# Draft Blueprint for PSYC 3151: Development Psychology of Children

# Scope

## Major revision of web/print course that is about 15/20 years old. Start over with new Canadian text, new activities, new assessments etc.

# Course Description

PSYC 3441: Developmental Psychology of Children (previously PSYC 3151).This course offers students a chance to learn what contemporary psychologists have discovered about early human development--from the prenatal period through the middle years of childhood. Students will see how various genetic, physiological, environmental, and sociocultural factors influence the child's physical, intellectual, social, and personality development in complex, interactive ways. Some of the exciting topics explored in this course are prenatal development and birth, the development of cognition and language, the acquisition of an identity, and socialization. In addition to learning about major theoretical issues in developmental psychology, students will become familiar with research methods used in the field, including cross-cultural research. This course will benefit students who are anticipating a career working with children or who simply wish to gain a better understanding of human development.

## Prerequisites

PSYC 1111 and PSYC 1211, or equivalent. PSYC 2111 (or equivalent) is also recommended to facilitate understanding of research methodology.

## Exclusions

Students with credit for UBC PSYC 301 or UBC PSYC 315 or SFU PSYC 351 or SOCW 3551 may not take this course for further credit.

## Target Audience

## Students pursuing degrees in education, social work, and any child-helping profession

## Modality

## Web and Print

## Learning Outcomes

After successfully completing the course, you will be able to:

1) Discuss the historical foundations and major theoretical perspectives of human development.

2) Discuss research strategies researchers employ in the scientific study of human development.

3) Explain the major physical, cognitive and socioemotional developments that occur across development from conception up to and including the middle years of childhood.

4) Discuss the bidirectional interplay (Interaction) of genetic (Nature) and environmental (Nurture) factors upon children’s development.

5) Discuss key developmental issues such as critical periods of development, continuity vs. discontinuity of development, universal vs. culture specific developments.

6) Critically reflect on developmental issues and research findings as presented in published articles, scholarly presentations, and web resources devoted to child development concerns.

## Course Topics

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| **Modules** |
| **Module 1: History, theory, and research strategies** |
| **Module 2: Genetic and Environmental Foundations** |
| **Module 3:Prenatal Development** |
| **Module 4: Birth and the Newborn Baby** |
| **Module 5: Infancy and Toddlerhood**: Physical Development |
| **Module 6:** **Infancy and Toddlerhood**: Cognitive Development |
| **Module 7: Infancy and Toddlerhood** Emotional & Social Development |
| **Module 8: Early Childhood:** Physical Development |
| **Module 9: Early Childhood:** Cognitive Development |
| **Module 10:** **Early Childhood:** Emotional & Social Development |
| **Module 11: Middle Childhood:** Physical Development |
| **Module 12: Middle Childhood:** Cognitive Development |
| **Module 13:** **Middle Childhood:** Emotional & Social Development |

## Course Materials

### Required Textbooks

Berk, L.E. (2012). Infants and Children: Prenatal through Middle Childhood. (7th ed.) Pearson Education Canada ISBN: 978-0-205-83191-3

MyDevelopmentLab (online resource provided by Pearson Education to students with the textbook with Study guide which has practice tests )

MyVirtualChild (part of MyDevelopmentLab, Web-based simulation – Virtual Child (free online resource provided by Pearson Education with text) – required)

### Other Materials or Media Possibilities

“Steven Pinker chalks it up to the blank slate”

<http://dvd.ted.com/p-567-steven-pinker-chalks-it-up-to-the-blank-slate.aspx>

“Tyrone Hayes & Penelope Chaffer: The toxic baby?” <http://www.ted.com/talks/lang/en/tyrone_hayes_penelope_jagessar_chaffer_the_toxic_baby.html>

“Annie Murphy Paul: What we learn before we are born” http://www.ted.com/talks/lang/en/annie\_murphy\_paul\_what\_we\_learn\_before\_we\_re\_born.html

CBC ideas November 13, 2009 program “The brains of babes, part 1”

http://www.cbc.ca/ideas/episodes/2009/11/13/the-brains-of-babes-part-13-cd/

Lillycrop, K.A. & Burdge, G.D. (2011). Epigenetic changes in early life and future risk of obesity. International Journal of Obesity, 35, 72-83.4.

Zero to Three National Center for Infants, Toddlers and Families website

[www.zerotothree.org/baby-brain-map.html](http://www.zerotothree.org/baby-brain-map.html)

TED Talks: Patricia Kuhl: The Linguistic Genius of Babies.

<http://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies.html>

Genie Wiley: Secrets of the Wild Child – <http://www.youtube.com/watch?v=jcIyXQ20Z1o>

CBC radio show IDEAS episode #2: November 20, 2009

[http://www.cbc.ca/ideas/episodes/2009/11/13/the-brains-of -babes-part-13-cd/](http://www.cbc.ca/ideas/episodes/2009/11/13/the-brains-of%20-babes-part-13-cd/)

TED talk – Alison Gopnik: What do babies think?

[www.ted.com/talks/alison\_gopnik\_what\_do\_babies\_think.html](http://www.ted.com/talks/alison_gopnik_what_do_babies_think.html)

TED talk: Joachim de Posada: Don’t eat the marshmallow!

<http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet.html>

TED talk by Ali Carr-Chellman

[http://www.ted.com/talks/ali\_carr\_chellman\_gaming\_to\_re\_engage\_boys\_in\_learning.html](http://www.ted.com/talks/ali_carr_chellman_gaming_to_re_engage_boys_in_learning.html    )

TED talk by Gever Tulley 5 dangerous things you should let your kids do:

[http://www.ted.com/talks/gever\_tulley\_on\_5\_dangerous\_things\_for kids.html](http://www.ted.com/talks/gever_tulley_on_5_dangerous_things_for%20kids.html)

**Assessments**

* 4 Assignments (45%)
* Discussions (5%)
* Final Exam (50%)

In order to successfully complete this course, you must obtain at least 50 percent overall, and obtain at least 50 percent on the mandatory final examination. The following table illustrates how your final grade will be determined for this course.

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| --- | --- | --- |
| **Assessments** | **Weight (%)** | **Learning Outcomes** |
| Assignment 1 | 10% | #1 - #6  This assignment will focus on prenatal development |
| Assignment 2 | 10% | #1, #3, #4, #5, #6  This assignment will focus on development in infancy and toddlerhood |
| Assignment 3 | 10% | #1, #3, #4, #5, #6  This assignment will focus on development in early childhood |
| Assignment 4 | 15% | #1 - #6  This assignment will be a traditional research paper focusing on a childhood development issue of interest to the student |
| Discussions | 5% | #1 - #6 |
| Final Exam (Mandatory) | 50% | #1 - #6 |
| **Total** | **100%** |  |

## Course Schedule, Learning Activities and Assessments

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| --- | --- | --- | --- | --- | --- |
| **Week** | **Topic or chapter or case or content or main focus** | **Learning Outcomes** | **Assessments (graded eg. Quizzes, assignments, exams, major projects, discussions, e-portfolio, blog, )** | **Activities (ungraded eg. any activity to help students be successful at the graded assessments eg readings, peer review, conduct surveys, watch video, research, complete tutorial or self quiz or practice exam )** | **Resources including media** |
| 1 | **History, theory, and research strategies**  Chapter 1. | 1 and 2 |  | Intro activities.  Pre-test. Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  View TED video. Chapter post test. Make up possible exam questions and answer them with book closed. | -TED talk: Steven Pinker chalks it up to the blank slate |
| 2 | **Genetic and Environmental Foundations**  Chapter 2. | 1, 4, 5 and 6 | Discussion #1  (questions re: own perspectives on developmental issues; response to TED video/radio talk) | Pre-test. Begin virtual child simulation – questionnaire phase Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  Listen to radio episode. Chapter post test. Make up possible exam questions and answer them with book closed. | -CBC radio link:  www.cbc.ca/episodes/2009/the-brains-of-babes-part-13-cd |
| 3 | **Prenatal Development**  Chapter 3. | 3, 4, and 5 |  | Pre-test. Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  View TED video. Chapter post test. Make up possible exam questions and answer them with book closed. | -TED talk: Tyrone Hayes & Penelope Chaffer : The toxic baby? |
| 4 | **Birth and the Newborn Baby**  Chapter 4. | 2, 3, 4, 5, and 6 | Assignment #1 (covers weeks 1-4)  (Nature/nurture: concept of epigenetics – students will be asked to respond to TED talks and locate a recent research article investigating prenatal influences on later development. This assignment will include analysis of research design/strategies used, etc. and their impact on conclusions that can be made | Pre-test. Virtual child (complete activities for 0 - 3 mos)  Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  View TED video. Chapter post test. Make up possible exam questions and answer them with book closed. | -TED talk: Annie Murphy Paul: What we learn before we’re born |
| 5 | **Infancy and Toddlerhood**:  Physical  Development  Chapter 5. | 1, 2, 3, 4 |  | Pre-test. Virtual child (complete activities for 8 -15 mos)  Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  Use baby brain map website. Chapter post test. Make up possible exam questions and answer them with book closed. | www.zerotothree.org/baby-brain-map.html |
| 6 | **Infancy and Toddlerhood**:  Cognitive  Development  Chapter 6. | 1, 2, 3, 4, 5, and 6 | Discussion #2  (Language dev – responses to “genie” film) | Pre-test. Virtual child (complete activities for 18 -19mos)  Pre-test. Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  View TED videos. Chapter post test. Make up possible exam questions and answer them with book closed. | -TED talk: Patricia Kuhl: The Linguistic Genius of Babies  -“Genie: Secret of the Wild child” |
| 7 | **Infancy and Toddlerhood**:  Emotional & Social  Development  Chapter 7. | 1 - 6 | Assignment #2 (covers weeks 5-7)  (Use virtual child assign –  report on their “child’s” development from 0-3 years; students will relate this to text material. They will be asked to investigate a “parent concern” they have by going to the Zeroto three website and further asked to locate a research article relating to this concern. How useful would this website be for a parent who had this concern? Is the info accurate/up-to-date?) | Pre-test. Virtual child (complete activities for 2 - 3 years)  Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  Listen to radio episode  Watch video. Chapter post test. Make up possible exam questions and answer them with book closed. | -CBC Nov 20/2009 broadcast |
| 8 | **Early Childhood:**  Physical  Development  Chapter 8. | 3 and 4 |  | Pre-test. Virtual child (complete activities for 4 - 5 years)  Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  View TED video. Chapter post test. Make up possible exam questions and answer them with book closed. | -TED talk: Alison Gopnik: What do babies think? |
| 9 | **Early Childhood:**  Cognitive  Development  Chapter 9. | 1 - 5 | Discussion #3  (Cognitive development – theories of mind. Reaction to the TED talk by Gopnik and the Video assigned) | Pre-test. Virtual child (complete activities for 6 years)  Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  View video. Chapter post test. Make up possible exam questions and answer them with book closed. | - |
| 10 | **Early Childhood:**  Emotional & Social  Development  Chapter 10. | 1 - 6 | Assignment #3 (covers weeks 8-10)  (use virtual child assign –  report on their “child’s” development from 3 – 6 years; students will relate this to text material. Again a concern will be investigated. Perhaps in this case, students could be asked to locate a parent website as well as locate a research article that could address the concern) | Pre-test. Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  View TED video. Chapter post test. Make up possible exam questions and answer them with book closed. | -TED talk: Joachim de Posada – Don’t eat the marshmallow yet |
| 11 | **Middle Childhood:**  Physical  Development  Chapter 11. | 3 - 5 |  | Pre-test. Virtual child (complete activities for 7 – 8 years)  Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources. Chapter post test. Make up possible exam questions and answer them with book closed. |  |
| 12 | **Middle Childhood:**  Cognitive  Development  Chapter 12. | 1 - 5 | Discussion #4  (Social development – discussion of TED talks by Posada and Chellman. Relate to their virtual child observations) | Virtual child (complete activities for 9 – 10 years)  Pre-test. Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources  View TED video. Chapter post test. Make up possible exam questions and answer them with book closed. | -TED talk: Ali Carr-Chellman - Gaming to reengage boys in learning |
| 13 | **Middle Childhood:**  Emotional & Social  Development  Chapter 13. | 1 - 6 | Assignment #4 (covers weeks 11-13)  (Students will write a traditional research paper on a topic of their interest | Pre-test. Virtual child (complete activities for 11 years)  Reading, answer any questions from text or study guide, Use MyDevelopmentlab online text resources. Chapter post test. Make up possible exam questions and answer them with book closed. | -TED talk: Gever Tulley – 5 dangerous things you should let your kids do |
| 14-16 | **Final exam**  (review and write final exam) | 1 - 6 | **Final exam (covers weeks 1-13)** | Review whole course  Any practice exam?? – perhaps have students prep possible written questions each week to use for review  Use of MyDevelopmentlab multiple choice quizzes,etc. |  |