Syllabus

Course Overview

The years of development between childhood and young adulthood are referred to as adolescence. During this period, the child undergoes an amazing transformation. While the obvious physical changes associated with onset of puberty provide clear markers for the beginning of this process of growth and development, other changes are equally impressive. In a few short years, the child becomes a young adult in every facet of his or her being.

There are a variety of views and perspectives in the field of adolescent development. Theories range from the historical antecedents of Freud and Erickson to the more modern concepts of social change. Adolescence has been historically viewed as a tumultuous time of life. Expectations abound about what is "normal" adolescence and what are signs of trouble or atypical behavior. Defining what is typical is often confusing to the adolescents and to their parents. The hallmark of adolescence is that it is a time marked by intensity and change.

This course focuses on adolescents in social and theoretical contexts; cognitive, moral, psychosocial, sexual, and physiological development; as well as gender, ethnicity, and culture. We will study the adolescent identity, and psychosexual development, body image, and health. We will also explore adolescent society and social relationships with family and peers, along with adolescent academic achievement, and the influences of education and work. We conclude the course by examining common problems that emerge during adolescence and finish with focusing the unique ways that adolescents cope and flourish.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Analyze how theories of development and related research explain aspects of adolescent growth and behavior.

2   Assess the potential impact of individual and cultural differences on adolescent development.

3   Assess evidence-based interventions to address adolescent developmental issues.

4   Communicate in a manner that is consistent with expectations for professionals in the field of psychology.

Course Prerequisites

There are no prerequisites for this course.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Santrock, J. W. (2019). *Adolescence* (17th ed.). New York, NY: McGraw-Hill Education. ISBN: 9781260058789

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Arnett, J. J. (2015). Identity development from adolescence to emerging adulthood: What we know and (especially) don't know. In K. C. McLean and M. Syed (Eds.), *The Oxford handbook of identity development* (pp. 53–64). New York, NY: Oxford University Press.
- Barnes, J. C., & Meldrum, R. C. (2015). The impact of sleep duration on adolescent development: A genetically informed analysis of identical twin pairs. *Journal of Youth and Adolescence, 44*(2), 489–506.
- Barth, F. D. (2015). Social media and adolescent development: Hazards, pitfalls and opportunities for growth. *Clinical Social Work Journal, 43*(2), 201–208.
- Exner-Cortens, D. (2014). Theory and teen dating violence victimization: Considering adolescent development. *Developmental Review, 34*(2), 168–188.
- Farb, A. F., & Matjasko, J. L. (2012). Recent advances in research on school-based extracurricular activities and adolescent development. *Developmental Review, 32*(1), 1–48.
- Fitton, V. A., Ahmedani, B. K., Harold, R. D., & Shifflet, E. D. (2013). The role of technology on young adolescent development: Implications for policy, research and practice. *Child and Adolescent Social Work Journal, 30*(5), 399–413.
- Güroğlu, B., van den Bos, W., & Crone, E. A. (2014). Sharing and giving across adolescence: An experimental study examining the development of prosocial behavior. *Frontiers in Psychology, 5*(2014), 291.
- Hoorn, J., Crone, E. A., & Leijenhorst, L. (2017). Hanging out with the right crowd: Peer influence on risk-taking behavior in adolescence. *Journal of Research on Adolescence, 27(*1), 189–200.
- Kar, S. K., Choudhury, A., & Singh, A. P. (2015). Understanding normal development of adolescent sexuality: A bumpy ride. *Journal of Human Reproductive Sciences, 8*(2), 70–74.
- Kim, B. E., Oesterle, S., Catalano, R. F., & Hawkins, J. D. (2015). Change in protective factors across adolescent development. *Journal of Applied Developmental Psychology, 40*, 26–37.
- Meeus, W. (2016). Adolescent psychosocial development: A review of longitudinal models and research. *Developmental Psychology, 52*(12), 1969–1993.
- Selemon, L. D. (2013). A role for synaptic plasticity in the adolescent development of executive function. *Translational Psychiatry, 3*(3), e238.
- Shapiro, L. A. S., & Margolin, G. (2014). Growing up wired: Social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review, 17*(1), 1–18.

- Vasilenko, S. A., Lefkowitz, E. S., & Welsh, D. P. (2014). Is sexual behavior healthy for adolescents? A conceptual framework for research on adolescent sexual behavior and physical, mental, and social health. *New Directions for Child and Adolescent Development, 2014*(144), 3–19.
- Vijayakumar, N., Whittle, S., Yücel, M., Dennison, M., Simmons, J., & Allen, N. B. (2014). Prefrontal structural correlates of cognitive control during adolescent development: A 4-year longitudinal study. *Journal of Cognitive Neuroscience, 26*(5), 1118–1130.
- Yeung, W. J. J., & Rauscher, E. (2014). Youth early employment and behavior problems: Human capital and social network pathways to adulthood. *Sociological Perspectives, 57*(3), 382–403.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association. (2013, July 13). *Girls talk: The sexualization of girls* [Video]. Retrieved from https://www.youtube.com/watch?v=B2PddIma3LQ
- American Psychological Association. (2017). *Speaking of psychology*: *Marijuana*: *The brain changer* [Audio podcast]. Retrieved from https://www.apa.org/
- American Psychological Association. (2017). *Speaking of psychology: Teaching social skills to autistic teens* [Audio podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/autistic-teens.aspx
- American Psychological Association. (2017). *Speaking of psychology: The good and bad of peer pressure* [Audio podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/peer-pressure.aspx
- American Psychological Association. (2017). *Speaking of psychology: The mental price of affluence* [Audio podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/affluence.aspx
- Au, R., Carskadon, M., Millman, R., Wolfson, A., Braverman, P. K., Adelman, W. P., ... & O'Brien, R. F. (2014). School start times for adolescents. *Pediatrics, 134*(3), 642–649. Retrieved from http://pediatrics.aappublications.org/content/134/3/642.full
- International Association of Youth Mental Health. (2014). *Emerging adulthood: A new feature of 21st century society* | Transcript [Video]. Retrieved from https://www.youtube.com/watch?v=regXEzt7cYo
- Moreno, M. (2014, September 10). *Using social media to investigate adolescent health* [Video]. Center for Information Technology, National Institutes of Health. Retrieved from https://videocast.nih.gov/Summary.asp?Live=14673&bhcp=1

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Health Advocacy Toolbox. (n.d.). *Fact sheets and action alerts* [PDF]. Connecticut Health Policy Project.
- Hyde, C. (2017). *White papers PowerPoint presentation.* Purdue Online Writing Lab. Retrieved from https://owl.english.purdue.edu/owl/resource/546/03/

Projects

Project ❯❯ **Adolescent Psychology Project**

Project Overview

As a psychology professional, you will almost certainly at some point be working with people who are not trained in your field. Regardless of the venue for your work, you must be able to identify needs and issues pertaining to those your work serves—students, clients, constituents, et cetera—and translate

your evaluation to those who employ you. There are empirically-supported ways to address those needs, using evidence-based best practices. In order to be able to do that, you must be conversant in current, peer-reviewed literature in the field of psychology.

In your course project, you will have the opportunity to practice this process of translating your expertise to a lay audience. For your project, imagine that you are a developmental psychologist who has been contracted by an organization (for example. an educational institution, community nonprofit, or governmental agency) to assess an issue in adolescent psychology. Your task is to address an adolescent problem or need related to adolescent psychology, explaining the issue and your recommended approach to it, first to the organization, and then to its clientele.

The following is a summary of project components:

- A brief proposal to an organization's leaders, describing an issue in the field of adolescent psychology pertinent to the work that they do.
- A white paper on the selected adolescent issue, describing current research and recommending best practices for addressing the identified adolescent issue.
- An information sheet designed for public consumption, summarizing the information you detailed in the report and identifying action for the public to take.

Unit 1 ≫ Theories and Methods

Introduction

This course begins by examining how different theorists have defined adolescence. The most notable among these theorists are Erik Erikson, Sigmund Freud, and Albert Bandura. Adolescent psychology is guided by theories that seek to describe, explain, and predict behavior. Theories of adolescence incorporate historical antecedents, as well as more modern perspectives. As with any sound theory, the dynamic quality of the theory allows for disagreement, concurrence, research, and continuing evaluation.

There have been a host of theories and views that attempt to describe adolescent behaviors and development. Each specific theory and views gives us a perspective. Trying to select one or two "correct" theories and views would result in ignoring the valuable contributions of other perspectives. Taking a more eclectic view allows us to have a more comprehensive and far reaching view of adolescent behavior and development. More recent views of development have focused on both wellness and risk and considered a broader range of factors. One such model (Garner, 2016) is the ecobiodevelopmental model of disease and wellness. This model focuses bidirectional reciprocal relationships between the individual genetic factors and well as the larger contextual factors within a developmental framework.

Research with adolescents brings its own unique challenges. In this unit, we will explore some of those challenges. For example, what are some ethical, valid, and reliable ways to gather data about adolescent sexual behavior? What about issues of assent vs. consent with adolescent psychological research?

Reference

Garner, A. S. (2016). Thinking developmentally: The next evolution in models of health. *Journal of Developmental & Behavioral Pediatrics*, *37*(7), 579–584.

Learning Activities

u01s1 - Studies

Readings

- Read the Learner Expectations for important information about your success in this course.

- Read the Professional Communications and Writing Guide. You are expected to adhere to these guidelines when writing a discussion post, peer response, or paper, as well as when using citations and references.

Use your *Adolescence* text to read the following:

- Chapter 1, "Introduction," pages 1–44.

Use the Capella University Library to read the following:

- Meeus, W. (2016). Adolescent psychosocial development: A review of longitudinal models and research. *Developmental psychology*, *52*(12), 1969–1993.

Use the Internet to view the following multimedia piece:

- Using Social Media to Investigate Adolescent Health from the Center for Information Technology, National Institutes of Health.

Suggested Resource

The PSY7230: Adolescent Psychology Research Guide was developed specifically to support your research in this course. In this unit, you are encouraged to explore it in preparation for your research throughout the course. It might be a good idea to bookmark this guide in your browser for easy reference.

u01s1 - Learning Components

- Analyze how media and technology affect adolescent development.
- Explore the variability of adolescent experiences due to race, gender, socio-economic class, and other factors.
- Determine the applicability of adolescent development research based on culture and other demographic factors.
- Identify relevant, current, peer-reviewed literature regarding specific aspects of contemporary adolescent life.
- Identify the realities of technology, public policy, and educational norms in current adolescent life.
- Apply doctoral-level skill in critical thinking, research, and writing.
- Identify fundamental elements of adolescent development.

u01d1 - Theories in Adolescent Psychology

For this discussion:

- Choose at least two major psychological theories of adolescent development that you believe best describe adolescence in today's world.
    ◦ Why do you subscribe to these theories as apt descriptors?
    ◦ What makes them relevant?

Support your response with APA-formatted citations from scholarly sources, including both those provided in this unit and any additional evidence you may have researched.

Response Guidelines

Respond to at least two of your peers. How might their arguments for the relevance of their chosen theories change when adjusting for context—for example, when applied to adolescents in another country or culture? How might you, as this unit's introduction put it, take a "more eclectic view" that incorporates these theories without relying exclusively on them?

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u01d1 - Learning Components

- Recognize key theories in adolescent development.
- Analyze the relevance of major psychological theories to the experiences of today's adolescents.
- Consider how unique challenges associated with adolescents may affect the applicability of a particular theoretical framework.
- Critically analyze the major psychological theories of adolescent development.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Use the lexicon of the field.

u01d2 - Challenges in Adolescent Psychology

For this discussion, consider the unique research challenges associated with adolescents as compared to research with children or adults. Then, respond to the following:

- Provide at least two examples of those unique challenges.
- Suggest possible solutions to increase the reliability and validity of research with adolescents.

Response Guidelines

Respond to at least two of your peers, evaluating the practicality of the solutions that they have suggested and recommending implementation or modification approaches that might make those suggestions more effective.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u01d2 - Learning Components

- Identify relevant, current, peer-reviewed literature regarding specific aspects of contemporary adolescent life.
- Identify the realities of technology, public policy, and educational norms in current adolescent life.
- Recognize current standards, policies, and practices that influence current adolescent issues.
- Apply doctoral-level skill in critical thinking, research, and writing.

Unit 2 ❯❯ Adolescence in Context, Culture, and Society

Introduction

One of Margaret Mead's contributions to adolescent and family development was to point out that for eons, parents and community leaders were the source of knowledge for adolescents. Newspapers, radio, and television significantly changed that situation. With the advent of mass media, adolescents could directly gain and process information independently of their parents, resulting in some loss of parental authority. Today's technology has accelerated this situation. Teenagers frequently know more about computers and technology than their parents. It is not uncommon for parents to ask their children for advice about computers, e-mails, scanners, and so forth. Each family now must negotiate the "authority" of their teenagers.

The media has an incredibly strong influence in the daily lives of adolescents. A large portion of an adolescent's daily life revolves around some aspect of the media. The American Academy of Pediatrics Council on Communication and Media (2016) reports increases in media use over the last decade with most notable growth in adolescents' use of mobile phones. Media serves several functions for adolescents. The most prominent functions are entertainment, identity formation, high sensation, coping, and youth culture identification. The consequence of all of this is that the media becomes a major source of adolescent socialization (Santrock, 2019). There are both benefits and risks to media. The American Academy of Pediatrics Council on Communication and Media (2016) provides an overview of the benefits and risks of media use: "Benefits include exposure to new ideas and knowledge acquisition, increased opportunities for social contact and support, and new opportunities to access health-promotion messages and information. Risks include negative health effects on weight and sleep; exposure to inaccurate, inappropriate, or unsafe content and contacts; and compromised privacy and confidentiality" (para.1). Shapiro and Margolin (2014) discuss the unique role that social networking sites play on adolescent development and nuanced impacts that they play on adolescent development across several domains.

Societal changes have had a major effect on adolescence expectations and behaviors. In addition to psychological theories, this course also examines the changing face of American adolescence. The adolescent culture varies to some degree by age. Differences exist between younger and older adolescents in many areas of the subculture. In this unit, we explore the various subsystems that constitute adolescent society. We also examine the effects of the media on the subculture and in the developing lives of adolescents.

Rice (2005) gives us an excellent summary of the adolescent subculture, particularly that of high school students, when he states: "This [subculture] happens because children are set apart in schools where they take on more and more extracurricular activities for longer periods of training. Segregated from the adult world, they develop subcultures with their own language, styles, and most important, value systems that may differ from those of adults. As a result the adolescent lives in a segregated society and establishes a subculture that meets with peer, but not adult, approval" (p. 244). Characteristics, norms, and values within specific contexts of these subcultures contribute to the formation of the larger adolescent society.

This unit also examines ethnic values and their effect on shaping adolescent development. As we examine ethnic values, there is a tendency to do so by looking at other cultures through our own ethnic or cultural lenses. What we accept as "proper" or "normal" adolescent development is too often based on the judgments of our specific culture. For example, in Western cultures, independence, individual freedom, and individual achievement are prized, and

adolescents are encouraged to pursue those qualities. However, many other cultures place a strong premium on cooperation, mutual support, maintaining harmonious social relations, and contributing to the group. An emerging independent adolescent in such cultures would be chastised for exhibiting inappropriate behaviors. Jeffrey Arnett, in *Adolescence and Emerging Adulthood: A Cultural Approach* (2000), stated this very well when he wrote: "Cultural beliefs form the foundation for every aspect of socialization that takes place in a culture. The kinds of rules and responsibilities parents set for adolescents, the materials schools teach, the way schools are run, the kinds of laws cultures have to restrict young people's behavior—all these practices and more are founded on cultural beliefs about what is morally right and what is morally wrong, which behaviors should be rewarded and which punished, and what it means to be a good person." (Arnett, p. 98).The influence of ethnicity may vary from individual to individual but may have an effect on almost every aspect of adolescent development, including morality.

References

Arnett, J. (2000). *Adolescence and emerging adulthood: A cultural approach*. Upper Saddle River, NJ: Prentice Hall.

American Academy of Pediatrics Council on Communication and Media. (2016). Media use in school-aged children and adolescents. *Pediatrics, 138*(5). Retrieved from http://pediatrics.aappublications.org/content/138/5/e20162592

Rice, F. P. (2005). *The adolescent: Development, relationships, and culture* (11th ed.). Boston, MA: Allyn & Bacon.

Santrock, J. W. (2019). *Adolescence* (17th ed.). New York, NY: McGraw-Hill Education.

Shapiro, L. A. S., & Margolin, G. (2014). Growing up wired: Social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review*, *17*(1), 1–18.

Learning Activities

u02s1 - Studies

Readings

Use your *Adolescence* text to read the following:

- Chapter 12, "Culture," pages 403–433.

Use the Capella University Library to read the following:

- Barth, F. D. (2015). Social media and adolescent development: Hazards, pitfalls and opportunities for growth. *Clinical Social Work Journal, 43*(2), 201–208.
- Fitton, V. A., Ahmedani, B. K., Harold, R. D., & Shifflet, E. D. (2013). The role of technology on young adolescent development: Implications for policy, research and practice. *Child and Adolescent Social Work Journal*, *30*(5), 399–413.
- Shapiro, L. A. S., & Margolin, G. (2014). Growing up wired: Social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review, 17*(1), 1–18.

u02s1 - Learning Components

- Analyze how media and technology affect adolescent development.
- Explore the variability of adolescent experiences due to race, gender, socio-economic class, and other factors.
- Contextualize theoretical frameworks within current technological realities experienced by adolescents.

u02a1 - Personal Theoretical Framework

Overview

Job applicants are often asked by the hiring committee to explain the personal theoretical framework that guides their work. Often, a prepared statement is required as part of the application, in order to screen applicants for their ability to articulate positions and write professionally. The process of developing an essay helps to clarify beliefs.

For this assignment, consider how different theorists have defined adolescence. Notable among these theorists are Erik Erikson, Jean Piaget, and Albert Bandura. Adolescent psychology is guided by theories that seek to describe, explain, and predict behavior. Theories of adolescence incorporate historical antecedents, as well as more modern perspectives. As with any sound theory, the dynamic quality of the theory allows for disagreement, concurrence, research, and continuing evaluation. A host of theories and views have attempted to describe adolescent behaviors and development.

Your Assignment

Lay out a 3- to 4-page personal theoretical framework to guide your work with adolescents for a potential employer. In your assignment, you are to provide a general overview of the major tenets of your selected theorists including the major strengths and limitations of a selected theorist. Be sure to note how your selected theorist addresses relevant background factors such as culture and genetics. Explain why you believe this theory is most applicable to working with adolescents with your potential employer. Be sure to use examples of how you would apply your selected theory to your potential work.

To successfully complete this assignment, you must

- Apply a relevant theoretical framework for working with adolescents.
- Analyze the effect of background factors on adolescents.
- Identify the strengths and weaknesses of a theoretical framework relative to adolescence.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.

Assignment Requirements

To achieve a successful project experience and outcome, you are expected to meet the following additional requirements.

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Resources and citations should be formatted according to APA style and formatting. You are encouraged to refer to the APA Guide interactive piece for a refresher on following APA guidelines.
- **Length of paper:** 3–4 double-spaced pages, not including title page or references.
- **Font and font size:** Times New Roman, 12-point.
- **References:** A minimum of 3 peer-reviewed resources are required.

Course Resources

APA Style and Format

APA Module

u02d1 - Media and Technology

For this discussion, consider the role of media and technology in affecting adolescent development, both today and when you were an adolescent. Then respond to the following:

- In what ways were you or your peers affected by media or technology issues during adolescence?
- How does this compare to the experience of adolescents today, based on current research on this subject?

Response Guidelines

Respond to at least two of your peers. You may choose someone whose adolescence occurred around the same time as your own or someone whose adolescence occurred in a different time period. How did your experiences differ if at all? How might cultural, socio-economic, regional, or time differences affect the role of media or technology in adolescent development?

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u02d1 - Learning Components

- Analyze how media and technology affect adolescent development.
- Assess the impact of variables such as culture, technology, biology, and education on proposed solutions for adolescent issues.
- Identify relevant, current, peer-reviewed literature regarding specific aspects of contemporary adolescent life.
- Identify the realities of technology, public policy, and educational norms in current adolescent life.
- Contextualize theoretical frameworks within current technological realities experienced by adolescents.

u02d2 - Major Characteristics of Adolescent Society

In this unit, you have reviewed major characteristics of adolescent societies. For this discussion:

- Choose two to three characteristics that differ from other phases in the lifespan.
- Draw on both your own experience and the information from your readings, and explain how and why those characteristics differ due to age.

Support your response with APA-formatted citations from scholarly sources, including both those provided in this unit and any additional evidence you may have researched.

Response Guidelines

Respond to at least two of your peers who have chosen different characteristics to analyze. Consider how cultural factors might impact the way that those characteristic manifest in adolescence.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u02d2 - Learning Components

- Determine the applicability of adolescent development research based on culture and other demographic factors.
- Apply doctoral-level skill in critical thinking, research, and writing.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

Unit 3 ›› Cognitive and Brain Development

Introduction

Like other areas of adolescent development, adolescent cognitive and brain development is profound. The process of developing cognitive capacities escalates during adolescence. It includes intelligence, creativity, problem solving, decision making, and many other cognitive processes. Adolescents entering puberty possess certain capabilities in each of these areas. As the teen moves through adolescence, each element undergoes alteration or growth. This evolving cognitive capacity determines how adolescents reason, engage in decision-making activities, problem solve, and think about self.

Jean Piaget offered us one view of cognitive change. Piaget (1969) divided cognitive development into four major stages.

1. Sensorimotor (birth to age 2).
2. Preoperational (age 2 to 7).
3. Concrete operations (age 7 through 11 or 12).
4. Formal operational (age 11 or 12 and older).

The formal operation stage is further subdivided into the almost full formal functions stage (age 11 or 12 to age 14 or 15) and the full formal functions stage (age 14 or 15 years and older). Formal operations are marked by the emergence of hypothetical-deductive reasoning and abstract and complex thinking. Piaget believed that not all adolescents and adults reached this last stage, due to their limited intelligence or cultural deprivation.

Changes in brain structure and functioning also impact cognitive and behavioral development (Santrock, 2019). Specifically, changes in the dopaminergic structures result in increased risk-taking behaviors with the on-set of adolescence. In older adolescents, there are changes in the prefrontal cortex that are associated with increases in higher order thinking and planning. These changes in the brain structures help increase self-regulation, self-control, and improve impulse control in older adolescents (Duckworth & Steinberg, 2015).

The expansion of the adolescent's cognitive abilities brings with it concomitant changes in the adolescent's personality and behavior. The ability to engage in complex thinking and reasoning allows the teenager to experiment with abstract thinking. Idealism, interest in politics, changes in values, and moral reasoning accompany this new stage, as does hypocrisy and egocentrism. Daydreaming and future planning abound, as well as revisions in self-concept. The worlds of satire, metaphors, and creativity are also open and expressed.

Elkind's work describes adolescent egocentrism as a "heightened self-consciousness" that others are as concerned with the adolescent as he/she is concerned with him/herself. Elkind describes two types of egocentric thinking: imaginary audience and personal fable. Imaginary audience describes the adolescent need for attention, having an "audience" that watches their every move. Personal fable is the adolescent egocentric belief of uniqueness and invulnerability (Santrock, 2019).

References

Piaget, J. (1969). *The theory of stages in cognitive development*. An address to the CTB/McGraw-Hill Invitational Conference on Ordinal Scales of Cognitive Development (February 9, 1969). Monterey, CA: CBT/McGraw-Hill.

Duckworth, A., & Steinberg, L. (2015). Unpacking self-control. *Child Development Perspectives*, *9*(1), 32–37.

Santrock, J. W. (2019). *Adolescence* (17th ed.). New York, NY: McGraw-Hill Education.

Learning Activities

u03s1 - Studies

Readings

Use your *Adolescence* text to read the following:

- Chapter 3, "The Brain and Cognitive Development," pages 83–125.

Use the Capella University Library to read the following:

- Barnes, J. C., & Meldrum, R. C. (2015). The impact of sleep duration on adolescent development: A genetically informed analysis of identical twin pairs. *Journal of Youth and Adolescence, 44*(2), 489–506.
- Selemon, L. D. (2013). A role for synaptic plasticity in the adolescent development of executive function. *Translational Psychiatry, 3*(3), e238.
- Vijayakumar, N., Whittle, S., Yücel, M., Dennison, M., Simmons, J., & Allen, N. B. (2014). Prefrontal structural correlates of cognitive control during adolescent development: A 4-year longitudinal study. *Journal of Cognitive Neuroscience, 26*(5), 1118–1130.

Use the Internet to access the following:

- The APA's Speaking of Psychology podcast: Marijuana: The Brain Changer.

u03s1 - Learning Components

- Correlate fundamental elements of adolescent development to a specific phenomenon in contemporary adolescent life.
- Review evidence-based interventions for common adolescent development issues.

u03d1 - Piaget's Theory of Adolescent Cognition

For this discussion:

- Relate Piaget's theory of adolescent cognition to adolescent behaviors seen today (choose two examples).
    - Are Piaget's theories still relevant?
    - Explain why or why not, citing scholarly evidence to support your argument.

Support your response with APA-formatted citations from scholarly sources, including both those provided in this unit and any additional evidence you may have researched.

Response Guidelines

Respond to at least two other learners by doing one of the following things:

- Identify how their arguments support your own position on Piaget,
- Respectfully and professionally explain why you disagree with their arguments (using references to support your disagreement).
- Explain how your peers' arguments prompted you to adjust your own assessment of Piaget's relevance.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u03d1 - Learning Components

- Discriminate between applicable and inapplicable theoretical frameworks in relation to a chosen topic.
- Determine what theories provide insight to an intended audience regarding specific adolescent issues.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

u03d2 - Adolescent Brain Development

Recent advances in brain research have provided important information about factors that affect the development of adolescents' brains. For this discussion:

- Choose two factors that were identified in this unit's resources (for example, sleep, marijuana use, stress, et cetera) that might commonly co-occur.
- Recount how each factor affects adolescent brain development.
  - How does their co-occurrence complicate efforts made by society to address these factors?

Response Guidelines

Respond to at least two other learners in one of the following ways:

- Consider responses addressing one or both of the same factors as you did. How did their responses augment or adjust your assessment of these factors?
- Suggest how these concerns might be addressed and who might be the best option to address them (for example, public schools changing start times).

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u03d2 - Learning Components

- Review evidence-based interventions for common adolescent development issues.
- Incorporate knowledge of standards, policies, and practices into recommendations for best practices.
- Develop communications appropriate for the audience.

Unit 4 ≫ Education and Work

Introduction

This unit examines the major issues of school and work as they pertain to adolescents. Some of the school issues include achievement, tracking, dropping out of school, school violence, and private versus public schools. When we turn to work and vocation, we examine vocational choices. Factors related to these choices may include sex roles, socioeconomic status (SES), prestige, cross-cultural concerns, and youth employment.

Adolescence is the time in life during which many young people begin to formulate goals that can guide large portions of their lives. For many adolescents, the need to set and accomplish goals serves as an ongoing source of motivation, drive, and satisfaction. For others, anxiety and apprehension may accompany the goal-setting process. Achievement during adolescence may be demonstrated in school, at home, in sports, in extra-curricular activities, or in a variety of other ways. How the adolescent establishes satisfactory ways to achieve during the middle and high school years directly affects self-esteem. Tension between the desires of the adolescent and parental expectations is customary during this chapter of the family's life. In this unit, our goal is to consider the many factors that affect the adolescent who strives for achievement and independence and the factors that hinder that achievement and independence.

Adolescents spend more waking time in a school setting than in any other environment (Eccles & Roeser, 2011). School success is predicted by are myriad of factors at a variety of levels including individual, interpersonal, and system. According to Rice (2005), the factors that correlate highly with school withdrawals are social economic status, racial and ethnic considerations, incongruence between school and home, truancy, and consistent failure to achieve in regular school work. Adolescents who drop out tend to be less emotionally mature and less well-adjusted than their classmates. Social adjustment and peer associations are also important considerations. The need for employment and money also shape some decisions to drop out of school.

Reference

Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, *21*(1), 225–241.

Rice, F. P. (2005). *The adolescent: Development, relationships, and culture* (11th ed.). Boston, MA: Allyn & Bacon.

Learning Activities

u04s1 - Studies

Readings

Use your *Adolescence* text to read the following:

- Chapter 10, "Schools," pages 334–369.
- Chapter 11, "Achievement, Work, and Careers," pages 370–402.

Use the Capella University Library to read the following:

- Farb, A. F., & Matjasko, J. L. (2012). <u>Recent advances in research on school-based extracurricular activities and adolescent development</u>. *Developmental Review, 32*(1), 1–48.
- Yeung, W. J. J., & Rauscher, E. (2014). <u>Youth early employment and behavior problems: Human capital and social network pathways to adulthood</u>. *Sociological Perspectives, 57*(3), 382–403.

Use the Internet to access the following:

- Au, R., Carskadon, M., Millman, R., Wolfson, A., Braverman, P. K., Adelman, W. P., ... & O'Brien, R. F. (2014). <u>School start times for adolescents</u>. *Pediatrics, 134*(3), 642–649.

u04s1 - Learning Components

- Correlate fundamental elements of adolescent development to a specific phenomenon in contemporary adolescent life.
- Propose evidence-based interventions for adolescent development issues.
- Recognize current standards, policies, and practices that influence current adolescent issues.

u04a1 - Proposal

For this assignment, identify an issue in adolescent psychology that your imagined work environment (in education, a nonprofit, or the government) would address. This issue will be the focus of your course project. Examples of appropriate topics include but are not limited to:

- Media use in adolescents: The impact on social development.
- Teen pregnancy: The role of adolescence risk taking.
- Adolescent marijuana use: The impact on the developing brain.

Write a 1–2-page proposal for your topic that draws on current, peer-reviewed research as the foundation for your approach to this topic. Your proposal must address the following:

- **Justify the chosen topic in the area of adolescent development.** You must make the case to stakeholders for why this is a problem or concern for adolescents.
- **Describe aspects of adolescent development in relation to your topic.** Your proposal should focus on how this issue impacts adolescent development.
- **Explain what the organization might accomplish as a result of your review of the literature and subsequent recommendations.** Your proposal should describe what direction the organization should take (based on evidence-based practices) to support resolution of the issue.

Assignment Requirements

To achieve a successful project experience and outcome, you are expected to meet the following additional requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** References and citations should be formatted according to current APA style and formatting standards.
- **Length of paper:** 1–2 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

u04d1 - Academic Achievement and School

The readings for this unit address multiple reasons for adolescent success and failure in both academic achievement and making the transition into post-secondary environments. A primary focus is on the role of social networks in adolescent success in these areas, although the academic community seems undecided on their definitive impact. For this discussion:

- Consider the evidence you read in this unit arguing for extracurriculuar activities (including jobs and school-sponsored activities).
  - What is your position on the relationship between adolescent achievement and extracurricular involvement?
  - What would healthy involvement look like for a typical adolescent?
  - What would constitute too much extracurricular activity?

- Support your argument with citations from scholarly sources, including both those provided in this unit and any additional evidence you may have researched.

Response Guidelines

Respond to at least two other learners, either noting points that they have made that reinforce your own position on the question of extracurricular activity, or identifying arguments they have made that change your assessment. You may professionally and respectfully challenge a point made by a peer, as long as you support your response with evidence cited from peer-reviewed research.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u04d1 - Learning Components

- Propose evidence-based interventions for adolescent development issues.
- Identify evidence-based best practices in adolescent development and intervention.
- Incorporate knowledge of current research into recommended best practices for positive adolescent development.
- Evaluate the applicability of specific interventions for a particular adolescent population, based on culture and other variables.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

Unit 5 ›› Sexuality and Health

Introduction

During puberty, complex physical and emotional changes begin to appear. In this unit, we explore the many physical changes associated with sexual maturation and examine how the adolescent's body image is affected by these changes. Notable among the many changes of adolescence are those of sexual maturation and physical growth. Rice (2005) details the changes that occur in the glands of the endocrine system and the hypothalamic region of the brain. Changes in three glands—the pituitary gland, gonads, and adrenal glands—have a major impact on human sexuality. Changes in these glands result in hormonal changes that are the basis of the associated maturation of the male and female sex organs. In turn, the maturation of the male and female sex organs brings with it an emerging sexuality. The glandular and hormonal changes also result in the development of secondary sex characteristics.

The physical changes initiated by the onset of puberty are dramatic. Equally impressive is the variation among adolescents as they evidence these physical changes. While the variance in time of onset and rate of growth and development is significant, there is general agreement that social factors heavily affect the adolescent's evolving view of this process (Rice, 2005). Part of this process involves the adolescent's sense of body image. Body image can be a source of positive or negative self-esteem, self-evaluation, popularity, and peer acceptance. Physical attractiveness is associated with personality development, social relationships, and social behavior. Research indicates that physical appearance affects girls' self-esteem more than boys' self-esteem. Body dissatisfaction in girls also varies along racial and ethnic lines (Rice, 2005).

Adolescent health is considered a critical point in the lifespan, since behavior patterns set the stage for health in later stages (Santrock, 2019). One well known adolescent researcher writes, "The major threats to the health of American teenagers are behavioral—risky and reckless things adolescents do

that threaten their well-being and that of others" (Steinberg, 2015, p. 711). In general, risky behavior reaches its peak during adolescence as compared to other stages of life. This includes activities such as crime, experimentation with drugs, unprotected sex, intentional self-injury, reckless driving, and accidental drownings (Steinberg, 2014). Given that adolescence is such a time of risk, it is important to consider strategies to prevent risk taking. "The primary approach to preventing adolescent risk taking has been classroom-based health education. Yet, most systematic research indicates that even the best programs are successful mainly at changing adolescents' knowledge but not in altering their behavior" (Steinberg, 2015, p. 711). To date, the research indicates few empirically-supported programs for reducing risky health behavior during adolescence.

Nutrition, exercise, and sleep are other major areas that impact adolescent health. Each of these areas offer health enhancing or health-comprising behavioral choices for adolescents (Santrock, 2019). Adolescents and young adults have less access to health care than other age groups due to a variety of factors. Adolescents in rural communities have less access to health care than their adolescent urban counterparts. Adolescents also report not knowing where to receive health care, not having health insurance, not wanting their parents to know about their interest in receiving services, and having anxiety about health procedures. Poverty is another factor negatively affecting adolescent health and healthcare (Cobb, 2007).

Adolescence is a time in which romantic relationships begin to emerge. There is a movement away from same sex-peer groups to more mixed-sex peer groups and an expansion toward romantic relationships. These romantic relationships, while often short-lived, tend to be directly connected to adolescent's emerging sexuality. Sexuality identify development is a complex and multifaced process. Often it is during adolescence that individuals who are lesbian, gay, bisexual, or transgender come to perceive themselves as such (Savin-Williams, 2015). There is wide variability in cultural expectations related to adolescent sexuality with adolescent's often receiving mixed messages based on gender stereotypes. These cultural expectations as well as adolescent's beliefs about peer sexual behaviors play an important part in adolescent sexual behaviors and development. In the United States over the last decade, adolescents have increased access to information, images, and other media creating a sexual culture that impacts an adolescent's development of their own sexual identity (Santrock, 2019). The developmental tasks in the domains of identity, intimacy, and sexuality present formidable challenges for many teenagers but are especially challenging for sexual-minority adolescents who commonly experience prejudice and ignorance and are at a greater risk for depression and anxiety (Savin-Williams, 2015).

References

Cobb, N. J. (2007). *Adolescence: Continuity, change, and diversity* (6th ed.). New York, NY: McGraw Hill.

Rice, F. P. (2005). *The adolescent: Development, relationships, and culture* (11th ed.). Boston, MA: Allyn & Bacon.

Santrock, J. W. (2019). *Adolescence* (17th ed.). New York, NY: McGraw-Hill Education.

Savin-Williams, R. C. (2015). The new sexual-minority teenager. In D.A. Powell & J.S. Kaufman (Eds.), *The meaning of sexual identity in the 21st century*. New York, NY: Cambridge.

Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. New York, NY: Houghton Mifflin Harcourt.

Steinberg, L. (2015). How to improve the health of American adolescents. *Perspectives on Psychological Science*, *10*(6), 711–715.

Learning Activities

u05s1 - Studies

Readings

Use your *Adolescence* text to read the following:

- Chapter 2, "Puberty, Health, and Biological Foundations," pages 46–82.
- Chapter 6, "Sexuality," pages 186–224.

Use the Capella University Library to read the following:

- Kar, S. K., Choudhury, A., & Singh, A. P. (2015). Understanding normal development of adolescent sexuality: A bumpy ride. *Journal of Human Reproductive Sciences*, *8*(2), 70–74.
- Vasilenko, S. A., Lefkowitz, E. S., & Welsh, D. P. (2014). Is sexual behavior healthy for adolescents? A conceptual framework for research on adolescent sexual behavior and physical, mental, and social health. *New Directions for Child and Adolescent Development, 2014*(144), 3–19.

u05s1 - Learning Components

- Assess the impact of variables such as culture, technology, biology, and education on proposed solutions for adolescent issues.
- Identify relevant, current, peer-reviewed literature regarding specific aspects of contemporary adolescent life.
- Incorporate knowledge of current research into recommended best practices for positive adolescent development.

u05d1 - Puberty

As you read in this unit, puberty is a complex interplay between the biological, behavioral, psychological, and cultural. For this discussion:

- Create a fictional example of the reciprocal influences of biological, behavioral, psychological, and cultural changes occurring in puberty, then change one of those variables. For example, describe a female undergoing late puberty who is beginning to engage in dating relationships; then, change or add a factor (perhaps the family adheres to a very strict code of sexual behaviors for women).
    - How might that single variable change the outcomes of puberty in that adolescent's life?
    - What insight does that provide you regarding the importance of researching and understanding that variable?

Response Guidelines

Respond to at least two of your peers, changing yet another one of the variables they described for their fictional adolescents. Explain the possible implications of ignoring that factor when working with an adolescent in a school, community, or clinical environment.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u05d1 - Learning Components

- Determine the applicability of adolescent development research based on culture and other demographic factors.
- Describe recommendations for best practices in addressing adolescent issues in ways that are tailored to the intended audience.
- Assess the relevance and credibility of information sources.

u05d2 - Adolescent Health Issues

For this discussion:

- Identify what you consider to be the most under-addressed adolescent health issue in the United States today (not the most important—the issue that is not getting enough attention).
- Explain why this issue is so crucial to the present and future health of adolescents.
- Describe an ideal approach to ensuring related healthy interventions for American teens.
    - What venues and organizations might be the most effective at executing the proposed intervention(s)?

Response Guidelines

Respond to at least two of your peers. Have their posts convinced you of the importance of additional visibility regarding a particular issue? Do you see interrelatedness or common themes in the issues your peers have identified as under-addressed? Would you suggest an alternate approach to ensuring healthy interventions in relation to their identified issues?

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u05d2 - Learning Components

- Identify the realities of technology, public policy, and educational norms in current adolescent life.
- Recognize current standards, policies, and practices that influence current adolescent issues.
- Describe recommendations for best practices in addressing adolescent issues in ways that are tailored to the intended audience.
- Identify evidence-based best practices in adolescent development and intervention.
- Incorporate knowledge of standards, policies, and practices into recommendations for best practices.
- Use language comprehensible to a layperson.

Unit 6 ≫ Social Development, Attachment, Peers, and Family

Introduction

The social development of adolescents is multi-faceted. One question we will look at in this unit is the significance of attachment in adolescence. A new model of parent-adolescent relationships illustrates the important role of parents as attachment figures, impacting social development, such as peer relationships, and emotional health (Santrock, 2019). As adolescent internal working models of attachment become consolidated, they move to adult attachment models. Recent research suggests that other factors, namely genetics, have a significant impact on adolescent attachment styles (Fearon, Shmueli-Goetz, Viding, Fonagy, & Plomin, 2014). While acknowledging the decreasing influence parents have during their children's adolescence, research does still support characteristics of parenting that help to reduce the likelihood of various risky behaviors that appear in adolescence. Conflicts with parents peak during early adolescence. Peer, school, and community influences increase and can be both positive and negative as adolescents are focused on their emerging autonomy (Steinberg, 2014).

One of the most important differences distinguishing adolescent friendships from friendships in late childhood is intimacy. Harry Stack Sullivan was the first theorist to speak to the importance of intimacy in adolescent friendships. Sullivan (as cited by Lidz, 1998) emphasized the influence of school and peers on adolescent development and the possible impact of these peer influences in counteracting family influences. Social skills and possession of emotional intelligence are important to the development of peer relationships. Mayer and Salovey (as cited by Elksnin & Elksnin, 2003) first described this construct as the ability to understand, express, and self-regulate emotions.

Erik Erikson (1980/1994) offers a slightly different view of intimacy and relationships. For Erikson, the challenge facing young adults is in achieving intimacy versus isolation, his sixth stage. Adolescent friendships also differ from childhood friendships in the amount of time that adolescents spend with their friends and the amount of adult supervision. Adolescents spend much more time with their friends and have far less adult supervision of their activities than preadolescent children. Another way in which adolescents differ from younger children is that adolescents spend more time with friends of the opposite sex and are aware of the social structure of peer groups. These peer groups and friendships exert a tremendous influence in the lives of teenagers. Thus, peer relationships become a major cornerstone of the adolescent period. Finding ways to fit in with peer groups while maintaining one's individuality is a source of intense stress for many adolescents. Decisions to lead, follow, or reject group values can result in solid psychological maturation or divergent behavior. Group acceptance and popularity lead to issues of conformity, dating, and loneliness. In some situations, adolescents also engage in cohabitation and early marriage. Not only do adolescents' decisions affect their day-to-day lives with other adolescents, but these decisions can also have long-term consequences. The way in which issues of loyalty, compassion, and acceptance are dealt with during this period often forms the templates for subsequent adult relationships (Santrock, 2019).

References

Elksnin, L. K., & Elksnin, N. (2003). Fostering social-emotional learning in the classroom. *Education, 124*(1), 48–63.

Erikson, E. (1994). *Identity and the life cycle*. New York, NY: W. W. Norton & Company. (Original work published in 1980).

Fearon, P., Shmueli-Goetz, Y., Viding, E., Fonagy, P., & Plomin, R. (2014). Genetic and environmental influences on adolescent attachment. *Journal of Child Psychology and Psychiatry*, *55*(9), 1033–1041.

Lidz, T. (1998). *The person: His and her development throughout the life cycle*. New York, NY: Basic Books.

Santrock, J. W. (2019). *Adolescence* (17th ed.). New York, NY: McGraw-Hill Education.

Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. New York, NY: Houghton Mifflin Harcourt.

Learning Activities

u06s1 - Studies

Readings

Use your *Adolescence* text to read the following:

- Chapter 8, "Families," pages 253–293.
- Chapter 9, "Peers, Romantic Relationships, and Lifestyles," pages 294–333.

Use the Capella University Library to read the following:

- Exner-Cortens, D. (2014). Theory and teen dating violence victimization: Considering adolescent development. *Developmental Review*, *34*(2), 168–188.
- Hoorn, J., Crone, E. A., & Leijenhorst, L. (2017). Hanging out with the right crowd: Peer influence on risk-taking behavior in adolescence [PDF]. *Journal of Research on Adolescence, 27*(1), 189–200.

Use the Internet to access the following:

- The APA's Speaking of Psychology podcast: The Good and Bad of Peer Pressure.

u06s1 - Learning Components

- Determine the applicability of adolescent development research based on culture and other demographic factors.
- Identify the realities of technology, public policy, and educational norms in current adolescent life.
- Determine what theories provide insight to an intended audience regarding specific adolescent issues.
- Describe recommendations for best practices in addressing adolescent issues in ways that are tailored to the intended audience.

u06d1 - Attachment

For this discussion:

- Use Erickson's theoretical framework to explore adolescent attachment and its developmental impact.
- Choose two issues related to adolescent attachment (for example, attachment relationships with parents and peers, or the nature of attachment system in adolescence) and describe possible implications for adult life.

Support your response with APA-formatted citations from scholarly sources, including both those provided in this unit and any additional evidence you may have researched.

Response Guidelines

Respond to at least two other learners by picking one of the issues related to adolescent attachment that they explored, and propose other factors that might change the implications for adult life.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u06d1 - Learning Components

- Choose a theoretical framework for use in recommending best practices in addressing adolescent issues.
- Describe how key theories in adolescent development apply to specific adolescent issues.
- Determine what theories provide insight to an intended audience regarding specific adolescent issues.
- Assess the relevance and credibility of information sources.

u06d2 - Relationships

Discuss at least one type of adolescent social relationship (friendships, intimate relationships, or relationships with parents). What issues accompany this relationship?

Support your response with APA-formatted citations from scholarly sources, including both those provided in this unit and any additional evidence you may have researched.

Response Guidelines

Respond to at least two of your peers by explaining how various relationships are interdependent and may affect the issues they have identified. For example, how might a friendship affect issues within the parental/adolescent relationship?

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u06d2 - Learning Components

- Assess the impact of variables such as culture, technology, biology, and education on proposed solutions for adolescent issues.
- Assess the relevance and credibility of information sources.

Unit 7 ⟫ Identity and Gender Development in Adolescence

Introduction

How an adolescent moves through the process of identify development in the context of relationships and social arenas is critical to our understanding of the important phase of identity development. "Becoming myself" really sums up this unit's core focus. In this unit, we examine adolescent identity. Adolescents think about themselves differently than younger children do. The changes in self-understanding that occur during the teenage years are closely related to, and a function of, the more general changes in cognitive functioning. In turn, added cognitive functioning allows adolescent self-concepts to become more abstract and more complex. Identity formation should be viewed as an iterative process that includes at least awareness of vocation, ideology, and sexual orientation. Within this context, the search for self-identity unfolds.

Erik Erikson theorized that finding an identity was the major task of adolescence. He characterized this stage as identity versus identity confusion. He believed that, during adolescence, there needs to be an integration of all converging identity elements and a resolution of conflict. Erikson (1980/1994) divided this into seven sub-tasks:

1. Temporal perspective versus time confusion.
2. Self-certainty versus self-consciousness.
3. Role experimentation versus role fixation.
4. Apprenticeship versus work paralysis.
5. Sexual polarization versus bisexual confusion.
6. Leadership and fellowship versus authority confusion.
7. Ideological commitment versus confusion of values.

In Erikson's view, a firm identity results when the adolescent is able to resolve these conflicts. Failure to do so results in identity confusion (Erickson, 1980/1994).

James Marcia (as cited in Santrock, 2019, p. 145) created four identity statuses based on Erikson's theory of ego identity development. He based his four statuses along the two dimensions of crisis (a period of exploration of personally meaningful options) and commitment (a personal investment in goals). While some researchers suggest that Marcia oversimplified Erikson's work, Marcia's work represents a valuable contribution to the field. Some researchers (Negru-Subtirica, Pop, Luyckx, Dezutter, & Steger, 2016) have proposed extending Marcia's crisis and commitment dimensions toward evaluating identity commitments on a continual basis. This continual evaluation involves exploration in depth, which involves gathering information about current commitments; and identification with commitment, described as the level of certainty one has with current commitments (Santrock, 2019). The ability to develop a strong sense of personal identity is best supported by authoritative homes that include parental warmth but not enmeshment (Lawford, Tieu, & Pratt, 2009 as cited in Steinberg, 2017).

As part of this unit, you will also consider the role of gender development in adolescence. This will include concepts of gender identity and gender-role behavior. Historically it was believed there were large differences between functioning of adolescent males and females across several developmental domains but it is much more common for researchers to find larger group differences as compared to between gender differences. Specifically during adolescence, Steinberg (2017) writes, "The most consistent sex differences are seen in the ways adolescent boys and girls express aggression (males are generally more physically aggressive than females, who tend to use social or verbal aggression) and intimacy (females are more likely to express intimacy verbally, whereas males express it mainly through shared activities), and in the extent to which males and females are prone to low self-esteem and depression (females are more prone to both). There are few, if any, sex differences in patterns of family relationships, performance on achievement tests, or in the correlates of competence, popularity with peers, and healthy psychological development" (pg. 232). Despite these limited differences there continues to be significant social pressure in most cultures to conform to specific gender stereotypes during adolescence with some researchers finding increased pressure to conform during middle adolescence which is known as the **gender intensification hypothesis**. While an individual's level of masculinity or femininity tends to be stable from early childhood, the consequences of behaving in a non-conforming way are different for males than females. In general, it is easier for females to occasionally take on masculine traits than for young men to take on feminine traits (Mulvey & Killen, 2015). More recent views of gender development in adolescence have supported the ideas that gender identity, sexual orientation, and gender-role behavior should be viewed in a more fluid and continuous fashion with the expectation that adolescents understanding and expression of their gender and sexual orientation may evolve and change over time (Savin-Williams, 2015). This is consistent with Erikson's view that is important for adolescents to have the time and freedom to experiment with various roles as part of the iterative process of identity development.

References

Erickson, E. (1994). *Identity and the life cycle*. New York, NY: W. W. Norton & Company. (Originally published in 1980).

Mulvey, K. L., & Killen, M. (2015). Challenging gender stereotypes: Resistance and exclusion. *Child Development, 86*(3), 681–694.

Negru-Subtirica, O., Pop, E. I., Luyckx, K., Dezutter, J., & Steger, M. F. (2016). The meaningful identity: A longitudinal look at the interplay between identity and meaning in life in adolescence. *Developmental Psychology*, *52*(11), 1926–1936.

Santrock, J. W. (2019). *Adolescence* (17th ed.). New York, NY: McGraw-Hill Education.

Savin-Williams, R. C. (2015). The new sexual-minority teenager. In D.A. Powell & J.S. Kaufman (Eds.), *The meaning of sexual identity in the 21st century*. New York, NY: Cambridge.

Steinberg, L. (2017). *Adolescence* (11th ed.). New York, NY: McGraw-Hill Education.

Learning Activities

u07s1 - Studies

Readings

Use your *Adolescence* text to read the following:

- Chapter 4, "The Self, Identity, Emotion, and Personality," pages 126–160.
- Chapter 5, "Gender," pages 161–185.

Use the Internet to access the following:

- The APA video, <u>Girls Talk: The Sexualization of Girls</u>.

u07s1 - Learning Components

- Assess the impact of variables such as culture, technology, biology, and education on proposed solutions for adolescent issues.
- Determine the applicability of adolescent development research based on culture and other demographic factors.
- Recognize current standards, policies, and practices that influence current adolescent issues.

u07a1 - White Paper

For this assignment, you are completing a white paper (a professional paper that compiles and summarizes present knowledge about an issue and proposes future action) on the topic you proposed in the Unit 4 assignment, Proposal. Your goal is to advocate that the fictional organization for which you are contracting use best practices to address an issue in adolescent psychology, based on recent, peer-reviewed research in your chosen field (education, community service, government, and so forth). Your target audience is your work colleagues—educated laypeople who will understand your field but not necessarily have expertise in the area of adolescent psychology. Building on your initial proposal, describe in detail the current challenges that adolescents experience in relation to your chosen issue, how that issue impacts adolescent development, what current research has revealed about underlying causes and evidence-based best practices when addressing the issue, and what subsequent solutions or best practices would be viable options for your organization to adopt in response to the issue. Your assignment must address the following:

- Evaluate current research related to your chosen topic in adolescent development.
- Evaluate the relationship between the literature and real-world practice in relation to your chosen topic in adolescent development.
- Recommend best practices for positive adolescent development.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.

Optional Resource: White Papers PowerPoint Presentation. Use this resource from Purdue OWL (Online Writing Lab) if you need assistance in understanding what a white paper is or how to structure one.

Assignment Requirements

To achieve a successful project experience and outcome, you are expected to meet the following additional requirements.

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA style and formatting:** Resources and citations should be formatted per current APA style and formatting standards.
  - Use APA subheadings.
  - Include a title page, abstract, table of contents, and reference list, per APA guidelines.
- **Length of paper:** 5–7 double-spaced pages, not including title page, table of contents, abstract, or references list.
- **Font and font size:** Times New Roman, 12-point.
- **References:** A minimum of 12 peer-reviewed resources are required.

Course Resources

White Papers PowerPoint Presentation

<u>APA Module</u>

<u>APA Style and Format</u>

u07d1 - Identity Development

For this discussion:

- Explore identity development in early, middle, and late adolescence by providing an example.
- Focus on one phase and analyze accompanying factors, such as the life domains of family, peers, school, and work.

Support your response with APA-formatted citations from scholarly sources, including both those provided in this unit and any additional evidence you may have researched.

Response Guidelines

Respond to at least two other learners by speculating on how culture, technology, and other developments over time may change our understanding of the adolescent periods and accompanying factors they have described.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u07d1 - Learning Components

- Recognize key theories in adolescent development.
- Identify the realities of technology, public policy, and educational norms in current adolescent life.

u07d2 - Gender Development

As the unit introduction and study indicate, gender development is a central factor in adolescent identity. For this discussion:

- Use two examples and suggest how gender identity formation may be interrelated to other aspects of identity development.

Response Guidelines

Respond to at least two of your peers, using their examples to assess how changing societal norms and theories may impact our understanding of the role of gender development in adolescence.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u07d2 - Learning Components

- Determine the applicability of adolescent development research based on culture and other demographic factors.
- Describe how key theories in adolescent development apply to specific adolescent issues.
- Identify relevant, current, peer-reviewed literature regarding specific aspects of contemporary adolescent life.

Unit 8 ≫ Moral Development

Introduction

Related to the changes in social development are the transformations in social and moral judgments that also occur during this period of growth. This unit looks at moral development. Three of the major theorists associated with the field are Jean Piaget, Lawrence Kohlberg, and Carol Gilligan. Their work laid the foundation in this field and has spawned a myriad of studies by other researchers who, in turn, have raised a whole range of subsequent questions. Research in the field examines such topics as:

- Does moral development vary with culture, gender, social class?
- Do parental values and family relationships influence the moral development of adolescents? If so, how?
- Do religion and peers also affect moral development?

Learning Activities

u08s1 - Studies

Readings

Use your *Adolescence* text to read the following:

- Chapter 7, "Moral Development, Values, and Religion," pages 225–252.

Use the Capella University Library to read the following:

- Güroğlu, B., van den Bos, W., & Crone, E. A. (2014). <u>Sharing and giving across adolescence: an experimental study examining the development of prosocial behavior</u>. *Frontiers in Psychology*, *5*(2014), 291.

u08s1 - Learning Components

- Recognize key theories in adolescent development.
- Describe how key theories in adolescent development apply to specific adolescent issues.
- Determine what theories provide insight to an intended audience regarding specific adolescent issues.

u08d1 - Peer Review

Your Unit 7 White Paper assignment was submitted last week. In Unit 10, you will be asked to condense your white paper into a publicly digestible information sheet that can be used by the fictional organization with which you are "contracting" for the purpose of the course assignments. The topic should be fresh in your mind, so this is an ideal time to begin thinking about how to convey complex ideas in a succinct way that is accessible to a lay audience. In this discussion, your peers will respond with suggestions for how you might design your information sheet effectively for your audience.

Provide the following information for your peers:

- Identify your organization, audience, theoretical framework, and the issue you are addressing.
- Summarize current research on your issue (4–6 sentences)
- Summarize your proposed intervention regarding this issue (3–5 sentences)
- Describe how you might lay out your information sheet for maximum effect (2–4 sentences)

You will need to cite the research you identify in your summary by including a short bibliography at the end of your post, using APA formatting.

Response Guidelines

Respond to two other learners, providing feedback by answering the following questions:

- Do you understand how the organization, audience, theoretical framework, and issue relate to each other? If not, how might the original poster make that clearer?
- Is the research that is cited up to date (within the last five years or identified as "seminal")? To your knowledge, are there alternate points of view within the peer-reviewed literature on this subject that are not represented in the summary? (If yes, cite an example.)
- Does the proposed intervention logically correspond to the research summary? If yes, provide an example of how the original poster drew from the research to formulate the proposed intervention. If no, provide an example of where you see discrepancies between peer-reviewed research on this subject and the proposed intervention.
- Provide feedback on the proposed layout for the information sheet. What is the single most important piece of information that the original poster should emphasize on the information sheet? Suggest a way to make that information impossible for the intended audience to miss.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u08d1 - Learning Components

- Choose a theoretical framework for use in recommending best practices in addressing adolescent issues.
- Determine what theories provide insight to an intended audience regarding specific adolescent issues.
- Describe recommendations for best practices in addressing adolescent issues in ways that are tailored to the intended audience.
- Identify evidence-based best practices in adolescent development and intervention.
- Assess the relevance and credibility of information sources.
- Cite and reference resources, giving appropriate credit for another's work.
- Use language comprehensible to a layperson.

u08d2 - Adolescent Morality

Your unit introduction identified three dominant questions researchers and theorists are asking regarding the development of morality in adolescents:

- Does moral development vary with culture, gender, and social class?
- Do parental values and family relationships influence the moral development of adolescents? If so, how?
- Do religion and peers also affect moral development?

Based on the findings in Güroğlu, van den Bos, and Crone (2014), regarding increasing incorporation of social context into moral decision-making behaviors, think about the implications of social interaction and environment for how adolescents develop moral codes of behavior. What are the community, civic, and even global implications of the social isolation of identity groups?

Response Guidelines

Respond to at least two of your peers, identifying points they have made that alter your thinking about the original question, or respectfully and professionally challenging their positions with the use of peer-reviewed literature.

Reference

Güroğlu, B., van den Bos, W., & Crone, E. A. (2014). Sharing and giving across adolescence: an experimental study examining the development of prosocial behavior. *Frontiers in Psychology*, *5*(2014), 291.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Sharing and Giving Across Adolescence: An Experimental Study Examining the Development of Prosocial Behavior

u08d2 - Learning Components

- Describe how key theories in adolescent development apply to specific adolescent issues.
- Determine what theories provide insight to an intended audience regarding specific adolescent issues.
- Assess the relevance and credibility of information sources.

Unit 9 ≫ Problems in Adolescence and Early Adulthood

Introduction

This unit examines several psychosocial problems that confront adolescents as well as considers the concept of the emerging adulthood. While there is a myriad of potential problems in adolescence, some of the more common issues relate to increased participation in risky or delinquent activity such as the use of illicit substances or engaging in unprotected sexual activity. Another possible problem includes an increase in mental health issues, specifically anxiety and depression. Finally, there are issues related to socialization, including bullying and alienation. While the mass media often paints an extreme picture of adolescence, the good news is that, in general, most adolescents do not experience problems.

While thinking about problems in adolescence there are a few important general considerations. It is important to recognize that most problem behaviors in adolescents are related to transitory experimentation and do not reflect lifelong patterns of problem behaviors (Steinberg, 2017). Many problem behaviors that are displayed during adolescence may have developed well before adolescence but are just more clearly manifested in adolescence. For example, often adolescents who display criminal behaviors have previous histories of academic, social, and family issues. Related to this, most problems in adolescence are resolved prior to adulthood. Steinberg (2017) notes that, "Rates of drug and alcohol use, delinquency, and disordered eating are all

higher within the adolescent population than in the adult population, but most individuals who abused drugs and alcohol, committed delinquent acts, or were bulimic as teenagers grow up to be sober, law-abiding adults without eating disorders" (p. 350). Finally, it is important to note there is not a causal link between the on-set of normative adolescent experiences and problem behaviors. The idea that hormonal changes in adolescent produce a causal link to problems is not supported by research.

Adolescence is often viewed through the prism of crisis, risky behaviors, and stress. While most adolescents move through these years of growth and development without experiencing a significant crisis, some do not. For those adolescents, crisis can derail the development process, lead to life-threatening behavior, and culminate in a critical need for professional intervention (Santrock, 2019).

This unit will also discuss some of the new concepts related to emerging adulthood. Arnett (2013) proposed a new developmental stage known as emerging adulthood. This time usually extends from the age of 18 until 29, during which time emerging adults often choose careers, make decisions on partner selection and relationships, and may be making transitions to living on their own. Historically, these transitions into independence have occurred at younger ages but recent historical and cultural shifts have resulted in a prolonged adolescence commonly termed as "emerging adulthood." There are differing perspectives on what influences the transition into adulthood. Stability and change are complementary processes that are reflected in development in early adulthood. In conjunction with physical and biological maturity and continuing changes in the brain, this is a time of life when expectations to move forward in various domains, including career and vocational choices and relationships, become reality.

References

Arnett, J. J. (2013). *Adolescence and emerging adulthood* (5th ed.). New York, NY: Pearson.

Santrock, J. W. (2019). *Adolescence* (17th ed.). New York, NY: McGraw-Hill Education.

Steinberg, L. (2017). *Adolescence* (11th ed.). New York, NY: McGraw-Hill Education.

Learning Activities

u09s1 - Studies

Readings

Use your *Adolescence* text to read the following:

- Chapter 13, "Problems in Adolescence and Emerging Adulthood," pages 434–474.

Use the Capella University library to read the following:

- Arnett, J. J. (2015). Identity development from adolescence to emerging adulthood: What we know and (especially) don't know. In K. C. McLean and M. Syed (Eds.), *The Oxford handbook of identity development* (pp. 53–64). New York, NY: Oxford University Press.

Use the Internet to access the following:

- International Association of Youth Mental Health's 2014 video, *Emerging Adulthood: A New Feature of 21st Century Society* | Transcript.
- The APA's Speaking of Psychology podcast: *The Mental Price of Affluence*.

u09s1 - Learning Components

- Recognize key theories in adolescent development.
- Determine what theories provide insight to an intended audience regarding specific adolescent issues.
- Describe recommendations for best practices in addressing adolescent issues in ways that are tailored to the intended audience.

u09d1 - Problem Behaviors

For this discussion:

- Choose at least one adolescent problem behavior (stress, drug use, delinquency, violence, or depression).
- Use the Capella University Library and briefly survey current research on the subject.
- Describe how the research you surveyed draws on what you have learned thus far about theories of adolescent development.
    - What theoretical framework(s) seem to dominate research and discussion about the problem behavior you chose to explore?

Response Guidelines

Respond to at least two of your peers, suggesting how different theoretical frameworks on their chosen problem behaviors might alter the approaches that researchers would take to examining the problem behaviors.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u09d1 - Learning Components

- Choose a theoretical framework for use in recommending best practices in addressing adolescent issues.
- Identify evidence-based best practices in adolescent development and intervention.
- Cite and reference resources, giving appropriate credit for another's work.

u09d2 - Emerging Adulthood

After viewing the Arnett video, *Emerging Adulthood: A New Feature of 21st Century Society*, do you agree with his argument about adding the concept of emerging adulthood to our understanding of human development? What data supports or refutes this being a distinct phase in development?

Support your response with APA-formatted citations from scholarly sources, including both those provided in this unit and any additional evidence you may have researched.

Response Guidelines

Respond to at least two of your peers, identifying evidence that they used that either reinforces your own position or challenges your argument. After reading the responses of your peers, would you adjust your assessment of the concept of emerging adulthood?

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Emerging Adulthood: A New Feature of 21st Century Society | Transcript

u09d2 - Learning Components

- Recognize key theories in adolescent development.
- Assess the impact of variables such as culture, technology, biology, and education on proposed solutions for adolescent issues.
- Describe how key theories in adolescent development apply to specific adolescent issues.
- Assess the relevance and credibility of information sources.
- Cite and reference resources, giving appropriate credit for another's work.

Unit 10 ≫ Transitions, Challenges, Coping, and Solutions

Introduction

This unit will examine transitions, challenges, and ways of coping in adolescence. Transitions are encountered as the adolescent moves from elementary school to middle school, and from middle school to high school, stimulating reactions from student and parents. Each advance in academic grade signals the need for evaluation of the adolescent's readiness to accept ever-more complex levels of independence (Santrock, 2019).

Historically, researchers have attempted to consider adolescent challenges by considering relevant risk factors (for example, maternal depression) that predict negative adolescent outcomes. More recent research has moved toward a focus on protective factors and resiliency as opposed to a focus on risk factors when thinking about challenges with adolescence (Kim, Oesterle, Catalano, & Hawkins, 2015). For example, Benson's research (as cited in Santrock, 2019) found the following external and internal assets related to positive developmental outcomes for adolescents.

The external assets include the following:

- Support (such as family and neighborhood).

- Empowerment (such as adults in the community valuing youth and giving them useful community roles).
- Boundaries and expectations (such as the family setting clear rules and consequences and monitoring the adolescent's whereabouts, as well as the presence of positive peer influence).
- Constructive use of time (such as engaging in creative activities three or more times a week and participating three or more hours a week in organized youth programs).

The internal assets include the following:

- Commitment to learning (such as being motivated to achieve in school and doing at least one hour of homework on school days).
- Positive values (such as helping others and demonstrating integrity).
- Social competencies (such as knowing how to plan and make decisions and having interpersonal competencies like empathy and friendship skills).
- Positive identity (such as having a sense of control over life and high self-esteem).

Coping involves dealing with adverse circumstances, efforts to solve life problems, and reducing stressors (Santrock, 2019). Several strategies for coping in adolescence include positive and optimistic thinking, increasing personal self-control and avoiding immediate gratification, seeking social support, seeking professional counseling help, and using multiple coping strategies since a combined effect may help to cope successfully (Santrock, 2019).

While there are several challenges related to navigating adolescent development, the good news is that the vast majority of teenagers are successful in their navigation of adolescence and gain the requisite skills for developing into autonomous and resilient adults.

References

Santrock, J. W. (2019). *Adolescence* (17th ed.). New York, NY: McGraw-Hill Education.

Kim, B. E., Oesterle, S., Catalano, R. F., & Hawkins, J. D. (2015). Change in protective factors across adolescent development. *Journal of Applied Developmental Psychology*, *40*, 26–37.

Learning Activities

u10s1 - Studies

Readings

Use the Capella University Library to read the following:

- Kim, B. E., Oesterle, S., Catalano, R. F., & Hawkins, J. D. (2015). Change in protective factors across adolescent development. *Journal of Applied Developmental Psychology, 40*, 26–37.

Use the Internet to access the following:

- The APA's Speaking of Psychology podcast: Teaching Social Skills to Autistic Teens.

u10s1 - Learning Components

- Assess the impact of variables such as culture, technology, biology, and education on proposed solutions for adolescent issues.
- Describe recommendations for best practices in addressing adolescent issues in ways that are tailored to the intended audience.
- Identify evidence-based best practices in adolescent development and intervention.

u10a1 - Public Fact Sheet

Now that you have engaged your colleagues regarding your topic, and advocated for a specific approach to addressing the issue in adolescent psychology that you identified, it is time to tailor your research for public consumption. For this assignment, create a one-page (front and back) fact sheet targeted at a public audience (parents, community members, clients, constituents, and so forth). This information sheet should concisely describe the issue at hand, what current research indicates about the issue, and what action items are recommended as a result. You should provide citations within the fact sheet, so that every statement made is clearly documented. Graphics that support rather than distract from the information are encouraged but should not dominate the fact sheet. The goal of this assignment is to provide an opportunity for you to practice translating complex information about a topic into a form that is digestible to the general public.

Your assignment submission should meet the following requirements:

- Identify key theories and research relevant for the intended audience.

- Recommend best practices that are relevant for the intended audience.
- Communicate in a manner that is scholarly, professional, and consistent with the intended audience and with expectations for members of the psychological professions.

Optional Resource: If you need assistance in understanding how to create a fact sheet, you may look at an example such as "Fact Sheets and Action Alerts," by the Connecticut Health Policy Project

Assignment Requirements

To achieve a successful experience and outcome, you are expected to meet the following standards:

- **Written communication**: Use the accepted form and style of the psychological professions, employing grammar, punctuation, and mechanics expected of graduate-level composition and expression.
- **APA style and formatting**: Format citations according to current APA style and formatting guidelines.
- **Length of presentation paper**: Two pages (intended as the front and back of a single, 8 1/2" x 11" handout).

Course Resources

APA Style and Format

APA Module

Fact Sheets and Action Alerts

u10d1 - Course Reflection

For this discussion, provide a 1–2 paragraph reflection on what you have learned from your research on your course project topic and share with your peers. Address the following questions in your post:

- What did you learn in this course that challenged your previously held beliefs about adolescent development? What understandings were reinforced?
- What implications does the course material have for interventions with youth by civic, educational, or governmental organizations?
- How does what you have learned in this course apply to your current or future professional activities? What utility will you take away from the course?

Response Guidelines

Respond to at least two of your peers in one or more of the following ways:

- Identify a point that your peer made that would also apply to your learning or professional trajectory.
- Respectfully and professionally challenge a conclusion that your peer has made regarding the course's societal implications, citing scholarly evidence for your argument.
- Take your peers' observations a step further and suggesting future research or activities they may find valuable to pursue.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u10d1 - Learning Components

- Assess the impact of variables such as culture, technology, biology, and education on proposed solutions for adolescent issues.
- Describe how key theories in adolescent development apply to specific adolescent issues.
- Identify evidence-based best practices in adolescent development and intervention.
- Use language comprehensible to a layperson.