

Course Information

Course title: Child Development

Course number: PSY 202

Course discipline: Psychology

Course description: Program Course Linkage

This course develops and assesses the skills and competencies for the program student learning outcome of Life Span Development.

In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

Course Catalogue Description

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

Course date: June 2, 2025 to August 8, 2025

Location: Online

Meeting day(s): None scheduled

Meeting time(s): None scheduled

Prerequisite(s): IMPORTANT - 1. All assignments must be completed by the due dates. Any assignments received late will not receive any points.

Instructor Information

Name: Allan Nebrija

Email: Allandale.nebrija@chaminade.edu

Office location: None

Office hours: By appointment

Phone: None, please email me if you have questions.

Textbooks

Required reading: Child Development 9th Edition, Laura E. Berk

Course Goals

Course goals: Course Overview

Child Development will provide an intensive study of the physical, cognitive, and social/emotional development of children. Through active participation and the use of on-line feedback, activities, and reading, students will have an opportunity to explore theoretical

approaches and current issues related to child development from a multidisciplinary and cross-cultural perspective with a focus on promoting optimal development.

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

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

Student Learning Outcomes

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

1. understand the historical and cultural roles that children have played.
2. apply a variety of theoretical approaches to the study of children.
3. discuss developmental aspects of growth including physical, cognitive, cultural, social, emotional, language, and moral development.
4. discuss conditions necessary for optimal child development.
5. express well-informed views including ethical concerns on topical issues such as resiliency, the effects of television, early intervention, parenting styles, and child abuse.
6. locate current information and research related to child development.
7. apply the scientific method to the study of child development.

Course Requirements:

A. Discussion questions will be based on weekly readings.

15 Chapter Discussions @ 10 points each = 100 Points

B. Midterm and Final Exam will be available in Canvas.

Midterm Exam: Chapters 1 to 7, 2 questions per chapter, 1 point each question = 14 points

Final Exam: Chapters 8 to 15, 2 questions per chapter, 1 point each question = 16 points

Grading Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

59% or below F

STUDENTS WITH DISABILITIES

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting the Counseling Center to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2-3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify the Counseling Center each semester if changes or notifications are needed.