

Course Outline of Record

1. Course Code: PSY-020
2.
 - a. Long Course Title: Adolescent Psychology
 - b. Short Course Title: ADOLESCENT PSYCHOLGY
3.
 - a. Catalog Course Description:

This course is an introduction to both research and theory related to the growth and development of adolescents. Major areas emphasized include physical and psychological growth, adolescents and their families, the influence of peers, youth subcultures, sex roles, sexual behavior, self-image and the impact of society at large. A special emphasis is placed on practical techniques useful to parents and professionals who work with adolescents.
 - b. Class Schedule Course Description:

This course is an introduction to both research and theory related to the growth and development of adolescents, which include physical and psychological growth, adolescents and their families, the influence of peers, youth subcultures, and self-image and the impact of society at large.
 - c. Semester Cycle (if applicable): N/A
 - d. Name of Approved Program(s):
 - PSYCHOLOGY Associate in Arts for Transfer Degree (AA-T)
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 50 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)

 Advisory: ENG 001A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. McMahan, I. (2009). *Adolescence* Boston, MA Allyn & Bacon. ISBN: 10 0205482325
 College Level: Yes
 Flesch-Kincaid reading level: 15.5
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Develop, organize and express ideas in paragraph and essay form.
 - ENG 001A - Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.
 - b. Read texts and respond in writing at the literate level.
 - ENG 061 - Demonstrate the ability to use research skills including library resources such as books, periodicals, electronic databases and online resources such as the internet.
 - c.

Apply standard rules of grammar, punctuation, and mechanics in written response.

 - ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.
 - ENG 001A - Correctly use MLA or APA documentation as appropriate both within essays and in works cited entries.
8. Course Content and Scope:

Lecture:

1. Adolescence: past, present, and future
2. Adolescence in theory and research
3. Puberty and physical development
4. Cognitive changes
5. Families
6. Peers
7. School and work
8. Community, culture and media
9. Achievement
10. Gender
11. Identity
12. Intimacy
13. Adolescent problems
14. Positive prospects?

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1. Distinguish among the theories of adolescent development and behavior.
2. Recognize the nature of the adolescent self, identity, emotion, and personality development in diverse populations.
3. Identify the contexts of adolescent development including social, cultural, and family environments.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Identify, describe and critically assess the principal theories of adolescent psychological growth and development.
- b. Identify and describe the most significant physical changes occurring in adolescence and indicate the main accompanying psychological effects.
- c. Describe and illustrate by specific example the principal phases in the cognitive growth of adolescents.
- d. Describe and illustrate by specific example the process of value acquisition and the formation of moral judgment.
- e. Compare and contrast the influences of family and peers upon the adolescent's cognitive, social and moral development.
- f. Describe the physical, psychological and social dimensions of developing adolescent sexuality.
- g. Identify the principal known factors associated with deviant behavior among adolescents, including appropriate strategies of intervention.
- h. Assess the impact of secondary and post-secondary educational institutions upon the development of adolescents.
- i. Identify those specific factors which are most influential in the adolescent's developing self-image and indicate which are most likely to result in a healthy, positive sense of self.
- j. Describe the major factors affecting career decisions among adolescents and what might be done to assist them in selecting a career from which they are likely to derive a sense of fulfillment.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Collaborative/Team
- b. Discussion
- c. Lecture
- d. Participation

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

- a. Attend lectures by instructor and occasional guest speakers, including the taking of detailed notes thereon.
- b. Viewing films and slide programs, including the taking of notes thereon.
- c. Listening to sound recordings when available and taking notes thereon.
- d. Special reports by students, in panel or singly.
- e. Participation in class research projects involving the collection, compilation and interpretation of data, including the composition of written or oral reports thereon.
- f. Examinations of various types, such as

essay and multiple choice.

b. Out-of-class Assignments

a. Readings in the textbook and recommended supplementary literature.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Critiques
- Guided/unguided journals
- Presentations/student demonstration observations
- Group activity participation/observation
- Self/peer assessment and portfolio evaluation
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

IGETC Area 4: Social and Behavioral Sciences

I: Psychology

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical

D9 - Psychology

CSU GE Area E: Lifelong Understanding and Self-Development

E - Lifelong Understanding and Self-Development

PO-GE C2 - Social and Behavioral Sciences

Identify and analyze key concepts and theories about human and/or societal development.

Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study.

Understand and think critically about different cultures (including topics such as race, gender, and class) and their influence on human development or society.

Examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective.

Develop individual responsibility, personal integrity, and respect for diverse people and culture.

PO-GE C5 – Personal Growth and Development

Value learning as a lifelong endeavor designed to enrich one’s life.

Exhibit habits of intellectual exploration, personal responsibility, and well being.

Interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.

Participate in teams to make decisions and seek consensus.

Recognize and value the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging.

Make informed decisions with self-awareness in practical matters including college and career choices.

IO - Personal and Professional Development

Self-evaluate knowledge, skills, and abilities.

Value diverse cultures and populations.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

SLO and ENG advisory revision

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
 b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000296467
- b. T.O.P. Code [CB03]: 200100.00 - Psychology, General
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: *N/A*
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): PSYCHOLOGY

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0
 Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Chris Jones Origination Date 10/26/17
