# PSY-201H: HONORS CHILD GROWTH AND DEVELOPMENT

## Cuyahoga Community College

**Viewing: PSY-201H : Honors Child Growth and Development**
**Board of Trustees:**
2014-05-29

**Academic Term:**
Spring 2021

**Subject Code**
PSY - Psychology

**Course Number:**
201H

**Title:**
Honors Child Growth and Development

**Catalog Description:**
The physical, intellectual, personal and social development of humans from conception through adolescence is examined from the perspective of multiple psychological theories. Basic and applied research in developmental psychological is emphasized.

**Credit Hour(s):**
3

**Lecture Hour(s):**
3

## Requisites

**Prerequisite and Corequisite**
PSY-101H Honors General Psychology; or PSY-1010 General Psychology with a grade of "B" or higher; or departmental approval.

## Outcomes
**Course Outcome(s):**
Analyze controversies of theory and fact in psychology, and evaluate the implications of research findings for theories of 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. Discuss, organize and integrate the major facts and theories of child development with accuracy and understanding.
2. Recognize and analyze the hereditary and environmental factors in child development.
3. Contrast the implications of divergent psychological perspectives on child development for research, theory and practice.
4. Interpret and evaluate the research basis of developmental theory.
5. Devise research designs to examine both the basic facts of child development and the effectiveness of applications.
6. Identify cause and effect relationships among factors, systems and areas of development.
7. Present orally or in writing a review of the literature on a topic in child development and a research report or proposal.

**Course Outcome(s):**
Write literature reviews, research proposals, reports and exam responses about developmental psychology topics that effectively intergrate the field's literature and/or research data into well-argued, coherent discussions.

**Essential Learning Outcome Mapping:**
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.
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. Interpret and evaluate the research basis of developmental theory.
2. Present orally or in writing a review of the literature on a topic in child development and a research report or proposal.
3. Apply developmental facts and theories to the creation of programs, treatments and policies that benefit children.

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**Course Outcome(s):**

Create and evaluate programs, treatments and policies for the benefit of children on the basis of well-supported theories and facts in child psychology, and well-done evaluations of existent programs, treatments and policies.

**Objective(s):**

1. Differentiate between diverse developmental contexts and contrast and evaluate their effects.
2. Devise research designs to examine both the basic facts of child development and the effectiveness of applications.
3. Apply developmental facts and theories to the creation of programs, treatments and policies that benefit children.
4. Evaluate the effectiveness of applications of child development fact and theory.

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**Methods of Evaluation:**

1. Evaluation must include one of the following:
   a. Written or oral reports of original empirical research
   b. Written or oral reports based on library research that includes original source material
   c. Written or oral reports that describe or analyze field experiences.
2. Instructors may also include any of the following:
   a. Objective or essay examinations
   b. Multimedia presentations
   c. Designated evaluator observation
   d. Self-assessment of improvement
   e. Other methods selected by the instructor

**Course Content Outline:**

1. Theoretical perspectives and controversies
2. Psychological research methods for the study of development
3. Biological development
   a. Conception and prenatal development
   b. Interactions of heredity and environment
   c. Brain and nervous system development
   d. Motor development
   e. Sexual maturation
4. Intellectual development
   a. Sensation and Perception
   b. Cognition
   c. Language
5. Social and emotional development
   a. Self-system
   b. Attachments
   c. Peer and family relationships
   d. Socialization
   e. Moral development
6. Effects of contexts
   a. Socioeconomic status
   b. Culture
   c. Family
   d. School
   e. Media
7. Applications of child developmental psychology
   a. Education
   b. Health care

      c.  Child welfare
      d.  Family and child policies
  8.  Evaluation of application

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## Resources

Siegler, R., DeLoache, J., Eisenberg, N. *How children develop.* New York: Worth, 2003.

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Berk, L. *Child development.* Boston, MA: Pearson/Allyn and Bacon, 2006.

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McCartney, K., Burch, M. R. *Best practices in quantitative methods for developmentalists.* Boston,MA: Blackwell, 2006.

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Creasy, G. *Research methods in lifespan development.* Boston, MA: Pearson/Allyn and Bacon, 2006.

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Phye, G. D,, Robi, D. H. *Empirical methods for evaluating educational interventions.* San Diego: Elsevier Academic Press, 2005.

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Cohen, D. *Developmental neuroscience.* 2nd edition. Hoboken, NJ: Wiley, 2006.

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Christensen, P., James, A. (Eds.). *Research with children: Perspectives and practices.* New York: Routledge, 2008.

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Johnson, M. H. *Developmental cognitive neuroscience.* 2nd edition. Oxford: Blackwell Publishing, 2005.

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American Psychological Association. *Publication Manual of the American Psychological Association.* 6th edition. Washington, DC: APA, 2010.

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Feldman, R. *Child development.* 4th edition. Boston, MA: Pearson, 2006.

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Hersen, M., Gross, A. *Handbook of clinical psychology, Vol. 2: Children and adolescence.* Hoboken, NJ: Wiley, 2008.

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Shinn, M., Yoshikawa, H., (Eds.). *Toward positive youth development: Transforming schools and community programs.* New York: Oxford University Press, 2008.

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Damon, W., Lerner, R. M. (Eds.). *Handbook of child psychology, Vol. 1-4.* 6th edition. Hoboken, NJ: Wiley, 2006.

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Franklin, C. (Ed.). *The school services sourcebook: A guide for school-based professionals.* Newyork: Oxford University Press, 2006.

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"Human Development"

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"Child Development"

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"Developmental Psychology"

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"Social Development"

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"Developmental Psychobiology"

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"Developmental Science"

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"Journal of Experimental Child Psychology"

"Journal of Adolescence"

"Journal of Youth and Adolescence"

"Journal of Genetic Psychology"

**Resources Other**
Videos, Laptops, SPSS software, Multimedia CD"s

## Instructional Services

**OAN Number:**
Transfer Assurance Guide OSS045

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