

**FACULTY OF HEALTH
DEPARTMENT OF PSYCHOLOGY**


COURSE: HH/PSYC 3500 3.0, Section A, Development in Adolescence **TERM:** Fall 2013/2014
COURSE WEBPAGE: <http://moodle.yorku.ca/>


PREREQUISITE: AK/AS/HH/SC/PSYC 1010 6.0 with a Minimum grade of C and
AK/AS/HH/SC/PSYC 2110 3.0

CALENDAR DESCRIPTION


This course involves the scientific study of changes in affective, social, and cognitive development during the second decade of life. Focus is on fundamental developmental changes, the contexts in which development occurs, and the central psychosocial issues of adolescence.

COURSE INSTRUCTOR: Dr. Jennine S. Rawana, C.Psych.


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 BSB 131 (Mail BSB 101)
Office Hours available upon request
Secretary: Ms. Judy Manners, BSB 280, x66115

TEACHING ASSISTANTS: Lauren Joly, Ph.D. Candidate and Meg McPhie, Ph.D. Candidate

 psy3500W@yorku.ca
Meg: students with last
names from A – L

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Lauren: students with last
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 BSB 133D (Meg), BSB 268 (Lauren)
Office Hours (Meg): October 23rd (10:30-11:30am); November 27th (10:30-11:30am);
December 6th (10:30-11:30am)
Office Hours (Lauren): October 25th (2-3pm);
November 29th (2-3pm); December 6th (2-3)
**Please confirm by email if you will be attending an office
hour*

COURSE TIME AND LOCATION: Wednesdays, 2:30 to 5:30 p.m., VH C

COURSE MANAGEMENT:

Both the Course Director and Teaching Assistant work as a team to deliver this course. Under most circumstances, the Teaching Assistant should be contacted first to deal with questions about course content and evaluation. The Course Director is also available before and after class to answer questions or by appointment.

This course uses **Moodle@York**, a Course Management System. To access Moodle, please login at <http://moodle@yorku.ca> using your Passport York username and password. Access the course website for Psyc 3500 by clicking on MY COURSES. Course announcements, handouts, and grades will be posted on Moodle. You can contact Client Services Helpdesk at York (ext. 55800 or helpdesk@yorku.ca) for technical support.

EXPANDED COURSE DESCRIPTION AND LEARNING OBJECTIVES:

Adolescence is a fascinating time from a developmental psychology perspective. Using a multidisciplinary approach, the primary purpose of this course is to provide a comprehensive theoretical understanding of adolescence in contemporary society. First, the fundamental biological (e.g., puberty, physical health), cognitive (e.g., intelligence, brain development), and social (e.g., legal and romantic relationships) transitions of adolescence will be reviewed. Second, the key contexts of adolescent development will be highlighted including families, peers, schools, media, and work and leisure settings. Finally, the major psychosocial developments of adolescence will be discussed, including identity, autonomy, intimacy, and sexuality. Throughout the course, current and classical research findings will be presented with an emphasis on adolescents in Canada.

A secondary goal of this course is to develop critical-thinking skills that will help students become theoretically informed consumers and contributors of information associated with the study of adolescence in both formal (e.g. academic, professional) and everyday (e.g., media, interactions with family members, friends, colleagues, etc.) situations.

Finally, this course incorporates *Experiential Education Strategies* that blend theory and coursework with practical, “real-life” experiences. This includes in-course learning activities, such as incorporating adolescent clinical case studies and guest speakers into lectures. Through class discussion and evaluation procedures (e.g., Exams and the Assignment), students will have the opportunity to reflect upon these experiences such that they deepen their understanding of the theories and concepts presented in class.

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

1. Demonstrate depth and breadth of knowledge of the key theories, concepts, issues, and methodologies in adolescent psychology. This includes the fundamental transitions, key contexts, and psychosocial developments in adolescence.
2. Critically reflect upon the strengths, limitations, and biases inherent in the application of adolescent research to professional and societal contexts.
3. Communicate knowledge about adolescents orally and in writing to a range of audiences (e.g., academia, school, government).
4. Gather, review, interpret, evaluate, and communicate knowledge relevant to adolescents in contemporary society.
5. Appreciate the limits of one’s knowledge on adolescent development and how this might influence analyses and interpretations of adolescents in contemporary society.

6. Reflect upon personal and professional responsibility and decision-making processes related to adolescents in contemporary society, as well as any interests for further study in this area.

COURSE READINGS:

Required: Steinberg, Laurence (2013). *Adolescence 10th Edition*. New York: McGraw-Hill.

COURSE FORMAT:

The primary method of course delivery will include lecture and class discussion. Please note that the main purpose of class meetings is to review, clarify, and elaborate on topics in the textbook, rather than present new topics. Therefore, class attendance is considered essential to succeed in this course. As indicated below, the sequence of topics covered in class will be similar to that of the textbook with 1 or 2 chapters per class period. Portions of some class meetings may be used for guest lecturers. Students are strongly advised to (1) complete assigned readings prior to corresponding class meetings, and (2) ask questions in class to clarify concepts or promote discussion. It is hoped that class discussions will facilitate the appreciation of adolescent development from a multidisciplinary perspective (e.g., schools, health professionals, government, education) as well as a reflection on the strengths, limitations, and biases in the application of adolescent research to real-world issues.

SCHEDULE OF TOPICS:

DATE	TOPIC	ASSIGNED READINGS
Sept 11	(1 st half) Overview of course (2 nd half) Introduction: The study of adolescent development	Introduction
18	<i>Part 1: The Fundamental Changes of Adolescence:</i> Biological Transitions	Chap 1
25	Cognitive Transitions In-Course Learning Activity: Clinical Case Study	Chap 2
Oct 2	Social Transitions	Chap 3
Oct 9	Exam #1	Introduction, Ch 1-3, Clinical Case Study
16	<i>Part 2: The Contexts of Adolescence</i> (1 st half) Families (2 nd half) Peer Groups	Chap 4, 5
23	Schools	Chap 6
Oct 30	Co-Curricular Days ~ No Classes	
Nov 6	Work, Leisure, & The Mass Media *Last day to receive feedback on Media Assignment Topics	Chap 7
Nov 13	Exam #2 *Nov 8 Last date to drop course without receiving a grade	Ch 4-7
20	<i>Part 3: Psychosocial Development during Adolescence</i> (1 st half) Identity	Chap 8, 9

	(2 nd half) Autonomy *Graduate School Info Session after class today Media Assignment Due Today – 2:30 pm	
27	(1 st half) Intimacy (2 nd half) Sexuality	Chap 10, 11
Dec 4	Psychosocial Problems in Adolescence In-Course Learning Activity: Clinical Case Study	Chap 13
Dec 10-23	Exam #3	Ch 8-11, 13, Clinical Case Study

EVALUATION:

The final grade for the course will be based on the following items weighted as indicated.

Examinations. There will be three exams in this course. These exams are noncumulative. In preparing for the exams, you are responsible for all material covered in the lectures, including clinical case studies, and all material covered in the assigned textbook readings. The exams will consist of multiple-choice and short-answer questions. Efforts have been made to schedule exams based on York University's Senate Policy on Religious Observance. Prior to writing an exam, students MUST provide York University issued photo ID (i.e., YU card). Your YU Card will be collected at the beginning of the exam and returned to you upon completion of the exam.

Exam 1: 25% (Oct 9, 2013)

Exam 2: 25% (Nov 13, 2013)

Exam 3: 30% (TBA, Exam period, Dec 10-23, 2013)

Research Assignment: Adolescence Portrayal in the Media (20%). Locate a media clip (e.g., film, music, book, or television clip, or a current magazine or newspaper article) that exemplifies some aspect of development in adolescence that we have or will cover in the course. Provide a copy of the media clip or information about where it can be found (e.g., DVD chapter, length in minutes). **Write a 3-4 page (excluding title page and references) double-spaced Research Report that includes a brief description of the media clip and what developmental issue or concept in adolescence that it exemplifies. Comment if the clip is an accurate portrayal of a specific aspect of adolescent development covered in the course. Support your comment based on current and relevant research.** The assignment should be written in APA 6 format (title page, references etc). Please see the *Research Assignment Handout* for more detailed information.

Research Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in by Nov. 20th, 2013 by 2:30 p.m. (beginning of class). **YOU MUST SUBMIT BOTH A HARD (PAPER) COPY AND AN ELECTRONIC COPY (via MOODLE) by the deadline.** Copies of the assignment can be given earlier to the Teaching Assistant. Late penalties will be based on Moodle Submission Time.

GRADING, LATENESS PENALTIES, AND MISSED EXAMS

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and exams will bear a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, B = 70 to 74, C+ = 65 to 69, C = 60 to 64, etc) (For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf). Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Lateness Penalty: Research Assignments received later than the due date will be penalized. Assignments will be deducted 10% per 24-hrs late based on the Moodle submission time (i.e., to avoid late penalties, assignments must be handed in by 2:30 p.m. via Moodle). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter). Hard copies of late assignments are to be given to Faculty Secretary, Ms. Judy Manners (BSB 280), who will date stamp the assignment. Electronic copies of late assignments are also to be submitted via Moodle.

Missed Exams: Please familiarize yourself with the Psychology Departmental policy on missed exam(s): http://www.yorku.ca/health/psyc/advising_missedtests.html. Students with a documented reason for missing a course exam such as illness, compassionate grounds, etc., which is confirmed by supporting written documentation may request accommodation from the Course Instructor. In absence of a legitimate reason for missing a test, you will receive a grade of zero.

Compassionate reasons for missing an exam or handing in a late assignment must be supported by a physician, psychologist, or counselling note indicating a) the date that was missed, b) reason for missing the exam/late assignment, and c) contact details of the person writing the note (for possible follow-up by the TA or Course Director). Compassionate reasons also require written supporting documentation. Notice for missing an exam/late assignment must be provided within 48-hours (or preferably before) the scheduled examination. Accommodation arrangements include being allowed to write a make-up test on a date arranged by the Course Instructor. The Make-Up Exam Schedule is as follows: **Exam 1, October 18th, 2pm – 5pm and October 21st 11am – 2pm; Exam 2, November 22nd, 2pm – 5pm, and November 25th 11am – 2pm; Exam 3, TBA.** Further extensions or accommodations will require students to submit a formal petition to the Department of Psychology.

IMPORTANT COURSE INFORMATION FOR STUDENTS

Please familiarize yourself with the York University Senate policies on academic policies, procedures and regulations: <http://www.yorku.ca/univsec/policies/>.

Academic Honesty and Integrity: York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (www.yorku.ca/univsec/policies/document.php?document=69). There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website (www.yorku.ca/academicintegrity/students/index.htm). You can complete the Faculty of Health Academic Integrity Tutorial and Quiz

(http://www.yorku.ca/health/new_students/#AcademicIntegrity) and review relevant information in the Undergraduate Psychology Supplemental Calendar.

Access/Disability: York provides services for students with disabilities (including physical, medical, systemic, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University. Student's in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs. Additional information is available at www.yorku.ca/disabilityservices

Ethics Review Process: York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants*. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately

Religious Observance Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the **first three weeks of class**. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at www.registrar.yorku.ca/pdf/exam_accommodation.pdf.

Religious Accommodation Guidelines Other than Final Examinations: Students, who because of religious commitment cannot meet academic obligations, other than formally scheduled examinations (December and April examination period), on certain holy days are responsible for giving their instructor reasonable notice (**not less than 14 days**) of each conflict.

Student Conduct: Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website <http://www.yorku.ca/univsec/policies/document.php?document=82>.

Email Etiquette. Please note that related to professionalism, students are expected to send emails about course content during the work day. Emails will typically be answered within two working days.