

<i>Course Name</i> Psychology of Adolescence	
Lecturer: Chief Asst. Prof. Camellia Hancheva	
Type of course Elective	Educational degree Master's
Year Second	Semester 3rd
ECTS 3	Workload 30 hours of seminars
Type of education Full-time education	Language English
Assessment Written exam, a term paper	

Prerequisites

Students should have completed *Lifespan Development* and *Personality and Individual Differences* courses

Exam

Course requirements:

- Attendance of min two thirds of the classes.
- One out of three written homework essays.
- A term paper.

Course aims

An integration of ever growing body of knowledge on adolescence is made for providing a holistic view of the young person. Universality and diversity in developmental trajectories are considered. Focus is set on relational dimensions. The process of adolescence and its vicissitudes are studied in the context of contemporary social, political, economic, and cultural changes. The knowledge and understanding of continuity and change in development during adolescence provide a firm ground for meeting contemporary challenges of applied developmental science and research.

1. THE CONCEPT OF ADOLESCENCE

The history of scientific study of adolescent development. Historical, social and cultural factors and influences. Legal regulations of adolescence. Adolescence in lifespan development. Globalization and the changing pathways to adulthood.

2. PUBERTY, SEXUALITY AND HEALTH

Effects of physiological changes on psychological development. Timing of Puberty: long-term effects. Body-image: self-acceptance, socio-cultural influences, pathological distortions. Sexuality: motivation, behavior and sex differences. Risk behavior: prevention, intervention and welfare policy.

3. COGNITIVE AND BRAIN DEVELOPMENT IN ADOLESCENCE

Characteristics of formal operational thought. Adolescent egocentrism: personal fable, founding fantasy, imaginary audience phenomena. Development of executive cognitive function and emotional regulation. Academic motivation, achievements and attitudes to school.

4. PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE

Socialization and Self-development. Mechanisms of socialization: Channeling, Selection, Adjustment and Reflection. Developmental tasks, role transitions, and institutional careers. Goal construction, planning, exploration, and commitments. Coping and causal attributions. Identity achievement and/or Identity construction. Identity: process of identification, ego-identity, personal identity.

5. ADOLESCENT-ADULT RELATIONSHIPS

Strive for autonomy in parent-adolescent relations. Restructuring family: conflicts, continuity and change of childhood dependency. Contexts for mentoring beyond family: Communities and Workplaces.

6. PEER RELATIONS IN ADOLESCENCE

Cliques and crowds formation. Peer acceptance, and conformity. Friendship and love. Attachment patterns, emotional self-regulation and behaviors. Gender and gender role development in adolescence.

7. MORAL COGNITION, AGGRESSION AND PRO-SOCIAL BEHAVIOR

Moral development. Biological perspective on moral development. Morality as acquisition of social norms – psychoanalytic and social learning theories. Stages of moral reasoning. Moral self-regulation. Types of aggression, sex differences, development of aggressive and pro-social behavior. Research issues

8. ATYPICAL PATHS OF DEVELOPMENT

Internalizing problems during adolescence: anxiety, depression, suicide. Developmental psychopathology of adolescent: implications for research and intervention. Conduct disorder: aggression and delinquency, alcohol/drug abuse.

9. RISK AND RESILIENCE DURING ADOLESCENCE

Identification of risk and protective factors: social context, individual psychological & biological processes. Proximal stressors within the family and coping. Cumulative risk, vulnerability and resilience. Linking contexts and individuals – methodological issues.

References

- Lerner, R. & L. Steinberg (eds.), *Handbook of adolescent psychology*. New York: Wiley, 2004.
- Damon, W & R. Lerner. *Child and adolescent development An advanced course*. New Jersey: Wiley, 2008.
- Allen, N. B. & L. B. Sheeber (eds), *Adolescent Emotional Development and the Emergence of Depressive Disorders*. Cambridge: Cambridge University Press, 2009.
- Rice, F. P. & K. G. Dolgin, *The adolescent: Development, Relationships, and culture*. Allyn & Bacon, 2008

Standards of Academic Integrity

Generally, academic fraud and dishonesty include, but are not limited to the following categories: cheating, fabrication, plagiarism, multiple submissions, etc.

- **Cheating:** Using unauthorized notes, aids or information on an examination; altering a graded work prior to its return to a faculty member, allowing another person to do one's own work and submitting it for grading.
- **Fabrication:** Inventing or falsifying information, data or citation; presenting data gathered outside of acceptable professorial guidelines; failing to provide an accurate account of how information, data or citations were gathered; altering documents affecting academic records; forging signatures or authorizing false information on an official academic document, grade, letter, form or any other university document.
- **Plagiarism:** Submitting material that in part or whole is not one's own work; submitting one's own work without properly attributing the correct sources of its content.
- **Multiple Submissions:** Submitting identical papers or course work for credit in more than one course without prior permission of the instructor.

A breach of ethics or act of dishonesty can result in:

- failure of an entire course (blatant plagiarism, cheating on a test or quiz)
- academic suspension or expulsion from the university.