

# BRIERCREST

## PSY 608 Adolescent Development Spring 2020

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Course Dates: May 25-29, 2020

3 Credit Hours

### COURSE DESCRIPTION

Adolescence represents a definable phase in human development. It is one of the most complex of the developmental phases because of the myriad of changes going on during these critical years. This course examines the pilgrimage through adolescence from a number of perspectives. Key developmental theories are examined in light of biblical truth. A historical look at adolescence forms the starting point for exploring adolescent emotional, relational, physiological, moral, and spiritual development.

### COURSE INTEGRATION

This course provides an understanding of development that is foundational for any work with adolescents and young adults. It aims to create an awareness of the maturation processes in the context of attachment, from how adolescents connect and relate to themselves, their family system, their community and their God.

### COURSE TEXTS

Arnett, J.J. (2018; 6th edition). *Adolescence and Emerging Adulthood: A cultural approach*. Pearson Education.

Neufeld, G. & Mate, G. (2013; updated version). *Hold On To Your Kids: Why parents need to matter more than peers*. Toronto, ON: Vintage Canada

Turkle, S. (2016). *Reclaiming Conversation: The power of talk in a digital age*. NY: Penguin Books.

**Movie:** Freedom Writers (2007)

*Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.*

*These texts (with the exception of Arnett) are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.*

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

## COURSE OUTCOMES

By the end of this course, each student should be able to:

- 1) outline the historical perspective of adolescence;
- 2) describe the fundamental changes of adolescence including the biological, cognitive, emotional, social and spiritual transitions that adolescents experience;
- 3) explain the significance and influence of the various contexts of adolescence: family environments, peer groups, school, work, church community;
- 4) describe the various aspects of psychosocial development when it comes to identity and individuation;
- 5) have a working knowledge of the factors of attachment, vulnerability and maturation, especially as they apply to adolescents;
- 6) have an awareness of the impact of technology on adolescent development.

## COURSE OUTLINE AND CONTENT

| Date  | Topic  |
|---|--|
| <b>Mon, May 25</b><br><i>9:00 am to 5:30 pm</i>   | <b>Developmental Processes</b><br>Maturation processes:<br>Integration, adaptation, emergence<br>The development of attachment<br>Rites of passage |
| <b>Tues, May 26</b><br><i>8:30 am to 4:30 pm</i>  | <b>Emotional Health</b><br>The role of emotion in development<br>The role of defense   |
| <b>Wed, May 27</b><br><i>8:30 am to 4:30 pm</i>   | <b>The Development of Self</b><br>Identity development<br>Individuation<br>The concept of counterwill  |
| <b>Thurs, May 28</b><br><i>8:30 am to 4:30 pm</i> | <b>Challenges in Today's World</b><br>Developmental stuckness<br>Spiritual development<br>Interplay of technology                                  |



*[suggested length: 3 to 4 pages]*

**6. Creative Application Assignment**

July 24, 2020

20%

Choose something from the course that impacted you and apply it in a creative way of your choosing (e.g.: song, poem, collage, painting, dance, sculpture, etc.). Write a short paper (2-3 pages) to go along with your project describing how it ties into the course material and/or how it illustrates a certain dynamic related to adolescent development; you can also include how this might impact or influence your work with adolescents. *(More information to be provided in class.)*

**7. Case study of an adolescent**

July 24, 2020

25%

You will be given a case study of an adolescent, or you will choose your own case to use. *(More information to be provided in class.)*

**Part 1:** Using the course material (readings and class teachings) as a guideline, describe what you see.

**Part 2:** Using these observations, how might you work with this adolescent? (Include possible approaches and ideas, with reasoning to support your suggestions.)

*[suggested length: 6 to 8 pages]*

## SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

### ***Attendance Policy***

Students are expected to attend 100% of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Course Schedules***

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

### ***Assignment Submission***

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

***Return of Graded Assignments***

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

***Academic Honesty***

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

***Academic Accommodations***

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email ([academicresourcecentre@briercrest.ca](mailto:academicresourcecentre@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).