



**Psychology 322-001  
Adolescent Development  
2024 Winter Term 1  
Online Course**

---

**Instructor:** Jessica P. Lougheed, PhD

**Email:** [Jessica.lougheed@ubc.ca](mailto:Jessica.lougheed@ubc.ca)

**Phone:** 250-807-8045

**Office:** ART 332

**Office hours:** Tuesdays from 2:00-2:50 pm on Zoom (link available on Canvas home page).

**Teaching Assistants:**

See details on the Canvas home page

***All teaching assistant office hours are available on the Canvas home page***

**PSYO 322 (3) Adolescent Development**

Survey of developmental psychology, focusing on the adolescent segment of the lifespan. It examines physical, cognitive, personality, and social aspects of adolescent development. [3-0-0] Prerequisite: PSYO 220 and one of PSYO 219, PSYO 230, PSYO 241, PSYO 252, PSYO 270, PSYO 271, PSYO 298, PSYO 299 or 3 credits of 200-level Psychology.

**Course Format**

This course will be delivered online via *Canvas*. Weekly online modules will include chapter readings from the course textbook, “lectures” in audio/visual format, and additional supplementary information (e.g., videos, activities). See Canvas for full details.

**Course Overview, Content, and Objectives**

Adolescence is a period of large-scale developmental changes in multiple domains (e.g., biological, psychological, cognitive, social). We will explore historical and theoretical perspectives and take a multi-faceted approach to understanding adolescent development. The course is organized into three sections. First, we will discuss the fundamental changes of adolescent development. Second, we will focus on different contexts of adolescent development, including families, peer groups, schools, and extracurricular activities. Finally, we will cover psychosocial development in adolescence. The primary objective of this course is to develop an integrated understanding of developmental processes in adolescence.

**Learning Outcomes**

After completing this course, students will be able to:

- 1) Demonstrate understanding of the historical context of adolescence as a developmental period
- 2) Describe how complex interactions between physical, cognitive, social, and emotional development influence development during adolescence
- 3) Identify contextual influences on adolescent development, including families, peer groups, schools, and extracurricular activities
- 4) Demonstrate understanding of psychosocial development in terms of identity formation, autonomy development, sexuality, and psychosocial problems.
- 5) Apply perspectives on adolescent development to real-world examples
- 6) Interpret the results of research studies on adolescent development

**Evaluation Criteria and Grading (see Course Schedule for dates)**

- 1) **Exam 1 (30% of grade).** Exam 1 will cover all material covered in Part 1 of the course (see Course Schedule on syllabus).
- 2) **Exam 2 (30% of grade).** Exam 2 will cover all material covered in Part 2 of the course (see Course Schedule).



- 3) **Final Exam (35% of grade).** The final exam will be cumulative, with an emphasis on material covered in Part 3 of the course (see Course Schedule). This exam will take place during the final exam period.
- 4) **Weekly assignments (5% of grade).** Weekly assignments will be submitted via Canvas by 5:00 pm each Sunday following the weekly topic (each weekly module starts at 8:00 am PST on Monday and ends at 5:00 pm PST on the following Sunday). Some of these activities will be for participation marks, while others may be graded. These assignments will account for 5% of the total grade. There will be one such “assignment” each week, for a total of 13 assignments, and students’ scores on the top 10 assignments will count towards the final grade (i.e., the three lowest-scoring assignments will not count towards the final grade).
- 5) **SONA (2% bonus).** See below for an explanation of how to participate in SONA.

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. The Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

### **Required Materials**

McMahan, A., & Thompson, S. (2022). *Adolescence* (2<sup>nd</sup> Canadian edition). North York, ON: Pearson Canada Inc.

To purchase the materials for this course, purchase the digital product in-store or online at the UBC Bookstore (<https://bookstore.ubc.ca/textbooks>). The Bookstore will have some print options available for students who prefer hard copies of the course text.

### **Requirements for Technology for Online Delivery of Courses**

In order to engage with this course online, students are required to have a laptop or desktop computer and a stable internet connection. While the lectures will be pre-recorded and posted, examinations will be completed online during the **scheduled course time** (e.g., 2:00 pm PST on Tuesdays during weeks exams are scheduled). Please email me if you do not have any of these requirements.

### **Technical Issues During Examinations**

As per UBC policy, all examinations must be completed during the scheduled course time. Out of fairness to all students, there are no exceptions to this policy. The instructor and/or TAs will be available during all examinations via Zoom should students encounter technical difficulties. It is the responsibility of the student to ensure that any technical issues are reported to the instructor **immediately**. If you cannot connect with the instructor and/or TAs, please document the issue or technical concern via a screenshot. This is the only circumstance in which it is appropriate to document (i.e., screenshot) exam material. Failing to report technical issues in a timely manner may result in the issue not being resolved and may negatively impact your grade.

### **Academic Integrity Examination Policies for Closed-Book Exams**

The examinations in this course are all closed-book, so you are **not** permitted to access any of the course materials, including your notes, during the exam. You are **not** to use any search engines or other programs except for the program required to complete the exam. Nor are you to communicate with anyone – you are to work independently. If you violate these conditions you have engaged in Academic Misconduct and will be subject to the consequences articulated in the Academic Integrity section (see below). Communication with other students (written, text, verbal, etc.) is also not permitted and will constitute Academic Misconduct.

### **Policy on Rounding Final Grades**



It is policy in this course that final grades cannot be adjusted (through extra assignments or otherwise) in order to achieve a passing mark, higher letter grade etc. In order to maintain fairness within this course, requests for additional assignments as well as requests to round or “bump up” final grades will be denied.

### **Missed Graded Work**

Students who, because of unforeseen events, are absent during the term and are unable to complete tests or other graded work, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given to them at the start of the course (see Grading Practices). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. If ill health is an issue, students are encouraged to seek attention from a health professional. Campus Health and Counselling will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean. Further information can be found at:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>.

**IMPORTANT:** Students who miss an exam must provide written documentation (i.e., doctor’s note) of the absence to the instructor and must arrange to make up the exam before the next scheduled class. Students who do not write the exam by the next scheduled class will receive a “0” for the exam.

### **Final Examination**

The examination period for Term 1 of Winter 2024 is December 9th – December 20th. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job. Further information on Academic Concessions can be found under Policies and Regulations in the Okanagan Academic Calendar (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>). Out-of-time examination forms can be found at (<https://fass.ok.ubc.ca/student-resources/undergrad/student-forms/>) and must be sent to the Dean’s office.

### **Course Communication**

We will use the Discussions in Canvas to answer student questions about the course. There is a separate thread for each week and its associated lectures. Please post your questions about course content to the relevant thread instead of emailing the course instructor or TA personally. Often, many students will have similar questions about course content and by having such discussions on the forum, everyone can benefit. For questions about personal situations, please email the course instructor or TA directly.

---

**Course Schedule**

Date	Topics and/or exam	Assigned reading
<b>Part 1: The Fundamental Changes of Adolescence</b>		
Sept 3 to Sept 8	Introduction to Adolescence.....	Chapter 1
Sept 9 to Sept 15	Biological Transitions.....	Chapter 2
Sept 16 to Sept 22	Cognitive Transitions.....	Chapter 3
Sept 23 to Sept 29	Social Transitions.....	Levesque, 2018 (Canvas)
<b>Part 2: The Contexts of Adolescence</b>		
Sept 30 to Oct 6	Exam 1 Tuesday, October 1 <sup>st</sup> during class time 2:00 pm PST.....	Part 1 only
	Families.....	Chapter 4
Oct 7 to Oct 13	Peers.....	Chapter 5
Oct 14 to Oct 20	School and Work.....	Chapter 6
Oct 21 to Oct 27	Community, Culture, and Media.....	Chapter 7
<b>Part 3: Psychosocial Development during Adolescence</b>		
Oct 28 to Nov 3	Exam 2 Tuesday, October 29th during class time 2:00 pm PST.....	Part 2 only
	Gender.....	Chapter 8
Nov 4 to Nov 10	Identity.....	Chapter 9
Nov 11 to Nov 17	Note: Midterm break (November 11-17); No lectures	None
Nov 18 to Nov 24	Intimacy.....	Chapter 10
Nov 25 to Dec 1	Challenges.....	Chapter 11
Dec 2 to Dec 6	Positive Prospects.....	Chapter 12
Date TBD	Final exam (during final exam period)	Final exam is cumulative

**Academic Integrity:**

The academic enterprise is founded on *honesty, civility, and integrity*. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at

<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.



**UBC Okanagan Equity and Inclusion Office:**

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, or to get involved in human rights work on campus, please contact the Equity and Inclusion Office.

**UNC 216** 250.807.9291

email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca)

**UBC Okanagan Disability Resource Centre:**

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

**UNC 214** 250.807.9263

email: [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca)

Web: [www.students.ok.ubc.ca/drc](http://www.students.ok.ubc.ca/drc)

**Student Learning Hub**

The Student Learning Hub is your go-to resource for free math, science, writing, and language learning support—now online and flexible to meet your remote learning needs! The Hub welcomes undergraduate students from all disciplines and years to access a range of supports that include tutoring in math, sciences, languages, and writing, as well as dedicated learning support to help you develop skills and strategies for academic success. Don't wait—successful learners access support early and often. For more information, visit [students.ok.ubc.ca/hub](http://students.ok.ubc.ca/hub) or contact [learning.hub@ubc.ca](mailto:learning.hub@ubc.ca)

**Sexual Violence Prevention and Response Office (SVPRO):**

A safe and confidential place for UBC students, staff and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. We support your decision, whatever you decide.

Visit [svpro.ok.ubc.ca](http://svpro.ok.ubc.ca) or call us at 250.807.9640



## SONA RESEARCH ACTIVITY

Students earn Sona credit points for their eligible courses from participating in research activity. This can be either through direct participation in research through the Sona online research system (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities. First year courses (i.e., PSYO 111 and PSYO 121) include 4% as part of the final course grade for participating in Sona research activity, while second year and higher courses allow for a 2% bonus to be added to the final course grade for participating.

### **Research Participation In Online Research System (Option 1)**

As a participant in one of the numerous research studies posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation. Hence, studies requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

#### *Important Requirements*

You may participate in more than one study in order to earn credits. It is important to sign up for studies early in the semester in order to increase the odds that a timeslot is available. If you wait until later in the semester, timeslots may no longer be available.

Students must participate in at least one study from List A (that is either in-person, uses Zoom interactions, experience sampling, daily diary etc.) of any credit value for each in-person course they are seeking credit for. Studies will be identified as coming from List A or List B on Sona to assist students in ensuring they can fulfill this requirement. This requirement is limited to in-person courses only as there may be students who are taking courses fully remotely from a different location/time zone, for whom in-person or online synchronous studies would not be feasible, thus making it difficult to meet these requirements. Students registered in online courses can complete their credits from participation in studies from either entirely List A, entirely List B, or a combination of the two.

#### *Logging On To The System*

Sona is only open for those students who are registered in a psychology course offering Sona credit points. Please only use the request account option if you have never used the Sona system before. If you have used the Sona system before, please use the most recent login information you remember to log in.

#### *Missed Appointments & Penalties*

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the study and you will be assigned an unexcused no-show. The unexcused no-show designation will cause you to lose the credit value of the study from the total possible credit points you can earn for your course. For example, if you are in PSYO 111 (or 121), you can earn up to 4.0 credits. If you miss an hour-long session that you signed up for (i.e., 1.0 credit) and don't cancel it in advance, the maximum credits that you can now earn for your course is 3.0, regardless of how many studies you complete.

If, after consenting to participate and starting a session (or survey), you decide to withdraw your consent, to avoid receiving an unexcused no-show on Sona, you must do one of the following:

- if it is an online study, you must cancel your Sona sign-up and/or contact Shirley ([psyc.ubco.research@ubc.ca](mailto:psyc.ubco.research@ubc.ca)) if you are unable to cancel your sign-up;
- if it is an in-person study, you must let the researcher know directly. Their email can be found on the main description page for the study (little envelope icon). Depending upon the study, they will either cancel your session or assign you an excused no-show (meaning that you will not be penalized).

Your ability to withdraw your data will depend upon the study. Instructions for withdrawing your data (including limitations) will be described in the study's consent form.





Please email [psyc.ubco.research@ubc.ca](mailto:psyc.ubco.research@ubc.ca) with any questions or concerns that you may have regarding the Sona system. Your professor or instructor does NOT have access to this information.

### **Research Summary Assignment (Option 2)**

As an alternative to participating in research studies, you may obtain Sona credit points by completing library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

#### *Important Requirements*

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.

- A “recent” article has been published within the past 12 months.
- A “peer reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
- A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.

2. You must choose an article published by one of the following agencies:

- The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
- The American Psychological Association - [www.apa.org/journals/by\\_title.html](http://www.apa.org/journals/by_title.html) has a full listing.
- The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
- The Psychonomic Society - *Behavior Research Methods*, *Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

#### 3. Other Assignment Guidelines

The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association*. The review will be graded on a pass – fail basis (2% or 0%). At least **14 days before the end of classes** each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required. If you do not check your email frequently, provide a phone number on the cover page.