

PSY 3240
Psychology of Adolescence and Emerging Adulthood (3 credit hours)
Fall 2009
<https://www.olms.utah.edu> (class web site is on OPEN)

Professor
Monica Tsethlikai, Ph.D.
Office: 602 Social and Behavioral Sciences Building
monica.tsethlikai@psych.utah.edu
585-9269

GENERAL COURSE INFORMATION

Class Meetings

TBA

Course Description

This course will examine cognitive, social, and personality development from late childhood into adulthood. The course will provide students with an in-depth understanding of the significant developmental issues that characterize adolescence with a special focus on the relationship between the developing brain and adolescent behavior. In addition, the course will focus on presenting useful and practical information that will help students make life decisions about relationships, education, and careers – the very stuff of adolescence.

Course Objectives

By the end of this course you should be able to 1) describe three components of adolescent development (cognitive, social, and personality) and identify the ways in which these components change over time; 2) compare and contrast major theories of adolescent development in terms of what each theorizes promotes development; 3) understand how brain development relates to adolescent behavior; 4) develop skills that will facilitate further learning and reasoning, including critical thinking, argument development, and verbal and written expression; and 5) apply this newly learned knowledge to facilitate positive interactions with adolescents in your own life.

Office hours

I will be available for questions about course material and assignments for a total of 4 hours weekly. Office hours are scheduled for Mondays and Wednesday at the following times:

<u>Day</u>	<u>Time</u>	<u>Where</u>
M & W	10:00 to 12:00 & 3:45 to 4:45	602 Social and Behavioral Sciences

I am also available to meet with students individually by appointment. The best way to reach me is by email through the class website. *Please do not call me at home.*

COURSE REQUIREMENTS

Textbooks

Adolescence by Robert Feldman

Prentice Hall 2008

ISBN-10 0131750615

ISBN-13 9780131750616

Price: \$113.00 or \$68.00 used

The textbook is also available for purchase for a reduced price online through CourseSmart.

CourseSmart is an exciting new *choice* for students looking to save money. As an alternative to purchasing the print textbook, students can purchase an electronic version of the same content and save up to 50% off the suggested list price of the print text. With a CourseSmart etextbook, students can search the text, make notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review. For more information, or to purchase access to the CourseSmart eTextbook, visit www.coursesmart.com.

Supplemental Readings

The course will be supplemented by a number of empirical articles selected to provide better coverage of brain development during adolescence, identity development, and real-world issues.

The readings will be posted on OLMS so it will be your responsibility to download the readings and read them before class. It might be helpful to bring a printed version to class, but if the reading is long, you can keep your copy on your computer instead of printing it out.

1. [New insights into the neurobiology of sexual maturation.](#) *Sisk*, Cheryl L.; Sexual and Relationship Therapy, Vol 21(1), Feb 2006. pp. 5-14.
2. [The adolescent brain.](#) *Casey*, B. J.; Getz, Sarah; Galvan, Adriana; Developmental Review, Vol 28(1), Mar 2008. pp. 62-77. [Journal Article]
3. [Development of the adolescent brain: Implications for executive function and social cognition.](#) *Blakemore*, Sarah-Jayne; Choudhury, Suparna; Journal of Child Psychology and Psychiatry, Vol 47(3-4), Mar-Apr 2006. pp. 296-312. [Journal Article]
4. [Do cognitive changes accompany developments in the adolescent brain?](#) *Kuhn*, Deanna; Perspectives on Psychological Science, Vol 1(1), Mar 2006. pp. 59-67. [Journal Article]
5. [Prosecuting Kids as Adults](#), NY Times, Newspaper Article
6. [Transfer in Denver](#), Denver Post, Newspaper Article
7. [Importance of Sleep](#), Po Bronson, Report in Chronicle of Higher Education
8. [Getting a life: The emergence of the life story in adolescence.](#) *Habermas*, Tilmann; *Bluck*, Susan; Psychological Bulletin, Vol 126(5), Sep 2000. pp. 748-769. [Journal Article]
9. [Social cognitive development during adolescence.](#) *Choudhury*, Suparna; *Blakemore*, Sarah-Jayne; Charman, Tony; Social *Cognitive* and Affective Neuroscience, Vol 1(3), Dec 2006. Special issue: Genetic, Comparative and *Cognitive* Studies of Social Behavior. pp. 165-174. [Journal Article]
10. [Substance use and the adolescent brain: A toxic combination?](#) Lubman, Dan I.; *Yücel*, Murat; Hall, Wayne D.; Journal of Psychopharmacology, Vol 21(8), Nov 2007. pp. 792-794. [Journal Article]
11. [Parent relationships, emotion regulation, psychosocial maturity and college student alcohol use problems.](#) Fischer, Judith L.; *Forthun*, Larry F.; Pidcock, Boyd W.; Journal of Youth and Adolescence, Vol 36(7), Oct 2007. pp. 912-926. [Journal Article]
12. [Stress, sensitive periods and maturational events in adolescent depression.](#) Andersen, Susan L.; *Teicher*, Martin H.; Trends in Neurosciences, Vol 31(4), Apr 2008. pp. 183-191. [Journal Article]

Examinations

There will be 2 examinations, each consisting of multiple-choice, short-answer and essay-type “extended” questions. To give you a feel for the kinds of questions that will be asked, you will be given some sample questions prior to the first exam. The second exam is NOT a cumulative final exam. The exam dates have been scheduled well in advance so that students will be able to adjust time and work schedules to avoid any time conflicts. I expect everyone will take the examinations as they are scheduled. However, in the event that a midterm is not taken, medical or other serious reasons for missing the exam should be presented in advance of the absence. The exam can then be made up by taking a makeup exam, which must be completed within 5 days of the scheduled exam.

Term Project

You will be required to complete one small group project (3 to 4 students per group) examining a current issue in adolescent development. The project involves each member of the group summarizing one empirical article and together giving a Power Point presentation in which the group provides recommendations for public policy based on the research findings. You will be given a choice of several current issues such as obesity in adolescence, the harmful effects of dating violence on development, delinquent behavior and adolescent brain development, and the sexualization of teenage girls in the media and identity development. (You are not limited to these topics, you may choose your own topic as a group.)

Term Project Part I – Article (20 points): By **October 27th** you will meet with your group and select a topic. Each member of the group must find a scientific journal article **from the library** that is relevant to your topic. Group members must select different articles to review. Once you have selected your article, be sure to inform the other members of your group so that there is no duplication. You must submit a copy of the first page (with an abstract) to me for approval.

1. Term Project Part II- Summary (50 points): Write a three page paper summarizing the important findings of the research paper you selected. In your paper explain how the findings reported in the paper are relevant to the public policy issue that you have selected. Your summary must be typed, double-spaced, and written in APA format. **Due on November 17, 2008.**
2. Group Presentation (30 points): The presentations will take place on **December 15 during the time scheduled for the final exam.** Each member of the group is expected to participate equally; however given that each member will provide one piece of the presentation, the whole group will not be penalized if one member does not participate fully. Each group will give a 15 minute presentation. You must summarize the research presented in your articles, and present a minimum of 5 recommendations for promoting optimal adolescent development based on your research findings.

Participation

Participation is very important in this class, thus 100 points will be awarded in class through the completion of 10 thought papers on topics related to adolescent development. Each thought paper will be worth 10 points. To earn these points you must: 1) watch a short video clip shown in class; 2) write a one page paper that relates what you saw in the video to the class readings; thus it is very important that you keep up with the readings. **Missed assignments cannot be made up.**

The assignments are designed to help you think about the concepts you are learning in the course and apply them to real life problems in adolescent development. The thought papers will also help you learn how to apply your own personal knowledge and insights to what you are learning in class and they will help you get used to thinking and writing about academic concepts. All thought papers that are coherently written and illustrate that the author has thought about how the video and the course materials are related will receive 10 points.

COURSE POLICIES

Grades

Each of the above assignments contributes the following towards your final grade:

<u>Assignment</u>	<u>Point Value</u>	<u>% of Final Grade</u>
Midterm #1	100	25%
Midterm #2	100	25%
Term Project	100	25%
Participation Assignments	100	25%
	400 = Total	100%

The grading scale is as follows:

<u>Percent of Total Points Accumulated</u>	<u>Letter Grade</u>
94% to 100% of possible points	A
90% to 93% of possible points	A-
87% to 89% of possible points	B+
84% to 86% of possible points	B
80% to 83% of possible points	B-
77% to 79% of possible points	C+
74% to 76% of possible points	C
70% to 73% of possible points	C-
67% to 69% of possible points	D+
64% to 66% of possible points	D
60% to 63% of possible points	D-
Below 60% of possible points	E

Attendance

Attendance is strongly recommended, as we will cover a lot of material quickly. Attending class will help you to focus in on what is important and I will supplement the materials in the book to enhance understanding. Questions on the exam will come from the assigned readings as well as from in class demonstrations. It will be difficult, therefore, for students to do well on the examinations if classes are regularly missed. In addition, 25% of your grade will come from participation points. You will not be allowed to make these points up if you are not in class.

Assignment of Incomplete ("I") Grades

If a student has been absent from class for an extended period of time (due to illness or some other extreme circumstance) a grade of Incomplete ("I") may be assigned, if it is requested prior to the end of classes. I will not assign a grade of "I" to replace an undesirable grade.

Students with Disabilities or Special Needs

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Scheduling Accommodations

Consistent with Section A of the University's Accommodation policy, I am willing to accommodate university activities as well as values-based obligations (including religious or other values-based activities) that conflict with course activities. No later than the end of the second week of the semester, please send me an e-mail with the nature and date of your anticipated absence (earlier if your conflict occurs before that deadline). That will give us time to work out a way for you to make up any missed work.

TENTATIVE COURSE OUTLINE (Dates are based on Fall 2008 class so they will change, but content will not.)

CLASS	DAY	TOPIC COVERED	READING
1	August 25	Introduction to Adolescence Storm and Stress Debate Emerging Adulthood: A Theory of Development from the Late Teens through the Twenties	
2	August 27	Study of Adolescence: Past, Present, and Future	Chapter 1
3	September 1	Labor Day Holiday	
4	September 3	Physical Development	Chapter 2 37-55
5	Sept. 8	Is Psychopathology Associated with the Timing of Pubertal Development? The Neurobiology of Sexual Maturation Sisk	Supplemental Reading 1
6	Sept. 10	The Adolescent Brain Casey, Getz, and Galvan	Supplemental Reading 2
7	Sept. 15	Brain development and social cognition Blakemore and Choudhury Cognitive changes and the brain Kuhn	Supplemental Reading 3 Supplemental Reading 4
8	Sept. 17	Applying what we have learned: Prosecuting kids as adults Transfer in Denver	Supplemental Reading 5 Supplemental Reading 6
9	Sept. 22	Health and Wellness Importance of Sleep	Supplemental Reading 7
10	Sept. 24	Self and Identity Who am I?	Chapter 5 pages 142-154
11	Sept. 29	Getting a life: Emergence of self in adolescence Habermas and Bluck	Supplemental reading 8
12	Oct. 1	Self-esteem and emotional development Social cognitive development during adolescence Choudhury, Blakeman, and Charman	Ch. 5 pages 155-172
13	Oct. 6	Catch up/Review for exam	
14	Oct. 8	Exam 1	
		Fall Break October 13-18	
15	Oct 20	Adolescence and Their Families	Chapter 6
16	Oct 22	No Formal Class Meeting, but meet with your group to select presentation topic and find articles	

17	Oct 27	Cultural beliefs among immigrant adolescents How leaving home influences relations with parents	Abstract of Article Due
18	Oct 29	Intimacy	Chapter 8
19	Nov 3	Learning the ways of romance When love is betrayed	
20	Nov 5	Adolescent Sexuality	Chapter 9
21	Nov 10	10 years of longitudinal research on adolescent sexuality Zimmer-Gemback and Helfand	Supplemental Reading 10
22	Nov 12	10 years of longitudinal research on adolescent sexuality - continued	
23	Nov 17	Schooling, Education, and Society	Chapter 10 Article Summary for Term Project Due
24	Nov 19	How college makes a difference Employment prospects as motivation for school achievement	
25	Nov 24	Adolescent Problems	Chapter 13
26	Nov 26	Alcohol and the brain Substance use and the brain Lubman, Yucel, and Hall Alcohol and parent relationships Fisher, Forthun, Pidcock, and Dowd	Supplemental reading 11
27	December 1	Stress and Depression Anderson and Teicher Stress and substance abuse Fishbein et al.	Supplemental reading 12
28	Dec. 3	Catch up/Review	Catch up/Review
29	Dec. 8	Exam 2	Exam 2
30	Dec. 10	Work on Final Group Presentations	
31	Dec. 15	Final Group Presentations from 1 to 3 pm	