I. COURSE DESCRIPTION

The adolescent period is a turbulent time created by body changes (hormonal), which greatly impact social and emotional development. Individuals at this stage are beginning to consider the large issue of "who am I" as they move toward adulthood. This course provides an overview of the significant developmental stages of adolescent growth. Consideration of this stage spans preadolescence and extends into early adulthood. Special emphasis is placed on the sequences of social and emotional development common to all adolescents.

As Psychology professionals, we recognize that reactions to trauma come in many forms. The content of this course, and discussions about trauma from different perspectives, may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

II. MAJOR INSTRUCTIONAL GOALS:

**GOAL A:** The student will demonstrate an understanding of the significance of this stage of development in relationship to other stages.

*Learning Outcomes:* The student will:

A-1 Explain the influence of early and middle childhood on adolescence.
A-2 Identify the effect of adolescent development on adulthood.

**GOAL B:** The student will show understanding of significant milestones of development during this stage.

*Learning Outcomes:* The student will:
B-1 Identify physical changes during adolescence with emphasis on the influence of puberty/sexual maturity.
B-2 Identify cognitive changes in adolescence with an emphasis on the shift to formal operations.
B-3 Identify changes in social development including same and opposite sex relationships.
B-4 Identify psychosocial changes (identity vs. role confusion).
B-5 Describe the interconnectedness among the various domains of development (e.g. how physical changes influence social interactions).

GOAL C: The student will demonstrate knowledge of factors that influence development including both hereditary and environmental factors.

Learning Outcomes: The student will:

C-1 Describe the changing influence of the family (e.g. rebellion vs. conformity).
C-2 Explain the increasing influence of peers on development both positive and negative.
C-3 Identify the influence of school achievement on development including issues such as adjustment to middle and high school, and tracking/ability placement.
C-4 Identify biological/environmental factors that influence development at this stage.
C-5 Identify factors that put an adolescent at risk, and those factors that would promote resiliency at this stage.

GOAL D: The student will be aware of issues related to development in this stage.

Learning Outcomes: The student will:

D-1 Explain drug/alcohol use and abuse among teens.
D-2 Describe the incidence of eating disorders among teens.
D-3 Identify factors related to deviance/delinquency.
D-4 Identify other pertinent issues for adolescents.

GOAL E: The student will demonstrate ability to observe and assess adolescents.

Learning Outcomes: The student will:

E-1 Observe and record findings.
E-2 Distinguish between observable behavior and inference.
E-3 Draw inferences from observations.
GOAL F: Understand the role that psychological and physical trauma plays in adolescent development.

Learning Outcomes: The student will be able to:

F-1 Explain the role and impact adverse childhood experiences have on adolescent mental, physical, and socioemotional health.
F-2 Identify factors that promote resilience in adolescent development.
F-3 Discuss ways to integrate a trauma-informed approach into areas in which adolescents are treated and cared for, including families, education, and health care.
F-4 Discuss how culture impacts an individual's exposure to, understanding of, and response to trauma over a lifespan.

GOAL G: The student will use proper written and oral communication.

Learning Outcomes: The student will:

G-1 Communicate information orally in a logical and grammatical manner.
G-2 Present written information using standard APA style.