



EFFECTIVE: JANUARY 2002
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **JULY 2001**

B: Department/ **PSYCHOLOGY** New Course Revision

Program Area: **HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **G,P,Q,R**

Date Last Revised: **AUGUST 1988**

C: PSYC 321 D: ADOLESCENT PSYCHOLOGY E: 3

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: This course is a psychological study of the adolescent stage of life span development. The major theories and research findings about adolescent development are examined with a view to understanding and addressing the life problems of North American adolescents. Emphasis is placed on the social-cultural context of this developmental stage.</p>		
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 4 hrs. per week / semester</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites: PSYC 200</p>	
	<p>I: Course Corequisites: NONE</p>	
	<p>J: Course for which this Course is a Prerequisite: NONE</p>	
	<p>K: Maximum Class Size: 35</p>	
<p>L: PLEASE INDICATE:</p> <p> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/> </p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives/Learning Outcomes

At the conclusion of the course the student will be able to:

1. Communicate insight gained relative to problems faced by adolescents: physical, intra-personal, inter-personal, social and cultural.
2. Conceptualize and be able to express goals for healthy development in the adolescent period.
3. Demonstrate an ability to utilize readings, experiences and research to pursue knowledge in some relevant area.

N: Course Content

1. Historical and Cultural Perspectives.
2. Theories of Adolescent Development.
3. Physical Growth and Development.
4. Sexuality and Gender Role Behaviour.
5. Family Relationships, Parents and Siblings.
6. Peer Relationships, Adolescent Subculture.
7. Cognitive Development.
8. Self Concept and Identity.
9. Values and Morality.
10. Schooling and Education.
11. Vocation and Career.
12. Problems of Adolescence: Delinquency, alcohol and drug addiction, suicide, pregnancy, deviance, alienation, sexual abuse, unemployment.

O: Methods of Instruction

This course will employ a number of instructional methods to accomplish its objectives, such as:

- lecture
- seminar presentations
- research projects
- research papers
- audio visual presentations
- examinations and feedback

P: Textbooks and Materials to be Purchased by Students

A textbook such as the following:

Santrock, J. (2000) Adolescence (8th Ed.)
New York, McGraw-Hill.

Text will be updated periodically.

Q: Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on the course objectives. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester.

The following is a sample evaluation scheme:

- Exams (3 @ 25%)	75%
- Research paper	15%
- Oral presentation	<u>10%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that this course involves theoretical and empirical analyses of adolescent psychology, it is unlikely to be open for PLAR except as a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar