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Psychology (PSYC) 2003 Child Growth and Development (3 Units) (DS1) CSU:UC

[formerly Psychology 3 and cross referenced with Early Childhood Education 1, which has been removed from the catalog]

Advisory: Eligibility for English 1500 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course is an introduction to child growth and development from prenatal through adolescence with an emphasis on physical, cognitive, and social-emotional development. Other topics include historical and theoretical foundations in development and education, research methods and designs, educational testing and assessments, prenatal development and birth, parenting styles and special needs. This course is not open to students with credit in Early Childhood Education 1. C-ID: CDEV 100

Type of Class/Course: Degree Credit

Text: Stassen, Kathleen Berger. *The Developing Person through Childhood & Adolescence with Updates on DSM-5*. 9<sup>th</sup> ed. New York: Worth, 2014. Print.

Additional Instructional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. explain the importance of planning prior to conception,
2. identify ways in which prenatal development influences later growth and development,
3. describe growth and developmental characteristics from birth for each domain of development: physical, cognitive, linguistic, and social-emotional,
4. evaluate and illustrate major theories and principles of human development as it relates to behavior in children,
5. compare principal scientific methods used in the study of child development,
6. identify significant research which has contributed to the establishment of developmental principles,
7. describe the different theories on parenting styles,
8. relate learning in child development to personal life experience,
9. demonstrate a sensitivity to the special needs of children at developmental levels,
10. compare and contrast family cultural practices and their impact on children,
11. demonstrate critical thinking and college level writing skill,
12. cite vocational opportunities related to child growth and development,
13. demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds,

14. examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment,
15. examine and evaluate the role of teachers and other professionals in facilitating children's development,
16. examine and evaluate the role of play and its relationship to development at various stages.
17. analyze the impact culture, economics, politics and history has on development,
18. apply developmental theory to children's observations, surveys, and interviews, and
19. differentiate characteristics of typical and atypical development at various stages.

Course Scope and Content:

- Unit I            Historical and Theoretical Foundations
  - A.     Historical Timeline
  - B.     Psychoanalytic Theories
  - C.     Behaviorism and Social Learning Theories
  - D.     Cognitive Theories and Information Processing
  - E.     Sociocultural Theory
  - F.     Ecological Systems Theory
  
- Unit II           Research Methods
  - A.     Study of Child Development
  - B.     Scientific Method
  - C.     Research Methods and Studies
  
- Unit III          Biological and Environmental Influences on Development
  - A.     Genetic Code, Chromosomes and Gametes
  - B.     Sex, Multiple Births, and Fertility
  - C.     Chromosomal and Genetic Abnormalities
  - D.     Genetic Counseling and Testing
  - E.     Influence of Environment
    - 1. Contemporary/social impact on children's development
    - 2. The role and influence of the caregiver
    - 3. The role and influence of culture
  
- Unit IV          Prenatal Development
  - A.     Periods of Development
  - B.     Teratogens and Prenatal Risks
  
- Unit V           Birth
  - A.     Stages of Birth
  - B.     Birth Complications
  - C.     Birthing Options and Procedures
  - D.     Social Support and Bonding
  
- Unit VI          Developmental Stages: Special Needs, Risk Factors and Care/Education
  - A.     Infants and Toddlers
  - B.     Preschool/Early Childhood
  - C.     School Age/Middle and Late Childhood
  - D.     Adolescence

- Unit VII      Developmental Domains
- A.      Cognitive Development
  - B.      Language Development
    - 1. Theories of Language Development and Bilingualism
    - 2. Bilingual Development
  - C.      Physical Development
  - D.      Social Emotional Development
    - 1. Gender Roles
    - 2. Childhood and Adolescent Sexuality
    - 3. Moral Development
    - 4. Temperament and Personality

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

- 1.      Studying
- 2.      Answering questions
- 3.      Completing required reading and assignments
- 4.      Journaling and writing
- 5.      Conducting Observations

Methods of Instruction:

- 1.      Lectures and discussions
- 2.      Visual presentations

Methods of Evaluation:

- 1.      Substantial writing assignments, including:
  - a.      essay exams
  - b.      journaling and reflection activities
  - c.      written homework
  - d.      group writing assignments
  - e.      conducting interviews
- 2.      Other examinations, including:
  - a.      multiple choice
  - b.      true/false items
  - c.      short answer questions
- 3.      Skill Demonstration
  - a.      oral presentations
  - b.      field work and observations
  - c.      group projects and demonstrations