CHLD 110.4 Course Outline as of Fall 2017

CATALOG INFORMATION

Dept and Nbr: CHLD 110.4 Title: DEV TRENDS/ADOLES
Full Title: Developmental Trends in Adolescents
Last Reviewed: 2/14/2011

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	1.50	17.5	Lecture Scheduled	26.25
Minimum	1.50	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	1.50		Contact Total	26.25
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 52.50 Total Student Learning Hours: 78.75

Title 5 Category:	AA Degree Applicable
Grading:	Grade or P/NP
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	CHILD110.4

Catalog Description:
This course covers the physical, cognitive, social and emotional growth and development of the adolescent. Emphasis will be placed on practical application of developmental theory and the adult role in supporting optimal growth in a variety of contexts. Observations and/or interviews are required.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: This course covers the physical, cognitive, social and emotional growth and development of the adolescent. Emphasis will be placed on practical application of developmental theory and the adult role in supporting optimal growth in a variety of contexts. Observations and/or interviews are required. (Grade or P/NP)
Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:

CSU Transfer:	Effective:	Inactive:
UC Transfer:	Effective:	Inactive:

CID:

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:
Upon completion of this class, students will be able to:
1. Define key terms relating to the physical, cognitive, social and emotional development of adolescents.
2. Describe typical development of adolescents.
3. Evaluate appropriate strategies for adult interactions with adolescents.
4. Apply developmental theory to support adolescents in a variety of contexts.
5. Use observational skills to evaluate the growth and development of adolescents.

Topics and Scope:

1. Onset and impact of puberty
2. Characteristics of adolescent development
   A. Physical development
   B. Cognitive development
   C. Social-emotional development
3. Supporting adolescent growth and development
   A. Role of family, culture and the media
   B. Societal expectations
   C. Influence of peers
   D. Role of schools and adults
   E. Developmental impact of special needs
   F. Understanding and applying current research relating to adolescent development
   G. Promoting resiliance
4. Issues affecting adolescents
   A. Sexuality
   B. Moral development
   C. Body image

D. Drugs and alcohol
E. Risky behaviors
F. Violence andagression
G. Depression, anxiety and suicide
H. Addiction
I. Media and technology
J. Stressors

5. Resources for adolescents and their families

Assignment:

1. Reading assignments of approximately 10-20 pages per week.
2. Written responses to reading and class discussions, weekly,1-2 pages.
3. Naturalistic observations, early, mid, and late adolescence.
4. Written analysis of observations, 1-3 of approximately 2-4 pages each.
5. Writing assignment that integrates theory and practice, 2-4 pages.
6. Conduct an interview with an adolescent and write a 2-4 page analysis.
7. Exams, midterm and final.

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.

Observation and interview reports; written responses to reading	Writing 60 - 80%

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.

Exams	Exams 10 - 30%

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

Observation, class participation	Other Category 5 - 10%

Representative Textbooks and Materials:

Instructor prepared materials
Annual Editions: Adolescent Psychology, 7/e, 7th Edition.McGraw-Hill