



# Chaminade University

School of Education and Behavioral Sciences  
Psychology

## PSY 304 Psychology of Adolescence

Online Asynchronous

Credits: 3      Section: 92-1      Term: Spring 2026

### Instructor Information



**Instructor:** Keenan Meyer, MSCP

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**Phone:** 808-739-4831

**Office Location:** Bertram Hall Learning Resource Center - Saint Louis School

**Office Hours:** M/T/TH/FR 2:45 pm - 3:15 pm

#### Communication

To schedule an appointment, please email me ([keenan.meyer@chaminade.edu](mailto:keenan.meyer@chaminade.edu)) to schedule a meeting time. Will respond in 24-48 hours.

#### Canvas Technical Assistance

- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: Brogan Hall, Room 110

Phone: (808) 739 - 4652

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Education and Behavioral Sciences.

### Course Description & Materials

#### 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. Prerequisites: PSY 101, EN 102, COM 101

#### Time Allocation

This three-credit course requires a minimum of 135 clock hours of student engagement per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 26 hours in completing the Learnsmart modules, 26 hours studying for and taking the chapter exams, 10 hours completing the final papers, and 8 hours participating in the class discussions. An additional 65 hours of work will be required beyond what is described here, including reading the course materials and reviewing other course materials on the Connect website, averaging 4.33 hours each week.

### Required Materials

Santrock, J. W. (2023). *Adolescence*, 18th Edition. New York, NY: McGraw-Hill

### Recommended Items

Basic computer skills are needed for this course.

**Canvas** (<https://chaminade.instructure.com>)

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

## Learning Outcomes

### Psychology Program Learning Outcomes (PLOs)

Upon completion of Undergraduate Psychology Program, the student will be able to:

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

### Course Learning Outcomes (CLOs)

Upon completion of PSY 304, the student will be able to:

1. Describe the historical and cultural factors related to adolescent development.
2. Discuss the developmental aspects of growth including physical, cognitive, and social.
3. Explain the conditions necessary for optimal development during adolescence.
4. Identify how the Marianist Educational Values are integrated into the course.

### Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

### **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.

### **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.

### **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.

### **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.

### **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.

### Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values			1, 2, 3, 4, 5
PLOs	1	2	3
Native Hawaiian Values			1, 2, 3, 4, 5
Gen Ed Learning Outcomes (if applicable)	NA	NA	NA

### Course Activities

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

Homework	13 @ 10 points each	= 130 points
Chapter Quizzes	13 @ 10 points each	= 130 points
Discussions	4 @ 25 points each	= 100 points
Final Paper		= 200 points
	<b>Total Points</b>	<b>= 560 points</b>

### Discussions

Discussions (4 @ 25 points = 100 points) - Four class discussion questions will be posted (see dates in the calendar at the end of the syllabus). Sometime between Monday and Thursday each week, you should respond to the question. Your response should be a minimum of 250-300 words. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmates’ posts. Your responses to your peers should be a minimum of 150-200 words. It is expected that each student’s

posts for each week will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions.

- **Ask Thoughtful, Open-Ended Questions:** Promote meaningful dialogue by posing questions that require more than a one- or two-word response. Open-ended questions encourage critical thinking and invite peers to reflect on their thoughts, feelings, and perspectives regarding the topic.
- **Respectfully Disagree When Appropriate:** Diverse perspectives enhance learning. If you disagree with a peer's viewpoint or wish to play the "devil's advocate," do so respectfully and constructively. Everyone is entitled to their opinion, and respectful discourse allows for richer, more dynamic conversations.
- **Support Your Ideas with Reasoning:** Always provide rationale for your opinions. You are encouraged to make personal connections or share relevant experiences to deepen understanding. Relating course content to real-world situations demonstrates both insight and application.
- **Think Creatively and Critically:** Avoid repetition by offering fresh perspectives or asking probing, thought-provoking questions. Creative contributions can invigorate discussions and inspire deeper exploration of the subject matter.
- **Incorporate External Resources:** Enhance your responses by referencing credible outside sources, such as articles, websites, or videos. Bringing in relevant information beyond course materials enriches the discussion and supports continued learning.

## Homework

Throughout the semester, students will complete homework assignments (**13 @ 10 points = 130 points**). These assignments are designed to deepen your understanding of key concepts in adolescent development and promote critical analysis of psychological theories, research, and real-world applications.

Assignments may include reflection prompts, case study analyses, short-answer questions, or applications of course material to current events or personal experiences. Each assignment will include specific guidelines, parameters, and a grading rubric. Please read and follow all instructions carefully to ensure full credit.

Late submissions will not be accepted. It is the student's responsibility to manage time effectively and submit assignments by the posted deadlines.

## Quizzes

Chapter Quizzes (**13 @ 10 points = 130 points**). Each exam consists of 10 multiple-choice questions, based on information covered in the textbook. The exams will be available starting on Monday of the week that they are assigned and are due on the following Sunday by 11:59 PM. The exams can only be opened once, so be sure that you are ready to take the exams before you open them. You should read the chapter and complete the chapter assignments within the modules before taking the exams.

## Final Project

**Final Research Paper: Mental Health Across Generations (200 points)** - For your final assignment, you will write a research paper exploring the mental health crisis among Generation Z in comparison to Millennials and, optionally, Generation Alpha. This paper will require you to investigate key mental health trends, contributing factors, and generational differences in experiences, help-seeking behaviors, and risk/protective factors. You will apply developmental theory to analyze how adolescence plays a role in shaping these outcomes. The paper must incorporate scholarly sources, include a visual data component, and conclude with a brief personal

reflection. This capstone assignment is designed to deepen your understanding of adolescent development through a timely and relevant psychological issue. **Length:** 2,000–2,500 words (approx. 8–10 pages). **Citations:** APA 7th edition in-text cites and reference list. **Sources:** At least 10 peer-reviewed scholarly sources (journal articles, meta-analyses, reputable reports)

## Course Policies

### Attendance

Students are expected to asynchronously attend and submit course work in classes they are registered in. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### Late Work

*No late work will be accepted.*

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

No incomplete grades will be given for this class.

### Writing Policy

All assignments for this course should be completed in APA format. Instructor and Student Communication/Questions for this course can be emailed to the instructor at [dfryxell@chaminade.edu](mailto:dfryxell@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time can take place up to 2 days.

### Email Guidelines

- Use your Chaminade email account.
- Always include a subject line.

- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

### **Communities of Practice Communication Guidelines**

- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

### **Final Grades**

Final grades are submitted to [Self-Service](#):

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's work which may include; class participation, quizzes, tests, term papers, reports and the final examination.

Final grades are submitted to [Self-Service](#):

A = 90% and above (505-560)

B = 80-89% (404 – 504)

C = 70-79% (283 – 403)

D = 60-69% (170 – 282)

F = 59% and below (0 – 169)

The instructor will determine the final grade for all students based on the above Grading Scale.

## **Important Information**

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).



Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua ‘Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Student Conduct Policy**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students’ rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. For further information, please refer to the Chaminade Catalog.

**Course Calendar** *Important: You should complete the work for each week by Sunday night at midnight of the week below that it is assigned.*

<b>Week</b>	<b>Chapter</b>	<b>Assignments</b>
<b>Week 1</b> <b>January 12-18</b>	Chapter 1-Introduction	Who Am I Exercise Chapter 1 Assignment Discussion 1 Chapter 1 Quiz
<b>Week 2</b> <b>January 19-25</b>	Chapter 2 - Puberty, Health, and Biological Foundations	Chapter 2 Assignment Chapter 2 Quiz
<b>Week 3</b>	Chapter 3 - The Brain and Cognitive Development	Chapter 3 Assignment

<b>January 26- February 1</b>		Chapter 3 Quiz
<b>Week 4 February 2-8</b>	Chapter 4 - The Self, Identity, Emotion, and Personality	Chapter 4 Assignment Chapter 4 Quiz
<b>Week 5 February 9-15</b>	Chapter 5 - Gender	Chapter 5 Assignment Discussion 2 Chapter 5 Quiz
<b>Week 6 February 16-22</b>	Chapter 6 - Sexuality	Chapter 6 Assignment Chapter 6 Quiz
<b>Week 7 February 23 - March 1</b>	Chapter 7 - Moral Development, Values, and Religion	Chapter 7 Assignment Chapter 7 Quiz
<b>Week 8 March 2-8</b>	Chapter 8 - Families	Chapter 8 Assignment Chapter 8 Quiz
<b>Week 9 March 9-15</b>	Chapter 9 - Peers, Romantic Relationships, and Lifestyles	Chapter 9 Assignment Discussion 3 Chapter 9 Quiz
<b>March 16-22</b>	<b>SPRING BREAK</b>	
<b>Week 10 March 23-29</b>	Chapter 10 - Schools	Chapter 10 Assignment Chapter 10 Quiz
<b>Week 11 March 30 - April 5</b>	Chapter 11 - Achievement, Work, and Careers	Chapter 11 Assignment Chapter 11 Quiz
<b>Week 12 April 6-12</b>	Chapter 12 - Culture	Chapter 12 Assignment Discussion 4 Chapter 12 Quiz
<b>Week 13 April 13-19</b>	Chapter 13 - Problems in Adolescence and Emerging Adulthood	Chapter 13 Assignment Chapter 13 Quiz
<b>Week 14 April 20-26</b>	<b>Work on Final Paper</b>	
<b>Week 15 April 27-May 1</b>	<b>Work on Final Paper and submit in Canvas by May 1st</b>	