



**PSY 202 Child Development**  
**Spring 2021 (February 1, 2021 – May 6, 2021)**  
Class Time: T, TR 11:30am – 12:50pm  
Location: Henry Hall 102

**Instructor:** Sheena Galutira  
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**Office:** BS 106  
**Office Hours:** By appointment

### **Required Text**

Berk, L. E. (2019). *Exploring Child and Adolescent Development* (1st ed.). Boston, MA: Pearson.

### **Catalog Course Description**

Psychological implications of human growth and behavior from infancy to adolescence, stressing affective and cognitive development.

### **Program Linking Statement**

This course develops and assesses the skills and competencies for the program student learning outcomes of Life Span Development. In addition, this course also assesses the program student learning outcomes of 1) Scientific Methods and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

### **Articulation of Characteristics and Values**

PSY 202 Child Development is guided by the Marianist educational value of Educate for Adaptation to Change. Through child development we understand why we do what we do and think what we think. Marianist universities readily adapt and change their methods. PSY 202 Child Development focuses on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

Through weekly discussions, and projects the attributes above will be demonstrated.

### **Psychology Program Learning Outcomes (PLO)**

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

### **Student Learning Outcomes (SLO)**

Upon completion of this course, students will be able to:

1. Understand the historical and cultural roles that children have played (PLO#1)
2. Apply a variety of theoretical approaches to the study of children (PLO #2)
3. Discuss developmental aspects of growth including physical, cognitive, cultural, social, emotional, language, and moral development (PLO #4)
4. Discuss conditions necessary for optimal child development (PLO #3)
5. Express well-informed views including ethical concerns on topical issues such as resiliency, effects of television, early intervention, parenting styles, child abuse (PLO #1, PLO #2, PLO #4)
6. Locate current information and research related to child development (PLO #2, PLO #4)

7. Apply the scientific method to the study of child development (PLO #3)

**Course Approach:**

Although this is an in-person class, we will be incorporating an online seminar approach. We will be using class discussions via our online Learning Management System Canvas and/or Zoom. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.
2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This seminar will require a fair amount of reading, and viewing videos so plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material in a manner where they are prepared with questions and reflections. This allows for a more coherent participation in the seminar discussions. Although specific readings or media will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings.

**Course Website Address (Canvas):** <https://chaminade.instructure.com/>

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access video from some external websites or files posted within this course in the Doc Sharing section. You should have access to speakers or headphones that allow you to hear audio. It is not recommended that you take this class if you will not have reliable internet access.

**Software Requirements:** You might need to have some ability to watch videos, listen to audio files, and/or read .pdf files.

**Assessment**

<b>Assignments</b>	<b>Points</b>	<b>SLO</b>
Who Am I Exercise	5 points	N/A
Learning Activity	25 ( 5 * 5 points each)	2, 3, 4, 5, 6
Discussion	15 (3 * 5 points each)	1, 2, 3, 4, 5, 6
Participation Points	15 (3 * 5 points each)	2, 3
Quiz	100 points (5 * 20 points each)	1, 2, 3, 4, 5, 6, 7
Child Observation Paper	50 points	2, 3, 4, 5, 6, 7
Research/In-depth Study Paper/Presentation	100 points	1, 2, 3, 4, 5, 6, 7
Final Exam	100 points	1, 2, 3, 4, 5, 6, 7
<b>Total Possible Points</b>	<b>410 points</b>	

**Grading Scale**

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 59% and below

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

*All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus. Late submissions of assignments will be accepted up until the last day of class. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.*

### Description of the Assessments:

Assignment	Description	Points
<b>Who Am I Exercise</b>	<p>This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. Also, <b>please do not submit an attached document</b>. Submit your response straight to Canvas so we can all access your work easily.</p> <p>Please use the Embed Image tool to embed an image of you so we can put a name to a face. (If you are shy, please embed an image that most represents you. If you choose this option, you'll need to share a little on why you picked the image that you did.)</p> <ul style="list-style-type: none"> <li>• What is your name?</li> <li>• Where are you from?</li> <li>• What are your plans after graduation?</li> <li>• What kind of career are you interested in?</li> <li>• What is something interesting about you?</li> </ul>	5 pts
<b>Learning Activities</b>	Students will apply the knowledge gained from the text to the prompts on Canvas	25 pts (5 @ 5 pts each)
<b>Discussions</b>	Based on the video (if applicable), your readings, and your thoughts on the subject, please respond to the discussion question in no less than <b>200 words</b> in length. Post your discussion response directly to Canvas. <b>Do not post as an attachment</b> . This will make it easier for everyone to see your response.	15 pts (3 @ 5 pts each)
<b>Participation Points</b>	<p>Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. You might want to respond to posts that are different from your ideas. For full participation credit you are required to contribute a total of two substantive responses each week.</p> <p><i>Following are guidelines for weekly discussion response grades:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Excellent</i> = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is <b>well written</b>. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion.</li> <li>▪ <i>Above Average</i> = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed.</li> <li>▪ <i>Average</i> = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand.</li> <li>▪ <i>Minimal</i> = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However,</li> </ul>	15 pts (3 @ 5 pts each)

	<p>grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere.</p> <ul style="list-style-type: none"> <li>▪ <i>Unacceptable</i> = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.</li> </ul>	
<b>Quizzes</b>	Quiz formats will vary (multiple choice, short answer, matching, fill in the blank)	100 pts (5 @ 20 pts each)
<b>Child Observation Paper</b>	You will select a child between the ages of 1.5-12 years of age and observe this child in her/his school, home, or other natural environment for a minimum of 1.5 continuous hours. Details will be available in Canvas. You will submit your four-page paper to Canvas.	50 pts
<b>Research/In-depth Study</b>	<p>You will choose a topic of personal interest, related to child development and the contents of this course. Topics we are discussing in class are appropriate for this study. If you have an idea not directly discussed, we can explore the possibility. Your study will be a thoughtful analysis of the topic. Topics <i>must be approved</i> before beginning. See details in Canvas.</p> <p>This research paper will be double-spaced, 12 pt Times Roman or Arial font, and written using APA style. Your paper will also include a title page and reference page.</p> <p>You must have a minimum of <b>4 credible sources</b>. A reference list is required in your presentation.</p> <p><b>**See Research Paper Handout</b></p> <p><i>Presentation</i> Each student will present their findings to the class on the date specified in the course syllabus. Presentations must have a third point visual reference that can be in the form of a handout, slides, poster, etc. The presentation should be approximately 10 minutes.</p> <p>APA formatting tutorial: <a href="http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx">http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx</a></p> <p><i>Assignment Characteristics for Research/In-depth Study:</i></p> <p>Pedagogical Method - Experiential learning: Students will identify an area of interest and/or need, develop a research question or hypothesis to gain a deeper understanding of their topic, and an action plan on appropriate next steps to address their inquiry-based project.</p> <p>X Factor Element – Finding Happiness: Students will develop a deeper understanding on a child development topic that they are interested in. They will discover the feeling of empowerment as they develop their skills of inquiry and how increasing knowledge expands their perspective of the world around them. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to more career pathways).</p>	100 pts

### **Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is

the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **Students with Disabilities**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **Title IX Statement**

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a

faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Scientific Method Definitions**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

### **Marianist Educational Values**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

#### **Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor

coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Ōlelo No‘eau 364) May I live by God
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Ōlelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

**\*\*Tentative Course Schedule**

We will adjust the course schedule as necessary based on COVID limitations.

Date	Class Activity	Readings Due:	Assignments Due:
Week 1: Tuesday (2/2)	Welcome  Review Course Syllabus  Introduction to our fellow learners  Chapter 1: History, Theory, and Research Strategies		
Week 1: Thursday (2/4)	Learning Activity 1 – Resilience & Ecological Systems Theory	Chapter 1	Who Am I Exercise  Learning Activity 1
Week 2: Tuesday (2/9)	Chapter 2: Genetic and Environmental Foundations	Chapter 2	
Week 2: Thursday (2/11)	Learning Activity 2 – Social Indicators & Examining Genetics and Environment  “Life’s Greatest Miracle”		Learning Activity 2
Week 3: Tuesday (2/16)	Chapter 3: Prenatal Development, Birth, and the Newborn Baby	Chapter 3	
Week 3: Thursday (2/18)	Quiz 1 (Ch. 1, 2, 3)  Discussion 1 – The Nine Months That Made You: Pregnancy and Human Development		Quiz 1 (Ch. 1, 2, 3)  Discussion 1
Week 4: Tuesday (2/23)	Chapter 4: Physical Development in Infancy and Toddlerhood	Chapter 4	
Week 4: Thursday (2/25)	Learning Activity 3 – Developmental Toys for Infants and Toddlers		Learning Activity 3  Participation 1
Week 5: Tuesday (3/2)	Chapter 5: Cognitive Development in Infancy and Toddlerhood	Chapter 5	
Week 5: Thursday (3/4)	Learning Activity 4 – Applying Piaget’s Concepts		Learning Activity 4
Week 6: Tuesday (3/9)	Chapter 6: Emotional and Social Development in Infancy and Toddlerhood	Chapter 6	
Week 6: Thursday (3/11)	Quiz 2 (Ch. 4, 5, 6)  Discussion 2 - Attachment		Quiz 2 (Ch. 4, 5, 6)  Discussion 2
Week 7: Tuesday (3/16)	Chapter 7: Physical and Cognitive Development in Early Childhood	Chapter 7	
Week 7: Thursday (3/18)	Learning Activity 5 – Make-Believe Play		Research Paper Topic  Participation 2  Learning Activity 5



Week 8: Tuesday (3/23)	Chapter 8: Emotional and Social Development in Early Childhood	Chapter 8	
Week 8: Thursday (3/25)	Quiz 3 (Ch. 7 and 8)  Discussion 3 – Young Children’s Exposure to Screen Media		Quiz 3 (Ch. 7, 8)  Discussion 3
Week 9: Tuesday (3/30)	Chapter 9: Physical and Cognitive Development in Middle Childhood	Chapters 9	
Week 9: Thursday (4/1)	Observations		Participation 3
Week 10: Tuesday (4/6)	Chapter 10: Emotional and Social Development in Middle Childhood	Chapter 10	
Week 10: Thursday (4/8)	Quiz 4 (Ch. 9 and 10)  Observations		Quiz 4 (Ch. 9, and 10)
Week 11: Tuesday (4/13)	Chapter 11: Physical and Cognitive Development in Adolescence	Chapters 11	
Week 11: Thursday (4/15)	Work on Observation Paper		Observation Paper due in Canvas
Week 12: Tuesday (4/20)	Chapter 12: Emotional and Social Development in Adolescence	Chapter 12	
Week 12: Thursday (4/22)	Quiz 5 (Ch. 11 and 12)  Work on Presentations and Research Paper		Quiz 5 (Ch. 11, 12)
Week 13: Tuesday (4/27)	Research Presentations		
Week 13: Thursday (4/29)	Research Presentations (overflow)  Work on Research Paper		Research Paper due in Canvas
Week 14: Tuesday (5/4)	Study for Final Exam		
Week 14: Thursday (5/6)	<b>Final Exam</b>		<b>FINAL EXAM</b>