

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

INSTRUCTOR: Bev Lenihan  
OFFICE: Fisher 352  
OFFICE HOURS: half hour before and after class. Appointments arranged to accommodate student  
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**REQUIRED READING:** Berger, K.S. The Developing Person Through Childhood and Adolescence, Sixth

Edition, New York: Worth Publishers.

**RECOMMENDED:** Straub, R.O. 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 the reading and written assignments and be ready to participate in class activities.

**COURSE EVALUATION:**

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|----------------------------|---|--------|-----|
| 1. Quizzes                 | 4 are given in class and 3 of the top marks are taken | 3 x 15 | 45% |
| 2. Schedule exam           | Chapters 14, 15, and 16.                              | 1 x 20 | 20% |
| 3. Project or Presentation |   | 1 x 35 | 35% |

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**COURSE GRADES:**

95-100	A+	80-89	B+	65-69	C+	50-59	D
90-94	A	75-79	B	60-64	C	0-49	F
85-90	A-						

### 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 the highest of three scores will be graded toward 45% of course. There are NO MAKE UP quizzes for any reason. Reading the material each week and not playing catch up, especially when ill, will work toward a higher conceptual understanding of the course. If any student is concerned about his/her grade, two weeks, before the final exam, please see the instructor for a bonus assignment of three marks.

**PRESENTATION:** A group presentation, of three people, will bring to life some of the theories and Concepts studied in class. Each student in the group will be responsible to research and present a component of the agreed upon topic. Participation in a group is preferred, however permission by instructor may be granted if a student explains His/her rationale for presenting individually. Time allotted is 30 minutes, with a Deduction of one mark for each minute over. Presentations need to be carefully Planned and practiced. There are no strict guidelines as to the best method used. The Guidelines following will be used for evaluation purposes:

- 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. A clear developed Beginning, Middle, and End.
- e. Class involvement by way of activity, demonstration, or discussion.

Recommended topics:

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 ESL Child
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 one week following the oral presentation:

To receive full marks a written summary, one week following the oral, must be submitted. The write up includes ideas as to how the topic relates to you professionally or personally as well as keeping the three domains of the child when studying your topic. Please see Separate hand out for details.

#### CASE STUDY:

A naturalistic observation or experiment with a child is needed. The objective of this study is to focus on one domain of the child either: biosocial, cognitive, or psychosocial. Once the data is collected on one domain a prediction of the other two domains can be made. The following guidelines are recommended:

1. Choose the age of the child interested in studying and select the stage of development.
2. Read the three chapters in the textbook regarding the stage of development
3. Choose one domain to study in depth and decide on the hypothesis.
4. State the hypothesis and decide on the best procedure to collect your data/be sure Address observational bias and how it plays a role in naturalistic observation.
5. COLLECT DATA ON ONE DOMAIN. Having written the result section first, write The background information on this child, including your understanding of the other two domains. Draw upon theory in the text and other information researched or Studied.
6. Predict how your child will develop over the next two-three years.
7. Include test results, photos, questionnaires, or work samples as an appendix in your Final report. Be sure to use a pseudo name to maintain confidentiality.

**REPORT:** The report needs to include relevant background of the child. Describe all three Domains and support your information with readings from the text or any other sources Used. Avoid making sweeping generalizations and assumptions. Be descriptive and not Evaluative. All writing needs to follow APA guidelines, please refer to APA style sheet Distributed in class.

#### DUE DATES:

All assignments are due as per schedule, at the beginning of class and handed to the Instructor. Papers received any later will have a 2-mark penalty per day late, unless permission is Given 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.