

**Psychology 336
Adolescent Development
Spring Session 2025
CRN 22756
Term: 202501**

We acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day

	Instructor	Teaching Assistant
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<i>Office Hours</i>	Mondays 1:30-2:30pm	By appointment

Class Time: 10:00am – 11:20pm Mondays & Thursdays

Date Range: January 6, 2024 to April 3, 2025

Location: MacLaurin Building Room A144

Required Text: Steinberg, Laurence (2023). Adolescence (13th Edition). McGraw Hill Education: NY.

Course Website: Available through the UVic Brightspace learning management system

Course Description. Adolescence represents the transition from childhood to adulthood marked by significant biological, cognitive, and social changes, but the defining characteristics of adolescence may vary across societies. This course provides an overview of key developments during adolescence, including neurological and physical growth, changes in social relationships and emotional processes, psychopathology, as well as the cultural contexts in which these developments occurs.

Learning Objectives. Students will be able to:

- Identify major developmental transitions (biological, cognitive, and social), contexts (families, peers, schools, media), and main psychosocial outcomes (identity, sexuality, achievement, psychosocial problems) of adolescence.
- Discuss how adolescence is an age of opportunity, as well as critically analyze and evaluate sources of risk and resilience in adolescent development.
- Describe how broader socio-cultural developmental contexts shape the psychosocial outcomes of youth from diverse backgrounds.
- Apply and integrate concepts learned in class to current issues facing youth today.

Prerequisites. Students must have completed PSYC201 and PSYC243.

Respect for Diversity. The diversity that students bring to this class will be viewed as a resource, strength and benefit. It is my intent to create a safe and open space where all students from diverse backgrounds feel comfortable when expressing their worldviews. To maintain this environment, it is critical that each class member be respectful of others' emotions, experiences, and perspectives, and to also be mindful of your own. Together, we can create a learning community that is inclusive and supportive.

Course Requirements and Evaluation

Evaluation	Date	% of Grade
Exam 1	Monday, January 27	15%
Exam 2	Thursday, February 27	15%
Exam 3	Thursday, March 20	15%
Exam 4	Thursday, April 3	15%
Research Paper	Monday, March 17	20%
Group Podcast Submission	Group selection and introductions due Monday, February 10 (5%) Final group submission due Monday, April 7 (15%)	20%

Research Paper: In order to be an informed consumer of media content, it is important to critically engage with media in a thoughtful and discerning manner. This involves systematically evaluating the claims made by the media, understanding the context and implications of the information presented, as well as recognizing potential biases that may have contributed to why topics are trending. This assignment will give you an opportunity to read and assess media coverage of adolescents. Select media content (e.g., newspaper articles, non-scientific reports, blog/social media/video posts) that portray adolescents in some way, and assess whether the claims made about adolescence by that particular media outlet are supported empirically. To help structure your argument, use 5 primary sources (i.e., empirical research studies) to determine how well that media content represents the current research literature on adolescence. Studies must be published within the last 20 years. The paper should be at least 6 pages long, double-spaced and no more than 8 pages. Papers can be submitted at any time in the term but must be submitted by **Monday, March 17**. Papers must be submitted through the Brightspace course website. This assignment is worth 20% of your total grade (5% per day will be deducted for unexcused late papers).

Group Podcast Submissions: Throughout the course you are expected to work as a group with your classmates (up to 4 members, min. 2) to submit a recorded Podcast (via a video conferencing platform of your choosing; min 20 minutes, max 40 minutes; times will be adjusted depending on # of members in the group) to discuss a topic related to current issues in adolescent development. Topics can be of your own choosing (e.g., current adolescent trends, social media, mental health, physical health etc.). Make sure to structure your discussion. For example: you may choose to identify and articulate the experiences/challenges/opportunities that adolescents face today and discuss how the current generation may differ from different generations by integrating how developmental theories and empirical research can help inform us to provide guidance to the current generation. At the end of your discussion you may choose to ultimately impart some “wisdom” from what you have learned from personal experiences and what you have learned from this course that you wish you would have known or would like this generation of adolescents to know to help them navigate through the present challenges they face. This assignment is worth 15% of your overall grade (due **Monday, April 7th**). You can find group members by posting on the discussion forum in Brightspace. To encourage group participation early in the semester, you must submit a short ‘test Podcast’ introducing members of your group, the topic that you will be discussing and your reasons for choosing this topic (length is 2 minutes or less). This initial submission is worth 5% of your overall grade (due **Monday, February 10th**). Introductions can be submitted on Brightspace.

Exams: Knowledge of the readings and lectures will be assessed through 4, non-cumulative in-class exams worth 60% of your overall mark (15% each). Exams will include a combination of multiple choice and short answer questions based on both the readings and lectures. Although exams will be in-class, you will have the option to complete it electronically (e.g., through your personal laptop that you bring into class) or on a paper copy which we will have on hand. It is the student’s responsibility to attend in-class exams as scheduled. Students who miss an in-class exam will receive a mark of zero unless they have a case of illness or family emergency. If you miss an exam due to these reasons, you must notify me on or before the exam date. You must write the final exam (Exam 4) to pass the course. Failure to write Exam 4 will result in an “N” for the course, even when a final grade of 50% or higher is achieved. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Extra Credit with Participation in Research Studies: Students can earn up to 2% extra credit toward your final grade by participating in psychological studies that are posted on the research pool website. Visit <https://uvic.sona-systems.com> for more information. Note that you must complete your participation by the last day of the course to receive credit.

Tentative Schedule of Classes

Date	Topic	Chapter
January 6	Course Overview and Introduction	Intro
January 9, 13	Biological and Cognitive transitions	1, 2
January 16, 20	Cognitive and Social transitions	3
January 23	Social transitions cont.	
January 27	Exam 1 (15%)	Intro, 1,2,3
January 30	Families	4
February 3, 6	Peers, Schools	5, 6
February 10	Group Podcast Introductions Due (5%)	
February 10, 13	Schools; Work, leisure & media	6, 7
February 17, 20	<i>No class – Family Day and Reading Week</i>	
February 24	Work, leisure & media cont.	7
February 27	Exam #2 (15%)	4, 5, 6, 7
March 3, 6	Identity, Autonomy	8, 9
March 10, 13, 17	Intimacy, Sexuality	10, 11
March 17	Research Paper Due (20%)	
March 20	Exam #3 (15%)	8,9,10,11
March 24	Achievement	12
March 27, 31	Psychosocial problems	13
April 3	Exam #4 (15%)	12,13
April 7	Group Podcast Due (15%)	

Note: This schedule is tentative and any changes will be discussed in class and posted on Brightspace.

1. Please feel free to talk with me anytime during the semester. If there is a problem that is negatively affecting your course performance, contact me as early as possible so that we can develop a plan to help you succeed in this class. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.
2. It is your responsibility to check your registration status by the drop deadline to ensure that you are registered in the course. The last day to add courses is **January 22th**.
3. Please consult the Department's important course policy for additional details.

Grading Policy

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number:

A+ = 90 – 100%	B+ = 77 – 79%	C+ = 65 – 69%	F = 0 – 49%
A = 85 – 89%	B = 73 – 76%	C = 60 – 64%	N = incomplete
A- = 80 – 84%	B- = 70 – 72%	D = 50 – 59%	

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C115

Phone: 250 721 8021

Email: svpcoordinator@uvic.ca

Web: <https://www.uvic.ca/sexualizedviolence/>

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Spring Session 2025

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

¹ Syllabi belong to the department through which the course is administered.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Spring 2025.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [UVSS](http://uvss.ca) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

[Spring session – second term \(January – April\)](#)

Wednesday, January 1 st	University Closed (Winter Break)
Monday, January 6 th	Second term classes begin for all faculties
Sunday, January 19 th	Last day for 100% reduction of second term fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, January 22 nd	Last day for adding courses that begin in the second term
Friday, January 31 st	Last day for paying second term fees without penalty
Sunday, February 9 th	Last day for 50% reduction of tuition fees for standard courses
Monday, February 17 th	University Closed (Family Day)
February 17 th – 21 st	Reading Break for all faculties
Friday, February 28 th	Last day for withdrawing from second term courses without penalty of failure
Monday, March 10 th	First registration date for Summer Session 2025
Friday, April 4 th	Last day of classes for all faculties
Monday, April 7 th	Second term examinations begin for all faculties
Friday, April 18 th	University Closed (Good Friday)
Monday, April 21 st	University Closed (Easter Monday)
Friday, April 25 th	Second term examinations end for all faculties

Add and drop dates for standard 2024-2025 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 6	Apr 4	Jan 19	Jan 22	Feb 9	Feb 28