



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Psychology**

**PSYC-274-D01**  
**Child Development**  
**Fall 2018**

**COURSE OUTLINE**

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The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

(a) Instructor	Katrina Ivanov	
(b) Office hours	By appointment	
(c) Location	Paul 233	
(d) Phone	250-370-3202	Alternative: _____
(e) E-mail	<a href="mailto:gantly@camosun.bc.ca">gantly@camosun.bc.ca</a>	
(f) Website	Online.camosun.ca	

**2. Intended Learning Outcomes**

Upon completion of this course a student will be able to:

1. Explain the biological, psychological, and social developmental changes that occur from conception to middle childhood.
2. Select a case study of a child at a particular developmental stage and outline the biological and environment influences upon development.
3. Analyze and evaluate current research used in the study of child development.

**3. Required Materials**

(a) Texts

Infants and Children by Laura Berk, 8<sup>th</sup> edition (recommended, not required)

Virtual Child Program: required

(b) Other

Readings, web-links, videos, notes, assignments, discussions, and research paper available on web-site

## 4. Course Content and Schedule

**\*\*\*Please Note: This is a fully online course with asynchronous content (this means that all information necessary to complete the course is available to you the first day of class, and you may proceed through the learning modules, assignments and final paper at your own pace). Below you'll find a list of Module Numbers, a description of each module's content, chapters associated with that module and assignments linked to that module.**

Module	Topics	Assignments
1	Introduction to Child Development	Chapter 1
2	Bio-ecological Model and Multi-systemic approaches to development	Chapter 1 Assignment 1
3	Theories of Development	Chapter 1
4	Biological Foundations	Chapter 2
5	Environmental Foundations	Chapter 2
6	Prenatal Development and Birth	Chapters 3, 4 Assignment 2
7	Newborn Reflexes and Capacities, Parenting Issues	Chapter 4
8	Infant and Toddler Physical Development and Cognitive Development	Chapter 5,6
9	Infant and Toddler Social Development	Chapter 7
10	Early Childhood Physical Development	Chapter 8
11	Early Childhood Cognitive Development	Chapter 9 Assignment 3
12	Early Childhood Social Development	Chapter 10
13	Middle Childhood Physical and Cognitive Development	Chapter 11,12
14	Middle Childhood Social Development	Chapter 13

## 5. Basis of Student Assessment (Weighting)

**Assignments: Three assignments worth 20% each** (each assignment is fully outlined under the heading "Assignments" in the content section.)

**Research Paper: 31%** This paper asks the student to observe a child in infancy/toddlerhood, preschool or middle childhood and to conduct some activities aimed at informally assessing cognitive development, physical development or social/emotional development. The student will tie this in to a multi-systemic theory. A detailed summary of the paper will appear under "Research Paper" in the content section.

**Virtual Child: 9%** You'll be raising your own "virtual child" during the course. The program will ask you parenting questions at each stage, and depending on your answers, will affect your child's physical, cognitive and social/emotional development. Along the way there are teacher's reports, doctor's reports, etc. and you will be asked to submit three of these, along with a paragraph reflection in the "Discussions" section. Details will be under the "Virtual Child" Module under "Contents."

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2

50-59	D		1
0-49	F	Minimum level has not been achieved.	0

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.