

BRIERCREST

PSY 608 Adolescent Development

Spring 2022

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Course Dates: June 13-17, 2022

3 Credit Hours

COURSE DESCRIPTION

Adolescence represents a definable phase in human development. In many ways, it is one of the most complex 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 will equip students to understand the concepts of adolescent development and consider the implications of adolescent development in their counselling ministry.

COURSE TEXTS

Required Reading (all to be read before the first day of class):

Arnett, J. (2017). *Adolescence and Emerging Adulthood: A Cultural Approach* (6th ed.). Pearson.

*E-text is available for purchase at <https://www.pearson.com/store/p/adolescence-and-emerging-adulthood-a-cultural-approach/P100003097223/9780137554621>

**Using the 5th edition for this text is also acceptable.

Laser, J. A., & Nicotera, N. (2021). *Working With Adolescents A Guide For Practitioners*. (2nd ed.). The Guilford Press.

Siegel, Daniel (2018). *Brainstorm: The Power and Purpose of the Teenage Brain*. Tarcher Perigee.

Recommended Reading:

Geldard, K., Geldard, D., & Yin Foo, R. (2020). *Counselling Adolescents: The Proactive Approach to Young People* (5th ed.). Sage Publications.

Micucci, J. A. (2009). *The Adolescent in Family Therapy: Harnessing the Power of Relationships* (2nd ed.). The Guilford Press.

Articles (will be used for in-class activities):

Abi-Jaoude, E., Naylor, K. T., & Pignatiello, A. (2020). Smartphones, social media use and youth mental health. *CMAJ: Canadian Medical Association Journal*, 192(6), E136–E141. **(available on Canvas)**

Brokenleg, M. (2012). Transforming Cultural Trauma into Resilience. *Reclaiming Children and Youth*, 21(3), 9–13. **(available on Canvas)**

Gajaria, A., Jaswant, ;, Mdc, G., Rasasingham, ; Raj, & Et Al, G. (2021). What's race got to do with it? A proposed framework to address racism's impacts on child and adolescent mental health in Canada. *Journal of the Canadian Academy of Child Adolescent Psychiatry*, 30(2), 131–137. **(available on Canvas)**

Haner, D. M., & Pepler, D. (2016). "Live Chat" Clients at Kids Help Phone: Individual Characteristics and Problem Topics. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 25(3), 138–144. **(available on Canvas)**

Hatchel, T., Valido, A., de Pedro, K. T., Huang, Y., & Espelage, D. L. (2019). Minority Stress Among Transgender Adolescents: The Role of Peer Victimization, School Belonging, and Ethnicity. *Journal of Child and Family Studies*, 28(9), 2467–2476. **(available on Canvas)**

Mehra, K., Hawke, L. D., Watson, P., Sheikhan, N. Y., Leroux, E., & Henderson, J. (2021). Youth Perspectives on Seeking Psychotherapy: A Concurrent Mixed Methods Study. *Journal of the Canadian Academy of Child Adolescent Psychiatry*, 30(3), 165–176. **(available on Canvas)**

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

These texts 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

Students will gain an understanding of the various developmental tasks and developmental theories related to adolescence.

Students will gain an understanding of the complex concerns, contextual factors, and pressures that adolescents regularly face today.

Students will gain an understanding of how developmental factors impact the work we do as therapist working with adolescents and families.

COURSE OUTLINE AND CONTENT

Date	Topic	Supporting Resources
June 13	<ul style="list-style-type: none"> • Introduction to Adolescent Development • Cognitive Development • Physical Development & Puberty 	<p>Arnett, J. (2018). <i>Adolescence and Emerging Adulthood: A Cultural Approach</i> (6th ed.).</p> <p>Laser, J. A., & Nicotera, N. (2021). <i>Working With Adolescents A Guide For Practitioners</i>. (2nd ed).</p> <p>Siegal, Daniel (2018). <i>Brainstorm: The Power and Purpose of the Teenage Brain</i></p>
June 14	<ul style="list-style-type: none"> • Sexuality • Gender • Self-Esteem, Identity & Emotions 	<p>Arnett, J. (2018). <i>Adolescence and Emerging Adulthood: A Cultural Approach</i> (6th ed.).</p> <p>Laser, J. A., & Nicotera, N. (2021). <i>Working With Adolescents A Guide For Practitioners</i>. (2nd ed).</p> <p>Siegal, Daniel (2018). <i>Brainstorm: The Power and Purpose of the Teenage Brain</i>.</p> <p>Hatchel, T., Valido, A., de Pedro, K. T., Huang, Y., & Espelage, D. L. (2019). Minority Stress Among Transgender Adolescents: The Role of Peer Victimization, School Belonging, and Ethnicity.</p>
June 15	<ul style="list-style-type: none"> • Moral Development & Religion • Family • Social Development 	<p>Arnett, J. (2018). <i>Adolescence and Emerging Adulthood: A Cultural Approach</i> (6th ed.).</p> <p>Micucci, J. A. (2009). <i>The Adolescent in Family Therapy: Harnessing the Power of Relationships</i> (2nd ed.).</p>
June 16	<ul style="list-style-type: none"> • Work & School • Media • Problems & Resiliency 	<p>Arnett, J. (2018). <i>Adolescence and Emerging Adulthood: A Cultural Approach</i> (6th ed.).</p> <p>Gajaria, A., Jaswant, ,, Mdc, G., Rasasingham, ; Raj, & Et Al, G. (2021). What's race got to do with it? A proposed framework to address racism's impacts on child and adolescent mental health in Canada.</p> <p>Brokenleg, M. (2012). Transforming Cultural Trauma into Resilience.</p>
June 17	<ul style="list-style-type: none"> • Adolescents in Therapy 	<p>Laser, J. A., & Nicotera, N. (2021). <i>Working With Adolescents A Guide For Practitioners</i>. (2nd ed).</p> <p>Geldard, K., Geldard, D., & Yin Foo, R. (2020). <i>Counselling Adolescents: The Proactive Approach to Young People</i> (5th ed.).</p> <p>Micucci, J. A. (2009). <i>The Adolescent in Family Therapy: Harnessing the Power of Relationships</i> (2nd ed.).</p> <p>Haner, D. M., & Pepler, D. (2016). "Live Chat" Clients at Kids Help Phone: Individual Characteristics and Problem Topics.</p> <p>Mehra, K., Hawke, L. D., Watson, P., Sheikhan, N. Y., Leroux, E., & Henderson, J. (2021). Youth Perspectives on Seeking Psychotherapy: A Concurrent Mixed Methods Study.</p>

ASSIGNMENTS

Please submit all written assignments to Canvas using APA formatting.

Pre-Course Assignments:

All required texts listed above must be read in completion before the start of class.

1. Read Laser & Nicotera "Working with Adolescents". Write a 2-3-page paper engaging with a concept (one chapter) from Part III of the text. Please summarize key ideas of that concept/chapter and engage with this chapter in light of adolescent development themes throughout the text as well as our biblical and theological understandings.

Value: 15%

Due: June 12, 2022

2. Read Arnett's *Adolescence and Emerging Adulthood: A Cultural Approach*. Write a 2-page paper including a summary of key themes, theories, and ideas learned. Consider key learning, new ideas, or ideas that challenged you when you think about your work as a therapist who may work with adolescents or parents/families with adolescents.

Value: 10%

Due: June 12, 2022

Post-Course Assignments:

1. Personal Adolescent Development Paper- 6 pages

Choose one developmental theory listed below and apply it to your own story as an adolescent from the ages of 12-21. Please include:

1. Overview of the theory
2. Application of this theory related to your own journey as an adolescent. Please include a reflection of this theory in light of:
 - a. Cognitive
 - b. Physical
 - c. Social
 - d. Emotional, and
 - e. Spiritual Development.
3. How can you understand your own development in light of this theory? Does anything from your story appear to not fit within this theory or ways that the theory might fall short in light of your experiences? How do you understand that (are there contextual factors such as gender, culture, etc. that might account for this)?
4. How has your journey as an adolescent impacted your learning journey as you learn to be a therapist? How might it impact your work as a therapist in the future?

****Please note that while this paper requires personal reflection, you must engage with academic resources including a minimum of 3 peer reviewed journal articles published since 2010 and cite sources following APA formatting.**

Developmental theories to choose from for paper:

- Piaget's Cognitive Developmental Theory
- Skinner's Theory of Operant Conditioning
- Bandura's Social Learning Theory
- Vygotsky's Sociocultural Theory
- Freud's Psychosexual Theory
- Erikson's Psychosocial Theory of Development
- Kohlberg's Theory of Moral Development
- Fowler's Theory of Faith Development

****If you would like to use a theory not listed here, please contact your professor for permission prior to starting the assignment.*

Value: 35%

Due: August 12, 2022

2. Research Paper:

Pick a population from the list of special populations below. Write an 8-9-page paper engaging with the developmental factors that should inform your work with this population.

This paper should include:

1. Developmental considerations of:
 - a. Physical,
 - b. Cognitive,
 - c. Behavioral,
 - d. Social,
 - e. Spiritual, and
 - f. Environmental Factors.
2. Biblical/theological integration
 - a. What does it mean to be a follower of Christ *and* a counsellor in working with this population?
 - b. Biblical/theological integration in light of our work as therapists and our ethical codes.
 - i. Please include at least one ethical concern that you can identify in light of your biblical/theological integration, with more if you can identify additional ethical questions or concerns.
 - ii. Please site the ethical code you are following when addressing ethical concerns that arise in your biblical/theological integration.

You must include a minimum of 6 peer reviewed articles published since 2010 in this paper.

Special populations to choose from for paper:

- Youth in foster care
- Youth who have experienced trauma
- Youth Substance Use & Dependence
- 2SLGBTQ+ Youth
- Youth experiencing Suicidal Thoughts
- Youth engaging in high-risk sexual activity
- Youth involved with the justice system

- Indigenous Youth

*** If you would like to focus on an adolescent population not listed here, please contact your professor for permission prior to starting the assignment.

Value: 40%

Due: August 12, 2022

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

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent 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 (1) 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.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. 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.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

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 Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email (egordon@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

BIBLIOGRAPHY

- Abi-Jaoude, E., Naylor, K. T., & Pignatiello, A. (2020). Smartphones, social media use and youth mental health. *CMAJ: Canadian Medical Association Journal*, 192(6), E136–E141
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- Brokenleg, M. (2012). Transforming Cultural Trauma into Resilience. *Reclaiming Children and Youth*, 21(3), 9–13.
- Fowler, J. W., & Dell, M. L. (2006). Stages of faith from infancy through adolescence: Reflections on three decades of faith development theory. *The Handbook of Spiritual Development in Childhood and Adolescence*, 21–33.
- Gajaria, A., Jaswant, J., Mdc, G., Rasasingham, ; Raj, & Et Al, G. (2021). What's race got to do with it? A proposed framework to address racism's impacts on child and adolescent mental health in Canada. *Journal of the Canadian Academy of Child Adolescent Psychiatry*, 30(2), 131–137.
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Holland, P., Kevin, C. Q. S. W., Gorey, M., & Lindsay, A. W. (2004). Prevention of Mental Health and Behavior Problems Among Sexually Abused Aboriginal Children in Care. *Child and Adolescent Social Work Journal, 21*(2).

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Martis, E. (2020). *They Said This Would Be Fun: Race, Campus Life, and Growing Up*. Random House of Canada.

Mehra, K., Hawke, L. D., Watson, P., Sheikhan, N. Y., Leroux, E., & Henderson, J. (2021). Youth Perspectives on Seeking Psychotherapy: A Concurrent Mixed Methods Study. *Journal of the Canadian Academy of Child Adolescent Psychiatry, 30*(3), 165–176.

Micucci, J. A. (2009). *The Adolescent in Family Therapy: Harnessing the Power of Relationships* (2nd ed.). The Guilford Press.

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Siegel, D. J. (2015). *Brainstorm: The Power and Purpose of the Teenage Brain*. Tarcher Perigee.

Steinberg, L. (2020). *Adolescence* (12th ed.). Mc Graw Hill.