

**HHD 2504 - 1060**  
**Development – Middle Childhood through Adolescence**  
**Spring 2025**  
**Wednesday 5:00 – 7:30**  
**Class Location: 5400 Wesley W. Posvar Hall**

**Instructor:** Deanna Ibrahim, Ph.D.  
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### Course Description

This course focuses on developmental pathways from middle childhood through adolescence. We will discuss the role of youth's contexts – including family, peers, community, and school – in shaping developmental trajectories. We will explore continuity and change across multiple dimensions of development including biological, cognitive, and socioemotional. We also consider the modern context of technological and sociocultural realities and historical institutional factors that influence modern developmental processes. The course will center the value of understanding the diversity of experiences young people might encounter as they navigate adolescence. We will highlight positive youth development (PYD) theories and critical consciousness as frameworks that can support youth's abilities to thrive across contexts. The course focuses on applying theoretical and empirical findings to policy, and practical work with youth. We will discuss the various uses of intervention for promoting positive youth development and highlight real-world examples.

At the conclusion of this course, students should be able to:

1. Discuss development from a holistic perspective that involves the interplay of biological, cognitive, cultural, ecological, institutional, political, and sociological factors;
  2. Understand potential differences in developmental pathways and outcomes in relation to group identities such as racial and ethnic minority, gender, sexual orientation, disability, socioeconomic status, etc;
  3. Discuss the role of families, schools, neighborhoods, online spaces, media, and other institutional and cultural contexts in shaping psychosocial realities and developmental processes;
  4. Understand the possibilities of using social justice and strengths-based approaches to advocate for all adolescents' health and well-being and enhance the probability of positive youth outcomes for all, especially the most marginalized.
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### Course Readings

All readings will be available via Canvas and the Library Course Reserves.

- The main text we will rely on, *Understanding youth: Adolescent development for educators*, will be made available as an [e-book](#).
  - If you prefer the hard copy version instead of the e-book, I recommend you purchase the book: Nakkula, M. J., & Toshalis, E. (2020). *Understanding youth: Adolescent development for educators*. Harvard Education Press.

- Several chapters from additional texts have been made available via the online course reserves site. Below is the direct link to the e-reserves for this course:
    - [https://pitt.libguides.com/er.php?course\\_id=114937](https://pitt.libguides.com/er.php?course_id=114937)
    - Password (all lower case): dvcha58
  - Optional: You may purchase an APA publication manual 7<sup>th</sup> edition.
  - All additional required readings or supplementary will be posted in Canvas, available on the course reserves, or distributed in class.
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### Assignments

Interview with a Child/Adolescent	15%
Discussion Leader	10%
Paper 1 and Paper 2	30%
Final Project	20%
Discussion Questions	15%
Participation	10%

**Interview with a Child/Adolescent (15 points).** You will have the opportunity to interview a young person in middle childhood or adolescence (8-17). This assignment will result in a written report of 2-3 pages (10 points) and a 5-minute oral presentation (5 points). The purpose of this interview will be to learn about your interviewee's perspectives and provide a space for them to share. Your work on this interview assignment should be informed by your existing knowledge of developmental theory, and this interview should uplift youth voice in a way that supports learning and application of developmental perspectives throughout this class.

**Discussion Leader (10 points).** Each class, a few individuals will be assigned as discussion leaders. They will be responsible for presenting a brief summary of the developmental theories and/or research presented in the readings for the day. Prior to the class meeting each assigned discussion leader will independently identify key points from the readings, implications for vulnerabilities and intervention leverage points, and a discussion question or brief activity to lead the class. An example will be provided. They will submit this outline through canvas and during the class the discussion leaders will each share their summaries and will lead the class discussion for part of the class time.

**Paper 1 and Paper 2 (15 points each).** You will write two papers through this course applying developmental theories to specific topic areas. Each paper should be 4-5 pages excluding title page and references, and will lean on literature from empirical or theoretical research. In each paper you will discuss recommendations for practitioners working with children/adolescents and policy-makers.

**Final Project: Intervention Design (20 points).** This final project allows you to work with classmates to design an intervention supporting positive development in adolescence. You will utilize course readings and your own experiences to create a plan to support a fictional adolescent in achieving optimal success in the transition to adulthood. Your intervention must be based on evidence in the literature. This project will result in a group presentation and short written report.

**Discussion Questions (15 points).** For a total of 10 of the 13 class meetings, you will be required to prepare *two discussion questions* that you would like the class to consider, accompanied with 3-4 sentences describing, or providing context for, your questions. The questions should result from a critical reading of the material for that week. You might ask about application, relevance, similarity to other readings, how it fits with a talk you saw, a news article you read, a life experience, or something else we've considered in class. Your thoughts do not need to be fully formed, as the goal of this assignment is to generate more in-depth class discussion based on the questions you articulate. Discussion questions should be posted on the discussion forum on Canvas by **12 pm Wednesday before class**.

**Please note:** You are allowed to miss *three* weeks of discussion questions throughout the semester. One of those weeks should be the week you are discussion leader. For each week missed (beyond the three allowed), 2 points will be deducted from the 15-point total.

**Participation (10 points).** The course will involve discussion in large group and small group formats. Please arrive on time and prepared to engage in conversation about the course material. Participation also includes the respectful use of computers and smart phones. See the attendance policy for more information about regular attendance.

You will receive more information about each of these assignments in class as deadlines approach. All assignments are subject to change at the discretion of the instructor.

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### Grading

98-100% = A +	77-79% = C+
94-97% = A	74-76% = C
90-93% = A-	70-73% = C-
87-89% = B+	67-69% = D+
84-86% = B	64-66% = D
80-83% = B-	60-63% = D-

All assignments should be submitted electronically through the canvas site by the deadlines listed. The assignments are due at the start of class. All assignments should follow APA 7<sup>th</sup> edition formatting including with 1 inch margins, double-spaced, and Times New Roman font and submitted as Word documents. Grades for late assignments will be deducted 10% per day that the assignment is late unless otherwise discussed prior to the assignment deadline.

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### Course Expectations

**Attendance.** Attendance is a required component of this course as much of the course will involve applying content through course discussion and participation. This includes arriving on time and staying for the duration of the class. If you are unable to attend class, please contact me prior to the meeting time with as much notice as possible in order to discuss how to make up any missed material. If you miss two or more of the scheduled class meetings, your participation will be deducted. In extenuating circumstances, however, exceptions may be made on a case-by-case basis. Given the increased stressors of the pandemic, cases of illness, extenuating personal

circumstances, family emergency, and mental health, please reach out to discuss options for completing course material.

**Respectful Participation.** All students are expected to engage thoughtfully with peers and the instructor. In order to facilitate an environment where open discussion can occur, I ask that students be mindful of the questions and comments they raise in relation to their colleagues, and that students are open to listening to one another's perspectives without judgment. I understand that students have differing relationships to various topics that might be brought up. If a particular topic is triggering or difficult to discuss, I ask that students inform me on what they will need to feel comfortable.

**Communication.** It is expected that you check the Canvas site and regularly check your email for course updates.

**Expectations of the Instructor.** I will also do my best to attend class on time and prepared for discussion. I will communicate with as much advanced notice as possible if there are any changes to the course format. I will check my email daily and aim to respond within 48 hours. I understand it can be difficult to give feedback, but I am open to your thoughts, requests, and suggestions towards an optimal learning experience throughout the semester. I am always open to meeting during office hours, or setting up a time outside of the set hours, to discuss questions/concerns.

**Academic Integrity & Use of Generative AI.** Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

Intellectual integrity is vital to an academic community and for my fair evaluation of your work. All work completed and/or submitted in this course must be your own, completed in accordance with the University's [Guidelines on Academic Integrity](#). In this class, there may be an activity or exercise in which we use Generative AI tools such as ChatGPT. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. Any use outside of this permission constitutes a violation of Pitt's Guidelines on Academic Integrity.

**Disability Services.** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Equity, Diversity, and Inclusion.** The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national

origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](#).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be [filed online](#). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

**Gender Inclusive Language Statement.** Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of all genders (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, everyone versus ladies and gentlemen, etc.). It also affirms non-binary gender identifications, and recognizes both gender identity and expression. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Just as sexist language excludes women's experiences, gendered language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Students, faculty, and staff have the right to control their own identity and to be referred to by the name and pronouns with which they identify. People also have the right to maintain their privacy regarding information they do not wish to share about their identities, including gender identity and pronouns. Source: [School of Social Work](#)

**Health and Safety Statement.** It is important for students to take precautions necessary to prioritize and protect their health and the health of others. If you are required to isolate or quarantine, become sick, or are unable to come to class, contact me as soon as possible to discuss arrangements.

**Religious Observations.** The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, presentations, or other required attendance. If at all possible, please contact me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

**Sexual Misconduct, Required Reporting, and Title IX.** The University is committed to combating sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office. What this means is that as your professor, I

am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware. After a report is made, you will be contacted by the Title IX Office for opportunities for support and options for proceeding. For additional information, please visit the [full syllabus statement](#) on the Office of Diversity, Equity, and Inclusion webpage.

**Statement on Classroom Recording.** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

**Personal Technology Use.** Students are expected to use electronic devices appropriately and responsibly in class. Using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to you, your colleagues or your instructor. Examples of appropriate use of electronic devices include taking notes on class material and discussion and consulting resources to support your class engagement and learning. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices during class are distracting and discouraged in this course. Please speak with me if you are concerned about meeting this professional expectation, or if an emergency arises that necessitates use of a phone during class.

**Your Well-being Matters.** College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](#) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](#) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

## Course Schedule

Week/Date	Topic	Readings	Assignments
Week 1 (1/08/25)	Course Introduction and Overview		<b>Submit scheduling survey by 1/13</b>
Week 2 (1/15/25)	Overview of Development	<p><i>Understanding Youth Ch. 1 – The Construction of Adolescence</i></p> <p>Eccles, J. S. (1999). The development of children ages 6-14. <i>The Future of Children</i>, 9(2), 30-44.</p> <p>Salkind, N. (2004) Trends and issues in human development. In <i>An Introduction to theories of human development</i>. Sage Publications (pp. 27-56)</p> <p>Wright, M. O. D., Masten, A. S., &amp; Narayan, A. J. (2012). Resilience processes in development: Four waves of research on positive adaptation in the context of adversity. In <i>Handbook of resilience in children</i> (pp. 15-37). Boston, MA: Springer US.</p>	
Week 3 (1/22/25)	Overview of Development (Continued)	<p><i>Understanding Youth Ch. 2 – Identity in Context</i></p> <p>Farmer, T.W., Hamm, J.V., Lee, D., Lane, K.L., Sutherland, K.S., Hall, C.M., &amp; Murray, R.M. (2013). Conceptual foundations and components of a contextual intervention to promote student engagement during early adolescence: The Supporting Early Adolescent Learning and Social Success (SEALS) model. <i>Journal of Educational and Psychological Consultation</i>, 23, 115-139.</p> <p>Nasir, N. S. (2018). When development is not universal: Understanding the unique developmental tasks that race, gender, and social class impose: Commentary on Rogers and Way. <i>Human Development</i>, 61, 332-336.</p> <p>Sokol, J. T. (2009) Identity Development Throughout the Lifetime: An Examination of Eriksonian Theory, <i>Graduate Journal of Counseling Psychology: Vol. 1: Iss. 2, Article 14</i>. Available at:<a href="http://epublications.marquette.edu/gjcp/vol1/iss2/14">http://epublications.marquette.edu/gjcp/vol1/iss2/14</a></p>	
Week 4 (1/29/25)	Biological & Physical Development	Steinberg, L. D. (2014). The Plastic Brain. In Steinberg, L. D. <i>Age of opportunity: Lessons from the new science of adolescence</i> . Houghton Mifflin Harcourt.	<b>Youth Perspectives Project Written Report</b>

		<p>Archibald, A. B., Graber, J. A., &amp; Brooks-Gunn, J. (2003). Pubertal processes and physiological growth in adolescence. In G. R. Adams &amp; M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 24-48).</p> <p>Dahl, R. E. (2004). Adolescent brain development: A period of vulnerabilities and opportunities. <i>Annals of the New York Academy of Science</i>, 1021, 1-22.</p> <p><i>Optional:</i> van Duijvenvoorde, A. C. K., Peters, S., Braams, B. R. &amp; Crone, E. A. (2016). What motivates adolescents? Neural responses to rewards and their influence on adolescents' risk taking, learning, and cognitive control. <i>Neuroscience and Biobehavioral Reviews</i>, 70, 135-147.</p>	
Week 5 (2/5/25)	<p>Cognitive Development</p> <p><u>Guest Speaker:</u> <u>McKenzie Berezin</u></p>	<p><i>Understanding Youth: Ch. 3 – Risk Taking and Creativity</i></p> <p>Steinberg, L. D. (2014). How Adolescents Think. In Steinberg, L. D. <i>Age of opportunity: Lessons from the new science of adolescence</i>. Houghton Mifflin Harcourt.</p> <p>Byrnes, J. P. (2003). Cognitive development during adolescence. In G. R. Adams &amp; M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 227-246).</p> <p>Granot, Y., &amp; Tyler, T. R. (2019). Adolescent cognition and procedural justice: Broadening the impact of research findings on policy and practice. <i>Social and personality psychology compass</i>, 13(10), e12503.</p> <p><i>Optional:</i> <i>Understanding Youth: Ch. 3 – Risk Taking and Creativity</i></p>	
Week 6 (2/12/25)	Socio-emotional development	<p>Guyer, A. E., Silk, J. S., &amp; Nelson, E. E. (2016). The neurobiology of the emotional adolescent: From the inside out. <i>Neuroscience and Biobehavioral Reviews</i>, 70, 74-85.</p> <p>Williams, B. V., &amp; Jagers, R. J. (2022). Transformative Social and Emotional Learning: Work Notes on an Action Research Agenda. <i>Urban Education</i>, 57(2), 191-197.</p>	Youth Perspectives Oral Presentations



		Slaten, C. D., Irby, D. J., Tate, K., & Rivera, R. (2015). Towards a critically conscious approach to social and emotional learning in urban alternative education: School staff members' perspectives. <i>Journal for Social Action in Counseling &amp; Psychology</i> , 7(1), 41-62.	
Week 7 (2/19/25)	Identity Development	<p><i>Understanding Youth: Ch. 5 – Relational Identity and Relationship Development</i></p> <p>Eccles, J. S. (2009). Who Am I and What Am I Going to Do With My Life? Personal and Collective Identities as Motivators of Action. <i>Educational Psychologist</i>, 44(2), 78–89.</p> <p>Shifflet-Chila, E. D., Harold, R. D., Fitton, V. A. &amp; Ahmedani, B.K. (2016). Adolescent and family development: Autonomy and identity in the digital age. <i>Children and Youth Services Review</i>, 70, 364-368.</p> <p><i>Optional:</i> Ryan, R. M., &amp; Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i>, 55(1), 68-78.</p>	<p><b>Developmental Application Paper 1</b></p> <p>Youth Perspectives Oral Presentations</p>
Week 8 (2/26/25)	Family & Peer Context	<p>Smetana, J. G. (2017). Current research on parenting styles, dimensions, and beliefs. <i>Current Opinion in Psychology</i>, 15, 19-25</p> <p>Brown, B. B., &amp; Klute, C. Friendship, cliques, and crowds. In G. R. Adams &amp; M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 330-348). Malden, MA: Blackwell Publishing.</p> <p>Farmer, T. W., Hamm, J. V., Dawes, M., Barko-Alva, K., &amp; Cross, J. R. (2019). Promoting inclusive communities in diverse classrooms: Teacher attunement and social dynamics management. <i>Educational Psychologist</i>.</p> <p><i>Optional:</i> Hill, N.E., Castellino, D.R., Lansford, J.E., Nowlin, P., Dodge, K.A., Bates, J.E., &amp; Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. <i>Child Development</i>, 75, 1491-1509.</p>	

(3/5/25)	<i>Spring Break – No Class</i>		
Week 9 (3/12/25)	<i>School Context</i>  <u>Guest Speaker:</u> <u>Dr. Karl Jancart</u>	<p>Eccles, J. S., &amp; Roeser, R. W. (2003). Schools as developmental contexts. In G. R. Adams &amp; M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 129-148). Malden, MA: Blackwell Publishing.</p> <p>Durlak, J. A., Mahoney, J. L., Bohnert, A. M., Parente, M. E. (2010). Developing and improving after-school programs to enhance youth's personal growth and adjustment: <i>A special issue of AJCP. American Journal of Community Psychology</i>, 45, 285-293.</p> <p>Chapter 1 "The State of Deeper Learning in American High Schools" in: Mehta, J., &amp; Fine, S. (2019). <i>In search of deeper learning: The quest to remake the American high school</i>. Harvard University Press.</p>	
Week 10 (3/19/25)	Social Media & Consumerism	<p>Chapter 2 in Haidt, J. (2024). <i>The anxious generation: How the great rewiring of childhood is causing an epidemic of mental illness</i>. Random House.</p> <p>Hill, J.A. (2011). Endangered childhoods: How consumerism is impacting child and youth identity. <i>Media Culture &amp; Society</i>, 33, 347-363.</p> <p>Vannucci, A., Simpson, E. G., Gagnon, S., &amp; Ohannessian, C. M. (2020). Social media use and risky behaviors in adolescents: A meta-analysis. <i>Journal of Adolescence</i>, 79, 258-274.</p> <p><i>Optional</i> O'Keefe, G.S., Clarke-Pearson, K., &amp; Council on Communications and Media. (2011). The impact of social media on children, adolescents, and families. <i>Pediatrics</i>, 127, 800-804.</p> <p>Odgers, C. L., Schueller, S. M., &amp; Ito, M. (2020). Screen time, social media use, and adolescent development. <i>Annual Review of Developmental Psychology</i>, 2, 485-502.</p>	<b>Developmental Application Paper 2</b>
Week 11 (3/26/25)	Identity Development – Racial/Cultural  <u>Guest Speaker:</u> <u>Blair Cox</u>	<p><i>Understanding Youth: Ch. 7 – Racial Identity Development</i></p> <p>Cox, B., Hughes, D. L., Das, S., Brown, J., Akles, M., Blood, T., ... &amp; Way, N. (2022). White families' communications about and around race: Conversations between white adolescents and their mothers. <i>Journal of Research on Adolescence</i>, 32(3), 896-918.</p>	

		<p>Ngo, B. (2017). Naming their world in a culturally responsive space: Experiences of Hmong adolescents in an after-school theatre program. <i>Journal of Adolescent Research</i>, 32(1), 37-63.</p> <p><i>Optional:</i>  Sue, D. W. &amp; Sue, D. (2013). Racial/Cultural Identity Development in People of Color. <i>Counseling the Culturally Diverse: Theory and Practice</i> (7th Edition). New York: John Wiley &amp; Sons.  Sue, D. W. &amp; Sue, D. (2013). White Racial Identity Development. <i>Counseling the Culturally Diverse: Theory and Practice</i> (7th Edition). New York: John Wiley &amp; Sons.</p>	
Week 12 (4/2/25)	<p>Identity Development – Gender, Sexual Identity and Relationships</p> <p><u>Guest Speaker:</u> <u>Cayley Bliss</u></p>	<p><i>Understanding Youth: Ch. 6 – Gender Identity Development</i></p> <p>McConnell, E. A., Clifford, A., Korpak, A. K., Phillips II, G., &amp; Birkett, M. (2017). Identity, victimization, and support: Facebook experiences and mental health among LGBTQ youth. <i>Computers in Human Behavior</i>, 76, 237-244.</p> <p>Poteat, V. P., Calzo, J. P., Yoshikawa, H., Lipkin, A., Ceccolini, C. J., Rosenbach, S. B., ... &amp; Burson, E. (2020). Greater engagement in gender-sexuality alliances (GSAs) and GSA characteristics predict youth empowerment and reduced mental health concerns. <i>Child development</i>, 91(5), 1509-1528.</p> <p><i>Optional:</i>  Chesir-Teran, D. (2003). Conceptualizing and assessing heterosexism in high schools: A setting-level approach. <i>American Journal of Community Psychology</i>, 31, 267-279.</p>	
Week 13 (4/9/25)	<p>Career Development &amp; Purpose</p> <p><u>Guest Speaker:</u> <u>Dr. Esohe Osai</u></p>	<p><i>Understanding Youth: Ch. 11 – School-to-Career Transitions</i></p> <p>Diemer, M. A., &amp; Blustein, D. L. (2006). Critical consciousness and career development among urban youth. <i>Journal of Vocational Behavior</i>, 68(2), 220-232.</p> <p>Hill, P. L., &amp; Burrow, A. L. (2021). Why youth are more purposeful than we think. <i>Child Development Perspectives</i>, 15(4), 281-286.</p>	

Week 14 (4/16/25)		Understanding Youth: Ch. 12 – The Educational Ecology of Adolescent Development  Showcase of Excellence	
Week 15 (4/23/23)	<i>No Class</i>		