

PSYCH 4 Course Outline as of Fall 2014**CATALOG INFORMATION**

Dept and Nbr: PSYCH 4 Title: CHILD & ADOLESCENT PSYCH

Full Title: Child and Adolescent Psychology

Last Reviewed: 12/9/2019

| Units | | Course Hours per Week | | Nbr of Weeks | Course Hours Total | |
|---------|------|-----------------------|------|--------------|--------------------|-------|
| Maximum | 3.00 | Lecture Scheduled | 3.00 | 17.5 | Lecture Scheduled | 52.50 |
| Minimum | 3.00 | Lab Scheduled | 0 | 6 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 3.00 | | Contact Total | 52.50 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Development of the child from prenatal life to the adolescent years with emphasis on emotional, intellectual, social, and personal growth and development. (Grade only)

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: Development of the child from prenatal life to the adolescent years with emphasis on emotional, intellectual, social, and personal growth and development. (Grade only) (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | | |
|----------------------|----------------------|--------------------------------|-------------------|------------------|
| AS Degree: | Area | | Effective: | Inactive: |
| | D | Social and Behavioral Sciences | Fall 1981 | |
| CSU GE: | Transfer Area | | Effective: | Inactive: |
| | D | Social Science | Fall 2010 | |
| | D9 | Psychology | | |
| | D | Social Science | Fall 1991 | Fall 2010 |
| | D1 | Anthropology and Archeology | | |
| | D4 | Gender Studies | | |
| | D9 | Psychology | | |
| | D | Social Science | Fall 1981 | Fall 1991 |
| | D1 | Anthropology and Archeology | | |
| | D4 | Gender Studies | | |
| IGETC: | Transfer Area | | Effective: | Inactive: |
| | 4 | Social and Behavioral Science | Fall 1981 | |
| | 4I | Psychology | | |
| CSU Transfer: | Transferable | Effective: | Fall 1981 | Inactive: |
| UC Transfer: | Transferable | Effective: | Fall 1981 | Inactive: |

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Analyze and apply biological and environmental theories to explain cognitive, physical, emotional, and social development of the individual from the prenatal period through childhood and adolescence.
2. Describe and apply the research methods that are used to study child and adolescent psychology.

Objectives:

Upon completion of this course, students will be able to:

1. Distinguish among significant theoretical perspectives on the development of the child.
2. Differentiate between chromosomes and genes, recessive and dominant traits, and monozygotic and dizygotic twins.
3. Discuss chromosomal and genetic abnormalities relevant to the psychological maladjustment of the child.
4. Describe how psychological and environmental factors such as maternal stress, nutrition, teratogens, sexually transmitted diseases, and drugs influence the development of the child.
5. Examine the brain structures, intellectual growth, perceptual processes, memory and language development of the child in the infancy, childhood and adolescent years.
6. Explain how attachment, social deprivation, child abuse and neglect, day care, temperament,

and gender differences influence the infant's social and emotional development.

7. Discuss the influence of parenting styles, siblings, peer interactions, and gender roles in the early childhood years.

8. Describe the factors that contribute to and delineate treatment strategies for childhood obesity, eating disorders, elimination disorders, ADHD, and learning disabilities.

9. Provide causal factors and treatment options for separation anxiety, conduct disorder, childhood depression, and drug abuse in the middle childhood and adolescent years.

10. Discriminate among the various theories that describe the adolescent's self-concept, emotional, cognitive and moral development.

Topics and Scope:

1. The Study of Human Development: History, Research, and Theories
2. The Human Heritage: Genes and Environment
3. Prenatal Development and Birth
4. Infant Capacities and the Process of Change
5. The Achievement of the First Year and the End of Infancy
6. Early Experiences and Later Life
7. Language Acquisition
8. Early Childhood Thought: Competence and Abilities
9. Social Development in Early Childhood
10. The Contexts of Early Childhood: Family and Media
11. Cognitive and Biological Attainments of Middle Childhood
12. Schooling and Physical and Social Development in Middle Childhood
13. Biological and Social Foundations of Adolescence
14. Cognitive and Psychological Achievements of Adolescence
15. Emerging Adulthood

Assignment:

1. Read approximately 25-35 pages per week, and recapitulate assigned material in the textbook, and if applicable, and supplements.
2. Take 2-4 midterm exams and one final exam on lectures, reading concepts, and terminology.
3. Write approximately 1500-2500 word essay(s) or research paper(s) for the purpose of learning research skills, enhancing course knowledge, and improving critical thinking and writing skills.
4. Oral presentations and group projects may be assigned.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

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|-----------------------------------|
| Course research paper or essay(s) |
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| Writing 10 - 25% |
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

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| None |
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| Problem solving 0 - 0% |
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, true/false, fill-in, short answer, essay exams

Exams
75 - 90%

Other: Includes any assessment tools that do not logically fit into the above categories.

Group projects, oral presentations

Other Category
0 - 10%

Representative Textbooks and Materials:

The Developing Person through Childhood and Adolescence, 7th edition. Berger, Kathleen S. Worth Publishers: 2012

Infants, Children, and Adolescents, 7th edition. Berk, Laura E., Pearson: 2012

Child and Adolescent Development: An Integrated Approach, Cengage: 2012

Childhood and Adolescence - Voyages in Development, 5th edition. Rathus, Spencer A., Cengage: 2013