

JEFFERSON COLLEGE

COURSE SYLLABUS

PSY202

ADOLESCENT PSYCHOLOGY

3 Credit Hours

Prepared by: Amy Kausler, Ph.D. and Leslie Buck, M.Ed.
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Minor Revision or Update by: Fran Moore
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Terry Kite, Ed.D., Social Science & Business Division Chair
Shirley Davenport, Ph.D., Dean of Arts and Science Education

PSY202 Adolescent Psychology

I. CATALOG DESCRIPTION

- A. Pre-requisites:
- Reading proficiency
 - PSY101 General Psychology or PSY101H Honors General Psychology, with a minimum grade of “C”
- B. Credit hour award: 3
- C. Adolescent Psychology examines the physical, cognitive, and psychosocial development of the individual from puberty through emerging adulthood. This course partially fulfills the social and behavioral science requirement for the Associate of Arts and Associate of Arts in Teaching Degrees. (F, O)
- D. Curricular alignment: Elective course applies toward AA or AAT degree.

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Describe fundamental concepts, principles, historical trends, figures, theories, overarching themes, empirical findings, and applications of adolescent developmental psychology	Class activity Formative assessment Paper/project Summative examination
Identify the sequence and process of physical, cognitive, and psychosocial development from puberty through emerging adulthood, as well as how genetic and environmental factors interact to influence adolescent development	Class activity Formative assessment Paper/project Summative examination
Analyze the elements of adolescent developmental psychology research design and critique the research methods and ethical standards in basic adolescent developmental psychological research	Formative assessment Paper/project Summative examination
Demonstrate adolescent developmental psychology information literacy and fundamental competence in interpersonal communication and writing skills to include use of American Psychological Association Style in crediting sources	Class activity Paper/project
Explain how adolescent developmental psychology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors	Class activity Formative assessment Paper/project Summative examination

Integrate adolescent developmental psychological theories and empirical findings, and use scientific reasoning to explain behavior and simple real-world personal, social, and organizational problems related to adolescent development	Class activity Formative assessment Paper/project Summative examination
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III. OUTLINE OF TOPICS

- A. Fundamental concepts
 1. Historical and current perspectives of adolescence
 2. Developmental periods and transitions
 3. Theories of development
 4. Research methods

- B. Physical development in adolescence
 1. Puberty
 2. Health
 3. Interaction of genetics and environmental influences on adolescent development
 4. Brain development
 5. Sexuality

- C. Cognitive development in adolescence
 1. Cognitive developmental view
 2. Information-processing view
 3. Psychometric/Intelligence view
 4. Social cognition
 5. Moral development

- D. Psychosocial development in adolescence
 1. Development of self and identity
 2. Emotional and personality development
 3. Gender development

- E. Contexts of adolescent development
 1. Family processes and relationships
 2. Peer relationships, friendship and loneliness
 3. Dating and romantic relationships
 4. Approaches and transitions in education, schools and adolescent development and educational exceptions
 5. Achievement and motivation
 6. Work and career development
 7. Culture and ethnicity and socioeconomic status
 8. Values, religion and cults

- F. Challenges unique to adolescent development
 - 1. Description of potential problems
 - 2. Overview of problems and disorders
 - 3. Stress and coping in adolescence

IV. METHODS OF INSTRUCTION

- A. Assigned student readings from textbook and supplemental materials completed outside class meetings and prior to other methods of instruction
- B. Learner-centered instruction during class meetings, online, and/or through service learning are primary methods of instruction
 - 1. Participation in cooperative, active, constructive learning through simulations, case studies, reflective activities, discussion, role-play, and/or debate with peers
 - 2. Formative assessments designed to clarify content, promote application, provide retrieval practice, and encourage self-evaluation of learning
 - 3. Completing activities, graphic organizers, psychological measures, and/or writing assignments that relate to course content
- C. Brief instructional interactive lessons, educational media, and/or demonstrations, in classroom or online

V. REQUIRED TEXTBOOK

Current edition: Santrock, J. (2016). *Adolescence* (16th ed.) Boston, MA: McGraw-Hill Higher Education.

VI. REQUIRED MATERIALS

- A. Course Home Page available through www.jeffco.edu
- B. A computer with internet access and basic software to include word processing (Jefferson College provides access to computers on campus)
- C. Current American Psychological Association (APA) Style Guide
 - 1. American Psychological Association. (2010). *Publication Manual of the American Psychological Association, 6th Edition (second or later printing)*. Washington, DC: author (Available at the library reference desk or for purchase or rent from the bookstore)
 - 2. American Psychological Association. (2012). *APA Style Guide to Electronic References* (6th ed.). Retrieved from www.apa.org/pubs/books (Available at the library reference desk or for ~\$12 purchase/download from www.apa.org/pubs/books)

VII. SUPPLEMENTAL REFERENCES

- A. Current library resources
 - 1. Books - *Publication Manual of the American Psychological Association*
 - 2. Periodicals
 - 3. Videos
- B. Current internet resources to include online reference materials

VIII. METHODS OF EVALUATION

- A. Class activities related to student participation in cooperative, active, constructive learning in classroom and/or online - worth ~12% of total course grade; options include:
 - 1. Minute paper
 - 2. Muddiest point
 - 3. Directed paraphrasing
 - 4. One sentence summary
 - 5. Real-world application cards
 - 6. Exam evaluation questions
 - 7. Student-generated exam questions
 - 8. Presentations
 - 9. Small group projects
 - 10. Think-Pair-Share or Predict-Observe-Explain
 - 11. Short in-class writings or reflections
 - 12. Subject matter warm-ups (review notes in pairs)
 - 13. Discussions
 - 14. Debates
 - 15. Case studies
 - 16. Role-plays
 - 17. Graphic organizers
 - 18. Psychological measures
 - 19. Personal response systems or clickers
 - 20. Field trips (real, simulated or virtual)
 - 21. Blackboard course orientation for online and/or hybrid course
- B. Formative assessments completed online and/or in classroom designed to clarify content, promote application, provide retrieval practice, and encourage self-evaluation of learning – worth ~22% of total course grade: options include:
 - 1. small unit/chapter quizzes
 - 2. clicker questions

- C. Papers and/or projects (1-4 assignments) - worth ~22% of total course grade
1. All written assignments require:
 - a. Fundamental competence in writing skills (clear, organized writing with appropriate vocabulary, correct spelling, grammar, and punctuation, and proper sentence and paragraph construction)
 - b. Academic integrity with ethical and responsible use of information and technology and avoidance of plagiarism
 - c. Use of appropriate scholarly sources to support conclusions with in-text citation of sources and reference listings in American Psychological Association (APA) Style
 2. One or more assignments must require:
 - a. Use of feedback from a peer or professional (i.e. course instructor or Writing Lab) to revise a written draft
 - b. Use library databases to identify and retrieve articles that report original, empirical, psychological research published in scholarly peer reviewed publications
 - c. Integration of adolescent psychological theories and empirical findings, and use scientific reasoning to explain behavior, examine simple real-world personal, social, and organizational problems related to adolescent development, and/or promote beneficial civic, social, and global outcomes in a diverse society; options include:
 - i. Interview
 - ii. Observation
 - iii. Cognitive Assessment
 - iv. Personality Assessment
 - v. Case study analysis
 - vi. Journal article summary
 - vii. Reflective writing
 - viii. Web-based resource analysis
 - ix. Controversial position paper
 - x. Research paper
 - xi. Research proposal
 - xii. Resource file
 - xiii. Informative pamphlet/flyer
 - xiv. Report of application project
 - xv. Service Learning
 - xvi. Real-world problem solving
 - xvii. Student portfolio
 - xviii. Media reflection
 - xix. Team presentations
 - xx. Book review
 - xxi. Autobiographical reflection

- D. Summative examinations (2-5 examinations) completed in classroom or approved proctored testing center - worth ~44% of total course grade
Instructor developed tests (objective and/or essay)
- E. Extra credit – worth maximum 5% of total course grade
1. Offered at the discretion of the instructor for each course unless there is a psychological research study participation opportunity mandated for all psychology courses. Within a course section, all extra credit opportunities are available equitably to all students in that section
 2. Must involve an additional or alternate method of assessing mastery of a course expected learning outcome and/or student participation in a psychological research study approved through the division chairperson and the Jefferson College Institutional Review Board. When psychological research study participation is available to students as an option for extra credit, there will be an alternative assignment of equal value available
- F. Grading Scale
A= 100-90%
B= 89.9-80%
C=79.9-70%
D=69.9-60%
F=59.9-0%

IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (TC 101; phone 636-481-3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, <http://www.jeffco.edu>).

XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.