

**COURSE OUTLINE**  
**PSYC 103**  
**Child Growth and Development**  
3 Semester Hours

**HOWARD COMMUNITY COLLEGE**

**Course Description**

Introduction to Child Growth and Development examines key features of developmental change. The course offers students the opportunity to study the fundamental themes of developmental psychology, which is a coherent framework for explaining and understanding the various changes--both of qualitative and quantitative nature--that an individual goes through as he or she grows. Students will learn the basic research concepts and the current research findings on factors contributing to child development, i.e. physical, cognitive, emotional, and social development. The course will focus on the child's interpretation, preference, emotional reaction and social interaction to different home, community, school, and health changes from conception to the completion of adolescence. Prerequisite: PSYC 101. (3 hours weekly)

**Overall Courses Objectives**

Upon completion of this course, the student will be able to:

1. Summarize what is meant by a developmental perspective in reference to the study of children.
2. Name and describe the key features of developmental change.
3. Recognize the basic concepts and developmental states of Erickson's psychosocial theory and Piaget's theories of cognitive development.
4. Recognize the basic concepts of social learning (cognitive) theory of information processing approaches to cognitive development.
5. Explain the relationship among cultures and parenting and child development.
6. Explain the influences of such social settings as child care, peer groups, and schools to human development.
7. List and describe the important conceptual tools children begin to acquire in early childhood.
8. Define egocentrism and suggest the cognitive factors and social experiences necessary for children to overcome egocentrism.
9. Compare the cognitive advances and limitation of middle childhood to those of the preschool period.
10. Describe two kinds of classification skills children attain during the middle childhood and the ages at which these skills generally become evident.
11. Recognize the relationship between peer interaction and cognitive development.
12. Discuss the factors that contribute to childhood disorders.

## **Major Topics**

- I. Developmental Changes
  - Normative development
  - Individual development
  - Qualitative change
  - Quantitative change
- II. Learning Methods and Cognitive Skills
  - Habituation
  - Associative learning
  - Imitative learning
  - Operant Conditioning
- III. Emotional and Social Development
  - Egocentrism
  - Scaffolding
  - Affective sharing
  - Social referencing
- IV. Cognitive Development Theory and Concepts
  - Causation
  - Conservation
  - Appearance-reality problem
  - Centration
  - Classification
  - Seriation
  - Transitive inference
- V. Developmental Disorders
  - Learning disabilities
  - Depression
  - Suicide
  - Autism
  - Conduct disorders
  - Hyperactivity
  - Anxiety disorders
  - Anorexia nervosa

## **Course Requirements**

Grading/exams: Grading procedures will be determined by the individual faculty member but will include the following:

Final grades will be based on unit exams and at least two interpretive papers.

Writing: Specific writing assignments will be determined by the individual faculty member

### **Other Course Information**

This is a Telecourse and is a combination of weekly televised lessons, independent work in the textbook and study guide, and a limited number of on-campus meetings. Students are required to attend the mandatory orientation session and strongly encouraged to also attend the other on-campus meetings which are used for review, explanations, and exams.

This course is a Social Sciences or Arts and Sciences elective.