**ORIGINAL COURSE IMPLEMENTATION DATE:**      Sept 1992
**REVISED COURSE IMPLEMENTATION DATE:**      January 2025
**COURSE TO BE REVIEWED** (six years after UEC approval)**:**      May 2030
Course outline form version: 28/10/2022

# OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

| **Course Code and Number:** PSYC 351 | **Number of Credits:** 3 Course credit policy (105) |
|---|---|

**Course Full Title:** Child Psychology
**Course Short Title:** Child Psychology

| **Faculty:** Faculty of Social Sciences | **Department (or program if no department):** Psychology |
|---|---|

**Calendar Description:**

Students explore the psychological aspects of human development from conception through to adolescence. Topics include changes in physical, perceptual, language, emotional, social, and cognitive development.

| **Prerequisites (or NONE):** | PSYC 250 and one of PSYC 202, CRIM 220, KIN 301, or SOC 255/MACS 255. |
|---|---|
| **Corequisites (if applicable, or NONE):** | NONE |
| **Pre/corequisites (if applicable, or NONE):** | NONE |

**Antirequisite Courses** *(Cannot be taken for additional credit.)*

Former course code/number: **N/A**

Cross-listed with: **None**

Equivalent course(s): **None**

*(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)*

**Course Details**

Special Topics course: **No**
 *(If yes, the course will be offered under different letter designations representing different topics.)*

Directed Study course: **No**
 *(See policy 207 for more information.)*

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Twice per year**

Maximum enrolment (for information only)**: 25**

**Typical Structure of Instructional Hours**

| Lecture/seminar | 45 |
|---|---|
| | |
| | |
| | |
| | |
| | |
| **Total hours** | **45** |

**Prior Learning Assessment and Recognition (PLAR)**

PLAR is available for this course.

**Scheduled Laboratory Hours**

Labs to be scheduled independent of lecture hours:      ☒ No   ☐ Yes

**Transfer Credit** *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
 *(If yes, fill in transfer credit form.)*

| **Department approval** | | **Date of meeting:** | February 2024 |
|---|---|---|---|
| **Faculty Council approval** | | **Date of meeting:** | March 8, 2024 |
| **Undergraduate Education Committee (UEC) approval** | | **Date of meeting:** | May 17, 2024 |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Explore theoretical perspectives in the field of child development.
2. Identify the different developmental milestones from infancy to late childhood.
3. Describe methodological approaches used to study child development.
4. Explain how early social and cognitive development is shaped by both nature (e.g. genetics) and nurture (environmental factors).
5. Critically evaluate current and past research in developmental psychology.
6. Analyze information on human development in order to accept or challenge research in the field of developmental psychology.
7. Examine cultural differences in child rearing practices.
8. Explain the developmental trajectory of infants and children in the physical, cognitive, and socio-emotional domains.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

| Quizzes/tests: | 60% | | % | | % |
|---|---|---|---|---|---|
| Assignments: | 40% | | % | | % |

**Details:**

Three tests (60%), written assignments(26%), presentation (12%), participation (2%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, demonstrations, small group activities, discussion, audio-visual presentations, student seminar presentations.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

| | Type | Author or description | Title and publication/access details | Year |
|---|---|---|---|---|
| **1.** | Textbook | Berk | Child Development CDN Edition/Pearson | 2015 |
| **2.** | Textbook | Siegler, R. S., Saffran, J., Eisenberg, N., & Gershoff, E. | How Children Develop/Worth Publishers | 2020 |
| **3.** | Journal article | Aslin, R. N. | What's in a look? /Developmental Science, 10(1), 48-53. | 2007 |
| **4.** | Article | Muir, N. M., Bohr, Y., Shepherd, M. J., Healey, G. K., & Warne, D. K. | Indigenous parenting. In *Handbook of parenting* (pp. 170-197). Routledge | 2019 |
| **5.** | Article | Gerlach, A., Browne, A., & Suto, M. | A critical reframing of play in relation to Indigenous children in Canada. *Journal of Occupational Science*, *21*(3), 243-258. | 2014 |

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

**Course Content and Topics**

- Physical and motor development
- Neural, sensory, and perceptual development
- Prenatal development
- Conceptual development
- Cognitive development
- Language development
- Social and emotional development
- Play and learning
- Moral development