

# PSY-201H: HONORS CHILD GROWTH AND DEVELOPMENT

## Cuyahoga Community College

**Viewing: PSY-201H : Honors Child Growth and Development**

**Board of Trustees:**

MAY 2025

**Academic Term:**

Fall 2025

**Subject Code**

PSY - Psychology

**Course Number:**

201H

**Title:**

Honors Child Growth and Development

**Catalog Description:**

The physical, intellectual, personal and social development of humans from conception through adolescence is examined from the perspective of multiple psychological theories. Basic and applied research in developmental psychology is emphasized.

**Credit Hour(s):**

3

**Lecture Hour(s):**

3

### Requisites

**Prerequisite and Corequisite**

PSY-101H Honors General Psychology; or PSY-1010 General Psychology with a grade of "B" or higher; or departmental approval.

### Outcomes

**Course Outcome(s):**

Explain the major theories, concepts, and research findings in child development, and analyze the implications of these findings for theory and practice.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Define and explain the primary terminology, concepts, and theories in child development with accuracy and understanding.
2. Analyze and integrate hereditary and environmental factors in child development and their impact on growth across physical, cognitive, and socio-emotional domains.
3. Contrast and evaluate divergent psychological perspectives (e.g., cognitive, psychoanalytic, behaviorist, sociocultural) on child development and their implications for research, theory, and practice.
4. Critically evaluate the research supporting developmental theories and examine the current evidence base for child development.
5. Propose research designs to investigate key issues in child development, including how they can contribute to theory building and practical applications.
6. Identify and explain cause-and-effect relationships in developmental processes and contexts.

7. Prepare and present a literature review or research proposal on a child development topic, incorporating theoretical perspectives and empirical findings.

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**Course Outcome(s):**

Demonstrate the ability to integrate developmental theories, research data, and evidence into coherent written and oral communications, including literature reviews, research proposals, and evaluations of developmental practices.

**Essential Learning Outcome Mapping:**

Information Literacy: Demonstrate contextual awareness of the research process through the reflective discovery of the production and value of information, the use of information in the creation of new knowledge and ethical participation in the use of information in communities of learning.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Interpret and critically evaluate the research that underpins developmental theories and integrate this evidence into well-argued, coherent discussions.
2. Write and present a comprehensive literature review on a topic in child development, synthesizing theoretical frameworks and empirical findings.
3. Apply knowledge of child development theories and research to propose well-supported programs, treatments, or policies aimed at improving child outcomes.

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**Course Outcome(s):**

Apply developmental theories, research findings, and evidence to the design, evaluation, and improvement of programs, policies, and treatments for children.

**Objective(s):**

1. Analyze how diverse developmental contexts (e.g., cultural, socio-economic, familial) impact child development and evaluate their effects on children's outcomes.
2. Design research studies to investigate child development topics and evaluate the effectiveness of developmental interventions and programs.
3. Apply child development theories and research findings to create programs, treatments, and policies that benefit children's well-being and development.
4. Critically evaluate the effectiveness of existing child development programs, policies, and interventions based on empirical research and theoretical frameworks.

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**Methods of Evaluation:****Required Evaluation (choose at least one):**

1. **Written or Oral Reports of Original Empirical Research:** Students will present original research findings in written or oral format. This may include conducting surveys, experiments, or observational studies related to child development and analyzing the results.
2. **Written or Oral Reports Based on Library Research:** Students will submit or present reports based on library research that incorporates original source material, such as peer-reviewed journal articles, books, and primary research studies. These reports will critically engage with existing literature on a child development topic.
3. **Field Experience Reports (Written or Oral):** Students will document and analyze their field experiences, which may involve internships, observations, or hands-on projects related to child development. These reports can be submitted in writing or delivered orally, depending on the modality of the course.

**Optional Evaluation (additional evaluation may include):**

1. **Objective or Essay Examinations:**
  - In-person or online exams may be used to assess students' understanding of key concepts, theories, and research in child development. Exams may include multiple-choice, true/false, or short-answer questions, as well as essay questions that require students to critically analyze theories or apply developmental principles.

**2. Multimedia Presentations:**

- Students may create and submit multimedia presentations (e.g., video, slideshows, digital storytelling) that summarize key concepts or research findings in child development. Presentations can be shared in both live (synchronous) or recorded (asynchronous) formats, depending on course delivery.

**3. Designated Evaluator Observation:**

- In-person or virtual fieldwork observations may be evaluated by an instructor or designated evaluator. This can involve live or recorded observations of student interaction with children or other developmental contexts, followed by feedback sessions. For online courses, students can submit recorded video demonstrations of their applied work for evaluation.

**4. Self-Assessment of Improvement:**

- Students will reflect on their own learning and development throughout the course. This could involve journaling, reflective essays, or surveys that assess personal growth in understanding child development concepts and applying them in real-world scenarios. This method is adaptable to all modalities.

**5. Other Methods (at Instructor's Discretion):**

- Instructors may choose additional evaluation methods tailored to the specific needs of the course. These could include peer evaluations, collaborative projects, or discussion-based assessments. Online courses may also incorporate digital discussion boards, blogs, or virtual group work for assessment.

**Course Content Outline:**

- Theoretical perspectives and controversies
- Psychological research methods for the study of development
- Biological development
  - Conception and prenatal development
  - Interactions of heredity and environment
  - Brain and nervous system development
  - Motor development
  - Sexual maturation
- Intellectual development
  - Sensation and Perception
  - Cognition
  - Language
- Social and emotional development
  - Self-system
  - Attachments
  - Peer and family relationships
  - Socialization
  - Moral development
- Effects of contexts
  - Socioeconomic status
  - Culture
  - Family
  - School
  - Media
- Applications of child developmental psychology
  - Education
  - Health care
  - Child welfare
  - Family and child policies
- Evaluation of application

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**Resources**

Siegler, R., DeLoache, J., & Eisenberg, N. (2024) *How children develop*, Worth Publishers, Macmillan Learning.

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Spiteri, J. (2024) *Children's Voices and Agency (Elements in Research Methods for Developmental Science)*, Cambridge University Press.

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American Psychological Association. (2022.) *Publication Manual of the American Psychological Association*, Washington, DC: APA.

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Tang, F., Guimaraes, S., & Rubiano, C. (2025) *Young Children's Identities: A Multi-disciplinary Perspective*, Routledge: Taylor & Francis Group.

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*Child Development Research*, <https://onlinelibrary.wiley.com/journal/8524>.

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Lumen Learning. *Lifespan Development, OER*, <https://courses.lumenlearning.com/wm-lifespandevelopment/>.

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## Instructional Services

### OAN Number:

Ohio Transfer 36 TMSBS and Transfer Assurance Guide OSS045

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Key: 3797