

COURSE OUTLINE **Child Psychology**

Course Description

BS 270. Child Psychology. 3 hours credit. Prerequisite: BS 160 with a C or better. This course will enable the student to understand child behavior and development from the prenatal period through adolescence. Special emphasis given to topics of intellectual, emotional, social and physical development.

Course Relevance

The concepts learned in this course give the student skills that will enhance her/his ability to parent and work with children.

Required Materials

Berger, K. S., *The developing person (childhood and adol.)*. Worth Publishers.

Online Materials

Berger, K. S., *The developing person through the life span*. Fort Worth, TX: Worth Publishing.

* - For complete textbook information, refer to <http://www.butlercc.bkstrc.com>

Developing Person Life Span: Telecourse guide
DVD set: *Child Development: Stepping Stones*.

Butler Assessed Outcomes

The intention is for the student to be able to:

1. Identify the major components of child and adolescent development.
2. Develop critical thinking skills regarding children and behavior.

Learning Outcomes

1. Identify the major components of child and adolescent development.
2. Develop critical thinking skills regarding children and behavior.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Personal Development Skills

1. Interpersonal interaction
 - Through written essays, multiple choice examinations and class discussion the student analyzes aging and how it affects their lives and the lives of those around them to develop more effective techniques as they relate to others.

Analytical Thinking Skills

1. Critical thinking
 - Through written essays, multiple choice examinations and class discussion the student analyzes age specific dynamics..

Communication Skills

1. Reception and interpretation of messages
 - Through textbook assignments and outside reading the student develops skills at summarizing ideas and evaluating ideas and sources.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skills will be demonstrated by:

1. Completion of a self-reflective essay where students evaluate a concept (A skill) with regard to child development from birth through adolescence (P skill). The information for this essay will come from the textbook and assigned readings (C skill).

Course Content

- I. Skills or Competencies– Actions that are essential to achieve the course outcomes:
 - A. Writing
 - B. Reading
 - C. Analytical thinking
 - D. Ability to compare and contrast
 - E. Memorization of terms
 - F. Application of concepts
- II. Themes – Key recurring concepts that run throughout this course:
 - A. Different theories of child and adolescent development
- III. Issues - Key areas of conflict that must be understood in order to achieve the intended outcome:
 - B. Different parenting styles
 - C. Different opinions and perspectives of child rearing experts.
 - D. Demographic diversity of students
- IV. Concepts – Key concepts that must be understood to address the issues:
 - A. Importance of developmental theorists
 - B. Different perspectives and explanation of concepts
 - C. Terminology of the course

Learning Units

- I. Study of child development
 - A. Prominent child psychologists
 - B. Current trends in child development
 - C. Ethics in child development
 - D. Theories of child development
 - E. Nature vs. nurture concept
- II. Prenatal development and birth
 - A. Genetics
 - B. Reproduction and conception

- C. Heredity
- D. Effects of environment
- E. Birth Process
- F. Neonatal health

III. Physical development in infancy

- A. Physical and motor development
- B. Sensory and perceptual development
- C. Cognitive development
- D. Socioemotional development
- E. Language development

IV. Early childhood

- A. Physical and motor development
- B. Cognitive development
- C. Socioemotional development
- D. Sleep and nutrition
- E. Health and safety
- F. Early childhood education

V. Middle and late childhood

- A. Physical and motor development
- B. Cognitive development
- C. Socioemotional development
- D. Children with disabilities
- E. Peer relationships and school

VI. Adolescence

- A. Physical development
- B. Cognitive development
- C. Socioemotional development
- D. Puberty and sexuality
- E. Peer relationships and school
- F. Family relationships

Learning Activities

Classroom: Classroom activities include lecture, instructor-led class discussions, group study, field trips, library research, various audio/visual aids, case studies, guest speakers, and student presentations. The student will be required to examine professional journals in this course.

Online: The Online student will engage in independent study of online materials augmented by the text, a study guide, and other materials as required by the instructor. The student also collaborates and participates with class members and instructor via the internet. Faculty role is facilitator of learning experiences. The student will be required to examine professional journals in this course.

Grade Determination

The student will be graded on assessment tasks, research papers, tests, daily work, class participation, attendance, out-of-class assignments and other methods of evaluation at the discretion of the instructor.