Dear Students in PSY 252,

The PSY 252 Mid Term Exam will be given on Thursday, October 24th. The examination is constructed in a multiple choice and short essay format. The following outline is for your review that you can download and print out to study from. I have highlighted areas of emphasis from each of the seven chapters from the textbook. Additionally, there will be questions from the Annual Editions articles listed on the course syllabus. Please review Annual Edition articles #4, 5, 12, 24, 35, & 42. The course text book and Annual Edition text are on reserve at the reference desk at the Salem State Library.

Good Luck!

Professor Braverman Schmidt

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PSY 252 Adolescent Psychology
Mid Term Exam Outline

Chapter 1: Biological Transitions
- the physical structures that are involved in biological maturation during puberty
- the processes through which the body changes during puberty
- when does a child become an adolescent
- the pubertal changes that affect the individual and those around him or her, especially in psychological ways
- the connections between pubertal changes and eating disorders
- epidemic of Type II diabetes among adolescents and causes
- the impact of early or late maturation

Additional Terms:
- Menarche
- Primary sex characteristics
- Secondary sex characteristics
- Endocrine system
- Organizational role of hormones
- Activational role of hormones
- Set point
- Pituitary gland
- Hypothalamus
- Gonads
Androgens
Estrogens
Adrenarche
Adolescent growth spurt
Peak height velocity
Leptin
Pheromones
Obesity
Bulimia
Anorexia nervosa

Chapter 2: Cognitive Transitions
• The fundamental changes in thinking ability
• How adolescents are more capable of creating and managing their own thoughts than children
• Characteristics of adolescent thinking (broader and encompasses more thought) as compared to children’s thinking abilities
• What is our state and/or national policy in viewing minors as being tried as adults in criminal cases? Why?
• Piaget’s view of adolescents thinking
• The information-processing view of adolescent thinking capacity
• Use of Intelligence Quotient Tests (IQ)
• Multiple Intelligence Theory proposed by Howard Gardner
• Changing social cognitive abilities during adolescence
• The relationship between cognitive changes and risk taking behaviors during adolescence

Additional Terms:
Hypothetical thinking
Abstract concepts
Metacognition
Adolescent egocentrism
Imaginary audience
Personal fable
Relativistic thinking
Cohort
Bodily kinesthetic intelligence
Intrapersonal intelligence
Interpersonal intelligence
Logical/mathematical intelligence
Linguistic intelligence
Visual/Spatial intelligence
Musical intelligence

Chapter 3: Social Transitions
• How society redefines individuals as they enter adulthood
• Determine why the period we call adolescence is a social invention
• State how cultures and societies differ in regarding the transition to adolescence
• Understand the changes in interpersonal status, economic status, political status, and legal status associated with adolescence.

Additional Terms
Juvenile justice system
Quinceanera
Bar Mitzvah/Bas Mitzvah
Scarification
Collective efficacy

Chapter 4: Families
• Stereotypes of adolescent development within the American family structure
• Core development issues affecting parents when their children are transitioning into adolescence
• Styles of family interaction during adolescence
• Range of parenting styles and techniques that affect adolescent development
• Sex differences in family relationships
• Variations in adolescent relationships with siblings
• Changing features of the family in today's society
• Effects of divorce and remarriage on adolescent development
• Effects of maternal employment and poverty on adolescent development

Additional Terms:
Corporal punishment
Shared environmental influences
Non-shared environmental influences
Non-custodial parent
Promotive strategies
Restrictive strategies
Temperament
Parental demandingness

Chapter 5: Peer Groups
• History of adolescent peer groups in the United States, specifically how educational requirements, economic factors, and demographics changed the nature of peer groups
• Determine whether or not adolescent peer groups represent a separate culture within the United States and why or why not
• State the characteristics of peer groups and how they change over time
• Compare and contrast peer groups, crowds, and cliques
• Racial, ethnic, and socioeconomic factors in peer group preferences
• Psychological impact of popularity or rejection among peers during adolescence
• Influence of peers on overall psychological development during adolescence

Additional Terms:
Age grading
Baby boom
Particularistic norms
Universalistic norms
Postfigurative cultures
Prefigurative cultures
Social class
Relational aggression
Iatrogenic effects

Chapter 6: Schools
• Origins of compulsory education in the United States
• Current structure (organization) of schools and how structure affects adolescent development
• Impact of school climate on adolescent behavior
• Compare how college-bound and non-college bound adolescents fare after high school
Chapter 7: Work and Leisure

- Be knowledgeable about the two primary factors that contribute to the rise of teenagers in the work force
- Compare how younger and older adolescents spend their time
- Understand how the roles of school and work have changed during the early 20th century and how they appear now
- Be aware of how primary jobs and part time work impact on adolescent development
- Implications of youth unemployment
- Relevance of leisure activities and adolescent socialization
- Understand how the mass media's influence on younger versus older adolescents

Additional Terms:
- Higher order thinking
- Learning disability
- Mainstreaming
- Self-fulfilling prophecy
- Student engagement
- Forgotten half
- Functional community