

# PSY-2060: ADOLESCENT PSYCHOLOGY

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## Cuyahoga Community College

### Viewing: PSY-2060 : Adolescent Psychology

**Board of Trustees:**

2015-06-25

**Academic Term:**

Fall 2021

**Subject Code**

PSY - Psychology

**Course Number:**

2060

**Title:**

Adolescent Psychology

**Catalog Description:**

Examines human development from puberty to young adulthood from variety of perspectives. Variations in development related to gender, social and cultural factors considered. Includes physical and sexual maturation, identity and self-image, family and peer relations, social, emotional and moral behavior, cognition and academic performance, work and leisure behavior, and transition to independence.

**Credit Hour(s):**

3

**Lecture Hour(s):**

3

**Lab Hour(s):**

0

**Other Hour(s):**

0

## Requisites

**Prerequisite and Corequisite**

PSY-1010 General Psychology, or PSY-101H Honors General Psychology.

## Outcomes

**Course Outcome(s):**

Critically analyze adolescence theories, research methodology, findings, and applications developed by developmental psychologist

**Objective(s):**

1. Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout adolescence
2. Describe methodological approaches used to study development
3. Contrast historical and modern attitudes toward adolescents
4. Explain the major theories of adolescent development.

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**Course Outcome(s):**

Evaluate current and past research in adolescence guided by theories within developmental psychology

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Detect myths and misconceptions regarding human development during adolescence
2. Describe methodological approaches used to study development
3. Discuss and compare the major theories of adolescent development.

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**Course Outcome(s):**

Apply developmental psychology principles to daily life throughout adolescence

**Objective(s):**

1. Contrast historical and modern attitudes toward adolescents
2. Compare normal and maladaptive adolescent development and behavior and the factors influencing both
3. Evaluate approaches to interactions and interventions with adolescents as a result of knowledge of adolescent development

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**Course Outcome(s):**

Write papers and essays that critically analyze research and theory about adolescent development or discuss application of research and theory to interventions with adolescents.

**Essential Learning Outcome Mapping:**

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout adolescence
2. Evaluate the information about adolescent development and generate valid arguments based on evidence for one's positions on issues about adolescents.

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**Methods of Evaluation:**

1. Objective or essay examinations
2. Written research or project reports
3. Oral reports
4. Multimedia presentations
5. Designated evaluator observation (e.g. instructor or activity supervisor) and activity reports
6. Other methods selected by the instructor

**Course Content Outline:**

1. The nature of adolescence
  - a. Theoretical views
    - i. Biological theories (e.g. Arnold Gesell)
    - ii. Psychoanalytic (e.g. Anna Freud; Erik Erikson)
    - iii. Cognitive views (e.g. Jean Piaget,; Robert Selman)
    - iv. Ecological views (e.g. Urie Bronfenbrenner)
    - v. Psychosocial perspectives (e.g. Albert Bandura; Havinghurst)
  - b. Cultural impact on adolescence
    - i. Cross-cultural views (e.g. Margaret Mead; Ruth Benedict)
    - ii. U. S. socioeconomic status
    - iii. U. S. minority group status: African, Asian, Hispanic and Native American heritage
  - c. Research methods and application of research to intervention and social policy
2. Physical development in adolescence: physical growth and sexual maturation
  - a. Gender variation in the development of sexual characteristics
  - b. Growth trends in males and females across cultures
3. Emotional development
  - a. Self-esteem-factors influencing adolescent self-esteem
  - b. Adolescent values: cultural, social class, and gender variation
    - i. Social values
      1. Family relationships
      2. Friendship
      3. Intimacy
    - ii. Personal values

1. Educational attainment and achievement
2. Work and leisure
- iii. Religious attitudes and moral values
- iv. Abnormal emotional behavior, methods of prevention and intervention
- c. Intellectual achievement
  - i. Academic achievement
  - ii. Abilities tests
  - iii. Cognitive development across culture, gender, and social class
    1. Information processing
  - d. School climate, evaluation of educational practices and interventions
4. Psychosocial development across cultures, social class, and gender
  - a. Self-concept
  - b. Vocation
  - c. Psychosocial behavior
    - i. Normal behavior
    - ii. Societal demands and expectations
  - iii. Adolescent responses to maladaptive situations, prevention and approaches to intervention
    1. Running away
    2. Suicide
    3. Antisocial behavior
    4. Substance abuse
    5. Maladaptive affiliation: gangs and cults

## Resources

• American Psychological Association. *Publication Manual of the American Psychological Association. 5th edition.* Washington, DC: APA, 2008.

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Berk, Laura. *Child Development.* 9th. Boston: Pearson/Allyn and Bacon., 2013.

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E. Lerner, Richard M. (Ed.); Easterbrooks, M. Ann (Ed.); Mistry, Jayanthi (Ed.); Weiner, Irving B. (Ed.); *Handbook of psychology, Vol. 6: Developmental psychology.* 2nd. Hoboken, NJ, US: John Wiley Sons, 2013.

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Goswami, Usha (Ed.); *The Wiley-Blackwell handbook of childhood cognitive development.* 2nd. ). Wiley-Blackwell, 2011.

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Siegler, R. S., DeLoache, J. S., Eisenberg, N., Saffran, J. *How Children Develo.* 4th. New York: Worth, 2014.

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RM Lerner L. Steinberg (Eds.). *Handbook of adolescent psychology.* 3rd. New York: Wiley, 2011.

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Rubin, Kenneth H., William M. Bukowski, and Brett Laursen, eds. *Handbook of peer interactions, relationships, and groups.* New York: Guilford Press, 2011.

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Brown, B.B., Prinstein, M. J. *Encyclopedia of Adolescence.* Amsterdam: Elsevier, 2011.

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""." Journal of Adolescence"

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"Developmental Psychology"

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"Journal of Youth and Adolescence"

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"Child Development"

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## **Instructional Services**

**OAN Number:**

Ohio Transfer 36 TMSBS and Transfer Assurance Guide OSS046

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