### Course Information

**Administrative Unit:** History and Social Sciences Department  
**Course Prefix and Number:** PSYC 392  
**Course Title:** Adolescent Psychology  
**Number of:** Credit Hours: 3  
**Lecture Hours:** 3  
**Laboratory Hours:** 0

**Catalog Description:** The study of youth from puberty to young adulthood. Students study maturational and environmental factors that shape the physical, cognitive, and social development of the youth. Special emphasis is focused on the transescent stage of development. Cross-listed as EDUC 392. Prerequisite: PSYC 101.

**Prerequisite(s)/Corequisite(s):** PSYC 101.

**Text(s):**  

### Course Objectives:
- To apply existing psychological principles and theories to adolescent development.  
- To explore specific theories developed to explain the cognitive and social gains and losses evidenced during adolescence.

### Measurable Learning Outcomes
- Understand major biological and psychological changes that occur during puberty.  
- Understand different research methods used to study adolescents.  
- Identify the major psychosocial influences on and concerns of adolescents as relates to family, peers, school, moral development, and sexual development.  
- Identify and demonstrate understanding of the origin of problems likely to originate in, or first be detected during, adolescence.

### Topical Outline (major areas of coverage):
- Historical and Theoretical Perspectives  
- Scientific Methodology and Adolescent Development  
- Biological Development  
- Cognitive Development  
- Development of Self and Identity  
- Gender Development  
- Sexuality  
- Moral Development  
- Family  
- Peers
• School
• Achievement and Work
• Problems During Adolescence

Recommended maximum class size for this course: 20

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

Prepared by: Chris Mazurek

Date: May 10, 2005

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

Office of Academic Affairs
12/04