

Mondays & Wednesdays
1:00-2:20 PM
EV2: Room 2002

Overview

Adolescents are not wrong when they complain that adults don't understand them. Fortunately, new research in neuroscience is helping us better understand why adolescents think and act the way they do. Attitudes and beliefs about adolescents as merely disruptive and irrational risk-takers are being challenged. Instead, adolescence is now seen as a period of dynamic brain development, equal in importance to that of infancy and early childhood. Adolescence is an "age of opportunity," a time when the brain can be shaped toward a meaningful and joyful adulthood.

Therefore decisions about how our society treats adolescents should be based on reliable, up-to-date knowledge. Here is where you come in: In designing this course I imagined you as parents, policy makers, practitioners, teachers, community members, and so forth. I imagined you taking leadership roles in gathering and conveying information that helps create real-life opportunities that maximize adolescents' amazing developmental potential.

My hope is that this course will give you both *the knowledge AND the skills* you will need to play these leadership roles in society - for the benefit of adolescents. Knowledge this term will come from our texts and from guided explorations of various types of evidence and expert opinions. Skills will come from developing, discussing, debating, and critiquing your knowledge-based opinions.

Learning Objectives

1. To discover the latest information about adolescent brain and behavioural development
2. To apply this knowledge to practical issues and decisions that affect adolescents
3. To become skilled at forming, presenting, and defending evidence-informed opinions

Professor

Dr. Kathleen Bloom

<http://www.psychology.uwaterloo.ca/people/faculty/kbloom/index.html>

Room: **PAS 3269**

Office hours: **by appointment**

You can reach me anytime by email at : psych470@uwaterloo.ca. I answer emails frequently throughout the work day. Phone messages are not reliably received or answered.

If you need to tell me something that you feel is very personal and not about course procedures or content, email me at: kbloom@uwaterloo.ca. We can arrange an appointment too, if you wish.

When you have questions about course procedures including the Midterm or course content, please ask them on our LEARN discussion board: **Ask the Prof**. I read, comment, and respond to questions most quickly throughout the day. The best part is that your questions and my responses will benefit *the entire class* if you post them on LEARN! I can guaranty that if YOU have a question, other students in the class have that same question. They will be grateful that you asked and I responded. So thanks!

Teaching Assistant

Christopher Lee

psych470@uwaterloo.ca

Chris is a PhD student in our department's cognitive neuroscience department. He will be working directly with teams of students in class.

Chris will also have office hours where he will assist individuals and teams, and answer your questions about your Midterm or Debate results, and so forth. Please see Chris in:

Room: **PAS 4219**

Office Hours: **Tuesdays 1:00-2:00**

If you are in class during Chris's office hours, email him for an appointment and he'll do his best to accommodate your schedule. If you are not in class, visit Chris during his office hours or on email. Thanks.

Required Readings

1. Siegel, D. J. (2015). *Brainstorm: The power and purpose of the teenage brain*. New York, New York: Tarcher/Penguin
2. Steinberg, L. (2015). *Age of Opportunity: Lessons from the new science of adolescence*. New York, New York: Mariner/Houghton, Mifflin, Harcourt.

You will also need to explore the internet to find a range of information and resources (e.g., national surveys, research publications, government policies, expert opinion) that will help you develop an "evidence informed" opinion on your topic. This work will be shared by your team. The *Resources Guidelines* gives you suggestions for pursuing various forms of knowledge as you develop and support your opinions.

Topics/Resolutions

1. Adolescents should not have access to legalized cannabis
2. All high school classes should start after 10 AM
3. Parents should be held legally responsible for adolescent misuse of social media
4. Mindfulness training courses should be mandatory in high school
5. It should be illegal for adolescents to drive with child or teenage passengers in the car
6. There is a need for programs designed specifically to deter adolescents from extremist group recruitment
7. Adolescents should not be held responsible for taking performance enhancing drugs

How you will be marked

1. **Midterm exam covers the assigned readings* (40%).**
2. **Classroom team debate of the resolution (Pro or Con) (20%)**
3. **Classroom presentation of team's final informed opinion on the topic (20%)**
4. **Participation: individual and team activities, feedbacks (20%)**
5. **Attendance: 1 point will be deducted from your final GRADE in the course for each class you missed in whole or in part**

*The Midterm exam will be completed ONLINE on 14 October. The maximum time allowed to take the Midterm is 75 minutes. It can be started anytime between the hours of 8AM and 3PM but once started it cannot be stopped and restarted.

Students assume all risks for computer resources. Failures of personal laptops, internet connectivity, and so forth are not the responsibility of the course. Therefore students are strongly advised to take the Midterm on campus using a computer that is owned and maintained by the University. More information about the Midterm will be forthcoming.

Guidelines/Forms

1. Teamwork (e.g., Roles, Feedback, Verification forms, etc.)
2. Topics (Topics and Team ranking)
3. Resources
4. Debates
5. Presentations

Policies of the PSYCH 470 course and the University

Please read carefully and ask me for clarifications now, at the start of the course. Thanks.

Accommodation for late or missing work

I rarely allow an accommodation of any sort. I would like to explain why.

Over the years I have come to know hundreds of students. I know that they work very hard in spite of many hardships and stresses. I admire them. Some students are employed for long hours to ease financial constraints. Some students have chronic health problems or stresses and anxieties precipitated by caring for their own children and/or their parents and siblings. Some students are enrolled in very difficult programs of study and yet they spend hours volunteering to help others. I am impressed with what these students achieve. I am proud to have them in my courses. I know how hard they work to do well in university. I congratulate you!

Having taught many hundreds of students, I estimate that over 95% never ask for an accommodation of any sort even though they face challenges. These students come to because they know it is their "job" to do so.

Therefore, when an individual student asks for a special accommodation, I feel that I have to be certain that it is justifiable. It is much easier for me to grant an accommodation than to deny it, but I must think about all of the other students in the class who never ask for accommodation. I feel that I have an ethical responsibility to all students.

Thank you for understanding the following procedures, and for understanding the need to be fair to all students in the class. In return, I will consider each request for accommodations carefully and with as much compassion as possible. If you disagree, please discuss my decision with the Associate Chair of Undergraduate Affairs in Psychology: Dr. Richard Eibach, reibach@uwaterloo.ca. It is your right to do so. Most of all, I hope you have a happy and healthy term!

Exam, Assignments, and Class Attendance

Accommodations will be made only for exceptional circumstances, primarily due to serious **mental or physical health problems or bereavement**, based on the information in a Verification of Illness Form (VIF) by a health professional, and at my discretion. The University does not allow travel schedule conflicts to be justifiable reasons for accommodation. *Please remember this fact when thinking about Thanksgiving/Study break plans and our Midterm.*

A Verification of Illness Form does not guarantee that accommodations will be made for you. It is only the first step toward *possible* accommodation.

If you have an issue that you feel prevents you from attending the exam or completing an assignment on time or attending class and you want an accommodation made, please contact me at kbloom@uwaterloo.ca **before the exam, assignment, team meeting, and no later than the day of the due date.** You must then get a health practitioner to complete the University's **Verification of Illness Form** and you must provide this form to me by PDF email within 48 hours. A doctor's note that is not written in as Verification of Illness Form is not acceptable.

Once I have received your official UW Verification of Illness Form in PDF format (no other formats are acceptable), I will review the contents, dates, and so forth, and consider your request. Should I accept your excuse, you will be required to write a make-up exam or submit the assignment within 48 hours of the end of the period in which your Verification of Illness Form deems you to be incapacitated.

To reiterate, if you feel you are unable to complete an exam or assignment or attend class due to illness:

1. Contact me by email by the deadline (see above) and attach the Verification of Illness form as a PDF.
2. Do not assume that you are excused simply because you contacted me.
3. If I am not willing to offer you accommodation, your mark for the exam, assignment, or attendance will be zero.
4. Know the possible consequences of not showing up for the exam or assignment in advance of formal permission.

An Exception: If you are *hospitalized* due to illness or injury on the day of the exam you should not be worried about contacting me. I will accommodate you based on verification of your situation by a doctor. Contact me at the first available opportunity, and follow your doctor's advice! When you are well, we will negotiate a make-up plan for your absence.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties. Further information regarding the Management of Requests for Accommodation Due to Illness can be found on the [Student Medical Clinic](#) website.

What are the penalties for late unexcused submissions?

1. Individual assignments that are marked on a 0-2 scale will receive a 0.
2. Team assignments that are marked on a 0-2 scale will receive a 0. All team members must have copies of the final draft of the team assignment. If your Team Reporter is unable to submit the team assignment as expected, another team member must submit the work. This means that all team members are ultimately responsible for the submission of team work.
3. Debates and presentations are classroom activities in which all team members participate. If a team member is not excused by me for missing the debate or the presentation, that team member will receive a 50% of the team mark, given that the member participated in the development of the presentation. Students who receive accommodation will receive the same mark as the other members of the team.

What about attendance marks? Your team, and the class as a whole, needs your input. Attendance is taken during the first 10 minutes of the class. Accommodations for absence from class or tardiness will be considered if class procedures are followed (1-4 above). If accommodation is not granted, one mark will be deducted from the student's final grade for every day missed.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. **Please be assured that clarification of what does and does not constitute plagiarism in the PSYCH 470 Debate and Presentation assignments will be fully explained in class with examples. Please let me know if you have any questions about this issue as you develop your assignments.**

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Final Grades

In accordance with [Policy 19 - Access To and Release of Student Information](#), the University does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies, Dr. Richard Eibach, is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Richard Eibach Email: reibach@uwaterloo.ca, 519-888-4567, ext. 38790.

Copyright Information

PSYCH 470 web pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author, unless otherwise stated. By accessing the web pages, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course instructor.

Other sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant websites, resources, and services on the web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

Official Version of the Course Syllabus Documents

Syllabus documents on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term. An exception: dates of debates and presentations may vary slightly if course size requires that we have 7 topics (14 teams). Enrolment can change until the end of the second week of the term. Teams will be capped at 6 members each.

ADOLESCENCE

SCHEDULE OF CLASSES for Psych 470 FALL 2016

Week	Monday	Wednesday	NOTE!
1	12th Psych 470: What, Why, & How? First Team Meeting ACTIVITIES 1 & 2	14th Academic Research, Informed Opinions, Knee-jerk Reactions ACTIVITIES 3 & 4	READ FOR 19/9 Siegel: preface-64
2	19th The ESSENCE of Adolescence ACTIVITY 5 & 6	21st What is "Mindsight?" ACTIVITY 7	READ FOR 26/9 Steinberg: 1-64 Collect topic evidence
3	26th Adolescent brains are "plastic" Whiteboard Video: EF ACTIVITY 8 & 9	28th "The longest decade" Whiteboard Video: EE ACTIVITY 10	READ for 3/10 Siegel: 65-138 READ for 5/10 Steinberg: 65-124 Collect topic evidence
4	3rd Sculpting the Adolescent Brain ACTIVITY 10 (cont'd) & #11 (start)	5th Self-regulation ACTIVITY 11	Collect topic evidence
5	10th Thanksgiving Holiday	12th Study Break	FRIDAY 14th ONLINE MIDTERM!! TEAM FEEDBACK #1
6	17 What counts as "Evidence"? TOPIC MEETING #1	19 Parents: Siegel (139-216); Steinberg (125-140) TOPIC MEETING #2	Collect topic evidence
7	24 Schools: Steinberg (141-157) TOPIC MEETING #3	26 Justice: Steinberg (164-204) TOPIC MEETING #4	Collect topic evidence
8	31 Brain integration training: (Siegel 217-297) TOPIC MEETING #5	2 Winning debates! TOPIC MEETING #6	
9	7 DEBATE: TEAMS 1 & 2 Pro & Con	9 DEBATE: TEAMS 3 & 4 Pro & Con	

10	14 DEBATE: TEAMS 5 & 6 Pro & Con	16 Debates: Review, Feedback & Integration TEAM FEEDBACK #2; DEBATE FEEDBACK	
11	21 PRESENTATION PREPARATION	23 PRESENTATION PRACTICE	
12	28 PRESENTATIONS 1 & 2	30 PRESENTATIONS 3 & 4	
13	5 PRESENTATIONS 5 & 6 PRESENTATION FEEDBACK	7	

#	ACTIVITY	OUTPUT	SUBMIT TO	DUE	MARKS
1	<p>Team Organizational Meeting</p> <p>1. Please tell your name and one thing that you want your team to know about you.</p> <p>2. Identify one person to take meeting notes and to report the team's outputs. That person will post to the Team Discussion board, submit to Dropbox, and speak on behalf of the team in class if needed.</p> <p>3. Identify one person to manage and lead team meetings in class and online.</p> <p>4. Identify one person with a device to take class attendance for the term. Roll call must be emailed to course email site within the first 10 min of the class throughout the term.</p>	<p>Team Roles Form Consult Guidelines</p> <p>PLEASE POST as an ATTACHMENT</p>	Team Discussion BOARD	12/9 MIDNIGHT	TEAM 0-1
2	<p>Online Activity: Who are we?</p> <p>On your Team's discussion board, please introduce yourself by providing your name and 3 or more things that you would like the class to know about you: including activities, career plans, favourite course, family, a high school memory, etc.</p>	Your introduction	Team BOARD	12/9 MIDNIGHT	YOU 0-1
3	<p>Team Meeting: What's wrong with journal articles?</p> <p>Team discusses and lists at least 3 reasons why experiments in Psychology published in scientific journals aren't always applicable to decisions about real-life issues.</p>	List of limitations of scientific journal articles	Classroom	14/9 IN CLASS	N/A
4	<p>Online Activity: Team topic preferences?</p> <p>Using the List of Topics and the Team Topic Ranking form, your Team Reporter obtains ranks from each team member, completes the form, and submits it by the deadline.</p>	Topic Ranking Form	TOPIC RANKING DROPBOX	17/9 NOON	N/A

5	<p>Team Meeting: Siegel's description of adolescent ESSENCE</p> <ol style="list-style-type: none"> 1. Discuss what Siegel means about the benefits and risk of ESSENCE. 2. Discuss and choose on one concrete real life example of a benefit and of a risk in adolescence for each of the 4 components of ESSENCE 3. Discuss and choose one concrete example of how an older person, a grandparent for example, has/can demonstrate one of the 4 components of ESSENCE. Which one is it? Benefit or risk? 4. State your example in a sentence using the ESSENCE WORKSHEET and post the TEAM's ESSENCE WORKSHEET to the ESSENCE DROPBOX. 	ESSENCE WORKSHEET	ESSENCE DROPBOX	21/9 MIDNIGHT	TEAM 0-2
6	<p>Online Activity: Mindsight</p> <ol style="list-style-type: none"> 1. Think about how you can use mindsight practices to improve your team performance. 2. Applying the Mindsight concepts of insight, empathy, integration, and/or SIFT, list three ways that someone might become a better class team member. 3. Each suggestion should be no more than a few words, a phrase or at most one sentence Indicate (in parentheses) which of the four concept(s) above related most to each of your suggestions. 4. Post to your Mindsight #1 Dropbox. Share on Team discussion board <u>AFTER 1PM ON 24/9!</u> 	<p>Mindsight suggestions to improve teamwork</p> <p>(PDF ONLY; 500 word limit)</p>	MINDSIGHT #1 DROPBOX AND TEAM BOARD	24/9 NOON POST TO TEAM BOARD AFTER 1PM 24/9 BUT BEFORE 25/9 MIDNIGHT	YOU 0-2
7	<p>Team Meeting: Relating course material to your team topic</p> <p>Discuss how impulsive, addictive, and/or hyper-rational brain functions in adolescent brains could play a role in the issue of adolescence featured in your Teams' topic of study. How might the drive for social engagement play a role, too?</p>	Team discussion	Classroom	26/9 IN CLASS	N/A

8	<p>Online Activity: Onsets of puberty and adulthood Write answers in just a few words to the following four statements based on Steinberg's text in Chapter 3.</p> <p>a. LIST FACTORS THAT DETERMINE THE EARLIER ONSET OF PUBERTY</p> <p>b. LIST POSSIBLE CONSEQUENCES</p> <p>c. LIST FACTORS THAT DETERMINE THE LATER ONSET OF ADULTHOOD</p> <p>d. LIST THE POSSIBLE CONSEQUENCES</p>	<p>Factors that determine onsets of puberty and adulthood</p> <p>(Point-form list; 500 word limit)</p>	PUBERTY DROPBOX	27/9 NOON	YOU 0-2
9	Please post your Activity #8 answers to your Team Discussion Board AFTER the 27th, NO EARLIER, as a shared study aid for the Midterm.	Onsets of puberty and adulthood	TEAM BOARD	28/9 MIDNIGHT	N/A
10	<p>Team Meeting: Storyline for a TV show Continuing from Activity #7, try to create a scenario for an episode for a hypothetical family tv show. Describe an adolescent making a decision to do something, and how that decision shows the adolescent as possibly impulsive, addictive, and/or hyperrational. It can be a comedy or a drama. Include in your storyline how/why adolescents' intuitions - what they know in their hearts about right and wrong - does not always influence their decisions. How might the situation be helped or improved for the adolescent? Consult information in Steinberg's chapters 4-6 and Siegel's Part II. You may want to build it around the issue of your Team's own topic.</p>	<p>Team posts a scenario for a tv show. Team members can make edits to the storyline in the Discussion Board. The last version before the deadline will be the one that I mark.</p> <p>(Point-form 500 word limit)</p>	TEAM BOARD	4/10 MIDNIGHT	TEAM 0-2

11	<p>Team Meeting: Adolescence and technology</p> <ol style="list-style-type: none"> 1. Discuss the ways that IT companies develop software products that capitalize on the vulnerabilities of adolescence to maximize corporate financial profits 2. Discuss how such software products could have a negative effect on the development of self-regulation 3. Discuss features of a software product that you could create to support the development of self-regulation 4. Discuss how/why features of the program are effective 5. Post a description of your software product and why you expect it to be effective. 6. After the deadline I will post the team software descriptions for the benefit of the entire class. 	<p>A software product to support the development of self-regulations</p> <p>(500 word limit)</p>	<p>IT DROPBOX</p>	<p>8/10 MIDNIGHT</p>	<p>TEAM 0-2</p>
----	--	--	-----------------------	---------------------------------	---------------------

PLEASE CLOSELY FOLLOW THE ACTIVITY RULES AND PROCEDURES

1. Team meetings take place in class or online as indicated
2. You may wish to continue your classroom meeting after class, online, in person, on Skype, etc., before submitting the activity
3. To receive credit, submissions must be **by the deadline** and on the Team's **Discussion Board or in the CORRECT Dropbox as required**, no exceptions. Posting to the wrong location will not receive marks. Please help your Team Reporter get the assignment posted correctly!
4. ALL SUBMISSIONS TO TEAM DISCUSSION BOARD MUST BE IN THE TEXT, **NOT AS AN ATTACHMENT**
5. The FILENAMES for TEAM submissions TO THE DROPBOX must be the **TEAM NAME** to be considered for marks
6. The FILENAMES for INDIVIDUAL submissions TO THE DROPBOX must be **YOUR NAME** to be considered for marks
7. Marking rubric for ACTIVITIES
 - 0 = past deadline time limit, over the word limit, or not submitted
 - 1 = activity is only partially complete, lacks some clarity, not fully focused on the intention of the assignment
 - 2 = activity fully focused on the intention of the assignment, clear, concise, imaginative

What do participation marks include?

ACTIVITIES & FEEDBACK = 20% OF MARK