PSYCH 4 Course Outline as of Summer 2008

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 or P/NP
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.

Prerequisites/Corequisites:

Recommended Preparation: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:

Description: A psychological study of the child from prenatal life to the adolescent years. (Grade or P/NP) Prerequisites/Corequisites: Recommended: Eligibility for ENGL 100 or ESL 100 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: CSU GE:	D CSU GE: Transfer Area D		Social Science		Inactive: Inactive:
	D9 D D1 D4	Psychology Social Science Anthropology a Gender Studies	and Archeology	Fall 1991	Fall 2010
	D9 D D1 D4	Psychology Social Science	and Archeology	Fall 1981	Fall 1991
IGETC:	Transfer Area 4 4I	Social and Behavioral Science Psychology		Effective: Fall 1981	Inactive:
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

Outcomes and 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 Achievment of the First Year and the End of Infancy
- 6. Early Experiences and Later Life
- 7. Language Acquisition
- 8. Early Childhood Thought: Islands of Competence
- 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

Assignment:

- 1. Read approximately 25-35 pages per week, and recapitulate assigned material in the textbook and supplements.
- 2. Take at least two but no more than four midterm exams and one final on lectures, reading concepts and terminology.
- 3. Write a term or course research paper approximately 3-5 pages in length for the purpose of learning research skills, enhancing course knowledge, and improving writing skills.
- 4. At the discretion of the instructor, oral presentations and group projects may be assigned.

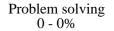
Methods of Evaluation/Basis of Grade:

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

Course research paper

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

Writing 10 - 25%



None

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill

performance exams.

None

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

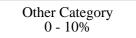
Multiple choice, true/false, fill-in, short answer, essay exams

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

Group projects, oral presentations

Skill Demonstrations
0 - 0%

Exams 75 - 90%	



Representative Textbooks and Materials:

Berk, Laura E.
Infants, Children, and Adolescents, Allyn & Bacon, 2005.
Santrock, John W.
Child Development, McGraw-Hill, 2004.
Rathus, Spencer A.
Voyages - Childhood and Adolescence, Wadsworth/Thomson, 2003.
Shaffer, David
Developmental Psychology - Childhood and Adolescence, Wadsworth/Thomson, 2002.