

Fall 1999

**UNIVERSITY OF THE INCARNATE WORD
Psychology Department**

Course Outline

COURSE NO: PSYC 4399.03
COURSE TITLE: Selected Topics: Child and Adolescent Psychology
FACULTY: John M. Velasquez, Ph.D.
TIME: Monday 6:00-8:45 PM
ROOM: SH 221
OFFICE: NB 110 **OFFICE PHONE:** 829-3960
OFFICE HOURS: TTh 10:3-11:30 and 2:45-4:00 PM (other hours by appointment)
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COURSE OBJECTIVES and OUTCOMES:

This course examines the maturational, social, emotional, cognitive, neurological, perceptual, sexual, and conditioning factors in human development, from conception through adolescence. This course studies adolescent development and the influences of family, peers, school, and modern culture, and examines problems, disturbances, value growth, and career choice, with an emphasis on positive influences (adapted from Undergraduate Bulletin, p. 229-230).

Prerequisites: PSYC 1301.

- To apply the major theories of psychology to development;
- To review the research issues relevant to the study of children;
- To recognize and comprehend the concept of maturation throughout childhood;
- To appreciate the influence of gender, culture and family on child behavior;
- To apply psychological concepts to decision-making regarding interventions with children.

REQUIRED TEXT:

Papalia, D.E., Olds, S.W., & Feldman, R.D. (1999). A child's world: Infancy through adolescence (8th ed.). Boston: McGraw-Hill College. [ISBN 0-07-048785-5]
Supplementary Texts & Media:

Feldman, R.D. (1999). Student study guide with readings to accompany: A child's world: Infancy through adolescence (8th ed.). Boston: McGraw-Hill College.

American Psychological Association (1994). Publication manual of the American Psychological Association. Washington: Author.

COURSE DESCRIPTION: Survey of the historical and modern views of child behavior, including a study of etiology of, methods of investigation of, implications for, and interventions with child behavior. This course will emphasize the research methods employed by psychologists when investigating issues relevant to development and children. There will be an additional emphasis on the contexts in which human behavior occurs. This emphasis considers the socio-cultural factors contributing to child welfare, including: culture and ethnicity, gender, and the unique worldviews of different subgroups. There is also an emphasis on the use of psychological principles for effective parenting and the advancement of child health.

COURSE EVALUATION:

Academic Honesty: Cheating, plagiarism, and other acts of dishonorable conduct can result in the student receiving a sanction for the assignment and also may result in a referral to the deans office, VP for Academic Affairs and Student Life, and/or the Honor Board. Refer to the student handbook for specifics of this policy.

Attendance: As indicated in the attendance policy of UIW, instructors are permitted to advise student who miss more than 15% of all meetings to withdraw from the course. For this course, it means you are required to have no more than two (2) unexcused absences. This means you must attend at least 11 class meetings (13 meetings total). You will be recommended to the VP of Academic and Student Affairs to withdraw from this class if you miss more than two class meetings. Attendance policy of UIW allows students to miss classes due to University sponsored events (“excused absences”); therefore the attendance policy of this course allows for such absences with appropriate University documentation. However, if any combination of unexcused and excused absences totals more than 15% of class meetings, your professor may advise you to withdraw from the course.

NOTE: If there are extenuating circumstances for which you believe you deserve an exception to this attendance policy, you must communicate these circumstances to the instructor prior to missing your third class session. Also, it will serve your best interests if you communicate with the professor prior to or immediately following every absence.

GRADES: The student’s grade in this course will be determined by performance on four examinations and one term paper.

Examinations: Four (4) examinations will be given: three (3) during the semester and one during finals week. The exams will be worth **40** points each. The format for the exams will be multiple choice. The content of exams includes all assigned readings and class lectures. The final exam will be non-cumulative.

Term Paper: This course requires the student to observe child and parent behavior and evaluate the behavior in terms of theories, constructs and data presented in class and the textbook. See term paper handout for specifics on content and process.

Paper should be about 5-7 pages long (not including appendices and references), and will be worth **60** points (60% of course grade). Format-wise, the paper must be typed, double-spaced, paginated, have 1 inch margins, contain appropriate running head and major headings, 12 point font, title page, spell-checked, and grammatically correct. Stylistically, the grade for the paper will be based on quality of research/investigation, quality of integration of studies, quality of writing, and clarity of presentation. The references in the paper must be written in APA (1994) style. APA style will be discussed in class as well. You are required to consult with the professor as you work on your papers, and you are required to consult with your fellow students (reader) as well. Late papers will be penalized **3** points per day.

- 4 Exams (40 multiple choice items each): **160 points**
 - Term Paper **60 points**
- 220 points (total)**

Your final grade will be based on the sum total of points earned on the four exams and term paper. Final class results at the end of the semester will be evaluated for a possible "curve" of individual course grades.

The final grading scale will be as follows: 198 - 220 pts = A 154 - 170 pts = C
 193 - 197 pts = B+ 132 - 153 pts = D
 176 - 192 pts = B 0 - 131 pts = F
 171 - 175 pts = C+

Tentative Class Schedule (Professor reserves the right to alter schedule at any time*)

DATES	TOPIC	READING ASSIGNMENT(S)
August 30	Introduction to Course History, Theory, and Research Methods	Chapter 1
September 13	Conception Nature and Nurture Prenatal and Neonate	Chs. 2-4

September 20	Physical Development & Health Ages 0-3 <hr/> Exam #1	Chapter 5 <hr/> Chs. 1-5
September 27	Cognitive Development Ages 0-3	Chapter 6
October 4	Psychosocial Development Ages 0-3	Chapter 7
October 11	Physical Development & Health Ages 3-6	Chapter 8
October 18	Cognitive Development Ages 3-6	Chapter 9
October 25	Psychosocial Development Ages 3-6 <hr/> Exam #2	Chapter 10 <hr/> Chs. 6-10
November 1	Physical Development & Health Ages 7-12	Chapter 11
November 8	Cognitive Development Psychosocial Development Ages 7-12 <hr/> Exam #3	Chapter 12 & 13 <hr/> Chs.11-13
November 15	Physical Development & Health Adolescence <hr/> Term Paper Due	Chapter 14
November 22	Cognitive Development Adolescence	Chapter 15
November 29	Psychosocial Development Adolescence	Chapter 16
December 6 6:30-8:30 PM	Exam 4	Chs. 14-16

- *Note: This schedule is tentative. The student is responsible for any changes announced in class.*

8/25/99