HDEV 0009 - CHILD GROWTH AND DEVELOPMENT

Catalog Description

Hours: 54 lecture

Description: This course examines the major physical, cognitive/language, social and emotional developmental milestones for children from conception through adolescence. Emphasis on interactions between maturational processes and environmental factors. While studying developmental theory, students will evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories. Designed as a foundation course for careers in early childhood and for those seeking a teaching credential. (C-ID CDEV 100) (CSU, UC-with unit limitation)

Course Student Learning Outcomes

- CSLO #1: Describe development of children from conception through adolescence in the physical, emotional, and cognitive domains.
- CSLO #2: Identify cultural, economic, political, and historical contexts that impact children's development.
- CSLO #3: Apply knowledge of development and major theoretical frameworks to child observations.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Describe development of children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
2. Identify cultural, economic, political and historical contexts that affect children's development.
3. Identify and compare major theoretical frameworks related to the study of human development.
4. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
5. Differentiate characteristics of typical and atypical development.

General Education Information

- Approved College Associate Degree GE Applicability
    - AA/AS - Behavioral Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
    - CSUGE - D7 Interdisciplinary Soc/Behav
    - CSUGE - D9 Psychology
    - CSUGE - E1 Lifelong Learning and Self-Development
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
    - IGETC - 4G Intrdis Social/Beha
    - IGETC - 4I Psychology

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
    - Example: Students will gain a greater understanding of developmental milestones in childhood by generating group discussions based on chosen topics of concern for various child development ages/stages, such as attachment formation during infancy, the development of a sense of independence in toddlerhood, gender role development in early childhood, the development of self-esteem in middle childhood, and the development of a sense of self and direction in adolescence. Grading based upon participation.
- Objective Examinations
    - Example: 1. Students will identify key child development theories such as Erikson's psychosocial conflicts, Piaget's Cognitive Development theory, and Bowlby's Attachment theory by assessing hypothetical situations with young children in which they must assess a child's behavior and determine which stage in each theory the behavior is illustrating. Example: Matilda works at Poppy Patch Day Care. She is assigned to 4 children under the age of 18 months. She has a new child, Jevon, who has just enrolled as one of her 4 assigned children. Jevon is 9 months old and has been at Poppy Patch for 4 months. He still cries most of the day, and is having a difficult time adjusting. Matilda does her best but Jevon is often left to cry for long periods of time when she is busy with the other children. Jevon is typically at day care for 9 hours a day. If this situation continues, what trait will develop according to Erikson? a. Mistrust b. Shame c. Guilt d. Egocentrism
- Projects
    - Example: Students will register in the Virtual Child Program and answer a series of multiple choice questions that will affect the developmental process of their child from birth through adolescence. Their responses will determine the outcome of the choices they have made based on text reading, interpretation of lecture material and video topics presented. Pass/fail grading.
- Reports
    - Example: Students will research a developmental challenge faced by a child in a particular age/stage and generate a written report on their findings. For example: low birth weight, a specific genetic disorder, attachment disorder, bullying, eating disorders, etc. Rubric Grading.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will present a series of lectures on the developmental stages that children experience as they grow and learn from birth through adolescence. Students are expected to actively participate in the discussion.
2. The instructor will demonstrate various teaching tools such as the Empathy Belly to simulate the experience of pregnancy and the "Baby Think It Over" computerized infants to simulate newborn communicative cries, temperament, preterm vs full-term gestation, and the effects of substance abuse on infants in order to provide a more meaningful child care experience for students. Students will then model these activities.

Distance Learning

1. The instructor will assign the Virtual Child computer program to students in which they have the opportunity to "raise" a child from birth through age 18 in a practical, real-life learning experience that further promotes text material. Students are expected to post their progress weekly and respond to at least 2 other student posts.

Typical Out of Class Assignments
Reading Assignments

1. Read assigned article on ways to support a toddler's emerging sense of independence and be prepared to discuss in class. 2. Read an article pertaining to the sequence of language acquisition and skill development in infancy and toddlerhood. Prepared a summary comparing key development areas between infants and toddlerhood.

Writing, Problem Solving or Performance

1. Research material on attachment development in infancy and analyze various case studies highlighting both secure and insecure attachment formation. 2. Produce an interactive learning tool such as a Blog or Voice Thread presentation on a specific developmental cognitive concept in early childhood such as egocentrism, theory of mind, animism, magical thought, etc., that fellow students can respond to in meaningful dialogue.

Other (Term projects, research papers, portfolios, etc.)

1. Complete the Virtual Life computer program. 2. Attend a workshop offered by the Sierra College Foster and Kinship Education program on developmental milestones in childhood.

Required Materials

- Infants, Children, and Adolescents
  - Author: Berk, Laura
  - Publisher: Allyn & Bacon
  - Publication Date: 2017
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:

- Child/Adolescent Development
  - Author: Kuther, Tara
  - Publisher: SAGE
  - Publication Date: 2016
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.