**Psy 251 Outline**

**Chapter 1**

1. The Study of Child Development: Then and Now
	1. Early approaches
		1. Baby biographies
	2. Developmental psychology becomes a science
		1. G. Stanley Hall
	3. Studying the life span
		1. Developmental psychology
	4. New frontiers
		1. Evolution of the scientific approach
2. Improved technology – brain functioning
3. The Study of Child Development: Basic Concepts
	1. Domains of development
		1. Physical development
		2. Cognitive development
		3. Psychosocial development
	2. Periods of development
		1. Prenatal period
		2. Infancy and toddlerhood
		3. Early childhood
		4. Middle childhood
		5. Adolescence
4. Influences on Development
	1. General influences
		1. Individual differences
		2. Heredity
		3. Environment
		4. Maturation
	2. Major contextual influences
		1. Family
		2. Culture and race/ethnicity
		3. Socioeconomic status and neighborhood
		4. The historical context
	3. Normative and nonnormative influences
		1. Historical generation
		2. Cohort
	4. Timing of influences: Critical or sensitive periods
		1. Imprinting
		2. Critical periods
		3. Plasticity
		4. Sensitive periods
5. An Emerging Consensus
	1. All domains of development are interrelated.
	2. Normal development includes a wide range of individual differences.
	3. Children help shape their development and influence others’ responses to them.
	4. Historical and cultural contexts strongly influence development.
		1. Early experience is important, but children can be remarkably resilient.
		2. Development in childhood affects development throughout the life span.

**Chapter 2**

1. Basic Theoretical Issues
	1. Theory vs. Hypothesis
	2. Issues
		1. Stability or change?
		2. Nature or nurture?
		3. Active or reactive?
		4. Continuous or discontinuous?
		5. Early or late?
2. Theoretical Perspectives
	1. Psychoanalytic
		1. Psychosexual theory (Freud)
			1. Stages of development
			2. Parts of personality
		2. Psychosocial theory (Erikson)
			1. Stages
	2. Learning
		1. Behaviorism
			1. Classical conditioning (Pavlov, Watson)
			2. Operant conditioning (Skinner)
				1. Reinforcement & Punishment
		2. Social learning theory (Bandura)
			1. Social cognitive
			2. Observational learning
	3. Cognitive
		1. Cognitive-stage theory (Piaget)
			* 1. Organization
				2. Schemes
			1. Adaptation
				1. Assimilation
				2. Accommodation
			2. Equilibration
		2. Sociocultural theory (Vygotsky)
			1. Zone of proximal development
			2. Scaffolding
		3. Information-processing
			1. Computer-based models
	4. Contextual
		1. Bioecological (Bronfenbrenner)
			1. Systems
	5. Evolutionary/Sociobiological
		1. Ethological perspective (Lorenz/Bowlby)
		2. Evolutionary psychology (Darwin)
		3. Evolutionary developmental psychology
3. Research Methods
	1. Quantitative and qualitative research: Scientific method
	2. Sampling
		1. Population
		2. Sample
		3. Random selection
	3. Forms of data collection
		1. Self-reports
		2. Naturalistic and laboratory observations
		3. Behavioral and performance measures
			1. Tests
				1. Validity
				2. Reliability
				3. Standardization
				4. Operational definitions
	4. Evaluating quantitative and qualitative research
	5. Basic research designs
		1. Case study
		2. Ethnographic study
			1. Participant observation
		3. Correlational study
			1. Positive and negative
		4. Experiment
			1. Causation
		5. Groups and variables
		6. Random assignment
		7. Laboratory, field, and natural experiments
	6. Developmental research designs
		1. Cross-sectional study
		2. Longitudinal study
		3. Sequential study

**Chapter 3**

1. Conceiving a New Life
	1. Changing theories of conception
	2. How fertilization takes place
2. Mechanisms of Heredity
	1. The genetic code
		1. Deoxyribonucleic acid (DNA)
		2. Chromosomes
		3. Genes
	2. What determines sex?
		1. Autosomes
		2. Sex chromosomes
	3. Patterns of genetic transmission
		1. Dominant and recessive inheritance
			1. Alleles
			2. Homozygous
			3. Heterozygous
			4. Dominant inheritance
			5. Recessive inheritance
			6. Polygenic inheritance
			7. Epigenesis
		2. Genotypes and phenotypes
			1. Phenotype
			2. Genotype
	4. Genetic and chromosomal abnormalities
		1. Dominant and recessive inheritance of defects
			1. Incomplete dominance
		2. Sex-linked inheritance of defects
		3. Genome imprinting
		4. Chromosomal abnormalities
	5. Genetic counseling
3. Nature and Nurture: Influences of Heredity and Environment
	1. Behavioral genetics
	2. Heritability
4. How Heredity and Environment Work Together
	1. Developmental systems
	2. Reaction range
	3. Canalization
	4. Genotype-environmental interaction
	5. Genotype-environmental correlation
	6. Nonshared environmental effects

**Chapter 4**

1. Prenatal Development
	1. Patterns of Development
		1. Cephalocaudal principle
		2. Proximodistal principle
	2. Stages
		1. Germinal stage (fertilization to 2 weeks)
		2. Embryonic stage (2 to 8 weeks)
		3. Fetal stage (8 weeks to birth)
2. Prenatal Development: Environmental Influences
	1. Nutrition and maternal weight
	2. Malnutrition
	3. Physical activity and strenuous work
	4. Drug intake
		1. Medical drugs
		2. Alcohol
			1. Fetal alcohol syndrome (FAS)
		3. Nicotine
		4. Caffeine
		5. Marijuana, cocaine, and methamphetamine
	5. Maternal illness
		1. Acquired Immune Deficiency Syndrome (AIDS)
		2. Toxoplasmosis
	6. Maternal anxiety and stress
	7. Maternal age
	8. Outside environmental hazards
	9. Paternal factors
		1. Outside environmental factors
		2. Drug use
		3. Age

**Chapter 5**

1. Childbirth and Culture: How Birthing Has Changed
	1. Reducing the risks of childbirth
	2. Contemporary settings for childbirth
2. The Birth Process
	1. Parturition
	2. Three stages of childbirth
		1. First stage: Dilation of the cervix
		2. Second stage: Descent and emergence of the baby
		3. Third stage: Expulsion of the placenta
	3. Electronic fetal monitoring
	4. Vaginal versus cesarean delivery
	5. Medicated versus nonmedicated
		1. Natural or prepared childbirth
	6. The Newborn Baby
		1. Neonatal period
		2. Size and appearance
		3. Body systems and problems
		4. Medical and behavioral assessments
			1. Apgar scale

**Chapter 6**

1. Early Growth and Physical Development
	1. Principles of early growth and physical development
		1. Cephalocaudal principle
		2. Proximodistal principle
	2. Growth patterns
2. Nutrition and Feeding Methods
	1. Breast or bottle?
	2. Starting solid foods
3. The Brain and Reflex Behavior
	1. Building the brain
		1. Major parts of the brain
			1. Brain stem
			2. Cerebellum
			3. Cerebrum
			4. Lateralization
			5. Lobes of the brain
		2. Brain cells
			1. Neurons
			2. Integration
			3. Differentiation
			4. Cell death
		3. Myelination
	2. Early reflexes
		1. Reflex behaviors
	3. Molding the brain
		1. Plasticity
4. Early Sensory Capacities
	1. Touch and pain
	2. Smell and taste
	3. Hearing
	4. Sight
5. Motor Development
	1. Milestones of motor development
		1. Systems of action
		2. Gross motor skills
		3. Fine motor skills
		4. Head control
		5. Hand control
		6. Locomotion
	2. Motor development and perception
		1. Visual guidance
		2. Depth perception
		3. Haptic perception
	3. Eleanor and James Gibson’s Ecological Theory of Perception
		1. Visual cliff
		2. Ecological theory of perception
	4. How motor development occurs
		1. Dynamic Systems Theory (DST)
	5. Cultural influences on motor development

**Chapter 7**

1. Studying Cognitive Development: Six Approaches
	1. Behaviorist approach
	2. Piagetian approach
	3. Information processing approach
	4. Cognitive neuroscience approach
	5. Social-contextual approach
2. Behaviorist Approach
	1. Classical and operant conditioning
	2. Infant memory
3. Piagetian Approach
	1. Substages of the sensorimotor stage
	2. Abilities
		1. Object permanence
		2. Symbolic development
		3. Imitation
	3. Evaluating Piaget’s sensorimotor stage
4. Information-Processing Approach
	1. Habituation
	2. Abilities
	3. Information processing as a predictor of intelligence
	4. Information procession and Piaget’s theory
	5. Evaluating information processing research on infants
5. Cognitive Neuroscience Approach
	1. Implicit memory
	2. Explicit memory
	3. Working memory
6. Social-Contextual Approach
	1. Guided participation
7. Language Development
	1. Sequence of early language development
		1. Early vocalization
		2. Perceiving language sounds and structure
		3. Gestures
		4. First words
	2. First sentences
		1. Characteristics of early speech
		2. Classic theories of language acquisition
	3. Influences on language development
		1. Brain development
		2. Social interaction
		3. Prelinguistic period
		4. Vocabulary development
		5. Child-directed speech
	4. Preparing for literacy

**Chapter 8**

1. Foundations of Psychosocial Development
	1. Emotions
		1. First signs of emotions
	2. Development of emotions
		1. Brain growth
		2. Altruism, empathy, and social cognition
		3. Shared intentionality and collaborative activity
	3. Temperament patterns
		1. Easy children
		2. Difficult children
		3. Slow-to-warm-up children
		4. Goodness of fit
		5. Measurement and stability
		6. The role of behavioral inhibition
2. Developmental Issues in Infancy
	1. Developing trust
	2. Developing attachments
		1. Strange Situation: Patterns of attachment
			1. Secure attachment
			2. Avoidant attachment
			3. Ambivalent (resistant) attachment
			4. Disorganized-disoriented attachment
		2. Stranger anxiety
		3. Separation anxiety
	3. Mutual regulation
	4. Social referencing
3. Developmental Issues in Toddlerhood
	1. The emerging sense of self
		1. Self-concept
	2. Developing autonomy
		1. Will
		2. Negativism
	3. Moral development: Socialization and internalization
4. Gender Development
	1. Gender differences in infants and toddlers
	2. Parental influences
		1. Gender-typing
5. Contact with Other Children
	1. Siblings
	2. Socialization with nonsiblings
6. Children of Working Parents
	1. Effects of employment
	2. Early child care

**Chapter 9**

1. Aspects of Physiological Development
	1. Bodily growth and change
2. Brain Development
3. Motor Development
	1. Gross and fine motor skills
	2. Handedness
	3. Artistic development
4. Health and Safety

**Chapter 10**

1. Piagetian Approach: The Preoperational Child
	1. Advances of preoperational thought
		1. The symbolic function
		2. Understanding objects space
		3. Understanding causality
		4. Understanding identities and categorization
		5. Understanding number
	2. Immature aspects of preoperational thought
		1. Egocentrism
		2. Conservation
	3. Do young children have theories of mind?
		1. Knowledge about thinking and mental states
		2. False beliefs and deception
		3. Distinguishing between appearance and reality
		4. Distinguishing between fantasy and reality
		5. Influences on individual differences in theory-of-mind development
2. Information-Processing Approach: Memory Development
	1. Basic processes and capacities
		1. Types of Memory
			1. Sensory memory
			2. Working memory/STM
			3. LTM
		2. Encoding
		3. Storage
		4. Retrieval
		5. Executive function
		6. Central executive
	2. Recognition and recall
	3. Forming and retaining childhood memories
		1. Early memories: Three types
			1. Generic memory
			2. Script
			3. Episodic memory
			4. Autobiographical memory
	4. Influences on memory retention
3. Intelligence: Psychometric and Vygotskian Approaches
	1. Traditional psychometric measures
		1. Stanford-Binet Intelligence Scale
		2. Wechsler Preschool and Primary Scale of Intelligence Revised (WPPSI-III)
	2. Influences on measured intelligence
	3. Testing and teaching based on Vygotsky’s theory
		1. Zone of proximal development
		2. Scaffolding
4. Language Development
	1. Vocabulary
	2. Grammar and syntax
	3. Pragmatics and social speech
		1. Private speech
	4. Delayed language development
	5. Preparation for literacy
	6. Media and cognition

**Chapter 11**

1. The Developing Self
	1. The self-concept and cognitive development
		1. Changes in self-definition: The five to seven shift
			1. Single representations
			2. Real self
			3. Ideal self
			4. Representational mappings
		2. Cultural differences in self-description
	2. Self-esteem
		1. Developmental changes in self-esteem
	3. Understanding and regulating emotions
		1. Understanding conflicting emotions
		2. Understanding emotions directed toward the self
	4. Erikson: initiative versus guilt
2. Gender
	1. Gender differences
	2. Perspectives on gender development
		1. Gender roles
		2. Gender-typing
		3. Gender stereotypes
	3. Biological approach
	4. Evolutionary developmental approach
	5. Psychoanalytic approach
	6. Cognitive approaches
		1. Kohlberg’s cognitive development theory
		2. Gender-schema theory
	7. Social learning approach
		1. Family influences
		2. Peer influences
		3. Cultural influences
3. Play: The Business of Early Childhood
	1. Cognitive levels of play
	2. Social dimensions of play
	3. How gender influences play
	4. How culture influences play
4. Parenting
	1. Forms of discipline
		1. Reinforcement and punishment
			1. Corporal punishment
			2. Psychological aggression
5. Inductive reasoning, power assertion, and withdrawal of love
	1. Parenting styles
		1. Authoritarian parenting
		2. Permissive parenting
		3. Authoritative parenting
		4. Maccoby’s neglectful or uninvolved

**Chapter 13**

1. Piagetian Approach: The Concrete Operational Child
	1. Cognitive advances
		1. Spatial relationships and causality
		2. Categorization
		3. Inductive and deductive reasoning
		4. Conservation
		5. Number and mathematics
	2. Influences of neurological development and culture
	3. Moral reasoning
2. Information-Processing Approach: Attention, Memory, and Planning
	1. Executive skills
	2. Selective attention
	3. Working memory span
	4. Metamemory
	5. Memory strategies
		1. Mnemonic devices
		2. Rehearsal
		3. Organization
		4. Elaboration
3. Psychometric Approach: Assessment of Intelligence
	1. Influences on intelligence
		1. Genes and brain development
		2. Schooling
		3. Race/ethnicity
		4. Culture
	2. Types of intelligences
		1. Gardner’s theory of multiple intelligences
		2. Sternberg’s triarchic theory of intelligence
4. IV. Language and Literacy
	1. Vocabulary, grammar, and syntax
	2. Pragmatics
	3. Literacy
		1. Reading
		2. Writing

**Chapter 14**

1. The Developing Self
	1. Self-concept development: Representational systems
	2. Industry versus inferiority
	3. Emotional growth and prosocial behavior
2. The Child in the Family
	1. Family atmosphere
	2. Family structure
		1. Divorce
	3. One-parent
	4. Cohabiting
	5. Stepfamilies
	6. Gay or lesbian parents
	7. Adoptive
	8. Grandparents
	9. Siblings
3. The Child in the Peer Group
	1. Positive and negative effects
	2. Gender differences
	3. Popularity
	4. Friendship
	5. Aggression and bullying
4. Stress and Resilient Children
	1. Stresses of modern life
	2. Coping with stress: The resilient child
	3. Protective factors

**Chapter 15**

1. Adolescence: A Developmental Transition
	1. Adolescence as a social construction
	2. Adolescence: A time of opportunities and risks
2. Puberty: The End of Childhood
	1. How puberty begins: hormonal changes
	2. Timing, signs, and sequence of puberty and sexual maturation
		1. Primary and secondary sex characteristics
		2. Signs of puberty
		3. Adolescent growth spurt
		4. Signs of sexual maturity
			1. Spermarche
			2. Menarche
	3. Influences on timing of puberty
	4. Implications of early and late maturation
3. The Adolescent Brain
4. Physical and Mental Health
	1. Use and abuse of drugs
		1. Trends in drug use
		2. Risk factors for drug abuse
		3. Alcohol, marijuana, and tobacco
	2. Depression
	3. Death in adolescence
		1. Injuries
		2. Firearms
		3. Suicide
	4. Protective factors

**Chapter 16**

1. Aspects of Cognitive Maturation
	1. Piaget’s stage of formal operations
		1. Hypothetical-deductive reasoning
		2. Evaluating Piaget’s theory
	2. Elkind: Immature characteristics of adolescent thought
		1. Imaginary audience
		2. Personal fable
	3. Language development
	4. Changes in information processing in adolescence
		1. Structural changes
		2. Functional changes
2. Moral Development
	1. Kohlberg’s theory: levels and stages
		1. Preconventional
		2. Conventional
		3. Postconventional
			1. Evaluating Kohlberg’s theory
			2. Gilligan’s theory: Ethic of care
3. Educational and Vocational Issues
	1. Influences on school achievement

**Chapter 17**

1. The Search for Identity
	1. Erikson: identity versus identity confusion
	2. Marcia: identity statuses
		1. Identity achievement
		2. Foreclosure
		3. Moratorium
		4. Identity diffusion
	3. Gender differences in identity formation
	4. Ethnic factors in identity formation
2. Sexuality
	1. Sexual orientation and identity
		1. Origins of sexual orientation
	2. Homosexual and bisexual identity development
	3. Sexual behavior
		1. Sexual risk taking
		2. Use of contraceptives
		3. Where do teenagers get information about sex?
		4. Sexually Transmitted Infections (STIs)
		5. Teenage pregnancy and childbearing
3. Relationships with Family and Peers
	1. Adolescent rebellion
	2. Changing time use and changing relationships
	3. Adolescents and parents
	4. Parental monitoring and adolescents’ self-disclosure
	5. Adolescents and siblings
	6. Peers and friends
4. Emerging Adulthood

***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.

**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