

Advanced Developmental Psychology II  
DEP6058 – section D341 (26017)  
Spring 2026  
3 credits

**Professor:** Dr. Darlene Kertes

Contact: Please use the Canvas Portal to email me. I can also be reached at [dkertes@ufl.edu](mailto:dkertes@ufl.edu) and indicate DEP6058 in subject line. Canvas portal is strongly recommended for class-related messages.

Office Hours: I am available to meet Wednesdays and Thursdays by appointment. Additional times can be arranged on an as-needed basis.

**Class Times:** Thursday Period 7-9 (12:50-3:50)

**Class Location:** Psychology 191

**Website:** This course uses e-learning in Canvas for posting outlines of important announcements, syllabus, direct access to empirical articles, grades, and discussion board. To access e-learning: Go to <http://lss.at.ufl.edu/> Login using your Gatorlink ID and password. Once in personal homepage for Canvas, click on DEP 6058 to enter the specific page for the course.

**Course Description:** This course is an introduction to research on human development focused on the rapidly changing developmental phase from middle childhood through adolescence. This is a graduate-level course in psychology, and students should expect a level of commitment commensurate with graduate coursework. Per UF guidelines, students should expect an average of two hours of outside reading per in-class credit hour. Course content will weave together influential theories with empirical research studies, providing students the opportunity to develop a solid foundation of knowledge while refining skills in critical evaluation of research findings. The major aims of the course are to gain an understanding of physical, cognitive, and social changes throughout the rapidly changing period of adolescence, detail the role of families, peers, schools, neighborhoods, media, and societal factors in adolescent development, and develop an awareness of factors that influence positive and adverse mental health outcomes in adolescence.

**Core Course Requirement:** This class satisfies the Developmental Psychology Graduate Program's Core Course Requirements.

**Format:** The class format is UF designated as primarily classroom. We will be meeting in person at the date and time listed above. The course also includes online sharing of ideas via Canvas discussion boards.

**Assignments:** Students can show mastery of the course content and skills in the following ways:

Participation and Weekly Discussion Posts: The course will primarily be seminar style, discussion-based format. Students are expected to complete the assigned readings before class, contribute to the discussion board, attend each class session, and be actively engaged in class discussion. Students should submit brief (approximately half of a page) post to Canvas in the Discussion tab, completed by 12:00pm (noon) on the Wednesday before the class period. The discussion posts should address the articles not covered by the article that a student selected for “discussion leader”: For these posts, the goal is not to summarize the reading but rather to address how the readings address one or more of the following prompts.

- A) How do the readings enhance an understanding of the role of, or interplay of, biological, social, cognitive, ecological, or sociocultural factors in adolescent development?
- B) How do the theoretical or empirical articles enhance our understanding of individual differences in developmental pathways?
- C) What contexts of development are touched upon, and how might the research inform research that centers other contexts of development?
- D) How might the theories and research findings inform educational, social, or policy issues?
- E) How can the research inform the work of applied scientists, clinicians, educators, or health professionals to promote positive youth outcomes for all?

Discussion Leader: Each week, students will select one article to lead the in-class summary and discussion. For that article, prepare a brief summary (no more than 5 minutes) of the major research aims and findings. Slides are permitted but keep the verbiage to a minimum. Figures or other graphics of key findings are particularly helpful. Use this summary to lead into interesting questions and topics of conversation stimulated by the article. When possible, draw connections to other scholarly articles, focusing on readings from the same week or prior weeks. Drawing from outside material, including other scholarly articles, recent popular press pieces, or other media for additional context is also permitted but not required. About 30 minutes will be dedicated to each article.

Active Learning Activities: Periodically throughout the semester we will have active learning activities in class focused on both academic skill building and thinking outside the academic box to broader audiences.

“Hot Topics” Final Paper: Every other year, the world’s premier scholars in adolescent development come together for the Society in Research on Adolescence. This year’s conference is in April 2026, and offers a wonderful opportunity to preview what the hot topics are in adolescence research. For this assignment, select one keynote speaker or symposium that looks the most interesting! (See <https://web.cvent.com/event/c739cada-d375-4525-9fbb-c7ee1e1a875a/websitePage:86a4e7fb-07e2-4568-9454-02fbb14018b8>). Using the symposium/keynote title and speakers’ research as a launching point, you will write a state-of-the-science critical literature review. The review should have a clear topical focus, include relevant research articles, and offer a synthesis of the current state of knowledge and future directions. The target length is 10 manuscript pages, not including title page, abstract, or references. Selection of a topic and plan will be due by middle of the semester (which will count towards your course grade), with final papers due at the end of the semester.

Assignment	Percent of grade/ Points
Weekly Discussion Board and In-Class Participation	25% (50 points)
Discussion Leader	30% (60 points)
Active Learning Activities	10% (20 points)
Hot Topics mid-semester idea development/outline	5% (10 points)
Hot Topics Final Paper	30% (60 points)
Total	100% (200 points)

**Grading is standard per UF policies** [Grades and Grading Policies < University of Florida:](#)

93% = A	90% = A-	87% = B+
83% = B	80% = B-	77% = C+
73% = C	70% = C-	67% = D+
63% = D	60% = D-	<u>≤59% = E</u>

A represents achievement that is outstanding relative to the level necessary to meet course requirements

B represents achievement that is significantly above the level necessary to meet course requirements

C represents achievement that meets the course requirements in every respect

D represents achievement that is worthy of credit even though it fails to meet fully the course requirements

E represents failure (no credit) and signifies that the work was either 1) completed but at a level of achievement that is not worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that an I would be awarded.

I (Incomplete) is assigned at the discretion of the instructor when, due to an extraordinary circumstance (e.g., hospitalization) a student is prevented from completing the work of the course on time. Requires a written agreement between an instructor and student.

**Course Policies:**

- 1) Cell phones are to be stored away during class. The lure of a pinging text or email can be too strong for even the most dedicated scholar to ignore.
- 2) Laptops are permitted in class, for purposes of reading articles and taking notes. Other uses of computers during class time are not permitted and will impact participation grades.
- 3) Assignments are due on the day and time specified in the Canvas Portal. Late assignments, unless specifically excused in advance, will be subject to grade reduction. For Discussion Posts, up to two will be excused during the semester.
- 4) Absences: Please communicate as soon as possible regarding any expected or unexpected absences. Excusable planned absences include reasons such as religious observance or attendance at a national conference to present research. Unplanned absences due to illness should be communicated as soon as you know you will be out. Extensions for written work will be granted in cases of illness. For either planned or unplanned absences, talk to the Instructor so that you can be sure you clearly understand what should be submitted or will be excused for that week. Requirements for class attendance and coursework will be executed consistently with university policies. The UF Attendance Policy can be found here: [Attendance Policies < University of Florida](#)
- 5) Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals (<https://ufl.bluera.com/ufl/>).
- 6) Unauthorized recording/sharing of recorded materials is prohibited. The instructor's materials are original material, written and/or designed by her. Multimedia materials shown in class may also be copyrighted. No one is allowed to copy and sell her lectures, or sell or post on third party websites, any part of any classroom presentation without express permission in writing from the instructor (or, where appropriate, the company holding the copyright). The instructor's PowerPoint slides are also original material written by her and may not be copied, sold, shared, or published outside of this class without express permission. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons) including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040.

7) Students' written work submitted must be original. This means not changing a few words from someone else's work and submitting as your own. It also means not copying from the third-party sources. The online system will automatically detect highly similar submissions. Note that any violation of the official guidelines governing academic dishonesty described below will result in assignment and/or course grade penalties commensurate with the transgression, and all violations of academic dishonesty will be reported to UF. I am very up front about the fact that I have a zero-tolerance policy for plagiarism. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies the possible sanctions, which can be found here: [Conduct Code Process | SCCR](#). If you have any questions or concerns, please consult with the instructor.

### ACADEMIC DISHONESTY

University policy defines scholastic dishonesty as any act that violates the rights of another student with respect to academic work or that involves misrepresentations of a student's own work. Academic dishonesty includes (but is not limited to): cheating on assignments or examinations; plagiarizing (misrepresenting as one's own work anything done by another); submitting the same or substantially similar papers for more than one course without consent of all instructors concerned; depriving another of necessary course materials; or sabotaging another's work. For a full description of what constitutes academic dishonesty and plagiarism, see the University of Florida Student Honor Code at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

8) Class policy on the use of generative artificial intelligence: An important component of learning to digest and produce scholarly work is developing skills in comprehension of empirical studies, evaluating results and conclusions, and developing novel ideas. Given these broad goals, generative AI will not be permitted in this class. Generative artificial intelligence is sometimes likened to a calculator. It can produce output based on already known inputs, but it does not create novel connections in the same way that humans do. As you progress in your knowledge and skillset, such tools may become useful to you, but first it is necessary to learn the fundamental content and skills. With that in mind, it is expected that you will read and write on your own so that you can build these skills. Any questions or clarification about specific tools, ethical use of artificial intelligence, or potential exceptions can be directed to the instructor and will be considered on a case by case basis.

9) Grading will be calculated based on the number of points on all assignments. No grade changes will be allowed following the submission of final grades for the semester except in cases of errors in recording grades or in computation of total course points. Please retain all other materials relevant to your scores on exams and assignments until you have confirmed that your final grade has been computed and reported accurately.

10) Students with disabilities who would like to request academic accommodations should connect with the Disability Resource Center. That office will share the necessary accommodations directly with the instructor. It is important for students to take these steps as early as possible in the semester. Students using the DRC to complete class requirements must have their requests submitted on time per the Center's policy. See <http://www.dso.ufl.edu/drc/>.

11) Announcements/Changes. Dr. Kertes, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class AND posted on e-learning (Canvas system).

Date	Topic
1/15	Introduction to Course and Foundations of Adolescence
1/22	Puberty and Circadian Rhythms
1/29	Brain and Cognitive Development
2/5	Biological Aging and Emotional Development
2/12	Contexts of Development: Family relationships
2/19	Contexts of Development: Peer relationships
2/26	Identity Development and Autonomy
3/5	Contexts of development: School
3/12	Contexts of development: Romantic Relationships and Social Media
3/19	Spring break
3/26	Contexts of development: Neighborhood, Cultural, and Socioeconomic influences
4/2	Positive youth development
4/9	Developmental psychopathology
4/16	Society for Research on Adolescence – no in-person session, work on hot topics paper

### Campus Health and Safety Resources:

[U Matter We Care](#): If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit their website to refer or report a concern and a team member will reach out to the student in distress.

[Counseling and Wellness Center \(CWC\)](#): Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

[Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

[UF Police Department](#): Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

[UF Health Shands Emergency Room](#): For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

[Gatorwell Health Promotion Services](#): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

**Academic Resources:**

[Technical Support with e-Learning /Canvas](#): Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[UF Libraries](#): Assistance with using the libraries or finding resources.

[Academic Resources](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio - University Writing Program](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.