

PSY-2010: CHILD GROWTH AND DEVELOPMENT

Cuyahoga Community College

Viewing: PSY-2010 : Child Growth and Development

Board of Trustees:

June 2021

Academic Term:

Fall 2021

Subject Code

PSY - Psychology

Course Number:

2010

Title:

Child Growth and Development

Catalog Description:

Study of human growth and development from conception through puberty. Emphasis on biological, cognitive, social and emotional development. Physiological and psychological processes examined. Major developmental issues examined from diverse perspectives.

Credit Hour(s):

3

Lecture Hour(s):

3

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

PSY-1010 General Psychology, or PSY-101H Honors General Psychology.

Outcomes

Course Outcome(s):

Develop effective, developmentally appropriate interventions and approaches to interactions with children.

Objective(s):

1. Demonstrate knowledge of historical and modern attitudes towards children.
2. Demonstrate knowledge of development in the areas of biology, cognition, language, emotions, and social interaction.
3. Demonstrate knowledge of optimal and less optimal developmental pathways, their causes, and the efficacy of intervention methods.
4. Demonstrate understanding of the effects of diverse social, cultural and physical environments on child development.

Course Outcome(s):

Evaluate the objectivity, reliability and validity of information about child development and recognize the importance of doing so, as a consumer of information about child development.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Demonstrate understanding of research methods relevant for studying developmental processes and their application.
 2. Demonstrate knowledge of development in the areas of biology, cognition, language, emotions, and social interaction.
 3. Demonstrate understanding of the effects of diverse social, cultural and physical environments on child development.
 4. Distinguish between causal and non-causal relationships in child development and understand the challenges of establishing cause and effect.
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Course Outcome(s):

Write persuasive and analytical papers that advance valid evidence-based arguments for positions on psychological theory and research about children.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Demonstrate knowledge of developmental theories and the ability to apply and evaluate them.
 2. Demonstrate knowledge of development in the areas of biology, cognition, language, emotions, and social interaction.
 3. Demonstrate understanding of the effects of diverse social, cultural and physical environments on child development.
 4. Distinguish between causal and non-causal relationships in child development and understand the challenges of establishing cause and effect.
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Methods of Evaluation:

1. Objective or essay examinations
2. Written research or project reports
3. Oral reports
4. Multimedia presentations
5. Designated evaluator observation (e.g. instructor or activity supervisor) and activity reports
6. Other methods selected by the instructor

Course Content Outline:

1. Introduction to child growth and development
 - a. Historical views of childhood
 - b. Major developmental theories
 - i. Psychodynamic
 - ii. Behavioral
 - iii. Cognitive Learning
 - iv. Cognitive Structural
 - v. Cognitive Information Processing
 - vi. Sociocultural
 - vii. Evolutionary/genetic
 - c. Developmental research methods
 - i. Correlational versus experimental developmental research strengths
 - ii. Longitudinal, cross-sectional and cross-sequential strengths and limitations
 - iii. Methods of study of genetic contributions to development - strength and limitations
 - d. Heredity and environment as interactional causes of human development and individual differences in development
 - i. The basic of genetic transmission
 - ii. Frameworks for explaining how environment and heredity interact over the course of human development
2. Biological development
 - a. Conception and prenatal development
 - b. Perceptual development
 - c. Motor development
 - d. Sensory-motor integration
 - e. Sexual maturation
3. Cognitive development

- a. Language development
 - b. The development of reasoning
 - c. Memory development
 - d. Development of social cognition
 - e. Individual differences in ability and intelligence
4. Socio-Emotional development
 - a. Development of the self-concept
 - b. Personality development
 - c. Socialization and moral development
 - d. Attachment and relations with parents
 - e. Development of relations with peers
 5. Effects of specific environments
 - a. Schools
 - b. Media
 - c. Poverty

Resources

Berk, Laura. (2013) *Child Development*, Boston: Pearson/Allyn and Bacon.

Boyatziz, C. and Junn, E.N. (2020) *Annual Editions: Child Growth and Development*, McGraw Hill.

Carbrera, N.J. and Leyendecker, b. (eds.). (2017) *Handbook on Positive Development of Minority Children and Youth*, New York: NY: Springer.

Cassidy, J and Shaver, P. (2018) *Handbook of attachment: theory, research, and clinical applications*, New York: The Guilford Press.

Feldman, R.S. (2019) *Child Development*, Upper Saddle River, NJ: Pearson.

Galotti, K.M. (2015) *Cognitive Development: Infancy through Adolescence*, Sage Publications.

Jones, N., Platt, M. Mize, K.D. and Hardin, J. (Eds). (2019) *Conducting Research in Developmental Psychology: A Topical guide for Research Methods Utilized Across the Lifespan.*, Routledge.

Kay, W. *Moral Development: A Psychological Study of Moral Growth from Childhood to Adolescence*, Routledge.

Lerner, Richard, & Damon, William. (2015) *Handbook of Child Psychology*, New York: Wiley .

Masten, A.S. & Barnes, A.J. "Resilience in Children: Developmental Perspectives". *Children*, 5 (7), 98.

Maguire-Fong, M.J. and Peralta, M. (2018) *Infant and toddler Development from Conception to Age 3: What babies ask of us*, Teachers College Press.

Moore, R.C. *Childhood's Domain: Play and Place in Child Development*. (Vol. 6). Routledge, 2017.

Oakes, L.M. and Rakison, D.H. (2019) *Children in changing worlds: Sociocultural and Temporal Perspectives*, Oxford University Press.

Parke, R.D. & Elder, G.H., Jr. . (2019) *Children in changing worlds: Sociocultural and temporal perspectives*, Cambridge University Press .

Richardson, K. *Models of Cognitive Development*. Psychology Press, 2019.

Sanders, M.R. and Morawska, A. (Eds). (2018) *Handbook of Parenting and child Development Across the Lifespan*, Springer.

Siegler, R.S., Saffran J. , Eisenberg, N. and Gershoff, E. (2020) *How Children Develop*, MacMillan.

Singer, Dorothy G. (ed), Singer, Jerome L. (2012) *Handbook of Children and the Media*, Sage Publications, Inc.

Stenberg, R. J. (2020) *The Nature of Intelligence and Its development in Childhood*, Cambridge University Press.

Zimmerman, Barry J. (Ed.); Schunk, Dale H. (Ed.). (2017) *Handbook of self-regulation of learning and performance*, New York, NY, US: Routledge/Taylor & Francis Group .

Instructional Services

OAN Number:

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