## **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 | <b>Course Hours Total</b> |       |
|---------|------|-----------------------|------|--------------|---------------------------|-------|
| 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:<br>CSU GE: | D<br>CSU GE: Transfer Area<br>D |  | Social Science |                         | Inactive:<br>Inactive: |
|-----------------------|---------------------------------|--|----------------|-------------------------|------------------------|
|                       | D9<br>D<br>D1<br>D4             | Psychology<br>Social Science<br>Anthropology a<br>Gender Studies | and Archeology | Fall 1991               | Fall 2010              |
|                       | D9<br>D<br>D1<br>D4             | Psychology<br>Social Science                                     | and Archeology | Fall 1981               | Fall 1991              |
| IGETC:                | <b>Transfer Area</b><br>4<br>4I | Social and Behavioral Science<br>Psychology                      |                | Effective:<br>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.

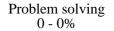
## Methods of Evaluation/Basis of Grade:

**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.

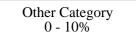
Multiple choice, true/false, fill-in, short answer, essay exams

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

Group projects, oral presentations

| Skill Demonstrations |
|----------------------|
| 0 - 0%               |

| Exams<br>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.