

CEYH6341 ADOLESCENT PSYCHOLOGY

***Disclaimer:** This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

NOBTS Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

NOBTS Core Values

Doctrinal Integrity

Spiritual Vitality

Mission Focus

Characteristic Excellence

Servant Leadership

Course Description:

A study is made of the characteristics of adolescence, including the physical, emotional, social, intellectual, religious, and moral.

Course Objectives:

Student will be able to:

- Describe adolescence as a unique period in life from historical and current perspectives.
- Describe the developmental processes that accompany adolescence with attention to physical, mental, social, and moral.
- Summarize the positions taken by selected adolescent theorists and distinguish between their schools of thought.
- Identify current research in adolescent psychology which has implications for ministry to adolescents and their families.
- Investigate non-normative issues in adolescence (ex: ADD, substance abuse, eating disorders).
- Comprehend the role of the church in the spiritual development of a student
- Develop some "talking points" in order to help persons distinguish between and address normative and non-normative issues.

Texts:

Jackson, A., & Ulmer, D. (2000). *The 21st century teenage*. Nashville, TN: Lifeway. (available online. This is a condensed adolescent development book for parents and youth workers.

Rice, F. P. (2008). *The adolescent: Development, relationships, and culture*. New York: McGraw Hill.

Additional Resources:

Online Learning Center to accompany Adolescence, 12th edition. Available free at <http://catalogs.mhhe.com/mhhe/home.do>

“Inside the Teenage Brain,” *Frontline*. PBS Online. Available at: <http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/>

“Body Image” *Along the Road*. Available at: www.alongtheroad.org or <http://www.veoh.com/browse/videos/category/educational/watch/v9852172SkXzq4k>

Course Requirements:

Topic Reading Assignment Due Date

| INTRODUCTION TO ADOLESCENCE | | | | |
|------------------------------------|---------------------------------------|---|--|--|
| Session 1 | 1. Introduction & Social Context | Chapter 1 | <i>Discussion Board 1</i> | |
| Session 2 | 2. Theories of Adolescence | Chapter 2 | <i>Reflection Paper</i> <i>Chapter Quiz 1 (1 & 2)</i> | |
| PHYSICAL DEVELOPMENT | | | | |
| Session 3 | 3. Biological Foundations | Chapter 4 | <i>Discussion Board 2</i> | |
| Session 4 | 4. Gender & Sexuality | Chapter 9 (plus p. 178-185) | <i>Chapter Quiz 2 (4 & 9)</i> | |
| Session 5 | 5. Self Image: Body Image & Disorders | view <i>Along the Road: Body Image</i> Chapter 5 | <i>Discussion Board 3</i> | |
| INTELLECTUAL DEVELOPMENT | | | | |
| Session 6 | 6. Classic Cognitive Development | Chapter 6 | <i>Journal Articles</i> | |

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| | | | <i>Discussion Board 4</i> | |
| Session 7 | 7. The Teenage Brain | view <i>Inside the Teenage Brain</i> | <i>Discussion Board 5</i> | |
| Session 8 | 8. New Approaches | Chapter 7 | <i>Research Paper</i> <i>Discussion Board 6</i> | |
| Session 9 | 9. Education and School | Chapter 15 | <i>Discussion Board 7</i> | |
| EMOTIONAL DEVELOPMENT | | | | |
| Session 10 | 10. The Emotional Self | Chapter 8 | <i>Chapter Quiz 3 (6 & 8)</i> | |
| Session 11 | 11. Spiritual Awareness | | <i>Seminar Project</i> <i>Discussion Board 8</i> | |
| SOCIAL & MORAL DEVELOPMENT | | | | |
| Session 12 | 12. The Impact of Family | Chapter 10 & 11 | <i>Discussion Board 9</i> | |
| Session 13 | 13. Friends: Bridge to Independence | Chapter 12 | <i>Chapter Quiz 4 (10 & 12)</i> | |
| Session 14 | 14. Moral Development | Chapter 14 | <i>Curriculum Analysis</i> <i>Discussion Board 10</i> | |
| Session 15 | 15. Delinquency & Substance Abuse | Chapter 17 | <i>Chapter Quiz 5 (14 & 17)</i> | |
| Session 16 | 16. Final Exam | | | |

Requirements for Credit:

| Assignment | Points | Due Date |
|---|---------------|------------------|
| Class Participation (Discussion Board) | 100 | Day 5 of session |
| <i>When I Was Teen</i> Reflection Paper | 50 | Session 2 |
| Chapter Quiz 1 | 50 | Sessions 3 |
| Chapter Quiz 2 | 50 | Sessions 4 |
| Journal Articles | 100 | Session 6 |
| Research Paper | 200 | Session 9 |
| Chapter Quiz 3 | 50 | Sessions 10 |
| Seminar Project | 100 | Session 11 |
| Chapter Quiz 4 | 50 | Sessions 13 |
| Curriculum Analysis | 150 | Session 14 |

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|----------------|-------------|-------------|
| Chapter Quiz 5 | 50 | Sessions 15 |
| Final exam | 50 | Session 16 |
| TOTAL | 1000 | |

NOTE: Unless otherwise indicated, all assignments should be typed and submitted electronically as Word documents. Spacing, margins, title pages, and footnotes should follow either Turabian or APA standards. Spelling and grammar, as well as writing style, should reflect master's level work.

Discussion Board Interaction (10% of semester grade = 10 points per)

- The Discussion Board is a central component of an online learning community. Input from each class member and opportunity to dialogue improves the quality of learning. Discussion centers on the assigned texts, course content, and viewpoints of others. As such, each student is expected to respond to the Discussion Question(s) and reflect on other class member's posts. The initial post is due by Day 5 of the session and reflections must be completed by the final day of the session.
- Discussion is also a measure of class attendance. In some sessions, major assignments will take the place of discussion. Failure to submit a post/assignment before the next session opens will constitute an absence for the week. Students whose absences exceed 25% of the course may be assigned a grade of F.
- In the event of an emergency or unavoidable circumstances, contact the instructor before an absence is incurred.

Post to the Discussion Board by Day 5, reflect on other posts by final day of session

Reflection Paper (5% of semester grade = 50 points)

- Write a 750-1000 word personal essay recalling one specific year of your life between ages 13-17. The essay should include:
 - Physical changes (or lack of) of which you recall being aware.
 - Emotional connection to family, to friends, and to members of the opposite gender.
 - Spiritual interests or meaningful experiences.
 - Answer the question, "How does your own experience as a teenager affect your perspective/practice in youth ministry?"
- Your reflection will be posted to the Discussion Board in Blackboard

Due:

Chapter Quizzes (5 @ 5 % for a total of 25% of semester grade = 50 points each)

- Complete five objective quizzes, covering the content of the reading in the textbook. Quizzes will be included in the session materials.
- Quiz 1 – Chapters 1 & 2 Due: Last Day of Session 3
- Quiz 2 – Chapters 4 & 9 Due: Last Day of Session 4

- Quiz 3 – Chapters 3 & 4 Due: Last Day of Session 10
- Quiz 4 – Chapters 7 & 8 Due: Last Day of Session 13
- Quiz 5 – Chapters 9 & 13 Due: Last Day of Session 15
- For full credit, quizzes must be completed by the due date. A late penalty of 10% will be assessed during the 7 days following the due date. No quizzes may be submitted more than 7 days beyond the due date.

Journal Articles (10% of semester grade = 100 points)

- Submit the abstracts of 10 different journal articles related to the topic of the research paper (see below). Be sure to include the following:
 - Bibliographic entry (full bibliographic form).
 - Abstract (may be copied from the journal or you may write one).
 - Statement of the central point(s) you believe the article will make in support of your paper.
 - Journals should be scholarly in nature (preferably peer-reviewed) and published within the last 15 years. See bibliography for sample journals.
 - Submit as a Word document to the instructor
 - **Extra Credit:** 2 points (out of 100) will be added to the overall semester GPA if scans or screen captures of the complete articles for each source are included with the assignment.

Due:

Research Paper (20% of semester grade = 200 points)

- Select a topic that relates to non-normative adolescent development (examples include eating disorders, addiction, bullying, mental health problems, etc.)
- Research at least 10 journal articles (see “Journal Articles” above), plus additional resources to grasp the nature of, scope, and response to the issue.
- Prepare a 10-15 page (double-spaced) paper that contains the following sections:
 1. Introduction to the issue
 2. Research findings on causes and responses
 3. Implications for youth ministry overall
 4. Specific applications for ministry to a family dealing with the issue
 5. Bibliography (not included in page count)
- Submit as a Word document to the instructor using e-mail in Blackboard

Due:

Seminar Project (10% of semester grade = 100 points)

- Based on the topic of your research , select ONE of the two options below:

Option 1: Write a plan for one, 45-minute seminar for engaging parents in an *interactive* study of the topic. The outcome of the seminar should be focused

on what parents can do in the home. The plan should not be a verbatim script, but a multi-segment teaching plan. Include:

- Structured steps for leading the session, including estimated time for each segment.
- Basic instructions for leading each segment.
- Media support in the form of movie clips, music, websites, or other materials that will be used in the session (references only, not content. i.e. View Yoda's monologue *Star Wars: Revenge of the Sith*, Chapter 5 (43:07 minutes to 46:28 minutes)).
- Copies of any handouts or PowerPoint.

Option 2: Write a series of three, 500-word (2-page) articles that will inform and educate parents or youth workers about the topic. The articles should be well-written and concise, suitable for publication in a church newsletter. Each article will build on the previous article in the series. The series will follow the pattern:

- Article 1 presents the facts about the issue and reasons to address it, including examples of the issue in adolescence. (Cite sources)
- Article 2 will outline a plan for addressing the issue in the home, including suggested reading or helpful resources.
- Article 3 will describe how the issue is addressed in the context of the overall youth ministry.
- Submit as a Word document to the instructor using e-mail in Blackboard

Due:

Curriculum Analysis (15% of semester grade = 150 points)

- Select a single session of a youth curriculum resource that includes a teaching plan. (Examples: Lifeway's *Life Focus*, *Known*, or *FUEL*; Student Life's *Student Life Bible Study*; *XP3 Student* from Orange; etc.). Sample sessions are online.
- In an 8-10 page paper, evaluate the plan from a developmental perspective:
- Cognitive – how did the kinds of thinking called for in the plan match up with adolescent capabilities? To what extent were multiple learning styles and creativity incorporated?
- Social – in what ways did the plan meet adolescent social needs? How were the influences of family and friends taken into account? What level of moral reasoning was required?
- Emotional – how were feelings integrated into the plan?
- Physical – were physical activities appropriate for teenagers at various stages of development?
- Create a bullet point list of five strengths and five weaknesses of the material from a developmental perspective.
- Complete the statement: "If I were leading a group of adult in leading this lesson, I would suggest we strengthen or improve the teaching plan by. . ."
- Submit as a Word document to the instructor using e-mail in Blackboard. If possible, include an electronic copy of the original session as well (scan, PDF, or link).

Due:**Final Exam** (5% of semester grade = 50 points)

- The exam will be objective in nature (multiple choice, matching, listing, and true-false) and cover material from the class lectures and class reading assignments.
- Except for emergencies (death in immediate family, serious illness), a make-up exam will not be given. Make-up exams will be given only by permission, must be scheduled in advance with the professor, and must be taken within one week of the scheduled exam.

Grading Scale:

The grading scale for the master's program is as follows:

A - 930-1000

B - 850-929

C - 770-849

D - 700-769

E - Course in progress

F - Below 700

Except as noted, late assignments will be assessed a 10% per week penalty.

Bibliography:**Peer-reviewed journals:**

Adolescence – available online at ebsco

Adolescent & Family Health – published by the Institute for Youth Development

Brown University Child & Adolescent Behavior Letter – available online at ebsco

Child & Adolescent Social Work Journal – published by Chicago State University

European Child & Adolescent Psychiatry – available online at ebsco

Journal of Adolescence – published by the Association in Professional Services for Adolescents

Journal of Adolescent Health – published by The Society for Adolescent Health and Medicine

Journal of Adolescent Research – available online at ebsco

Journal of Child & Adolescent Psychiatric Nursing – available online at ebsco

Journal of Child & Adolescent Substance Abuse – published by Routledge

Journal of Early Adolescence – available online at ebsco

Journal of Research on Adolescence – published by Society for Research on Adolescence

Journal of Youth and Adolescence – published by Springer

Journal of Youth Ministry – published by the Association of Youth Ministry Educators

Journal of Youth and Theology – published by the International Association for the Study of Youth Ministry

Books:

Adams, Gerald R., Thomas P. Gullotta and Carol Markstrom-Adams. *Adolescent Life Experiences*. Pacific Grove, CA: Brooks/Cole Publishing Company, 1994.

Balk, David E. *Adolescent Development: Early Through Late Adolescence*. Pacific Grove, CA: Brooks/Cole Publishing Company, 1995.

Bandura, Albert. *Social Learning Theory*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.

Campolo, Anthony, Jr. *The Power Delusion*. Wheaton, IL: Victor Books, 1984.

Cobb, Nancy J. *Adolescence: Continuity, Change, and Diversity*. Mountain View, CA: Mayfield Publishing Company, 1995, 2004.

Dacey, John and Maureen Kenny. *Adolescent Development* (2d ed.). Madison, WI: Brown & Benchmark, 1997.

Erikson, Erik H. *Child and Society*. New York: W. W. Norton & Company, Inc., 1985.

_____. *Identity Youth and Crisis*. New York: W.W. Norton & Company, Inc., 1968.

Jackson, R. Allen and Dwayne Ulmer. *Introducing the 21st Century Teenager*. Nashville: LifeWay, 2001. (Available on-line at www.lifeway.com/understanding/youth/index.asp)

Kent, Joseph F. *Rites of Passage: Adolescence in America 1790 to the Present*. New York: Basic Books, Inc., 1977.

Lefrancois, Guy R. *Adolescents*. Belmont, CA: Wadsworth Publishing Company, 1981.

McConville, Mark. *Adolescence: Psychotherapy and the Emergent Self*. San Francisco: Jossey-Bass, 1995.

McDowell, Josh. *Teens Speak Out: "What I Wish My Parents Knew About My Sexuality"*. San Bernardino, CA: Here's Life Publishers, 1987.

Olson, G. Keith. *Why Teenagers Act the Way They Do*. Loveland, CO: Group Books, 1987.

_____. *Counseling Teenagers*. Loveland, CO: Group Books, 1984.

Pipher, Mary. *Reviving Ophelia: Saving the Selves of Adolescent Girls*. Ballantine, 1995.

Rice, F. Philip and Kim Gale Dolgin. *The Adolescent: Development, Relationships, and Culture* (10th ed.). Boston: Allyn and Bacon, 2002.

Santrock, John W. *Adolescence* (12th ed.). Madison, WI: Brown & Benchmark Publishers, 2007.

Sheehy, Gail. *Passages*. Toronto: Bantam Books, 1976.

Turner, Jeffrey S. and Donald B. Helms. *Lifespan Development*. Fort Worth, TX: Harcourt Brace College Publishers, 1995.

For a more extensive list, see <http://youthministryinstitute.org/bibliography>