

PSYCH 4 – Child and Adolescent Psychology
Course Outline and Syllabus
Spring, 2018

Section 5798: Monday/Wednesday 9 -10:30 a.m.
Room: Emeritus 1592
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Office Hours: Wednesday 8:00 – 9:00 a.m. or by appointment

Catalogue Description

The course focuses on the development of the child from prenatal life to the adolescent years with emphasis on emotional, intellectual, social, and personal growth and development.

Course Summary

How does a baby develop into a child and a child into an adolescent? Few topics are as challenging and engaging as the study of the biological, psychological and social/emotional changes that take place from prenatal development to adulthood. This course explores the physical, cognitive, social, emotional, moral and language development of children from birth through adolescence. We will study the major theorists of child development and apply their ideas as they relate to children from a variety of cultural and family backgrounds.

We will explore the predictable developmental stages that all children pass through, alongside a range of experiences in the family, school, and community that help shape individual differences. We will consider the impact of family and child rearing beliefs, gender issues, and culture as they relate to developmentally based practices in homes, schools and in society. This course will help students understand and apply developmental theory and research to real-world practices and concerns.

Required Text: Berk, Laura E. (2013) *Child Development*. (9th ed.) New York. Pearson. ISBN 10: 0 -205-14976-6.

Additional readings as assigned.

This course utilizes CANVAS. You must have regular access to a computer to take this course. Make sure your computer software is relatively current. If you are having problems, try accessing the computers available to students on campus.

You are encouraged to annotate your text. Annotating your textbook is an important way to assist you in your learning. Annotation allows you to note important concepts, make connections and relate new concepts to existing ideas and concepts you have already learned. Here is the link to the article [\(Links to an external site.\)Understanding How to Annotate](#).

Student Learning Outcomes:

Upon completion of this course, students will 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.

Expectations:

Throughout this course, we will operate as members of a community of learners. It is critical that we treat each other with respect and support on this journey of discovery. As such, the following expectations apply:

- Arrive for class on time. Late arrivals are disruptive and disrespectful to the instructor and your classmates.

- Assignments must be turned in on time. Should you have a situation that necessitates your need for an extension, you must speak to me in advance of the due date to make special arrangements. I will not accept any late assignments without advance discussion.
- Participate actively. In a community we are all responsible for each other. Come to class prepared. Share your thoughts and ideas and the class will be richer for all involved.
- Be a conscious community member. Do not use vulgarity, racial slurs, discriminatory remarks or other communication that shows disrespect to your community.
- There is no use of electronic devices without explicit permission from the instructor. Cell phones must be turned off or set to vibrate. If you would like to take notes on your laptop, please discuss this with me in advance. Refrain from distracting activities (e.g. sleeping, whispering, talking when someone else is talking, working on other coursework, texting, online shopping, responding to email, etc.)
- Do your own work. Cheating or plagiarizing on papers or exams is against school policy and appropriate action will be taken if it is determined that you have done so.
- Ask questions. I have an open door policy. If you have a problem, come speak to me. My goal is to support your learning experience.

Attendance and Participation

Your full attendance and participation are required. Attendance and participation are indicators that you are an active and committed participant in your education.

Be on time. Attendance will be taken twice; first at the beginning of class and then again after the break. If you are more than 5 minutes late, you will be considered tardy. If you are late twice, it will be seen as an absence. After three absences, the instructor has the option to drop you from the class.

Participate in reading annotations and in-class and group discussions of the material assigned.

Students with Special Needs

Students with special needs can receive services through the **Disability Resources Center**. If you are in need of accommodations, please contact me as soon as possible to make arrangements.

Health issues (physical and mental) can interfere with your academic success. Student Health Services is here to support you. Details are at shs.santarosa.edu.

Academic Calendar Dates: Important SRJC Dates can be found at http://www.santarosa.edu/schedules/academic_calendar/

Assignments

- **4 Tests (including midterm and final exam)** (100 points each) – Multiple choice tests covering material from 3 chapters as well as in-class discussion.
- **Class Blog** (5 points each entry)– Weekly online class blog entries reflecting on material from class. Entries are due prior to the start of the next class.
- **Case Study** (100 points) – Final writing assignment to be done in APA format (maximum length, 5 pages), incorporating the student's life experience and psychological theory. Instructions will be handed out separately.

Grading Policy

Your grade is determined through the accumulation of points earned by completing exams, writing assignments, and the weekly blog. Additional points will be given for participation.

4 Tests @ 100 points each	400 points
Blog Entries (1 per week) @ 5 points each entry	75 points
Case Study @ 100 points	100 points
Class Participation/Attendance @2.5 points per class	85 points
Total Points available	660 points

A (90%) = 594-660 points

B (80%)= 528-593 points

C (70%)= 462-527 points

D (60%)= 396-461 points

F (59% and below) - 395 points or less

Weekly Class Schedule and Assignments

Date (Week of)	Topic	Reading (Chapters) To be completed before class	Assignments To be completed after class.
1/17/18	Introduction and Course Overview		
1/22/18	History, Theory and Applied Directions	1	Blog 1
1/29/18	Research Strategies	2	Blog 2
2/5/18	Biological Foundations, Prenatal Development and Birth	3	Blog 3
2/12/18	Infancy: Early Learning, Motor Skills, and Perceptual Capacities	4	Blog 4 Test #1 (Chapters 1–3)
2/19/18*	Physical Growth * holiday	5	Blog 5
2/26/18	Cognitive Development: Piagetian, Core Knowledge and Vygotskian Perspectives	6	Blog 6
3/5/18	Cognitive Development: An Information Processing Perspective	7	Blog 7
3/12/18	Midterm Exam (Chapters 4 – 7)		Test #2 (Chapters 4 – 7)
3/19/18	Spring Break – NO CLASS		
3/26/18	Intelligence	8	Blog 8
4/2/18	Language Development	9	Blog 9
4/9/18	Emotional Development	10	Blog 10
4/16/18	Self and Social Understanding	11	Blog 11 Text #3 (Chapters 8-10)
4/23/18	Moral Development	12	Blog 12 Term Papers Due
4/30/18	Development of Sex Differences and Gender Roles	13	Blog 13
5/7/18	The Family	14	Blog 14
5/14/18	Peers Media and Schooling	15	Blog 15
5/21/18	Final Exam (TBA) (Chapters 11-15)		Test #4 (Chapters 11-15)