



**EFFECTIVE: JANUARY, 2008**  
**CURRICULUM GUIDELINES**

**A:** Division: **EDUCATION** Effective Date: **JANUARY 2008**

**B:** Department / **PSYCHOLOGY** Revision  New Course   
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **C**

Date of Previous Revision: **September 2004**  
 Date of Current Revision: **September 2007**

**C: PSYC 3320 (formerly PSYC 2320)** **D: CHILD BEHAVIOUR AND DEVELOPMENT** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> 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.		
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture</b>  Number of Contact Hours: (per week /semester for each descriptor)  <b>Lecture: 4 hrs per week / semester</b>  Number of Weeks per Semester: <b>15</b>	<b>H:</b> Course Prerequisites:  <b>PSYC 1200</b>	
	<b>I:</b> Course Corequisites:  <b>NONE</b>	
	<b>J:</b> Course for which this Course is a Prerequisite  <b>NONE</b>	
	<b>K:</b> Maximum Class Size:  <b>35</b>	
<b>L: PLEASE INDICATE:</b> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.bc.ca">www.bctransferguide.bc.ca</a> )		

**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
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, 5<sup>th</sup> edition.  
New York: West Publishing, 1995.

Santrock, John W. Children 4<sup>th</sup> 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 a possible evaluation scheme would be:

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