



EFFECTIVE: JANUARY 2002
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL**

Date: **JULY 2001**

B: Department/ **PSYCHOLOGY**
 Program Area: **HUMANITIES & SOCIAL SCIENCES**

New ☐
 Course

Revision ☒ **X**

If Revision, Section(s) **G,O,P,Q,R**
 Revised:

Date Last Revised: **MARCH 1996**

C: **PSYC 320**

D: **CHILD BEHAVIOUR AND DEVELOPMENT**

E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
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.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week / semester for each descriptor) Lecture: 4 hrs. per week / semester Number of Weeks per Semester: 14	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: PLEASE INDICATE: <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: </div> <div style="margin-right: 10px;">Requested <input type="checkbox"/></div> <div>Granted <input checked="" type="checkbox"/> X</div> </div> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives/Learning Outcomes

At the conclusion of the course the student will be able to:

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

N: Course Content

1. Introduction to Child Development
Historical accounts
Controversies
Major developmental theories
Methods of research employed in child development
2. Biological Beginnings
Heredity
Environment
3. Stages of Development
Prenatal
Birth and infancy
Early childhood/preschool years
Middle childhood/school years
4. Aspects of Physical Development
Nutritional needs and eating behaviour
Height and weight
Gross and fine motor skills
Sleep
Exercise
5. Aspects of Cognitive Development
Piagets Theory of Development
Information processing
Individual differences
Language development
Intelligence
Vygotsky's Theory

Course Content Cont'd.

6. Aspects of Socio/Emotional Development

Families

Play

Gender

Moral development

Peer relations

Self-understanding, self-concept

O: Methods 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

P: Textbooks and Materials to be Purchased by Students

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.

Q: Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on course objectives and will include 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%	

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that this course involves theoretical and empirical analyses of child development, it is unlikely to be open for PLAR except as a credit transfer from other institutions.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar