

Psychology 2850-02: Child and Adolescent Psychology

Spring 2022

Section 2: 9:50-11:30am

Lentz Hall 227

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This course focuses on the study of behavioral changes during the first years of life through adolescence and on the important theories and models about developmental trajectories. Physical, language (normal and atypical), cognitive, and socio-emotional changes are considered. Specific emphasis is on the practical significance of these changes for future educators and others. Broad social issues such as the basic human needs of all children and adolescents are included. How children and adolescents become committed to a lifetime of active learning is also examined. This course is taught at an introductory level and is a breadth course for Psychology majors and a foundational course for prospective teachers and others wishing to work with children and adolescents. Current knowledge about children and research techniques used in the acquisition of knowledge about children and adolescents is shared.

Texts: Berger, K. S. (2018). The Developing Person through Childhood and Adolescence, (11th Ed.). New York: Worth Publishers

Additional readings may be posted online.

Student expected learning outcomes: (SLO's)

- Student success in articulating a developmental perspective regarding child and adolescent development in both class discussions and written materials
- Student success in providing examples of how understanding “normal” development has benefited understanding health, social, and psychological status in children and adolescents
- Student success in defining and being able to generate examples of the basic constructs and theories in understanding development
- Student success in identifying specific developmental changes in physical, psychomotor, cognitive, and socio-emotional behaviors in childhood and adulthood and the association of these to equi-finality or multi-finality (outcomes)
- Student success in explaining specific advantages and the disadvantages associated with methods used to empirically study target populations
- Student success in articulating the relation of theory or findings of empirical studies to specific case studies or to their personal experience
- Student success in developing critical thinking questions for the class and articulating relevant and thoughtful responses
- Student success in producing clear and interesting oral presentations to class
- Student success in respectfully navigating controversial topics in development in order to identify and understand others’ perspectives and experiences

This course is designed to enhance students' understanding of (a) a number of content areas relevant to human development, (b) major developmental theories and fundamental issues/concepts of human development that cut across the content areas mentioned above, (c) the logic and methods of scientific inquiry pertinent to the content areas, and (d) understanding the interconnectedness between items a, b, and c.

With regard to content areas, this course is designed to acquaint students with a wide range of areas relevant to child and adolescent development. Students should become acquainted with classic studies and findings within each of several topical areas; with recent questions about these findings and the contemporary studies which have examined extensions and generalizations of these findings; and with some practical applications of these findings. The content areas to be covered within the course are provided in the topical outline below.

With regard to developmental theories and issues, this course should increase students' knowledge of major theories of human development, the relevancy of these theories to the state of the human organism at different phases of development, and the utility of these theories in explaining transitions from one stage of development to another (e.g. Brofenbrenner, Elder, Piaget, Erikson, Vygotsky, Freud, ethological, social learning, etc.).

Interpretations of research findings are brought to bear not only upon broad based developmental theories that cut across primary topic areas, but also upon key developmental issues that also cut across topic areas, such as the interplay of heredity vs. environmental influences at different ages, factors influencing and motivating different human developmental trajectories, the impact of early life experiences upon behaviors later in life, etc.

A primary objective of the course is to facilitate students' development of a clear understanding of how scientific inquiry proceeds, particularly with respect to the different methods of inquiry and data collection strategies employed by behavioral scientists interested in studying human development, and the different levels of understanding/explanation (e.g., qualitative/descriptive, correlational, etc.) associated with these different methods of inquiry. Across different topics, students are exposed to a similar set of data gathering approaches, procedures for summarizing the data gathered for each approach, and the possible interpretations that can be drawn from the data summary. For example, naturalistic observational approaches, interviews-questionnaires, case studies, field studies, and laboratory experimental methods, etc. are compared and contrasted throughout the course and students should become familiar with respect to the types of quantitative/qualitative information each approach yields and the types of strategies for gathering and interpreting data relevant to differences across time are discussed across several topics (e.g., longitudinal, cross sectional, and cohort sequential) and the course should increase students' knowledge about the characteristics, advantages, and disadvantages of each of these strategies for gathering and interpreting information about developmental changes.

Course Requirements

Assignments (70 points)

There will be a total of 16 assignments to be completed both in and outside of class. Students may miss two activities without a loss of points. Please contact me if you are ill or have a problem that is interfering with coursework.

Attendance and Participation (50 points)

Students are expected to attend class regularly and participate in discussion. Discussion will be as a class as well as small groups. Reading assignments are to be completed before each class in order to participate actively in class.

Developmental Controversies Presentation (30 points)

Student pairs (or small groups) will lead the class in a discussion centered around a controversial topic related to child and adolescent development by presenting (using Google slides, PowerPoint, etc) and analyzing both sides of the argument for the class, preparing 4+ open-ended questions, and following up on group comments. Students must obtain at least 5 outside sources that add to the understanding of the material (empirical journal article, book excerpt, reputable news article, documentary video, etc). See the rubric on Schoology for more information.

Exams (200 points)

There will be five exams covering the assigned readings and lectures. Exams will be multiple choice and short answer. The final exam is not cumulative. **Only the highest 4 exam scores will count toward your final grade.** If you miss an exam, it can count as your dropped score.

Extra Credit

Up to 10 points of extra credit may be earned by participating in psychology department research. Studies are between 30-60 minutes. Each hour of research credit will be worth 2 extra credit points. You can sign up for studies of your choice through Sona Systems. Other extra credit opportunities may be announced in class. Any student to send me an email with the code word “funktown” before the end of the first day of class will receive an extra credit point for thoroughly reading the syllabus.

Grading

Overall grading scheme: A=93+% of 350 points; A-=90-92.9% B+=87-89.9%; B=83-86.9%; B-=80-82.9%; C+=77-79.9%; C=73-76.9%; C-=70-72.9%; D= 60-69.9%; F=>60%

Special Needs

Carthage makes every effort to ensure that its facilities and programs are accessible for students with disabilities. Please see me during the first week of class if you anticipate needing any accommodations. You also need to provide documentation of a disability to Diane Schowalter in the Office of Student Life, 262-551-5802.

Honor Code

Very important! Please review Carthage Honors Pledge on Carthage website: <http://www.carthage.edu/campuslife/code>. If a question arises over the possible validity of a student's work, the instructor(s) may ask that student to meet with them for oral testing, the outcome of which will determine the grade.

Health and Counseling Center Information

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at carthage.edu/health-counseling.

[Uwill](http://uwill.com) is a free teletherapy platform for Carthage students. Uwill connects students with licensed therapists from all 50 states. Support is available in a variety of formats -- video, chat, messaging, or phone. Counselors are available nights, weekends, and during holidays. Access is quick and easy: app.uwill.com.

Course Outline

Week	Topic	Reading Assignment
2/1/22	Syllabus Review; Introduction to Studying Development	p. 51-63
2/8/22	Research Ethics; Theories	p. 75-76
2/15/22	Prenatal Development and Birth	p. 83-85
2/22/22	The First 2 Years of Biosocial Development Tuesday: Exam 1	p. 139-146
3/1/22	The First 2 Years of Cognitive Development	p. 179-185
3/8/22	The First 2 Years of Psychosocial Development	p. 202-207; 211-216
3/15/22	Spring Break – No classes	
3/22/22	Early Childhood: Biosocial Development Tuesday: Exam 2	p. 226-230

3/29/22	Early Childhood: Cognitive Development	p. 237-247
4/5/22	Early Childhood: Psychosocial Development Thursday: No class – Assessment Day	p. 269-275
4/12/22	Middle Childhood: Biosocial & Cognitive Development Tuesday: Exam 3	p. 320-323
4/19/22	Middle Childhood: Psychosocial Development	p. 358-364
4/26/22	Middle Childhood: Psychosocial Development cont'd	p. 369-375
5/3/22	Adolescence: Biosocial & Cognitive Development Tuesday: Exam 4	p.440-445
5/10/22	Adolescence: Psychosocial Development	p. 473-483
5/17/22	Final Exam: Tuesday 5/17 10:30am-12:30pm	Have a great break!

*The class schedule is a guide for when reading assignments should be completed and a general pace for the course. If any adjustments need to be made to the course schedule, assignments or exams, notification will be made in class