

**DEREE COLLEGE SYLLABUS FOR:
PS 3608 CHILDHOOD & ADOLESCENT DEVELOPMENT**

3/0/3

(Previously PS 3608 Developmental Psychology: Childhood And Adolescence - L5)
(Updated Spring 2022)

**LEVEL 5
UK CREDITS:15**

<p>PREREQUISITES:</p>	<p>PS 1000 Psychology as a Natural Science L4 PS 1001 Psychology as a Social Science L4 PS 2207 Infancy and Preschool Years L4 PS 2236 Human Learning and Memory L4 PS 2260 Introduction to Statistical Thinking L4 PS 2347 Analysis of Quantitative Data L4</p>			
<p>CATALOG DESCRIPTION:</p>	<p>Integrated presentation of theory and research in the development of children from the age of six through adolescence, with emphasis on biological, emotional, intellectual, social, and personal growth. Evaluation of the contribution of parents and peer relationships in children's and adolescents' social development.</p>			
<p>RATIONALE:</p>	<p>This module familiarizes students with the basic theoretical and empirical issues in the study of childhood and adolescence and their applications to child rearing and education. For the future developmental, educational, and counselling psychologist as well as social scientist who wants to gain insight into the major developmental issues in middle childhood and adolescence.</p>			
<p>LEARNING OUTCOMES:</p>	<p>As a result of taking this module, the student should be able to:</p> <ol style="list-style-type: none"> 1. Identify and understand the different psychological perspectives applied in childhood and adolescent development. 2. Recognize various research methods used in the study of development. 3. Evaluate patterns of physical development from ages 6 to 18, as well as cognitive, moral, social and cultural approaches explaining development in middle childhood and adolescence. 4. Apply evidence-based knowledge on current issues and real-life situations in childhood and adolescence. 			
<p>METHOD OF TEACHING AND LEARNING:</p>	<p>In line with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures and discussions on selected readings. ➤ Interactive group workshops on topics being taught. ➤ In-class critical discussions of published articles ➤ Office hours ➤ Use of Blackboard site ➤ Introduction Blog 			
<p>ASSESSMENT:</p>	<p>Summative:</p> <table border="1" data-bbox="685 1787 1430 1881"> <tr> <td data-bbox="685 1787 1252 1881"> <p>1st assessment:</p> </td> <td data-bbox="1252 1787 1430 1881"> <p>30%</p> </td> </tr> </table>		<p>1st assessment:</p>	<p>30%</p>
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	<table border="1" data-bbox="685 195 1430 451"> <tr> <td data-bbox="685 195 1252 317">24-hour critical take-home essay on a current debate in developmental science</td> <td data-bbox="1252 195 1430 317"></td> </tr> <tr> <td data-bbox="685 317 1252 386">2nd assessment: Application Assignments</td> <td data-bbox="1252 317 1430 386">10%</td> </tr> <tr> <td data-bbox="685 386 1252 451">Final Assessment: Examination Essay questions</td> <td data-bbox="1252 386 1430 451">60%</td> </tr> </table> <p data-bbox="685 485 829 512">Formative:</p> <table border="1" data-bbox="685 512 1430 548"> <tr> <td data-bbox="685 512 1252 548">In-class practical exercises:</td> <td data-bbox="1252 512 1430 548">0%</td> </tr> </table> <p data-bbox="685 581 1349 674">The 1st assessment tests Learning Outcome 4. The 2nd assessment tests Learning Outcomes 1,2,3,4. The final assessment tests Learning Outcomes 1, 2, 3.</p> <p data-bbox="685 707 1466 735">Students are required to resit failed assessments in this module.</p>	24-hour critical take-home essay on a current debate in developmental science		2nd assessment: Application Assignments	10%	Final Assessment: Examination Essay questions	60%	In-class practical exercises:	0%
24-hour critical take-home essay on a current debate in developmental science									
2nd assessment: Application Assignments	10%								
Final Assessment: Examination Essay questions	60%								
In-class practical exercises:	0%								
INDICATIVE READING:	<p data-bbox="685 768 972 795">REQUIRED READING:</p> <p data-bbox="685 800 1490 858">Lightfoot, C., Cole, M., & Cole, S. <i>The development of children</i>. Macmillan.</p> <p data-bbox="685 894 1049 921">RECOMMENDED READING:</p> <p data-bbox="685 926 1490 953">Readings to supplement the basic material covered in the textbook.</p> <p data-bbox="685 989 1490 1083">Anderson, S., & Meints, K. (2016). Brief report: The effects of equine-assisted activities on the social functioning in children and adolescents with Autism Spectrum Disorder. <i>46</i>(10), 3344-3352.</p> <p data-bbox="685 1119 1490 1178">Boyed, D., & Bee, H. (2010). <i>The growing child</i>. Boston, MA: Allyn and Bacon.</p> <p data-bbox="685 1213 1490 1371">Branje, S.J.T., Van Doorn, M., Van der Valk, I. & Meeus, W. (2009) Parent-adolescent conflicts, conflict resolution types, and adolescent adjustment. <i>Journal of Applied Developmental Psychology</i>, 30, 195-204. Retrieved from: http://web.b.ebscohost.com</p> <p data-bbox="685 1436 1490 1530">Ghanizadeh, A., Safavi, S., & Berk, M. (2013). Clock Face Drawing Test Performance in Children with ADHD. <i>Basic and Clinical Neuroscience</i>, 4(1), 50–56.</p> <p data-bbox="685 1554 1490 1648">Goble, P. P., Martin, C. C., Hanish, L. L., & Fabes, R. R. (2012). Children's Gender-Typed Activity Choices Across Preschool Social Contexts. <i>Sex Roles</i>, 67(7-8), 435-451.</p> <p data-bbox="685 1671 1490 1818">Goede, I. H., Branje, S., Duin, J. V., Vandervalk, I. E., & Meeus, W. (2011). Romantic Relationship Commitment and Its Linkages with Commitment to Parents and Friends during Adolescence. <i>Social Development</i>, 21(3), 425-442. doi:10.1111/j.1467-9507.2011.00633.x</p>								

Haghighi, M., Khaterizadeh, M., Chalbianloo, G., Toobaei, S., & Ghanizadeh, A. (2014). Comparing the drawings of children with Attention Deficit Hyperactivity Disorder with normal children. *Iranian Journal of Psychiatry*, 9(4), 222–227.

Katz, I., Eilat, K., & Nevo, N. (2014). 'I'll do it later': Type of motivation, self-efficacy and homework procrastination. *Motivation and Emotion*, 38(1), 111–119. <https://doi-org.acg.idm.oclc.org/10.1007/s11031-013-9366-1>

Keenan, K., Culbert, K., Grimm, K., Hipwell, A., & Stepp, S. (2014). Timing and tempo: Exploring the complex association between pubertal development and depression in African American and European American girls. *J Abnorm Psychol.*, 123(4), 725–736. <https://doi.org/10.1037/a0038003>.

Kim, K. R., & Seo, E. H. (2015). The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82, 26–33. <http://dx.doi.org/10.1016/j.paid.2015.02.038>.

Kitahara, Y., Mearns, J., & Shimoyama, H. (2020). Emotion Regulation and Middle School Adjustment in Japanese Girls: Mediation by Perceived Social Support. *Japanese Psychological Research*, 62(2), 138–150. <https://doi.org/10.1111/jpr.12280>

Kordi, A., & Baharudin, R. (2010). Parenting attitude and style and its effect on children's school achievements. *International Journal of Psychological Studies*, 2(2). doi:10.5539/ijps.v2n2p217

Martorell, G., Papalia, D., & Feldman R. *A Child's World Infancy through Adolescence*. McGraw-Hill Education. Latest Edition

Mitsopoulou, E., & Giovazolias, T. (2015). Personality traits, empathy and bullying behavior: A meta-analytic approach. *Aggression and Violent Behavior*, 21, 61-72.

Moore, S., & Rosenthal, S. (2006). *Sexuality in adolescence*. New York: Routledge.

Ortiz-Bush, Y., & Schultz, R. (2016). A collaborative bullying prevention project. *Journal of Creativity in Mental Health*, 11(3–4), 343–352. doi: 10.1080/15401383.2016.1244500

Ouytsel, J. V., Gool, E. V., Walrave, M., Ponnet, K., & Peeters, E. (2016). Exploring the role of social networking sites within adolescent romantic relationships and dating experiences. *Computers in Human Behavior*, 55, 76-86. doi:10.1016/j.chb.2015.08.042

	<p>Papalia, D., & Martorell, G. (2014). <i>Experience human development</i>. McGraw-Hill.</p> <p>Ready, D. D. (2010). Socioeconomic disadvantage, school attendance, and early cognitive development: The differential effects of school exposure. <i>Sociology of Education</i>, 83(4), 271-286. doi:10.1177/0038040710383520</p> <p>Ritchie, S. J., Bates, T. C., & Deary, I. J. (2015). Is education associated with improvements in general cognitive ability, or in specific skills? <i>Developmental Psychology</i>, 51(5), 573-582. doi:10.1037/a0038981</p> <p>Roupetz, S., Bartels, S., Michael, S., Najjarnejad, N., Anderson, K., & Davison, C. (2020). Displacement and Emotional Well-Being among Married and Unmarried Syrian Adolescent Girls in Lebanon: An Analysis of Narratives. <i>Environment Research and Public Health</i>, 1–22. https://doi.org/10.3390/ijerph17124543</p> <p>Slutzky, C. B., & Simpkins, S. D. (2009). The link between children's sport participation and self-esteem: Exploring the mediating role of sport self-concept. <i>Psychology of Sport and Exercise</i>, 10(3), 381-389. doi:10.1016/j.psychsport.2008.09.006</p> <p>Sorkhabi, N. (2012). Parent socialization effects in different cultures: Significance of directive parenting. <i>Psychological Reports</i>, 110(3), 854-878. doi:10.2466/10.02.17.21.pr0.110.3.854-878</p> <p>Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. <i>Journal of Educational Psychology Review</i>, 17, 125-146.</p> <p>Tang, C. S., Yeung, D. Y., & Lee, A. M. (2003). Psychosocial correlates of emotional responses to menarche among Chinese adolescent girls. <i>Journal of Adolescent Health</i>, 33(3), 193-201. https://doi.org/10.1016/s1054-139x(03)00049-1</p> <p>Teppers, E., Luyckx, K., Klimstra, T. A., & Goossens, L. (2014). Loneliness and Facebook motives in adolescence: A longitudinal inquiry into directionality of effect. <i>Journal of Adolescence</i>, 37(5), 691-699. doi:10.1016/j.adolescence.2013.11.003</p> <p>Wong, C., Cheng, Y., & Chen, L. (2013). Multiple perspectives on the targets and causes of school bullying. <i>Educational Psychology in Practice</i>, 29(3), 278-292. doi:10.1080/02667363.2013.837030</p> <p>Young, R., Len-Rãos, M., & Young, H. (2017). Romantic motivations for social media use, social comparison, and online aggression among adolescents. <i>Computers in Human Behavior</i>, 75, 385-395. doi:10.1016/j.chb.2017.04.021</p>
INDICATIVE MATERIAL:	REQUIRED MATERIAL: N/A

<p>(e.g. audiovisual, digital material, etc.)</p>	<p>RECOMMENDED MATERIAL: British Journal of Developmental Psychology British Journal of Psychology Developmental Science Journal of Autism and Developmental Disorders Journal of Educational Psychology Journal of Youth and Adolescence Monographs of the Society for Research in Child Development Child Development Infant and Child Development The Psychologist</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Critical Review submitted in Word. Academic use of English, both oral and written. APA style</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Blackboard, MS Office, search engines</p>
<p>WWW RESOURCES:</p>	<p>American Psychological Association: www.apa.org</p> <p>British Psychological Society: www.bps.org.uk</p> <p>Psychology Network: www.psychology.ltsn.ac.uk</p> <p>American Psychologist: www.americanpsychologist.com</p> <p>Developmental Psychology Links: www.socialpsychology.org.develop.htm www.ericae.net/search.htm</p> <p>Society for Research in Child Development www.srcd.org</p>
<p>INDICATIVE CONTENT:</p>	<ol style="list-style-type: none"> 1. The study of human development: basic theoretical issues and research methods 2. Physical and cognitive development in middle childhood 3. Social and emotional development in middle childhood 4. Physical and cognitive development in adolescence 5. Social and emotional development in adolescence