

Faculty of Health
Department of Psychology
PSYC 3500 3.0 M: DEVELOPMENT IN ADOLESCENCE
Wednesdays - 19:00-22:00 - CLH-E
Winter 2019

Instructor and T.A. Information

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Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2110 3.00 (Developmental Psychology)
- Completed at least 54 earned credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

Course Description

PSYC3500 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. The class meets weekly in lecture format. The course director structures a learning environment where students learn from: assigned readings; discussion opportunities; one another; interactive experiences; multi-media resources, and self-directed learning.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of development in adolescence.
2. Articulate trends in the psychology of adolescent development.
3. Express knowledge development in adolescence in written form.
4. Describe and explain limits to generalizability of research findings on development in adolescence.
5. Demonstrate ability to relate information on development in adolescence to own and others' life experiences.

Specific Learning Objectives

Learning Outcome 1: Depth and Breadth of Knowledge

Students will acquire in-depth knowledge of adolescent development as well as theoretical and empirical frameworks.

Learning Outcome 2: Knowledge of Methodologies

Students will develop further their skills of critical analysis of primary and secondary research.

Learning Outcome 3: Application of Knowledge

Students will apply their knowledge of adolescent development through the completion of an integrated cumulative assignment, through self-directed learning (i.e., blog), demonstrating the ability to think critically about the application of their knowledge.

Learning Outcome 4: Communication Skills

Students will learn to engage in evidence-based communication in class discussions and in written format (e.g., weekly blogs; cumulative assignment).

Learning Outcome 5: Awareness of Limits of Knowledge

Students will recognize the limits of what is known about adolescent development, including directions for future research and interventions.

Learning Outcome 6: Autonomy and Professional Capacity

Students will demonstrate professionalism in class interactions during discussions with class colleagues and with the teaching team.

Required Text

Course materials are made available via moodle in accordance with copyright agreements. Students can expect to have a minimum of one reading that will serve as a foundation for the week's class meeting. Most often two readings will be assigned per week. Slide decks (i.e., ppt) presented in class are available to students via moodle. Links to supplemental materials are provided. There is no required text for the course. Required readings are assigned for each topic/area of study, accompanied by e-resources to support knowledge acquisition.

Course Requirements and Assessment Assessment

Assessment - Required by All	Date of Evaluation (if known)	Weighting
Weekly Blog - Mandatory	Throughout the course - to be completed by Tuesday midnight. Blogging begins the week of January 16th and is due by midnight on Tuesday, January 22nd.	20%
Online Open Resource Quiz - Mandatory	February 13 - 24, 2019	10%
Integrated Learning Assignment - Mandatory	April 3rd, 2019	20%
Total Required by All		50%
Assessment - Choose assignments that total 50%		
Book Review	February 6th or March 6th, 2019	30%
Film Review	January 30th and/or February 27th, 2019	20%
Challenge Question	January 23rd, February 13th, and/or March 13th, 2019	10%
Online Pop Quiz	TBA - "Pops up on moodle twice per term	5%
Total - Your Choice		50%
Total for the Course		100%

Description of Assignments - Mandatory

Weekly Blog

The weekly blog is intended to be a self-directed learning experience that extends your learning about the weekly course material. You are required to reflect on your reactions to the weekly material which could include personal reflections, tying the material to another course, integrating the material with current events, news stories, recent discoveries etc. The weekly blog can be as brief as 140 characters.

Online Open Resource Quiz

This multiple choice quiz covers information from the beginning of term until February 6th and opens at the end of class on Wednesday, February 13th, 2019. You have one attempt to complete the quiz within a time allotment of 3 hours. The quiz will not take most individuals 3 hours to complete; however, there may be some students who may benefit from the time. You must complete the quiz in one sitting. This quiz is worth 10% of your final grade.

Integrated Learning Assignment

All students are required to complete a 500-word integrated learning assignment to be completed throughout the course.

Students are asked to respond to the following statement in a written submission: "We must invest in kids throughout their development and especially during adolescence. We need to make it a priority for how we allocate our resources." (Lawrence Steinberg)

Using the course material, provide a response to the statement that demonstrates your agreement/disagreement with it. You are asked to show broad and integrated knowledge of the course in your response.

You have 500 words to make your case, with an over-run of 10%. Material included beyond 550 words will not be considered for grading.

Your final day to submit your response is on Wednesday, April 3rd, which is the last day of the winter term. Late submissions are subject to late penalties outlined in the course syllabus. Your submission is due by 23:55 on April 3rd and is worth 20% of your final grade.

Description of Assignments - Your Choice

Book Review:

Students are required to read one of the following non-fiction publications:

Jensen, F., & Nutt, A. (2015). *The teenage brain: A neuroscientist's survival guide to raising adolescents and young adults*. Toronto: Harper Collins

Noah, T. (2016) *Born a crime*. NY: Spiegel & Grau.

Siegel, D. (2013). *Brainstorm: The power and purpose of the teenage brain*. New York: Penguin.

Your task is to critically review the book with particular concern for developmental changes, the context in which development occurs and the central psychosocial issues of adolescence. Completion of this assignment contributes 30% to the final grade. A template will be provided.

Film Review:

Students are required to view one (or more) of the following films:

Moore, M. (2002). *Bowling for Columbine*.

Linklater, R. (2014). *Boyhood*.

Guggenheim, D. (2010). *Waiting for Superman*.

Your task is to critically review the film(s) with particular concern for developmental changes, the context in which development occurs and the central psychosocial issues of adolescence. Completion of one of these reviews contributes 20% to the final grade. A template will be provided.

Challenge Question:

Students are presented with a challenge question focused on the week's material. Your task is to respond to the question with particular concern for developmental changes, the context in which development occurs and the central psychosocial issues of adolescence. Completion of one of these assignment contributes 10% to the final grade. A template will be provided.

Pop Quizzes (2 per term):

Students will be notified via moodle that a pop quiz is available. There will be two occasions when a pop quiz is available for online completion. Completion of one of a pop quiz contributes 5% to the final grade.

Note: Academic success 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.

Grading as per Senate Policy

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 tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2018-19](#))

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Important New Information Regarding Missed Tests

For any missed tests or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2018-19 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 18	Sept. 18	Jan. 16
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 2	Oct. 23	Jan. 30
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 9	Feb. 8	March 8
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 10 - Dec. 4	Feb. 9 - Apr. 3	March 9 - Apr. 3

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Information on Plagiarism Detection

The Course Director uses advanced google searches to ensure academic integrity. When plagiarism is suspected, a systematic review of the paper is conducted and documented using advanced searches of the literature and plagiarism detection software such as “Turn-it-In”.

Electronic Device Policy

Electronic devices are viewed as a tool for instruction and learning. Electronic devices are only to be used in class for the purposes of extending learning.

Attendance Policy

Students who attend class tend to get more out of courses and benefit from learning from class colleagues and from face 2 face interactions with the Course Director and class colleagues. Students benefitting from the full range of learning experiences tend to be successful in the course.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device

during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 3500 3.0 M course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

The course schedule is maintained on Moodle.