

Adolescent Behavior (PSY 3306)

McDaniel College

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Office Hours: By appointment

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Class Days/Time:

Mondays and Fridays 10:15-11:45

Course Description

This course is designed to provide an introduction to Adolescent development, as well as to provide initial understanding on basic psychological intervention and the role of the psychologists and counselors that work with adolescence. The course will cover material on biological, cognitive and social development, and on personal subjectivities such as the intimacy, sexuality, identity and the development of morals and values. Focus will be given to issues that are related to development in the current neo-liberal modern society.

Course objectives:

By the end of the course, students will be able to:

- Understand the nature of biological, cognitive and social adolescent development.
- Understand the process of assessing adolescent behaviour in their social and familial context.
- Be familiar with and able to discuss several different theoretical perspectives on adolescent development.
- Be familiar with the research methods used and research findings on psychological development.
- Evaluate research method scholarly articles.
- adolescents

Required Readings

- Santrock, J.W. (2014). Adolescence (15th ed.). New York, NY: McGraw Hill.
- Course readings (noted on course schedule by the authors' names)
- Additional readings will be handed out in class or placed on Blackboard.

Teaching methods

The course will integrate a number of reading materials, lectures, discussions and video presentations.

Course Requirements and Assignments

Attendance: Because active discussion and participation are integral parts of the learning experience in this course, class attendance is expected.

Readings: Students are expected to read course materials every week, while paying attention to their thoughts, reactions and feelings. Emailing the instructor or uploading discussion questions on blackboard with notes or questions about the week's material is encouraged. These comments will be discussed in class, and will be assessed as part of the grading for participation.

As the majority of the class time is expected to be used on discussion that is built upon the knowledge inquired through readings, students' preparation for class and their engagement in group discussion will account for 50% of the final grade. Students that won't prepare for the lessons won't be able to complete this course. I will provide you with two reminders, as a courtesy. After that point Students will be asked not to continue attending classes.

Readings Presentation: Students will be requested to present 2 articles out of the course readings.

Final Exam: The exam will be made of 20 multiple-choice questions from the course readings.

Grading:

Weekly reading responses and participation in class: 50%

Reading presentations: 30%

Final exam: 20%

Course Schedule

Week	Date	Topics, Assignments, Deadlines	Readings
1		Introduction to course	Syllabus
1		Historical development scientific theories	Santrock Ch.1; Good & Willoughby, 2008; Winnicot, 1961
2		Biological Foundations – Puberty	Santrock Ch. 2 ; Manuck & McCaffery, 2014
2		Biological Foundation – Health, heredity and environment	Santrock Ch. 2
3		Cognitive Development	Santrock Ch. 3; Brinch & Galloway, 2012
3		Identity and the self	Santrock Ch. 4; Umaña-Taylor et al., 2014; Schwartz, Zamboanga, Luyckx, Meca, & Ritchie, 2015
4		Emotional development and personality	Santrock Ch. 4; Koepke & Denissen, 2012
4		Movie	
5		Movie discussion	
5		Gender – Stereotypes and social expectations	Santrock Ch. 5
6		Sexuality – Development and identity	Santrock Ch. 6
6		Sexuality	Collier, van Beusekom, Bos, & Sandfort, 2013
7		Moral development	Santrock Ch. 7; Steinberg & Scott, 2003
7		Families – family processes	Santrock Ch. 8; Moran et al., 2012; McHale, Updegraff, & Whiteman, 2012
8		Families – changing family in changing society	Santrock Ch. 8
8		Peer relationships – friendships and adolescent groups	Santrock Ch. 9; Copeland, Wolke, Angold, & Costello, 2013
9		Peer relationships – romantic relationships	Santrock Ch. 9; Collins, 2003; Giordano, Longmore, & Manning, 2006
9		Schooling	Santrock Ch. 10; Henry,

Week	Date	Topics, Assignments, Deadlines	Readings
			Knight, & Thornberry, 2012
10		Movie	
10		Movie Discussion	
11		Culture	Santrock Ch. 12
11		Problems in Adolescence and emerging adulthood	Santrock Ch. 13
12		Depression and Self-harm	Thapar, Collishaw, Pine, & Thapar, 2012; Moran et al., 2012
12		Cyber and Videogames	Willoughby, Adachi, & Good, 2012
13		Elective topic	
13		Course wrap-up & exam review	
14		Final exam	

Course Reading:

- Brinch, C. N., & Galloway, T. A. (2012). Schooling in adolescence raises IQ scores. *Proceedings of the National Academy of Sciences of the United States of America*, 109(2), 425–430.
- Collier, K. L., van Beusekom, G., Bos, H. M. W., & Sandfort, T. G. M. (2013). Sexual Orientation and Gender Identity/Expression Related Peer Victimization in Adolescence: A Systematic Review of Associated Psychosocial and Health Outcomes. *Journal of Sex Research*, 50(3/4), 299–317.
- Collins, W. A. (2003). More than Myth: The Developmental Significance of Romantic Relationships During Adolescence. *Journal of Research on Adolescence*, 13(1), 1–24.
- Copeland, W. E., Wolke, D., Angold, A., & Costello, E. J. (2013). Adult Psychiatric Outcomes of Bullying and Being Bullied by Peers in Childhood and Adolescence. *JAMA Psychiatry*, 70(4), 419–426.
- Giordano, P. C., Longmore, M. A., & Manning, W. D. (2006). Gender and the Meanings of Adolescent Romantic Relationships: A Focus on Boys. *American Sociological Review*, 71(2), 260–287.
- Good, M., & Willoughby, T. (2008). Adolescence as a Sensitive Period for Spiritual Development. *Child Development Perspectives*, 2(1), 32–37.
- Henry, K., Knight, K., & Thornberry, T. (2012). School Disengagement as a Predictor of Dropout, Delinquency, and Problem Substance Use During Adolescence and Early Adulthood. *Journal of Youth & Adolescence*, 41(2), 156–166.
- Koepke, S., & Denissen, J. J. A. (2012). Dynamics of identity development and separation–individuation in parent–child relationships during adolescence and emerging adulthood – A conceptual integration. *Developmental Review*, 32(1), 67–88.
- Manuck, S. B., & McCaffery, J. M. (2014). Gene-Environment Interaction. *Annual Review of Psychology*, 65(1), 41–70.
- McHale, S. M., Updegraff, K. A., & Whiteman, S. D. (2012). Sibling Relationships and Influences in Childhood and Adolescence. *Journal of Marriage & Family*, 74(5), 913–930.
- Moran, P., Coffey, C., Romaniuk, H., Olsson, C., Borschmann, R., Carlin, J. B., & Patton, G. C. (2012). The natural history of self-harm from adolescence to young adulthood: a population-based cohort study. *The Lancet*, 379(9812), 236–243.
- Schwartz, S. J., Zamboanga, B. L., Luyckx, K., Meca, A., & Ritchie, R. (2015). Identity in Emerging Adulthood.
- Steinberg, L., & Scott, E. S. (2003). Less guilty by reason of adolescence: developmental immaturity, diminished responsibility, and the juvenile death penalty. *The American Psychologist*, 58(12), 1009–1018.

- Thapar, A., Collishaw, S., Pine, D. S., & Thapar, A. K. (2012). Depression in adolescence. *The Lancet*, 379(9820), 1056–1067.
- Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake, D., Schwartz, S. J., ... Seaton, E. (2014). Ethnic and Racial Identity During Adolescence and Into Young Adulthood: An Integrated Conceptualization. *Child Development*, 85(1), 21–39.
- Willoughby, T., Adachi, P. J. C., & Good, M. (2012). A longitudinal study of the association between violent video game play and aggression among adolescents. *Developmental Psychology*, 48(4), 1044–1057.
- Winnicott, D. W. (1961). Adolescence: struggling through the doldrums. In *The Family and Individual Development*. London/New York: Tavistock/Routledge, 1965