



Adolescent Development

Psychology 322-001
2023 Winter Term 1
Online Course

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Office hours: by appointment only

Teaching Assistants: TBA

PSYO 322 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: Either (a) PSYO 220 and one of PSYO 219, PSYO 230, PSYO 241, PSYO 252, PSYO 270, PSYO 271, PSYO 298, PSYO 299; or (b) all of PSYO 270, PSYO 271.

Course Format

This course will be delivered online via *Canvas*. Weekly online modules will include lectures in audio/visual format, and additional supplementary information (e.g., videos, readings).

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. We will discuss the fundamental changes of adolescent development; we will focus on different contexts of adolescent development, including families, peer groups, schools, and extracurricular activities; and 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

**Course Schedule**

Week/Dates	Topics	Activities
1: Sep 5-8	<ul style="list-style-type: none"> Introduction to the study of adolescent development 	
2: Sep 11-15	<ul style="list-style-type: none"> Biological transitions 	Reflection Journal 1
3: Sep 18-22	<ul style="list-style-type: none"> Biological transitions 	Reading 1
4: Sep 25-29	<ul style="list-style-type: none"> Cognitive transitions 	Quiz 1
5: Oct 2-6	<ul style="list-style-type: none"> Cognitive transitions 	
6: Oct 9-13	<ul style="list-style-type: none"> Social transitions 	Reflection Journal 2
7: Oct 16-20	<ul style="list-style-type: none"> Social transitions 	Reading 2
8: Oct 23-27	<ul style="list-style-type: none"> Peer groups 	Quiz 2
9: Oct 30-Nov 3	<ul style="list-style-type: none"> Families 	
10: Nov 6-10	<ul style="list-style-type: none"> Families 	Reflection Journal 3
11: Nov 13-17	MIDTERM BREAK	
12: Nov 20-24	<ul style="list-style-type: none"> Schools 	Quiz 3
13: Nov 27-Dec 1	<ul style="list-style-type: none"> Work, Leisure, and Media 	Reading 3
14: Dec 4-Dec 7	<ul style="list-style-type: none"> Review 	

Evaluation Criteria and Grading

Reflection Journals	Journal 1 (Due September 15 th at 11:55pm) Journal 2 (Due October 13 th at 11:55pm) Journal 3 (Due November 10 th at 11:55pm) *You only need to complete 2 of the 3 journal entries	15%
Final exam	All lecture material	40%
Quizzes	Quiz 1 (September 28 th at 11am – September 29 th at 11am) Quiz 2 (October 26 th at 11am – October 27 th at 11am) Quiz 3 (November 23 rd at 11am – November 24 th at 11am)	15% 15% 15%

**Reflection Journals:**

The subject matter of this course – adolescent development – is something that all students are familiar with both through observation and their own personal experiences. This course should be more meaningful if students can relate what they learn to their own experiences and observations of other people. To help students do this, they will submit journal entries in which they discuss issues pertaining to adolescent development in their own lives or the lives of others, related to the readings and lecture material. These entries will comprise **15% of the final grade**.

Students will complete 2 of 3 possible journal entries over the course of the term. Each entry will be 200 words long or less. The entries should reflect thoughts concerning adolescent development within the student's life or in the media. The entries need to directly tie information from the incident or event to material we have discussed in class for that section of material. Topics for each journal entry are found below:

- Journal 1 – Biological transitions
- Journal 2 – Social transitions
- Journal 3 – Families

Students will complete these entries through the appropriate "Assignments" function on e-class. **Due dates for these entries can be found on the lecture outline above. Entries must be completed and submitted by 11:55 pm on the given due date. Late entries will not be accepted for any reason. It is the student's responsibility to ensure they know how to access and complete these assignments, and that they do so by the due date.** Entries will be assessed on an excellent (1), pass (.5), and fail (0) basis. If students have questions about their performance on these entries, they should contact the instructor.

Because there are 3 entries, but students are only responsible for doing 2, this means that students can miss 1 entry (for whatever reason) without their grades being affected. It also means that if they receive a poor score on one entry, they will have the opportunity to make it up by completing one of the additional entries, and therefore not have the poor score count. The best 2 entries for each student will be counted towards your grade.

Quizzes:

You will complete 3 quizzes throughout the term. Each quiz will consist of 15 multiple choice questions. You will be given 15 minutes to complete each quiz. These are open book quizzes, so feel free to use your notes and the slides as required.

Quiz #	Topics Covered	Dates/times available	% of grade
Quiz 1:	<ul style="list-style-type: none">• Introduction to the study of adolescent development• Biological transitions	September 28 th at 11am – September 29 th at 11am	15%
Quiz 2:	<ul style="list-style-type: none">• Cognitive transitions• Social transitions	October 26 th at 11am – October 27 th at 11am	15%
Quiz 3:	<ul style="list-style-type: none">• Peer groups• Families	November 23 rd at 11am – November 24 th at 11am	15%



Format of Final Exam:

Students are responsible for all lecture and material on Canvas. Additionally, any content that is covered in the form of a demonstration or activity as well as any videos, and readings are eligible to be covered on the final exam.

The final exam (worth 40% of the final grade) will be available to complete on Canvas and will consist of 5 short answer questions (with a maximum word limit of 200 words each). The final exam will be cumulative covering all material from the course.

NOTE: The final exam is an **open book** exam, so feel free to use your notes and the slides as required.

Final exam: TBA



Final grades

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>).

Optional Materials

Steinberg, L. (2020). *Adolescence (12th Edition)*. New York: McGraw-Hill Education.

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.

Required Materials

The following journal articles are required reading for the course:

Reading 1	Leroux, P. A., Dissaux, N., Le Reste, J. Y., Bronsard, G., & Lavenne-Collot, N. (2023). Association between Hpa Axis Functioning and Mental Health in Maltreated Children and Adolescents: A Systematic Literature Review. <i>Children</i> , 10(8), 1344.
Reading 2	Jefferies, P., & Ungar, M. (2020). Social anxiety in young people: A prevalence study in seven countries. <i>PloS one</i> , 15(9), e0239133.
Reading 3	Lissak, G. (2018). Adverse physiological and psychological effects of screen time on children and adolescents: Literature review and case study. <i>Environmental research</i> , 164, 149-157.

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, quizzes will only be open for a 24-hour period.

Technical Issues During Examinations

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.

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.

Final Examination

The examination period for Term 1 of Winter 2023 is **December 10th – December 21st**. 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

Please email the course instructor with your questions (lisa.smithson@ubc.ca).

Coursework during Pandemic Times

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom).

Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

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, color, 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

Web: 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 Web:

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 or contact 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 or call us at 250.807.9640

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