

**CAMOSUN COLLEGE
PSYCHOLOGY DEPARTMENT
PSYCHOLOGY 150 – CHILD DEVELOPMENT**

INSTRUCTOR: Bev Lenihan
OFFICE: Fisher 352
Office Hours: one-half hour before and after class. Appointments arranged to accommodate student
PHONE: 370-3200 leave voice message with clear name and phone number

E-MAIL: lenihan@camosun.bc.ca

REQUIRED READING: Berger, K.S. The Developing Person Through Childhood and Adolescence, Fifth Edition, New York: Worth Publishers.

RECOMMENDED: Brown, J.W. Study Guide to Accompany the Developing Person. New York: Worth Publishers.

COURSE DESCRIPTION AND OBJECTIVES:

This course is an introduction to the field of developmental psychology. The objective of this course is to Examine a comprehensive view of the development changes from conception through adolescence and to Present explanations of those changes:

1. Understand and describe the nature of research in the area of child development.
2. Describe the developmental changes occurring in physical, cognitive, and psychosocial development between conception and adolescence
3. Identify and assess the developmental tasks and needs of the children of various ages.
4. Relate the above knowledge to practice in areas in the student's life or chosen career.

COURSE STRUCTURE:

This course will consist of lectures, class discussions, and activities, films, reading, written assignments as well as field observations. Students will be expected to come to class having completed Reading and written assignments and be ready to participate in class activities.

COURSE EVALUATION:

1.	Quizzes	4 are given in class and 3 of the top marks are taken	3 x 15%	45%
2.	Scheduled exam		1 x 20%	20%
3.	Project or Presentation		1 x 35%	35%

COURSE GRADES:

95-100	A+	80-84	B+	65-69	C+	50-59	D
90-94	A	75-79	B	60-64	C	0-49	F
85-90	A-	70-74	B-				

READING THE TEXTBOOK:

This is essential for this course. I suggest three readings:

1. a quick read of the chapter to get a global perspective of the theory, before class.
2. a more careful study to really comprehend all concepts, done during the week the theory is covered.
3. a review before the test

EVALUATION DETAILS:

QUIZZES: Quizzes will cover the chapters listed in the schedule, including readings, lectures, and films. They will consist of multiple choice and short answer questions. Four quizzes will be given in class and highest of three scores will be graded toward 45% of course. There Are **NO MAKE UP quizzes** for any reason. Keeping up with the reading material for the each week and not playing catch up, especially if ill, will work toward a higher conceptual understanding of the course. If any student is concerned about his/her grade When entering the final exam, please see the instructor for a make up assignment.

PROJECTS: In order to bring to life some of the theories and concepts that we study in class, each student will be involved in a project. There is a choice of a study or a class presentation.

CASE STUDY: A naturalistic observation or experiment (chapter one) with a child will be given. The objective is to focus on a child development concept, connecting the theory with real life. The student needs to observe the physical, cognitive, and/or psychosocial domain.

SUGGESTIONS: Do a detailed study on one child
Focus on one aspect of the child i.e. physical, cognitive or psychosocial drawing
Upon theory learned.
Be sure to address observational bias and how this plays a role in naturalistic observation.
Careful not to make sweeping generalizations when drawing conclusions.

INSTRUCTIONS FOR CASE STUDY:

1. Preparation: Read the trio of chapters that apply to the age group of study. Find a child and receive the necessary permission to make an observation.
2. Collect Information: Interact with the child for at least one hour
3. Interview Care Giver(s): prepare questions based on your reading and focus of study to ask the primary caregiver of this child.
4. Assessment: You might include physical, perceptual, motor, language, and cognitive, social, emotional observations. Describe them clearly and include a test results, photos, questionnaires, or work samples as an appendix in your final report.

REPORT:

The report needs to include relevant background of the child. Description of the child's biosocial, cognitive, and psychosocial development. Be sure to support your textbook readings when drawing upon information to connect your findings to. Predict the child's development for the next year. Describing the strengths that will foster development and not any problems. Make criticisms, recommendations, etc. Be sure to include a reference page. All writing needs to be in APA style. Please refer to the style sheet distributed.

DUE DATES:

Write-ups are due as per schedule at the beginning of the class and handed to the instructor. Papers received any later than that will have a 2-mark penalty each day late, unless negotiated by the instructor before the date due. Medical or personal reasons do not remove late penalty, if the instructor is not contacted before the assignment due date. Taking personal responsibility for good planning and respectful communication is part of being a good student.

CLASS PRESENTATION:

Special topics related to Child Development:

Participation in a group that executes a dynamic, interesting in class presentation on a special topic. Students can work individually or with a partner, or a small group of three. Time allotted is 30 minutes, with a deduction of one mark for under or over time. Presentations must be carefully planned and practised. There are no strict guidelines as to the method of presentation, but you must include:

- a. discussion of the research and information available
- b. connection to the course theory and practice (real life)
- c. list of resources available in Victoria
- d. summary and recommendations
- e. class involvement by way of activity, demonstration or discussion

TOPICS:

The following are some recommendations other choices acceptable with instructor's approval.

Chapter 5	Nutrition
Chapter 8	Child maltreatment
Chapter 9	Child Stimulation Programs
Chapter 10	Gender Stereotyping
Chapter 11	ADHD or Learning Disabilities
Chapter 12	The Gifted Child or Child taking English as a Second Language
Chapter 13	Changing Family Structure, or Stress and Children
Chapter 14	Eating Disorders
Chapter 15	Sexuality and the Adolescent
Chapter 16	Delinquency or Suicide

Write-Up: Following the oral presentation.

Include an outline of your planning for the presentation along with a 1000-1500 report on your topic. Include your own ideas about how your presentation topic relates to you and the rationale for choosing this topic. Keep in mind in working the importance of considering all three domains when viewing a child, regardless of specific focus area. Oral and write up are each worth 50 marks. Overall grade 35% of course.

