

09-63  
AP 3/16/10  
Info. 4/20/10

## Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

### Existing and Special Topics Course

Course: CDFR 218: Child Development

Instructor(s) of Record: Sarah Brown

Phone: 357-3872 Email: sarah.brown@iup.edu

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#### Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
2. How will each objective in the course be met using distance education technologies?
3. How will instructor-student and student-student, if applicable, interaction take place?
4. How will student achievement be evaluated?
5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

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#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Mary E. Swinker 1/22/10  
Signature of Department Designee Date

Endorsed:

Carleen J. Zoni 2-19-10  
Signature of College Dean Date

Received

FEB 19 2010

Liberal Studies

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

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**Step Three: University-wide Undergraduate Curriculum Committee Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)  
 Negative

  
\_\_\_\_\_  
Signature of Committee Co-Chair

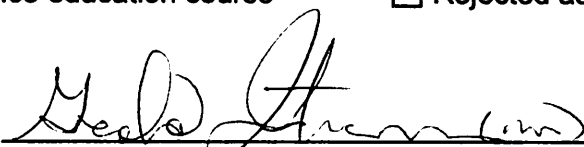
  
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Date

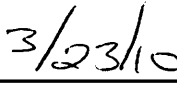
Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

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**Step Four: Provost Approval**

Approved as distance education course       Rejected as distance education course

  
\_\_\_\_\_  
Signature of Provost

  
\_\_\_\_\_  
Date

Forward form and supporting materials to Associate Provost.

A. 1. How is the instructor qualified in the distance education delivery method as well as the discipline?

Dr. Brown has completed numerous workshops in Moodle training provided by the IT department. These include: Moodle Basics, Gradebook, Quizzes, and Assignments.

A. 2. How will each objective in the course be met using distance education technologies?

*Current Course Objectives:*

1. *Explain developmental theories.*

Students will listen to lectures, read text and online materials discussing the major points in several developmental theories. This information will be reinforced through online discussions, study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes, assignments, and discussion postings.

2. *Define what constitutes normal growth and development for children from diverse economic and ethnic groups from birth through adolescence.*

Students will listen to lectures, read text and online materials discussing the major stages of development. This information will be reinforced through online discussions, study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes, assignments, and discussion postings.

3. *Relate principles of child development to home and learning situations in a variety of socio-economic groups.*

Students will listen to lectures, read text and online materials discussing various SES groups. This information will be reinforced through online discussions, study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes, assignments, and discussion postings.

4. *Report current research dealing with various aspects of human development.*

Students will find, read, and report in writing current research on issues in child development.

5. *Identify ways in which children are affected by their environment and ways in which children affect their environment.*

Students will view multiple videos and listen to lectures, read text and online materials discussing the child by environment interactions. This information will be reinforced through online discussions, study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes, assignments, and discussion postings.

6. *Identify specific problems encountered by minority children in relation to growth and development related to both genetics and environment.*

Students will listen to lectures, read text and online materials discussing specific problems in minority groups. This information will be reinforced through online discussions, study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes, assignments, and discussion postings.

7. *Analyze children's behavior in regard to normality and appropriateness and determine causes of their behavior.*

Students will listen to lectures, read text and online materials discussing the causes of problem behaviors. This information will be reinforced through online discussions,

study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes, assignments, and discussion postings.

8. *Describe how individuals acquire and process information including attention, memory, decision making, and problem solving.*

Students will listen to lectures, read text and online materials regarding the processing of information. This information will be reinforced through online discussions, study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes, assignments, and discussion postings.

- A. 3. How will instructor-student and student-student, if applicable, interaction take place?

Students will be expected to participate in several discussion postings throughout the course. The instructor's role in these discussions will be to correct/clarify information and to provide guidance in thinking. The instructor will also provide feedback on quizzes and assignments to assist students in understanding and applying course objectives. Additional instructor-student interaction will take place through email, telephone, and office hours as needed.

Students will interact with one another through discussion, course email, and a monitored chat area for informal discussions.

- A. 4. How will student achievement be evaluated?

Student evaluation will occur through:

Chapter quizzes – after each chapter, students will complete a quiz.

Writing assignments – students will be asked to reflect and write about course content

Discussion board postings – students will participate in course discussions on topics provided.

- A. 5. How will academic honesty for tests and assignments be addressed?

Tests and quizzes will be timed giving enough time for completion, but not enough for dishonesty.

- C. Please see both the attached Old Syllabus of Record and the newly proposed revision to the current official syllabus of record (named New Syllabus of Record).

INDIANA UNIVERSITY OF PENNSYLVANIA  
COLLEGE OF HUMAN ECOLOGY AND HEALTH SCIENCES  
HOME ECONOMICS EDUCATION DEPARTMENT

HE 218 Child Development (3 credits)

3c-0L-3 s.h.

Prerequisite: PC 101

CATALOG DESCRIPTION

Focuses on the normal development and behavior of children. Survey made of physical, emotional, social, and intellectual development of children from conception through early adolescence. Pertinent child development research analyzed.

COURSE OBJECTIVES

The student will:

1. Define what constitutes normal growth and development for children from all economic and ethnic groups from birth through adolescence.
2. Analyze the genetic and environmental influences impacting on women in relation to pregnancy and the birth process.
3. Relate principles of child development to everyday home and learning situations in a variety of socio-economic groups.
4. Review and report current research dealing with various aspects of human development.
5. Identify ways children are affected by and ways in which they affect their environment.
6. Identify and analyze specific problems encountered by minority children in relation to growth and development related to both genetics and environment.
7. Analyze children's behavior in regard to normality and appropriateness and determine causes of the behavior.
8. Assess environmental and hereditary factors which have influenced one's own life thus increasing self-knowledge and understanding.

COURSE OUTLINE

- I. Introduction (1/2 week)
  - A. Aims
  - B. Methods
  - C. Requirements
- II. General Principles of Child Growth and Development (1/2 week)
- III. Theories of Development (1 week)
  - A. Psychodynamic - Freud/Erikson
  - B. Behavioral
  - C. Piagetian Theory
- IV. Genetics and Heredity (1/2 week)
  - A. Mechanisms of Genetics
  - B. Heredity and the Environment
  - C. Genetic Counseling
  - D. Alternate Methods of Conception for the Family

- V. Prenatal Development (1 week)
  - A. Stages of Prenatal Development
  - B. Environmental Influences on Prenatal Development
  - C. Effects of Socio-Economic Status on Prenatal Development
  
- VI. The Birth Process (1/2 week)
  - A. Alternate Birth Choices for the Woman
  
- VII. The First Two Years (2 weeks)
  - A. The Neonate
    - 1. Appearances
    - 2. Capabilities
    - 3. Limitations
  - B. Infant Development
    - 1. Physical
    - 2. Cognitive - Piaget's Theory of Sensorimotor Intelligence
    - 3. Psychosocial - Separation-Individual Theory of Margaret Mahler
  
- VIII. The Preschool Child (3 weeks)
  - A. Physical Development
  - B. Cognitive Development
    - 1. Language
    - 2. Thought
  - C. Psychosocial Development
    - 1. Play
    - 2. Aggression
    - 3. Child Abuse
    - 4. Gender Identity
  
- IX. The Middle Years (3 weeks)
  - A. Physical Development
  - B. Cognitive Development
    - 1. Moral Development
  - C. Psychosocial Development
    - 1. Peer Groups
    - 2. Family Relations
  
- X. Adolescence (1 1/2 weeks)
  - A. Physical Development
    - 1. Body Image
    - 2. Self-Esteem
  - B. Cognitive Development
  - C. Psychosocial Development
    - 1. Peer Groups
    - 2. Special Problems of Adolescence: Teen Suicide and Teen Pregnancy
  
- XI. Environmental Influences on Development (1/2 week)
  - A. Parental Role as Affected by Social Class and Economic Status
  - B. School
  - C. Culture

EVALUATION METHODSTotal Points

1. Critique <u>four</u> (4) periodical articles	
#1 Infant Development - due 4th week	10
#2 Preschool Development - due 8th week	10
#3 School-Age Development - due 11th week	10
#4 Adolescence Development - due last week	10
2. Observe a preschool child. Discuss the child's development in terms of physical, cognitive, and psychosocial development. Due 7th week.	15
3. Observe a school-age child. Discuss the child's development in terms of physical, cognitive, and psychosocial development. Due 12th week.	15
	(70 subtotal)
4. Exam 1	100
5. Exam 2	100
6. Final Exam	100
	370 - TOTAL

## Point Range (Per Exam)

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 & Below	F

## Total Points (Course Grade)

333 - 370	A
295 - 332	B
257 - 294	C
219 - 256	D
Below 218	F

TEXTS

Seifert, Kelvin L. and Robert J. Hoffnung (1987). Child and Adolescent Development. Boston, MA: Houghton Mifflin Company.

or

Papalia, Diane (1987). A Child's World, 4th Edition. New York: McGraw Hill.

RECOMMENDED JOURNALS FOR REQUIRED READINGS

Child Development  
Children in Contemporary Society  
Children Today  
Day Care and Early Education  
Early Years  
Journal of Home Economics  
Phi Delta Kappan  
Psychology Today  
Young Children

## COURSE REQUIREMENTS

1. Students will be expected to critique four current periodical/magazine articles regarding some aspect of child and adolescence growth/development. A form will be distributed for the critique. Critiques will be shared in class.
2. Students will observe a preschool and a school-age child. A form will be provided for the observation. The observation will discuss the child's development in terms of physical, cognitive, and psychosocial growth.
3. Students will be expected to participate in class discussions.
4. Students will be expected to take three exams including a final exam.
5. You must be present at the specified time on exam days to take the exam. No make-up exam will be given unless arrangements are made with the instructor prior to the exam.

## REFERENCES

- Addelson, Joseph (Ed.) (1980). Handbook of Adolescent Psychology. New York: John Wiley & Sons.
- Axline, Virginia (1969). Play Therapy. New York: Ballantine Books, Inc.
- Bee, Helen (1985). The Developing Child, 4th Edition. New York: Harper and Row.
- Erikson, Eric (1963). Childhood and Society. New York: W. W. Horton & Company, Inc.
- Fitzgerald, Hiram B. and Michael G. Walraven (1988). Human Development, 88/89, Annual Editions. Guilford, CT: Dushkin Publishing.
- Fogel, Alan and Gail F. Melson (1988). Child Development: Individual, Family, and Society. New York: West Publishing Company.
- Fraiberg, Selma (1959). The Magic Years. New York: Charles Scribner.
- Honig, Alice and Ronald Lally (1981). Infant Caregiving. New York: Syracuse University.
- LeFrancois, Guy (1980). Of Children. California: Wadsworth Publishing Company.
- Lidz, Theodore (1976). The Person. New York: Basic Books, Inc.
- Mahler, Margaret. Psychological Birth of the Human Infant.
- Musick, Judith (1986). Infant Development: From Theory to Practice. California: Wadsworth Publishing Company.
- Schiamberg, Lawrence (1988). Child and Adolescent Development. New York: Macmillan Publishing Company.
- Stone, L. Joseph & Joseph Church (1975). Childhood and Adolescence. New York: Random House.
- White, Burton (1975). The First Years of Life. New Jersey: Prentice-Hall, Inc.



## **Part II. 1. New Syllabus of Record**

### **I. Catalog Description**

CDFR 218: Child Development

**3 class hours**

**0 lab hours**

**3 credits**

**(3c-0l-3cr)**

Prerequisites: Grade of "C" or better in PSYC 101

Provides students with a survey of basic theories and research findings in child development. Coverage includes consideration of theories and research findings on many stages of human development. Included among the topics covered in this course are physical, cognitive, and social/emotional development, and the development of self-understanding, language development, and moral development.

### **II. Course Outcomes**

Students will be able to

1. Explain developmental theories.
2. Define what constitutes normal growth and development for children from diverse economic and ethnic groups from birth through adolescence.
3. Relate principles of child development to home and learning situations in a variety of socio-economic groups.
4. Report current research dealing with various aspects of human development.
5. Identify ways in which children are affected by their environment and ways in which children affect their environment.
6. Identify specific problems encountered by minority children in relation to growth and development related to both genetics and environment.
7. Analyze children's behavior in regard to normality and appropriateness and determine causes of their behavior.
8. Describe how individuals acquire and process information including attention, memory, decision making, and problem solving.

### **III. Course Outline**

- A. Introduction to Child Development (3 hours)
1. Historical Foundations
  2. Medieval Times, Reformation, Enlightenment
  3. Theoretical Background
    - a. Psychoanalysis, Behaviorism, Social Learning
    - b. Cognitive-Developmental, Information Processing
    - c. Ethology, Sociocultural, Ecological Systems
- B. Prenatal Development (2 hours)
1. Periods: Conception, Zygote, Embryo, Fetus
  2. Teratogens
- C. Birth and the Newborn (2 hours)
1. Stages of Childbirth
  2. Medical Interventions
  3. Newborn Capacity: Reflexes, States, Senses

- D. Infancy and Toddlerhood (8 hours)
1. Physical Development
    - a. Body Growth; Brain Development
    - b. Motor Development
    - c. Perceptual Development
  2. Cognitive Development
    - a. Piaget: Sensorimotor
    - b. Information processing
    - c. Vygotsky
    - d. Early Environment and Mental Development
    - e. Language Development
  3. Social/Emotional Development
    - a. Erikson: Trust vs. Mistrust; Autonomy vs. Shame/Doubt
    - b. Emotional Development
    - c. Temperament/Attachment
    - d. Self-Awareness

Exam One (1 hour)

- E. Early Childhood (8 hours)
1. Physical Development
    - a. Body Growth; Brain Development
    - b. Motor Development
  2. Cognitive Development
    - a. Piaget: Preoperational Thought
    - b. Vygotsky
    - c. Information processing
    - d. Theory of Mind
    - e. Language Development
  3. Social/Emotional Development
    - a. Erikson: Initiative vs. Guilt
    - b. Self-Understanding
    - c. Emotional Development
    - d. Peer Relations
    - e. Morality
    - f. Gender Development

Exam Two (1 hour)

- F. Middle Childhood (8 hours)
1. Physical Development
    - a. Body Growth; Brain Development
    - b. Health Problems
    - c. Motor Development and Play
  2. Cognitive Development
    - a. Piaget: Concrete Operational Thought
    - b. Information processing
    - c. Theory of Mind
    - d. Language Development

3. Social/Emotional Development
  - a. Erikson: Industry vs. Inferiority
  - b. Self-understanding
  - c. Moral Development
  - d. Peer Relations
  - e. Gender Development

Exam Three

(1 hour)

G. Adolescence

(8 hours)

1. Physical Development
  - a. Puberty
  - b. The Psychological Impact of Puberty
  - c. Health Issues
2. Cognitive Development
  - a. Piaget: Formal Operational Thought
  - b. Information Processing
  - c. Language Development
3. Social/Emotional Development
  - a. Erikson: Identity vs. Role Confusion
  - b. Self-understanding
  - c. Moral Development
  - d. Peer Relationships

Final Exam - During Final Exam Week

#### IV. Evaluation Methods

The faculty member assigned to teach this course could be one of several faculty within the CDFR Program. The following is an example of the evaluation methods for this course:

69% - Four 100 point exams (three during the semester and one during exam week) plus a 50 point final given during exam week. Each test may consist of multiple choice, matching, and true/false questions as well as short answer/essay questions.

31% - In class, online, and/or take-home quizzes and assignments based on readings, class discussions, and/or movies.

#### V. Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60 = F

#### VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy which is included in the Undergraduate Catalog. The total number of excused absences should not exceed one week of classes.

**VII. Required textbooks, supplemental books and readings**

Berk, L. A. (2008). *Infants, children, and adolescents* (6<sup>th</sup> ed.). New York: Pearson Education, Inc.

Mahmoody, B. (1987). *Not without my daughter*. New York: St. Martin's Paperbacks.

**VIII. Special resource requirements**

N/A

**IX. Bibliography**

Booth, A., & Crouter, A. C. (2008). *Disparities in school readiness*. New York: Lawrence Erlbaum Associates.

Bullard, J. (2010). *Creating environments for learning: Birth to age eight*. Upper Saddle River, NJ: Merrill Publishing.

DelCampo, D. S., & DelCampo, R. L. (2010). *Taking sides: Clashing views in childhood and society* (8<sup>th</sup> ed.). New York: McGraw-Hill.

Derman-Sparks, L., & Edwards, J. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: National Association for the Education for Young Children.

Genesee, F., Lindolm-Leary, K., Saunders, W. M., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. Cambridge, MA: Cambridge University Press.

Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences*. Boston, MA: McGraw-Hill.

Gonzalez-Mena, J., & Stonehouse, A. (2008). *Making links*. New York: Teachers College Press.

**Student Outcomes Matrix**

Course Objective	NAEYC standards	NCFR/CFLE standards	PDE competencies
1		3	I - D1-6
2	4c	3	I - A4; B1 C4; C7; C8
3	5a, 5b	3	
4		3	
5	3a, 3e	3	I - A5 C9
6		3	I - B2
7		3	I - A1, A2, A4
8		3	

## Online Syllabus for CDFR 218: Child Development

Professor: Sarah Brown, PhD

Office: Ackerman 108, Indiana, PA 15701

Phone: 724-357-3872

Email: sarah.brown@iup.edu

Office Hours: Mon, Wed, & Fri → 11:00 – 12:00; Tues & Thurs → 11:30 – 12:30

*Email is the best way to contact me; I check email very frequently. Be sure to include a subject in the email (i.e. Child Development).*

CDFR 218: Child Development

Credits: 3

Prerequisites: PSYC 101

Description: Provides students with a survey of basic theories and research findings in child development. Coverage includes consideration of theories and research findings on many stages of human development. Included among the topics covered in this course are physical, cognitive, and social/emotional development, and the development of self-understanding, language development, and moral development.

### Course Outcomes

Students will be able to

1. Explain developmental theories.
2. Define what constitutes normal growth and development for children from diverse economic and ethnic groups from birth through adolescence.
3. Relate principles of child development to home and learning situations in a variety of socio-economic groups.
4. Report current research dealing with various aspects of human development.
5. Identify ways in which children are affected by their environment and ways in which children affect their environment.
6. Identify specific problems encountered by minority children in relation to growth and development related to both genetics and environment.
7. Analyze children's behavior in regard to normality and appropriateness and determine causes of their behavior.
8. Describe how individuals acquire and process information including attention, memory, decision making, and problem solving.

### Required Course Text

Berk, L. A. (2008). *Infants, children, and adolescents* (6<sup>th</sup> ed.). New York: Pearson Education.

### Required Technology Skills

Students enrolled in the course should possess the following skills:

- The ability to access information via the Web.
- The ability to use Moodle and the tools associated with it.
- The ability to use word processing software (such as Microsoft Word).
- The ability to use Internet communication tools, specifically email.
- The ability to demonstrate appropriate online conduct (netiquette).

### **Required Software**

This is a listing of all the software that is required for students to participate in all course activities. If you do not have this software currently loaded on your computer, you can download the software for free by clicking on the following links:

Adobe Reader  
Flash Player

### **Technical Support**

To obtain technical support for computer issues, please contact IUP's student helpdesk at 724-357-4000 between 7 am and 6 pm Eastern Standard Time. You should be prepared to give specifics regarding your technical issues and any error message that was received. If you experience difficulties outside of the normal helpdesk hours, you may submit your error via email at [it-support-center@iup.edu](mailto:it-support-center@iup.edu).

### **Participation Requirement**

Course modules will be assigned on a weekly basis according to the Course Schedule (see below) and will include objectives, lesson plan, and expectations for completing assignments. You are expected to actively participate in all aspects of the course. This includes completion of reading assignments, videos, lectures, assignments, quizzes, and discussion postings. Course weeks run Sunday through Friday with **Friday at 11:59 pm Eastern Time** as the deadline for submitting the week's assignments. All work for the week must be submitted by this deadline; late work will NOT BE ACCEPTED.

### **Online Etiquette**

This section includes my expectation of how students will conduct themselves during this course.

- Discussion, chat, and email is for class use only, unless otherwise stated. Please remember to conduct yourselves professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten.
- Avoid using ALL CAPS, sarcasm, and language that could be offensive.
- Read all postings before posting your responses so as to not repeat information.
- Keep posting brief and to the point.
- Focus on one topic at a time when posting or replying to posts.

### **Students with Disabilities**

Students with documented disabilities are encouraged to contact the instructor in the first week so that reasonable accommodations may be provided. More information for students with disabilities is available from IUP's Advising and Testing Center at 724-357-4067.

### **Academic Integrity Policy**

IUP expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor that you agree to follow the rules and expectations.

Academic integrity means:

- Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and exam.
- Using unauthorized materials during quizzes and exams.

- Possessing course materials without the prior knowledge of the instructor.
- Plagiarizing, using papers, dissertations, essays, reports, speeches, presentations, projects, and other academic information or passing off ideas or facts without attribution to the originators.
- Engaging in threatening or disruptive behaviors.
- Using computer technology in any way other than for the purposes intended in this course.

Please note that IUP faculty uses a variety of techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures (see the full Academic Integrity Policy in the Undergraduate Catalog <http://www.iup.edu/registrar/catalog/default.aspx>.)

### **Evaluation Methods**

Chapter quizzes

Discussion postings

Writing assignments

### **Grading Scale**

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; Below 60 = F

### **Course Schedule**

**Section One: Prenatal Development, Birth and the Newborn**

Periods: Conception, Zygote, Embryo, Fetus

Teratogens

Stages of Childbirth

Newborn Capacity: Reflexes, States, Senses

**Section Two: Infancy and Toddlerhood**

Physical Development

Body Growth; Brain Development

Motor Development

Perceptual Development

Cognitive Development

Piaget: Sensorimotor

Information processing

Vygotsky

Language Development

Social/Emotional Development

Erikson: Trust vs. Mistrust; Autonomy vs. Shame/Doubt

Emotional Development

Temperament/Attachment

### Section Three: Early Childhood

#### Physical Development

Body Growth; Brain Development

Motor Development

#### Cognitive Development

Piaget: Preoperational Thought

Vygotsky

Information processing

Language Development

#### Social/Emotional Development

Erikson: Initiative vs. Guilt

Self-Understanding

Emotional Development

Peer Relations

### Section Four: Middle Childhood

#### Physical Development

Body Growth; Brain Development

Motor Development and Play

#### Cognitive Development

Piaget: Concrete Operational Thought

Information processing

Language Development

#### Social/Emotional Development

Erikson: Industry vs. Inferiority

Self-understanding

Peer Relations

### Section Five: Adolescence

#### Physical Development

Puberty

#### Cognitive Development

Piaget: Formal Operational Thought

Information Processing

Language Development

#### Social/Emotional Development

Erikson: Identity vs. Role Confusion

Self-understanding

Peer Relations

### Bibliography

Booth, A., & Crouter, A. C. (2008). *Disparities in school readiness*. New York: Lawrence Erlbaum Associates.

Bullard, J. (2010). *Creating environments for learning: Birth to age eight*. Upper Saddle River, NJ: Merrill Publishing.



- DelCampo, D. S., & DelCampo, R. L. (2010). *Taking sides: Clashing views in childhood and society* (8<sup>th</sup> ed.). New York: McGraw-Hill.
- Derman-Sparks, L., & Edwards, J. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: National Association for the Education for Young Children.
- Genesee, F., Lindolm-Leary, K., Saunders, W. M., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. Cambridge, MA: Cambridge University Press.
- Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences*. Boston, MA: McGraw-Hill.
- Gonzalez-Mena, J., & Stonehouse, A. (2008). *Making links*. New York: Teachers College Press.

**Sample Lesson Plan: Section One - Prenatal Development, Birth and the Newborn**

*This lesson meets the following Course Objectives:*

- 2. Define what constitutes normal growth and development for children from diverse economic and ethnic groups from birth through adolescence.*
- 5. Identify ways in which children are affected by their environment and ways in which children affect their environment.*

**Section one begins on Sunday (*insert date*) and must be completed by Friday (*insert date*) at 11:59pm.**

Section one is divided into two parts. In each part, you will need to:

1. read the corresponding textbook chapter,
2. listen to and take notes on the lecture using the provided powerpoint slides,
3. watch any movies listed in the powerpoint,
4. complete the assignment, and

After completing both sections, take the quiz for chapters 3 and 4.

**Part One: Prenatal Development**

1. Read Chapter 3.
2. Listen to the lecture and take notes.
3. During this lecture, there are several short videos (the links are listed on the slides). Be sure to take notes.
4. The assignments for this section are based on the videos. Complete all three assignments.

**Part Two: Birth and the Newborn**

1. Read Chapter 4.
2. Listen to the lecture and take notes.
3. During this lecture, there is one video (the link is listed on the reflexes slides). Be sure to take notes.
4. The assignment for this section is based on the video. Complete the assignment.

**After both parts are completed, take the quiz for chapters 3 and 4.**

## Chapter 3

### Prenatal Development

1

### Prenatal Development: Period of the Zygote

- Implantation
  - Amnion: membrane that encloses organism in amniotic fluid
- Chorion: 2<sup>nd</sup> protective membrane
  - around amnion; villi emerge
- Placenta
  - Organ formed from embryo's chorion and the mother's uterine wall that transmits food, oxygen, but separates mother's and zygote's blood
- Umbilical cord
  - connects prenatal organism to placenta

<http://www.pbs.org/wgbh/nova/miracle/program.html>

2

### Prenatal Development: Period of the Embryo

- Embryo
- Last half of the 1<sup>st</sup> month:
  - 3 layers of cells
  - Ectoderm: becomes nervous system and skin
  - Mesoderm: muscles, skeleton, circulatory system, internal organs
  - Endoderm: digestive system, urinary system, lungs, glands
- Second month: rapid growth



<http://www.pbs.org/wgbh/nova/miracle/program.html>

3

### Prenatal Development: Period of the Fetus

- Third month
  - End of 1<sup>st</sup> trimester
- Second trimester:
  - Vernix: cheese-like substance protects skin
  - Lanugo: white, downy hair helps vernix stick to skin
  - Most brain neurons are in place
- Third trimester
  - Age of viability: Typically 22-26 weeks



<http://www.pbs.org/wgbh/nova/miracle/program.html>

4

### Prenatal Environmental Influences

- Teratogens:
  - Any environmental agent that causes damage during the prenatal period
- Harm determined by:
  - Dose: amount, length of exposure
  - Heredity
  - Other negative influences
  - Age of organism

5

### Preparing for Parenthood

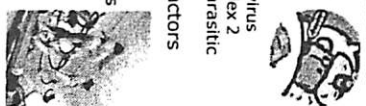
- Seeking information
- The baby becomes a reality
- Models of effective parenting
- The parental relationship

7

### Commonly studied Teratogens



- Prescription and nonprescription drugs
- Illegal drugs
- Tobacco
- Alcohol
  - Fetal alcohol syndrome (FAS)
  - Fetal alcohol effects (FAE)
- Radiation
- Environmental pollution
  - Mercury
  - Lead
  - polychlorinated biphenyls (PCBs)
- Maternal disease
  - Viruses
    - Rubella
    - HIV/AIDS
    - Cytomegalovirus
    - Herpes simplex 2
  - Bacterial and parasitic diseases
- Other maternal factors
  - Exercise
  - Nutrition
  - Emotional stress
  - Maternal age



6

### End of Chapter 3


8

# Chapter 4

## Birth and the Newborn

### Childbirth

- Stage 1: Dilation and Effacement of Cervix
- Stage 2: Delivery of Baby
- Stage 3: Birth of the Placenta
- Baby's adaptation to labor and delivery
- Newborn baby's appearance
- Apgar scale



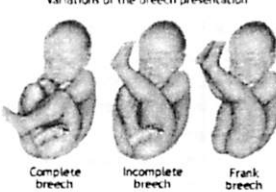
### Medical Interventions

- Fetal monitoring
- Labor and delivery medication
- Instrument delivery
- Induced labor
- Cesarean delivery

### Birth Complications

- Breech position
- Oxygen deprivation
  - Anoxia
  - Placenta abruptio
  - Placenta previa

Variations of the breech presentation

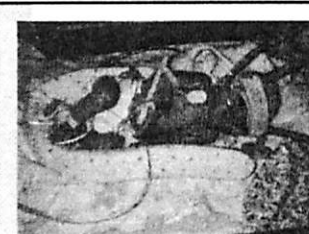



Complete breech      Incomplete breech      Frank breech

#ADAM

### Preterm and Low-Birth-Weight Infants

- Preterm versus "small for date"
- Consequences for caregiving
- Interventions for preterm babies
  - Special infant stimulation
  - Training parents in infant caregiving skills

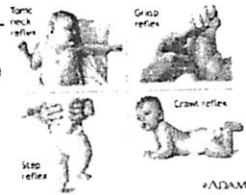
A 34 week preemie in the NICU with an IV, feeding tube in his mouth, and nasal CPAP to help him breath well.

Fortunately, most premature babies have gained enough weight by the time that they are sent home from the NICU that they are able to sit in a car seat just fine.

Pictures from Vincent Arnell, M.D. About.com

## The Organized Newborn

- Reflex
  - Inborn, automatic response
- Newborn reflexes
  - Adaptive value of reflex
- video
- Reflexes and the development of motor skills
  - Drop out by 6 months, but are foundation for later, complex motor skills
- Importance of assessing newborn reflexes
  - Health of the baby's nervous system



## Newborn States

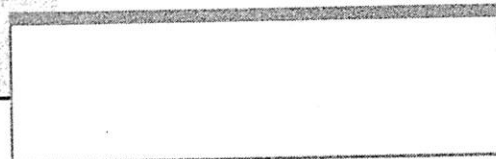
- States of arousal
  - 5 degrees of wakefulness and sleep per day
- Sleep
  - Rapid-eye-movement (REM) sleep
  - Non-rapid-eye-movement (NREM) sleep
- Crying
  - Adult responsiveness to infant cries
  - Soothing a crying infant
  - How quickly to respond to a crying baby
  - Abnormal crying



## Sensory Capacities

- Touch
  - Babies are responsive to touch and feel pain
- Taste and smell
  - Development of taste preferences
  - Innate odor preferences
- Hearing
  - Prefer complex sounds and high pitch
  - Can detect sound patterns; sensitive to human speech
- Vision
  - Initially, acuity is limited, but often 20/20 by 6 months
  - Eye movements slow and inaccurate
  - Color perception develops over initial months

## End of Chapter 4



## CDFR 218 – Quiz for Chapters 3 &amp; 4

- 1) \_\_\_\_\_ twins result when two ovum are released at the same time and fertilized.
  - A. Monozygotic
  - B. Dizygotic
- 2) Examples of prenatal diagnostic tools include all of the following EXCEPT:
  - A. blood analysis
  - B. ultrasound
  - C. X-rays
  - D. amniocentesis
- 3) The period of the \_\_\_\_\_ lasts from fertilization until implantation.
  - A. zygote
  - B. embryo
  - C. fetus
- 4) Located on the placenta, the job of the villi is to
  - A. grab oxygen and nutrients
  - B. protect the baby's skin
  - C. help the vernix stick to the skin
  - D. aid in cell division
- 5) It is the job of the \_\_\_\_\_, a cheese-like substance, to protect the skin from the amniotic fluid.
  - A. villi
  - B. teratogen
  - C. vernix
  - D. placenta
- 6) Oxygen deprivation, or \_\_\_\_\_, can occur before, during, or after birth.
  - A. languo
  - B. villa
  - C. anoxia
  - D. previa
- 7) \_\_\_\_\_ is the best available predictor of infant survival and healthy development.
  - A. birth weight
  - B. oxygen levels
  - C. blood type
  - D. head circumference
- 8) The \_\_\_\_\_ reflex helps a baby find the breast or bottle.
  - A. grasping
  - B. startle
  - C. rooting
  - D. stepping
- 9) Newborns spend less time in REM (irregular) sleep than adults do.
  - A. True
  - B. False
- 10) During the prenatal period, the head develops more rapidly than the lower body – this demonstrates the \_\_\_\_\_ trend. During childhood, the arms and legs grow somewhat ahead of the hands and feet – this demonstrates the \_\_\_\_\_ trend.
  - A. cephalocaudal; proximodistal
  - B. proximodistal; cephalocaudal
- 11) Of the following, which is true regarding fontanel?
  - A. Fontanel that persist into the second month put the child at risk for brain damage.
  - B. The largest fontanel measures about 1/8 of an inch across.
  - C. Fontanel are gaps that permit the skull bones to overlap during birth.
  - D. All of the fontanel are filled in during the first few weeks of life.

1. Name two teratogens and discuss the impact that each has on the growing fetus.
2. Describe the major milestones of the period of the zygote.
3. Why do pediatricians test newborn reflexes carefully?
4. Discuss the development of reaching and grasping. Be sure to name and define the two types of grasps that children use.



## Chapter 3 Assignment from the Nova Movie

<http://www.pbs.org/wgbh/nova/miracle/program.html>

### 4. The First Two Weeks

The sperm and egg join to \_\_\_\_\_, but more than \_\_\_\_\_ of all fertilized eggs don't develop.

After the sperm enters the egg, the \_\_\_\_\_ approach each other and then the cell \_\_\_\_\_.

On rare occasions, the tiny cluster splits and creates two embryos creating \_\_\_\_\_.

### 5. The Embryo Takes Shape

When the blastocyst is the size of a \_\_\_\_\_, cells organize into an embryo.

A process called gastrulation, is when three different layers of cells develop, and \_\_\_\_\_ develop from each layer.

Three weeks after fertilization, the embryo is less than \_\_\_\_\_ of an inch long and its neural system is already in place.

Change is rapid. Everywhere, \_\_\_\_\_ are multiplying.

### 7. Feeding the Growing Fetus

The role of the \_\_\_\_\_ is to feed the baby. The underside of the placenta is covered in villi, whose job it is to grab \_\_\_\_\_.

The fetus heart beats \_\_\_\_\_ as an adult's.

By the \_\_\_\_\_ month, hard bone can be seen forming in the hand and the leg.

## **Chapter 4 Assignment from the Reflexes Movie**

Which reflexes are called survival reflexes?

What is the purpose of the rooting reflex?

Which reflexes are protective?

Why do doctors test for normal reflexes?