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

Approval and Dates

Version:	04	Course Created/Approved:	8/1/1981
Version Created:	5/10/2013	Course Last Modified:	8/15/2020
Submitter:	Binh Nguyen	Course last full review:	12/9/2019
Version Status:	Approved (Changed Course)	Prereq Created/Approved:	12/9/2019
Version Status Date:	10/28/2013	Semester Last Taught:	Summer 2020
Version Term Effective:	Fall 2014	Term Inactive:	Fall 2020

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.

Course research paper or essay(s)

Writing 10 - 25%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving 0 - 0%

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

OTHER REQUIRED ELEMENTS

STUDENT PREPARATION

Matric Assessment Required:	E	Requires English Assessment
Prerequisites-generate description:	NP	No Prerequisite
Advisories-generate description:	A	Auto-Generated Text
Prereq-provisional:	N	NO
Prereq/coreq-registration check:	N	No Prerequisite Rules Exist
Requires instructor signature:	N	Instructor's Signature Not Required

BASIC INFORMATION, HOURS/UNITS & REPEATABILITY

Method of instruction:	02	Lecture
	72	Internet-Based, Delayed Interaction
	71	Internet-Based, Simultaneous Interaction
Area department:	BEHSC	Behavioral Sciences
Division:	79	Behavioral Science and Social Sciences
Special topic course:	N	Not a Special Topic Course
Program status:	1	Both Certificate and Major Applicable
Repeatability:	00	Two Repeats if Grade was D, F, NC, or NP
Repeat group id:		

SCHEDULING

Audit allowed:	N	Not Auditable
Open entry/exit:	N	Not Open Entry/Open Exit
Credit by exam:	N	Credit by examination not allowed
Budget code: Program:	0000	Unrestricted
Budget code: Activity:	2001	Behavioral Science

OTHER CODES

Discipline:	Psychology	
Basic skills:	N	Not a Basic Skills Course
Level below transfer:	Y	Not Applicable
CVU/CVC status:	Y	Distance Ed, Not CVU/CVC Developed
Distance Ed Approved:	Y	Exclusively online or other technology based instruction
Emergency Distance Ed Approved:	N	None
Credit for Prior Learning:	N	Agency Exam
	N	CBE
	N	Industry Credentials
	N	Portfolio
Non-credit category:	Y	Not Applicable, Credit Course
Classification:	Y	Liberal Arts and Sciences Courses
SAM classification:	E	Non-Occupational
TOP code:	2001.00	Psychology, General
Work-based learning:	N	Does Not Include Work-Based Learning
DSPS course:	N	Not a DSPS Course
In-service:	N	Not an in-Service Course