

Chaminade University
PSY 304 Psychology of Adolescence

Fall 2017

Oct. 2, 2016 – Dec. 10, 2017

Instructor: Blendine P. Hawkins, Ph.D. **Room:** Online
Contact Number: 808-349-6649 **Day/Time:** Online
Email: blendine.hawkins@chaminade.edu
Office Hours: Chat hours announced on Canvas by week 1, and by appointment
Textbook:
Santrock, J. W. (2016). Adolescence (17th Edition), New York, NY: McGraw-Hill. ISBN-978-0-07-811718-3

Catalog Course Description

This course provides psychological investigation of developmental factors in the crucial period of adolescence and analysis of youth problems in contemporary society.

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of: 1) Scientific Method and its Application in the Field of Psychology; and 2) Cross-Cultural Psychology.

Course Overview

Adolescent Development will provide an intensive study of the physical, cognitive, and social/emotional development of the adolescent. Through the use of website activities, reading, and writing, students will have an opportunity to explore theoretical approaches and current issues related to adolescent development from a multidisciplinary and cross-cultural perspective with a focus on promoting optimal development. As with all classes at Chaminade University, the course has a foundation in the Marianist educational values of faith, the pursuit of excellence and quality, a spirit of family, the promotion of social justice, and the ability to adapt to change.

Course Objectives

Student will demonstrate an understanding of:

1. The historical and cultural factors related to adolescent development.
2. The scientific method and its use in the study of adolescence.
3. The developmental aspects of growth including physical, cognitive, social,
4. The conditions necessary for optimal development during adolescence.
5. Current topical issues such as juvenile delinquency, drug and alcohol use, teen sexuality, eating disorders, and adolescent prevention programs.
6. Research related to adolescent development and youth resiliency.
7. The ethical issues related to adolescent clients.
8. How the Five Marianist Educational Values are integrated into the course.

Course Requirements

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

Bi-weekly chapter reviews	= 80pts (4x20)
Weekly class discussions	= 120pts (8x15)
Midterm	= 80pts
Final	= 80pts
Video Presentation & Summary paper	= <u>140pts</u>
Total Points	= 500

Grades for the course will be assigned using the following points-percentage equivalency:

450-500	90% - 100%	A	-Outstanding scholarship and an unusual degree of intellectual initiative.
400-449	80% - 89%	B	-Superior work done in a consistent and intellectual manner.
350-399	70% - 79%	C	-Average grade indicating a competent grasp of subject matter.
300-349	60% - 69%	D	-Inferior work of the lowest passing grade; not satisfactory for fulfillment of Pre-requisite coursework.
299↓	59% or below	F	-Failed to grasp even the minimum subject matter; no credit given.
I	- Did not complete a small portion of the work or final examination due to circumstances beyond the student's control.		

The issuance of an "I" grade is not automatic. Sufficient time should be allowed to permit completion of the work, evaluation, and reporting of the final grade within 90 days after the end of the semester or term. This limit may not be extended. In lieu of submitting an Incomplete Contract, an IB, IC, ID, or IF must be issued along with all other reported grades. If the instructor, prior to the deadline, does not submit a new grade for the course; the alternate grade indicated will be recorded (i.e. an ID will be recorded as a final grade of D). Should a letter grade of I be issued and no approved change of grade submitted, the I grade will automatically change to an F at the 90-day deadline.

Class policies:

- This course requires you to log in to Canvas weekly. In lieu of in vivo class meetings, there will be chapter reviews and group discussions, and while you can work at your own pace, there are strict deadlines for all assignments.
- All assignments will be due by 11:59 pm on the due date specified on this syllabus.
- No late assignments will be accepted unless a special arrangement was made prior to the due date or test date. You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). Documentation is required.
- All assignments must be completed within the time frame of this class. No work will be accepted after Friday of Week 10. No Incomplete grades will be issued.
- No examinations will be administered after its due date has passed (please refer to the course calendar below).
- If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.

Midterm and Final Examination (160 points total)

Both exams will be administered through Canvas and will be available for 24 hours. The exam will be in a word document for you to download, complete and upload in the Midterm/Final exam portal on Canvas. ***The completed exams are due Friday 11/10/2017 by 11:59pm, and Friday 12/8/2017 by 11:59pm.***

Video Presentation (140 points)

You will choose a topic that interests you and develop a video presentation on it. Think about this video as an effort to dispense information to an audience (such as parents, educators, youth, communities, etc.). The video should be approximately 5 minutes in length, informed by research, and include the following components:

- Title of your presentation topic
- Definition or description of the topic
- Specific information about the topic- history, prevalence, and social impact
- Provide empirically supported information, whether *correlations* (teens with non-resident fathers tend to engage in more sexual risk-taking) or *treatment approaches* (psychopharmacological or behavioral approaches for adolescent eating disorder is less effective than those treatment plus family therapy) or *good general practices* (a positive co-parenting relationship between parents of adolescents post-divorce may benefit their relationship with both parents).
- An APA-formatted reference page embedded at the end of the video

It must be uploaded to Youtube by Sunday 12/3/2017 by 11:59pm. After uploading the video, be sure to choose if you want to make the video 'Public' or 'Private'. Then copy the address link and paste it along with the video title on Canvas in the discussion thread under Week 9. Suggested topics will be posted on Week 1.

Bi-weekly chapter reviews (80 points total)

Every 2 weeks there will be a short online activity or a few pertinent questions posted that reviews the chapters covered for you to respond to. You will have until the end of that week (***by Sunday 11:59pm every 2 weeks***) to submit your responses.

Discussion Questions (120 points total)

This assignment will give you an opportunity to interact with your classmates and build a dialogue with them. Each week you will be required to post 1 comment with a question on the instructor's post and post 2 responses (a question or opinion) to your group member's post.

Honesty in academic work

Plagiarism is presenting someone else's words or work as your own. Plagiarism applies to material taken from a book, article, or the Internet and to material taken from another student. All work must be cited. Plagiarism is a violation of the Academic Code of Conduct of the University and carries penalties ranging from failure of the assignment to suspension from the university. In this course, plagiarism on an assignment, paper, project or examination will result in an F for that assignment, paper, project or examination.

***Zero tolerance on Plagiarism. Do your own research and work.**

To support your work and thoughts, you are required to liberally CITE all references. Any time you use information from a source, cite it. Any time you paraphrase something from a source and

put into your own words, please cite it. Ex: (Wallace, 2015); (Santrock, 2016); (King & Stone, 2017).

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact 735-4845 or Dr. June Yasuhara, 739-4603, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory. Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Course Schedule

Date	Class Activity	Readings Due:	Assignments Due:
Week 1	Welcome Review Syllabus Chapter 1 Introduction	Chapter 1	Weekly Discussion 1 (Post Comment by Wednesday, Reply 2 comments by Sunday)
Week 2	Chapter 2 Puberty, Health, and Biological Foundations Chapter 3 The Brain and Cognitive Development	Chapter 2 & Chapter 3	Weekly Discussion 2 (Post Comment by Wednesday, Reply 2 comments by Sunday) Chapter Review 1 (Log in to Canvas to complete by Sunday)
Week 3	Chapter 4 The Self, Identity, Emotion, and Personality Chapter 5 Gender	Chapter 4 & Chapter 5	Weekly Discussion 3 (Post Comment by Wednesday, Reply 2 comments by Sunday)
Week 4	Chapter 6 Sexuality Chapter 7 Moral Development, Values, and Religion	Chapter 6 & Chapter 7	Weekly Discussion 4 (Post Comment by Wednesday, Reply 2 comments by Sunday) Chapter Review 2 (Log in to Canvas to complete by Sunday)
Week 5	Chapter 8 Families Chapter 9 Peers, Romantic Relationships, and Lifestyles	Chapter 8 & Chapter 9	Weekly Discussion 5 (Post Comment by Wednesday, Reply 2 comments by Sunday) Chapter Review 3 (Log in to Canvas to complete by Sunday)
Week 6	Chapter 10 Schools Chapter 11 Achievement, Work, and Careers	Chapter 10 & Chapter 11	Midterm Examination Due Weekly Discussion 6 (Post Comment by Wednesday, Reply 2 comments by Sunday)
Week 7	Chapter 12 Culture	Chapter 12	Weekly Discussion 7 (Post Comment by Wednesday, Reply 2 comments by Sunday) Chapter Review 4 (Log in to Canvas to complete by Sunday)
Week 8	Chapter 13 Problems in Adolescence and Emerging Adulthood	Chapter 13	Weekly Discussion 8 (Post Comment by Wednesday, Reply 2 comments by Sunday)
Week 9	Video Presentation		Video Presentation is Due
Week 10	Final Examination		Final Examination Due