

North Hennepin Community College

PSYC 1210: Child Development

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci

This course focuses on psychological, intellectual, and physical development from the prenatal period through adolescence. Topics include general theoretical approaches and research methods in studying child and adolescent development, birth and the newborn child, and development in the following areas: prenatal, physical, perceptual, cognitive, intellectual, language, personality, social and atypical.

Completion of General Psychology is helpful prior to taking this course.

B. COURSE EFFECTIVE DATES: 09/10/1997 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Development is addressed across three domains: physical, cognitive and psychosocial. Traditional and current research trends are addressed in the following developmental stages: prenatal, neonatal, infancy, preschool, middle childhood and adolescence.
2. Students are required to complete activities outside the classroom that emphasize particular concepts and that show the application of theoretical and practical principles of development addressed in lecture and the textbook. These activities may include, but are not limited to investigations of specific areas of interest, including genetic contributions, prenatal processes, childbirth practices, neonatal assessments, sensory-motor development, language, simple and complex learning, the development of self-concept and self-esteem, special needs, family and community influences.

D. LEARNING OUTCOMES (General)

1. Given the context of child development, students will understand the process of psychological research and be able to:
 - a. Formulate questions
 - b. Gather and/or interpret data using both experimental and correlational methods
 - c. Understand the analysis of data
 - d. Describe the theoretical implications of the results and
 - e. Recognize possible sources of bias in the gathering of data.
(MnTC goal 5, comp. a; NHCC ELO 2)
2. Students will learn to use and critique the major psychological theories (e.g., behavioral, biological, and psychodynamic) as explanations of human behavior. (MnTC goal 5, comp. c; NHCC ELO 4)
3. Within the context of specific child development/psychological problems, students will be able to:
 - a. Identify the assumptions that are operating in the designation of a particular problem
 - b. Imagine a situation in which the problem is solved
 - c. Deduce the recommendations that various psychological perspectives would make for solving the problem, and
 - d. Describe the causal explanations and recommendations for change that various psychological perspectives would propose for the problem. (MnTC goal 5, comp. d; NHCC ELOs 2, 4)
4. Given the context of child development, students will understand development of and the changing meanings of group identities in the United States history and culture. (NHCC ELO 1)
5. Students will demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society. (NHCC ELO 1)
6. Students will analyze their own attitudes, behaviors, concepts and beliefs, regarding diversity, racism, and bigotry. (NHCC ELO 3)
7. Students will describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. (MnTC Goal 5, comp. b; NHCC ELO 1)
8. Students will demonstrate communication skills necessary for living and working effectively in a society with great population diversity (NHCC ELO 2)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.