

Infant and Child Development

Syllabus for Summer Session III: July 9 2012 - August 15 2012
Psychology 331:H6 *Infant and Child Development*
Monday and Wednesday 6:00pm - 9:40pm

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Office hours: Wednesdays 4:30pm-5:30pm in Tillett Hall Room 333
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Required Text:

- Children and Their Development – 6th Edition by Robert V. Kail; Pearson Education Inc (Available at New Jersey Books on Somerset Street in New Brunswick)
- My Virtual Child (MVC) is an online supplement to this class that comes with the textbook through NJ Books. If you choose to purchase the textbook through another source, you will need to purchase MVC for \$25 at www.myvirtualchild.com
- Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition – Text Revision (DSM-IV-TR; Selected sections will be available on Sakai)

Course Objectives

1. To understand the foundational theories of child development and major themes in child-development research
2. To understand the influences of nature and nurture on child development
3. To understand the transitions that occur in the physical, cognitive and socio-emotional world of children over the course of their development
4. To gain a practical understanding of the social, emotional and behavioral capacities of infant and children, as well as the risk factors that may lead to atypical developmental patterns
5. To use critical thinking, practical inquiry and a scientific approach to assessing questions related to infant and child development

Course Requirements:

1. Readings:

- a. Students are expected to keep up with textbook readings.
- b. All readings should be completed before corresponding class lectures. For example, we will be covering Chapter 1 on the first day of class, so you should come to class on the first day having read Chapter 1.
- c. Supplemental readings will be assigned from time to time. Please check your syllabus on a regular basis to see if additional readings are required for a particular lecture topic. Supplemental readings will be available online or handed out in class.

2. Class Participation

- a. Students are expected to come prepared for class. This means that readings should be completed before corresponding class lectures. For example, we will be covering Chapter 1 on the first day of class, so you should come to class on the first day having read Chapter 1.
- b. Class discussion is highly encouraged. Bring questions, comments, anecdotes, thoughts, ideas, etc. to share with the class.

3. Attendance:

- a. Attendance is mandatory. Because this is a short course with much material to cover, students are expected to attend each class. If you cannot make it to class due to illness or emergency, please notify the instructor and make arrangements to get lecture materials from a classmate. Unexcused absences will affect your grade!

4. Assignments:

a. Exams:

- i. Exam 1: lectures 1-3 (Ch 1-4 and additional materials)
- ii. Exam 2: lectures 4-7 (Ch 5-8 and additional materials)
- iii. Exam 3: lectures 8-11 (Ch 10-12,14 and additional materials)

- b. My Virtual Child Presentation: You will raise a “virtual child”

throughout this course. On the last day of class, students will give a 5-minute presentation summarizing their child's development.

5. My Virtual Child: This is an interactive, simulated parent-child situation where you will be the parent raising your own virtual child from birth to 18 years old. Throughout the process, you will make decisions that will affect your child's development, and you will be given feedback about your child's developmental milestones and key stages of development.
 - a. Virtual Parent "check-in": A small amount of class time will be delegated to discussion about My Virtual Child. Bring questions, comments, short scenarios, and/or ideas regarding your virtual child to class.
 - b. Final Presentation: All students will give a 5-minute presentation on their Virtual Child's development on the last day of class. A template for this presentation is included at the end of the syllabus.

Grading:

- Exams: 75% of final grade
 - Exam 1: 25%; Exam 2: 25%; Exam 3: 25%
- Final presentation: 25% of final grade
- Attendance is mandatory. In the event of illness or emergency, students are expected to inform the instructor about their absence by the beginning of class on that day for it to be considered excused.
 - Students are permitted two excused absences.
 - After two excused absences, all absences are unexcused.
 - Unexcused absences will affect your grad in the following way:
 - 1 unexcused absence: grade drops 10%
 - 2 unexcused absences: grade drops 20%
 - 3 unexcused absences: grade drops 30%
 - 4 unexcused absences: grade drops 40%

* Exceptions to this policy will be made in the case of extreme or ongoing emergency situations, and are to be discussed with the instructor as soon as possible.

Course Outline:

7/9: Introduction to Child Development

- Course Overview
- Introductions
- **Readings for class:**
 - **Chapter 1 - The Science of Child Development (p. 2-39)**

7/11: The Beginning: Genetics to Early Infancy

- **Readings for class:**
 - **Chapter 2 - Genetic Bases of Child Development (p 40-63)**
 - **Chapter 3 - Prenatal Development, Birth, and the Newborn (p 64-80; 87-105)**

7/16: Typical and Atypical Growth

- Stage Theories
- Factors affecting growth and health
- Understanding atypical development
- **Readings for class**
 - **Chapter 4 - Growth and Health (p 107-137)**
 - **Introduction to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition - Text Revision (DSM-IV-TR)**
 - **DSM-IV-TR:**
 - **Disorders Usually First Diagnosed in Infancy, childhood or Adolescence (intro only, pp 39-41)**
 - **Feeding and Eating Disorders of Infancy or Early Childhood (103-108)**
 - **Eating Disorders (583-596)**

7/18: Exam #1 (lectures 1-3; chapters 1-4)

Perceptual and Motor Development

- **Readings:**
 - **Chapter 5 - Perceptual and Motor Development (p 139-169)**
 - **DSM-IV-TR**
 - **Motor Skills Disorder pp (56 - 58)**
 - **Stereotypic Movement Disorder (131-133)**
 - **Attention Deficit Hyperactivity Disorder (85-93)**

7/23: Language and Communication

- Theory & Current research
- Communication disorders
- **Readings:**
 - **Chapter 9 - Language and Communication (skim)**

- **DSM-IV-TR: Communication Disorders pp 58 – 69**

7/25: Cognitive Development

- Vygotsky & Piaget
- Cognitive disorders
- **Readings**
 - **Chapter 6 – Theories of Cognitive Development (171–207)**
 - **DSM-IV-TR**
 - **Mental Retardation (pp 41–48)**
 - **Pervasive Developmental Disorders (69–84)**

7/30: Intelligence and Achievement

- Academic skills
- IQ
- Psychological Testing
- Learning Disorders
- **Readings:**
 - **Chapter 7 – Cognitive Processes (209–228)**
 - **Academic skills lecture provided in class; you can skip reading pp 228–245**
 - **Chapter 8 – Intelligence and Individual Differences in Cognition (246–275)**
 - **DSM-IV-TR**
 - **Learning Disorders pp 49–56**

8/1: EXAM #2 (lectures 4-7; chapters 5-8)

Emotional Development

- Function of emotions
- Temperament
- Attachment
- Disorders in attachment
- **Readings:**
 - **Chapter 10 – Emotional Development (313–341)**
 - **DSM-IV-TR**
 - **Separation Anxiety Disorder**
 - **Reactive Attachment Disorder**

8/6: The Self and Personality

- Self Psychology
- Intro to Object Relations Theory
- Introduction to Personality Disorders
- **Readings:**
 - **Chapter 11 – Understanding the Self (343–371)**
 - **DSM-IV-TR**
 - **Introduction to Personality Disorders pp (685 – 690)**

8/8: Moral Understanding and Behavior; Gender Development

- Aggression
- Bullying
- **Readings:**
 - **Chapter 12 – Moral Understanding and Behavior**
 - **DSM–IV–TR**
 - **Oppositional Defiant Disorder (100–102)**
 - **Conduct Disorder (93–99)**
- Issues related to gender development
- Contemporary views on gender development
- **Readings:**
 - **DSM–IV–TR: Gender Identity Disorder pp 576 – 582**

8/13: The Family and Beyond:

- Systems theories
 - Family systems theory
 - Bronfenbrenner and ecological systems
- Parental maltreatment of children and the DYFS system
- Adolescence: peers, romance, groups
- **Readings:**
 - **Chapter 14 – Family Relationships (435–467)**

8/15: **EXAM #3** (lectures 8-11; chapters 10-12; 14)
Student Presentations: My Virtual Child

NOTE TO STUDENTS:

I think you will find the material covered in this class to be very interesting. However, you will have great difficulty doing well in this class without keeping up with the assigned readings. Lecture material may or may not touch on topics within the text, and exams will cover both text and lecture materials. This course will move quickly, so please set aside time for readings throughout your busy weeks. I aim for your success and hope to give lots of As (but you need to earn it)!