CEYH6341 ADOLESCENT PSYCHOLOGY

*Disclaimer:* This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor’s information.

NOBTS Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

NOBTS Core Values

<table>
<thead>
<tr>
<th>Doctrinal Integrity</th>
<th>Spiritual Vitality</th>
<th>Mission Focus</th>
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<tbody>
<tr>
<td>Characteristic Excellence</td>
<td>Servant Leadership</td>
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Course Description:

A study is made of the characteristics of adolescence, including the physical, emotional, social, intellectual, religious, and moral.

Course Objectives:

Student will be able to:

- Describe adolescence as a unique period in life from historical and current perspectives.
- Describe the developmental processes that accompany adolescence with attention to physical, mental, social, and moral.
- Summarize the positions taken by selected adolescent theorists and distinguish between their schools of thought.
- Identify current research in adolescent psychology which has implications for ministry to adolescents and their families.
- Investigate non-normative issues in adolescence (ex: ADD, substance abuse, eating disorders).
- Comprehend the role of the church in the spiritual development of a student
- Develop some “talking points” in order to help persons distinguish between and address normative and non-normative issues.

Texts:


### Additional Resources:


“Body Image” *Along the Road*. Available at: www.alongtheroad.org or [http://www.veoh.com/browse/videos/category/educational/watch/v9852172SkXzq4k](http://www.veoh.com/browse/videos/category/educational/watch/v9852172SkXzq4k)

### Course Requirements:

#### Topic Reading Assignment Due Date

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Chapter</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>1. Introduction &amp; Social Context</td>
<td>Chapter 1</td>
<td>Discussion Board 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflection Paper</td>
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<td></td>
<td></td>
<td></td>
<td>Chapter Quiz 1 (1 &amp; 2)</td>
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<tr>
<td>Session 2</td>
<td>2. Theories of Adolescence</td>
<td>Chapter 2</td>
<td></td>
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<td>reflection Paper</td>
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<td>Chapter Quiz 2 (4 &amp; 9)</td>
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<tr>
<td>Session 3</td>
<td>3. Biological Foundations</td>
<td>Chapter 4</td>
<td>Discussion Board 2</td>
</tr>
<tr>
<td>Session 4</td>
<td>4. Gender &amp; Sexuality</td>
<td>Chapter 9 (plus p. 178-185)</td>
<td>Chapter Quiz 2 (4 &amp; 9)</td>
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<tr>
<td>Session 5</td>
<td>5. Self Image: Body Image &amp; Disorders</td>
<td>Chapter 5</td>
<td>Discussion Board 3</td>
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<tr>
<td>Session 6</td>
<td>6. Classic Cognitive Development</td>
<td>Chapter 6</td>
<td>Journal Articles</td>
</tr>
</tbody>
</table>
Discussion Board 4
Session 7  7. The Teenage Brain  view Inside the Teenage Brain  Discussion Board 5
Session 8  8. New Approaches  Chapter 7  Research Paper  Discussion Board 6
Session 9  9. Education and School  Chapter 15  Discussion Board 7

EMOTIONAL DEVELOPMENT
Session 10  10. The Emotional Self  Chapter 8  Chapter Quiz 3 (6 & 8)
Session 11  11. Spiritual Awareness  Seminar Project  Discussion Board 8

SOCIAL & MORAL DEVELOPMENT
Session 12  12. The Impact of Family  Chapter 10 & 11  Discussion Board 9
Session 13  13. Friends: Bridge to Independence  Chapter 12  Chapter Quiz 4 (10 & 12)
Session 14  14. Moral Development  Chapter 14  Curriculum Analysis  Discussion Board 10
Session 15  15. Delinquency & Substance Abuse  Chapter 17  Chapter Quiz 5 (14 & 17)
Session 16  16. Final Exam

Requirements for Credit:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Class Participation (Discussion Board)</td>
<td>100</td>
<td>Day 5 of session</td>
</tr>
<tr>
<td>When I Was Teen Reflection Paper</td>
<td>50</td>
<td>Session 2</td>
</tr>
<tr>
<td>Chapter Quiz 1</td>
<td>50</td>
<td>Sessions 3</td>
</tr>
<tr>
<td>Chapter Quiz 2</td>
<td>50</td>
<td>Sessions 4</td>
</tr>
<tr>
<td>Journal Articles</td>
<td>100</td>
<td>Session 6</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
<td>Session 9</td>
</tr>
<tr>
<td>Chapter Quiz 3</td>
<td>50</td>
<td>Sessions 10</td>
</tr>
<tr>
<td>Seminar Project</td>
<td>100</td>
<td>Session 11</td>
</tr>
<tr>
<td>Chapter Quiz 4</td>
<td>50</td>
<td>Sessions 13</td>
</tr>
<tr>
<td>Curriculum Analysis</td>
<td>150</td>
<td>Session 14</td>
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</table>
Discussion Board Interaction (10% of semester grade = 10 points per)

- The Discussion Board is a central component of an online learning community. Input from each class member and opportunity to dialogue improves the quality of learning. Discussion centers on the assigned texts, course content, and viewpoints of others. As such, each student is expected to respond to the Discussion Question(s) and reflect on other class member’s posts. The initial post is due by Day 5 of the session and reflections must be completed by the final day of the session.
- Discussion is also a measure of class attendance. In some sessions, major assignments will take the place of discussion. Failure to submit a post/assignment before the next session opens will constitute an absence for the week. Students whose absences exceed 25% of the course may be assigned a grade of F.
- In the event of an emergency or unavoidable circumstances, contact the instructor before an absence is incurred.

Post to the Discussion Board by Day 5, reflect on other posts by final day of session

Reflection Paper (5% of semester grade = 50 points)

- Write a 750-1000 word personal essay recalling one specific year of your life between ages 13-17. The essay should include:
- Physical changes (or lack of) of which you recall being aware.
- Emotional connection to family, to friends, and to members of the opposite gender.
- Spiritual interests or meaningful experiences.
- Answer the question, “How does your own experience as a teenager affect your perspective/practice in youth ministry?”
- Your reflection will be posted to the Discussion Board in Blackboard

Due:

Chapter Quizzes (5 @ 5% for a total of 25% of semester grade = 50 points each)

- Complete five objective quizzes, covering the content of the reading in the textbook. Quizzes will be included in the session materials.
- Quiz 1 – Chapters 1 & 2 Due: Last Day of Session 3
- Quiz 2 – Chapters 4 & 9 Due: Last Day of Session 4
• Quiz 3 – Chapters 3 & 4 Due: Last Day of Session 10
• Quiz 4 – Chapters 7 & 8 Due: Last Day of Session 13
• Quiz 5 – Chapters 9 & 13 Due: Last Day of Session 15
• For full credit, quizzes must be completed by the due date. A late penalty of 10% will be accessed during the 7 days following the due date. No quizzes may be submitted more than 7 days beyond the due date.

Journal Articles (10% of semester grade = 100 points)

• Submit the abstracts of 10 different journal articles related to the topic of the research paper (see below). Be sure to include the following:
  • Bibliographic entry (full bibliographic form).
  • Abstract (may be copied from the journal or you may write one).
  • Statement of the central point(s) you believe the article will make in support of your paper.
  • Journals should be scholarly in nature (preferably peer-reviewed) and published within the last 15 years. See bibliography for sample journals.
  • Submit as a Word document to the instructor
  • Extra Credit: 2 points (out of 100) will be added to the overall semester GPA if scans or screen captures of the complete articles for each source are included with the assignment.

Due:

Research Paper (20% of semester grade = 200 points)

• Select a topic that relates to non-normative adolescent development (examples include eating disorders, addiction, bullying, mental health problems, etc.)
• Research at least 10 journal articles (see “Journal Articles” above), plus additional resources to grasp the nature of, scope, and response to the issue.
• Prepare a 10-15 page (double-spaced) paper that contains the following sections:
  1. Introduction to the issue
  2. Research findings on causes and responses
  3. Implications for youth ministry overall
  4. Specific applications for ministry to a family dealing with the issue
  5. Bibliography (not included in page count)
• Submit as a Word document to the instructor using e-mail in Blackboard

Due:

Seminar Project (10% of semester grade = 100 points)

• Based on the topic of your research, select ONE of the two options below:
  
  Option 1: Write a plan for one, 45-minute seminar for engaging parents in an interactive study of the topic. The outcome of the seminar should be focused
on what parents can do in the home. The plan should not be a verbatim script, but a multi-segment teaching plan. Include:

- Structured steps for leading the session, including estimated time for each segment.
- Basic instructions for leading each segment.
- Media support in the form of movie clips, music, websites, or other materials that will be used in the session (references only, not content. i.e. View Yoda’s monologue Star Wars: Revenge of the Sith, Chapter 5 (43:07 minutes to 46:28 minutes)).
- Copies of any handouts or PowerPoint.

**Option 2:** Write a series of three, 500-word (2-page) articles that will inform and educate parents or youth workers about the topic. The articles should be well-written and concise, suitable for publication in a church newsletter. Each article will build on the previous article in the series. The series will follow the pattern:

- Article 1 presents the facts about the issue and reasons to address it, including examples of the issue in adolescence. (Cite sources)
- Article 2 will outline a plan for addressing the issue in the home, including suggested reading or helpful resources.
- Article 3 will describe how the issue is addressed in the context of the overall youth ministry.
- Submit as a Word document to the instructor using e-mail in Blackboard

**Due:**

**Curriculum Analysis** (15% of semester grade = 150 points)

- Select a single session of a youth curriculum resource that includes a teaching plan. (Examples: Lifeway’s Life Focus, Known, or FUEL; Student Life’s Student Life Bible Study; XP3 Student from Orange; etc.). Sample sessions are online.
- In an 8-10 page paper, evaluate the plan from a developmental perspective:
  - Cognitive – how did the kinds of thinking called for in the plan match up with adolescent capabilities? To what extent were multiple learning styles and creativity incorporated?
  - Social – in what ways did the plan meet adolescent social needs? How were the influences of family and friends taken into account? What level of moral reasoning was required?
  - Emotional – how were feelings integrated into the plan?
  - Physical – were physical activities appropriate for teenagers at various stages of development?
- Create a bullet point list of five strengths and five weaknesses of the material from a developmental perspective.
- Complete the statement: “If I were leading a group of adult in leading this lesson, I would suggest we strengthen or improve the teaching plan by. . .”
- Submit as a Word document to the instructor using e-mail in Blackboard. If possible, include an electronic copy of the original session as well (scan, PDF, or link).
Due:

**Final Exam** (5% of semester grade = 50 points)

- The exam will be objective in nature (multiple choice, matching, listing, and true-false) and cover material from the class lectures and class reading assignments.
- Except for emergencies (death in immediate family, serious illness), a make-up exam will not be given. Make-up exams will be given only by permission, must be scheduled in advance with the professor, and must be taken within one week of the scheduled exam.

**Grading Scale:**

The grading scale for the master’s program is as follows:

A - 930-1000
B - 850-929
C - 770-849
D - 700-769
E - Course in progress
F - Below 700

Except as noted, late assignments will be accessed a 10% per week penalty.

**Bibliography:**

**Peer-reviewed journals:**

*Adolescence* – available online at ebsco

*Adolescent & Family Health* – published by the Institute for Youth Development

*Brown University Child & Adolescent Behavior Letter* – available online at ebsco

*Child & Adolescent Social Work Journal* – published by Chicago State University

*European Child & Adolescent Psychiatry* – available online at ebsco

*Journal of Adolescence* – published by the Association in Professional Services for Adolescents
Books:


For a more extensive list, see [http://youthministryinstitute.org/bibliography](http://youthministryinstitute.org/bibliography)