PSYC – 216 CHILD PSYCHOLOGY

I. BASIC COURSE INFORMATION

A. Course Number & Title: PSYC 216 Child Psychology
B. Date of Revision: Spring 2007
C. Sponsoring Department: Humanities, Social Sciences and Education
D. Semester Credit Hours: 3.0
E. Weekly Contact Hours: Lecture: 3.0
F. Prerequisites: PSYC 103 Introduction to Psychology
G. Laboratory Fees: None

II. CATALOG DESCRIPTION

Prerequisite: PSYC 103 Introduction to Psychology
The focus of this course is on development from conception through the middle years of childhood. The developmental aspects of the child's cognitive, personality, social, and physical growth are presented. The impact of psychological and biological factors on the child is investigated. Additionally, cross-cultural comparisons of child development will be integrated throughout the course.

III. STATEMENT OF COURSE NEED

Child Psychology is a standard psychology course. This course is required for the Early Childhood Education A.A. and A.A.S. degree programs as well as an option in the A.A.T. program.

IV. PLACE OF COURSE IN CURRICULUM

A. 
   - Social Science General Education elective.
   - Elective
   - This course meets a requirement in the following programs:
     1. Early Childhood Education A.A. and A.A.S. degree programs.
     2. A.A.T. in Teacher Education requires either Child or Adolescent Psychology
B. Child Psychology is a standard course offered in Psychology Departments and students should experience little difficulty with transfer.

V. OUTLINE OF COURSE CONTENT

- Introduction to Child Psychology (i.e. major theoretical perspectives, research methods
- Genetics and Prenatal Development
- Birth Process and the Newborn (competencies and capabilities)
- Physical Development in Infancy
- Cognitive Development in Infancy
- Psychosocial Development in Infancy
- Physical Development in the Preschool Years
- Cognitive Development in the Preschool Years
- Psychosocial Development in Preschool Years
- Physical Development in Middle Childhood
- Cognitive Development in Middle Childhood
- Psychosocial Development in Middle Childhood

VI. EDUCATIONAL GOALS AND STUDENT LEARNING OUTCOMES

EDUCATIONAL GOALS

Students will:

1. develop the ability to think critically about major issues and controversies related to child development (G.E. 1).
2. understand child development from multiple theoretical perspectives and approaches (G.E. 4).
3. identify and critically evaluate ethical issues related to the care and development of children, as well as ethical issues related to psychological research (G.E. 5).
4. develop an appreciation of both group and individual differences as they pertain to children, including the impact of issues such as culture, race, gender, religion, and SES (G.E. 6).
5. develop a basic understanding of research methods and the interpretation of quantitative results, such as correlation. (G.E. 7)

LEARNING OUTCOMES

Students will be able to:

1. compare and contrast the major theories of child development.
2. analyze the interplay between biology, social environment, personality and cognitive factors in shaping child development.
3. identify major developmental milestones and developmentally appropriate behavior at each stage of children’s development.
4. differentiate between group and individual differences that shape child development.

VII. MODES OF TEACHING AND LEARNING

The Instructor may use any or all of the following:

• lecture/discussion
• student collaboration
• small-group work
• guest speakers
• student oral presentations, individual or group
• educational videos, documentaries, and movies
• journal articles and other source material
• Service Learning (volunteer experience)

VIII. PAPERS, EXAMINATIONS, AND OTHER ASSESSMENT INSTRUMENTS

The Instructor may use any or all of the following:

• multiple choice exams
• essay exams
• personal reflection papers
• research paper
• brief field experience paper integrating observations and relevant literature
• book review/analysis
• Service Learning option, if offered, may include:
  o site description paper
  o supervisor evaluation
  o journal of experiences and field notes
  o paper integrating field notes and relevant literature

IX. GRADE DETERMINANTS

• Approximately four exams
• Research paper
• Homework assignments

X. TEXTS AND MATERIALS
The Instructor may use any or all of the following:

- Textbook in current use:

- Additional book for review/analysis paper
- journal articles
- film and video
- web sources

**XI. RESOURCES**

None