



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**PSY3410 Child Psychology**  
**3 Semester Credit Hours**

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**Student Learning Outcomes and Enabling Objectives**

1. Explore the progression of society's understanding of child development over time. (APA 1.2c,d)
  - a. Discuss key events in history and changing social views as related to child development. (APA 1.2c)
  - b. Identify similarities and differences in historical and contemporary views of child development. (APA 1.2c)
  - c. Identify common research methods and assessment strategies used to study children. (APA 2.4a)
2. Determine the role of genetics and heredity on child development. (APA 2.1a)
  - a. Compare and contrast nature versus nurture perspectives. (APA 2.1a)
  - b. Examine current research studies related to the role of genetics and heredity on development. (APA 2.2A)
3. Explore the factors that influence prenatal stages from conception to birth. (APA 1.2a; 2.1a)
  - a. Identify the prenatal stages from conception to birth.
  - b. Discuss the implications of complications that can occur during pregnancy and the birthing process.
4. Evaluate the implications of atypical variations in physical and motor skill development of the child from birth through late childhood. (APA 1.2a)
  - a. Identify key milestones that occur in typical physical and motor skill development.
  - b. Explore variables, factors, and trends that interfere with typical physical and motor skill development, such as but not limited to prenatal development and birthing complications, activity level and exercise, sports participation, and eating disorders.
  - c. Identify interventions and treatments relevant to typical variations in physical and motor skills development. (APA 1.3C)
5. Evaluate the implications of atypical brain and cognitive development in the child from birth through late childhood. (APA 1.2a)
  - a. Explore the major areas of cognition that provide a framework for understanding cognitive development.

- i. Language acquisition
    - ii. Intelligence
    - iii. Learning
    - iv. Problem solving & creativity
  - b. Identify the key milestones that occur in typical cognitive development.
  - c. Explore variables, factors, and trends that interfere with typical cognitive development, such as but not limited to learning disabilities, ADHD, and technology use.
  - d. Examine recent research related to interventions relevant to atypical variations in cognitive development. (APA 1.3C)
- 6. Assess the socio-emotional development of children. (APA 1.2a; 2.1a,c; 3.3a)
  - a. Explore the major theories and models that provide a framework for understanding socio- emotional development.
    - i. Discuss factors and implications of attachment.
    - ii. Discuss factors that influence personality development in children.
    - iii. Discuss moral development in childhood.
    - iv. Discuss the development of empathy and prosocial behaviors.
  - b. Explore variables, factors, and trends that interfere with typical socio-emotional development, such as but not limited to bullying, technology use, parenting style, access to social environments, childhood disorders (Autism, ADHD, Oppositional Defiant Disorder, Conduct Disorder). (APA 2.1C)
  - c. Examine recent research related to interventions relevant to atypical variations in socio-emotional development. (APA 2.2A)
- 7. Assess the impact of factors that influence risky behavior and resiliency in childhood. (APA 2.1C)
  - a. Discuss common risk and resiliency factors that can positively or negatively impact the socialization process in children.
    - i. Family
    - ii. Peers
    - iii. School
    - iv. Mental Health
    - v. Culture/Community
    - vi. Media
  - b. Examine life events and/or transitions that can impact the socialization process.
    - i. Childhood abuse/neglect
    - ii. Traumatic events
    - iii. Family transitions
    - iv. Bullying
  - c. Explore the influential factors and impact of risky behavior in children.
    - i. Mental Health
    - ii. Self-harm/Suicide
    - iii. Early sexual behavior and promiscuity
    - iv. Substance abuse
    - v. Deviant or delinquent behavior

- d. Examine recent research related to interventions and preventions relevant to decreasing risky behaviors and/or increasing resiliency in children. (APA 1.3C)

**Note:** Each SLO/EO is aligned to the American Psychological Association (APA) guidelines for undergraduate learning outcomes.

## **Big Ideas and Essential Questions**

### **Big Ideas**

- Developmental milestones
- Genetics
- Atypical development
- Interventions
- Risk and Resiliency
- Prenatal

### **Essential Questions**

1. How do you differentiate between typical and atypical development?
2. Why is resilience important?
3. How do genetics play a role in child development?
4. What determines whether socialization agents are protective factors or risk factors?
5. What needs to be considered when developing interventions?
6. How do physical, cognitive and socioemotional development impact/influence each other?
7. How do different factors influence prenatal development?
8. How do cultural and social factors influence children?

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These SLOs are not approved for experiential credit.

**Effective: Summer 2021**