

Child Psychology

COURSE DETAILS

Course Code: PSYC 3360

Instructor:

Contact Hours: 45

Credits: 3

Language of Instruction: English

Course Prerequisites: See Below

COURSE DESCRIPTION

This course will provide a thorough overview of the key stages in a child's development, encompassing the scientific and socio-cultural study of patterns of growth, change, and stability that occur from conception through adolescence. As such, this course is split into five modules and arranged chronologically in line with the broadly accepted stages of child development – examining the physical, cognitive, and socio-emotional aspects at each stage. A thorough overview of the development approach at the outset equips students with the theoretical and methodologic competencies required to examine the development of the child throughout these phases.

Learning Outcomes

Upon successful completion of this course, you will be able to:

- Critically evaluate the theories of developmental child psychology.
- Describe how consumer products affect normative identities in childhood, particularly the gendered nature of toys.
- Discuss the major societal influences that determine development and a sense of self.
- Conduct primary observational research and create a report based on field notes.

Prerequisites

Prior to enrollment, this course requires you to have completed an introductory course in Psychology.

Active Learning

CEA CAPA courses are designed to include a variety of active learning components that will take you out of the classroom and allow you to explore your local, host city.

- The course will include guest speaker sessions as well as a field study visit to observe children's behavior in public spaces. The structure of the course also includes a visit to an advocacy group that works with adolescents.

How Grades are Weighted

The final grade is weighted as follows:

Assessment Details	Percentage
Engagement	20%
Podcast	15%
Toy Breakdown	15%
Paper 1: Child observation Report	25%
Paper 2: Adolescent Development	25%

Assessment Details

Assessment 1: Engagement – 20%

Students are expected to be engaged in class, and to have read the [CEA CAPA Engagement Policy](#) and the [Class Engagement Rubric](#) that outlines how engagement will be graded.

Assessment 2: Podcast – 15%

This is a group project which requires students to record a podcast with their group and then upload it to a free hosting site such as MixCloud. The podcast will focus on the various approaches to child development encountered during the course and students within the group are expected to evaluate the merits or drawbacks of each using evidence based arguments. This will allow students to articulate what they have learned through an innovative assessment method whilst also developing transferable skills in the dissemination of academic work in a public arena.

Assessment 3: Toy Breakdown – 15%

Following the discussion of the effects of consumerism on child development, students will select a children's toy, breakdown the toy, and identify how it is presented using appropriate references to the approaches covered. The student will create and present a structured presentation on their findings to the class to spark a student-led discussion–moderated by the professor–where emergent themes can be identified and discussed.

Assessment 4 Paper 1: Child observation Report – 25%

Using the methodological reading on participant observation as a guide, students will enter the 'field' and observe child behavior in an appropriate setting. A shopping mall is a suggested venue but an alternative venue is possible pending approval from your instructor. Full style guides, word count, and referencing style will be discussed in class.

Assessment 5 Paper 2: Adolescent Development – 25%

Students will be required to create a report focusing on the impact of physical and emotional changes in adolescence on the child's internal sense of self. Reference should be made to the intersection of the internal self and the child's perceptions of external social norms. Full style guides, word count, and referencing style will be discussed in class.

Submissions

All written work should be submitted directly via Turnitin on canvas according to the due dates listed. Please keep a hard copy of all written work. Late papers will be penalized at 3% per day unless prior arrangements have been made with the instructor.

COURSE CONTENT

SESSION 1 – Course Introduction

Topics

- Syllabus overview
- Classroom expectations

Assignments & Activities

- Introduction & Orientation

Required Readings & Resources

- Review Syllabus before class and prepare any questions

SESSION 2 & 3 – What is Child Psychology?

Topics

- Scope & Development of Child Psychology
- Contemporary Approaches & Research Methods in Child Psychology

Assignments & Activities

- Lecture & Discussion
- Reflect on your own assumptions regarding child development.
 - Do you believe that a child's development is determined by their nature and their genes? Do you believe that the environment is what makes a difference? Do you believe that a child passes through different, distinct stages in their development? If so, do you believe that these stages are universal?

Required Readings & Resources

- **Video:** Little Albert Experiment - <https://www.youtube.com/watch?v=9hBfnXACsOI>
- Packer, Martin, (2017). "Child Development: Understanding a Cultural Perspective" Sage. – Chapter 2

SESSION 4 – Researching Children Today

Topics

- Contemporary Approaches & Research Methods in Child Psychology

Assignments & Activities

- **Guest Lecture** from Researcher based at Trinity College Infant and Child Research Lab

Required Readings & Resources

- Lecture with Q&A

SESSION 5 – Biological Determinants of Child Development

Topics

- Biological Determinants of Child Development

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Berk, Laura, (2012). “Infants, Children, and Adolescents” 7th Edition, Pearson. – Chapter 3
- Glover, V. (2011). Annual Research Review: 356–367
- **Video:** A Map of the Brain
https://www.ted.com/talks/allan_jones_a_map_of_the_brain?language=en
- **Video:** Pre-Natal & Newborn
https://www.youtube.com/watch?time_continue=1139&v=sYn6-pXjgUQ

SESSION 6 – Social & Cultural Determinants of Child Development

Topics

- Social & Cultural Determinants of Child Development

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Berk (2012) – Chapter 2-3
- Grigorenko, E. L., et.al. (2012). The epigenetics of maternal cigarette smoking during pregnancy and effects on child development: 1377-90

SESSION 7 – Podcast Preparation Class

Topics

- Podcast Preparation Class

Assignments & Activities

- Discussion regarding the expectations for group project & assigning of students to groups
- In advance of this session, students will have thought about the psychological and developmental approaches that interest them. Students will be expected to be able to critique these approaches and debate with others in the class. Students will also be given a brief introduction to podcasting. The podcast will allow students to share their thoughts and hear each other’s voices. Podcasting also develops confidence in articulating an argument and offers an opportunity to learn some new practical skills.

Required Readings & Resources

- The Invention of Childhood (BBC4) www.bbc.co.uk/programmes/b00s9fpf

SESSION 8 – Temperament

Topics

- Temperament

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Grant, V. V., et. Al. (2009). Early temperament prospectively predicts anxiety in later childhood: 320–330
- Janson, H., & Mathiesen, K. S. (2008). Temperament profiles from infancy to middle childhood: 1314–1328 <http://dx.doi.org.ucd.idm.oclc.org/10.1037/a0012713>

SESSION 9 – Language Development

Topics

- Language Development

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Berk (2012) – Chapter 7

SESSION 10 – Observational Methods in Child Psychology

Topics

- Observational Methods in Child Psychology

Assignments & Activities

- Lecture & Discussion
- Podcast Recording Due

Required Readings & Resources

- Kawulich (2005) Participant Observation as a Data Collection Method
- Lukowski, A. & Milojevich, H. (2019). [Research Methods in Developmental Psychology](#)
- **Videos:** Graham Gibbs on Ethnography & Observation Parts 1 & 2
 - <https://www.youtube.com/watch?v=V8doV3POus4>
 - <https://www.youtube.com/watch?v=JADIR-J9Ht4>

SESSION 11 – Observational Fieldwork

Topics

- Observational Fieldwork

Assignments & Activities

- Observation of Child Behavior in a Pre-approved setting
- Review & confirm directions/transport details to observation site

Required Readings & Resources

- None

SESSION 12 – Reasoning & Understanding

Topics

- Observational Fieldwork

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- De Neys, W. (2006). Dual processing in reasoning: 428–433.
- Klein, G., & Jarosz, A. (2011). A naturalistic study of insight: 335–351
- Packer (2017) – Chapter 5

SESSION 13 – Play as Learning

Topics

- Play as Learning

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Burriss, K. G., & Tsao, L.-L. (2002b). Review of Research: 230–233
- Mead, G.H., “Play, The Game & The Generalized Other,”
- Samuelsson, I. P., & Carlsson, M. A. (2008). The Playing Learning Child: 623–641
- Waller, T., et. al. (2010). The dynamics of early childhood spaces: 437–443

SESSION 14 – Attachment

Topics

- Attachment

Assignments & Activities

- Lecture & Discussion
- **Paper 1 Due:** Child Observation Report

Required Readings & Resources

- Keller, H. (2013). Attachment and culture: 175–194.
- Main, M. (2000). The organized categories of infant, child, and adult attachment: 1055-1096.
- Packer (2017) – Chapter 7

SESSION 15 – Children as Consumers

Topics

- Children as Consumers

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Jacobson, L. “Advertising, Mass Merchandising, and the Creation of Children’s Consumer Culture”
- Seiter, E. “Children’s Desires/Mothers Dilemmas: The Social Contexts of Consumption”

SESSION 16 – Cognitive Development in Early Childhood

Topics

- Cognitive Development in Early Childhood

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Berk (2012) – Chapter 9

SESSION 17 – Gender Norms

Topics

- Gender Norms

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- [Let Toys be Toys](#)
 - <http://lettoysbetoys.org.uk/about/>
- Cherney, I. D., & Dempsey, J. (2010). Young children's classification...651–669
- Pike, J. J., & Jennings, N. A. (2005). The Effects of Commercials on Children's Perceptions of Gender Appropriate Toy Use. 83–91

SESSION 18 – Emotional & Social Development in Early Childhood

Topics

- Emotional & Social Development in Early Childhood

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Berk (2012) – Chapter 10
- Documentary: The Secret Life of 5 Year Olds (Channel 4)

SESSION 19 – Discipline & Anti-Social Behavior

Topics

- Discipline & Anti-Social Behavior

Assignments & Activities

- Lecture & Discussion
- **Toy Breakdown:** Presentations in Class

Required Readings & Resources

- Paolucci, E. O., & Violato, C. (2004). A Meta-Analysis of the Published Research... 197–222. <https://doi.org/10.3200/JRLP.138.3.197-222>
- Pardini, D. A., et. al. (2007). The Development of Callous-Unemotional Traits and Antisocial Behavior in Children: 319–333

SESSION 20 – Socio-Economic Factors in Early Stage Development & onto Adulthood

Topics

- Socio-Economic Factors in Early Stage Development & onto Adulthood

Assignments & Activities

- Guest Lecture - TBD

Required Readings & Resources

- The lives of Five-year-olds

SESSION 21 – Adolescent Development

Topics

- Puberty, Physical Changes, & Social Identity

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Berk (2012) – Chapter 14 & 16
- Berzonsky, M. D. (1989). Identity style conceptualization and measurement. 268–282.
- Kuhn, D. (2006). Do cognitive changes accompany developments in the adolescent brain?: 59–67.
- Packer (2017) – Chapter 13
- Smollar, J., & Youniss, J. (1989). Transformations in adolescents' perceptions of parents: 71–84.

SESSION 22 – Sexual Identities & Mental Health

Topics

- Sexual Identities & Mental Health

Assignments & Activities

- **Guest Lecture:** LGBTQ Youth Advocacy Group

Required Readings & Resources

- Lick, D. J., Durso, L. E., & Johnson, K. L. (2013). Minority stress and physical health among sexual minorities: 521-548. doi:
<http://dx.doi.org.ucd.idm.oclc.org/10.1177/1745691613497965>

- Russell, S. T., & Fish, J. N. (2016). Mental Health in Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth: 465–487. <https://doi.org/10.1146/annurev-clinpsy-021815-093153>
- Ryan, C., et. al. (2010). Family acceptance in adolescence and the health of LGBT young adults: 205-13.

SESSION 23 – The Adolescent Brain & Decision Making

Topics

- The Adolescent Brain & Decision Making

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- **Video:** The Mysterious Workings of the Adolescent Brain
 - <https://www.youtube.com/watch?v=6zVS8HIPUng>
- Berk (2012) – Chapter 17
- Reyna, V. F., & Farley, F. (2006). Risk and rationality in adolescent decision making: 1–44.

SESSION 24 – Towards Adulthood

Topics

- Towards Adulthood

Assignments & Activities

- Lecture & Discussion
- **Paper 2 Due:** Adolescent Development

Required Readings & Resources

- Packer (2017) Chapter 14
- Schwartz, S. J. (2008). Self and identity in early adolescence: 5–15.

SESSION 25 – Final Reflection Session

POLICIES

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Academic Conduct

Justice, equity, diversity, and inclusion are core values for CEA CAPA, and we intend that our classrooms and academic cultures be welcoming spaces that are conducive to learning. Conduct in academic contexts that goes against these principles may carry both academic and disciplinary consequences.

Using slurs or expressing views that are racist, misogynistic, homophobic, transphobic, or that target members of a certain class, ethnic, or religious group - or any language that works against the shared creation of welcoming, inclusive academic spaces that are conducive to learning – will not be tolerated by CEA CAPA, and may lead to dismissal from the program with no credit granted.

Students may be given a verbal warning and/or one written warning prior to dismissal depending on the severity of the incident. Home institutions will be notified of the nature of the disciplinary action, which may lead to additional sanctions or judicial actions on the home campus.

Academic Integrity & Artificial Intelligence

Academic integrity is essential to teaching and learning. All students are expected to approach and complete their coursework with honesty. A breach of academic integrity will result in disciplinary action, a zero for the assignment, and/or failure of the course.

Guidelines for use of artificial intelligence are at the faculty member's discretion and articulated in the term syllabus. Misrepresenting the work of artificial intelligence as your own is considered a violation of academic integrity and will be penalized as such.

STUDENT LEARNING & DEVELOPMENT OBJECTIVES

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery. beyond specifics of course offerings, that address student learning holistically and frame a larger learning context.