

PSY M04: CHILD PSYCHOLOGY

Originator

vboucquey

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

PSY - Psychology

Course Number (CB01B)

M04

Course Title (CB02)

Child Psychology

Banner/Short Title

Child Psychology

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Examines the stages of development: Prenatal and pregnancy, first 2 years, early childhood, middle childhood, adolescence and emerging adulthood. Addresses biological, physical, cognitive, emotional, and social development. Examines the influences of culture, family, society, and the environment on psychological development.

Taxonomy of Programs (TOP) Code (CB03)

2001.00 - Psychology, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

PSY M01 or PSY M01H and ENGL M01A or ENGL M01AH

Requisite Justification

Requisite Type

Recommended Preparation

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Other (specify)

Specify Other Requisite Description

Recommended level of communication skill

Level of Scrutiny/Justification

Required communication/computation skill

Requisite Type

Recommended Preparation

Requisite

PSY M01 or PSY M01H

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | discuss ways that the content from Child Psychology can apply to their lives by referencing core concepts, perspectives, and/or theories examined in this course. |
| 2 | demonstrate an understanding of perspectives, theories, and core concepts in Child Psychology. |
| 3 | recognize and understand the impact and value of diversity on Child Psychology research, theory, and application, including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status, disability, and sexual orientation. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|----|---|
| 1 | compare theoretical approaches to studying human development, including biosocial, cognitive and psychosocial. |
| 2 | evaluate the role of both genetic and environmental factors and how they interact to influence physical, emotional and mental development. |
| 3 | describe and evaluate methodology used to assess child psychology, including cross-sectional, longitudinal, and sequential. |
| 4 | describe the mechanics of conception, the stages of prenatal development, the birth process, and internal and external influences on each stage of the process. |
| 5 | compare biosocial, cognitive and psychosocial development in the first two years, early childhood, middle childhood, and adolescence. |
| 6 | describe the socialization process and the ways in which genetics, family, peers, schools, and culture influence human development throughout each stage of development. |
| 7 | explain features, causes, and contributors to childhood disorders, including ADHD (Attention Deficit Hyperactivity Disorder), autism spectrum disorders, and mood and conduct behavioral disorders. |
| 8 | describe the role and function of education on cognitive, emotional, and social development throughout childhood and adolescence. |
| 9 | analyze the outcome of a variety of forms of parenting and child discipline across cultures and ethnic groups. |
| 10 | describe the social, cultural and biological impact on sexual orientation and gender identity development. |
| 11 | explain the major changes that take place as a result of puberty, including challenges adolescents face in modern society and the factors contributing to behavior in the teen years. |

Course Content**Lecture/Course Content**

1. (10%) Theories of Development
 - Psychoanalytic
 - Behaviorism
 - Cognitive
 - Sociocultural
 - Epigenetic systems
2. (10%) Research Methods
 - Case study
 - Cross-sectional
 - Longitudinal
 - Cross-sequential
 - Scientific method
3. (5%) Genetics and Environment
 - Mechanisms of heredity
 - Inherited abnormalities
 - Nature and nurture
4. (10%) Prenatal Development and Birth
 - Conception

- Three stages of prenatal development
- Birth process
- Normal birth
- Complications

5. (15%) First 2 Years: Infants and Toddlers

- Biosocial development
- Growth and nutrition
- Brain development
- Motor development
- Health
- Cognitive development
- Sensorimotor intelligence: Piaget
- Information processing
- Language development
- Language theories
- Psychosocial development
- Emotional development
- Theories of caregiving
- Attachment
- Day care issues

6. (15%) Early Childhood: Ages 2 to 6

- Biosocial development
- Growth and nutrition
- Brain development
- Motor development
- Health
- Injuries
- Maltreatment
- Cognitive development
- Sensorimotor intelligence: Piaget and Vygotsky
- Information processing
- Language development
- Early childhood education
- Psychosocial development
- Emotional development
- Theories of emotion
- Prosocial and antisocial behavior
- Parenting patterns
- Theories of gender differences

7. (15%) Middle Childhood: Ages 6 to 11

- Biosocial development
- Growth and nutrition
- Motor development
- Health
- Special needs
- Cognitive development
- Piaget and Vygotsky
- Information processing
- Language development
- Moral development
- Education
- Psychosocial development
- Emotional growth
- Development of self
- Family influences
- Peer groups
- Mental health

8. (15%) Adolescence: Transition from Childhood to Adulthood

- Biosocial development
- Puberty
- Biological changes
- Emotional responses to changes
- Physical health
- Mental health
- Cognitive maturation
- Piaget

- Elkind
- Moral reasoning
- Kohlberg
- Language development
- Education issues
- Decision-making
- Psychosocial development
- Identity development
- Erikson
- Marcia
- Sexuality
- Family relationships
- Peer relationships
- Mental health

9. (5%) Emerging Adulthood

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral analysis/critiques
Oral presentations
Quizzes
Reports/papers
Research papers
Role playing
Written analyses
Written creation (poem, screenplay, song)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Field experience/internship
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Observation
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will use demonstrations, audio/visual presentations, class discussions, and small group activities to explain the course content. In addition, the instructor will model problem solving, and how to interpret and analyze research findings.

Representative Course Assignments**Writing Assignments**

1. Journal assignments that are reactions to observations, class discussions and presentations, role-playing, guest speakers, case studies, newspaper, journal articles and Internet sources. An example could be: observing more than one individual from at least two different age groups and analyzing the observations in the context of course theories and concepts.
2. Written reflections on readings from case studies, newspaper, journal articles, movies and/or Internet sources. An example could be: watching a movie that relates to the field of child psychology and applying a theory or the psychological phenomena to behavior of characters in the movie.

Critical Thinking Assignments

1. Identify the disparities in mental health between children in foster care and the general population.
2. Construct a model classroom that integrates theories of cognitive child development.

Reading Assignments

1. Read selected passages on growth mindset and answer questions assigned by the instructor.
2. Read the handouts provided by the instructor, such as a handout summarizing research evaluating the outcomes of instructor-created versus student-created study guides, as well as how to create an effective study guide. Then, practice the skill of creating a study guide for a particular topic in child psychology.

Outside Assignments**Representative Outside Assignments**

1. Using library resources, research a particular topic in child development, going beyond the textbook/lecture information. An example could be: research the impact of immigration enforcement on the psychosocial development of children and adolescents.
2. Using library resources, research the effect of immunizations on child health and write a essay/paper following guidelines assigned by instructor.
3. Observe social, artistic, and cognitive behavior of children in a preschool setting.

Articulation**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU Northridge	CADV 150	Foundations of Child and Adolescent Development	3
Cal Poly Pomona	PSY 2206	Child Psychology for Educators	3
San Jose State Univ.	PSYC 82	Child and Adolescent Psychology	3
CSU Channel Islands	PSY/ECS 150	Foundations of Child and Adolescent Development	3
CSU Bakersfield	PSY 2250	Lifespan Development	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

No

Description

Berk, Laura. *Infants, Children, and Adolescents*. 9th ed., Pearson, 2021

Resource Type

Textbook

Classic Textbook

No

Description

Berger, Kathleen Stassen. *The Developing Person: Through Childhood and Adolescence*. 12th ed., Macmillan Learning, 2021.

Resource Type

Textbook

Classic Textbook

No

Description

Santrock, John. *Children*. 15th ed., McGraw Hill, 2022.

Resource Type

Textbook

Classic Textbook

No

Description

Martorell, Gabriela. *Child*. 2nd ed., McGraw Hill, 2020.

Library Resources

Assignments requiring library resources

Research, using the Library's print and online resources, in preparation for writing a paper on a topic appropriate to the course such as, how a particular parenting method effects emotional development of children.

Locate, read, analyze and reflect upon scholarly journal articles concerning research in the psychological development of children.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Identify and analyze how issues of social justice affect a child/adolescent's development across various domains. An example could be: researching inequities/inequalities in educational opportunities and the effects on a child's social, emotional, physical and/or cognitive development.

Research paper analyzing the effects of social media on one or more of a child's social, emotional, physical and/or cognitive development.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussions/assignments will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving child development.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor for clarification, questions, and student progress report.
Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor in their office on campus to work on problem solving exercises in the presence of the instructor to get one-on-one help from the instructor. Also, the students may want to meet the instructor to have a face-to-face discussion about an issue of concern.
Other DE (e.g., recorded lectures)	Instructor may post recorded lectures, lecture notes, PowerPoint presentations, Internet websites, videos, and post them for students to view within a specified time frame. Students may upload their assignments to the course webpage to be graded by the instructor.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online chat. This would be the equivalent of on-line office hours. Instructor may also require students to be present on-line during certain hours of the week and have a dialogue with one another; for example, a student may post a question and other students will try to answer his/her question.
Video Conferencing	One-on-one meetings with students by request for clarification, questions, and student progress reports. Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. This would be the equivalent of on-line office hours. Also, the instructor may choose to present a lecture to the students via video conferencing.
Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussions/assignments will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving child development.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor for clarification, questions, and student progress report.
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Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussions/assignments will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving child development.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor for clarification, questions, and student progress report.
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Telephone

One-on-one meetings with students by request for clarification, questions, and student progress reports

Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

PSYCHOLOGY

Review and Approval Dates**Department Chair**

03/22/2021

Dean

03/23/2021

Technical Review

09/02/2021

Curriculum Committee

10/19/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/01/2021

Control Number

CCC000429451

DOE/accreditation approval date

MM/DD/YYYY