



South Central College

PSYC 240 Child and Adolescent Psychology

Course Outcome Summary

Course Information

Description	This course examines the development of children from conception through adolescence. The major areas of focus include physical, cognitive, language, moral, and social development. The developing child will be understood as an active participant in a world of biological, familial, social, and cultural influences that help shape his or her individual life path. (MNTC 5: History/Social & Behavioral Sciences & MNTC 7: Human Diversity) Prerequisite: PSYC100 or consent of instructor
Total Credits	4
Total Hours	64

Pre/Corequisites

PSCY100 or consent of instructor.

Institutional Core Competencies

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Course Competencies

1. Demonstrate an understanding of the historical perspectives, theory, and research strategies in developmental psychology.

Learning Objectives

Describe how social policy and understanding of childhood and adolescence have changed throughout historical contexts.

Suggest ways to improve social policy for children and adolescence and draw on research findings to support conclusions.

Describe, compare, and contrast the major comprehensive theories of child development including contributions from Freud, Erikson, Skinner, Bandura, Piaget, Vygotsky, Bronfenbrenner, and eclectic theories.

2. Describe the research methods in developmental psychology and demonstrate an understanding of the various methodologies used to learn about the capacities of infants and young children.

Learning Objectives

Explore research designs and methods typically used in developmental psychology to develop new knowledge.

Review key research studies and critically evaluate the quality and value of existing and emerging psychological research related to the field.

Discuss the standard of ethics of developmental research and the unique ethical considerations in studying

children.

3. Demonstrate and understanding of the three major developmental issues (nature and nurture, continuity and discontinuity, stability and change) and their importance in the study of developmental psychology.

Learning Objectives

Explain the contributions of genetic heredity and the environment to the process of development.

Appreciate how we come to have individual differences and characteristics that make us different from other people.

Explain how biology and environment each contribute to prenatal development and to a newborn's first adaptations.

4. Demonstrate an understanding of the developmental milestones and issues as related to human conception.

Learning Objectives

Review of the biological aspects of conception.

Describe the germinal, embryonic, and fetal periods of development.

Address teratology, hazards, and protective factors that may affect the unborn child during prenatal development.

Examine the role of genetics and heredity on human development.

5. Acquire an understanding of physical development (e.g. growth, motor skills, and brain development) from infancy through adolescence.

Learning Objectives

Describe the basic stages of birth, childbirth strategies, common measures of neonatal assessment, and characteristics of the neonate.

Understand what reflexes are and how they govern newborn behavior.

Describe the development of gross and fine motor skills.

Discuss changes in brain organization and structure throughout infancy, childhood, and adolescence and appreciate how processes such as dendritic spreading, specialization, and spurts of brain activity result in new competencies and improved abilities.

Become aware of patterns of physical growth from birth through adolescence including the proximodistal and cephalocaudal trends.

Discuss nutritional needs through infancy, childhood and adolescence, and gain awareness of the effects of eating behavior on health.

6. Demonstrate an understanding of how cognitive processes (e.g. memory and problem solving) develop from infancy through adolescence.

Learning Objectives

Summarize the major advances and limitations in cognitive development during infancy, the toddler period, early and middle childhood, and adolescence.

Describe and assess the prevailing theories of language development in Child Psychology including Skinner, Chomsky, Linneberg, and Bloom.

Discuss the potential impact of SES on cognitive development.

Understand and apply the process of moral development according to different theorists, including Kohlberg, Piaget, and Gilligan.

7. Acquire an understanding of how emotional and social processes (e.g. relationships, morality, and self-concept) develop from infancy through adolescence.

Learning Objectives

Describe the importance of attachment in infancy and childhood, types of attachments formed between infants and caregivers, and discuss research about how these early relationships influence later relationships.

Explore the development of emotion and developmental changes in emotion.

Explain sex differences and gender-role development.

Understand the influence of culture, family, television, schools, and peers on socialization and development.

Describe the value and context of sibling relationships, including the impact of birth order.

Explore current research on parenting and discipline practices and the impact of parenting styles of children, including how patterns of child rearing vary as a result of culture (e.g. individualism and collectivism).

Discuss aspects of the parent-adolescent relationship, including conflict and independence.

8. Demonstrate an understanding of how language develops and changes from infancy through adolescence.

Learning Objectives

Describe and assess the prevailing theories of language development in Child Psychology including Skinner, Chomsky, Linneberg, and Bloom.

Summarize the typical course of language development including prelinguistic vocalizations, and development of vocabulary, grammar, and pragmatics.

Discuss normal variations in reaching developmental language milestones and contrast these to indications of language delay or communication disorders.

Critically analyze research on the effects of teaching sign language to prelinguistic infants and reflect on the implications of accelerating language development.

Explore diversity in linguistic experience including exposure to nonstandard English (e.g. Ebonics) and the advantages and effects of early bilingualism.

9. Apply prevailing theories and research findings to explain various psychological phenomena.

Learning Objectives

Think critically about current (and sometimes controversial) issues in developmental psychology.

Apply theories of development and research in Child Psychology to gain insight into ones' own developmental processes.

Critically analyze theories, research, and applications developed by psychologists and made available through newspapers, periodicals, and the internet.

Distinguish myths and misconceptions from facts regarding child development and behavior.

10. Demonstrate an understanding of how the field of developmental psychology impacts or is impacted by gender, race, culture, and other important elements of the diverse human experience.

Learning Objectives

Examine the role of race and ethnicity in terms of human development including how unequal power relationship between races has impacted development and the role of ethnicity in the development of identity.

Examine how the field has been informed by diverse human perspectives. For instance, what is the gender and racial composition of research subjects used to test theories and create new knowledge?

Identify gaps in the research or application of the research related to human diversity and theorize how the gaps might impact how the field has been conceptualized or applied.

Articulate solutions for addressing gaps.

Theorize how the field may impact diverse groups at an individual or group level.

11. Utilize critical thinking skills.

Learning Objectives

Develop an informed perspective, utilizing objective and verifiable evidence related to the child psychology.

Identify and consider multiple viewpoints in terms of psychological explanations, relevance to the field or practical applicability.

Formulate logical and well-reasoned explanations on various topics related to the course.

12. Apply research methods, psychological principles, and key research findings by preparing a formal research project that adheres to the formatting expectations of the American Psychological Association.

Learning Objectives

Explore the literature and develop a research question or hypothesis.

Prepare an appropriate literature review and/or conduct a research study using an appropriate research methodology (original research or secondary data analysis).

Analyze and present results and prepare a logical analysis of findings.

Prepare a written report that adheres to the formatting expectations of the American Psychological Association.

Conduct all work within the ethical parameters of the American Psychological Association.

SCC Accessibility Statement

South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request

and discuss accommodations. North Mankato: Room B-132, (507) 389-7222; Faribault: Room A-116, (507) 332-7222.

Additional information and forms can be found at: www.southcentral.edu/disability

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