

**DEREE COLLEGE SYLLABUS FOR:
PS 2207 INFANCY AND PRESCHOOL YEARS**

3/0/3

(Previously PS 2207 Developmental Psychology: The Preschool Years – L4)
(Updated Spring 2022)

**LEVEL 4
UK CREDITS: 15**

PREREQUISITES:	PS 1000 Psychology as a Natural Science – L4 PS 1001 Psychology as a Social Science – L4
CATALOG DESCRIPTION:	Theoretical approaches and methodological issues in developmental psychology. Biocultural foundations of development, prenatal development and birth, physical, cognitive and socioemotional development in infancy and early childhood. Emphasis on the practical implications of developmental science.
RATIONALE:	The module provides the background knowledge to understand human development from conception to early childhood. It is particularly helpful to those going into the field of early childhood development and education, counseling, daycare, and social work. Students apply module information to meaningful real-life problems.
LEARNING OUTCOMES:	Upon completion of the module, a student should be able to: <ol style="list-style-type: none">1. Demonstrate understanding of major theories and their applications in the field of child development.2. Describe the research methods and ethical guidelines that are utilized in developmental research.3. Outline the emergence of new structures and functions prenatally, postnatally and during infancy and early childhood.4. Demonstrate awareness of the genetic and environmental mechanisms that underlie the development of physical, motor, cognitive, socioemotional competencies, and the interplay between these areas of development.5. Demonstrate understanding of current theoretical and applied issues and controversies drawing on a range of sources and empirical research.
METHOD OF TEACHING AND LEARNING:	In line with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none">➤ The module consists of lectures plus the use of multimedia, videos and out-of class assignments.➤ Secondary and primary sources in developmental psychology will be selected and assigned for in-class discussion.➤ Office hours➤ Use of Blackboard site
ASSESSMENT:	Summative:

	<table border="1" data-bbox="630 193 1372 661"> <tr> <td data-bbox="630 193 1193 262">1st assessment: Midterm Examination Short essay questions</td> <td data-bbox="1193 193 1372 262">40%</td> </tr> <tr> <td data-bbox="630 262 1193 373">2nd assessment: Application assignments</td> <td data-bbox="1193 262 1372 373">10%</td> </tr> <tr> <td data-bbox="630 373 1193 661">Final assessment: Written assignment Topics may include a literature review, a practical brochure on applied themes, a video commentary, written presentation of a debate in child development, description, and assessment of interventions.</td> <td data-bbox="1193 373 1372 661">50%</td> </tr> </table> <p data-bbox="630 697 771 724">Formative:</p> <table border="1" data-bbox="630 724 1372 823"> <tr> <td data-bbox="630 724 1193 823">Practical Exercises: In class discussion of video extracts, posting on Blogs.</td> <td data-bbox="1193 724 1372 823">0%</td> </tr> </table> <p data-bbox="630 856 1323 949">The 1st assessment tests Learning outcomes: 1,2 The 2nd assessment tests Learning outcomes: 1,2,3,4,5. The final assessment tests Learning outcomes 1,3,4,5</p> <p data-bbox="630 982 1421 1012">Students are required to resit failed assessments in this module.</p>	1st assessment: Midterm Examination Short essay questions	40%	2nd assessment: Application assignments	10%	Final assessment: Written assignment Topics may include a literature review, a practical brochure on applied themes, a video commentary, written presentation of a debate in child development, description, and assessment of interventions.	50%	Practical Exercises: In class discussion of video extracts, posting on Blogs.	0%
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Practical Exercises: In class discussion of video extracts, posting on Blogs.	0%								
INDICATIVE READING:	<p data-bbox="630 1045 917 1075">REQUIRED READING:</p> <p data-bbox="630 1108 1437 1180">Rathus, S.A. (2016). <i>Childhood voyages in Development. International edition</i>, (6th ed.). Belmont: Cengage.</p> <p data-bbox="630 1213 1437 1276">Lightfoot, C., Cole, M. & Cole S. (2018). <i>The Development of Children</i>, (8th ed.). New York: Worth Publishers.</p> <p data-bbox="630 1310 998 1339">RECOMMENDED READING:</p> <p data-bbox="673 1373 1421 1474">Bavelier, D., Shawn Green, C. & Dye, M. W. G. (2010). Children, wired-for better and for worse. <i>Neuron</i>, 67 (5), 692-701.</p> <p data-bbox="673 1507 1437 1633">Blake, B & Pope, T. (2008). Developmental Psychology: Incorporating Piaget's and Vygotsky's theories in classrooms, <i>Journal of Cross-disciplinary Perspectives in Education</i>, 1, 59-67.</p> <p data-bbox="673 1633 1388 1726">Bornstein, M.H., (2012). Cultural approaches to parenting, <i>Parenting: Science and Practice</i>, 12(2-3), 212-221. doi: 10.1080/15295192.2012.683359.</p> <p data-bbox="673 1759 1437 1822">Buschman, B. J., Gollwitzer, M., & Cruz, C. (2015). There is broad consensus: Media researchers agree that violent media</p>								

increase aggression in children and pediatricians and parents concur. *Psychology of Popular Media Culture*, 4 (3), 200-214.

Canadian Pediatric Society Position statement (2003). Impact of media use on children and youth. *Pediatric Child Health*, 8 (5), 301-306.

Cassidy, J. and Shaver, S. (Eds.) (2018). *Handbook of Attachment: theory, research and clinical applications*. New York: Guilford Press.

Childress, D. (2013). Peek-A-Boo! Strategies to teach object permanence. Retrieved from <http://veipd.org/earlyintervention/2013/03/21/peek-a-boo-strategies-to-teach-object-permanence/>

Dixon, W. E. (2003). *Twenty studies that revolutionized child psychology*. Upper Saddle River, NJ: Prentice Hall

Durkin, K. (1995) *Developmental Social Psychology*. London: Blackwell

Gershoff, E.T. (2010). More harm than good: a summary of scientific research on the intended and unintended effects of corporal punishment on children. *Law and Contemporary Problems*, 73, 2, 31-56

Guyton G (2011). Using Toys to Support Infant-Toddler Learning and Development. *YC: Young Children*, 66(5): 50-56. Retrieved from https://www.naeyc.org/files/yc/file/201109/Using%20Toys_Guyton_Online_0911.pdf

Hock, R.R. (2009), *Forty studies that changed Psychology. Exploration into the history of Psychological Research*. New Jersey: Prentice Hall

Jones, S. M. & Ziegler, E. (2002). The Mozart effect. No learning from history. *Applied Developmental Psychology*, 23, 355-372.

Koutsompou, V. E. (2016). The child and the fairytale: The psychological perspective of children's literature. *International Journal of Languages, Literature and Linguistics*, 2, 4, 213-218.

Lockhart, S. (2010). Play: An important tool for cognitive development. *Ypsilanti, MI: HighScope Press*, 24(3), 1-8. Retrieved from: membership.highscope.org/app/issues/142.pdf

	<p>Martin, C. L. & Ruble, D. N. (2010). Patterns of gender development. <i>Annual Review of Psychology</i>, 61, 353-381.</p> <p>Mills, H. & McCarroll, E. (2012). Emotion regulation in early childhood. <i>Texas Child Care Quarterly</i>. 36 (1), 1-4</p> <p>Rolls, G. (2010), <i>Classic case studies in Psychology</i> (2nd ed.). London: Hodder Education.</p> <p>Santrock, J.W. (2010). <i>Educational Psychology</i> (5th ed.). New York: McGraw-Hill.</p> <p>Slater, A. M. & Quinn, P. C. (2012). <i>Developmental Psychology. Revisiting the Classic Studies</i>. London: Sage.</p> <p>Thompson, R. H., Cotnoir-Bichelman, N. M., McKerchar, P. M., Tate, T. L., & Dancho, K. A. (2007). Enhancing early communication through infant sign training. <i>Journal of applied behavior analysis</i>, 40(1), 15–23. doi:10.1901/jaba.2007.23-06</p> <p>Volling, B. L. (2012). Family transitions following the birth of a sibling: An empirical review of changes in the firstborn's adjustment. <i>Psychological Bulletin</i>, 138, 3, 497-528.</p> <p>Waters, E., Hamilton, C. E., & Weinfield, N. S. (2000). The stability of attachment security from infancy to adolescence to early adulthood: General Introduction. <i>Child Development</i>, 71(3), 678-683.</p>
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: N/A</p> <p>RECOMMENDED MATERIAL: The Psychologist American Psychologist Developmental Psychology British Journal of Developmental Psychology Infant and Child Development Early Child Development and Care Monographs of the Society for Research in Child Development</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Portfolio assignments submitted in Word. Academic use of English, both oral and written.</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Blackboard, MS Office, search engines</p>
<p>WWW RESOURCES:</p>	<p>American Psychological Association www.apa.org</p>

British Psychological Society

www.bps.org

European Society of Developmental Psychology

<http://resources.iupsys.net/iupsys/index.php/iupsysresources/90-europe/31040-european-association-of-developmental-psychology-eadp>

Society for Research on Child Development

<http://www.srcd.org/>

A collection of Developmental Psychology Links at Athabasca University

<http://psych.athabascau.ca/html/aupr/developmental.shtml>

A directory by Tufts University that provides links to hundreds of sites containing child development research and practical advice.

<http://www.cfw.tufts.edu/>

Online learning portal from The Open University and the BBC on family and child development

http://www.open2.net./healtheducation/family_childdevelopment/index.html

BBC Portal on Children's rights

<http://www.bbc.co.uk/worldservice/people/features/childrensrights/index.shtml>

Information on child development, psychology, health issues, parenting and family life.

<http://www.childdevelopmentinfo.com/>

Child Development website offering overview of Erikson's, Freud's and Mahler's theories of development.

<http://childstudy.net/>

Learning resources for developmental psychology

<http://DevPsy.org>

INDICATIVE CONTENT:

1. The study of human development
2. Biocultural Foundations
3. Prenatal Development and Birth
4. The Newborn
5. Physical and cognitive development in Infancy
6. Social and emotional development in Infancy
7. Physical and Cognitive Development in Preschool years
8. Social and Emotional Development in the Preschool Years