



**Psychology 322-001
Adolescent Development
2020 Winter Term 1
Online Course**

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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: 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 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

- 1) **Exam 1 (20% of grade).** Exam 1 will cover all material covered in weeks 1-4 of the course, inclusive. The exam will consist of 50 multiple choice and true/false questions.
- 2) **Exam 2 (20% of grade).** Exam 2 will cover all material covered in weeks 5-8 of the course, inclusive. The exam will consist of 50 multiple choice and true/false questions.



- 3) **Exam 3 (20% of grade).** Exam 3 will cover all material covered in weeks 9-13 of the course, inclusive. The exam will consist of 50 multiple choice and true/false questions. This exam will take place during the final exam period.
- 4) **Online reading assignments (10% of grade).** Each assigned chapter reading from the course textbook will have an accompanying activity via Connect. There will be 13 such assigned activities during the course (one for each assigned textbook chapter, excluding the Introduction assigned to Week 1). Students' top 10 scores on these assignments will count towards the final grade (i.e., the lowest two-scoring assignments will not count toward the final grade). Each assignment will be worth 1% of the final grade. These assignments will be graded for completion.
- 5) **Assignments (30%).** Assignments in this course will come in three different formats.
 - a. The first format are lecture-based activities that accompany online lectures and will be submitted via Canvas by 11:59 pm each Sunday following the weekly topic (each weekly module starts at 8:00 am PST on Monday and ends at 11:59 pm PST on the following Sunday). Some of these activities will be for participation marks, while others may be graded. These lecture-based activities will account for 10% of the total grade. There will be one such "assignment" each week, 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).
 - b. The second format is Quest assignments (via Connect). Quest is a web-based video game that involves students taking the perspective of an adolescent and navigating a social situation. Students will answer multiple-choice questions after completing the assignment. There will be two Quest assignments during this course, each contributing 5% to the final grade (10% total).
 - i. Note about alternative assignments: If students are unable to complete the Quest assignments for reasons related to technical access or other accessibility issues, please email the course instructor to discuss an alternative.
 - c. The third format is Power of Process assignments. Power of Process is an online tool via Connect that scaffolds student reading of research articles. Each assignment will involve reading a scientific article on adolescent development and answering specific questions about the article. There will be two Power of Process assignments during this course, each contributing 5% to the final grade (10% total).
- 6) **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

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

PLEASE NOTE THAT THERE ARE SPECIAL INSTRUCTIONS FOR YOUR COURSE MATERIALS FOR THIS COURSE!!!

This course will be using a product that is integrated into the course site. In order to utilize this material, you **MUST** purchase your course materials for this course at the UBC Bookstore. Purchases from any other retailer (i.e., friend, Amazon, Discount Textbooks, directly from the publisher, etc.) are not able to be verified through the course site, and you will not be able to access the content needed.

To purchase the materials for this course, purchase the digital product in-store or online at the UBC Bookstore (<https://bookstore.ubc.ca/textbooks>) – for these purchases you **MUST** keep your receipt in



order to verify the purchase on the course site. When you log into your Canvas account, you will be put into the course automatically.

The Bookstore will have some print options available for students who prefer hard copies of the course text.

If you have questions about purchasing the course textbook, see this site: <https://bookstore.ubc.ca/faq-sections/canvas-course-help>

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, this course also includes occasional live activities (optional synchronous review sessions before exams). Examinations will be completed online during the **scheduled course time** (e.g., 2:30-4:00 pm PST on Fridays 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 Collaborate Ultra 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 via Collaborate Ultra, 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 2020 is December 7th – December 22nd. 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.

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>



Course Schedule

	Topics and/or exam	Assigned textbook chapter
Module 1: The Fundamental Changes of Adolescence		
Week 1 (9/8-9/13)	Course Introduction; The Study of Adolescent Development.....	Introduction from textbook
Week 2 (9/14-9/20)	Biological Transitions.....	Chapter 1
Week 3 (9/21-9/27)	Cognitive Transitions.....	Chapter 2
Week 4 (9/28-10/4)	Social Transitions; Exam 1, Friday, October 2 during scheduled class time.....	Chapter 3
Module 2: The Contexts of Adolescence		
Week 5 (10/5-10/11)	Families, Quest Assignment 1 due Sunday 11:59 pm.....	Chapter 4
Week 6 (10/12-10/18)	Peer Groups, Power of Process Assignment 1 due Sunday 11:59 pm...	Chapter 5
Week 7 (10/19-10/25)	Schools.....	Chapter 6
Week 8 (10/26-11/1)	Work, Leisure, and Media; Exam 2, Friday October 30 during scheduled class time.....	Chapter 7
Module 3: Psychosocial Development during Adolescence		
Week 9 (11/2-11/8)	Identity, Quest Assignment 2 due Sunday 11:59 pm	Chapter 8
Week 10 (11/9-11/15)	Autonomy..... Note: Midterm break (November 12-13)	Chapter 9
Week 11 (11/16-11/22)	Intimacy, Power of Process Assignment 2 due Sunday 11:59 pm.....	Chapter 10
Week 12 (11/23-11/29)	Sexuality.....	Chapter 11
Week 13 (11/30-12/6)	Psychosocial Problems in Adolescence.....	Chapter 13
Date TBD	Exam 3 (during final exam period)	

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

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



RESEARCH ACTIVITY

Students earn Sona credit from participating in research activity. This can be either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities.

Research Participation (Option 1)

As a participant in one of numerous Psychology Department Subject Pool experiments posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation at UBCO. Hence, participation 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 experiment in order to accrue credits. It is important to sign up for experiments early in the semester in order to increase the odds that a timeslot is available. If you wait until late in the semester, all timeslots may be taken. **IMPORTANT:** Please note, due to concerns related to COVID-19, only online studies will be hosted on Sona.

Logging On To The System

Sona is only open for those students who are registered in a psychology course offering Sona credit. 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 experiment and will lose the credit value of the study from possible marks associated with participation in research.

Please email psyc.ubco.research@ubc.ca with any questions or concerns that you may have regarding the Sona system, including unassigned bonus credits. Your professor does NOT have access to this information.

Research Summary Assignment (Option 2)

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit 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 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* (6th ed.). 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.