

I Psy 421, Psychology of Adolescence

Note: assessment coding in part VI

II 2-3 credit hours

III Course Description: By most accounts, adolescence as we experience and observe it began to emerge in the 1920s—yet has been changing ever since. This change makes it both fascinating and elusive to study. We all experience adolescence and bring our personal background to our study. But when we examine current conditions of adolescence, we find it different from our own and shifting even as we study it. What's more, there are as many ways of surveying adolescence as there are views of psychology. Approach and design for a course becomes an exercise in selective decision-making. Given these circumstances, our course will emphasize two important conditions of professional practice with adolescents: their change and our decision-making.

IV PLACE OF THE COURSE IN THE CURRICULUM: This course is required for professional education, secondary education.

V GOALS AND OBJECTIVES: The course description gives us two benchmarks for the course, then. One is what the general study of psychology can tell us about young people. The other is ministry. Put these two together and we've got a course in how a better, broader understanding of adolescent development can assist us in being more informed and competent ministers to young people, to their families, and to others who work with them. To this end we will pursue such objectives as:

1. ways and means of liking kids and of loving kids.
2. helping young people to understand their identity in relation to the identity of Jesus.
3. assembling a grid of concepts through which to analyze and interpret the behavior of young people.
4. learning and critiquing developmental theory, including Piaget, Fowler, Kohlberg, Perry, and Erikson.
5. managing discipline and discipleship problems and growth.
6. effective classroom organization and management techniques.
7. strategies of helpful adult intervention and influence with young people.
8. understanding the emotional and personal effects of kids on parents and teachers, and of parents and teachers on kids.
9. specific ways of addressing key issues with young people such as: sexuality; anger and hostility; language; family problems; relations with teachers; meaning, purpose, and death; worship and church practice; problem ownership; the nature of community; relativism; Scriptural images and doctrinal issues.
10. reviewing and understanding the minister's own adolescence and current place in development and growth.
11. recognizing developmental tasks: which ones adolescents are responsible for; which ones mentors are responsible for.
12. appreciating the impact of community on the development of young people and how to maximize that impact for good.

13. identifying different ways students learn and different ways teachers teach, and how to combine these.
14. being an advocate for young people with themselves, parents, teachers, the administration, the church, and the world.
15. assisting young people to manage and make decisions about the "pieces" of their ever-more-complex lives.
16. predicting the expected behavior of young people (including sin) and using this for teaching, learning, and growing.
17. assessing the outcomes you want and what you can realistically expect.
18. determining whether your task with an individual or group should be evangelism or discipleship.
19. understanding group/family/classroom dynamics--what happens and who makes it happen.
20. demonstrating your appreciation of the personal worth of young people and an abiding care for their temporal and eternal welfare.

VI CONTENT

Note: assessment coding is beneath each topic number.

TOPIC 1 WHO IS THE ADOLESCENT? WHAT IS AN ADULT?
(T-S2, T-S4) change and re-definition "adult"???

Work due: none due the first day of class, but read Santrock, Ch 1, as a follow-up to class, making annotations, etc. Two FFRHs to read: "Cassie Bernall: do you believe in God?" and "Developing Capable Young People" by Stephen Glenn. Be sure to confirm your enrollment in the class and the number of credits/ hours you are enrolled for. Study the syllabus, this course outline, and assignment handouts carefully. Note also the work coming due below in Topic 2.

DECISION THEME INTEGRATION:

Suggested Biblical "starter" content for change and development:

- | | | |
|------------------|----------------|----------------|
| - Daniel 1 - 6 | - Lk 2:52 | - II Cor 3:18 |
| - I Cor 15:42-50 | - Ps 139:13-18 | - Ps 90 |
| - I Sam 16:1-13 | - Jer 1:4-8 | - I John 3:1-3 |

TOPIC 2 THE ROLE OF THEORY a modest, eclectic approach w/ a focus on cognition
(LD-K1, LR-D1)

Work due: Santrock Ch 2 and Santrock Ch 4
Cognition Kit (a 60 point grade--don't neglect it!)
FFRH: "What Now?" and
"Delayed Adulthood"

NB: this unit work will be done largely out of class using the Cog Kit, a partner or two, and the book. I will use a few in-class demos to get us started, then intergrate the several cognitive theories into other units as we proceed.

DECISION THEME INTEGRATION:

Suggested Biblical "starter" content for cognitive development:

- Daniel 1 - 6
- I Cor 13:11
- I Cor 1:18 - 2:5
- Rom 12:1-2
- Col 3:1-4
- II Cor 10:3-5
- I Cor 6:19-20

TOPIC 3 IDENTITY DEVELOPMENT (LD-S2, LR-D1)

psychosocial theory
identity formation
assessing, assisting identity

Work due: Santrock Ch 9
FFRH: "Becoming the Sycamore Tree" and
"Making Christians in a Secular World"
complete the identity self-assessment in the notes pack and any
other board assignments

DECISION THEME INTEGRATION:

Suggested Biblical "starter" content for identity and personal development:

- Daniel 1 - 6
- Lk 2:52
- Ex 19:1-6
- Rom 5:1-11
- I Cor 13:11
- I Pet 2:9-10
- Ps 146:3
- I Tim 4:12
- II Cor 3:18
- Col 3:5-17
- Mt 23:9
- Hebr 2:10-18
- Eph 4:15-16

TOPIC 4 SOCIAL COG DEVELOPMENT (T-K1, LD-S2)

a case study: Sam, hoops, and hurdles
adolescent egocentrism
cognitive distortions and perspective taking

Work due: Santrock
or Ch 8, Culture
or Ch 10, Gender your choice
or Ch 13, Achievement
FFRH: "Adolescent Spirituality: what can we expect?";
ny board assignments, e.g., cog distortions log, reading on adol
egoc.

DECISION THEME INTEGRATION:

Suggested Biblical "starter" content for social cognition and social roles:

- Daniel 1 - 6
- Phil 2:1-11
- Acts 17:16-34
- James 2:1-13
- I Cor 9:19-23
- Hebr 5:11 - 6:3
- Rom 14
- I Cor 8
- Lev 19:33-34

TOPIC 5 MORAL DEVELOPMENT Piaget, Kohlberg, and Perry
(T-D1, LD-S2) a kingdom of God ethics

Work due: Santrock Ch 12
FFRH: a Caleb Comment series
any board assignments

DECISION THEME INTEGRATION:

Suggested Biblical "starter" content
for moral development

- Gen 2:24	- Rom 12:1-2	- I Jn 2:15-17	- Dan 1
- I Jn 4:1-6	- Jn 13:34-35	- Prov 27:17	- Acts 2:41-47
- Josh 24:14-15			

TOPIC 6 SEXUAL AND PHYSICAL DEVELOPMENT sexual modes, norms, and scripts
(T-K1, LD-D1) strategies for intervention
So how far is too far? Says who?

Work due: Santrock Ch 3 and Santrock Ch 11
FFRHs: "The Man Who Ignited the Dating Debate" and
"Why True Love Waits"
any board assignments

DECISION THEME INTEGRATION:

Suggested Biblical "starter" content for sexual development:

- Gen 2:23-25	- II Cor 5:16-21	- Eph 5:21-33, esp 31-32
- I Thess 4:1-8	- John 8:1-11	- Dt 22:13-30
- Mt 5:27-32	- Hebr 13:4	- I Cor 6:9-20

TOPIC 7 THE CONTEXT OF FAMILY parenting style
(LD-S2, LR-S1) family theories
family patterns

Work due: Santrock Ch 5 and Ch 14
FFRH: "Nurturing the Moral and Spiritual
Lives of Children"
board assignments, e.g., What Kind
of Families, genogram, etc.

DECISION THEME INTEGRATION:

Suggested Biblical "starter" content for families:

- Eph 6:1-4	- II Cor 6:14-18
- Mt 10:37-38	- I Cor 15:33-34
- Ps 127	- Mk 3:20-35
- Gal 2:11-14	- Prov 18:24
- Josh 24:14-15	- Mt 23:9

TOPIC 8 THE CONTEXT OF PEERS cliques and popularity group development
(T-K1, LR-D1) purposes of the peer group

Work due: Santrock Ch 6 and Ch 7
 FFRH: "The Drinking Decision"

DECISION THEME INTEGRATION:

Suggested Biblical "starter" content for peers:

- | | | |
|------------------|-----------------|--------------|
| - II Cor 6:14-18 | - Mt 9:9-13 | - Prov 17:17 |
| - I Cor 15:33 | - Hebr 10:23-25 | - Prov 18:24 |
| - I Cor 5:9-13 | - Gal 2:11-21 | |

VII METHODOLOGY: Instructional methods include

- | | |
|---|----------------------|
| 1. cooperative and collaborative learning | 5. case study |
| 2. inquiry training | 6. mastery learning |
| 3. large/small group mixes | 7. writing-to-learn |
| 4. advance organizer | 8. concept formation |

VIII STUDENT ROLES: Each unit will usually (though not always) include

- class participation (see the Class Participation Menu handout and consider how you intend to demonstrate involvement)
- a weekly or bi-weekly chapter reading in the text.
- developing key chapter themes in class but not "teaching the book."
- unit assignments such as psychological assessments, additional reading, and writing exercises (but no logs or journals).
- a test every three-to-four weeks over both the text content and the in-class content (we usually have 4 or 5 tests with a closing unit test, not a final exam)
- 2-3 page written unit integration discussions (see course outline, end of syllabus).
- practice tests (on reserve in the library--photocopy them for ease)

IX EVALUATION: The course grade is based on the following work that is collected or observed.

Attendance: Attendance is a minimum though not sufficient requirement for passing the course. Class includes content and experience not found in the textbook, i.e., this is not a correspondence course. Missing class sessions, excused or unexcused, will put your course credit at risk. Specific days required for attendance for passing the class include:

- the classes before/after Spring Break and Easter Break.
- the assigned final exam period.

Plan you calendar carefully. You may need to alert others quickly about travel plans. If you're in an activity (play, sports, etc.) that will take you out of class, don't take this section of 421.

Reading Annotations:	7 annotations & highlighting in Adol text. See the Annotations Guidelines handout.	70 points
Content Tests:	4 multiple choice / short answer tests	200
Decision Themes:	3 written papers, 2-3 pages, typed See the Decision Theme handout.	75
Unit Assignments:	4 to 5 assorted home work assignments	100
Project:	1 course project (see the project handout) A credible project is required to pass the class.	100
Participation:	Class includes a steady amount of participation. Points are set to make a one-grade difference.	<u>55</u> 600 total

Due Dates: Most 421 students submit their work in a dependable way. The few weak souls who establish a pattern of late work will receive a maximum grade of C and may be encouraged to withdraw from the course. Undependable performance in a 400 level course signals lack of readiness for professional work.

X Bibliography

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