ESSEX COUNTY COLLEGE
Social Sciences Division
PSY 219 – Child Psychology and Development
Course Outline

Course Number & Name: PSY 219 Child Psychology and Development

Credit Hours: 3.0 **Contact Hours:** 3.0 **Lecture:** 3.0 **Lab:** N/A **Other:** N/A

Prerequisites: Grade of "C" or better in PSY 101

Co-requisites: None **Concurrent Courses:** None

Course Outline Revision Date: Fall 2010

Course Description: This course examines the interrelationships between the psychological and physical development of the child from birth through adolescence. Topics include physical and emotional influences on growth, intellectual development, the significance of interpersonal relations, and cultural aspects of personality.

General Education Goals: The aggregate of the core courses required for any major at ECC have the following goals:

1. **Written and Oral Communication**: Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills**: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3. **Scientific Knowledge and Reasoning**: Students will use the scientific method of inquiry through the acquisition of scientific knowledge.
4. **Technological Competency/Information Literacy**: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5. **Society and Human Behavior**: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective**: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.
7. **Historical Perspective**: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness of Diversity**: Students will understand the importance of global perspective and culturally diverse peoples.
9. **Ethics**: Students will understand ethical issues and situations.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. explain why it is important to study children's development; (GEG 5, GEG 8)
2. summarize the research methods/designs used in child development and discuss the advantages/disadvantages of each; (GEG 5)
3. discuss the characteristics of ethical research; (GEG 9)
4. identify and describe the major theoretical perspectives on development; (GEG 5)
5. describe the importance of biological processes that exist at the beginning and during prenatal development; and
6. discuss the most important processes, periods, and issues in development. (GEG 5, GEG 8)

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Explain why it is important to study children's development:

   1.1 *explain the importance of studying children's development for parents, teachers, and/or researchers or of understanding one's historical development as an infant, child, or adolescent*

2. Summarize the research methods/designs used in child development and discuss the advantages/disadvantages of each:

   2.1 *identify the steps in the scientific method;*
   2.2 *discuss the advantages and disadvantages of various research methods (e.g., observation, survey and interview, standardized tests, case studies, and physiological measures);* and
   2.3 *discuss the advantages and disadvantages of various research designs (e.g., descriptive research, correlational research, experimental research, and time span of research)*

3. Discuss the characteristics of ethical research:

   3.1 *discuss the American Psychology Association's (APA) guidelines pertaining to informed consent, confidentiality, debriefing, and deception;* and
   3.2 *describe how bias in child development research is minimized*

4. Identify and describe the major theoretical approaches on development:

   4.1 *describe the main terms, definitions, and concepts of psychoanalytic theories;*
   4.2 *describe the main terms, definitions, and concepts of cognitive theories;*
   4.3 *describe the main terms, definitions, and concepts of behavioral and social cognitive theories;*
   4.4 *describe the main terms, definitions, and concepts of ethological theories;*
   4.5 *describe the main terms, definitions, and concepts of ecological theories;* and
   4.6 *describe the importance of an eclectic theoretical orientation to explain the richness and complexity of children's development*

Measurable Course Performance Objectives (MPOs) (continued):

5. Describe the importance of biological processes that exist at the beginning and during prenatal development:

   5.1 *discuss the genetic foundations of development;*
   5.2 *describe various types of prenatal diagnostic tests;*
   5.3 *describe procedures used in infertility and reproductive technology;*
   5.4 *describe how heredity and the environment interact;* and
   5.5 *describe the periods of prenatal development and the potential hazards of each*

6. Discuss the most important processes, periods, and issues in development:

   6.1 *describe the relationship between biological, cognitive, and socioemotional processes in infancy;*
   6.2 *describe the relationship between biological, cognitive, and socioemotional processes in early childhood;*
   6.3 *describe the relationship between biological, cognitive, and socioemotional processes in middle and late childhood;* and
   6.4 *describe the relationship between biological, cognitive, and socioemotional processes in adolescence*

Methods of Instruction: Instruction will consist of, but not be limited to, a combination of lectures, class discussion, demonstrations and exercises, and media/audiovisual or educational videos. Specific choice of instructional methods is left to the discretion of the instructor.

Outcomes Assessment: Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments (e.g., logs, reaction papers, theme papers, oral/written presentations, and projects), for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

Course Requirements: All students are required to:

1. Maintain regular and prompt attendance to all class sessions.
2. Participate in class discussions.
3. Complete all assignments and take all quizzes and exams that are scheduled.
4. Follow any specific class requirements mandated by the instructor.

Methods of Evaluation: Final course grades will be computed as follows:

Grading Components	% of final course grade
• **Attendance/Class Participation** Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.	**5 – 15%**
• **Logs** Logs are written exercises designed to heighten student's awareness of various psychological phenomena that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.	**10 – 15%**
• **Reaction Papers** Reaction papers are 2 – 3 page written exercises in which students read outside sources (e.g., newspapers, magazines, or "self-help" books in psychology), discuss their "emotional" reaction to the issue or author's point of view, yet use critical thinking guidelines to assess claims made augmented by scholarly literature.	**15 – 20%**
• **Theme Papers** Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, psychologically-based magazines, or internet sites.	**20 – 25%**
• **Literature Reviews/Research Papers** Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the psychological literature. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.	**10 – 20%**
• **Introspective Theme Paper/Case Study Analysis** The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to oneself as an emerging theoretical orientation or professional identity. If a child or teenager, adult person(s) or professional is interviewed, students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.	**30 – 40%**

Methods of Evaluation: (continued)

Grading Components	% of final course grade
• **Written/Oral Presentation of Child, Teenager, Adult, Agency, or Professional in the Field** The written/oral presentation of the interview of a child, teenager, adult, agency, or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class and related to course objectives.	**15 – 25%**
• **Oral Presentations** Oral presentations are based on a topic either discussed/not discussed during the semester, that is relevant to the study of psychology and related to course objectives. The instructor may require a written outline to augment the oral presentation.	**15 – 20%**
• **Quizzes** Quizzes will provide evidence of the extent to which students have met course objectives.	**10 – 15%**
• **Exams** (number of exams and dates specified by the instructor) Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.	**20 – 30%**

NOTE: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

Academic Integrity: Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer's words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

Student Code of Conduct: All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College's Code of Conduct and attendance requirements.

Course Content Outline: based on the text by Santrock, J (2011). *Children* (11th edition). New York, NY: McGraw-Hill Companies, Inc. **NOTE:** It is the instructor's discretion to recommend other references, as appropriate (e.g., student handbooks, textbooks, resources pertaining to careers in psychology, or style/writing manuals).

Unit	Areas/Topic
1	INTRODUCTION – The nature of children's development and designs in child development
2	PSYCHOLOGICAL RESEARCH/DESIGN METHODS IN CHILD DEVELOPMENT – research methods (e.g., observation, tests, case studies, surveys, and physiological measures), research designs (e.g., descriptive research, correlational research, experimental research, and time span of research), challenges in conducting ethical research with children
3	THEORETICAL APPROACHES ON DEVELOPMENT (e.g., psychoanalytic, cognitive, behavioral and social cognitive, ethological, ecological, and eclectic)
4	BIOLOGICAL PROCESSES AT THE BEGINNING AND PRENATAL DEVELOPMENT
5	DEVELOPMENTAL PERIODS – infancy (from birth to 24 months), early childhood (from the end of infancy to about 5 to 6 years), middle and late childhood (from about 6 to 11 years), adolescence (transition from childhood to early adulthood, entered at approximately 10 to 12 years of age and ending at 18 to 22 years of age)

NOTE: In PSY 219, the instructor must cover (at a minimum) the 5 units listed above throughout the duration of the semester/term. The developmental periods can be covered via an integration of the chronological approach with a thematic approach. That is, a chronological approach, which emphasizes the physical, cognitive, and socioemotional development of the child within each developmental period can be integrated with a topical or thematic approach (e.g., cognitive development, language development, moral development, and personality development). Also, the instructor may include additional areas based on his/her expertise and/or interest.