

Two credits

The teacher in charge

Ms. Crocetti, Elisabetta

Subject name

Psychology of Adolescence and Emerging adulthood

Sub title Theoretical models and methods for studying  
psychosocial processes in adolescence and emerging adulthood

Outline

This course is aimed at providing students with a knowledge regarding psychosocial processes in adolescence and emerging adulthood. Theoretical models and empirical evidence covering core processes will be presented and discussed. In addition, different methods for the study of adolescence and emerging adulthood will be presented, with a strong focus on longitudinal, cross-cultural, and meta-analytic approaches.

Attainment target

The aim of this course is to help students to acquire an understanding of (a) the fundamental psychosocial processes typical of adolescence and emerging adulthood and (b) main principles of different research methods used in adolescent and emerging adult research

The contents of the lesson

- Introduction to adolescent psychology
- From adolescence to adulthood: The theory of emerging adulthood
- Identity formation in adolescence and emerging adulthood
- Identity, problem behaviors, and well-being
- The social contexts: family, peers, and school
- The social contexts: work and romantic relationships
- The social contexts: social participation and civic engagement
- Cross-cultural perspectives on adolescence and emerging adulthood
- Adolescents and emerging adults in Japan
- Methods for studying adolescence and emerging adulthood: A focus on longitudinal approaches
- Methods for studying adolescence and emerging adulthood: A focus on cross-cultural approaches
- Methods for studying adolescence and emerging adulthood: A focus on meta-analytic approaches

## Textbook

Students will be asked to study a series of journal articles. The complete list includes:

1. Arnett, J. J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist*, 54(5), 317–326.
2. Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469–480.
3. Crocetti, E., Rubini, M., Luyckx, K., & Meeus, W. (2008). Identity formation in early and middle adolescents from various ethnic groups: From three dimensions to five statuses. *Journal of Youth and Adolescence*, 37, 983–996.
4. Crocetti, E., Rubini, M., & Meeus, W. (2008). Capturing the dynamics of identity formation in various ethnic groups: Development and validation of a three-dimensional model. *Journal of Adolescence*, 31 (2), 207–222.
5. Crocetti, E., Sica, L. S., Schwartz, S. J., Serafini, T., & Meeus, W. (2013). Identity styles, processes, statuses, and functions: Making connections among identity dimensions. *European Review of Applied Psychology*, 63, 1–13.
6. Crocetti, E., Klimstra, T., Keijsers, L., Hale III, W. W., & Meeus, W. (2009). Anxiety trajectory classes and identity development in adolescence: A five-wave longitudinal study. *Journal of Youth and Adolescence*, 38 (6), 839–849.
7. Karaś, D., Cieciuch, J., Negru, O., & Crocetti, E. (2015). Relationships between identity and well-being in Italian, Polish, and Romanian emerging adults. *Social Indicators Research*, 121, 727–743.
8. Pop, E. I., Negru-Subtirica, O., Crocetti, E., Opre, A., & Meeus, W. (2016). On the interplay between academic achievement and educational identity: A longitudinal study. *Journal of Adolescence*, 47, 135–144.
9. Crocetti, E., Branje, S., Rubini, M., Koot, H., & Meeus, W. (2015). Identity processes and parent-child and sibling relationships in adolescence: A five-wave multi-informant longitudinal study. *Child Development*.
10. de Goede, I. H. A., de Branje, S. J. T., de Delsing, M. J. M. H., & Meeus, W. H. J. (2009). Linkages over time between adolescents' relationships with parents and friends. *Journal of Youth and Adolescence*, 38(10), 1304–1315.
11. Branje, S., Laninga-Wijnen, L., Yu, R., & Meeus, W. (2014). Associations among school and friendship identity in adolescence and romantic relationships and work in emerging adulthood. *Emerging Adulthood*, 2(1), 6–16.
12. Crocetti, E., Erentaitė, R., & Žukauskienė, R. (2014). Identity styles, positive youth development, and civic engagement in adolescence. *Journal of Youth and Adolescence*, 43, 1818–1828.

13. Crocetti, E., Jahromi, P., & Meeus, W. (2012). Identity and civic engagement in adolescence. *Journal of Adolescence*, 35, 521–532.
14. Crocetti, E., Hale, W. W. III, Dimitrova, R., Abubakar, A., Gao, C. H., & Pesigan, I. J. A. (2015). Generalized anxiety symptoms and identity processes in cross-cultural samples of adolescents from the general population. *Child & Youth Care Forum*, 44, 159–174.
15. Crocetti, E., Fermani, A., Pojaghi, B., & Meeus, W. (2011) Identity formation in adolescents from Italian, mixed, and migrant families. *Child and Youth Care Forum*, 40, 7–23.
16. Crocetti, E., Tagliabue, S., Sugimura, K., Nelson, L., Takahashi, A., Niwa, T., Sugiura, Y., & Jinno, M. (2015). Perceptions of emerging adulthood: A study with Italian and Japanese university students and young workers. *Emerging Adulthood*, 3 (4), 229–243.
17. Hatano, K., Sugimura, K., & Crocetti, E. (2016). Looking at the dark and bright sides of identity formation: New insights from adolescents and emerging adults in Japan. *Journal of Adolescence*, 47, 156–168.
18. Sugimura, K., Niwa, T., Takahashi, A., Sugiura, Y., Jinno, M., & Crocetti, E. (2015). Cultural self-construction and identity formation in emerging adulthood: A study on Japanese university students and workers. *Journal of Youth Studies*, 18(10), 1326–1346.
19. Crocetti, E., Rubini, M., Branje, S., Koot, H. M., & Meeus, W. (2015). Self-concept clarity in adolescents and parents: A six-wave longitudinal and multi-informant study on developmental and intergenerational transmission. *Journal of Personality*.
20. Crocetti, E. (2016). Systematic reviews with meta-analysis: Why, when, and how? *Emerging Adulthood*, 4 (1), 3–18.
21. Crocetti, E., Cieciuch, J., Gao, C. H., Klimstra, T., Lin, C. L., Matos, P. M., Morsünbül, Ü., Negru, O., Sugimura, K., Zimmermann, G., & Meeus, W. (2015). National and gender measurement invariance of the Utrecht-Management of Identity Commitments Scale (U-MICS): A ten-nation study. *Assessment*, 22 (6), 753–768.

A reference book and reference data

None

The scholastic evaluation method

Lectures and group discussions will be alternated throughout the course. For the final assignment students will be asked to prepare in small groups a presentation of one of the journal articles discussed during the course.

### Completion conditions

In order to complete the course students need to (a) attend 80% of the lectures and (b) prepare the final assignment.

### Other cautions:

All the course activities will be done in English.