Lakeland Community College

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
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)
COURSE NUMBER: PSYC2500
COURSE TITLE: Adolescent Psychology

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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.

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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%).
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' ]
5. Past and Present Cultures

6. Technology

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*** CRITICAL THINKING ***

7. Identify Personal Assumptions

8. Identify Ethical Dimensions


10. Evaluate Issues from Various Perspectives

11. Collect, Analyze, Interpret Information

12. Support Hypotheses

13. Synthesize Information

14. Draw Conclusions

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*** COMMUNICATION SKILLS ***

15. Speak Clearly and Effectively

16. Read with Comprehension
17. Write Clearly & Effectively in Standard English
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

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Additional Documentation
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