

A: Division: **INSTRUCTIONAL**  
 B: Faculty: **HUMANITIES & SOCIAL SCIENCES**  
 Department: **PSYCHOLOGY**

Date: **MARCH 1996**  
 New Course:  
 Revision of Course **SEPTEMBER 1988**  
 Information form:

C: **PSYC 320** D: **CHILD BEHAVIOUR AND DEVELOPMENT** E: **3**

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Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: This course provides an introduction to the process of development from conception to puberty. The major focuses are on developmental theory, descriptive changes in physical growth, cognition, language, social and emotional behaviour of children and applications of the research and theory.

Summary of Revisions: (Enter date & section)  
 Eg: Section C,E,F  
**A,B,C,M,N,P**

G: Type of instruction: Hrs per week / per semester

Lecture:	2	Hrs.
Laboratory:		Hrs.
Seminar:	2	Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other (Specify):		Hrs.
<b>Total:</b>	<b>4</b>	<b>Hrs.</b>

H: Course Prerequisites:  
**PSYC 200**

I: Course Corequisites:  
**NONE**

J: Course for which this Course is a Prerequisite:  
**NONE**

K: Maximum Class Size:  
**35**

L: College Credit Transfer ☒ **x**  
 College Credit Non-Transfer ☐  
 Non-Credit ☐

M: Transfer Credit: Requested: ☐  
 Granted: ☒ **x**

Specify Course Equivalents or Unassigned Credit as appropriate:

SFU **PSYC 250 (3)**  
 UBC **PSYC 2nd (3)**  
 UVIC **PSYC 335 (1.5)**

Other: **See current B.C. Transfer Guide**

*Claudia Beavan*

Course Designer(s)

*Bernadine P. Rea*  
 Department Chair

*[Signature]*  
 Registrar

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**Subject and Course Number**

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**N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):**

**A recently published textbook, such as:**

**Dworetzky, J.P. Introduction to Child Development, 5th edition.  
New York: West Publishing, 1995.**

**Santrock, John W. Children 4th edition. Madison, Wisconsin:  
Brown & Benchmark, 1995.**

**Textbooks will be updated periodically.**

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**Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;  
Q. Method of Instruction; R. Course Evaluation**

**O. Course Objectives**

1. The student will be able to demonstrate an understanding of research methods associated with child development.
2. The student will demonstrate an understanding of the significance of heredity and environment on the developing child.
3. The student will demonstrate an awareness of the factors associated with physical development, prenatally through to puberty.
4. The student will demonstrate an awareness of the processes of cognitive development throughout childhood.
5. The student will demonstrate an awareness of the socioemotional changes experienced by the infant and through to puberty.
6. The student will be able to discuss how child developmental research can be applied to real life situations.
7. The student will be able to discuss contemporary issues in child development such as, child abuse, attention-deficit disorder, special needs, role of television.

**P. Course Content**

**Introduction to Child Development**

- Historical accounts
- Controversies
- Major developmental theories
- Methods of research employed in child development

**P. Course Content - cont'd.**

**Biological Beginnings**

- Heredity
- Environment

**Stages of Development**

- Prenatal
- Birth and infancy
- Early childhood/preschool years
- Middle childhood/school years

**Aspects of Physical Development**

- Nutritional needs and eating behaviour
- Height and weight
- Gross and fine motor skills
- Sleep
- Exercise

**Aspects of Cognitive Development**

- Piagets Theory of Development
- Information processing
- Individual differences
- Language development
- Intelligence
- Vygotsky's Theory

**Aspects of Socio/emotional Development**

- Families
- Play
- Gender
- Moral development
- Peer relations
- Self-understanding, self-concept

**Q. Method of Instruction**

The course will employ a number of instructional methods to accomplish its objectives and will include some of the following:

- lectures
- seminar presentations
- audio visual materials including video, 16 mm film, etc.
- small group discussions
- research projects
- practical conditioning demonstrations

**R. Course Evaluation**

Evaluation will be carried out in accordance with Douglas College policy and will include both formative and summative components. Evaluation will be based on some of the following: quizzes, multiple choice exams, essay type exams, term paper or research project, class participation, seminar discussion, oral presentation, etc.

The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

An example of one evaluation scheme:

4 quizzes	40%
Mid term exam	15%
Term paper	15%
Oral presentation	5%
Seminar attendance and participation	5%
Final exam	<u>20%</u>
	100%