

# Course Specifications

Valid in the academic year 2018-2019

## Psychology of Adolescence (H001784)

Course size (nominal values; actual values may depend on programme)

Credits 4.0 Study time 120 h Contact hrs 30.0 h

Course offerings and teaching methods in academic year 2018-2019

B (semester 1)	Dutch	guided self-study	2.5 h
		self-reliant study	2.5 h
		activities	
		project	5.0 h
		lecture	20.0 h

Lecturers in academic year 2018-2019

Beyers, Wim PP07 lecturer-in-charge

Offered in the following programmes in 2018-2019

	crdts	offering
Bachelor of Science in Criminological Sciences	4	B
Bachelor of Science in Business Administration	4	B
Bachelor of Science in Economics	4	B
Bachelor of Science in Business Economics	4	B
Bridging Programme Master of Science in Fire Safety Engineering	4	B
Master of Science in Business Economics (main subject Accountancy)	4	B
Master of Science in Business Administration (main subject Commercial Management)	4	B
Master of Science in Electrical Engineering (main subject Communication and Information Technology )	4	B
Master of Science in Electromechanical Engineering (main subject Control Engineering and Automation)	4	B
Master of Science in Business Economics (main subject Corporate Finance )	4	B
Master of Science in Business Engineering (main subject Data Analytics)	4	B
Master of Science in Electromechanical Engineering (main subject Electrical Power Engineering)	4	B
Master of Science in Electrical Engineering (main subject Electronic Circuits and Systems)	4	B
Master of Science in Business Engineering (main subject Finance)	4	B
Master of Science in Business Administration (main subject Finance and Risk Management)	4	B
Master of Science in Business Administration (main subject HRM and Organizational Management)	4	B
Master of Science in Business Administration (main subject Management and IT)	4	B
Master of Science in Electromechanical Engineering (main subject Maritime Engineering)	4	B
Master of Science in Business Economics (main subject Marketing)	4	B
Master of Science in Electromechanical Engineering (main subject Mechanical Construction)	4	B
Master of Science in Electromechanical Engineering (main subject Mechanical Energy Engineering)	4	B
Master of Science in Business Engineering (main subject Operations Management)	4	B
Master of Science in Physical Education and Movement Sciences (main subject Physical Activity, Fitness and Health)	4	B
Master of Science in Physical Education and Movement Sciences (main subject Physical Education Teacher Education)	4	B

(Approved)

Master of Science in Physical Education and Movement Sciences (main subject Sports Policy and Sports Management)	4	B
Master of Science in Physical Education and Movement Sciences (main subject Sports Training and Coaching)	4	B
Master of Science in Business Administration (main subject Taxation)	4	B
Master of Science in Rehabilitation Sciences and Physiotherapy (main subject Teacher Training in Rehabilitation Sciences and Physiotherapy)	4	B
Master of Science in Criminological Sciences	4	B
Master of Science in Biomedical Sciences	4	B
Master of Science in Nursing and Midwifery	4	B
Master of Science in Civil Engineering	4	B
Master of Science in Chemical Engineering	4	B
Master of Science in Civil Engineering	4	B
Master of Science in Computer Science Engineering	4	B
Master of Science in Computer Science Engineering	4	B
Master of Science in Fire Safety Engineering	4	B
Master of Science in Sustainable Materials Engineering	4	B
Master of Science in Engineering Physics	4	B
Master of Science in Chemical Engineering	4	B
Master of Science in Engineering Physics	4	B
Master of Science in Economics	4	B
Exchange Programme Physical Education and Movement Sciences	4	B
Academic Teacher Education in Biology	4	B
Academic Teacher Education in Bioscience Engineering	4	B
Academic Teacher Education in Criminological Sciences	4	B
Academic Teacher Education in Economics and Business Administration	4	B
Academic Teacher Education in Physics	4	B
Academic Teacher Education in Geography	4	B
Academic Teacher Education in Health Science	4	B
Academic Teacher Education in Computer Science	4	B
Academic Teacher Education in Art History, Musicology and Theatre Studies and Archaeology	4	B
Academic Teacher Education in Physical Education and Movement Sciences	4	B
Academic Teacher Education in Educational Sciences	4	B
Academic Teacher Education in Political and Social Sciences	4	B
Academic Teacher Education in Laws	4	B
Academic Teacher Education in Chemistry	4	B
Academic Teacher Education in History	4	B
Academic Teacher Education in Languages and Cultures	4	B
Academic Teacher Education in Linguistics and Literature	4	B
Academic Teacher Education in Philosophy and Moral Sciences	4	B
Academic Teacher Education in Mathematics	4	B

#### Teaching languages

Dutch

#### Keywords

Psychology, adolescence, development, school

#### Position of the course

Dit opleidingsonderdeel draagt bij tot realisering van de basiscompetenties voor leraren, zoals opgenomen in de opleidingsfiche en geconcretiseerd in de competentiematrix, te consulteren op [www.lerarenopleiding.ugent.be](http://www.lerarenopleiding.ugent.be)

## Contents

After first defining adolescence as a period of life, the psychological consequences of the major changes in the biological, social and cognitive realms that take place during adolescence (12-22 years) are described. As a result of these changes, young people discover new possibilities in several important domains of development. The main trends in development are described in detail for three of these domains (sexuality, identity and moral development).

In separate chapters the psychosocial development of adolescents will be examined, including changing relationships with parents and peers.

Next, problems that teachers might be confronted with are discussed, including both internalizing problems and externalizing problems (drug use and delinquency).

Finally, themes that relate to various aspects of adolescents' life world and youth cultures are discussed.

## Initial competences

The general academic starting competencies that can be expected from an academic bachelor and master

## Final competences

- 1 To be able to define adolescence as a specific life stage at the biological, cognitive and social level
- 2 To develop a positive vision on adolescents and be able to defend it.
- 3 To have insight in the most important developments regarding biological development, sexuality, cognition, identity, autonomy, and emotional and moral development during adolescence.
- 4 To have insight in changes in the relationships with parents and peers during adolescence, and the interaction between these two contexts.
- 5 To have insight in problem behavior during adolescence, to the extent a teacher is confronted with
- 6 To have knowledge about 1<sup>st</sup> line counseling and help for young people.
- 7 To understand the consequences of these developmental changes for young people's behavior and functioning at school.
- 8 As a teacher to stand in class with enough knowledge about young people, in order to become an intentional teacher, taking into account their developmental level and needs.

## Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

## Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

## Teaching methods

Guided self-study, lecture, project, self-reliant study activities

## Extra information on the teaching methods

**Students in the normal learning-trajectory** follow this course in lectures and through guided independent study of a number of texts.

The **student-teachers - teachers in training - in a LIO-trajectory** have to realize the above-mentioned goals and competences through an alternative portfolio-trajectory.

The assignments are elaborated in a manual. There are a number of contact-moments, intervention and coaching. A full LIO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with teaching assignment of 12 hours a week).

Students with an assignment between 200 and 500 hours participate in the LIO-trajectory on a part-time basis. A candidate with a LIO-trajectory of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) is not admitted to the portfolio-trajectory. The student then has to follow the normal learning-trajectory.

This course is open for **incoming Erasmus students**. They study the course topics by means of self-tuition and three individual or small-group seminars, based on a selection of chapters from Feldman R. S. (2008). *Adolescence*. Upper Saddle River, NJ: Pearson Education. Exam takes place at the end of each semester, and consists of 40 multiple choice questions.

## Learning materials and price

Slot, N. W., & van Aken, M. (2013). *Psychologie van de adolescentie* (25ste geheel herziene druk). Utrecht: Thieme Meulenhoff. (ISBN 978 90 06 95 142 4).

Additional syllabus through Minerva.

Approximate cost: 40 EUR

## References

- Slot, N. W., & van Aken, M. (2010). *Psychologie van de adolescentie* (24ste geheel herziene druk). Utrecht : Thieme Meulenhoff. (ISBN 978 90 55 74 599 9).

- De Witte H., Hooge J., & Walgrave L. (2000). *Jongeren in Vlaanderen gemeten en geteld: 12- tot 18-jarigen over hun leefwereld en toekomst*. Leuven: Universitaire Pers.
- Feldman R. S. (2008). *Adolescence*. Upper Saddle River, NJ: Pearson Education.

#### Course content-related study coaching

- A number of collective and individual guidance sessions for LIO-students.
- Interactive support using Minerva.
- Feedback available shortly after exam period.

#### Evaluation methods

end-of-term evaluation and continuous assessment

#### Examination methods in case of periodic evaluation during the first examination period

Written examination with multiple choice questions

#### Examination methods in case of periodic evaluation during the second examination period

Written examination with multiple choice questions

#### Examination methods in case of permanent evaluation

Portfolio, assignment

#### Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

#### Extra information on the examination methods

Only end-of-term evaluation (exam with MC questions) for students in **the normal learning-trajectory**. Students get clear exam instructions and tips during the lectures. On Minerva a list of sample questions is available as a self-test, with feedback on the answers.

The **student-teachers** (teachers in training) in a LIO-trajectory are evaluated on a permanent basis. These student-teachers (teachers in training) in a LIO-trajectory are evaluated on the basis of their assignments.

#### Calculation of the examination mark

Students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation.

#### Facilities for Working Students

Participation in extra exams