



## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

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### **PSY 3116: PSYCHOLOGY OF ADOLESCENCE**

**CREDIT: 3 UNITS**

**INSTRUCTOR: Lucy Simiyu**

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### **Course Description**

The course seeks to examine adolescent development, emotional growth, mental development, interests, attitudes and social behavior, moral and religious development, and problems common to the age. Emphasis will be placed on the development of self-identity and the problems faced by adolescents in various cultures.

### **Link to the university wide mission statement outcomes**

The course PSY 3116 is directly linked to the University Mission outcomes of higher order thinking, preparedness for career, global understanding with a multicultural perspective and transformational leadership

### **Link to the School of Humanities and Social Sciences statement outcomes**

This course is directly linked to the mission of the School of Arts and Sciences which is to provide an enabling learning environment through quality programs where undergraduate and graduate students acquire knowledge, skills, positive attitudes, values and desirable behavior. Further, the School of Arts and Sciences is committed to promoting the generation and dissemination of knowledge in order to create a better world.

### **Link to program outcomes**

The psychology program is designed to provide students with the necessary background to pursue a variety of professional careers within and related to the field. The following are the expected learning outcomes:

1. Identify and describe the approaches to theories of learning behaviorism, cognitive and cognitive development
2. Distinguish the different types of learning theories
3. Understand how theories are developed and evaluated
4. Describe the principal information gathering methods in psychology
5. Appreciate the factors that influence human motivation and learning
6. Integrate and implement psychological knowledge, skills and values in learning pursuits in a variety of settings

### **Course Learning Outcomes**

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

1. Understand the historical and biological accounts of adolescent development.
2. Describe the role of genetics, environment, social context, family, race and ethnicity

- in adolescent development.
3. Demonstrate an understanding of the role of peers, friends, and groups in adolescent thinking and behavior.
  4. Understand the development of identity, gender role acquisition, sexuality, and sexual behavior among adolescence.
  5. Describe moral development theories, values, and religiosity in adolescent development.
  6. List the various concerns that society recognizes as problems affecting adolescents today.

### **Course Requirements**

1. Students are required to attend the classroom sessions on Tuesdays and Thursdays (7:20 p.m. to 9:00 p.m.). **Only a maximum of 7 absences is allowed during the entire semester.**
2. Each student will select a topic related to adolescence and will write a topical paper incorporating at least 5 scholarly sources. The paper must be written in current APA format and include a title page, an abstract page, a table of contents page, 3–5 full pages of text, and a reference page. Students should bind their final paper.
3. Students will be divided in groups of 5-6, and together will carry out an assigned project on adolescence. Groups will present their findings during the assigned classroom session. Each group will compile its work into a term paper format (not the PowerPoint presentation) and hand it to the lecturer after the group presentation. Be as creative as possible. Students can use videos, DVDs, one-on-one interviews, etc. to enrich their research material.
4. The student will craft a letter to a son or daughter that imparts knowledge critical to his/her development as an adolescent and encourages the child in his/her journey toward adulthood. This assignment will be a maximum of 4 pages.
5. Students will sit one take-home quiz in the course of the semester. The quiz will consist of short answer questions that cover the material presented in the course of study. There is a 30-minute time limit to complete the quiz. To be successful, the student must study and prepare before sitting each quiz.
6. Students will sit both the mid-semester and end-semester exams.

### **Teaching Methodology**

Lectures, class/group discussions, literature review and presentations, reading assignments, videos/DVDs and guest speakers.

### **Course Texts**

Santrock, J. (2013). *Adolescence*. (15<sup>th</sup> ed.). New York, NY: McGraw-Hill. Sigelman, C. K. & Rider, E. A. (2009). *Life-Span Human Development*. (6<sup>th</sup> Ed). USA: Wadsworth, CENGAGE Learning.

### **Additional Reading**

Shaffer, D. R. & Kipp, K. (2014). *Developmental Psychology: Childhood and Adolescence*. (9<sup>th</sup> ed.). USA: Wadsworth, CENGAGE Learning.

Newman, B. M. & Newman, P. R. (2009). *Development Through Life: A Psychosocial Approach*. (10<sup>th</sup> Ed). USA: Wadsworth, CENGAGE Learning.

**Course Evaluation**

Final Exam	30 points
Mid-Term Exam	20 points
Group Presentations	10 points
Individual Term paper	15 points
Letter to son/daughter	10 points
Quiz	10 points
Attendance & Participation	05 points
<b>Total Points</b>	<b>100 points</b>

**Grading**

90-100	A
87-89	A-
84-86	B+
80-83	B
77-79	B-
74-76	C+
70-73	C
67-69	C-
64-66	D+
62-63	D
60-61	D-
00-59	F

## **COURSE CONTENT**

### **WEEK 1:**

Introductions, Signup Sheets and Responsibilities

Course Learning Outcomes

Scheduling for the Semester

- Group membership and topic allocation
- Individual term paper (Research) topics

**Course Overview:** Discussion with students on general knowledge and perspectives on the psychology of adolescence; definitions; expectations, and a general overview.

### **Lesson**

Understanding Perspectives in Adolescent Development

**Readings: Santrock, Chapter 1**

### **WEEK 2:**

Puberty and Health

Biological Foundations: Evolution, Heredity and Environment

**Readings: Santrock, Chapter 2**

**WEEK 3:**

The Brain and Cognitive Development View

Cognitive Development View

**Readings: Santrock, Chapter 3**

**WEEK 4:**

**Take-Home Quiz 1: Covering Weeks 1-3 course work**

**Lesson**

Information Processing

Psychometric/Intelligence and Social Cognition

**Readings: Santrock, Chapter 3**

**WEEK 5:**

The Self

Identity, Personality and Emotional Development

**Readings: Santrock, Chapter 4**

**WEEK 6:**

Gender

**Readings: Santrock, Chapter 5**

**WEEK 7:**

**Mid-semester Exam**

**WEEK 8:**

Sexuality

Moral Development, Values and Religion

**Readings: Santrock, Chapter 6 & 7**

**WEEK 9:**

Families: Changing Family Dynamics, Social Policy on Adolescents and Families

Romantic Relationships and Life Styles

**Readings: Santrock, Chapter 8 & 9**

**WEEK 10:**

Schools

Achievement, Work and Careers

**Readings: Santrock, Chapter 10 & 11**

## **Individual Term Paper Due**

### **WEEK 11:**

Culture

Problems in Adolescence and Emerging Adulthood

**Readings: Santrock, Chapter 12 & 13**

**Letter to son/daughter due**

### **WEEK 12:**

**Group Presentations**

Groups 1 and 2 **(Hand in typed research paper)**

Groups 3 and 4 **(Hand in typed research paper)**

### **WEEK 13:**

**Group Presentations**

Groups 5 and 6 **(Hand in typed research paper)**

Groups 7 and 8 **(Hand in typed research paper)**

### **WEEK 14:**

**End of Semester Exam**