



# Syllabus

## PSY 225 Child Psychology

### General Information

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**Date** May 18th, 2023

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**Department** Social Science

**Course Prefix** PSY

**Course Number** 225

**Course Title** Child Psychology

### Course Information

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**Catalog Description** Students will be introduced to the study of child development from conception through age 11. In addition to a biopsychosocial approach, child development will be considered from an ecological perspective that includes the influences of families and institutions on the developing child. Special attention will be given to domains of development such as language and play that are important for understanding how children function in childcare settings. This course will focus primarily on the normal development of the child; however, attention will be directed to some of the more common or particularly problematic disorders of childhood. This course will be especially useful to students who plan to work with children or in settings designed for children.

**Credit Hours** 3

**Lecture Contact Hours** 3

**Lab Contact Hours** 0

**Other Contact Hours** 0

**Grading Scheme** Letter

### Prerequisites

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PSY 100

### Co-requisites

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None

## First Year Experience/Capstone Designation

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This course **DOES NOT** satisfy the outcomes applicable for status as a FYE or Capstone.

## SUNY General Education

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This course is designated as satisfying a requirement in the following SUNY Gen Ed category

Social Sciences

## FLCC Values

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### Institutional Learning Outcomes Addressed by the Course

Vitality, Inquiry, Perseverance, and Interconnectedness

## Course Learning Outcomes

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### Course Learning Outcomes

1. Evaluate the methods that are employed to study child development from conception through age twelve.
2. Distinguish between the psychological approaches to child development and their contribution to the field, (e.g. humanistic, behavioral, or psychodynamic approaches).
3. Analyze controversies and issues using psychological approaches to child development.
4. Examine and evaluate the role of family, teachers, and other professionals in facilitating children's development.

## Outline of Topics Covered

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1. Theory and research in child development
  - a. History, theory, and research strategies
2. Foundations of development
  - a. Genetic and environmental foundations
  - b. Prenatal development
  - c. Birth and the newborn baby
3. Infancy and toddlerhood: The first two years
  - a. Physical development in infancy and toddlerhood
  - b. Cognitive development in infancy and toddlerhood
  - c. Emotional and social development in infancy and toddlerhood
4. Early childhood: Two to six years
  - a. Physical development in early childhood
  - b. Cognitive development in early childhood
  - c. Emotional and social development in early childhood
5. Middle childhood: Six to eleven years

- a. Physical development in middle childhood
  - b. Cognitive development in middle childhood
  - c. Emotional and social development in middle childhood
6. Adolescence: The transition to adulthood
- a. Physical development in adolescence
  - b. Cognitive development in adolescence
  - c. Emotional and social development in adolescence
  - d. Emerging adulthood