

SPRINGFIELD COLLEGE IN ILLINOIS/BENETICDINE UNIVERSITY

Spring, 2007  
Thursdays, 6-10 pm  
days DAWSON 223

Instructor: Nancy A. Naughton, LCPC  
Office Hours: 5:30-6 pm on class  
or by appointment.  
Phone: 971-5848  
E-mail: nnaughton@sbcglobal.net

**PSYC-200 (Cohort 4) Childhood and Adolescence**

- I. **Course Description:** Behavioral and social analysis of human development, from birth through adolescence. Prerequisite: PSYC-100.
- II. **Textbook and Materials:**  
Required texts: Jaffe, Michael L. (2000). *Study guide for Kaplan's: A Child's Odyssey: Child and Adolescent development, 3<sup>rd</sup> Ed.* Belmont, CA: Wadsworth  
  
Kaplan, Paul S. (1999). *A Child's Odyssey: Child and Adolescent Development, 3<sup>rd</sup> Ed.* Belmont, CA: Wadsworth
- III. **Goals, Objectives, Student Learning Outcomes, and Classroom Assessment Techniques:**

A. Goals:

- Students will have a general understanding of human development from conception through adolescence.
- Students will have a general understanding of the various theories of human development from the major disciplines in psychology.
- Students will develop an appreciation for the differences in each stage of cognitive, physical, behavioral and social development.

B. Objectives. The following Common Student Learning Objectives (CSLOs) adopted Dec. 9, 2004, are addressed:

- Content Knowledge (Lifelong Learning) CK-1. Know and apply the central concepts of the subject matter.
- Communication Skills (Lifelong Learning and Leadership) CS-1. Communicate effectively in oral and written forms.
- Problem Solving Skills (Lifelong Learning and Leadership) PS-2. Seek information and develop an in-depth knowledge base, grounded in research.
- Social Responsibility (Service and Leadership) SR-3. Develop good citizenship.
- Global Perspectives (Diversity) GP-1. Recognize the importance of diversity of opinion, abilities and cultures.

C. Course Based Student Learning Objectives:

Upon successful completion of this course, students will be able to:

- Identify specific milestones in each of the developmental stages (CK-1, PS-2, GP-1, SR-3)
- Identify key theoretical ideas related to child and adolescent psychology. (CK-1, PS-2)
- Compare and contrast differences between theoretical models (CK-1, GP-1)
- Describe common problems encountered in development. (CK-1, CS-1, SR-3)
- Demonstrate the ability to use published psychological research (CK-1, CS-1, PS-2)
- Correctly document research sources using APA format (CS-1, PS-2)
- Prepare and present information in an individual or panel format (CK-1, PS-2, CS-1, SR-3, GP-1)

D. Classroom Assessment Techniques

Student learning will be assessed using exams, media reviews, a research paper and knowledge exhibited during class discussion.

IV. **Teaching Methods/Delivery System**

Students will be provided pertinent course information through assigned readings, media, class discussions, lectures and guided individual research.

V. **Course Requirements**  
**Attendance policy**

Attendance is essential for success in this course due to the limited number of class meetings that are scheduled. Individual and/or group presentations that are not completed on the assigned date due to absence, will not receive points. There will be no make-up opportunities for missed presentations.

**Written assignments**

Students will be required to submit a term paper, 5-7 pages in length, double-spaced, using APA format. This paper must contain at least 3 reference citations that are not assigned readings.

\*Plagiarism, the presentation of work created by someone else as one's own, will result in failure of the assignment/class.

VI. **Means of Evaluation**

Students are given the opportunity to earn points (250-Total) through papers, discussion/participation, media reviews, tests, and a final exam.

<u>Task</u>	<u>Possible points</u>
Term paper (5-7 pages)	30
Media Review /Review paper-guest speaker	30
Three exams	75 (25 each)
Final exam	100
Participation/Attendance	15

## VII. Topical Course Outline and Calendar

Date	<b>Pre Assignment</b> Read chapters 1-4 before 1 <sup>st</sup> class.  <b>Also, be prepared for first class- (Jan. 11, 2007) <u>Test-Chapters 2-3</u></b>	Topics	Assignment
Jan. 18	Text: Chapters 1, 2, 3, 4	Child and adolescent developmental overview Quantitative changes Qualitative changes Maturation Learning Acculturation Generations Research designs Theoretical perspectives Genetic influences Physical characteristics Behavioral Traits Psychopathology Development Intelligence Prenatal Development Birth Pre maturity Infant mortality	Discussion over general guidelines, assignments, class expectations.  <u>Review of chapters read.</u>  <b>* Test 1-Chapters 2-4-In class, Jan. 11, 2007.</b>
Feb. 1	Text: Chapters 5, 6, 7	Neonatal period Infancy Healthy growth and development Dynamic systems theory Toddler hood Atypical development Early intervention Cognitive development Object permanence Memory Language development Emotional development Social referencing Attachment Attachment theory Caregiver-child relationship Child care	<u>Discuss/Review for</u> <b>*Test 2-Chapters 5-7/Take home exam.</b>
Feb. 15	Text: Chapters 8, 9, 10	Early childhood Growth and development Nutrition Information processing	<b>Test 2, Chap. 5-7 due.</b>

		<p>Environmental influences</p> <p>Early childhood programs</p> <p>Social and personality development</p> <p>self-concept</p> <p>play</p> <p>parenting styles</p> <p>discipline</p> <p>cultural differences</p> <p>sibling and peer relationships</p> <p>Gender role and identity</p> <p>Child abuse</p> <p>Domestic violence</p> <p>Middle childhood</p> <p>Physical and cognitive development</p> <p>humor</p> <p>Elementary school</p> <p>Learning disabilities</p> <p>ADHD</p> <p>Mental retardation</p> <p>Gifted/Talented children</p>	<p><b><u>Guest Speaker and</u></b>  <b><u>or Media review-</u></b>  <b>Write a 2-3 page</b>  <b>review of what you</b>  <b>learned. <u>Due</u> next</b>  <b>class period.</b></p>
Mar. 1	Text: Chapters 11, 12, 13	<p>Social and personality development</p> <p>Latency stage</p> <p>Self-concept/self-esteem</p> <p>Divorce/Step families</p> <p>Peer interaction</p> <p>Moral development</p> <p>Pro social behavior</p> <p>Antisocial behavior</p> <p>Children and stress</p> <p>Puberty</p> <p>Teen suicide</p> <p>body image/eating disorders</p> <p>thought processes</p> <p>risk-taking behavior</p> <p>formal operations</p> <p>Morals and values</p> <p>Sexuality</p> <p>Teen pregnancy</p> <p>Physical and cognitive development</p> <p>social and personality development</p> <p>Identity states</p> <p>emotional autonomy</p> <p>behavioral autonomy</p> <p>parent/adolescent conflict</p> <p>Jr. High/Middle/High schools</p> <p>Careers/Work</p> <p>Drug use/abuse</p> <p>Violence/delinquency</p> <p>Peer pressure</p>	<p>Review/Discuss.</p> <p><b>* Exam 3-Take</b>  <b>home exam,</b>  <b>Chapters 11-13.</b>  <b>Due last night of</b>  <b>class.</b></p>
Mar. 22 (No class on 3/15 – Spring Break)	Review/Study guide	<b>Review-Chapters 11-13= Final Exam</b>	<p><b>Take home test (3)</b>  <b>due.</b>  <b>In-class final exam.</b></p> <p><b>Research paper</b>  <b>due.</b></p>

VIII. **Americans with Disabilities Act (ADA)**

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college-sponsored programs, activities, and services or to meet course requirements should contact the Dean of Student Affairs as early as possible.