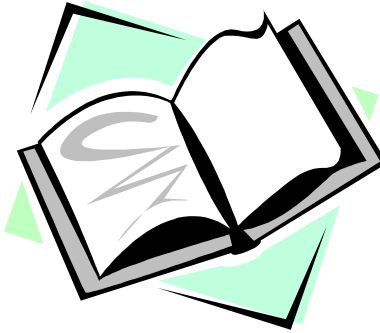


Child Psychology Psy 251



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PSY 251 Child Psychology Burlington County College

Donna Vandergrift, Assistant Professor

Spring 2009

Disclaimer: *This class is web-enhanced, which means that a majority of your work will be submitted or done online. This will allow more time in class, lessen the impact of paper waste on the environment, and help to prepare you for other courses in which technological skills are needed. You will be taking online quizzes and submitting papers through the Blackboard/WebCT system. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester or feel free to enroll in a more traditional course instead.*

Blackboard: <http://bcc.blackboard.com> or go to my homepage and Psy 101 for a direct link
Login by typing your entire firstname_lastname (no spaces) under "Username" and your birthdate in the mmddyy format (no spaces/dashes) under "Password." *Note the username that you use for your BCC email is what you want to use for Blackboard/WebCT. If you have numbers after your username there, you would use those as well.* You will be asked to change your password after logging in the first time.

COURSE DESCRIPTION

This course is a study of growth, adjustment, and capacities of children from conception through adolescence. Emphasis will be placed on the study of normal children.

LEARNING OBJECTIVES

Part 1 Beginning Points

1. Identify the differences between several controversies in child development.
2. Identify and explain Freud's theory of Psychosexual Development.
3. Define and exemplify Piaget's concepts of scheme, assimilation and accommodation.
4. Identify the difference between the information processing model, Piaget's theory and Vygotsky's theory of cognitive development.
5. Explain the basic concepts of Behaviorism and Social Learning Theory.
6. Explain Bronfenbrenner's ecological model.
7. Identify the chief genetic abnormalities which affect the developing fetus and later, the child.
8. Recognize and explain the procedures used to detect the presence of genetic disorders.
9. Define the following terms: chromosomes, genes, dominant/recessive characteristics, polygenic inheritance, meiosis, and mitosis.
10. Apply the concepts of reaction range and canalization to genetic outcomes in an individual.
11. Identify the characteristics of each phase of prenatal development.
12. Identify the nature of teratogens' impact, as well as the mother's behavior, on the development of the fetus.
13. Explain the parents' adjustments through the trimesters.
14. Detail the three stages of labor during the birth of a baby.
15. Compare the various childbirth methods and strategies including potential outcomes.

16. Explain the characteristics of preterm and low birthweight babies, and the use of the APGAR scale in evaluating the newborn.

Learning Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, and 16 will be evaluated using *Unit Test 1 with Multiple Choice and Essay questions.*

Part 2 Infancy and Toddlerhood

17. Trace the growth patterns of the child's physical development and brain growth.
18. Describe the infant's senses of vision, hearing, touch, taste and smell, and their relationship to the child's development.
19. Identify health and feeding issues of infants around the world.
20. Describe the six substages of Piaget's Sensorimotor stage of development.
21. Discuss the importance of attention, memory, and imitation relative to the information processing perspective of cognitive development.
22. Discuss the biological, environmental, and interactionist view of language development.
23. Discuss infant temperament as outlined by Thomas and Chess.
24. Define attachment and identify the various theories of how attachment occurs.
25. Discuss attachment as it relates to parenting style, long-term effects, and social context.
26. Describe Erikson's first two stages of development.

Learning Objectives 17, 18, 19, 20, 21, 22, 23, 24, 25, and 26 will be evaluated using Unit Test 2 with Multiple Choice and Essay questions.

Section 3 Early Childhood

27. Explain the continuing physical and brain growth of the child.
28. Discuss the fine motor skills of the child and the development of artistic drawings.
29. Describe Piaget's Preoperational stage including its characteristics and limitations.
30. Discuss Vygotsky's concepts of Zone of Proximal Development, scaffolding, and private speech.
31. Describe the information processing perspectives on the child's memory, attention, and theory of mind.
32. Describe and explain the various influences on gender development.
33. Explain the influences of parenting styles and family structure on a child's development.
34. Define patterns and types of play and discuss their function for the developing child.
35. Describe Erikson's third stage of development.

Learning Objectives 27, 28, 29, 30, 31, 32, 33, 34, and 35 will be evaluated using Unit Test 3 with Multiple Choice and Essay questions.

Section 4 Middle Childhood

36. Discuss Piaget's Concrete Operational Stage and identify its characteristics.
37. Explain the child's memory and attention development, as well as their cognitive monitoring and critical thinking skills.
38. Explain the child's perception of self and the concepts of self-esteem and self-concept.
39. Define social cognition and the influence of peers and friends on self-perception and emotional balance.
40. Describe Erikson's fourth stage of development.

Learning Objectives 36, 37, 38, 39, and 40 will be evaluated using Unit Test 3 with Multiple Choice and Essay questions.

Section 5 Adolescence

41. Distinguish and illustrate major influences on the adolescent's development.

42. 42. Examine major research findings and analyze actual adolescent experience in a specific area of development.

Learning Objectives 41 and 42 will be evaluated using the Adolescent Group Project.

Additional Learning Objectives

43. Compare and contrast differing theoretical views within a specific area of development.
44. Illustrate actual development using appropriate theories and research.
45. Apply course material to real life settings.

Learning Objectives 43, 44, and 45 will be evaluated using the Course Project.

COURSE REQUIREMENTS

TEXT BOOK

Rathus, S.A. (2008) Voyages: Childhood and adolescence. (Third Edition). Belmont, CA: Wadsworth/Thompson Learning. ISBN-10: 0495504610 | ISBN-13: 9780495504610

You are responsible for reading each chapter before it is covered in class so you are prepared to discuss it and to participate in in-class projects.

EVALUATION

There will be five (5) Unit Tests. Questions will come from lecture, your textbook, and other materials given by the instructor. Tests are multiple choice and take-home essays. Make-ups will only be granted IN EXTREME EMERGENCIAS or if advanced notice is given. A written explanation from student is required before consideration for make-up will be given. Do not ask to take a make-up without the written explanation. A brief description of the tests is located on p. 5. Be sure to read this before the first test.

Other Assignments include:

Course Project: Described on pp. 6-11.

Other projects as assigned by the instructor including in-class assignments and projects.

Excessive absences will lower this part of your grade.

Ten percent of the grade will be deducted for every class session an assignment is late.
Assignments will not be accepted after two past the due date.

COLLEGE POLICIES/SUPPORT

No violation of the honor code, classroom agreement, or plagiarism policy will be tolerated. See College Handbook and materials provided in this packet (p. 7).

Withdrawal: Students who fail to withdraw according to established procedures will receive grades of “F” or “ST” for all courses in which they were registered. Please note the dates to withdrawal from your courses in the current credit program brochure.

Plagiarism: Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. Plagiarism on any assignment will result in failure for that assignment and may result in further disciplinary action, including but not limited to failure for the course. Please refer to the Student Handbook for additional information regarding plagiarism and College regulations.

Other Policies: The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the BCC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding: Academic Integrity Code, Student Conduct Code and Student Grade Appeal Process.

Advising/Counseling: BCC provides confidential advising and counseling services free to all students through the Department of Academic Advisement and Transfer. For more information about advising and counseling services, visit at the Parker Center or the Mt. Laurel Center at Laurel Hall, or call extension 7337 at (609) 894-9311 or (856) 222-9311 or visit the website at: Advising Website <http://staff.bcc.edu/advising>; Counseling Website <http://staff.bcc.edu/counseling>.

Tutoring: BCC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at <http://staff.bcc.edu/tutoring>.

Special Populations: The Burlington County College Special Populations Department offers comprehensive services to all students with any form of disability (with appropriate documentation) which hinders their academic success. For more information regarding services for students with special needs, contact Barbara Ericson on Extension 1208 at (609) 894-9311 or (856) 222-9311 or visit the website at <http://www.bcc.edu/pages/182.asp>. If you have an accommodations form please notify your instructor.

GRADING

Your grade will consist of points earned from Unit Tests and Assignments. Final grades will be given on the following scale: A=90-100%, B+ =87-89%, B=80-86%, C+ = 77-79%, C=70-76%, D=60-69%, F=59% & below. Grades of "W", "ST", "X", or "I" will only be given in accordance with college policies as described in the college handbook. In order to receive an "X" or an "I" grade, student work must be satisfactory.

ATTENDANCE

Everyone is expected to attend ALL classes. Please contact Instructor by email or voice mail as soon as you are aware that you will miss class. Excessive unexcused absences are not acceptable. You are responsible of all material covered during your absence. Find someone now who can give you missed notes and assignments.

EXTRA CREDIT

Extra credit can be earned by attending one or more activities hosted by the college, which relate to the psychological concepts or theories of this course. A one-page typed summary for each activity must be submitted to receive 5 points. Be sure to include how it relates to the course. Extra credit is only available to students who are attending class regularly and have completed assignments and tests as required. Extra credit can not change a failing grade to a passing grade.

CONTACTING THE INSTRUCTOR

Office Location - 314 Academic Bldg., Pemberton Campus
Office Hours - Mon., Wed. and Fri. 12:00 – 11:00 (Mt. Laurel)
Tues. and Thurs. 9:15 - 10:15
Advising Hours - Mon. & Wed.. 9:00 – 10:00 (Mt. Laurel) By Appointment Only
Phone # - (609) 894-9311 or (856) 222-9311 x1251
Email - dvanderg@bcc.edu
Home Page - staff.bcc.edu/dvanderg & www.donnavandergrift.com
Psychology Home Page - staff.bcc.edu/psych

TENTATIVE SCHEDULE

	<u>Exam Date</u>	<u>Grades</u>
Unit 1 Introduction	2/4	_____
Unit 2 Prenatal	2/25	_____
Unit 3 Infancy	3/18	_____
Unit 4 & 5 Childhood	4/8	_____
Unit 6 Adolescence	Exam Week	_____

	<u>Due Date</u>	<u>Grades</u>
Course Project	4/20	_____

Unit Tests

Psy 251 - Child Psychology

Unit test will consist of multiple choice questions and take-home short essays. The multiple choice tests will be given in class on the day assigned. Tests are done on scantron sheets, so you are expected to bring pencils to class with you.

Take-home essays will be turned in electronically to our course Blackboard site by attachment within the course assignment dropbox. This site can be accessed from the course website or <http://bcc.blackboard.com>. Each essay MUST have a cover page with unit test number, date, course, your name and instructor's name. You will be graded on the following:

- The question/statement was directly referred to in your response.
- Your response is technically correct--meaning you are not giving definitional information, which is contrary to what is presented in the course or text.
- Your own interpretation or analysis must be provided, not just quotes from the book.
- You provided an opening and a closing.
- Your response is clear and unified.
- There are no spelling or usage errors.

Course Project

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You have a couple of options to fulfill the course project requirement. Select one of the following. More detailed explanations are attached.

1. Service Learning

Service Learning means getting involved in the communities in our area. Selecting this option requires that you locate and make arrangements to volunteer in an area of development that you are interested in. A minimum of 12 hours is to be contributed throughout the semester. You will complete a paper that includes your reactions to your experience and application of the research and theories learned throughout the semester. The paper is expected to be approximately 7 to 9 pages in length, which includes an expectation and reflection page. You will describe your experiences during your visits and apply the theories and research that relate to the development you are observing. This is a wonderful opportunity to become involved in an area that you are interested in and a way to give back to our community. It has also led to job and career opportunities for other students.

2. Position / Research Paper

Select a topic of interest related to material covered in this course. You will be expected to explore this topic in more depth than we will be able to in class and apply it to a real or fictitious situation. The paper is to be approximately 8 to 9 pages in length using APA format, citing 5 to 6 sources. The sources must be from peer-reviewed journals. . If you are not familiar with APA format or the writing of a research paper, see the instructor.

You will be graded on the content of these projects as well as the presentation, which includes spelling, typos, grammar, neatness, etc. Please proofread carefully.

SERVICE LEARNING PROJECT

Service learning means involvement in the communities directly related to and impacted by college courses. You are required to locate and make arrangements to volunteer in an area of development that you are interested in (a paid job that you currently hold is not acceptable). The instructor is available to assist in finding an acceptable location. A minimum of 12 hours is to be contributed throughout the semester.

A service learning agreement must be completed and turned in by the beginning of the fourth week of the semester. This is to be signed by both you and the individual on-site who will supervise your experience.

Your paper should be typed and relatively free of grammatical, typographic, and spelling errors. It should include the following:

Title Page - Your name, course number, instructor, date and a title to your paper should be at the beginning of your paper. 5 pts.

Expectation Page - Prior to beginning your service learning experience, you will need to complete a page where you state the location of your service learning including the population you will be working with, and what your hopes, anxieties, expectation, etc. are about the experience. This should be attached to your service learning agreement and put in the final paper. 10 pts.

Entries - You will complete 5 entries in the body of the paper. Each entry will focus on a different area of development or a different theory and should include a description of your experiences and an application of how course materials (i.e. theories, research, developmental norms, etc.) apply to what has occurred during your visits. Areas of development could include social, cognitive, personality, physical, etc. Theories could include Piaget, Vygotsky, Erikson, etc. Each entry should clearly identify what theory or area of development you are focusing on. There should be approximately 6 to 8 pages of journal entries. 50 pts.

Reflection Page - At the completion of your experience, complete a page that addresses how accurate your expectations were and how the experience turned out. 10 pts.

Letter from Supervisor - A letter signed from your supervisor describing your service and listing your hours should be attached to your paper. Although this is only worth 5 pts., your paper will not be graded without a signed letter on organizational letterhead. 5 pts.

Writing Quality – 20 pts.

A 'C' paper must include all of the information describe above and follow the basic standards for English Composition - 1) It must be well-organized 2) It must have well developed paragraphs 3) It must be competent in style. An 'A' or 'B' paper must satisfy all of the above requirements in addition to being original in thought and content, effectively integrating course materials, and creating interest and enthusiasm in the reader.

POSITION / RESEARCH PAPER

Using **peer reviewed scholarly** journal articles, write a ‘position’ paper where you introduce and argue multiple positions of an issue, research problem, or topic. You are encouraged to choose a topic that is of interest to you and will allow you to better understanding current research in child development.

- ☑ **Purpose:** First, this paper will help you search out recent, relevant, and scholarly research studies. Second, by researching multiple viewpoints of any issue you will more fully understand your own and the alternative perspectives; as well as what evidence exists for each position. Third, you will have a chance to demonstrate your critical thinking skills in the way that you present opposing arguments, evaluate proposed arguments, and highlight areas of general consensus, disagreement, and/or further research that might help bring resolution to the issue.
- ☑ **Topics:** Topics may be broad or narrow, but you must be able to evaluate the merits of at least 2 sides of an issue, compare two theories, or contrast different interpretations of similar data.

Example Topics:

1. The Ethics of Human Reproduction in the 21st Century
2. Breast-Feeding vs. Bottle-feeding
3. Raising Infants: Should you let them cry?
4. Raising Jr.: Daycare and its associated outcomes in infants
5. Caffeine: Is it really a teratogen?
6. Innate Math abilities: Can infants really add?
7. Spanking: Is it just physical punishment or child abuse?
8. Now I'm 3: Daycare and its associated outcomes in children
9. Gender Development: How do children come to understand gender roles and behavior?
10. Mainstreaming vs. Inclusion: Which is best?
11. ADHD: Which treatments are the best?
12. Media Diets: How TV influences children's development?
13. To believe or Not to Believe: Accuracy of Children's Memories.
14. What is Intelligence?
15. Individualism or Collectivism: How much does cultural influence development?
16. Cognitive Development: Piaget or Information Processing?
17. Sex Education: Is it the school or parent's responsibility to teach?
18. Driving at 18: Developmental reasons for raising the driving age.
19. Moral Development: Are males really morally superior?

- ☑ **Formatting:** Use APA formatting throughout your paper. General guidelines are below. See APA text for more information.
 - Page 1Title Page (header with pagination, running head, title, name, school affiliation)
 - Page 2Abstract (in a **review** such as this the abstract consists of a sentence introducing your **topic, purpose for writing, types of sources utilized, and conclusions**)
 - Page 3-8.....Body and Conclusions
 - Page 9References (APA style)

- Page Layout should be as follows: Margins = 1 inch ; Font = Times Roman, 12-point; Line spacing = 2.0 (double spaced)
 - Use APA style
- ☑ **Sources:** You will be required to turn in a printout or copy of the abstract and bibliographic information of each article you use. This copy can be printed from EbscoHost or copied from the first page of the article..
- Sources for Position papers must be **peer-reviewed scholarly** works. Remember, just because it's "published" doesn't mean it's scholarly! **Websites will NOT be accepted as scholarly sources.**
 - Number of Sources: It is a good rule of thumb to have at least one source per page of written text. You can cite as many sources as necessary throughout your paper, but in the reference section of a 5-6-page paper, there should be at least 5-6 peer-reviewed journal article citation.

There are a number of resources that can help you with the APA style of formatting and writing research papers. On the Internet, the sites, <http://owl.english.purdue.edu/Files/34.html> and <http://www.psychwww.com/resource/apacrib.htm>, have very helpful documents that are easy to read and understand.

A 'C' paper must include all of the information describe above and follow the basic standards for English Composition - 1) It must be well-organized 2) It must have well developed paragraphs 3) It must be competent in style. An 'A' or 'B' paper must satisfy all of the above requirements in addition to being original in thought and content, effectively integrating course materials, and creating interest and enthusiasm in the reader.

Position / Research Papers

You will be graded on the following elements

Title Page	____/ 5
Reference Page	____/ 10
Content	
Overall Quality	____/ 30
Abstract/Conclusion	____/ 15
Source Quality	____/ 10
APA Citations	____/ 10
Clarity of Expression	
Spelling/Grammar	____/ 10
Support/Organization	____/ 10
Total	____/ 100

BEWARE: Any paper found guilty of plagiarism will receive a ZERO. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor.

BCC PSYCHOLOGY DEPARTMENT
Honor Policy

The purpose of this agreement is to ensure that students and instructors can engage in learning, teaching, and understanding in an appropriate educational atmosphere. Please carefully read the following student and instructor responsibilities and keep this information with your class materials.

Student Expectations/Responsibilities:

- Attend all classes, be on time, and remain in class (If you must be absent, it is your responsibility to notify instructor and contact classmates for notes and assignments).
- Do not disrupt class activities (i.e. no cell phones, texting, or other electronic devices) unless unavoidable circumstances arise.
- Treat classmates and instructor with respect and civility.
- Submit assignments and take tests on time.
- Read appropriate chapters prior to class lecture/discussion.
- Communicate with instructor about concerns or problems in a timely fashion.
- Be aware that acts of cheating, lying, and/or plagiarizing will not be tolerated.
- Adhere to BCC's Code of Conduct and Civility Code as stated in Student Code.

Instructor Expectations/Responsibilities:

- Treat students with respect and civility.
- Be prepared for all class presentations.
- Conduct class with enthusiasm.
- Provide a learning environment that is diverse and enriching.
- Grade assignments and tests objectively.
- Return assignments in a timely fashion.
- Be available to assist students in their effort to succeed in this course.

Plagiarism

Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. **Plagiarism on any assignment will result in failure for that assignment** and may result in further disciplinary action, including but not limited to failure for the course. Please refer to the Student Handbook for additional information regarding plagiarism and College regulations.

Child Psychology - PSY 251

D. Vandergrift

Course Outline

UNIT 1 - Theories

1. What is Development?
 - a. Physical - Biological, Cognitive, Psychosocial-Socioemotional
2. Basic Issues
 - a. Nature vs. Nurture
 - b. Continuity vs. Discontinuity
 - c. Early vs. Late Experience
 - d. Stability vs. Change
3. Psychoanalytic Theories
 - a. Freud
 1. Psychosexual Theory
 2. Basic Premises
 - b. Erikson
 1. Revisions to Freud's Theory
 2. Psychosocial Theory
4. Cognitive Theories
 - a. Piaget
 1. Concepts - Organization, Adaptation, Assimilation, Accommodation
 2. Basic Premises
 - b. Information Processing Theories
5. Behavioral Theories
 - a. Behaviorism
 1. Skinner
 2. Basic Premises about development
 - b. Social Learning
 1. Difference from Behaviorism
 2. Albert Bandura
6. Ethological Theory - Lorenz
7. Ecological Theory - Bronfenbrenner

UNIT 2 - Prenatal Period

1. Reproduction
 - a. Genes, Chromosomes
 - b. Mitosis
 - c. Meiosis, Crossing-over
 - d. Zygote
2. Abnormalities in Genes and Chromosomes
 - a. Down Syndrome
 - b. Sickle Cell Anemia
 - c. Turner's Disease
 - d. Klinefelter's Disease
 - e. PKU

3. Tests to determine abnormalities
 - a. Amniocentesis
 - b. Ultrasound/ Sonogram
 - c. CVS
 - d. Alpha-fetoprotein Test
4. Genetic Principles
 - a. Genotype
 - b. Phenotype
 - c. Polygenic Inheritance
 - d. Dominant-Recessive Genes Principle
 - e. Canalization
5. Genetic Counseling
6. Heredity-Environment Interaction - Sandra Scarr's research
 - a. Passive genotype-environment interaction
 - b. Evocative genotype-environment interaction
 - c. Active (niche-picking) genotype-environment interaction
7. Fertilization
8. Prenatal Development
 - a. Periods
 - b. Developmental Risks
 - c. Mom's Experience - 3 Trimesters
9. Birth
 - a. Stages
 - b. Complications
 - c. Strategies
 - d. Strategies
10. Neonatal Health
 - a. Evaluations
 - b. Problems

UNIT 3 - Infancy

1. Reflexes
2. Growth Patterns
 - a. Average Growth
 - b. Patterns of Physical Development
 - 1) CephaloCaudal
 - 2) ProximoDistal
3. Physical Behavior / Motor Skills
 - a. Developmental Norms
 - b. Maturation vs. Learning
 - c. Emotional Deprivation
4. Brain
 - a. Growth
 - b. Brain has plasticity
5. Health
 - a. Nutrition
 - 1) Breast vs. Bottle Feeding

6. Sensation and Perception
 - a. Definitions
 - b. Testing Senses
 - 1) Habituation vs. Dishabituation
 - c. Sight
 - d. Hearing
 - e. Smell
 - f. Taste
 - g. Touch
7. Piaget's Theory of Cognitive Development
 - a. Basic Ideas
 - 1) Scheme
 - 2) Assimilation
 - 3) Accommodation
 - b. Sensorimotor Stage
 - c. Substages
 - 1) Reflexes (0-1 month)
 - 2) Primary Circular Reactions & First Habits (1-4 months)
 - 3) Secondary Circular Reactions (4-8 months)
 - 4) Coordination of Secondary Circular Reactions (8-12 months)
 - 5) Tertiary Circular Reactions (12-18 months)
 - 6) Internalization of Schemes / Insight / Beginning of Thought (18-24 months)
 - d. Object Permanence
 - e. Critics of Piaget
8. Information Processing
 - a. Attention
 - b. Memory
 - c. Cross-Modal Transfer
 - d. Imitation
9. Language Development
 - a. Aspects of Language
 - 1) Phonology
 - 2) Morphology
 - 3) Semantics
 - 4) Syntax
 - 5) Pragmatics
 - b. First Words
 - c. Theories of Language Development
 - 1) Language Acquisition Device
 - 2) Critical Period
 - 3) Behavioral Viewpoint
 - 4) Interactionists
 - d. Developmental Course of Language
10. The Family
 - a. Parenthood
 - b. Parent-Child Interaction
 - c. Father's Role

11. Attachment
 - a. Basic Ideas
 - b. Ainsworth and The Strange Situation
 - c. Influences on Attachment
 - 1) Infants
 - 2) Caregivers
12. Temperament
 - a. Thomas and Chess
 - b. Other Researchers
13. Day Care
 - a. Options
 - b. Effects of Day Care
14. Personality Development

UNIT 4 - Early Childhood

1. Motor Development
 - a. Gross Motor Skills
 - b. Fine Motor Skills
2. Health and Nutrition
 - a. Health Problems
 1. U.S.
 2. Other Countries
 - b. Nutritional Needs
3. Piaget's Cognitive Development - Preoperational Stage
 - a. Basic Concepts
 - b. Flaws or Limitations of Preoperational Child
 - 1) Egocentrism
Animism
 - 2) Centration
 - 3) Irreversibility
 - 4) Lack of Conservation
 - 5) Lack of Seriation
 - 6) Lack of Classification
4. Vygotsky's Theory of Cognitive Development
 - a. Zone of Proximal Development
 - b. Private Speech
5. Other Approaches
 - a. Memory and Attention
 - b. Theory of Mind
6. Families
 - a. Parenting Styles
 - 1) Authoritative
 - 2) Authoritarian
 - 3) Permissive-Indulgent
 - 4) Permissive-Indifferent/Neglectful
 - b. Siblings
 - 1) Relationship/Birth Order

- c. Changing Families
 - 1) Divorce and Step-Parenting
 - 2) Working Parents
 - 3) Other Changes
- 7. Gender Development
 - a. Basic Terms
 - 1) Gender Identity
 - 2) Gender Role
 - 3) Physiological Gender
 - b. Theories of Gender Role Development
 - 1) Psychoanalytic
 - 2) Learning
 - 3) Social Learning
 - 4) Cognitive
 - 5) Gender-Schema
- 8. Development of Self Concept
 - a. Erikson's Initiative vs. Guilt
 - b. Self-Understanding
- 9. Play
 - a. Benefits
 - b. Types of Play

UNIT 5 – Middle Childhood

- 1. Gross Motor Skills and Childhood Athletics
 - a. Negative Effects of Sports
 - b. Positive Effects of Sports
 - c. Age Effects
 - d. Gender Effects
 - e. Are we Pushing our Children too Far?
- 2. Stress in Childhood
 - a. Causes
 - 1. Cognitive Appraisal
 - 2. Major Life Events and Daily Hassles
 - b. Type A Behavior
 - c. Depression
- 3. Cognitive Development
 - a. Piaget's Concrete Operational Development
 - 1. Conservation
 - 2. Decentration
 - 3. Reversibility
 - 4. Hierarchical Classification
 - 5. Seriation
 - 6. Transitive Inference
 - 7. Spatial Reasoning
 - 8. Horizontal Decalage
 - b. Information Processing
 - 1. Attention
 - 2. Memory Strategies / Control Processes
 - 3. MetaCognition / Cognitive Monitoring

4. Motivation
 - a. Achievement Motivation
 - b. Intrinsic vs. Extrinsic Motivation
 - c. Attributions
 - d. Helpless vs. Mastery Orientation
5. Peer Relationships
 - a. Popularity
 - b. Functions of Peers

Unit 6 - Adolescence

1. Puberty
 - a. Physical Changes
 - b. Males vs. females
 - c. Timing
2. Cognitive Development
 - a. Piaget
 - b. Elkind
3. Moral Development
 - a. Kohlberg
4. Identity
 - a. Erikson
 - b. Garcia
 - c. Rites of Passage
5. Peers
 - a. Functions
 - b. Development
6. Relationships
 - a. Dating
 - b. Sexuality
7. Other Issues

BURLINGTON COUNTY COLLEGE
SERVICE LEARNING PROGRAM
STUDENT AND AGENCY AGREEMENT

Purpose of Agreement: It is important for you to have a clear sense of what you would like to accomplish and learn through your service work. This agreement is designed to bring you and your site supervisor together to record clear service and learning goals. Your supervisor may expect you to fill out additional forms that his/her respective agency requires. (Due 2/2/09)

Student Information

Student Name

Agency Information

Agency Name

Agency Mailing Address

Name of Supervisor or Volunteer Coordinator

Starting Date of Service

Ending Date of Service

(if undetermined, write "unknown" otherwise ending date will be near end of term)

To be completed by agency supervisor:

Please describe the expectations and requirements of this service project.

Identify skills students may learn and need to use to complete service project.

To be completed by student:

Identify the skills you believe you can bring to this agency.

Briefly describe what you hope to gain and learn from participating in this service project.

Student Agreement

As a student in the Burlington County College Service Learning Program, I agree to complete my service project to the best of my ability, work in collaboration with the agency supervisor, report any problems I encounter, and complete all other program requirements. In addition, I understand the seriousness of confidentiality in this matter and will report all information for this project in a depersonalized fashion.

Student

Date

Agency Supervisor Agreement

As the agency supervisor for this service learning placement, I agree to work with student(s) from Burlington County College, while providing supervision and communicating evaluation of the student's service work to BCC's Service Learning Program.

Agency Supervisor

Date

Psy 251 Child Psychology
Position / Research Paper
Topic Agreement

The topic of this paper must be related to child or adolescent development. Please tear off the bottom of this sheet and hand in to me by 2/2/09 to have your topic and concepts approved.

Your Name: _____

Your topic: _____

List of 5 possible articles you will be using: (use proper APA format for a reference page)