

Adolescent Psychosocial Development, EDP 385
The University of Texas at Austin, Spring 2013

Instructor: Dr. Keisha Bentley-Edwards

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Class Dates: Tuesdays 4:00-7:00p

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Office Hours: Tuesdays 2:30-3:30 pm and/or by appointment

Email is the fastest and most efficient way to contact me!!!

Required Texts:

Swanson, D. P., Edwards, M. C., & Spencer, M. B. (Eds.). (2010). *Adolescence: Development During a Global Era*. Burlington: Academic Press.

Additional readings are on Blackboard

Course Description:

The purpose of this course is for you to examine and apply theories of psychology and identity development to learn about adolescent populations from diverse groups.

Through readings, reflections, discussion, and class activities, this course will explore issues such as personal identity, academic achievement, and social/emotional development, and also examine the role of social statuses such as gender, social class, race/ethnicity, and sexual orientation in school settings. The course will attempt to integrate all of these areas to help you better understand your experiences as an adolescent as well as those of the youth you may encounter as you assist them in coping more effectively with life's challenges. Unlike many psychology courses, this course will extend beyond the individual and ask you to think critically about social, cultural, and historical contexts and group identities. *You will be required to integrate these larger social issues with psychological concepts and theories, and to synthesize these various elements in your class discussions and assignments.*

Course Objectives:

To foster an in-depth, critical understanding of adolescent development. The course will investigate multiple dimensions of philosophical, historical, theoretical, empirical and application matters. A range of contemporary issues will be actively discussed including socioeconomic status, political climate, social norms, cultural identity, mental health, family dynamics, academic achievement and social adjustment into a unifying, comprehensive framework. Active student participation is not only encouraged but also expected.

Please read the syllabus carefully. The content of this syllabus is subject to revision at anytime. Students will be given notice of any changes in advance. You are responsible for knowing about changes whether or not you are present in class at the time of the announcement.

Grading Scale:

| Grade Percentage: | |
|-------------------|---------------------------------|
| 5% | Attendance & Participation |
| 15% | Exam I |
| 15% | Exam II |
| 15% | Reading Discussions |
| 25% | Your Personal Adolescence Paper |
| 25% | Final Project |

Attendance is extremely important since this class meets weekly. As previously stated, each student is expected **participate** in class through the reading presentations and class discussions.

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Reading Discussions & Reflections: Students will sign up for 3 readings for which they will lead the class discussion and submit a **2-page double-spaced** reaction paper. The paper will include a brief summary of the reading, your interpretation or reaction and **2-3 discussion questions**. Student Led discussions will occur at the beginning of class. **Each student will conduct/submit 3 discussions. 10 Points**

Exams. You will have 2 exams. Exam I is on February 19th and Exam II is on April 9th. More details about the exams will be provided within a few weeks before they occur.

Your Personal Adolescence Paper

Every person has a story to tell about their coming of age. These stories provide insight in answering the questions, “Who am I?” and “How did I get to be where I am?” Using at least two developmental theories (Erikson, Marcia, Bronfenbrenner, Spencer, etc.), to analyze your own adolescence and personal development. You do not have to provide a point-by-point detailed description of your teenaged years. Rather, highlight the relationships, events, experiences, and factors that have helped shape your personality, cognitive style, belief systems, values, attitudes, ways of expressing or lack of expressing emotions, communication style, interactive skills, career goals, and so forth. In other words, you should place your own identity development in a broader social context, and consider how various people, institutions, privileges and challenges, and/or identity statuses (e.g. race, gender, sexual orientation, etc.) have affected your personal development. In addition, write about the challenges or turning points for growth or maturity that you believe existed for you.

What risks and stressors have you encountered, and how did you cope with these? How was your coping related to your own identity development—what identity “crises” have you encountered and how have these shaped you as a person? In what areas of your life is your identity achieved and which are still in moratorium? How did the theories of racial and gender identity development relate to your experiences, if at all? These questions are intended as guides; you are not expected to answer all of them or to necessarily employ all of the theories in your analysis. You will be evaluated on the quality of your personal narrative and your understanding of theories as applied to your own development, rather than the number of theories you cite. Also, when discussing your life experiences, you can refer directly to concepts from the various theories (e.g., “crisis,” “microsystem”) without defining or explaining them. I know what these terms mean, and by the time you write this paper, I’ll presume you do as well. The majority of the paper should be about your life experiences, framed through the lenses of various developmental theories.

Page Limit: 6-7 pages; Due: March 26th at the start of class

Group Final Project – Intervention

Today’s adolescents face numerous challenges to their physical, academic, emotional and social development. Choose a population that your group (of 2-3 students) has determined to be at particular risk (as determined by you) and create an intervention that has research and theoretical frameworks as its foundation. Pretend that you are a non-profit organization that is submitting a proposal to a funder. They only need an Executive Summary and Presentation to the Board of Directors (your classmates).

Each group will write a 10-page Executive Summary that includes a review of the literature, objectives, project overview, feasibility and conclusion. This summary should identify and annotate recent research articles on their topic, some of which should address developmental frameworks during adolescence. The group will write **a one-page handout** of their presentation that will be distributed to classmates during the presentation.

Each group will present its program on either April 23rd or April 30th. **Each group should present 20-25 minutes. Overtime will be penalized.** A key competence issue is the efficiency of presenting valuable information in a short period of time. It is expected that students will use the knowledge gathered in the course as well as additional adolescent psychological principles and strategies.

The criteria for grading each **Proposal** includes the following

1. **Integration** of program's purpose, focus, target population, components, goals (5 pts);
2. **Quality** of writing, composition, and integration of research and discussion (5 pts) ;
3. **Review** and accurate use of recent and relevant African American psychological research to support one's program (5 pts);

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4. Feasible program with clear understanding of potential benefits and limitations to the design and implementation of the program (5 pts)

Each **presentation** will be graded according to the following criteria:

1. Distinctive nature of each presenter within the group and Clarity of Presentation
2. Focus on adolescent research- Did presenters identify research with specific themes of adolescent development
3. Innovativeness- Did your group display creativity in the presentation that sparked, kept attention/interest? Was audience identified?
4. Feasibility -Was this useful information and could this be accomplished in real life? How well did they respond to questions from the class?
5. Benefits and Limitations -Did presentation address unique benefits and limits to and for their propositions, program, and target group?

Papers are due on the date of your presentation, either April 23rd or April 30th.

Note on All Assignments:

All assignments will be collected at the BEGINNING of class. Assignments submitted after the first five minutes of class will be reduced by half a letter grade and those submitted after class will be reduced a full letter grade for each day it is late. *No rewriting of assignments will be allowed since there will be ample time and opportunity to ask questions about each assignment during class time.*

All written assignments should be written in 12-point (Arial or Times New Roman) font, double-spaced, with 1" margins on all sides and page numbers. Cover sheets and reference pages are not included in the page count. Assignments should meet the stated *minimum or maximum* page limit. All written assignments should make reference to the readings and theoretical frameworks in this course. The content of your papers and how you present your written thoughts are important. Therefore, students must carefully proofread and spell-check their written assignments.

All papers will be submitted according to APA style, 6th Edition. This style is of particular importance for in-text citation and the representation of sources in the reference section. A good resource can be found at <http://owl.english.purdue.edu/owl/resource/560/01>.

Course Schedule:

January 15, 2013

Class Topic: **Introduction, Syllabus Review**

January 22

Class Topic: **Sociopolitical Contexts of Adolescent Development**

Read by today: Chapter 1
Spencer, M. B., Dupree, D., & Hartmann, T. (1997). A phenomenological variant of ecological systems theory (PVEST): A self-organization perspective in context. *Development and psychopathology*, 9(4), 817-833.

January 29

Class Topic: **Physical Development & Health**

Read by today: Chapters 2 & 12

February 5

Class Topic: **Cognitive Theory**

Read by today: Chapter 3

February 12

Class Topic: **Identity Development**

Read by today: Chapters 4 & 9

February 19

Class Topic: **Exam I**

February 26

Class Topic: **Socializing Processes**

Read by today: Chapter 5 & 11

March 5 ~ **Submit your Project Idea**

Class Topic: **Educating Adolescents**

Read by today: Chapter 7 & 14

March 12 – No Class for Spring Break

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March 19

Class Topic:

Adolescent Risky Behaviors

Read by today:

Auerbach, R. P., Tsai, B., & Abela, J. R. Z. (2010). Temporal relationships among depressive symptoms, risky behavior engagement, perceived control, and gender in a sample of adolescents. *Journal of Research on Adolescence*, 20(3), 726-747. doi: 10.1111/j.1532-7795.2010.00657.x

Pujazon-Zazik, M. A., Manasse, S. M., & Orrell-Valente, J. K. (2012). Adolescents' self-presentation on a teen dating web site: A risk-content analysis. *Journal of Adolescent Health*, 50(5), 517-520. doi: 10.1016/j.jadohealth.2011.11.015

Reich, S. M., Subrahmanyam, K., & Espinoza, G. (2012). Friending, IMing, and hanging out face-to-face: Overlap in adolescents' online and offline social networks. *Developmental psychology*, 48(2), 356-368. doi: 10.1037/a0026980

March 26

Class Topic:

Resiliency & Faith – Personal Adolescence Paper Due

Read by today:

Chapters 8, 13 & 15

April 2

Class Topic:

Social Issues

Read by today:

Chapters 6 & 10

April 8

Class Topic:

Exam II

April 16

Class Topic:

Policy & Action Research for Adolescence

Read by today:

Chapters 16, 17 & 18

April 23

Class Topic:

Group Presentations Part I

Course Objective:

- Be Innovative & Interesting!

April 30

Class Topic:

Group Presentations Part II

Course Objective:

- Be Innovative & Interesting!
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