

# Anoka-Ramsey Community College

## PSYC 2215: Child and Adolescent Development

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 08 - Global Perspective

(MnTC Goals 5 and 8)

(Cross-listed with EDUC 2215)

Prerequisites (must have a grade of C or better): 3 credits of Psychology

This course will provide an introduction to the science of child psychology, emphasizing physical, psychological, cognitive, and social development from conception through adolescence. The concern is with those aspects of human behavior that change from childhood to adulthood and with the factors that account for those changes.

**B. COURSE EFFECTIVE DATES:** 06/01/1998 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Introduction to Developmental Psychology
2. Research Methods in Developmental Psychology
  - a. The Scientific Method
  - b. Experimental and Non-experimental Research
  - c. Cross-sectional, Longitudinal and Cross-sequential designs
  - d. Research Ethics
3. Theoretical Perspectives
4. Nature and Nurture
  - a. Mechanisms of Heredity
  - b. Genetic and Chromosomal Disorders
  - c. Interplay of Heredity and Environment
5. Prenatal Development
  - a. Major Developmental Changes
  - b. Hazards to Prenatal Development
  - c. Birth and the Newborn
6. Physical, Cognitive, and Socioemotional Development in
  - a. Infancy
  - b. Early Childhood
  - c. Middle Childhood
  - d. Adolescence
7. Global and Cultural Influences on Child and Adolescent Development

## **D. LEARNING OUTCOMES (General)**

1. Compare and contrast the main theories and issues of child and adolescent development: learning, cognitive, contextual, and socio-biological
2. Identify biological, neurological, cognitive, cultural, and socio-emotional processes associated with developmental periods
3. Analyze how biological, neurological, cognitive, cultural, and socio-emotional processes are associated with developmental periods
4. Demonstrate familiarity with the scientific method and research methodology used by developmental psychologists
5. Evaluate the quality of developmental psychology information from multiple sources
6. Describe the developmental challenges and psychopathologies that may occur throughout childhood and adolescence
7. Illustrate how developmental psychological principles apply to daily life
8. Analyze ethical perspectives related to legal, social, and scientific issues in child and adolescent development
9. Examine child and adolescent development across a range of historical periods and cultures
10. Demonstrate knowledge of cultural, social, religious, and linguistic differences across childhood and adolescence
11. Analyze specific international issues related to child and adolescent development

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 08 - Global Perspective

1. Demonstrate knowledge of cultural, social, religious and linguistic differences.
2. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted