research Safety Research Center*

The University of North Carolina Highway Safety Research Center: *Why are young drivers at a greater risk?*

[http://www.hsrtc.unc.edu/safety\\_info/young\\_drivers/why\\_greater\\_risk.cfm](http://www.hsrtc.unc.edu/safety_info/young_drivers/why_greater_risk.cfm)

The University of North Carolina Highway Safety Research Center: *Overview of the North Carolina Driver Licensing System*. [http://www.hsrtc.unc.edu/safety\\_info/young\\_drivers/gdl\\_overview.cfm](http://www.hsrtc.unc.edu/safety_info/young_drivers/gdl_overview.cfm)

Foss, RD (2007). Improving graduated driver licensing systems: A conceptual approach and its implications. *Journal of Safety Research*, 38, 185-192.

Masten, SV & Foss, RD. (2010). Long-term effect of the North Carolina driver licensing system on licensed driver crash incidence: A 5-year survival analysis. *Accident Analysis and Prevention*, 42, 1647-1652.

Masten, SV, Foss, RD, & Marshall, SW. (2011). Graduated driver licensing and fatal crashes involving 16- to-19-year old drivers. *Journal of the American Medical Association*, 306, 1098-1103.

Masten, SV, Foss, RD, & Marshall, SW. (2013). Graduated driver licensing program component calibrations and their association with fatal crash involvement. *Accident Analysis and Prevention*, 57, 105-113.

10/8 Adolescent use of older and newer media; bullying, cyberbullying

*Group presentation: Epidemiology of bullying and cyberbullying domestically and globally*

Brown, JP & Bobkowski, PS. (2011). Older and newer media: Patterns of use and effects on adolescents' health and well-being. *Journal of Research of Adolescence*, 21, 95-113.

Smith, PK, Mahdavi, J, Carvalho, M et al. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*, 49, 376-385.

Jose, PE, Kljakovic, M, Scheib, E et al. (2011). The joint development of traditional bullying and victimization with cyber bullying and victimization in adolescence. *Journal of Research on Adolescence*, 22, 301-309.

Levy, A. (2013). Trial by twitter. *The New Yorker*, August 5, 2013.

10/15 Peer relations and social networks

Crosnoe, R. & McNeely, C. (2008). Peer relations, adolescent behavior, and public health research and practice. *Family and Community Health*, 31 (Supplement 1), S71-S80.

Faris, R. & Felmlee, D. (2011). Status struggles: Network centrality and gender segregation in same- and cross-gender aggression. *American Sociological Review*, 76, 48-73.

Balsa, AI, Homer, JF, French, MT, et al. (2010). Alcohol use and popularity: Social payoffs from conforming to peers' behavior. *Journal of Research on Adolescence*, 21, 559-568.

10/22 Student panel: What risk behaviors are – and are not – disproportionately experienced by 1) LGBTQ youth, 2) runaway and homeless youth, and 3) immigrant youth?

10/29 Obesity and obesity-related behaviors; school policy

*Group presentation: Epidemiology of obesity, dietary behaviors, physical activity, sedentary behavior domestically and globally*

Spruijt-Metz, D. (2011). Etiology, treatment, and prevention of obesity in childhood and adolescence: A decade in review. *Journal of Research on Adolescence*, 21, 129-152.

Arundell, L, Ridgers, ND, Veitch, J, Salmon, J, Hinkley, T, & Timperio, A. (2013). 5-year changes in afterschool physical activity and sedentary behavior. *American Journal of Preventive Medicine*, 44, 605-611.

Kohn, M, Rees, JM, Brill, S et al. (2006). Preventing and treating adolescent obesity: A position paper of the Society for Adolescent Medicine. *Journal of Adolescent Health*, 38, 784-787.

Chiriqui, JF, Resnick, E., Schneider, L, et al. (2013). School district wellness policies: Evaluating progress and potential for improving children's health five years after the federal mandate, Vol. 3. Bridging the Gap Program, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago. [www.bridgingthegapresearch.org](http://www.bridgingthegapresearch.org).

*White paper due by 5 PM*

11/5 Schools as a context for obesity interventions; the HEALTHY study

Gillis, B, Mobley, C, Stadler, DD, et al. (2009). Rationale, design and methods of the HEALTHY study nutrition intervention component. *International Journal of Obesity*, 33, S29-S36.

McMurray, RG, Bassin, S, Jago, R, et al. (2009). Rationale, design and methods of the HEALTHY study physical education intervention component. *International Journal of Obesity*, 33, S36-S43.

Venditti, EM, Elliot, DL, Faith, MS, et al. (2009). Rationale, design and methods of the HEALTHY study behavior intervention component. *International Journal of Obesity*, 33, S44-S51.

DeBar, LL, Schneider, M, Ford, EG, et al. (2009). Social marketing-based communications to integrate and support the HEALTHY study intervention. *International Journal of Obesity*, 33, S52-S59.

The HEALTHY Study Group. (2010). A school-based intervention for diabetes risk reduction. *The New England Journal of Medicine*, 363, 443-453.

11/12 Student panel: Which adolescents are at risk and why for 1) prescription drug misuse, 2) eating disorders, and 3) suicide?

11/19 Family context of alcohol use

Darling, N & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113, 487-496.

McMorris, BJ, Catalano, R, Kim, MJ, et al. (2011). Influence of family factors and supervised alcohol use on adolescent alcohol use and harms: Similarities between youth in different alcohol policy contexts. *Journal of Studies on Alcohol and Drugs*, 72, 418-428.

Van den Eijnden, R, Van de Mheen, D, Vet, R, et al. (2011). Alcohol-specific parenting and adolescents' alcohol-related problems: The interacting role of alcohol availability at home and parental rules. *Journal of Studies on Alcohol and Drugs*, 72, 408-417.

11/26 Alcohol and tobacco use; neighborhood context

*Group presentation: Epidemiology of alcohol and tobacco use domestically and globally*

Ennett, ST, Foshee, VA, Bauman, KE et al. (2010). A social contextual analysis of youth cigarette smoking development. *Nicotine & Tobacco Research*, 12, 950-962.

Bernburb, JG, Thorlindsson, T, & Sigfusdottir, ID. (2009). The neighborhood effects of disrupted family processes on adolescent substance use. *Social Science & Medicine*, 69, 129-137.

Snedker, KA, Herting, JR, & Walton, E. (2009). Contextual effects and adolescent substance use: Exploring the role of neighborhoods. *Social Science Quarterly*, 90, 1272-1297

12/3 Adolescents and the Affordable Health Care Act; wrap up; evaluations

English, A & Park, MJ. (2012). The Supreme Court ACA decision: What happens now for adolescents and young adults? Center for Adolescent Health & the Law.

National Conference of State Legislatures. (2011). The Affordable Care Act: Implications for adolescents and young adults.

12/6 *Health risk behavior research paper due by 5 PM*