

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

PSYC509

Course Summary

Course : PSYC509 **Title :** Child Development

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course examines theory and research relating to cognitive, physical, socio-emotional, and moral development from birth to age 18 years. Emphasis is placed on typical development with some examination of challenges faced during development. Cultural differences and commonalities are reviewed. Applications of theory to educational settings are also examined.

Course Scope:

The student will foster an ability to apply developmental theory and research in conceptualizing strategies for engaging with children/adolescents and their families within a physical healthcare setting.

Objectives

CO1: Recognize and distinguish between typical and atypical developmental characteristics.

CO2: Demonstrate awareness of child and adolescent developmental theories.

CO3: Explain the connection between self, family, culture, biology, and environment with typical and atypical development.

CO4: Explain the impact of trauma on typical and atypical development.

Outline

Week 1: Overview of Child Development

Learning Outcomes

Course Objectives

CO1: Recognize and distinguish between typical and atypical developmental characteristics.

CO2: Demonstrate awareness of child and adolescent developmental theories.

Weekly Objectives

LO1: Review basics of child development.

LO2: Examine developmental theories.

LO3: Apply developmental processes and theories to conceptualize potential impact of extreme health conditions on typical development.

Required Readings

Required resources for your course are provided in a course eReserve.

Please click here: https://apus.libguides.com/er.php?course_id=70117

Assignments

❖ Week 1 Discussion: Introduction and Child Development

Week 2: Overview of Adolescent Development

Learning Outcomes

Course Objectives

CO1: Recognize and distinguish between typical and atypical developmental characteristics.

CO2: Demonstrate awareness of child and adolescent developmental theories.

Weekly Objectives

LO1: Review basics of adolescent development.

LO2: Examine developmental theories.

LO3: Apply developmental processes and theories to conceptualize potential impact of extreme health conditions on typical development.

Required Readings

Required resources for your course are provided in a course eReserve.

Please click here: http://https://apus.libguides.com/er.php?course_id=70117

Assignments

❖ Week 2 Case Study Selection and Summary

Week 3: Parental Influence on Development

Learning Outcomes

Course Objectives

CO2: Demonstrate awareness of child and adolescent developmental theories.

CO3: Explain the connection between self, family, culture, biology, and environment with typical and atypical

development.

Weekly Objectives

LO1: Review impact of parenting types on child development.

LO2: Examine the role of attachment theory in development.

LO3: Apply theory in conceptualizing parental influence and intervention modalities.

Required Readings

Required resources for your course are provided in a course eReserve.

Please click here: http://https://apus.libguides.com/er.php?course_id=70117

Assignments

❖ Week 3 Discussion: Parental Influence and Development

Week 4: Culture & Identity Development

Learning Outcomes

Course Objectives

CO2: Demonstrate awareness of child and adolescent developmental theories.

CO3: Explain the connection between self, family, culture, biology, and environment with typical and atypical development.

Weekly Objectives

LO1: Examine the construct of culture.

LO2: Analyze theories of identity development.

LO3: Apply theory to conceptualize how to mitigate challenges to health development.

Required Readings

Required resources for your course are provided in a course eReserve.

Please click here: https://apus.libguides.com/er.php?course_id=70117

Assignments

❖ Week 4 Discussion: Impact of Culture

Week 5: Cognitive & Neurodevelopmental Disorders

Learning Outcomes

Course Objectives

CO1: Recognize and distinguish between typical and atypical developmental characteristics.

CO2: Demonstrate awareness of child and adolescent developmental theories.

CO3: Explain the connection between the self, family, culture, biology, and environment with typical and atypical development.

Weekly Objectives

LO1: Examine common neurodevelopmental disorders.

LO2: Apply theory to conceptualize how to mitigate challenges to health development.

Required Readings

Required resources for your course are provided in a course eReserve.

Please click here: https://apus.libguides.com/er.php?course_id=70117

Assignments

❖ Week 5 Written Assignment: Impact of Neurodevelopmental Disorders

Week 6: Mood Disorders

Learning Outcomes

Course Objectives

CO1: Recognize and distinguish between typical and atypical developmental characteristics.

CO2: Demonstrate awareness of child and adolescent developmental theories.

CO3: Explain the connection between self, family, culture, biology, and environment with typical and atypical development.

Weekly Objectives

LO1: Examine typical mood disorders experienced in childhood and adolescence.

Required Readings

Required resources for your course are provided in a course eReserve.

Please click here: https://apus.libguides.com/er.php?course_id=70117

Assignments

❖ Week 6 Discussion: Mood Disorders

Week 7: Traumatic & Adverse Childhood Experiences

Learning Outcomes

Course Objectives

CO2: Demonstrate awareness of child and adolescent developmental theories.

CO4: Explain the impact of trauma on typical and atypical development.

Weekly Objectives

LO1: Examine the impact of adverse childhood experiences.

LO2: Examine the role of resiliency.

Required Readings

Required resources for your course are provided in a course eReserve.

Please click here: https://apus.libguides.com/er.php?course_id=70117

Assignments

❖ Week 7 Written Assignment: Final Course Project

Week 8: Reflection

Learning Outcomes

Course Objectives

CO1: Recognize and distinguish between typical and atypical developmental characteristics.

CO2: Demonstrate awareness of child and adolescent developmental theories.

CO3: Explain the connection between self, family, culture, biology, and environment with typical and atypical development.

CO4: Explain the impact of trauma on typical and atypical development.

Weekly Objectives

LO1: Discuss areas of interest.

LO2: Synthesize the research on areas of interest

Required Readings

No new reading assignments for this final week.

Assignments

❖ Week 8 Discussion: Reflection

Evaluation

The work for this course is divided into discussions and written assignments.

Discussions

Discussions are scheduled in weeks 1, 3, 4, 6, and 8 of the course. Instructions are located on the Discussions link on the classroom.

Written Assignments

The written assignments include smaller research-based papers and a final course project. The smaller, research-based papers are due in weeks 2 and 5. The final course project is due in week 7. Instructions are in the Assignments link on the classroom.

Grading:

Name	Grade %
Written Assignments	25.00 %
Week 2 Written Assignment: Case Study Selection & Summary	12.50 %
Week 5 Written Assignment: Impact of Neurodevelopmental Disorders	12.50 %
Final Project	25.00 %
Week 7 Written Assignment: Final Course Project	25.00 %
Weekly Forum Discussions	50.00 %
Week 1 Forum Discussion: Introduction & Child Development	10.00 %
Week 3 Forum Discussion: Parental Influence and Development	10.00 %
Week 4 Forum Discussion: Impact of Culture	10.00 %
Week 6 Forum Discussion: Mood Disorders	10.00 %
Week 8 Forum Discussion: Reflection	10.00 %

Materials

Book Title: The Little Book of Child and Adolescent Development (Ebook available through the APUS Online Library)

Author: Gilmore, K. and Pamela Meersand

Publication Info: Oxford University Press Lib

ISBN: 9780199899227

Book Title: Cambridge Encyclopedia of Child Development, 2nd ed. (Ebook available through the APUS Online Library)

Author: Hopkins, B. & Barr, R. G.

Publication Info: Cambridge University Press Lib

ISBN: 9781107502765

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Guidelines

Citation and Reference Style

- Students are to follow APA formatting as the sole citation and reference style used in all written assignments submitted as coursework requirements within the Department of Psychology. Specifically, students should utilize the 7th edition of the APA Manual.
- Please note that no formal citation style is required on forum discussions within the School of Arts, Humanities, & Education; attribution of sources utilized, however, is expected (please see details regarding discussion communication below).

Discussion Communication

- The discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. While there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute comments and questions on the discussion. The purpose of the discussion is to actively participate in an on-going discussion about the week's focus.
- Only substantive comments will receive credit. Substantive means that comments contribute something new and important to the discussion. Substantive responses include a good follow-up question to a point made, offer a response to a question, provide an example or illustration of a key point, point out an inconsistency in an argument, etc. Thus, a message of simple agreement, even if meeting word length requirements, is not substantive.
- In our discussions, if we run into conflicting viewpoints, we must respect one another as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, people, and/or societies will not be tolerated.
- Students must post a response to the weekly forum discussion and post the required number of responses to peers. Please refer to the grading rubric and/or discussion instructions for specific expectations.

Tutoring

Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments - APUS Late Policy

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialized accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copying and pasting of content from any web page, without citation as a direct quotation is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

Some assignments may have very specific requirements for formatting (e.g., font, margins) and assignment file type (e.g., .docx, .pdf). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified. It is the student's responsibility to ensure that all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Quizzes and Exams

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.