Syllabus

Course Overview

Adolescence is a pivotal point in a young person's life—it is characterized by physical, emotional, psychological, interpersonal, and cognitive changes that lay a foundation for adulthood. Many teens and young adults transition from focusing on themselves in relation to family to an exploration of peer relationships that help shape identity, self-esteem, values, and decision-making processes. Adolescent developmental milestones revolve around managing areas of intellectual, physical, and interpersonal competencies as well as balancing autonomy and interdependence. Through discovery of major theories and research findings, you will explore the effects of genetics, culture, gender roles, sexuality, family influences, and peer relationships on adolescent physical and mental health as well as overall development.

Course Competencies   **(Read Only)**

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

1   Apply social and developmental theories to adolescent development.

2   Describe the physical growth and cognitive development found in adolescence.

3   Describe the social relationships and family patterns viewed in adolescent development.

4   Explain mental health and psychosocial problems common during adolescence.

5   Apply findings from scholarly literature to issues in adolescent development.

6   Apply critical thinking and communication skills concerning adolescent psychology in a manner that is scholarly, professional, and respectful.

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

Dolgin, K. G. (2018). *The adolescent: Development, relationships, and culture* (14th ed.). New York, NY: Pearson. ISBN: 9780134415291.

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.

- Blakemore, S-J., & Robbins, T. W. (2012). Decision making in the adolescent brain. *Nature Neuroscience, 15*(9), 1184–1191.
- Bos, H., van Gelderen, L., & Gartrell, N. (2015). Lesbian and heterosexual two-parent families: Adolescent-parent relationship quality and adolescent well-being. *Journal of Child and Family Studies, 24*(4), 1031–1046.
- Costello, E. J., & Maughan, B. (2015). Annual research review: Optimal outcomes of child and adolescent mental illness. *Journal of Child Psychology and Psychiatry, 56*(3), 324–341.
- Crone, E. A., & Dahl, R. E. (2012). Understanding adolescence as a period of social-affective engagement and goal flexibility. *Nature Reviews Neuroscience, 13*(9), 636–650.
- Governors State University Division of Digital Learning and Media Design (Producer). (2014). *Therapy talks: Why counseling difficult teens is so easy (Duh!)* [Video]. Hanover, MA: Microtraining Associates.
- Governors State University Division of Digital Learning and Media Design (Producer). (2015). *Human growth & development: Working with adolescents and young adults* [Video]. Alexandria, VA: Microtraining Associates.
- Khan, S., Gagné, M., Yang, L., & Shapka, J. (2016). Exploring the relationship between adolescents' self-concept and their offline and online social worlds. *Computers in Human Behavior, 55*, 940–945
- MacLeod, K. B., & Brownlie, E. B. (2014). Mental health and transitions from adolescence to emerging adulthood: Developmental and diversity considerations. *Canadian Journal of Community Mental Health, 33*(1), 77–86.
- Mercer, N., Keijsers, L., Crocetti, E., Branje, S., & Meeus, W. (2016). Adolescent abstention from delinquency: Examining the mediating role of time spent with (delinquent) peers. *Journal of Research on Adolescence*, *26*(4), 947–962.
- Microtraining Associates (Producer). (2017). *Three approaches to counseling adolescents* [Video]. Alexandria, VA: Microtraining Associates.
- Modecki, K. L., Zimmer-Gembeck, M. J., & Guerra, N. (2017). Emotion regulation, coping, and decision making: Three linked skills for preventing externalizing problems in adolescence. *Child Development, 88*(2), 417–426.
- Ragelienė, T. (2016). Links of adolescents identity development and relationship with peers: A systematic literature review. *Journal of the Canadian Academy of Child and Adolescent Psychiatry, 25*(2), 97–105.
- Ragsdale, K., Bersamin, M. M., Schwartz, S. J., Zamboanga, B. L., Kerrick, M. R., & Grube, J. W. (2014). Development of sexual expectancies among adolescents: Contributions by parents, peers and the media. *Journal of Sex Research, 51*(5), 551–560.
- 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.
- Shifflet-Chila, E. D., Harold, R. D., Fitton, V. A., & Ahmedani, B. K. (2016). Adolescent and family development: Autonomy and identity in the digital age. *Children and Youth Services Review, 70*, 364–368.
- Talley, A. E., Hughes, T. L., Aranda, F., Birkett, M., & Marshal, M. P. (2014). Exploring alcohol-use behaviors among heterosexual and sexual minority adolescents: Intersections with sex, age, and race/ethnicity. *American Journal of Public Health, 104*(2), 295–303.

- Tousignant, B., Sirois, K., Achim, A. M., Massicotte, E., & Jackson, P. L. (2017). A comprehensive assessment of social cognition from adolescence to adulthood. *Cognitive Development, 43*, 214–223.
- Van Loon, L. M. A., Van de Ven, M. O. M., Van Doesum, K. T. M., Witteman, C. L. M., & Hosman, C. M. H. (2014). The relation between parental mental illness and adolescent mental health: The role of family factors. *Journal of Child and Family Studies, 23*(7), 1201–1214.
- Whaley, A. L., & Noel, L. (2013). Academic achievement and behavioral health among Asian American and African American adolescents: Testing the model minority and inferior minority assumptions. *Social Psychology of Education, 16*(1), 23–43.

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.

- Centers for Disease Control and Prevention. (n.d.). Adolescent and school health. Retrieved from https://www.cdc.gov/healthyyouth/index.htm
- Centers for Disease Control and Prevention. (n.d.). Reproductive health: Teen pregnancy. Retrieved from https://www.cdc.gov/teenpregnancy/
- Centers for Disease Control and Prevention. (n.d.). Sexual risk behaviors: HIV, STD, & teen pregnancy prevention. Retrieved from https://www.cdc.gov/healthyyouth/sexualbehaviors/
- Cingel, D. P., Wartella, E., & Krcmar, M. (2014). The role of adolescent development in social networking site use: Theory and evidence [PDF]. *Journal of Youth Development, 9*(1), 29–40.
- The Foundation for Critical Thinking. (n.d.). Retrieved from http://www.criticalthinking.org/

Suggested

Optional

Library

- Barrouillet, P. (2015). Theories of cognitive development: From Piaget to today. *Developmental Review, 38*, 1–12.

External Resource

- Cherry. K. (2018). Child development theories and examples. *Verywellmind*. Retrieved from https://www.verywellmind.com/child-development-theories-2795068
- Golf Bend Center. (n.d.). Child and adolescent development: Overview. Retrieved from https://www.gulfbend.org/poc/center_index.php?cn=28
- Jackson Hole Community Counseling Center. (n.d.). Child development theory: Adolescence (12–24). Retrieved from https://www.jhccc.org/poc/center_index.php?cn=1310
- Microsoft. (n.d.). *Basic tasks for creating a PowerPoint presentation.* Retrieved from https://support.office.com/en-US/article/Basic-tasks-for-creating-a-PowerPoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36
- Microsoft. (n.d.). PowerPoint online quick start. Retrieved from: https://support.office.com/en-us/article/create-a-presentation-in-powerpoint-online-21360025-7eef-4173-9d7c-08281d55f64a?ui=en-US&rs=en-US&ad=US

Unit 1 ❯❯ Social and Theoretical Contexts of Adolescence

Introduction

Adolescence is a transitional phase between childhood and adulthood, which typically ranges from 12 to 21 years old (although some developmental psychologists maintain that adolescence extends to 25 years old). This pivotal phase of development includes changes in psychological, biological, social, and environmental areas.

In contemporary times, multimedia, especially social media, can have a significant impact on an adolescent's identity, interpersonal relationships, academic achievement, and sexual behavior. There are several approaches to the study of adolescence.

In this unit, we will learn about major developmental theories, including psychodynamic, behavioral, cognitive, and social perspectives. When viewing adolescent development, it is important to consider some of the myths and stereotypes that exist, paying close attention to the influences of culture, family, and peers. When exploring adolescence, it is helpful to consider the significant changes that occur between the end of elementary school, the secondary school years, and post high school graduation and early adulthood. Adolescence is an amazing journey!

Learning Activities

u01s1 - Studies

Readings

Read the Unit 1 Introduction.

Use your text, *The Adolescent: Development, Relationships, and Culture*, to read the following:

- Chapter 1, "The Social Context of Adolescence," pages 1–30. As you read this first chapter, pay close attention to the overall definition of adolescence and what this means as it relates to cognitive, biological, psychoanalytic, and social perspectives.
- Chapter 2, "Adolescents in Theoretical Context," pages 31–50. As you read this chapter, think about the similarities and differences between the various theories used to explain adolescence.
- Chapter 3, "Adolescent Diversity: Socioeconomic Status and Ethnicity," pages 51–81. This chapter takes a look at differences among adolescent peers related to socioeconomic status and ethnicity.

Use the Capella University Library to read the following articles about adolescence and adolescent development:

- MacLeod, K. B., & Brownlie, E. B. (2014). Mental health and transitions from adolescence to emerging adulthood: Developmental and diversity considerations. *Canadian Journal of Community Mental Health, 33*(1), 77–86.
- Mercer, N., Keijsers, L., Crocetti, E., Branje, S., & Meeus, W. (2016). Adolescent abstention from delinquency: Examining the mediating role of time spent with (delinquent) peers. *Journal of Research on Adolescence*, *26*(4), 947–962.

Use the Internet to read the following:

- Cingel, D. P., Wartella, E., & Krcmar, M. (2014). The role of adolescent development in social networking site use: Theory and evidence [PDF]. *Journal of Youth Development, 9*(1), 29–40.

Multimedia

Once you have read the textbook and assigned articles, take some time to look through the following Capella media. These will help you put the information that you learned into action.

- Theories of Development.
  - In this media piece, you are introduced to several theorists that either focused on adolescent development or had theories that were applied to adolescence. As you learn about each person and their theories, think about how they may explain behaviors of some adolescents you may know.

- Bronfenbrenner's Ecological Theory.
  - This media piece focuses on a specific theory that helps us understand a child's development through adolescence as well as the important factors in his or her development.

Checklist

In each unit of this course, you are provided with a checklist to help you organize your studies and successfully complete the unit activities. Each activity is structured to build upon previous work, so you will need to complete the activities in sequence. You can follow the steps in the checklist to complete the activities in order, and to track your progress. You can also use this checklist as a communication tool if you have questions about completing your activities. Read each unit checklist at the start of each week and use it however it will be most helpful for you.

- Unit 1 Checklist [DOC].

Other Required Resources

View the following video from the Capella University Library:

- Microtraining Associates (Producer). (2017). *Three approaches to counseling adolescents* [Video]. Alexandria, VA: Microtraining Associates.
  - View the first segment on the narrative therapy approach with Dr. Navid Zamani to help you complete the activities in this unit.
  - Run Time: 25 minutes for segment one.

Optional Resources

Use the Capella University Library to read the following:

- Barrouillet, P. (2015). Theories of cognitive development: From Piaget to today. *Developmental Review, 38*, 1–12.

Use the Internet to view the following sites:

- Cherry. K. (2018). <u>Child development theories and examples: Some key ideas about how children grow and develop</u>. *Verywellmind*. Retrieved from https://www.verywellmind.com/child-development-theories-2795068
- Golf Bend Center. (n.d.). <u>Child and adolescent development: Overview</u>. Retrieved from https://www.gulfbend.org/poc/center_index.php?cn=28
    - See *Resources* on right side.

- Jackson Hole Community Counseling Center. (n.d.). <u>Child development theory: Adolescence (12–24)</u>. Retrieved from https://www.jhccc.org/poc/center_index.php?cn=1310

u01s2 - Capella Policies and Resources

Academic Honesty and Policies at Capella

The following Capella University policies will influence your course experience:

- <u>Academic Integrity and Honesty [PDF]</u>. Note that claiming another writer's work as your own is not tolerated at Capella.
- <u>Learner Code of Conduct [PDF]</u>. Note the importance of respect, collegiality, and ethical behaviors expected in your communications within the courseroom.

Writing and APA Resources

There are a number of resources to support your writing throughout the course. Please look at these resources as needed:

- <u>Introduction to the Writing Center</u>.
- <u>Grammar Handbook [PDF]</u>.
- <u>Prewriting</u>.
- <u>Writing Feedback Tool</u>. This tool contains many resources that an instructor may recommend to help you improve or develop your written communication.
- <u>PowerPoint Presentations Library Guide</u>.
    - <u>Guidelines for Effective PowerPoint Presentations [PPTX]</u>.

- Use the Internet to view:
    - Microsoft. (n.d.). <u>Basic tasks for creating a PowerPoint presentation.</u> Retrieved from https://support.office.com/en-US/article/Basic-tasks-for-creating-a-PowerPoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36
    - Microsoft. (n.d.). <u>PowerPoint Online Quick Start.</u> Retrieved from: https://support.office.com/en-us/article/create-a-presentation-in-powerpoint-online-21360025-7eef-4173-9d7c-08281d55f64a?ui=en-US&rs=en-US&ad=US

Following are some of the APA resources:

- <u>APA Style and Format</u>.
- <u>APA Module</u>.
- <u>APA Paper Template [DOCX]</u>.
- <u>Additional Guidelines for Formatting Papers [DOCX]</u>.

Smarthinking

Capella University has partnered with Smarthinking, a Web-based tutoring service, to provide you with an online tutor to help build your writing skills. It offers free custom critiques of your papers as well as real-time chats with online tutors. It is recommended to take some time to look at the site and become familiar with how to access Smarthinking and begin working with a writing tutor. Look at the <u>Smarthinking</u> page for more details. Plan ahead, as the turnaround time for feedback can be 24–48 hours.

SafeAssign

SafeAssign is a tool you can use to ensure the integrity of your texts when using researched, published material. Please make note of the various ways that you can use SafeAssign in the future. You can learn more about how to use SafeAssign reports on the <u>SafeAssign</u> Campus page.

Using the Capella Library and RefWorks

For many of the activities in this course, you are required to find peer-reviewed and scholarly articles for references. The <u>Capella University Library</u> is a good place to find these types of articles, and RefWorks can be used to collect, organize, and store the citations of the articles. Look at the following items to help you become more familiar with using the library and RefWorks:

Tour the Library

The following resources will help you understand how the Capella online library works:

- To start, take a look at the Tour the Library presentation, which will help you better understand Capella's online library.
- Next, look through the Getting Started with the Library resource to better understand how to use online libraries, such as the Capella library. You will find information on how to conduct searches, using the journal and book locator, and so on.

How to Access Library Psychology Databases

You can access the library psychology databases from Campus:

- Step 1: Go to the Capella University Library.
- Step 2: Click the Databases Tab (Databases A-Z).
- Step 2: From the top left drop-down labeled **All-Subjects**, select **Psychology**.
- Step 3: Note that the databases PsycARTICLES, PsycINFO and PsycBOOKS are offered by the American Psychological Association. These are the best databases for APA literature.

Finding Peer-Reviewed and Scholarly Resources

Now that you have an understanding of how the Capella library works, it is time to know how to properly identify peer-reviewed and scholarly resources within the databases of the library. Use the Find Scholarly & Peer-Reviewed Sources page to get tips on how to find peer-reviewed and scholarly resources within the library.

- Peer-Reviewed Articles and How to Find Them.
- Research Guide – Psychology.
  - Journal and Book Locator Library Guide- This is mainly useful if you have a single known source and need to see whether we have it.

RefWorks

RefWorks citation management software allows you to create a personal library of articles and Web sites, organize them into folders, and create APA reference lists (bibliographies). It is recommended to look at the RefWorks tutorials before beginning your library search. The directions in the tutorial will help you set up an account and save articles to your RefWorks folder.

Discussion and Feedback Guidelines

You are required to follow various guidelines when completing the discussion questions and the responses to your peers' initial posts. Your discussion participation grade will be determined using these guidelines. The following tools are available to you in each discussion activity within this course. Take a few minutes to look at each of them.

- G.R.E.A.T. Discussion and Feedback Guidelines With Checklist.

Critical Thinking Resources

One of the requirements for this course is to use your critical thinking skills as you create your discussion posts and complete your assignments. The following resources are provided to you to better understand what critical thinking means and what it entails:

- Critical Thinking: This Campus section offers you opportunities to analyze, synthesize, evaluate, and construct your approach to critical thinking. You will find resources, readings, and assessments that can help you throughout your Capella program and your life's journeys.
- What Is Critical Thinking?: This Campus area states in an increasingly information-driven society, the ability to analyze and evaluate what you read, see, and hear is vital to developing sound strategic planning.

Use the Internet to review the following:

- The Foundation for Critical Thinking. (n.d.). Retrieved from http://www.criticalthinking.org/ Browse this website to help understand how to begin to think about critical thinking and its elemental structures.

u01s2 - Learning Components

- Writing should contain no grammatical and spelling errors.
- Use course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years) to support an analysis of a case study.
- Apply appropriate organization with paragraphs that include a thesis statement and supporting details as well as with transitional sentences.
- Cite course materials and supplemental journal articles using APA style in-text references and a reference list.

- Use higher order thinking skills to analyze a case study, going beyond simply summarizing the issues presented by an adolescent client and instead apply developmental theories to explain psychosocial problems.

u01a1 - Case Study

Directions

Answer the following as you develop a case study based on the client and therapist depicted in the first segment of the video *Three Approaches to Counseling Adolescents* (linked in Resources):

- Identify key factors to consider when working with adolescents. Support your answer with references from the scholarly literature.
  - Explain key factors to consider when working with clients (such as in the video) based on relevant or scholarly sources.

- Identify mental health and psychosocial problems related to your adolescent case study.
  - Describe potential mental health and psychosocial problems presented by the client in the scenario.
    - What issues would likely be explored by the therapist with this client?

- Describe a theoretical framework of development that may affect adolescent functioning.
  - Describe a theory (or theories) of adolescent development that you would use to gain an understanding of what is happening with the client.
    - Note: Remember, it is often necessary to consider and even apply more than one theory when working with an adolescent.

- Compare and contrast cognitive, social, and developmental theories that could explain adolescence.
  - Compare and contrast the developmental issues of this client from a cognitive, social, and psychodynamic perspective.

Format

The following serves as a guide for organizing your case study:

- Title Page.
- Introduction (1 paragraph).
- Brief description of the client (1–2 paragraphs).
- Key factors to consider when working with the client based on relevant or scholarly sources (1–2 paragraphs).
- Description of theoretical framework(s) of adolescent development that can be used to gain an understanding of what is happening with the client (1–2 paragraphs). Be sure to use scholarly sources to inform your description.
- Comparison and contrast of the developmental issues of the client from a cognitive, social, and psychodynamic perspective using scholarly sources (3 paragraphs).
- Summary and conclusion (1–2 paragraphs).
- Reference List.

Submission Requirements

- **Communication**: Apply critical thinking and communication skills concerning adolescent psychology in a manner that is scholarly, professional, and respectful.
  - Use higher order thinking skills to analyze the case study, going beyond simply summarizing the issues presented by an adolescent client and instead apply developmental theories to explain psychosocial problems.
  - The case study should be well organized with paragraphs that include a thesis statement and supporting details as well as transitional sentences.
  - Your writing should contain no grammatical or spelling errors.

- **Resources**: Apply course readings and multimedia sources to support your positions regarding adolescent development.
- **APA Guidelines**: Use current edition APA style and formatting.
  - Cite course materials and supplemental journal articles using APA style in-text references and a reference list.
  - Consult study resources to help you in writing and formatting your paper.

- **Length**: Your paper should be 2–3 pages in length, excluding the title and reference pages.
- **Size and Font**: Times New Roman, 12 point.

Prior to submission, read the Case Study Scoring Guide to make sure you have met all the expectations of this assignment.

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Additional Guidelines for Formatting Papers [DOCX]

u01d1 - Theories of Adolescent Development

We know that adolescence is a time period of growth and development. There are numerous approaches to understanding adolescence, including biological, cognitive, psychoanalytic, and social perspectives.

For this discussion, answer the following

- Which perspective—biological, cognitive, psychoanalytic, or social—best describes adolescence?
- When does adolescence actually begin and end?
- What factors are involved that influence an adolescent's development?

Be sure to support your post with concepts from your assigned readings and media.

Prior to posting, read the Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. Include APA current edition style in-text citations and a list of references as applicable. Unless otherwise specified, these are the expectations for all discussions in this course.

Response Guidelines

Respond to the posts of at least two of your peers and provide substantive feedback on their perspectives of adolescents and the factors involved in influencing an adolescent's development. Please support your peer responses using scholarly literature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

APA Style and Format

G.R.E.A.T Discussion and Feedback Guidelines With Checklist

Find Scholarly & Peer-Reviewed Sources

u01d1 - Learning Components

- Based on adolescent developmental theories, identify factors that impact progression through developmental stages.
- Writing should contain no grammatical and spelling errors.
- Describe biological, cognitive, and environmental issues that can influence development.
- Describe how cognitive, social, and developmental adolescent theories can explain developmental tasks of adolescents.
- Apply appropriate organization with paragraphs that include a thesis statement and supporting details as well as with transitional sentences.
- Cite course materials and supplemental journal articles using APA style in-text references and a reference list.

u01q1 - Unit 1 Quiz

Quiz

In this unit, you have been introduced to the field of adolescent psychology and various theories that are used to explain behavior and development in adolescents. This quiz will gauge your understanding of the material presented in this unit and provide an opportunity for you to demonstrate your mastery of the following course competency:

- Apply social and developmental theories to adolescent development.

Directions

Read the following instructions before taking the quiz:

- There is no time limit to complete the quiz.
- You must take and submit the quiz in this unit.
- You can take the quiz only once, and once submitted, the grade cannot be changed.
- Since you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.
- Click **Submit** on your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.
- There are 100 total points possible.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 2 ≫ Physical and Cognitive Development of Adolescence

Introduction

This week, we will look at the physical and cognitive development that occurs during adolescence. It is important to consider the mind-body connection as physical changes can affect both psychosocial and cognitive development. Physical development includes the outward body growing into puberty and maturity and the inward body developing through nutrition, genetics, and environmental influences. Both biological and cognitive changes during adolescence can impact intellectual, physical, and interpersonal competency development as well as values and decision-making processes.

Learning Activities

u02s1 - Studies

Readings

Read the Unit 2 Introduction.

Use your text, *The Adolescent: Development, Relationships, and Culture*, to read the following:

- Chapter 4, "Body Issues: Physical Growth and Health-Related Behaviors," pages 82–120. This chapter focuses on the beginning of adolescence, specifically puberty. How old is the person when they start puberty? What are the signs of puberty? What are the difficulties of puberty? These are only a few questions that will be answered in this chapter.
- Chapter 5, "Cognitive Development: Improvements in Thinking, Reasoning, and Decision Making," pages 121–155. As you read through this chapter, think about the ways an adolescent brain develops, based on various theories, and what roadblocks adolescents bump into when going through this stage.

Use the Capella University Library to read the following articles about adolescent brain, social, and physical developments:

- Blakemore, S-J., & Robbins, T. W. (2012). Decision making in the adolescent brain. *Nature Neuroscience, 15*(9), 1184–1191.
- Crone, E. A., & Dahl, R. E. (2012). Understanding adolescence as a period of social-affective engagement and goal flexibility. *Nature Reviews Neuroscience, 13*(9), 636–650.
- Modecki, K. L., Zimmer-Gembeck, M. J., & Guerra, N. (2017). Emotion regulation, coping, and decision making: Three linked skills for preventing externalizing problems in adolescence. *Child Development, 88*(2), 417–426.
- Tousignant, B., Sirois, K., Achim, A. M., Massicotte, E., & Jackson, P. L. (2017). A comprehensive assessment of social cognition from adolescence to adulthood. *Cognitive Development, 43*, 214–223.

Use the Internet to browse the following:

- Centers for Disease Control and Prevention. (n.d.). <u>Reproductive health: Teen pregnancy</u>. Retrieved from https://www.cdc.gov/teenpregnancy/

Multimedia

After reading the assigned textbook chapters and articles, look through the following Capella media presentations to help you better understand the topics of this unit. This unit focuses on the areas and functions of the brain and how it relates to adolescent psychology.

- <u>Hemispheres of the Brain</u>.
    ◦ Use the information in this interactive to think about the information that was presented in this unit's readings.
- <u>Brain Anatomy</u>.
    ◦ View this interactive media and reflect on how the brain works. As you work through this, think about how the information is connected to the psychology of adolescence.
- <u>Piaget's Stages of Sensorimotor Intelligence</u>.
    ◦ Watch the video and think about children and adolescents you know and how their behaviors and development may be explained by Piaget's theories.

Checklist

Read each unit checklist at the start of each week and use it however it will be most helpful for you.

- <u>Unit 2 Checklist [DOC]</u>.

Other Required Resources

Use the Capella University Library to view the following:

- Governors State University Division of Digital Learning and Media Design (Producer). (2014). <u>*Therapy talks: Why counseling difficult teens is so easy (Duh!)* [Video]</u>. Hanover, MA: Microtraining Associates.
    ◦ Run Time: 30 minutes.

u02s2 - Preparation for Adolescent Psychosocial Development Draft

This is a good time to prepare for a draft of the Unit 5 assignment, Adolescent Psychosocial Development. You will submit the draft in the Unit 4 discussion, Draft Presentation of Adolescent Psychosocial Development, in which you will share a draft of a slide presentation. You will receive feedback from peers in Unit 4 before submitting your final assignment in Unit 5.

The assignment focuses on factors that impact adolescent psychosocial development including family and peer relationships, media (such as You Tube, social networking sites, cell phone usage and texting, and television), and the biological as well as cognitive changes that occur during puberty.

Using Power Point, Prezi, or an alternative file format, you will create a 10–15 slide presentation. Each slide will need to include explanatory notes. Review the Unit 5 assignment, Adolescent Psychosocial Development, and its scoring guide so that you meet all the requirements.

u02s2 - Learning Components

- Explain how the adolescent brain works using relevant theories.
- Apply course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years) to support an analysis of a case study.
- Use higher order thinking skills to describe adolescent physical and cognitive development by applying developmental theories to decision-making processes.
- Writing should contain no grammatical and spelling errors.

u02a1 - Adolescent Cognitive Development

In this unit, you had a chance to learn about how the adolescent brain develops. Apply what you have learned to one of the possible decisions faced by adolescents below:

- Whether or not to engage in sexual activity with a dating partner.
- Whether or not to drink alcohol.
- Whether or not to cheat on an assignment.
- Whether or not to get a summer job.
- Whether or not to get into a physical fight.

For your chosen topic, address the following:

- Describe the factors that influence an adolescent's cognitive development and decision-making processes.
  ◦ Include relationship, cultural, and environmental factors.

- Identify the biological and cognitive perspectives of adolescent development.
  ◦ Describe how the biological and cognitive perspective would explain an adolescent's decision making.

- Identify family patterns that may influence cognitive development.
  ◦ Describe how family patterns might explain an adolescent's cognitive development and decision making.

Submission Requirements

The resources introduced in the second study in Unit 1 can help you in writing and formatting your paper.

- **Communication**: Apply critical thinking and communication skills concerning adolescent psychology in a manner that is scholarly, professional, and respectful.
  ◦ Use higher order thinking skills that go beyond simply summarizing issues.
  ◦ Your writing should contain no grammatical or spelling errors.

- **Resources**: Be sure to support the paper with concepts from your assigned reading. Include at least two peer-reviewed, scholarly resources, which are no more than five years old.
- **APA Guidelines**: Use current edition APA style and formatting for your writing and references.
  ◦ Cite course materials and supplemental journal articles using APA style in-text references and a reference list.
  ◦ Consult study resources to help you in writing and formatting your paper.

- **Length**: Your paper should be 2–3 pages in length, excluding the title and reference pages.
- **Size and Font**: Times New Roman, 12 point.

Read the Adolescent Cognitive Development Scoring Guide prior to submitting your assignment to ensure you have met all of the expectations of this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Additional Guidelines for Formatting Papers [DOCX]

APA Style and Format

APA Paper Template [DOCX]

RefWorks

Smarthinking

Writing Feedback Tool

Prewriting

Find Scholarly & Peer-Reviewed Sources

u02d1 - Development Challenges

Teens experience roadblocks due in part to the cognitive and physical changes they experience during puberty. Select one major problem that an adolescent can encounter such as teen pregnancy, substance abuse, or anger management issues. Explain why the problem you identified is especially difficult for a teenager to manage based on cognitive and physical changes during adolescence. What are some strategies that parents and caregivers, teachers, and health and mental health professionals can use to support adolescents to manage this challenge? Use the video *Therapy Talks: Why Counseling Difficult Teens Is So Easy (Duh!)* (linked in Resources) and other course materials to support your response.

Prior to posting, read the Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. Include APA current edition style in-text citations and a list of references as applicable. Unless otherwise specified, these are the expectations for all discussions in this course.

Response Guidelines

Respond to the posts of at least two of your peers and provide substantive feedback on their thoughts related to the major problem identified, as well as strategies to manage the challenge. Please support your peer responses using scholarly literature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

APA Style and Format

G.R.E.A.T Discussion and Feedback Guidelines With Checklist

Therapy Talks: Why Counseling Difficult Teens Is So Easy (Duh!) [Video]

Find Scholarly & Peer-Reviewed Sources

Unit 3 ≫ Self-Concept, Media Influences, and Social Identity in Adolescence

 Introduction

This week, we will explore the major social development that occurs during adolescence, including the development of self-esteem, self-concept, and the importance of social relationships. Self-esteem goes through many transformations throughout adolescence and is influenced by peer relationships, family dynamics, social identity, and other environmental influences.

In modern society, multimedia has a major impact on self-esteem and can include television, movies, video games, music videos, social media, texting, video chatting, print media, and Internet use in general. Changes in the way that we view and feel about ourselves will occur throughout our lives, but research shows that the changes that occur in adolescence involve the first significant restructuring of our sense of self.

Learning Activities

u03s1 - Studies

Readings

Read the Unit 3 Introduction.

Use your text, *The Adolescent: Development, Relationships, and Culture,* to read the following:

- Chapter 6, "Self-Concept, Identity, Ethnicity, and Gender," pages 156–184. This chapter will help you understand the various ways in which adolescents may view themselves and their direct and indirect interaction with others.
- Chapter 7, "The Development of Moral Values," pages 185–210. This chapter once again turns to the trusted theories that are used to understand an adolescent's development. It focuses directly on the topic of morality.

Use the Capella University Library to read the following articles that focus on an adolescent's self-concept and identity. You will find the information in these articles helpful in expanding your understanding of how adolescents view themselves and the world around them.

- Khan, S., Gagné, M., Yang, L., & Shapka, J. (2016). Exploring the relationship between adolescents' self-concept and their offline and online social worlds. *Computers in Human Behavior, 55*, 940–945
- Ragelienė, T. (2016). Links of adolescents identity development and relationship with peers: A systematic literature review. *Journal of the Canadian Academy of Child and Adolescent Psychiatry, 25*(2), 97–105.
- Shifflet-Chila, E. D., Harold, R. D., Fitton, V. A., & Ahmedani, B. K. (2016). Adolescent and family development: Autonomy and identity in the digital age. *Children and Youth Services Review, 70*, 364–368.
- Whaley, A. & Noel, L. T. (2013). Academic achievement and behavioral health among Asian American and African American adolescents: Testing the model minority and inferior minority assumptions. *Social Psychology of Education, 16*(1), 23–43.

Multimedia

Watch the following video:

- Killing Us Softly 4: Advertising's Image of Women.
  - View how advertising traffics in distorted and destructive ideals of femininity.
  - Run time: 45 minutes.

Checklist

Read each unit checklist at the start of each week and use it however it will be most helpful for you.

- Unit 3 Checklist [DOC].

u03s1 - Learning Components

- Describe physical and cognitive issues that can influence psychosocial development.
- Describe cultural factors that can influence psychosocial development.
- Describe one possible adolescent mental health issue.
- Describe adolescent developmental processes using course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years).
- Describe one adolescent mental health issue and treatment approaches using course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years).
- Describe adolescent psychosocial development using higher order thinking skills.

u03s2 - Preparation for Adolescent Psychosocial Development Draft

Continue to prepare your Adolescent Psychosocial Development slide presentation draft for the Unit 4 discussion. You will receive feedback from peers in Unit 4 before submitting your final assignment in Unit 5.

The assignment focuses on factors that impact adolescent psychosocial development including family and peer relationships, media (for example, You Tube, social networking sites, cell phone usage and texting, and television), and the biological as well as cognitive changes that occur during puberty.

Using Power Point, Prezi, or an alternative file format, create a 10–15 slide presentation. Each slide will need to include explanatory notes. Review the Unit 5 Adolescent Psychosocial Development assignment directions and its scoring guide so that you meet all the requirements.

Course Resources

Capella University Library: PowerPoint Presentations

Guidelines for Effective PowerPoint Presentations [PPTX]

u03s2 - Learning Components

- Describe physical and cognitive issues that can influence psychosocial development.
- Describe cultural factors that can influence psychosocial development.
- Describe one possible adolescent mental health issue.

- Describe adolescent developmental processes using course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years).
- Describe one adolescent mental health issue and treatment approaches using course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years).
- Describe adolescent psychosocial development using higher order thinking skills.
- Writing should contain no grammatical and spelling errors.
- Apply appropriate organization with paragraphs that include a thesis statement and supporting details as well as transitional sentences.
- Cite course materials and supplemental journal articles using APA style in-text references and a reference list.

u03d1 - Media Influences on Self-Esteem and Self-Concept

There are a multitude of influences on adolescent identity development. In modern times, the Internet, social media, and visual images (such as the advertisements portrayed in the video, *Killing Us Softly 4,* included in this week's studies) can have a profound effect on both the self-concept and self-esteem of teenagers and young adults. This discussion has two parts:

1. Use the Internet and other media sources such as television to observe how teens and young adults are portrayed. Describe the images, themes, and messages that are displayed in at least **TWO** different venues.
2. Discuss how multimedia (using the images you found) can impact the development of an adolescent's self-esteem using at least one developmental theory to inform your description.

Note: Be sure to support your post with concepts from the assigned readings and media, **highlighting the *Killing Us Softly 4* video.**

Prior to posting, read the Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. Include APA current edition style in-text citations and a list of references as applicable. Unless otherwise specified, these are the expectations for all discussions in this course.

Response Guidelines

Respond to the posts of at least two of your peers and provide substantive feedback on their description of how teens are portrayed on the Internet and other media as well as how multimedia can impact the development of an adolescent's self-esteem using at least one developmental theory. Please support your peer responses using scholarly literature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

APA Style and Format

G.R.E.A.T Discussion and Feedback Guidelines With Checklist

Killing Us Softly 4: Advertising's Image of Women | Transcript

Find Scholarly & Peer-Reviewed Sources

u03d1 - Learning Components

- Describe physical and cognitive issues that can influence psychosocial development.
- Describe cultural factors that can influence psychosocial development.
- Describe one possible adolescent mental health issue.
- Describe adolescent psychosocial development using higher order thinking skills.
- Writing should contain no grammatical and spelling errors.
- Apply appropriate organization with paragraphs that include a thesis statement and supporting details as well as transitional sentences.
- Cite course materials and supplemental journal articles using APA style in-text references and a reference list.

u03d2 - Social Identity Development of Adolescents

How are the identities of adolescents formed? Include in your response the role of family and peer relationships. Also discuss how at least one aspect of an adolescent's social identity (that is, sex and gender role, sexual orientation, race and ethnic identity, physical appearance, or other sociodemographic variable) can influence identity development. Use the course readings and multimedia to support your post.

Prior to posting, read the Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. Include APA current edition style in-text citations and a list of references as applicable. Unless otherwise specified, these are the expectations for all discussions in this course.

Response Guidelines

Respond to the posts of at least two of your peers and provide substantive feedback on how adolescent identities are formed including social identity. Please support your peer responses using scholarly literature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

APA Style and Format

G.R.E.A.T Discussion and Feedback Guidelines With Checklist

Find Scholarly & Peer-Reviewed Sources

u03d2 - Learning Components

- Describe physical and cognitive issues that can influence psychosocial development.
- Describe cultural factors that can influence psychosocial development.
- Describe adolescent psychosocial development using higher order thinking skills.
- Writing should contain no grammatical and spelling errors.
- Apply appropriate organization with paragraphs that include a thesis statement and supporting details as well as transitional sentences.
- Cite course materials and supplemental journal articles using APA style in-text references and a reference list.

u03q1 - Unit 3 Quiz

Overview

Units 2 and 3 focused primarily on physical and cognitive development, self-concept, and identity in adolescence. This quiz will gauge your understanding of the material presented in these units and provide an opportunity for you to demonstrate your mastery of the following course competencies:

- Apply social and developmental theories to adolescent development.
- Describe the physical growth and cognitive development found in adolescence.

Directions

Read the following instructions before taking the quiz:

- There is no time limit to complete the quiz.
- You must take and submit the quiz in this unit.
- You can take the quiz only once, and once submitted, the grade cannot be changed.
- Since you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.
- Click **Submit** on your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.
- There are 100 total points possible. Each question is worth 10 points.

To begin, click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 4 ›› Psychosocial Issues and Adolescent Stress Factors
Introduction

Adolescence is a time of growth and development that can contribute toward heightened levels of stress due to the rapid physiological, cognitive, and environmental changes that occur. This week, we will consider the adolescent subculture that can significantly change an adolescent's values, decision-making processes, dating patterns, sexual behavior, and substance use or abuse. Providing the appropriate amount of challenge and support through these difficult times can be challenging for parents and caregivers, teachers, and mental health professionals. Accordingly, we will explore strategies for promoting positive development.

Note: You are **required** to complete the *Adolescent Psychology Scenarios* activity this week. This is a review of key course concepts.

Learning Activities

u04s1 - Studies

Readings

Read the Unit 4 Introduction.

Use your text, *The Adolescent: Development, Relationships, and Culture,* to read the following:

- Chapter 10, "Being a Member of the Adolescent Subculture: Activities and Interactions With Peers," pages 261–303. In this chapter, you will investigate adolescent societies, interactions, friendships, group acceptance and popularity, sexual orientation, dating, and various concerns of the adolescent culture.
- Chapter 14, "Adolescent Stress and Alienation," pages 389–418. In the previous chapters, you looked at how environment, culture, cognitive development, socializing, and self-image affect the development of adolescents. This chapter takes these concepts to the next level by looking at how all of these factors affect an adolescent's stress levels, function in society, and feeling of being needed and wanted.
- Chapter 15, "Substance Abuse, Addiction, and Dependency," pages 419–448. As with adults, adolescents will sometimes turn to behaviors such as taking drugs, drinking alcohol excessively, and smoking. And in many cases, these actions can turn into addictions and dependencies. This chapter looks at how these factors affect adolescents and their development.

Use the Capella University Library to read the following articles, which focus on the topics presented in your text such as work, and substance use and abuse:

- Costello, E. J., & Maughan, B. (2015). Annual research review: Optimal outcomes of child and adolescent mental illness. *Journal of Child Psychology and Psychiatry, 56*(3), 324–341.
- 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.
- Talley, A. E., Hughes, T. L., Aranda, F., Birkett, M. & Marshal, M. P. (2014). Exploring alcohol-use behaviors among heterosexual and sexual minority adolescents: Intersections with sex, age, and race/ethnicity. *American Journal of Public Health*, *104*(2), 295–303.
- Van Loon, L. M. A., Van de Ven, M. O. M., Van Doesum, K. T. M., Witteman, C. L. M., & Hosman, C. M. H. (2014). The relation between parental mental illness and adolescent mental health: The role of family factors. *Journal of Child and Family Studies, 23*(7), 1201–1214.

Checklist

Read each unit checklist at the start of each week and use it however it will be most helpful for you.

- Unit 4 Checklist [DOC].

u04s1 - Learning Components

- Describe physical and cognitive issues that can influence psychosocial development.
- Describe one possible adolescent mental health issue.
- Describe adolescent developmental processes using course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years).
- Describe one adolescent mental health issue and treatment approaches using course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years).
- Describe adolescent psychosocial development using higher order thinking skills.
- Describe treatment approaches when working with clients who present with the identified mental health issue.

u04v1 - Adolescent Psychology Scenarios

It is **required** that you complete this activity, in which you apply your understanding of key concepts concerning adolescents, this week. Correctly answer the questions with one hundred percent accuracy and, at that point, your instructor will see that you have accurately completed the piece. There is no time limit to complete the multimedia presentation.

- You may redo the piece as needed.
- No indication will be given to the instructor that the piece is complete when a score is less than 100%.
- Complete the piece this week as it reviews previous learning.

Click the linked **Adolescent Psychology Scenarios** title above to begin.

Course Resources

Adolescent Psychology Scenarios

u04d1 - Draft Presentation of Adolescent Psychosocial Development

Please refer to the Unit 5 assignment, Adolescent Psychosocial Development, for this discussion and submit a draft of your presentation for peer feedback. Include at least eight slides with explanatory notes. Feel free to ask for specific feedback about ways to improve your presentation. Be sure to support your work with concepts from the assigned readings or multimedia.

Prior to posting, read the Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. Include APA current edition style in-text citations and a list of references as applicable. Unless otherwise specified, these are the expectations for all discussions in this course.

Response Guidelines

Respond to the posts of at least two of your peers and provide substantive feedback on their presentations. Include feedback on both the form and content of their presentations, using relevant sources if applicable. Please choose learners who have no comments as applicable, so that everyone receives some feedback.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

APA Style and Format

G.R.E.A.T Discussion and Feedback Guidelines With Checklist

Find Scholarly & Peer-Reviewed Sources

u04d1 - Learning Components

- Describe physical and cognitive issues that can influence psychosocial development.
- Identify developmental tasks and milestones of adolescence applying a developmental theory.
- Describe cultural factors that can influence psychosocial development.
- Describe one possible adolescent mental health issue.
- Describe adolescent developmental processes using course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years).
- Describe one adolescent mental health issue and treatment approaches using course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years).
- Describe adolescent psychosocial development using higher order thinking skills.
- Describe treatment approaches when working with clients who present with the identified mental health issue.
- Writing should contain no grammatical and spelling errors.
- Apply appropriate organization with paragraphs that include a thesis statement and supporting details as well as transitional sentences.

- Cite course materials and supplemental journal articles using APA style in-text references and a reference list.

u04d2 - Adolescent Stress Factors

There are multiple factors that can contribute to stress levels of adolescents including family influences, peer relationships, social media, and substance use. For this discussion, write a brief scenario about a teen and his or her family that revolves around the stress the adolescent is experiencing based on at least one of the aforementioned factors.

Using two course readings (including at least one journal article), write a brief one paragraph summary of each reading that includes an explanation of how each source applies to the scenario you developed. Be sure to include APA style in-text references and a reference list.

Prior to posting, read the Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. Include APA current edition style in-text citations and a list of references as applicable. Unless otherwise specified, these are the expectations for all discussions in this course.

Response Guidelines

Respond to the posts of at least two of your peers and provide substantive feedback on the scenarios they developed (that revolve around adolescent stress) as well as how the selected course readings apply to the scenario. Please support your peer responses using scholarly literature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u04d2 - Learning Components

- Identify developmental tasks and milestones of adolescence applying a developmental theory.
- Describe cultural factors that can influence psychosocial development.
- Describe adolescent developmental processes using course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years).
- Describe adolescent psychosocial development using higher order thinking skills.
- Writing should contain no grammatical and spelling errors.
- Apply appropriate organization with paragraphs that include a thesis statement and supporting details as well as transitional sentences.
- Cite course materials and supplemental journal articles using APA style in-text references and a reference list.

Unit 5 ❯❯ Family Relationships and Sexual Behaviors in Adolescence

Introduction

As an adolescent becomes more independent, many changes occur in family dynamics and in the parent-child relationship. While parents may attempt to still remain in control, the adolescent will explore more on his or her own. There can be many conflicts with parents during this time about a variety of topics, although most of the conflicts can be short lived and minor in nature. Conversations between parents and adolescents regarding sex and sexuality, sexual orientation and identity, and gender roles and identity are commonly initiated.

Learning Activities

u05s1 - Studies

The last unit of this course focuses on three distinct influences on adolescents: family, friends, and sexuality. Each of these topics has been touched in previous units; however, this unit focuses on the points that may not yet have been clearly explained.

Readings

Read the Unit 5 Introduction.

Use your text, *The Adolescent: Development, Relationships, and Culture*, to read the following:

- Chapter 8, "Relationships With Family Members," pages 211–234. In this chapter, you look at the role of parents of adolescents. Investigate the tension, stress, positive interactions, maltreatment, and other relationships between parents and other family members and adolescents.
- Chapter 9, "Different Family Patterns," pages 235–260. This chapter looks at the various types of families that adolescents may be part of, including single-parent and grandparent-headed families, families affected by divorce, and blended families. It also discusses how adoption affects family patterns.
- Chapter 11, "Sexual Behaviors," pages 304–337. This chapter focuses directly on sexual behaviors, thoughts, and beliefs of adolescents. You look at the changing attitudes and behavior among adolescents, sexual orientation challenges, and the knowledge and education about sex provided to adolescents.

Use the Capella University Library to read the following articles, which will help you better understand the topics presented in your text readings:

- Bos, H., van Gelderen, L., & Gartrell, N. (2015). Lesbian and heterosexual two-parent families: Adolescent-parent relationship quality and adolescent well-being. *Journal of Child and Family Studies, 24*(4), 1031–1046.
- Ragsdale, K., Bersamin, M. M., Schwartz, S. J., Zamboanga, B. L., Kerrick, M. R., & Grube, J. W. (2014). Development of sexual expectancies among adolescents: Contributions by parents, peers and the media. *Journal of Sex Research, 51*(5), 551–560.

Use the Internet to browse these websites:

- Centers for Disease Control and Prevention. (n.d.). Adolescent and school health. Retrieved from https://www.cdc.gov/healthyyouth/index.htm
- Centers for Disease Control and Prevention. (n.d.). Sexual risk behaviors: HIV, STD, & teen pregnancy prevention. Retrieved from https://www.cdc.gov/healthyyouth/sexualbehaviors/

Other Required Resources

View the following video from the Capella University Library:

- Governors State University Division of Digital Learning and Media Design (Producer). (2015). *Human growth & development: Working with adolescents and young adults* [Video]. Alexandria, VA: Microtraining Associates.
  - Run Time: 62 minutes.

Checklist

Read each unit checklist at the start of each week and use it however it will be most helpful for you.

- Unit 5 Checklist [DOC].

u05a1 - Adolescent Psychosocial Development

There are several factors that impact adolescent psychosocial development including family and peer relationships, media (such as, You Tube, social networking sites, cell phone usage and texting, and television), and the biological as well as cognitive changes that occur during puberty.

Instructions

Using Power Point, Prezi, or an alternative file format include the following in a 10–15 slide presentation. Each slide will need to include explanatory notes.

- Describe adolescent psychosocial tasks using a theoretical framework.
  - Develop a presentation on the psychosocial issues faced by adolescents, using at least one developmental theory as a basis.

- Identify factors (including physical and cognitive) that influence psychosocial development.
  - Include an overview of adolescent psychosocial development tasks and milestones that are shaped by biological, cognitive, and environmental factors.
  - Incorporate the roles of culture, family dynamics, peer influences, and media into your presentation.

- Describe an adolescent mental health issue and treatment approaches.
  - Focus on at least one mental health issue (as an example) that can emerge during adolescence, as well as effective treatment approaches for this issue.

Presentation Format

The length of the body of your presentation should be 10–15 slides (not including the title page and references) that contain bullet points or brief phrases as well as images (such as pictures and clip art) on select slides. While optional, you may also insert short video clips. You are required to include expanded details that elaborate on the slides using the notes section. Please remember to use course readings and other scholarly sources to support your work. A minimum of **three** sources published within the past five years is required.

The following guide can be used to organize your presentation:

- Slide 1: Title Page (APA style).
- Slide 2: Presentation Overview/Outline.
- Slides 3–4: Theoretical Framework.
- Slides 5–6: Psychosocial Developmental Tasks.
- Slides 7–13: Factors That Influence Psychosocial Development.
    1. Biology.
    2. Cognition.
    3. Environment (school, community, media).
    4. Relationships (family and peer).
    5. Culture.
- Slides 14–15: Example of One Mental Health Issue and Treatment Approaches.
- Slide 16: Conclusion.
- Slide 17: References.

Submission Requirements

- **Communication**: Apply critical thinking and communication skills concerning adolescent psychology in a manner that is scholarly, professional, and respectful.
    - Use your higher order thinking skills that go beyond simply summarizing issues.
    - Your writing should contain no grammatical or spelling errors.

- **Resources**: Apply course readings, and peer-reviewed and scholarly resources to support your positions regarding adolescent development. Include at least three peer-reviewed, scholarly resources, which are no more than five years old.
- **APA Guidelines**: Use current edition APA style and formatting.
    - Cite course materials and supplemental journal articles using APA style in-text references and a reference list.
    - Consult study resources to help you in writing and formatting your paper.

- **Length**: 10–15 slide presentation, excluding the title and reference pages.
- **Size and Font**: Times New Roman, 12 point.

Prior to submission, read the Adolescent Psychosocial Development Scoring Guide to make sure you have met all the expectations of this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

APA Style and Format

Additional Guidelines for Formatting Papers [DOCX]

RefWorks

Smarthinking

Writing Feedback Tool

Guidelines for Effective PowerPoint Presentations [PPTX]

Capella University Library: PowerPoint Presentations

Basic tasks for creating a PowerPoint presentation.

PowerPoint Online Quick Start.

u05d1 - Effects of Parenting Styles and Adolescent Sexuality

This discussion is a two-part question. There are a variety of parenting styles that are incorporated during adolescence. First, identify a parenting style that you have either witnessed or experienced and describe how this parenting style can positively or negatively affect an adolescent.

Second, discuss strategies parents can use to promote the positive development of an adolescent who is struggling with issues related to sexual behavior, sexual orientation or identity, and/or gender roles and identity issues. Be sure to support your post with concepts from the video, *Human Growth & Development: Working With Adolescents and Young Adults*, as well as assigned readings and other multimedia.

Prior to posting, read the Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. Include APA current edition style in-text citations and a list of references as applicable. Unless otherwise specified, these are the expectations for all discussions in this course.

Response Guidelines

Respond to the posts of at least two of your peers and provide substantive feedback on their perspectives on parenting styles as well as strategies parents can use to promote positive development of an adolescent struggling with sexuality and/or sexual identity. Be sure to support your peer responses with concepts from the video, *Human Growth and Development: Working with Adolescents and Young Adults* as well as assigned readings and multimedia.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

APA Style and Format

G.R.E.A.T Discussion and Feedback Guidelines With Checklist

Find Scholarly & Peer-Reviewed Sources

u05d1 - Learning Components

- Describe cultural factors that can influence psychosocial development.
- Describe adolescent developmental processes using course materials and supplemental, peer-reviewed current journal articles (published within the last 5 years).
- Describe adolescent psychosocial development using higher order thinking skills.
- Writing should contain no grammatical and spelling errors.
- Apply appropriate organization with paragraphs that include a thesis statement and supporting details as well as transitional sentences.
- Cite course materials and supplemental journal articles using APA style in-text references and a reference list.