



School of Behavioral and Social Sciences

CHD 3013- Adolescence in the Family Context

2 Units

Fall 2025

Meeting days/times: Tuesdays, 5:00-6:50pm

Meeting location: Liberty Station Room 203

Final Exam: TBD

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Kellye Carroll
Phone:	619-517-1272
Email:	kcarroll@pointloma.edu
Office location and hours:	Evans Hall 102b or on Zoom, sign up using my Calendly link: https://calendly.com/kcarroll-plnu

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Developmental changes and challenges of adolescents and their families as they deal with current societal issues, autonomy, peer relationships, sexuality, parent-adolescent communication, values, teen pregnancy, substance abuse, and adolescents as parents. These major issues affecting adolescents and

their families are examined using data from a variety of theoretical, empirical, and clinical viewpoints. Fieldwork is required.

Prerequisite(s): CHD 1020 or CHD 1050

COURSE LEARNING OUTCOMES ★

1. Investigate knowledge of prominent individuals in the field of adolescent and family development and understand how various theoretical viewpoints are applicable to the adolescent in the context of the family
2. Identify the relevant biological, cognitive and social-emotional changes that occur in the adolescent and be aware of how these affect the individual, the family and society.
3. Analyze the components of healthy adolescent parent relationships, including communication patterns, taking into consideration the variations in culture, ethnicity and various parenting styles.
4. Identify risk actors in vulnerable adolescents and their families and recognize protective factors that can be strengthened.
5. Survey the impact of community, state and national resources designed to enhance adolescent and family development and promote resiliency.

PROGRAM LEARNING OUTCOMES

1. Identify and describe normative similarities and differences of cognitive, emotional, social and physical theories at each developmental stage from prenatal through adulthood.
2. Analyze what are developmentally appropriate concepts, activities, materials, resources in community as related to infant through adolescent development.
3. Identify and assess scientific research to evaluate current evidence-based research related to child and adolescent development.
4. Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macro systems with which they co-exist.
5. Identify career paths and faith integration within the child and adolescent professions.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Santrock, J. Adolescence, McGraw Hill, New York, 2016 16th edition

LOMABOOKS INSTRUCTIONS FOR STUDENTS®:

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed

components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about LomaBooks, please go: [HERE](#)

SUPPLEMENTAL TEXTS FOR TEAM PROJECTS PROVIDED BY THE PROFESSOR:

1. *Damour, L. The Emotional Lives of Teenagers. 2024
2. *Haidt, J. The Anxious Generation. 2024
3. *Levine, M. The Price of Privilege. 2006
4. *Reeves, R. Of Boys and Men. 2024
5. *Sax, L. Boys Adrift. 2007
6. *Sax, L. Girls on the Edge. 2014
7. *Sax, L. The Collapse of Parenting. 2024
8. *Siegel, D. Brainstorm. 2013
9. *Simmons, R. Odd Girl Out. 2002
10. *Twenge, J. iGen. 2017

COURSE SCHEDULE AND ASSIGNMENTS

Course Signature Assignments

Proficiency Level

Critique of Social Issues Book

Develop

Field Participation and Reflection

Develop

FIELD PARTICIPATION:

All students are required to participate for 10 hours in a community adolescent program. In class the professor will present different possibilities of volunteer opportunities that will meet this requirement. Examples: Hope Leadership Foundation, EP Save a Life at PLNU (date TBD), church youth group. The hours can be in different agencies, but need to add up to 10 hours. Hours will need to be signed off by the supervisor (form will be provided). **Due Date: December 12**

REFLECTIVE FIELD EXPERIENCE MULTIMEDIA PRESENTATION:

Students will be responsible for creating a reflective field experience presentation via Powerpoint or Google Slides based on their field experience hours. The power point should be 1-2 slides and no more than 2 minutes in length and are to be submitted to Canvas. **Due Date: December 9**

SUMMARY/CRITIQUE OF A SOCIAL ISSUES BOOK:

Each **team** will choose a current Social Issues book (*See Supplemental Texts). Each member of the team will read and evaluate the developmental information pertaining to the social issue addressed. Each team will present a summary of important information and pertinent questions related to the social issue in concern to the class through PowerPoint. **Each individual student** will write a 5 to 6 page written report as well. The written report should include a summary and critique of the social issue addressed and also should include the student's personal reflections pertaining to the issues addressed. **Team summary due date: varies*** **Individual report due date: December 9**

DEEP DIVE: READING FOR TRUTH ACTIVITIES:

In class, you will participate in a series of activities aimed at growing your ability to read both deeply and laterally as you determine the credibility of what you read (important skills you need to complete your book critiques!).

WEEK	CLASS CONTENT + ASSIGNMENTS	READING (DUE BY START OF CLASS EVERY TUESDAY)
1 (Sep 2)	Intro to Class/Book ranking form due/Chapter 1 (introduction)+ appendix (careers)	Textbook: Chapter 1 + appendix (careers) *note- for this first week the reading is a recommendation for the first class, but not required until the following week.
2 (Sep 9)	Chapter 2- Puberty, Health & Biological Foundations Fieldwork introduction Assign Books/Teams Deep Dive #1 w/teams	Textbook: Chapter 2 Peer-reviewed article for Deep Dive #1 (coming soon)
3 (Sep 16)	Chapter 3-The Brain & Cognitive Development Deep Dive #2 w/teams Fieldwork plan due	Textbook: Chapter 3 Supplemental book Peer-reviewed articles for Deep Dive #2 (coming soon)
4 (Sep 23)	Chapters 1-3 Review & Exam 1 (in class)	Textbook: Review Chapters 1-3 Supplemental book
5 (Sep 30)	Chapter 4- The Self, Identity, Emotion & Personality Deep Dive #3- Part 1 independently and Part 2 w/teams (**switching activity 3 and 4) Presentations- The Emotional Lives of Teenagers	Textbook: Chapter 4 Supplemental book
6 (Oct 7)	Chapters 5 & 6- Gender & Sexuality Presentations- Of Boys and Men Boys Adrift Girls on the Edge	Textbook: Chapters 5 & 6 Supplemental book (if applicable)
7 (Oct 14)	Chapters 4-6 Review & Exam 2 (in class)	Textbook: Review Chapters 4-6 Supplemental book (if applicable)
8 (Oct 21)	Chapter 7- Moral Development, Values & Religion Presentations- Brainstorm	Textbook: Chapter 7 Supplemental book (if applicable)
9 (Oct 28)	Chapter 8- Families Deep Dive #4 (social media post) Presentation- The Collapse of Parenting	Textbook: Chapter 8 Supplemental book (if applicable) Social media post for Deep Dive #4

10 (Nov 4)	Chapter 9- Peers, Romantic Relationships & Lifestyles Presentations- Odd Girl Out iGen	Textbook: Chapter 9 Supplemental book (if applicable)
11 (Nov 11)	Chapters 7-9 Review & Exam 3 (in class)	Textbook: Review Chapters 7-9 Supplemental book (if applicable)
12 (Nov 18)	Chapters 10: Schools 8th grade film + response	Textbook: Chapter 10 Supplemental book (if applicable)
13 (Nov 25)*	Thanksgiving break Achievement, Work & Careers Chapter 11 during the break somehow	Textbook: Chapter 11 Supplemental book (if applicable)
14 (Dec 2)	Chapters 12 & 13- Culture & Problems in Adolescence & Emerging Adulthood Deep Dive #5 w/teams Presentations- The Price of Privilege The Anxious Generation	Textbook: Chapters 12 & 13 Supplemental book (if applicable)
15 (Dec 9)	Chapters 1-13- Cumulative Review Reflective Presentation (in class) Fieldwork documentation due Friday, 12/9 Individual book critique report due Friday, 12/9	Textbook: Review Chapters 10-13
16 (Dec 15-19)	Final Exam: Due Friday, December 19 Final Exam: Cumulative Essay/ Short Response Questions + Multiple Choice Chapters 10-13	

ASSESSMENT AND GRADING

<u>Assignment distribution by points:</u> • Attendance 15 classes x 10pts =150pts • Fieldwork Participation 10hrs x 10pts = 100pts ◦ Fieldwork plan 5 pts • Reflective Field Experience Presentation 40pts • Social Issues Book Summary and Critique ◦ Book ranking form 5 pts ◦ PowerPoint Team Presentation 50pts ◦ Written Report (Individual) 50pts • Deep/Lateral Reading Activity Points 5 activities x 10pts= 50pts • 8th Grade Film Response= 20 points • Section Exams 3 x 60pts = 180pts	<u>Grade scale:</u> <table> <tr> <td>A=93-100</td><td>C=73-76</td></tr> <tr> <td>A-=92-90</td><td>C-=70-72</td></tr> <tr> <td>B+=87-89</td><td>D+=67-69</td></tr> <tr> <td>B=83-86</td><td>D=63-66</td></tr> <tr> <td>B-=80-82</td><td>D-=60-62</td></tr> <tr> <td>C+=77-79</td><td>F=0-59</td></tr> </table>	A=93-100	C=73-76	A-=92-90	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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- Final Exam 60pts

Total Possible: 710 pts

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **by its scheduled day (Friday, December 19th)**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

Note: Point Loma Nazarene University supports academic integrity and the thoughtful integration of emerging technologies, including artificial intelligence (AI), in the learning process. You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images)

that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.