

Course Information

Meeting Days: Tue/Thu

Meeting Times: 12:30pm – 2:15pm

Meeting Location: Taylor Hall, Room 105

Semester Units: 4

Final Exam: April 30th, Tuesday 1:30pm-4:00pm

Faculty Information:

Instructor: Danielle Burns, LCSW, PhD-c, *Adjunct Professor of Psychology*

Phone: (619) 253-8197

E-mail: dburns@pointloma.edu

Office: Culbertson Hall (*office hours by appointment only*)

Faculty Bio:

I am a Licensed Clinical Social Worker and Doctoral Candidate at Pacifica Graduate Institute. I bring to this role my experience of having worked as a Consultant for the State of California, Department of Health and Human Services, and a Child Welfare Training Administrator for the Los Angeles County Department of Children and Family Services. In my spare time, I enjoy writing poetry, composing songs, offering gifts of healing as a voiceover artist, and traveling the world to explore various cultures.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Catalog Description: This course is a “systematic study of the physical, cognitive, social, emotional, and moral development of the individual from birth through adolescence.”

As an important area of study, this course provides an understanding of human behavior patterns and how such patterns are influenced by inheritance and the environment from which a child grows. It also analyzes major theories of development, and provides an important basis for studying and understanding human psychology. Major research methods in developmental psychology will be discussed. Topics include physical,

socio-emotional, and cognitive development. The course also examines family, school, and community practices and experiences, which shape the integrated personality of the individual.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

| Course Objectives |
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| 1. Apply developmental psychology theories and research to real world experiences. |
| 2. Evaluate the impact of physical, cognitive, psychosocial, and moral influences across the stages of development. |
| 3. Compare and contrast the research methods used in developmental psychology. |
| 4. Analyze the influence of family and society on development in an applied field experience. |
| 5. List impacts of children's cultural diversity and recent brain research. |
| 6. Present information in writing, using technology, style, and professional conventions as appropriate to the audience. |

REQUIRED TEXTS

Feldman, R.S. (2016). *Child Development* (7th Ed.). Boston, MA: Pearson Education.

Perry, B. & Szalavitz, M. (2017). *The Boy Who Was Raised as a Dog* (3rd Ed.). New York, N.Y.: Basic Books.

COURSE SCHEDULE AND ASSIGNMENTS

A combination of lecture, group discussion, and hands-on experiences will be implemented throughout the semester. You will be evaluated based on your engagement, knowledge, and ability to apply the material to real world situations. Lectures will highlight selected topics from the required readings and more recent developments in the field. Class discussions are intended to clarify concepts and enhance student learning. Students are responsible for all required readings, whether or not discussed in class. The readings and lectures will be the primary sources of information for tests, papers, and in-class journaling. Exams will consist of multiple choice and fill in the blank questions. The final exam will be comprehensive, but at least 20% of the questions will come from the midterm exam.

Note: The syllabus is not a contract. The professor reserves the right to modify the syllabus to accomplish the learning objectives of the course.

| Week | Lecture Topics | Required Readings Before Class | Learning Activities and Assignments |
|--|---|---|---|
| 1 | <ul style="list-style-type: none"> Course Introduction Course Projects Overview | <ul style="list-style-type: none"> No readings | Getting to Know You Ice-Breaker <i>Worth 0 points</i> |
| 2 | <ul style="list-style-type: none"> Theory and Research in Developmental Psychology Family, Socioeconomic Status and Culture | Feldman, R.S. (2016) <ul style="list-style-type: none"> Chapter 1: An introduction to child development Chapter 2: Theoretical perspectives and research | Journal Reflection Assignment <i>Worth 10 points</i> |
| 3 | <ul style="list-style-type: none"> Labor and Childbirth Premature and Postmature Babies Environmental Issues and Heritability | Feldman, R.S. (2016) <ul style="list-style-type: none"> Chapter 3: The start of life: Genetics and prenatal development Chapter 4: Birth and the newborn infant | Journal Reflection Assignment <i>Worth 10 points</i> |
| 4 | <ul style="list-style-type: none"> Infant Cognition, Memory and Circular Reactions Object Concepts, Categories, and Reasoning Smiling and Attachment | Feldman, R.S. (2016) <ul style="list-style-type: none"> Chapter 5: Physical development in infancy Chapter 6: Cognitive development in infancy | Journal Reflection Assignment <i>Worth 10 points</i> |
| 5 | <ul style="list-style-type: none"> Language Development Memory, Reasoning, Number Concepts and Conservation | Feldman, R.S. (2016) <ul style="list-style-type: none"> Chapter 8: Physical development in preschoolers Chapter 9: Cognitive development in the preschool years | Written Assignment 1: Societal and Theoretical Influences Due February 7th <i>Worth 50 points</i> |
| 6 | <ul style="list-style-type: none"> Behavior and Play Egocentrism Social Development and Aggression | Feldman, R.S. (2016) <ul style="list-style-type: none"> Chapter 10: Social and personality development in the preschool years | Journal Reflection Assignment <i>Worth 10 points</i> |
| 7 | <ul style="list-style-type: none"> Intelligence and Memory Cognition, Conservation, and Classification | Feldman, R.S. (2016) <ul style="list-style-type: none"> Chapter 11: Physical development in middle childhood Chapter 12: Cognitive development in middle childhood | Journal Reflection Assignment <i>Worth 10 points</i> |
| 8 | <ul style="list-style-type: none"> Peer Relations Self and Gender Mid-Semester review | Feldman, R.S. (2016) <ul style="list-style-type: none"> Chapter 13: Social and personality development in middle childhood | Midterm Exam February 28th <i>(covers weeks 1-8)</i> <i>Worth 80 points</i> |
| No Class March 4th - 8th (Spring Break) | | | |
| 9 | <ul style="list-style-type: none"> Puberty Developmental Psychopathology | Feldman, R.S. (2016) <ul style="list-style-type: none"> Chapter 14: Physical development in adolescence | Journal Reflection Assignment <i>Worth 10 points</i> |

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|-----------|---|---|---|
| 10 | <ul style="list-style-type: none"> Formal Operations and Egocentrism Moral Reasoning | Feldman, R.S. (2016) <ul style="list-style-type: none"> Chapter 15: Cognitive development in adolescence Chapter 16: Social and personality development in adolescence | Journal Reflection Assignment <i>Worth 10 points</i> |
| 11 | <ul style="list-style-type: none"> Child Abuse Adverse Childhood Experiences (ACEs) | Perry, B.D. & Szalavitz, M. (2017) <ul style="list-style-type: none"> Chapter 1: Tina's world Chapter 2: For your own good | Journal Reflection Assignment <i>Worth 10 points</i> |
| 12 | <ul style="list-style-type: none"> Ethnocentrism Family Strengths Environmental Stressors and Resources | Perry, B.D. & Szalavitz, M. (2017) <ul style="list-style-type: none"> Chapter 3: Stairway to heaven Chapter 5: The coldest heart | Written Assignments 2 & 3: Field Experience and Research Due April 4th <i>Worth 50 points each</i> |
| 13 | <ul style="list-style-type: none"> Systems Theory Approaches Holding Therapy Research | Perry, B.D. & Szalavitz, M. (2017) <ul style="list-style-type: none"> Chapter 6: The boy who was raised as a dog Chapter 7: Satanic panic | Journal Reflection Assignment <i>Worth 10 points</i> |
| 14 | <ul style="list-style-type: none"> Interviewing Children and Youth Recidivism Recording and Summarizing Information | Perry, B.D. & Szalavitz, M. (2017) <ul style="list-style-type: none"> Chapter 11: Healing communities Chapter 12: A picture, not a label | Journal Reflection Assignment <i>Worth 10 points</i> |
| 15 | <ul style="list-style-type: none"> Guest speaker on April 23rd <i>(announced mid-semester)</i> Cumulative Course Reflection | <ul style="list-style-type: none"> No readings | Final Exam April 30th <i>(covers weeks 2 – 15)</i> <i>Worth 100 points</i> |

ASSESSMENT AND GRADING

Grading Scale

| | |
|-----------|--------------|
| A | 100 – 93 |
| A- | 92 – 90 |
| B+ | 89 – 88 |
| B | 87 – 83 |
| B- | 82 – 80 |
| C+ | 79 – 78 |
| C | 77 - 73 |
| C- | 72 – 70 |
| D+ | 69 – 68 |
| D | 67 – 63 |
| D- | 62 – 60 |
| F | 59 and below |

Grading Requirements

| | |
|------------------------|------------|
| 10 Journal Reflections | 100 |
| Written Assignment 1 | 50 |
| Written Assignment 2 | 50 |
| Written Assignment 3 | 50 |
| Midterm Exam | 80 |
| Final Exam | 100 |
| Total: | 430 |

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|------------------------|-------------|
| 10 Journal Reflections | 23% |
| Written Assignment 1 | 12% |
| Written Assignment 2 | 12% |
| Written Assignment 3 | 12% |
| Midterm Exam | 18% |
| Final Exam | 23% |
| Total: | 100% |

WRITTEN ASSIGNMENTS

There are three written assignments worth 50 points each. Write 3-5 pages in Word format. Include introductory and concluding paragraphs, a title page, and a references page (if applicable). Place the title, paper topic, and your name on the top of the first page. Use 8 ½ by 11 paper, typewritten, on one side only. Use double spacing and one-inch margins. Write the paper as if a friend or relative that knew nothing about psychology were to read it. Apply APA standards to citation of sources for research papers. Submit papers electronically on Canvas. Grading rubrics will be provided and reviewed in lecture material.

Written Assignment 1: Societal and Theoretical Influences Paper – Due February 7, 2019:

As you have learned thus far, one's theoretical perspective influences approaches to child development. Consider the following case example:

The Garcias are a young couple living in San Diego. They have approached Christine, a child development consultant, for advice on how to nurture the development of their 15-month old toddler Anthony.

Watch the video provided in the Week 2 lecture material to learn more about the similarities and differences of developmental theories.

Answer the following questions:

- Compare and contrast the approaches of two theoretical perspectives.
- Explain how each theorist would approach the issue in early childhood.
- Describe how Christine's advice to Anthony's parents might vary depending on his theoretical perspective.
- What role would society and family play in Anthony's development at this stage of development?
- What cultural, psychosocial and physical influences will be seen?

Written Assignments 2 & 3: Field Experience and Research Papers – Due April 4, 2019:

There are two categories for written papers: "Field Experience" and "Research." Complete and submit one assignment from each category. Instructions are as follows:

Field Experience Paper Instructions:

A. Child Essay (field experience): Follow a child between the ages of 2-10 years old for a minimum of 2 hours. Make observations, relate your observations to the theories of child development (e.g. cognitive, moral, language, physical development, etc.), and predict how the child will develop next. If your child is old enough, try the conservation experiments Piaget describes. If you don't have access to a child, you can go to the Early Childhood Learning Center and observe the children there. Plan to observe for a minimum of 3 hours to find examples of child development.

B. Child Essay (field experience): Follow a child between the ages of 2-16 years old who has a special situation (disease, disability, etc.) Introduce the type of disability the child has and a brief overview of it. Then describe specific ways that the child copes and deals with the disability. What impacts are there on the family? What does the child need to best develop from this point forward?

C. Toddler Language Development (field experience): Obtain permission to interact with a child between 1-2 years old. Have the following objects with you: teddy bear, small block, small toy dog, small toy truck, toy baby bottle. Initiate language production using the activities listed below, followed by the corresponding question for the child:

- Make the dog jump on the car. Ask, “What happened?” Record child’s response.
- Make the car push the block. Ask, “What happened?” Record child’s response.
- Put the car on the block. Ask, “What happened?” Record child’s response.
- Make the teddy bear hug the child. Ask, “What happened?” Record child’s response.
- Pretend to give the bear the bottle. Ask, “What happened?” Record child’s response.

Go through the motions as indicated, and ask the child what happened. When the dog jumps on the car, the child might say “Doggie jump car.” Record the child’s response. The child may then say something like “want doggie” and reach for it. Record this also. You may want to add explanatory comments to recall what was happening when the child spoke. On a separate sheet of paper, categorize and label the child’s comments and words. “Doggie jump car” would be an example of telegraphic speech using an action word and nominals. “Want doggie” indicates a social aspect of language, is telegraphic, and uses a nominal and personal-social word. Summarize your findings and what you learned in your paper and include the child’s responses.

D. Facility Observation (field experience): Call a daycare or nursery and obtain permission to visit and observe their setting (perhaps at your church or in the community). Describe what you find. Does the setting have any philosophical basis? How do they create opportunities for child development physically, cognitively, emotionally, etc.? In what ways are they particularly successful? What are the challenges they face? What are some ways they can improve? Come up with your own questions as well.

E. Overextensions and More (field experience): Interview three parents of 2 to 3-year olds about their child’s use of overextensions, underextensions, coining, holophrases, etc. Make note of which type occurs more frequently, or more frequently compared to others. Further, ask these parents about the types of first-word combinations their child is using (or used). (At the beginning of your interview, you may want to first define these terms. Refer to the chapter on language development). In your paper describe the results of each child individually and then provide a conclusion to the overall experience.

F. Infant Crying and Sleeping (field experience): Interview three parents and ask them how they respond to infant crying. Use the following questions:

- Can you describe how you distinguished your infant’s different cries? (hunger, anger, pain, attention, etc.).
- How do you respond to each of these cries?
- Do you think responding to crying is important for attachment and trust, or do you think it reinforces the crying and increases its frequency?
- Do you have any other comments on crying?

Next interview these parents about sleep strategies they implement with their infant. Use the following questions:

- How do you know that your infant is sleepy?
- What do you do to help get your infant to sleep?

- Did you try to put your infant on a sleeping schedule or did you let your infant choose the schedule? If so, how did you go about implementing the schedule?
- Do you have any other comments on your infant's sleeping schedule? Please do not just give the parent's responses.

Summarize your findings, compare the parent's answers, and describe the insights and conclusions you have gained after analyzing the interviews.

G. Adolescent In-depth Interview (field experience): Interview an adolescent between the ages of 12-17. You can follow your own format but generally inquire about their lives in the areas of family, dating, future careers, spirituality, their perceived strengths and weaknesses, etc. Try to find areas in their lives that are going well, and areas where they feel they are struggling. What theories from our class are demonstrated in the life of this adolescent? It might be best to have a long conversation with them, and then write the paper rather than think of it as question and answer interview.

H. Arcade Games (field experience): Visit a video game arcade. Survey the games, noting the names of the games and their "types" (sports, battle, crime, puzzle, etc.). How many of each type are there? Play or observe someone on at least two different games. Choose games that would be interesting for 6th grade and up. Answer the following questions:

- What is the game theme? What must a player do to win?
- What type of action occurs? Are the graphics good?
- How are males and females portrayed?
- What roles do they play?
- Do you see stereotyping?
- How does the game affect the mood and attitude of the players?

Observe the player's reactions and interactions with the game and game equipment. If the opportunity arises, ask the players why they like the game they are playing. What is your opinion of the game? If you were the parent of an 8-14 year-old who wanted to play arcade games often what would be your reaction? What other insights can you share?

Research Paper Instructions:

A. Research Paper: Find a particular topic related to child development and write a research paper. You may use up to two web references, and must have at least three references from a respected, peer-reviewed journal (for example *Adolescence*, *Child Development*, *Child Welfare*, *Crime and Delinquency*, *Developmental Psychology*, *Early Child Research Quarterly*, *Families in Society*, *International Journal of Aging and Human Development*, *Journal of Experimental Child Psychology*, *Merrill - Palmer Quarterly*, or *Youth and Society*, etc.).

B. Research Proposal: Suggest a hypothetical experiment (with children) in an area of your interest. Present the experiment as a proposal. Be sure to provide some background on the topic, specify your hypothesis and the method of study (including independent and dependent variables). Specify whether the study is longitudinal or cross-sectional and why. Indicate what type of reinforcement you would use (if necessary), the task for the child, and so on. Be sure to indicate why you would do the study. Include the Purpose of the study (why are you proposing to perform the experiment? What was it that you don't know? What are you

trying to find out?) Also include the Procedure of the study (what do you propose to do? What materials do you propose to use? Who will the participants be? How many? What will the experimenter do, and what will the subjects do? Describe these things so that someone else could perform the experiment in the same manner you are proposing.

C. Pregnancy Presentation: Imagine that you are conducting a session for prospective parents. You want them to have a physically and emotionally healthy pregnancy. Prepare a detailed outline (e.g. bulleted paragraphs) for a presentation that you will hypothetically give to help these parents. Add speaker's notes. Summarize research from at least two peer-reviewed studies, including a description of the main findings and methods used to study the topic. Apply the information gathered from lecture notes, the text, and research articles, to provide at least three practical recommendations for parents. Include prenatal development, healthy pregnancies tips (nutrition, teratogens, etc.), developmental problems, child birth stages, parenting tips, etc. (This presentation can be single spaced and more than five pages if needed.)

ACADEMIC INTEGRITY AND BEHAVIORAL EXPECTATIONS

This class will be conducted in accordance with the college student code of conduct and basic standards of academic honesty. It goes without saying that any forms of cheating, plagiarism, or other forms of academic dishonesty are not acceptable and will severely impact your grade and any future letters of recommendation. Is it really worth it? Part of my job is to help create a positive learning community. If you repeatedly have a negative impact on that community, I reserve the right to lower your final grade by one letter grade. Ultimately, everyone has to choose whether they will contribute or break down community, and I invite you to be a contributor.

Attendance is a critical component of this course. Much of the learning comes from class discussion and material not covered in the book. That is why the PLNU attendance policy will be closely followed. Please note that only Provost approved, university-sponsored activities are excused and personal reasons such as illness or family events are not.

Of course, we all have personal reasons why missing class might be necessary, and so each student receives four personal absences. At the end of the semester, each unused absence will be converted into an extra credit point (yes, you can get four extra credit points simply by attending class each day.) Each unexcused absence or tardy beyond three will be minus three points. If absences are excessive, the student may be dropped from the class.

I strongly recommend not using laptops in class. The reasons are three-fold: 1. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairment, but the research is quite clear. <https://www.tandfonline.com/doi/full/10.1080/01443410.2018.1489046>

2. Even if it doesn't impair your learning, it impairs others learning.
<http://www.sciencedirect.com/science/article/pii/S0360131512002254>

3. You write more but learn less. Writing your notes creates synthesis which increases your learning.
<http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>
http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-touse-laptops/?cid=at&utm_source=at&utm_medium=en

Summary of APA Writing Style. A summary of the Publication Manual of the American Psychological Association (5th edition). <http://www.uwsp.edu/psych/apa4b.htm>

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Papers will lose 10% for each week they are late. No papers will be accepted after the last day of instruction (i.e. nothing is accepted in finals week). Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.