

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**PSYC – 229 ADOLESCENT PSYCHOLOGY**

**I. Basic Course Information**

- A. Course Number and Title: PSYC 229 – Adolescent Psychology
- B. New or Modified Course: Modified
- C. Date of Proposal: Spring 2021
- D. Effective Term: Fall 2021
- E. Sponsoring Department: Humanities, Social Sciences, Social Work, and Education
- F. Semester Credit Hours: 3
- G. Weekly Contact Hours:
  - Lecture: 3
  - Laboratory: 0
  - Out of class student work per week: 6
- H. Prerequisites/Corequisites: PSYC 103 - Introduction to Psychology
- I. Laboratory Fees: None
- J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval:
  - Department Chair: Dr. Isabel T. Gutierrez-Bergman, [isabel.gutierrez@raritanval.edu](mailto:isabel.gutierrez@raritanval.edu)
  - Divisional Dean: Dr. Patrice Marks, [patrice.marks@raritanval.edu](mailto:patrice.marks@raritanval.edu)

**II. Catalog Description**

Prerequisite: PSYC 103 - Introduction to Psychology

This course focuses on the adolescent in contemporary society, with an emphasis on examining developmental changes experienced as individuals leave childhood and approach adulthood. This course will be infused with relevant contributions made within the fields of biology, history, sociology, and anthropology. Adolescent Psychology examines the historical development of the concept of adolescence as well as the contemporary, yet differing views of what it means to be an adolescent. Topics include, but are not limited to, biological, cognitive and social changes in the adolescent; the influence of the family, school, work, and peer groups; the development

of identity, autonomy, achievement, intimacy, and sexuality; and the psychosocial problems during this period of the lifespan.

### III. Statement of Course Need

- A. This course meets a program option for the education: P-12, A.A
- B. This course meets a program option for students interested in K-6 with 5-8 endorsement and/or K-12 certificates.
- C. This course is a standard elective which meets the needs of those students who are seeking a degree in education, particularly focusing on the specific time frame of middle school and high school.
- D. This course generally transfers as a psychology elective, social science elective, or a free elective.

### IV. Place of Course in College Curriculum

- A. Free Elective
- B. Required or recommended course for the elementary/secondary education degree, depending on the option chosen
- C. Serves as a Social Science elective for the Social Science, A.A.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

### V. Outline of Course Content

This course will cover the following topics:

- A. Biological Transitions
- B. Cognitive Transitions
- C. Social Transitions
- D. Families
- E. Peer Groups
- F. Schools
- G. Work, Leisure, and Media
- H. Identity
- I. Autonomy
- J. Intimacy
- K. Sexuality
- L. Achievement
- M. Psychosocial Problems in Adolescence

## VI. General Education and Course Learning Outcomes

### A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Understand and apply the steps of the scientific method (GE-NJ 3, \*).
2. Critically evaluate information from a variety of sources using scientific and psychology principles (GE-NJ 5, \*).
3. Apply the principles of developmental theorists in psychology to real world situations (GE-NJ 5, \*).
4. Understand cultural differences in the development of an adolescent (GE-NJ 8, \*).
5. Identify and critically evaluate information as presented in the text as well as scholarly articles. (GE-NJ IL, \*)
6. Demonstrate an understanding of the APA writing style necessary to write reports, papers, and essays (GE-NJ 1, 4, IL, \*).
7. Apply information learned by creating oral presentations so as to disseminate information (GE-NJ 1, 4, \*).

(\* Embedded Critical Thinking)

### B. Course Learning Outcomes:

At the completion of this course, students will be able to:

1. Describe the fundamental changes that take place in adolescence. These include biological, cognitive, and social changes.
2. Evaluate the integral role that families play in the life of the adolescent.
3. Explain the importance of the peer group to an adolescent and the conflicts that may arise with family values and ideals.
4. Identify how work becomes important to the adolescent and describe how it may contribute to how adolescents define themselves.
5. Evaluate the role schools have in shaping an adolescent's sense of self.
6. Explain the basic processes underlying how the adolescent forms a sense of self.
7. Describe the process of an adolescent's search for autonomy and the challenges this presents.
8. Evaluate the role of intimacy and sexuality in an adolescent's life.
9. Demonstrate an understanding an adolescent's need for achievement.
10. Evaluate some of the psychosocial problems that may occur in adolescence.

### C. Assessment Instruments

1. Lecture/discussion
2. Reaction and research papers
3. Oral presentations

4. Peer group work
5. Exams
6. Student collaboration

## VII. Grade Determinants

- A. Reaction papers
- B. Research paper
- C. Presentation
- D. Exams/Quizzes
- E. Participation

The primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. student oral presentations
- E. student collaboration
- F. videos that enhance knowledge of material

## VIII. Texts and Materials

A standard adolescent psychology textbook will be required. The current required textbook for this course is:

Steinberg L. (2020). *Adolescence* (12th edition). New York, NY: McGraw-Hill.

Additional materials may be required by individual instructors such as articles and videos.

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

## IX. Resources

- A. Library Databases
- B. Other computer-based resources (e.g., websites, links, and videos)
- C. Various journal and applicable articles