

OBR	
Received(time)	3:24 PM
Date	2/6/2006

**Ohio Articulation Number (OAN)  
Course Submission Form  
2005-2006**



College/University Lakeland Community College

Course(s) Submitted(Title & Course #) PSYC 2500 Adolescent Psychology for  
Ohio Articulation Number OSS 019 & OSS 020

Date February 1, 2006 Course 19 & 20 of a 44 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Marilyn S. Jones Title Associate Provost

Address Kirtland, Ohio 44094

E-mail mjonesj@lakelandcc.edu

Phone (440) 525-7828

Fax (440) 525-7657

Credit Hours 3 qtr \_\_\_\_\_ sem X

Lecture Hours 3

Laboratory Hours \_\_\_\_\_ (if applicable)

Pre-Requisites(s) Course work (if applicable)

PSYC 1500

Placement Score (if applicable)

(Name of test)

(Domain) (Score)

**Catalog/Course Description (Includes Course Title and Course #)**

PSYC 2500 Adolescent Psychology: This introductory course, the second in the series of human development courses, focuses on human growth and development during adolescence. It emphasizes the major theories of development and the normal developmental sequence. Students will examine the adolescent's social, cognitive,

emotional, and physical development, as well as contributing biological and environmental factors.

### Texts/Outside Readings/Ancillary Materials

Adolescence by Santrock

### Course Objectives and/or Plan of Work

#### GENERAL COURSE GOALS:

To provide students an opportunity to:

1. Learn about the life cycle during puberty.
2. Acquire knowledge about developmental psychology, including terminology, theories, concepts, and developmental research methodology.
3. Develop critical thinking skills necessary for textbook comprehension and research gathering and interpretation.
4. Learn about the ethical guidelines for conducting research with adolescents.
5. Apply course information to adolescent education, human services, and parenting.
6. Explore the physical, social, intellectual and emotional developments which occur throughout adolescence.
7. Encourage students to examine their own beliefs about adolescence.
8. Develop students' ability to write a research paper.

---

#### COURSE OBJECTIVES:

Upon completion of the course, the student should be able to:

1. List the primary goals of developmental psychology.
2. Define "development".
3. Differentiate between the data collection methods used by psychologists.
4. Assess the strengths and weaknesses of the developmental research designs.
5. Describe the main sampling problems in conducting research with adolescents.
6. Discuss the ethical guidelines of conducting research with adolescents.
7. Describe and distinguish between the major theories in developmental psychology, specifically the learning, cognitive, psychodynamic and biological theories.
8. Outline the physical changes which occur during puberty.
9. Discuss the essential features of formal operational thinking and post-formal cognitive development.
10. Explain what is meant by social cognition.
11. Articulate the information processing model of cognitive

development.

12. Describe Erikson's ideas about identity and intimacy.
  13. Discuss the major gender differences of the adolescent period.
  14. Describe the levels and stages that make up Kohlberg's theory of moral development and include a discussion of Gibb's and Gilligan's criticisms.
  15. Discuss the issues related to adolescent dating and sexuality.
  16. Discuss the major features of the adolescent-parent relationship.
  17. Differentiate between "friendships" and "peer groups".
  18. Describe the role of the school in adolescent development.
  19. Identify the cultural factors that influence adolescent development.
  20. Discuss the impact of the media on adolescent development.
  21. Recognize the major health concerns of the adolescent.
  22. State the main theories of occupational choice.
  23. Apply research methodologies by designing a survey, and conducting interviews and interpreting results.
  24. Identify and discuss one's own belief about adolescence.
  25. Write a research paper.
- 
- 

### Description of Assessment and/or Evaluation of Student Learning

INSTRUCTIONAL PROCEDURES THAT MAY BE UTILIZED:

Lecture  
Group discussions  
Guest speakers  
Videos/instructional media  
Observations  
Data collection  
Student presentations

---

---

SUGGESTED GRADING PROCEDURES:

At least three tests on textbook material will be given (60-80%). A written assignment consisting of designing a survey and conducting interviews with adolescents will assess the student's knowledge of research methodology and will foster his/her communication skills.

---

---

### Master Syllabi and Working Syllabi (if both are used)

---

---

LAKELAND COMMUNITY COLLEGE - COURSE OUTLINE FORM

---

---

ORIGINATION DATE: 08/02/99  
02/10/00

APPROVAL DATE:

LAST MODIFICATION DATE: 09/19/01  
2000

EFFECTIVE TERM/YEAR: FALL

PRINTED:

01/04/06

COURSE NUMBER: PSYC2500

COURSE TITLE: Adolescent Psychology

	LECTURE	LAB	CLINICAL	TOTAL	OBR MIN
OBR MAX					
CREDITS:	3.00	0.00	0.00	3.00	3.00
3.00					
CONTACT HOURS:	3.00	0.00	0.00	3.00	

PREREQUISITES:

PSYC1500

PROGRAMS & CERTIFICATES FOR WHICH THIS COURSE IS REQUIRED:

NONE

PROGRAMS & CERTIFICATES FOR WHICH THIS COURSE IS AN ELECTIVE:

9000 - Associate of Arts-Transfer

9099 - TRANSFER MODULE

9100 - Associate of Science-Transfer

9660 - HUMAN SERVICES

COURSE ACCEPTED AS TRANSFER CREDIT BY:

RECOMMENDED CLASS SIZE: 35

RATIONALE: CLASS DISCUSSIONS

FREQUENCY OF OFFERING: 3 X YEAR

TERMS NORMALLY OFFERED: FALL SPRING SUMMER

LAB FEE: NONE

RATIONALE FOR COURSE:

Adolescent Psychology is one of three developmental psychology courses. It

will emphasize developmental issues in adolescence and be of interest to

education and human services students and to parents of adolescents.

**COURSE DESCRIPTION:**

This introductory course, the second in the series of human development courses, focuses on human growth and development during adolescence. It emphasizes the major theories of development and the normal developmental sequence. Students will examine the adolescent's social, cognitive, emotional, and physical development, as well as contributing biological and environmental factors.

---

**GENERAL COURSE GOALS:**

To provide students an opportunity to:

1. Learn about the life cycle during puberty.
  2. Acquire knowledge about developmental psychology, including terminology, theories, concepts, and developmental research methodology.
  3. Develop critical thinking skills necessary for textbook comprehension and research gathering and interpretation.
  4. Learn about the ethical guidelines for conducting research with adolescents.
  5. Apply course information to adolescent education, human services, and parenting.
  6. Explore the physical, social, intellectual and emotional developments which occur throughout adolescence.
  7. Encourage students to examine their own beliefs about adolescence.
  8. Develop students' ability to write a research paper.
- 

**COURSE OBJECTIVES:**

Upon completion of the course, the student should be able to:

1. List the primary goals of developmental psychology.
2. Define "development".
3. Differentiate between the data collection methods used by psychologists.
4. Assess the strengths and weaknesses of the developmental research designs.
5. Describe the main sampling problems in conducting research with adolescents.
6. Discuss the ethical guidelines of conducting research with adolescents.
7. Describe and distinguish between the major theories in developmental psychology, specifically the learning, cognitive, psychodynamic and biological theories.

8. Outline the physical changes which occur during puberty.
  9. Discuss the essential features of formal operational thinking and post-formal cognitive development.
  10. Explain what is meant by social cognition.
  11. Articulate the information processing model of cognitive development.
  12. Describe Erikson's ideas about identity and intimacy.
  13. Discuss the major gender differences of the adolescent period.
  14. Describe the levels and stages that make up Kohlberg's theory of moral development and include a discussion of Gibb's and Gilligan's criticisms.
  15. Discuss the issues related to adolescent dating and sexuality.
  16. Discuss the major features of the adolescent-parent relationship.
  17. Differentiate between "friendships" and "peer groups".
  18. Describe the role of the school in adolescent development.
  19. Identify the cultural factors that influence adolescent development.
  20. Discuss the impact of the media on adolescent development.
  21. Recognize the major health concerns of the adolescent.
  22. State the main theories of occupational choice.
  23. Apply research methodologies by designing a survey, and conducting interviews and interpreting results.
  24. Identify and discuss one's own belief about adolescence.
  25. Write a research paper.
- 

COURSE OUTLINE:

- I. Introduction to Adolescent Psychology
  - A. Historical Views of Adolescence
  - B. Today's Adolescents
- II. Theories of Adolescent Development
  - A. Psychoanalytic Theories
  - B. Cognitive Theories
  - C. Behavioral and Social Learning Theories
- III. Developmental Research Methods
  - A. Basic Issues of Measurement
  - B. Basic techniques used for collecting data
    1. Interviews and questionnaires
    2. Laboratory versus field settings
    3. Standardized tests
  - C. Basic Strategies for Describing and Interpreting Data
    1. Measures of central tendency and variability
    2. Correlation
  - D. Basic Strategies for Research Design
    1. Problems of Sampling
    2. Ethical Issues
- IV. Biological Processes and Physical Development
  - A. Heredity
  - B. General Features of Physical Growth

- C. Puberty
- V. Cognitive Development
  - A. Piaget's Theory
  - B. Social Cognition
  - C. Information Processing
  - D. Intelligence
- VI. Social, Emotional and Personality Development
  - A. The Self and Identity
  - B. Gender
  - C. Moral Development
  - D. Sexuality
- VII. Contexts of Adolescent Development
  - A. Families
    - 1. Parent-Adolescent Relationships
    - 2. Sibling Relationships
  - B. Peers
    - 1. Friendships
    - 2. Peer Groups
    - 3. Dating
  - C. Schools
  - D. Culture
    - 1. Ethnicity
    - 2. Social Class and Poverty
    - 3. Media
- VIII. Adolescent Problems, Health, and Stress
  - A. Drugs and Alcohol
  - B. Juvenile Delinquency
  - C. Depression and Suicide
  - D. Eating Disorders
  - E. Nutrition and Exercise
  - F. Teen Pregnancy
  - G. Coping with Stress
- IX. Achievement, Careers and Work
  - A. Career exploration, planning and decision-making
  - B. Occupational choice
  - C. The College Experience

---

INSTRUCTIONAL PROCEDURES THAT MAY BE UTILIZED:

Lecture  
Group discussions  
Guest speakers  
Videos/instructional media  
Observations  
Data collection  
Student presentations

---

SUGGESTED GRADING PROCEDURES:

At least three tests on textbook material will be given (60-80%). A

written

assignment consisting of designing a survey and conducting interviews with adolescents will assess the student's knowledge of research methodology and will foster his/her communication skills.

SUGGESTED COURSE EVALUATION PROCEDURE:

Standard departmental student and faculty evaluations will be used. The Implementation of classroom assessment techniques and follow-up with graduates of relevant programs (Education, Human Services, Law Enforcement) will be encouraged.

[ End of Course Outline for 'PSYC2500' ]

□&18D

COURSE OUTLINE -- GENERAL EDUCATION OUTCOMES

COURSE ID: PSYC2500  
01/04/06

PRINTED:

TITLE: Adolescent Psychology

-----	
-----	
General Education	Methods
of	
Assessment	
-----	

-----	
-----	
*** KNOWLEDGE ***	
-----	

-----	
-----	
1. Arts and Literature	
	-   -   -   -
-   -   -   -	
2. Complexities of Human Behavior	1   2   3
	-   -   -   -
-   -   -   -	
3. Complexities of Social Institutions	1
	-   -   -   -
-   -   -   -	
4. Math and Science	1



-   -   -   -					
	17. Write Clearly & Effectively in Standard English			3	
					-   -   -   -
-   -   -   -					
	18. Work Effectively in Groups				
					-   -   -   -
-   -   -   -					
	19. Listen Actively and with Understanding				
					-   -   -   -
-   -   -   -					
	20. Practice Effective Interpersonal Skills				
					-   -   -   -
-   -   -   -					
	21. Interpret/Use Graphic Communication				
					-   -   -   -
-   -   -   -					
	22. Use Technology-Based Communication				
	-----				
-----					

	Methods of Assessment codes:			
	-----			
-----				
	1. Test/Examination	4. Collaborative Writing	7. Portfolio	
	2. Homework/Written	5. Oral Presentation	8.	
Demonstration of				
	Assignment		Skills	
	3. Research Paper	6. Lab Project	9. Other	
(specify)				
	-----			
-----				
<input type="checkbox"/>	16D			
	-----			
	-----			

**Additional Documentation**

--

OBR Use

Action

Approved	
Additional Information Requested	
Rejected	
Date	

