Third Annual Conference

ADOLESCENCE IN THE 21ST CENTURY

Constants and Challenges Emerging Adulthood

SATURDAY, APRIL 28, 2012 • HUDSON AUDITORIUM

Keynote Speaker

Jeffrey Arnett, Ph.D.

Clark University

CARD

Center for Adolescent Research and Development

Mount Saint Mary College

330 Powell Avenue, Newburgh, New York

PROGRAM SCHEDULE

8-9 am
REGISTRATION
Hudson Atrium

9-9:30 am
SESSION 1: PRESENTATIONS
Hudson Rooms

9:30-9:45 am
BREAK

9:45-10:15 am
SESSION 2: PRESENTATIONS

10:15-10:30 am
BREAK

10:30-11:45 am
KEYNOTE ADDRESS: JEFFREY ARNETT
Hudson Auditorium

11:45 am-12:30 pm
LUNCH
Hudson Auditorium

12:30-1 pm
SESSION 3: PRESENTATIONS

1-1:15 pm
BREAK

1:15-1:45 pm
SESSION 4: PRESENTATIONS

1:45- 2 pm
BREAK

2-3:30 pm
RECEPTION FOR PRESENTERS
Hudson Lounge

SESSION 1: 9-9:30 am

A Case Study Of A Young Adult Prenatally Exposed To Crack Cocaine

Rae M. Fallon | *Room 101* | *Paper*

My Body; My Biography: Understanding Self-Injury through College Students' Narratives

Susan Conte | *Room 102* | *Paper*

Engaging Young Adults to Respond to Environmental Issues

Moira Tolan
Melissa Grigione
Margaret Larousse
Ronald Sarno
Room 103 | *Panel*

Career Aspirations and Occupational Preferences: Do Gender and Race Really Matter for Freshmen or Upperclassmen?

Fabiana DesRosiers
Elphys Alvarez
Hudson Lounge | *Paper*

The Implications of Radar Parenting on Adolescent Development

Eve Waltermaurer | *Room 104* | *Paper*

Possible Selves and the Transition to Young Male Adulthood

Patrick K. Freer | *Room 105* | *Webinar*

Seeking the Right Fit: From Training Bras to Self Identity: Adolescents' Search for Self

Susan Riemer Sacks | *Room 001* | *Paper*

Awakening the Mother Within: Working with Homeless Adolescent Mothers

Alexandra Jordan
Marina Mazur
Aurelie Athan
Lisa Miller
Room 002 | *Paper*

Emerging Adulthood and Business Ethics

Tracey Niemotko | *Room 003* | *Paper*

Do I Need to Know this in Real Life? Adolescents' and Advisors' Perceptions of the Value of Outside Learning Experiences in Career Exploration

Lynn M. Dean | *Room 004* | *Paper*

Adulthood as Arrested Bourgeois-hood and Newly Emerging Proletariat

Joanna Wasiak | *Room 005* | *Webinar*

SESSION 2: 9:45-10:15 am

Connecting Emerging Adults and Content in Current College Classrooms
Joan Ann Swanson *Hudson Lounge* *Paper*

The Correlation Between Owning a Dog and an Adolescent's Self-Acceptance
Christina Carrano *Room 101* *Paper*
Frank T. Rizza

The Impact of Parental Disruption on Kuwaiti's Adolescents: A Comparative and Cultural Study on Children from Intact and Broken Families
Humoud Alqashan *Room 102* *Paper*

Digitalk and Identity
Kristen Hawley Turner *Room 103* *Paper*

Perceptions of Friendship in an Academic Summer Program
Kelly Kearney *Room 104* *Paper*

Music and Emotion Regulation among Emerging Adults
Janice Stapley *Room 105* *Webinar*

The Mirror Behind Facebook: A Content Analysis of the Literature on Psychological and Social Functioning and Social Media among Youth
Samantha L. Sutfin *Room 001* *Paper*

The Natives are Restless: The Moderating Role of Age in the Relationship Between Perceived Interactivity and Attitude Towards Digital Information Products
Colleen P. Kirk *Room 003* *Paper*

"Let's talk..." Mothers communicating with their young adolescent daughters
Debra A. Hrelic *Room 004* *Paper*

Possible Selves and the Transition to Young Male Adulthood
Patrick K. Freer *Room 005* *Video of Webinar*

"Before, I didn't care so much...Now I want to learn": Academic Identity Development Among Students From Two Early College High Schools
Laura C. Murray *Hudson Auditorium* *Poster*
Gina Arnone
Mike Nakkula

Keynote Address
10:30-11:45 am • Hudson Auditorium

Jeffrey Arnett, PhD

Research Professor in the Department of Psychology at Clark University in Worcester, Massachusetts, and author of Emerging Adulthood: The Winding Road from the Late Teens through the Twenties (Oxford University Press)

Emerging Adulthood: The Promise and Perils of a New Life Stage

Dr. Arnett will describe the rise of a new life stage between adolescence and young adulthood, which he has called "emerging adulthood," a term now widely used in the social sciences. Because most people now stay in education longer and marry and have children later than in the past, it no longer makes sense to view adolescence as followed by a stable young adulthood that lasts until middle age. Now, most people experience a period of emerging adulthood for 5-10 years between adolescence and young adulthood. Dr. Arnett will describe five features of emerging adulthood: the age of identity explorations; the age of instability; the self-focused age; the age of feeling in between; and the age of possibilities. Then he will discuss variations in emerging adulthood by social class and cultural context.

SESSION 3: 12:30-1 pm

A Case Study Of A Young Adult Prenatally Exposed To Crack Cocaine

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My Body; My Biography: Understanding Self-Injury through College Students' Narratives

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An ecological momentary assessment (EMA) of adolescent's daily activities

Keren Elkayam
Jonathan F. Zaff
Jington Pan
Room 105 — *Webinar*

Seeking the Right Fit: From Training Bras to Self Identity: Adolescents' Search for Self

Susan Riemer Sacks — *Room 001* — *Paper*

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Do I Need to Know this in Real Life? Adolescents' and Advisors' Perceptions of the Value of Outside Learning Experiences in Career Exploration

Lynn M. Dean — *Room 004* — *Paper*

Adulthood as Arrested Bourgeois-hood and Newly Emerging Proletariat

Joanna Wasiak — *Room 005* — *Video of Webinar*

SESSION 4: 1:15-1:45 pm

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Joan Ann Swanson *Hudson Lounge* *Paper*

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Music and Emotion Regulation among Emerging Adults

Janice Stapley *Room 105* *Video of Webinar*

Adolescent Trauma Experiences throughout the Life Course: How can Older Adult mental health symptoms inform our practice?

Samantha L. Sutfin *Room 001* *Paper*

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DESCRIPTIONS OF PRESENTATIONS, *listed alphabetically by title*

A Case Study of A Young Adult Prenatally Exposed To Crack Cocaine

Presenter: Rae M. Fallon, Mount Saint Mary College

This investigation is a follow-up of a longitudinal, qualitative case study designed to examine children prenatally exposed to crack-cocaine, living in a stable foster home and enrolled in an infant intervention program. One of the children, "Hope" was followed until 8 years of age and her language skills and adaptive behaviors were examined to determine the impact of her pre-natal exposure and the possible ameliorating effects of very early infant intervention and a stable foster home. This current investigation studies the young adult 'Hope" and examines her current life as to her ability to adapt to school, home and community. In the late 1980s and early 1990s these children were described as a "biological underclass" and as a group of children who were "Doomed and Damned" Almost two decades later, we explore the life of a young woman in her home, school and community and gain information to help us to further understand the phenomenon of pre-natal cocaine exposure.

Adolescent Trauma Experiences throughout the Life Course: How can Older Adult mental health symptoms inform our practice?

Presenter: Samantha L. Sutfin, Fordham University

Consistent evidence has shown that children and adolescent who experience childhood trauma are at risk of short and long term consequences, such as mental health and delinquency (Bolton et. al, 2004). While many of these studies have used youth and adult samples yet little is known about later life consequences as childhood victims of trauma reach older adulthood, especially within the criminal justice system. Therefore, the purpose of this study is to examine the relationship of childhood traumatic experiences (that occurred before age 16) to mental health symptoms among a sample of older adults (aged 50 and older) in prison. Examining later life mental health outcomes among a sample of older adults, including with criminal justice histories, can be used to understand the longitudinal effects of childhood trauma that can help to inform trauma-informed prevention, assessment and intervention efforts for adolescents. This type of proactive approach may help alleviate the potential life course ramifications of earlier life trauma affecting adolescent survivors' mental health well into older adulthood.

Adulthood as Arrested Bourgeois-hood and Newly Emerging Proletariat

Presenter: Joanna Wasiak, Trent State

Within conventional political science and the popular media it often seems that it is adulthood that legitimizes the conventional meaning of the political. This creates a precarious situation for one occupying the space of 'youth' as adulthood seems, at least temporarily, unattainable. In particular, this paper will explore the political obstacles, as well as potentials this paradox creates for those occupying 'emerging adulthood' (or what James Côté (2000) calls, perhaps more suitably in this context, 'arrested adulthood'). Drawing on theories from Spinoza, Marx, Negri, Deleuze and Guattari, this paper contextualizes arrested adulthood within late-stage capitalism and theorizes possibilities for new forms of micro-political engagement that may be uniquely available in this liminal space.

An Ecological Momentary Assessment (EMA) of Adolescent's Daily Activities

Presenters: Keren Elkayam ; Jonathan F. Zaff; Jington Pan, Tufts University

Ecological momentary assessment (EMA) is a method for capturing participants' self-reported experiences and the related environment using real-time data in an organically valid environment with repeated measurements across time and context (Shiffman, Stone & Hufford, 2008; Smyth & Stone, 2003). Twenty-eight rising 5th, 6th, and 7th graders from three low-income communities were given Android smart phones loaded with a survey platform created and were prompted to take short surveys at randomly selected times. Preliminary analysis of this data collection methodology provides important insights into the benefits of using mobile phones for collecting EMA data, but also the barriers to successful implementation.

Awakening the Mother Within: Working with Homeless Adolescent Mothers

Presenters: Alexandra Jordan; Marina Mazur; Aurelie Athan; Lisa Miller, Columbia Teacher's College

The emergence of motherhood has the potential to re-chart an adolescent's course throughout the teenage years. This study was formulated to provide a service to homeless adolescent mothers, and to collect pilot data to inform development of a treatment model for crisis shelters. One-and-a-half-hour group sessions were offered weekly, with rolling membership. Motivation to change, ability to disengage from conflict, interpersonal problems, depression, and anxiety were measured via self-report. While not ideal, motherhood in adolescence should be investigated as an opportunity for change, and therapeutic interventions should aim to integrate the emergence of wisdom that accompanies the path to motherhood.

"Before, I didn't care so much...Now I want to learn": Academic Identity Development Among Students From Two Early College High Schools

Presenters: Laura C. Murray; Gina Arnone; Mike Nakkula, University of Pennsylvania

This longitudinal study of academic identity development follows students at an Early College High School (ECHS) over eight years. Researchers conducted regular interviews with the school's first cohort of 9th graders, and used grounded theory to analyze students' conceptions of themselves as learners over time. ECHS is found to both support and complicate young peoples' transitions to, and through, college. An important recurrent theme is the difficulty of reconciling perceived family and teacher expectations for academic achievement with one's own evolving autonomy and shifting learning goals. Implications for the 50,000 students currently served by the ECHS model are considered.

Career Aspirations and Occupational Preferences: Do Gender and Race Really Matter for Freshmen or Upperclassmen?

Presenters: Fabiana DesRosiers; Elphys Alvarez, Dominican College of Blauvelt

Seventy-four undergraduate students' occupational preference and career aspirations were explored. In general, gender mattered. As hypothesized, males preferred male-oriented occupations while females had no preference for either male or female-oriented occupations. When considering academic status, female freshman preferred female-oriented occupations significantly more than male freshman and freshman were significantly lower on educational and career aspirations than upperclassmen. Race also mattered for career and educational aspirations but not for occupational preference. Although Asians were significantly different than Blacks on educational aspirations, Latinos showed higher career aspirations than Blacks or Whites and higher educational aspirations than Blacks.

Connecting Emerging Adults and Content in Current College Classrooms

Presenter: Joan Ann Swanson, Skidmore College

Participants in this workshop will actively explore instructional preferences of emerging adults in collegiate settings and how they discern what really matters in their courses. Data will be shared from recent research and participants will also be able to glean information about methods and strategies found to be most useful in working with emerging adults.

Digitalk and Identity

Presenter: Kristen Hawley Turner, Fordham University

This study identifies patterns in teens' language use across digital media and explores the purposes behind their linguistic choices. Results indicate that adolescents attend to issues of audience and voice in their digital writing. Their language positions them as members of a community, yet it allows them to find individual presence within that community. In short, digitalk provides adolescents with a means to achieving both a community and an individual identity.

Do I Need to Know this in Real Life? Adolescents' and Advisors' Perceptions of the Value of Outside Learning Experiences in Career Exploration

Presenter: Lynn M. Dean, University of Northern Colorado

Developing a sense of one's career options is one of the major challenges of adolescence. In this study the researcher examines the perceived value adolescents and their high school advisors and counselors place on outside learning experiences (community service, job-shadowing, internships, senior projects), and how students interpret and use these experiences. The data showed that teachers/advisors, counselors and students not only value these experiences, but they perceive them as a vital part of the career exploration process. Moreover, these experiences spark chance events that lead to unexpected positive outcomes on these students' paths to defining themselves and their careers.

Emerging Adulthood and Business Ethics

Presenter: Tracey Niemotko, Mount Saint Mary College

This presentation investigates the possibility of successfully "teaching" ethics to business students and the potential societal and economic consequences that may arise if young adults are lacking in ethics in their capacity as future accountants and auditors. The bridge between the unethical behavior of accounting professionals and the financial and accounting failures that have tarnished the reputation of the accounting profession will be explored. One goal of this presentation is to generate discussion regarding ethics and adolescence in the 21st century and the future implications for the accounting profession.

Engaging Young Adults to Respond to Environmental Issues

Presenters: Moira Tolan, Mount Saint Mary College; Melissa Grigione, Pace University; Margaret Larousse, Mount Saint Mary College; Ronald Sarno, Hofstra University

Three presenters from diverse areas of study, Business Management , Environmental Studies, and Biology, will discuss the ongoing empirical research project that they are conducting with the goal of developing methods of instruction that might motivate students to become active in working toward environmental sustainability. Multiple resources exist to enhance environmental education and the presenters will attempt to utilize them to benefit their students. The presenters hope that this discussion will generate excitement for the topic and to gather additional ideas for the study.

"Let's talk…" Mothers communicating with their young adolescent daughters.

Presenter: Debra A. Hrelic, Mount Saint Mary College

This study utilized a descriptive qualitative approach, influenced by phenomenology, to explore the lived experience of communication between mothers and their young adolescent daughters from the mother's perspective. Participants of this study were required to be mothers of young adolescent daughters between 11 and 13 years of age, and in the 6th- 8th grade in school. Data were collected through one-on-one guided interviews with participants until saturation was reached. Findings yielded 355 significant statements which were grouped into six reoccurring themes. Enhancing mother-young adolescent daughter communication can assist families to achieve a smooth transition through this challenging period of development.

Music and Emotion Regulation among Emerging Adults

Presenter: Janice C. Stapley, Monmouth University

I will present an overall discussion of my program of research including several studies on different college samples regarding the use of music for emotion regulation. Many college students lack strategies for managing their feelings and this deficit in emotion regulation skills can negatively affect their social and academic adjustment to college. Emerging adults who use music to modify their unpleasant moods, rather than to match them, tend to be better adjusted to college, have fewer problems with alcohol use and depression and have higher self-efficacy. Suggestions for both assessment and intervention will be included.

My Body; My Biography: Understanding Self-Injury through College Students' Narratives

Presenter: Susan A. Conte, College of New Rochelle

Conte will give a brief overview of research on non-suicidal self-injury, including her own qualitative study with young women who self-injure. Conte will highlight narrative therapy as a strength-based focus in the healing process and will offer excerpts from narratives of 3 young women in her clinical practice as examples of the value of narrative in the treatment of self-injury. The presentation will focus on the prevalence of non-suicidal self-injury among high school and college students, and will offer guidelines for education, in-service training for staff, and guidelines for college-based clinical interventions with persons who engage in chronic self-injury. In addition, the presenter will underscore the following components of the therapeutic process: the need for commitment to the challenges of the therapeutic alliance, the significance of self-awareness and counter-transference, and the value of engaging in a collaborative therapeutic process in which the client is the expert of her experience. Conte will highlight key points of narrative therapy and will emphasize a strengths perspective in this work with adolescents and young adults. Participants will be invited to engage in conversation on the topic of self-injury among college students and will dialogue about effective college-based education and interventions, including training for student services personnel and faculty, and will be asked to share ideas about resources and referral protocols.

Perceptions of Friendship in an Academic Summer Program

Presenter: Kelly L. Kearney, University of Connecticut

Extensive research evidence has demonstrated the value of programs that allow talented students to meet and work with others like themselves. Such opportunities help students to build friendships as they grow to understand there are others with similar interests and potential. New technologies may be facilitating the extension of these friendships beyond the context of special programs, helping students maintain relationships. This session explores adolescents' perceptions of friendships developed during a three-week summer program and how students maintain those friendships beyond the summer, with discussion of implications for special programs for the gifted in out-of-school time.

Possible Selves and the Transition to Young Male Adulthood

Presenter: Patrick K. Freer, Georgia State University - School of Music

This presentation provides a systematic review of current research about the "possible selves" construct (Markus & Nurius, 1986) specifically related to late adolescent males. The purpose is to examine relationships between possible selves and the transition of young males from high school to young adulthood. Possible selves are a person's impressions of what they might become, what they would like to become, and what they fear becoming. This view of self-concept moves beyond a simple collection of self-attributed traits to encompass the idea that individuals actively manage their choices

and actions in order to promote desirable selves and inhibit less-desirable selves.

Seeking the Right Fit: From Training Bras to Self Identity: Adolescents Search for Self

Presenter: Susan Riemer Sacks, Barnard College, Columbia University

Various paradigms frame adolescents' search for their core identity. Among women reaching adulthood who are examining their adolescent decade, vivid memories emerge of struggles with "fitting in," "looking good," and "just talking with peers." From days of training bras to a more secure self-identity, seeking the right fit reflects the search and tensions and joys of adolescence. The paper explores the ways the women found their voices as they claimed their sense of selfhood and their place in the world, and it relates their perspectives to theoretical models.

The Correlation Between Owning a Dog and an Adolescent's Self-Acceptance

Presenters: Christina Carrano; Frank T. Rizza, College of New Rochelle

This study was conducted to see if there was any correlation between having a dog as a pet, in the home and an adolescent's self acceptance. Since dogs, specifically, are known for their unconditional acceptance of their masters it seem reasonable that an adolescent who owns a dog may have increased levels of self acceptance, based upon the idea that other acceptance helps one develop self acceptance. Subjects were surveyed to see if a dog was present in the home and subject's self-acceptance was measured using the Unconditional Self-Acceptance Questionnaire.

The Impact of Parental Disruption on Kuwaiti's Adolescents: A Comparative and Cultural Study on Children from Intact and Broken Families

Presenter: Humoud Alqashan, Ph.D., Kuwait University

Divorce, which was once a rare phenomenon in Gulf countries, now occurs in nearly one third of all marriages. The purpose of this study was to compare the differences in self-esteem, locus of control, and attitude toward parents between adolescents from divorced and intact families. The results revealed that adolescents from divorced families showed higher self-esteem than adolescents from intact families. Within the divorced families, females showed higher self-esteem compared to males. There was no difference in locus of control between divorced and intact families nor were there any gender differences. Divorced fathers were evaluated negatively by their children whereas divorced mothers were evaluated positively. These data are believed to be the first of its kind from divorced families in Gulf area or the Middle East.

The Implications of Radar Parenting on Adolescent Development

Presenter: Eve Waltermaurer, State University of New York at New Paltz

The rising culture of fear in our society potentially influences parenting today as myths develop regarding the real risks of violence for today's youth and a child's capability to confront any risk, large or small. Through a survey of over 280 parents, this study explores what today's parents believe are the risks their children face and their responses to these perceived risks. Many parents find today's world to be a highly dangerous place for children, seeing the world as presenting far greater risk than when the participants were growing up. As a result, those surveyed are taking cautions with their children today that are more extreme than in the past.

The Mirror Behind Facebook: A Content Analysis of the Literature on Psychological and Social Functioning and Social Media among Youth

Presenter: Samantha L. Sutfin, Fordham University

Despite the evidence that shows that a significant proportion of young adults use social networking websites to share their personal stories (Madden & Zickuhr, 2011), we lack knowledge on how this social networking outlet impacts their psychological and social functioning and overall well-being. Ten peer reviewed journal articles published between 1990 and 2011 that met the selection criteria for examining psychological and/or social functioning and social media among youth (24 or younger) were reviewed. Although results were mixed, this research serves an important functioning towards understanding the relationship of social media to youth's psychological and social well-being.

The Native are Restless: The Moderating Role of Age in the Relationship Between Perceived Interactivity and Attitude Towards Digital Information Products

Presenter: Colleen P. Kirk, Mount Saint Mary College

In the marketing literature, perceived interactivity in the context of online shopping, advertising, and web sites has been shown to be a robust and positive predictor of consumer attitude. However, results of a new online field study in the context of interactive digital information products, such as books or newspapers, suggest that this effect is mediated by consumer perceptions of pleasure, arousal, usefulness, and ease of use. Further, these effects are moderated by the age of the consumer, and perceived interactivity affects arousal and ease of use more strongly for younger "digital natives" than for older "digital immigrants."

Mount Saint Mary College

Center for Adolescent Research and Development

Thank you!

The CARD Center Faculty would like to express their sincere appreciation to the following people for their support of the Center and this conference.

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David Schaenfield, Visiting Assistant Professor, Psychology
Robert Dillon and Lynne Cruger, The Mid-Hudson School Study Council
Kathleen McCoy, Administrative Assistant, Division of Social Sciences
Aging United Club

Center Faculty

Paul D. Schwartz, Professor, Psychology
Frances R. Spielhagen, Associate Professor, Education
Amanda M. Maynard, Associate Professor, Psychology
Sarah M. Uzelac, Associate Professor, Psychology

Save the date!

Fourth Annual CARD conference — October 2013,
Adolescence in the Digital Age