



Course Number and Title: PSY 126 Child and Adolescent Development

Campus Location:

Georgetown, Dover, Stanton, Wilmington

Effective Date:

2021-51

Prerequisite:

PSY 121, SSC 100 or concurrent

Co-Requisites:

none

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course introduces the processes of physical, cognitive, emotional, and social development during childhood and adolescence.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Hybrid Course

Online Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Identify the stages of the human life cycle through adolescence. (CCC 1, 2)
2. Describe the nature of developmental change from conception through adolescence. (CCC 1, 2, 4)
3. Examine the philosophical, theoretical, and methodological approaches to studying child and adolescent development. (CCC 1, 2, 4)
4. Discuss key terms, principles, and processes integral to the understanding of child and adolescent development. (CCC 1, 2)
5. Analyze the core milestones/benchmarks of physical, cognitive, emotional, social, and moral development for each life cycle stage through adolescence. (CCC 1, 2, 5)
6. Evaluate the milestones that mark the transition from adolescence to adulthood. (CCC 1, 2, 5)
7. Explore the main psychological issues and social problems specific to each stage of development. (CCC 1, 2, 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Identify stages of the human life cycle through adolescence.
 1. Name and delineate the stages of the human life cycle from conception through adolescence.
 2. Differentiate between the role of behavior genetics and models of environmental influence on the developing child and adolescent.
2. Describe the nature of developmental change from conception through adolescence.
 1. Explain the basic genetics of conception and patterns of genetic influence affecting human life through adolescence.
 2. Distinguish among milestones of early gestation and pre-natal development, as well as those found in early childhood, middle childhood, and adolescence.
3. Examine the philosophical, theoretical, and methodological approaches to studying child and adolescent development.
 1. Compare and contrast the stage theory approach with life event theories.
 2. Identify the major theorists in the field, and explain the contributions of each.
 3. Distinguish similarities and differences in cross-cultural comparison studies.
 4. Differentiate among various research methods and designs relevant to child and adolescent studies; explain the advantages and disadvantages of each.
4. Discuss key terms, principles, and processes integral to the understanding of child and adolescent development.
 1. Describe how the mind, body, and personality form, develop, and change as they progress through the child and adolescent stages.
 2. Identify and discuss unique differences that influence child and adolescent development, including gender, racial, and ethnic differences.
5. Analyze the core milestones/benchmarks of physical, cognitive, emotional, social, and moral development for each life cycle stage through adolescence.
 1. Explain major physiological changes that occur within early, middle, and late childhood and adolescence.
 2. Explore the areas of cognition, intelligence, and memory within early, middle, and late childhood and adolescence.
 3. Evaluate the emotional, social, and moral development inherent in early, middle, and late childhood and adolescence.
6. Evaluate the milestones that mark the transition from adolescence to adulthood.
 1. Explain the rituals surrounding adolescence, and identify their socio-cultural importance in both continuous and discontinuous cultures.
 2. Draw parallels between modern and ancient puberty rites and rituals.
7. Explore the main psychological issues and social problems specific to each stage of development.
 1. Identify and discuss common developmental tasks and characteristics relating to the psychological processes and problems involved in the childhood and adolescent periods of human development.
 2. Categorize and analyze overall age patterns in health and pathology, including diseases, disorders, and mental health concerns specific to childhood and adolescence.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

| | | | | |
|----|---|-----|---|---|
| 90 | - | 100 | = | A |
| 80 | - | 89 | = | B |
| 70 | - | 79 | = | C |
| 0 | - | 69 | = | F |

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

None

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.