Syllabus

Course Overview

This course addresses the developmental stages of children from the prenatal period through childhood and early adolescence. In this course, you will critically examine how children develop physically, socially, emotionally, and cognitively, particularly in terms of family, society, and culture. In addition, you will explore the impact of childhood on later developmental life stages.

You will also evaluate children's needs in terms of theory, research, and current issues. By applying theory and research, you will be able to make appropriate recommendations to address children's evolving needs across contexts. Knowledge and understanding of child psychology will provide the foundation for proposing new research directions.

Understanding these early years of psychological development supports and guides professional practice with children, parents, and families. Throughout this course, you will have numerous opportunities to apply course content to research and practice roles in psychology. In this course, child psychology is viewed as a dynamic, challenging, complex, and multifaceted area of inquiry.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Analyze how children develop physically, emotionally, socially, and cognitively from the prenatal period to adolescence using psychological theories or research concepts.

2   Evaluate literature on the complex developmental processes and experiences of children from the prenatal period to adolescence.

3   Evaluate the potential impact of individual and cultural differences on development from the prenatal period to adolescence.

4   Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the psychological professions.

Course Prerequisites

There are no prerequisites for this course.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Berk, L. E., & Meyers, A. B. (2016). *Infants, children, and adolescents* (8th ed.). Boston, MA: Pearson. ISBN: 9780133936735.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Barrouillet, P. (2015). Theories of cognitive development: From Piaget to today. *Developmental Review, 38*, 1–12.
- Csizmadia, A., & Ispa, J. M. (2014). Black-White biracial children's social development from kindergarten to fifth grade: Links with racial identification, gender, and socioeconomic status. *Social Development, 23*(1), 157–177. doi:10.1111/sode.12037
- Davidson Films Inc. (Producer). (1989). *Piaget's developmental theory: An overview* [Video]. Films On Demand.
- Dvorsky, M. R., & Langberg, J. M. (2016). A review of factors that promote resilience in youth with ADHD and ADHD symptoms. *Clinical Child and Family Psychology Review, 19*(4), 368–391.
- Edwards, R. C., & Hans, S. L. (2015). Infant risk factors associated with internalizing, externalizing, and co-occurring behavior problems in young children. *Developmental Psychology, 51*(4), 489–499. doi:10.1037/a0038800
- Fine, J. G., & Sung, C. (2014). Neuroscience of child and adolescent health development. *Journal of Counseling Psychology, 61*(4), 521–527. doi:10.1037/cou0000033
- Fitton, V. A., Ahmedani, B. K., Harold, R. D., & Shifflet, E. D. (2013). The role of technology on young adolescent development: Implications for policy, research and practice. *Child and Adolescent Social Work Journal, 30*(5), 399–413. doi:http://dx.doi.org/10.1007/s10560-013-0296-2
- Gershoff, E. T. (2013). Spanking and child development: We know enough now to stop hitting our children. *Child Development Perspectives, 7*(3), 133–137
- Mandy, W., & Lai, M. C. (2016). Annual Research Review: The role of the environment in the developmental psychopathology of autism spectrum condition. *Journal of Child Psychology and Psychiatry, 57*(3), 271–292.
- Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development, 85*(1), 6–20.
- Neuman, S. B., Kaefer, T., Pinkham, A., & Strouse, G. (2014). Can babies learn to read? A randomized trial of baby media. *Journal of Educational Psychology, 106*(3), 815–830.
- Paat, Y-F. (2013). Working with immigrant children and their families: An application of Bronfenbrenner's ecological systems theory. *Journal of Human Behavior in the Social Environment, 23*(8), 954–966. doi:10.1080/10911359.2013.800007
- Scott, S. M., & Walsh, A. M. (2014). Adolescent sexual development: An overview of recent research. *Canadian Journal of Community Mental Health, 33*(1), 21–29. doi:10.7870/cjcmh-2014-003
- Thomas, J. C., Letourneau, N., Campbell, T. S., Tomfohr-Madsen, L., Giesbrecht, G. F., & APrON Study Team. (2017). Developmental origins of infant emotion regulation: Mediation by temperamental negativity and moderation by maternal sensitivity. *Developmental Psychology, 53*(4), 611–628.

- Video Education America (Producer). (2008). _Building psychological resilience_ [Video]. Films on Demand.
- Wentzel, K. R., Russell, S., & Baker, S. (2016). Emotional support and expectations from parents, teachers, and peers predict adolescent competence at school. _Journal of Educational Psychology, 108_(2), 242–255.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association (Producer). (2018). _Speaking of psychology: Disciplining children effectively_ [Podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/disciplining-children.aspx
- American Psychological Association (Producer). (2018). _Speaking of psychology: Integrated care for kids_ [Podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/integrated-kids.aspx
- American Psychological Association (Producer). (2018). _Speaking of psychology: Kids and psychologists team up to learn from one another_ [Podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/psychology-museums.aspx
- American Psychological Association (Producer). (2017). _Speaking of psychology: The good and bad of peer pressure_ [Podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/peer-pressure.aspx
- Science Channel. (Producer). (n.d.). _Nature or nurture_ [Video] | Transcript Retrieved from https://www.sciencechannel.com/tv-shows/through-the-wormhole/videos/nature-or-nurture
- Siegler, R. S. (2016). Continuity and change in the field of cognitive development and in the perspectives of one cognitive developmentalist [PDF]. _Child Development Perspectives, 10_(2), 128–133. Retrieved from https://files.eric.ed.gov/fulltext/ED572965.pdf

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Kingston, D., Tough, S., & Whitfield, H. (2012). Prenatal and postpartum maternal psychological distress and infant development: A systematic review. _Child Psychiatry and Human Development, 43_(5), 683–714. doi:10.1007/s10578-012-0291-4
- Miller-Cotto, D., & Byrnes, J. P. (2016). Ethnic/racial identity and academic achievement: A meta-analytic review. _Developmental Review, 41_, 51-70.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychological Association (Producer). (2018). _Speaking of psychology: How to talk to teen boys about dating and sex_ [Podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/boys-sex.aspx
- NPR. (Producer). (2009). _A spanking ban in the U.S.?_ [Podcast]. Retrieved from http://www.npr.org/templates/story/story.php?storyId=113745389
- NPR. (Producer). (2012). _Third grade a pivotal time in students' lives_ [Podcast]. Retrieved from http://www.npr.org/2012/05/14/152683322/third-grade-a-pivotal-time-in-students-lives
- Ted2010. (Producer). (2010). _Jamie Oliver: Teach every child about food_ [Video]. Retrieved from http://www.ted.com/talks/jamie_oliver?language=en

Unit 1 ❯❯ Theory/Research

Introduction

The major theories of child development have created the foundation for current knowledge in the field of child psychology. In this unit, you will be introduced to historical and theoretical perspectives in the field of child psychology. You will look at a variety of theories and how their influences have affected our thinking today on how children develop. This unit will explore these theories for their relevance to child and adolescent psychology in terms of research and interventions in a variety of settings (therapeutic, educational, and familial). These theories include many perspectives: psychoanalytic, humanistic, cognitive, learning, information processing, and ecological systems. Many well-known theorists have contributed to the field of child psychology, including Sigmund Freud, Erik Erikson, Lev Vygotsky, and Jean Piaget, to name a few. You will begin to think about how the developing child may be shaped by his or her environment and biology; whether development is a continuous, smooth process or a process of moving from stage to stage; and what part the child's own personality characteristics play. You will have an opportunity to more closely examine and discuss theories of child development and explore their relevance in today's world. Theory, research, and clinical applications are viewed today through a sociocultural lens (contexts that until fairly recently have been overlooked), which may partly determine the applicability and longevity of theory over time.

The field of child psychology has undergone a period of dramatic expansion. New understanding about how the brain continues to develop after birth and how the child's physiology interacts with his or her sociocultural context has increased our understanding of child psychology. This evolving knowledge can be studied with respect to traditional developmental theories. Professionals who work with children are now in the role of providing education and guidance about how to apply this information with the goal of supporting children's optimal development.

As you complete the study activities for this unit, keep in mind that your role as professionals is to serve as interpreters of scientific and theoretical information to clients' families and to the educational community. With knowledge of research and ethical practices, we are obligated to ensure that parents and adults who work with children are provided accurate information about how children can optimally develop. In addition, as professionals, we are in the position to serve as advocates, particularly when children's developmental needs are not being met.

Theory about how children develop has changed over the years. The demand to demonstrate evidence-based practices is increasing. With these factors in mind, you will critically review the material covered in the readings in terms of its continuing usefulness to the field.

During this unit, you will also be introduced to some of the research methods utilized in gathering data about children. Methods include self-reports and observations, interviews of parents and teachers, in-depth case studies, and experiments. Four developmental research designs that are particularly noteworthy when studying children are the cross-sectional, longitudinal, sequential, and microgenetic designs. You will examine the results of published studies on children using various research designs in terms of their practical and ethical implications. You will also be introduced to general research designs such as correlational and experimental designs for their relevance to child research.

These designs allow researchers to examine how change occurs in children over time and to compare behaviors in children of differing ages. Whatever the research method used, ethical considerations must be taken into account, and children's rights must be observed. You will be asked to comment on these.

Learning Activities

u01s1 - Studies

Readings

Complete the following:

- Read <u>Learner Expectations</u> for important information about your success in this course.
- Read the <u>Professional Communications and Writing Guide</u>. You are expected to adhere to these guidelines when writing a discussion post, peer response, or paper, as well as when using citations and references.

Use your *Infants, Children, and Adolescents* text to complete the following:

- Chapter 1, "History, Theory, and Research Strategies," pages 2–49. This chapter highlights the major theorists in child development and presents research methods used when studying children.

Use the Capella University Library to review the following:

- Barrouillet, P. (2015). <u>Theories of cognitive development: From Piaget to today</u>. *Developmental Review, 38*, 1–12.
- Paat, Y-F. (2013). <u>Working with immigrant children and their families: An application of Bronfenbrenner's ecological systems theory</u>. *Journal of Human Behavior in the Social Environment, 23*(8), 954–966.

Discussion Preparation

For the second discussion in this unit, Interpreting Research Findings, you will need to use the Capella library and locate an empirically based article with children as subjects. The following article is an example of such a study. You will not use this example, but will instead, find your own study from library.

- Neuman, S. B., Kaefer, T., Pinkham, A., & Strouse, G. (2014). <u>Can babies learn to read? A randomized trial of baby media</u>. *Journal of Educational Psychology, 106*(3), 815–830.

Refer to the <u>PSY7220 Research Guide</u> for information on finding peer-reviewed articles.

APA Style Central has additional guidance, examples, and tools you can use for researching, writing, and formatting your submissions and for citing and referencing resources in APA style. See the <u>APA Style and Format</u> section of the Writing Center for instructions on accessing and using APA Style Central.

Multimedia

- View the <u>Contributors to Understanding Developmental Processes</u> presentation.

Use the internet to access the following:

- American Psychological Association (Producer).(2018). *<u>Speaking of Psychology: Kids and psychologists team up to learn from one another</u>* <u>[Podcast]</u>. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/psychology-museums.aspx

u01s1 - Learning Components

- Identify relevant research related to children's evolving needs.
- Analyze relevant child development theories.

u01d1 - Application of Theory to Specialization

Briefly share information on your specialization and current work context. Select two theorists (for example, Vygotsky, Bronfenbrenner, Bowlby, Erikson, or Piaget) in the field of child development and identify the strengths and weaknesses of each. Discuss the strengths and weakness of these approaches with regard to your specialization.

Response Guidelines

Respond to at least two other learners. Do you agree with each learner's assessment of the theories? Why or why not? What real-life examples can you add?

Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

<u>APA Style and Format</u>

<u>Guidelines for Effective Peer Review [PDF]</u>

2+2 Feedback Guidelines [PDF]

u01d1 - Learning Components

- Analyze relevant child development theories.
- Write with the clarity and logic expected of graduate-level composition and expression.

u01d2 - Interpreting Research Findings

Discuss some of the practical and ethical challenges related to research with children. Use the Capella library and locate an empirically based article with children as subjects. Share the context and results of the study and discuss the practical and ethical challenges that emerged. What relevant considerations seem to have been omitted or not considered in your selected article related to practical and ethical challenges?

Following is an example of such a study. Do not use the example but find your own study from Capella library.

- Neuman, S. B., Kaefer, T., Pinkham, A., & Strouse, G. (2014). Can babies learn to read? A randomized trial of baby media. *Journal of Educational Psychology, 106*(3), 815.

Refer to the PSY7220 Research Guide for information on finding peer-reviewed articles. Links to both the article and the library guide are given in the resources.

Response Guidelines

Review the posts of your fellow learners and respond to at least two. Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Can Babies Learn to Read? A Randomized Trial of Baby Media

PSY7220 Research Guide

APA Style and Format

2+2 Feedback Guidelines [PDF]

Guidelines for Effective Peer Review [PDF]

Unit 2 ≫ Prenatal Nature vs. Nurture

Introduction

In this unit, a variety of prenatal factors are identified. Influences originating from the genetic heritage of the developing fetus are considered since they have a direct effect on the health and potential development of the newborn. The interrelationship of complex elements, both prenatal and external, is a rich area of continuing research and controversy.

The period of gestation is subject to numerous maternal, familial, and environmental influences. Some of these influences may create vulnerabilities to psychological conditions (such as shyness or schizophrenia) or to physical conditions (such as genetic diseases) after birth or much later. Exposure to specific teratogens (agents such as drugs and conditions such as poverty) may also negatively impair prenatal development and may result in birth defects, causing developmental abnormalities. For example, most of us are familiar with the effects of nicotine and alcohol, two common teratogens, on prenatal development.

The prenatal environment, in combination with external environmental factors, contributes to the etiology of a child's overall development. By identifying and understanding major prenatal factors, the psychologist or counselor is better equipped to provide advice and counsel to parents both before and after their child's birth. Educational programs that address the decisions that parents must make with reference to teratogenic risk factors should be

tempered with sensitive counseling methods. Psychologists and counselors working with parents-to-be, therefore, will find it essential to become familiar with the material in this unit.

Historically, child psychology theorists have lined up on either side of the nature versus nurture controversy, with some who insist that heredity largely determines development while others have placed emphasis on environment. Today, it is generally accepted that neither heredity nor environment is wholly responsible. Rather, it is the interaction of both and their relative contributions that determine development outcomes. In this unit, you will learn about some of the complex ways that heredity and environment interact. Research on adopted children and twins has helped sort out which factors belong in the two categories and to what degree.

Given the effects of nature and nurture on a newborn's early physical and emotional development, the specific influences of parenting, family, culture, and society have particular relevance. In essence, this unit identifies, analyzes, and evaluates major prenatal factors (such as teratogens) and contexts (such as parents, family, and culture) all within the nature and nurture framework.

Learning Activities

u02s1 - Studies

Readings

Use your *Infants, Children, and Adolescents* text to complete the following:

- Read Chapter 2, "Genetic and Environmental Foundations," pages 50–89.
- Read Chapter 3, "Prenatal Development," pages 90–121.
- Read Chapter 4, "Birth and the Newborn Baby," pages 122–157.

   These chapters focus on the prenatal development, birth, and newborn status of children and the factors that impact this stage of development.

Use the Capella library to read:

- Mandy, W., & Lai, M. C. (2016). Annual Research Review: The role of the environment in the developmental psychopathology of autism spectrum condition. *Journal of Child Psychology and Psychiatry, 57*(3), 271–292.

Media

Use the Internet to complete the following:

- Science Channel. (Producer). (n.d.). *Nature or nurture* [Video] | Transcript Retrieved from http://www.sciencechannel.com/tv-shows/through-the-wormhole/videos/nature-or-nurture/

Optional Readings

Use the Capella library to complete the following:

- Kingston, D., Tough, S., & Whitfield, H. (2012). Prenatal and postpartum maternal psychological distress and infant development: A systematic review. *Child Psychiatry and Human Development, 43*(5), 683–714.

u02s1 - Learning Components

- Identify relevant research related to children's evolving needs.

u02s2 - Assignment - Preparation

Your first assignment, Applying Critical Thinking in Child Development, is due in Unit 3. Take time this week to view the Flaws in Thinking and Scenarios table, and select a common flaw in thinking when considering child development and one of the scenarios linked with it.

Refer to the Applying Critical Thinking in Child Development assignment instructions and scoring guide to ensure you understand the grading criteria for the assignment.

Course Resources

Flaws in Thinking and Scenarios Table

- Identify relevant research related to children's evolving needs.
- Analyze relevant child development theories.

u02d1 - Analyzing Nature Versus Nurture Influences

Compare and contrast your assigned readings regarding nature versus nurture with the information shared in the video *Nature or Nurture* from Science Channel. What did you find most interesting in the conversation? How do social and cultural environments impact newborns? Share any professional or personal observations that support your post.

Response Guidelines

Review the posts of your fellow learners and respond to at least two. Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Guidelines for Effective Peer Review [PDF]

2+2 Feedback Guidelines [PDF]

APA Style and Format

u02d1 - Learning Components

- Identify relevant research related to children's evolving needs.
- Analyze relevant child development theories.

Unit 3 ›› Cognitive Development

Introduction

During the first few years of life, rapid growth and change take place. Numerous milestones occur in the areas of sensation, perception, cognition, and psychosocial adjustment within the context of the environment, highlighting the reciprocal influences of nature and nurture on development.

A child's brain and body undergo explosive growth. There are sensitive periods in a young child's brain development that are supported by stimulating environments. During this time, a child's brain is highly plastic, in that many areas of the brain are not yet committed to specific functions, indicating a responsiveness and adaptiveness of its functions in relation to the environment. Experience-expectant brain development is universal, depending on ordinary learning experiences, whereas experience-dependent brain growth relies on specific learning experiences that are unique to individual contexts.

How children learn to think and begin to make sense of their world in these first 2 years is explained by one major model of cognitive development constructed by Jean Piaget (1962). In the first 2 years of life, Piaget proposed that children develop sensorimotor intelligence, which describes how babies think by using their senses and motor skills. Another area related to infant cognition and intelligence is development of sensory-perceptual skills. One such theory is known as habituation, which is the process of getting accustomed to an object or event through repeated exposure. By studying habituation, researchers have been able to learn about infants' understanding of their world, as well as their intelligence.

Language acquisition is another area of development that begins at birth and can either be stimulated to progress optimally or be impeded in a variety of ways. This unit explores theories of language development, as well as factors that promote or impede the process. Awareness of how language is normally acquired can guide advice given to parents and educators. Research into how language evolves and is influenced by sociocultural variables adds another dimension to psychologists' and educators' understanding of this fundamental capability. The role of parents and other adults in fostering language development is varied and rich in possibility.

In essence, the earliest years of life are characterized by rapid, dramatic growth in all systems within the infant, continuing into toddlerhood. Specific areas of development, particularly those that relate to cognitive development in infancy and toddlerhood, are emphasized in this unit.

Reference

Piaget, J. P. (1962). *Play, dreams, and imitation in childhood*. New York, NY: Norton.

Learning Activities

u03s1 - Studies

Readings

Use your *Infants, Children, and Adolescents* text to complete the following:

- Read Chapter 5, "Physical Development in Infancy and Toddlerhood," pages 158–199. This chapter focuses on how the infant brain and body develop.
- Read Chapter 6, "Cognitive Development in Infancy and Toddlerhood," pages 200–243. In relation to this development, pay special attention to Piaget's theory of infant cognition and the theories and process of language acquisition.

Use the Internet to complete the following:

- Siegler, R. S. (2016). Continuity and change in the field of cognitive development and in the perspectives of one cognitive developmentalist [PDF]. *Child Development Perspectives, 10*(2), 128–133. Retrieved from https://files.eric.ed.gov/fulltext/ED572965.pdf

Review the Flaws in Thinking and Scenarios table and select a common flaw in thinking when considering child development and one of the scenarios linked with it in preparation for this unit's assignment, if you have not done so already.

Films on Demand Video

- Davidson Films Inc. (Producer). (1989). *Piaget's developmental theory: An overview* [Video]. Films On Demand.

u03s1 - Learning Components

- Identify relevant research related to children's evolving needs.
- Analyze relevant child development theories.

u03a1 - Applying Critical Thinking in Child Development

Assignment Context

From the Flaws in Thinking and Scenarios table, you selected a common flaw in thinking when considering child development and one of the scenarios linked with it. In this assignment, you will apply critical thinking to your selection.

Assignment Instructions

Complete the following:

- Identify the flaw you selected and its associated scenario.
- Write a paper in the following format:
    - Introduction: Write an introduction in which you coherently demonstrate clear understanding of the flawed thinking you selected through support from secondary sources.
    - Body: In 2–3 paragraphs, analyze how using the flawed thinking could impact the scenario you picked. For example, you could select, "My cousin drank wine while she was pregnant and my nephew is fine. It is fine to drink while pregnant." You would identify this as telling an anecdote and write a single paragraph about why anecdotal evidence is problematic when considering child development. You would then

review the empirical literature around what we currently know about the impact of prenatal alcohol consumption and infant and child outcomes with at least 3–5 peer-reviewed academic journal articles.

- ◦ Conclusion: Summarize how child development theory and research can be used to analyze the impact of flawed thinking to children's evolving needs.

Please visit the following Campus pages (linked in the resources) for valuable feedback on how to approach your critical thinking skills:

- Critical Thinking.
- Building Skills for Critical Thinking.

Other Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Use the accepted form and style of the psychological professions, employing grammar, punctuation, and mechanics expected of graduate-level composition and expression.
- **APA style and formatting:** Resources and citations should be formatted according to current APA style and formatting guidelines.
- **Font and font size:** Times New Roman, 12 point.

Please refer to the Applying Critical Thinking in Child Development Scoring Guide to ensure you meet the grading criteria for this assignment.

Note: Your instructor may use the Writing Feedback Tool to provide additional feedback on your writing.

Course Resources

Flaws in Thinking and Scenarios Table

Critical Thinking

Building Skills for Critical Thinking

APA Style and Format

Writing Feedback Tool

u03d1 - Piaget's Theory of Cognitive Development

Analyze Piaget's theory by contrasting it with competing viewpoints that have specifically challenged Piaget's theory. Describe the strengths and weaknesses associated with these different perspectives on cognitive development. Based on your personal or professional experience, what evidence is there that Piaget's theory is relevant or not relevant to the development of 2-year-olds in today's society?

Response Guidelines

Review the posts of your fellow learners and respond to at least two. Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u03d1 - Learning Components

- Identify relevant research related to children's evolving needs.
- Analyze relevant child development theories.

Unit 4 ›› Toddler: Social and Emotional

Introduction

In this unit, the social-emotional experience of the infant is discussed in terms of attachment and temperament. Related to emotional development, attachment is the emotional bond between child and parent, which begins to develop in the second half of the first year. Psychosocial development is yet another area that has its beginnings in infancy. According to the first stage of Erikson's theory (1968), infants negotiate the development of trust with their primary caregivers, which is a process built upon the availability and consistency of caregivers' responses to infants' needs. For example, development of attachment between parent and child is a critical psychosocial task. As the infant develops the capacity to respond to the environment, so the environment responds to the infant. This ongoing interaction between infant and parent or caregiver establishes the foundation for the child's emotional life.

The quality of early childhood life is intricately interwoven with parenting and care received from other significant adults. Nonparental care has become an issue as a greater number of infants are attending day-care programs. The quality and effectiveness of these programs have been debated and researched. In the psychosocial and educational areas, the effects of nonparental care on development are continually being assessed by researchers (Boyd & Bee, 2008). Emotional, psychosocial, cognitive, and perceptual processes are influenced by the sociocultural milieu in which a child lives. Professionals working with children and parents must have a solid understanding of how growth occurs and an appreciation for the complexity of a young child's life.

The research on emotions as they relate to child growth and development is extensive. It is perhaps one of the most fascinating arenas of investigation to be explored over the past decade. Over time, infants learn to express an array of feelings, including fear, anger, pleasure, and affection. The way the people in an infant's environment respond has a profound impact on many aspects of the infant's development, including self-esteem. The early years of a child's development establish a template for subsequent emotional integration, resilience, and stability.

Along with considering the nature of these emotional elements, we will direct specific attention toward the powerful theory of attachment. Attachment is an important developmental process that lays the foundation for future relationships, the formation of a healthy sense of self, and success in negotiating life's challenges. Evidence of attachment is seen when infants smile or wave their arms in excitement when parents or caretakers approach. The quality of attachment is affected by parenting styles and the child's own temperament and responses. Temperament represents the unique psychological traits that become the precursor to personality. Temperament is influenced by the environment, specifically parenting, and may also affect parent-child attachment.

References

Boyd, D., & Bee, H. (2008). *Lifespan development* (5th ed.). Boston, MA: Allyn & Bacon.

Erikson, E. (1968). *Identity, youth, and crisis*. New York, NY: Norton.

Learning Activities

u04s1 - Studies

Readings

Use your *Infants, Children, and Adolescents* text to complete the following:

- Read Chapter 7, "Emotional and Social Development in Infancy and Toddlerhood," pages 244–281. This chapter focuses on the social self in relation to the environment, covering major concepts such as temperament and attachment.
- Read pages 282–283, which provide an overview of major milestones in infancy and toddlerhood.

Use the Capella library to complete the following:

- Edwards, R. C., & Hans, S. L. (2015). <u>Infant risk factors associated with internalizing, externalizing, and co-occurring behavior problems in young children</u>. *Developmental Psychology, 51*(4), 489–499.
- Thomas, J. C., Letourneau, N., Campbell, T. S., Tomfohr-Madsen, L., Giesbrecht, G. F., & APrON Study Team. (2017). <u>Developmental origins of infant emotion regulation: Mediation by temperamental negativity and moderation by maternal sensitivity</u>. *Developmental Psychology, 53*(4), 611–628.

u04s1 - Learning Components

- Identify relevant early to middle childhood development theories.
- Identify relevant physical, social, emotional, or cognitive needs of a child during the period of early to middle childhood.

u04d1 - Temperament

Discuss the relationship between child temperament and parent disciplinary style as it relates to *goodness of fit* in the early childhood years. Consider child temperament as a relatively stable characteristic of the child (nature) and parent disciplinary style as one influence of the environment (nurture). Share real-life professional or personal observations that illustrate the development of temperament, citing major theories or recent research that support your observations.

Response Guidelines

Respond to at least two other learners. Do you agree with each learner's comments? Why or why not? What can you add from research you have found or from your own experience?

Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

<u>APA Style and Format</u>

<u>Guidelines for Effective Peer Review [PDF]</u>

2+2 Feedback Guidelines [PDF]

u04d1 - Learning Components

- Identify relevant early to middle childhood development theories.
- Describe how developmental research concepts relate to early to middle childhood.
- Identify relevant physical, social, emotional, or cognitive needs of a child during the period of early to middle childhood.
- Describe how the physical, social, emotional, or cognitive needs of a child impact development.
- Analyze the impact that family, society and culture have on early to middle childhood developmental outcomes.

u04d2 - Attachment

Describe characteristics associated with *secure attachment* in the early childhood years. Using attachment theory and research findings from the professional literature, suggest some evidence-based recommendations for parents to use in helping foster secure child-caregiver attachments in the

early childhood years. What kind of advice can you provide to parents to help their child develop secure attachments? Support your post by applying and citing theory and research related to attachment.

Response Guidelines

Respond to at least two other learners. Comment on the advice each learner gives. Support your comments with theory or research.

Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Guidelines for Effective Peer Review [PDF]

2+2 Feedback Guidelines [PDF]

APA Style and Format

u04d2 - Learning Components

- Describe how developmental research concepts relate to early to middle childhood.
- Apply theory to real-life childhood development.
- Write with the clarity and logic expected of graduate-level composition and expression.
- Support application of theory to early to middle childhood development with relevant, scholarly resources.

Unit 5 ≫ Early Childhood: Physical and Cognitive

Introduction

Early childhood occurs between the ages of two and six. During this time, young children's thinking, memory, and intelligence takes significant leaps. Further, the development of relationships with others increases, particularly with peers. As children begin to influence one another through their interactions, the function of their play becomes important to the development of social and cognitive skills. At this time, gender awareness also occurs. All of these changes take place within the context of family, peers, and communities. Unfortunately, within these contexts, some children may also be exposed to poverty and violence.

During this time, peer interactions take on greater importance. In particular, play becomes a critical means of learning cognitive and prosocial skills. Piaget (1962) outlined sequences of play where children incrementally develop more sophisticated play skills as they advance through the stages. The adoption of higher sequences of play indicates children's progressive social and cognitive advances through peer interaction and awareness of themselves in relation to others. How children think in early childhood is explained by Piaget's stage model. Piaget suggested that children cognitively develop in relation to interactions with their environment. Children are active explorers of their world, and through this exploration, they learn to develop cognitively. During early childhood, toddlers and preschoolers begin to think symbolically, although not necessarily logically. At this age, children's thinking is egocentric, meaning they are not able to see other perspectives. Piaget referred to this stage as preoperational. Based on Piaget's theory, early childhood education programs that help children's learning and memory develop and expand their capabilities. During this period of children's physical growth, gross and fine motor skills undergo rapid change.

Another issue that has received a great deal of scrutiny by child development experts, psychologists, and the medical community is autism spectrum disorders. Autism spectrum disorders are developmental disorders involving abnormal brain functioning, such as deficits in language, cognition, and social communication skills. Autism has received attention in the media of late due to the controversy over its underlying causes. In early childhood, health issues related to nutrition, immunization, and health care are also salient. Thus, this unit will focus on health-related issues of early childhood, along with a child's cognitive development in relation to the environment.

Reference

Piaget, J. P. (1962). *Play, dreams, and imitation in childhood*. New York, NY: Norton.

Learning Activities

u05s1 - Studies

Readings

Use your *Infants, Children, and Adolescents* text to complete the following:

- Read Chapter 8, "Physical Development in Early Childhood," pages 284–309. This chapter reviews physical development in early childhood, with an emphasis on health issues, health care, and childhood injuries.
- Read Chapter 9, "Cognitive Development in Early Childhood," pages 310–355. This chapter covers cognitive development, particularly educational issues. It also highlights a timely cognitive health issue: autism.

Article Search

Search the Capella library or the Internet to locate a recent scholarly article that pertains to an early childhood health issue. Be prepared to discuss this issue and to cite recent findings (including potential causes, treatments, prognosis, and so forth) in the first discussion in this unit.

Media

- American Psychological Association (Producer). (2018). *Speaking of psychology: Integrated care for kids* [Podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/integrated-kids.aspx

Optional – Media

You may choose to use the internet to view the following:

- Ted2010. (Producer). (2010). *Jamie Oliver: Teach every child about food* [Video]. Retrieved from http://www.ted.com/talks/jamie_oliver?language=en

u05s1 - Learning Components

- Identify relevant early to middle childhood development theories.
- Identify relevant physical, social, emotional, or cognitive needs of a child during the period of early to middle childhood.

u05s2 - Assignment - Preparation

Your next assignment, Examining Early and Middle Childhood Development, is due in Unit 6. For this assignment, you are required to choose one case study from the Studies media piece (given in the resources). View all the case studies and make an informed choice for the one you want to work with in your Unit 6 assignment.

Refer to the Examining Early and Middle Childhood Development assignment instructions and scoring guide to ensure you understand the grading requirements for this assignment.

Course Resources

Studies | Transcript

u05s2 - Learning Components

- Identify relevant early to middle childhood development theories.
- Describe how developmental research concepts relate to early to middle childhood.
- Write with the clarity and logic expected of graduate-level composition and expression.
- Recognize how relevant cultural factors relate to early to middle childhood development.
- Support application of theory to early to middle childhood development with relevant, scholarly resources.

- Apply grammar, punctuation, mechanics, and APA guidelines expected of graduate-level composition and expression.

u05d1 - Influences on Physical Growth and Health

Research a health issue that is typically detected during early childhood, between the ages of 2–6. Describe how the health issue impacts typical growth and physical development during those years. Describe recent findings such as cross-cultural differences, potential causes, new interventions or treatments, or prognosis.

Response Guidelines

Respond to at least two other learners. What did you find most interesting regarding the health issue each learner selected?

Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources
Psychology Attributes and Evaluation of Discussion Contributions
APA Style and Format
Guidelines for Effective Peer Review [PDF]
2+2 Feedback Guidelines [PDF]

u05d1 - Learning Components

- Describe how developmental research concepts relate to early to middle childhood.
- Describe how the physical, social, emotional, or cognitive needs of a child impact development.

u05d2 - Language Development

Thinking specifically about language development, what three strategies can parents and caretakers use to promote language acquisition? Support your post with theory or research that includes peer reviewed scholarly references. What relevant considerations (e.g., culture, gender, SES) seem to have been omitted or not considered in this week's readings?

Response Guidelines

Review the posts of your fellow learners and respond to at least two. Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Psychology Attributes and Evaluation of Discussion Contributions

APA Style and Format

Guidelines for Effective Peer Review [PDF]

2+2 Feedback Guidelines [PDF]

PSY7220 Research Guide

u05d2 - Learning Components

- Identify relevant early to middle childhood development theories.
- Apply theory to real-life childhood development.
- Describe how the physical, social, emotional, or cognitive needs of a child impact development.
- Write with the clarity and logic expected of graduate-level composition and expression.
- Support application of theory to early to middle childhood development with relevant, scholarly resources.
- Apply grammar, punctuation, mechanics, and APA guidelines expected of graduate-level composition and expression.

Unit 6 ❯❯ Early Childhood: Social and Emotional

Introduction

At the early childhood stage of Erikson's theory (1968), children are challenged by the conflict of tackling the initiative versus guilt stage. Initiative suggests a sense of purpose in accomplishing new tasks and engaging in peer activities. Child self-concept begins to take shape in the emergence of self-esteem. As children develop emotionally, early peer relationships, particularly first friendships, become important. During these early relationships, children begin to develop skills for social problem solving. Social skills are influenced by parents directly through overt teaching of these skills and through encouragement of peer social opportunities. Parents indirectly influence peer relationships through their parenting behaviors and their parent-child play practices. Parenting styles and family remain critical to a child's overall development. Baumrind (1967) observed three styles of parenting.

Others expanded these ideas into four types of parenting styles: authoritative, authoritarian, permissive, and uninvolved. These styles have been found to affect children in social, emotional, and academic areas.

Another important area of growth in early childhood is gender development. In the past several decades, an appreciation for the role that gender plays in psychological development has strengthened. Biologically based research has helped to explain well-known (as well as more subtle) gender behavior and the socioemotional expressions of these characteristics. To understand how gender relates to a child's internal developmental process, it is necessary to review biological, cognitive, familial, and community sources of gender influence. Gender typing, a range of gender-stereotyped beliefs, are a strong influence on preschoolers' behaviors. During this time, gender identity emerges. Social learning theory and cognitive-developmental theory have differing views of how this identity unfolds. Professionals can play a direct role in guiding the discussion of gender issues, as well as serve as sources of expert advice to parents, educators, community leaders, and policy decision makers in this regard (Boyd & Bee, 2008).

Exploration of how children grow and develop into healthy adults requires study of the family systems in which children are reared. Family includes parents, siblings, and extended family members who may or may not play active roles in childhood. The impact of the family on all aspects of child psychology is profound and serves as a template for all future development. The complexity of family influence on child psychology continues to be a rich area of research and is often the major focus for the child psychology clinician and educator. For this reason, the context of the family requires ongoing attention from all adults who care for, raise, educate, and provide helping services to children. The socialization process begins in children's families. Parents or primary caretakers have an enormous influence over children, since children tend to model parents and family in attitudes, behaviors, and values.

References

Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychological Monographs, 75*, 43–88.

Boyd, D., & Bee, H. (2008). *Lifespan development* (5th ed.). Boston, MA: Allyn & Bacon.

Erikson, E. (1968). *Identity, youth, and crisis*. New York, NY: Norton.

Learning Activities

Readings

Use your *Infants, Children, and Adolescents* text to complete the following:

- Read Chapter 10, "Emotional and Social Development in Early Childhood," pages 356–401. This chapter focuses on early childhood self-concept in relation to parents and peers.
- Read pages 402–403, which provide an overview of the developmental milestones in early childhood.

Use the Capella library to complete the following:

- Csizmadia, A., & Ispa, J. M. (2014). Black-White biracial children's social development from kindergarten to fifth grade: Links with racial identification, gender, and socioeconomic status. *Social Development, 23*(1), 157–177.

Multimedia

- View the Studies presentation.
  - View all the case studies in this media piece and make an informed choice for the one you want to work with in this unit's assignment.

Optional Multimedia

- Listen to the Individual Advocacy for Children presentation.

u06s1 - Learning Components

- Describe how developmental research concepts relate to early to middle childhood.
- Identify relevant physical, social, emotional, or cognitive needs of a child during the period of early to middle childhood.
- Apply theory to real-life childhood development.

u06a1 - Examining Early and Middle Childhood Development

Assignment Context

The focus of this assignment is early and middle childhood. The case studies in the *Studies* media piece all feature children aged 6. Why age 6? Age 6 is a transitional time in which you can explore early childhood development and how it impacts middle childhood development.

Assignment Instructions

Introduction

Complete the following:

- Identify the title of the case study you selected.
- Provide an introduction that addresses the general context of development and the specific context of the child in the case study you selected.
- Provide an overview, from an ecological perspective, of the predominant factors of family, society, and culture that could impact this child's development, including relevant examples from the case profile and supporting research evidence linked to those factors.
- Describe the general expectations for healthy development across developmental domains (cognitive, social and emotional, and physical) that should be evident as children transition from early to middle childhood. Link this description to child psychology developmental theories.

Case Analysis

Complete the following:

- Describe the primary developmental concern. Provide validation by including relevant examples from the case profile and links to supporting research evidence.
- Use child psychology theories (from Unit 1) and current scholarly peer-reviewed research to evaluate at least two of the most prevalent developmental needs of the child in the selected case study (primary concern and secondary concerns). Provide validation and support for your work by including relevant examples from the case profile and supporting research evidence.

Conclusion

Complete the following:

- Summarize the developmental and contextual issues that are important in understanding this case. Using relevant examples from the case profile, provide suggestions for appropriate actions or interventions in home or school contexts.
- Link those actions or interventions to evidence from current scholarly research literature.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Use the accepted form and style of the psychological professions, employing grammar, punctuation, and mechanics expected of graduate-level composition and expression.
- **References:** Include a minimum of six academic, peer-reviewed resources. The course text can be used, but it is not considered one of the peer-reviewed articles.
- **APA style and formatting:** Format the references and in-text citations according to current APA style and formatting guidelines. Use the MEAL Plan document (linked in the resources) to organize the content and include APA headings and subheadings.
- **Length of paper:** 5–6 typed, double-spaced pages, excluding title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

Please refer to the Examining Early and Middle Childhood Development Scoring Guide to ensure you meet the grading criteria for this assignment.

Note: Your instructor may use the Writing Feedback Tool to provide additional feedback on your writing.

Course Resources

PSY7220 Research Guide

Studies | Transcript

APA Style and Format

MEAL Plan

Writing Feedback Tool

u06d1 - Reflecting on What You Have Learned

Reflecting on what you have learned about lifespan development theories and research in early and middle childhood, identify what aspects are most relevant to your own specialization or professional role. Describe any themes that emerged that are most meaningful for you. What are your own knowledge gaps, unknowns, missing information, unanswered questions, or areas of uncertainty?

Response Guidelines

Review the posts of your fellow learners and respond to at least two. Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Guidelines for Effective Peer Review [PDF]

u06d1 - Learning Components

- Identify relevant early to middle childhood development theories.
- Identify relevant physical, social, emotional, or cognitive needs of a child during the period of early to middle childhood.
- Describe how the physical, social, emotional, or cognitive needs of a child impact development.

Unit 7 ≫ Health

Introduction

In the area of child health, problems such as obesity become apparent during middle childhood. Educating children about their health, nutrition, and safety may promote healthier behaviors and improved lifestyle choices in childhood and beyond. The influence of family, culture, and society each plays a role in child health and health care during this time period (Berk, 2012).

The roles of cognition, morality, and intelligence are interwoven within the framework of ethnicity and sociocultural and gender factors. Cognitive skill development becomes more expansive and is responsible for fostering moral reasoning. These developmental milestones are analyzed through the lens of children's individual differences. During middle childhood, academic and learning skills become even more salient; children's cognitive development becomes concrete, allowing them to perform mathematical calculations and to take others' perspectives. Due to cognitive advances during this age period, Piaget (1962) believed children (in the concrete operational stage) are able to do math, classify things, and understand the concept of reversibility (ability to mentally reverse their steps in problem solving). Children are also able to conserve—conservation is the understanding that certain physical characteristics of objects remain the same, despite superficial changes in appearance. Children's thinking is still related to interaction with the physical world; therefore, they are not yet able to think in hypothetical ways.

Academic achievement becomes important to children during this time. The role of intelligence in the education and social development of children is pervasive. How the cognitive capacity of intelligence is defined, measured, and used is the subject of much debate. Determining how intelligence level impacts behavior, performance in school, and potential for learning are but a few of the issues that are partially explained by measuring intelligence. However, while there are important benefits to knowing about a child's intellectual level, it is equally important to know the limitations of focusing on this variable as a measure of a child's capabilities. Thus, the notion of multiple intelligences is of equal value when working with children.

During middle childhood, the environmental influences on child development expand to include schools, teachers, the Internet, video games, television, and the media. The impact of media on how children think and feel cannot be minimized. Child psychology clinicians, educators, and researchers express strong opinions on the role of television, film, music, and electronic media to act directly or indirectly on the developmental process.

References

Berk, L. E. (2012). *Infants, children, and adolescents* (7th ed.). Boston, MA: Allyn & Bacon.

Piaget, J. P. (1962). *Play, dreams, and imitation in childhood*. New York, NY: Norton.

Learning Activities

u07s1 - Studies

Readings

Use your *Infants, Children, and Adolescents* text to complete the following:

- Read Chapter 11, "Physical Development in Middle Childhood," pages 404–427.
- Read Chapter 12, "Cognitive Development in Middle Childhood," pages 428–471.

    These chapters emphasize physical development, health, and cognition in middle childhood.

Use the Capella library to complete the following:

- Fine, J. G., & Sung, C. (2014). Neuroscience of child and adolescent health development. *Journal of Counseling Psychology, 61*(4), 521–527.

Optional Media

- View <u>The Effects of Poverty on the Achievement Gap</u> presentation.

You may choose to use the internet to listen to the following:

- NPR. (Producer). (2012). <u>*Third grade a pivotal time in students' lives* [Podcast].</u> Retrieved from http://www.npr.org/2012/05/14/152683322/third-grade-a-pivotal-time-in-students-lives

u07s1 - Learning Components

- Analyze the relationship between specific childhood issues, and their impact on cognitive, social, emotional, or physical development in early childhood and beyond.
- Describe the influence of biology and the environment, health, education, and culture on development.

u07d1 - Influences on Health in Middle Childhood

Using a current scholarly article, describe the impact of one health issue that emerges during the middle childhood years (ages 6–11) on health and well-being. Discuss factors linked to family, culture, or society that have an impact on healthy or non-healthy lifestyles. Focus on the health issue you chose and the article you selected. Discuss the impact of family, culture, or society on a child's health pertaining to the issue you identified.

Response Guidelines

Review the posts of your fellow learners and respond to at least two. Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

2+2 Feedback Guidelines [PDF]

<u>Guidelines for Effective Peer Review [PDF]</u>

<u>APA Style and Format</u>

<u>PSY7220 Research Guide</u>

u07d1 - Learning Components

- Select relevant issues that impact cognitive, social, emotional, or physical development in early childhood and beyond.
- Analyze the relationship between specific childhood issues, and their impact on cognitive, social, emotional, or physical development in early childhood and beyond.
- Describe the influence of biology and the environment, health, education, and culture on development.

Unit 8 ≫ Middle Childhood: Social/Emotional Resiliency

Introduction

During the elementary school years of childhood, intellectual and social development occurs rapidly. This period serves many functions, expanding a child's world academically, interpersonally, and emotionally. According to Erikson (1968), a major task of middle childhood is to negotiate industry (versus inferiority) in attaining school competence and social skills with peers. Negotiating this task impacts a child's self-concept and self-esteem. Self-esteem involves evaluation of competencies across domains (academic, social, physical, and athletic). Parenting practices and culture also have an influence on self-esteem. Peer groups serve a greater social function in middle childhood; peers and friends become extremely important to the child's development of self-esteem and the confidence to interact outside the home. Children grow and develop within larger contexts of influence, connection, and interaction. Friends serve as a daily source of support, learning, skill usage, and emotional grounding. While there is some difference of opinion on how significant these influences are on child development, it is clear that, along with the family, connection to peers is desirable and helpful for the child's overall well-being.

With more intense attention being paid to the role of the family, especially parenting, there is a heightened awareness of the need to understand how family influences children's behavior and development. The complexity of family influence on child psychology continues to represent a rich area of research. During middle childhood, school, family, and peers are all integral aspects of a child's life. Advanced development of emotional self-regulation and perspective-taking support children's flexibility in problem solving and understanding others. Through sharing, children learn about justice. Moral development occurs as children develop cognitively and interact more with their social world and acquire a more relaxed appreciation of moral rules. The family as a system interacts with children in their social and moral development. Over time, children learn to internalize others' beliefs and develop their own behavioral standards. The role of the family in understanding children's behavioral and social outcomes and their beliefs about themselves, particularly in relation to the world, is the focus of this unit.

Reference

Erikson, E. (1968). *Identity, youth, and crisis*. New York, NY: Norton.

Learning Activities

u08s1 - Studies

Readings

Use your *Infants, Children, and Adolescents* text to complete the following:

- Read Chapter 13, "Emotional and Social Development in Middle Childhood," pages 472–515. This chapter focuses on selfhood within the context of family and peer relationships.
- Read pages 516–517, which provide an overview of the developmental milestones in middle childhood.

Use the Capella Library to complete the following:

- Dvorsky, M. R., & Langberg, J. M. (2016). A review of factors that promote resilience in youth with ADHD and ADHD symptoms. *Clinical Child and Family Psychology Review, 19*(4), 368-391.
- Gershoff, E. T. (2013). Spanking and child development: We know enough now to stop hitting our children. *Child Development Perspectives, 7* , 133-137

Optional Reading

Use the Capella Library to complete the following:

- Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child development, 85*(1), 6-20.

Media

Films on Demand Video

- Video Education America (Producer). (2008). *Building psychological resilience* [Video]. Films on Demand.

Internet Media

Use the internet to listen to the following:

- American Psychological Association (Producer).(2018) *Speaking of psychology: Disciplining children effectively* [Podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/disciplining-children.aspx
- American Psychological Association (Producer).(2018). *Speaking of psychology: The good and bad of peer pressure* [Podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/peer-pressure.aspx

Optional Media

You may choose to use the internet to listen to the following:

- NPR. (Producer). (2009). *A spanking ban in the U.S.?* [Podcast]. Retrieved from http://www.npr.org/templates/story/story.php?storyId=113745389

u08s1 - Learning Components

- Identify relevant recommendations and responses based on appropriate application of child development theory and research.
- Describe the influence of context on children's evolving needs.

u08s2 - Assignment - Preparation

Your next assignment, Responding to Important Child Development Issues, is due in Unit 10. For this assignment, you are required to choose one case study from the Scenarios media piece. View all the case studies and make an informed choice for the one you want to work with in your Unit 10 assignment.

- Scenarios | Transcript.

Refer to the Responding to Important Child Development Issues assignment instructions and scoring guide to ensure you meet the grading requirements for this assignment.

u08s2 - Learning Components

- Identify major theories or recent research related to a selected topic.
- Identify relevant recommendations and responses based on appropriate application of child development theory and research.
- Select relevant issues that impact cognitive, social, emotional, or physical development in early childhood and beyond.
- Apply major theories or recent research related to a selected topic.

u08d1 - Fostering Resilience in Middle Childhood

Identify a stressor or a stressful situation that results in challenges to children's healthy development in middle childhood. Considering some children are more resilient or less resilient to those effects, identify factors linked to the child, the family, and broader cultural contexts that research supports as fostering resilience.

Response Guidelines

Respond to at least two other learners. Comment on each learner's analysis. Do you agree or disagree? Why? What information did you find most interesting?

Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

APA Style and Format

2+2 Feedback Guidelines [PDF]

Guidelines for Effective Peer Review [PDF]

u08d1 - Learning Components

- Identify major theories or recent research related to a selected topic.
- Apply major theories or recent research related to a selected topic.

u08d2 - Parenting Strategies

Listen to the podcast, Speaking of Psychology: Disciplining Children Effectively.

Based on the information from the podcast, what is the take home message for parents? Support your post with theory or research that includes peer reviewed scholarly references. What relevant considerations (e.g., culture, gender, SES) seem to have been omitted or not considered in the podcast or based on your reading? What are the barriers to (or possible negative consequences of) applying the approaches suggested in this week's readings?

Response Guidelines

Review the posts of your fellow learners and respond to at least two. Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Speaking of Psychology: Disciplining Children Effectively [Podcast]

PSY7220 Research Guide

APA Style and Format

2+2 Feedback Guidelines [PDF]

Guidelines for Effective Peer Review [PDF]

u08d2 - Learning Components

- Identify relevant recommendations and responses based on appropriate application of child development theory and research.
- Apply major theories or recent research related to a selected topic.
- Describe the influence of context on children's evolving needs.

Unit 9 ❯❯ Physical Development and Cognitive Development

Introduction

Adolescence is a time of transition and change. Recognition of this period as a distinct and significant life phase was first reported by Hall (1904), who referred to this period as "storm and stress," illustrating his view of adolescence as a turbulent time. Although researchers no longer agree with Hall's view, his major contribution was to draw interest to the field.

This unit addresses issues in early adolescence. You will examine markers of physical changes and emotional responses within the framework setting. During puberty, specific health issues also come to the forefront.

Early adolescence is distinguished by the onset of puberty. The physical changes initiated by puberty are dramatic. Equally impressive is the variation among adolescents as they experience these physical changes. There is variance in the timing of onset, as well as in the rate of growth and development. Timing of puberty has been found to have a psychological impact on adolescents. Researchers have discovered that early-developing females and late-developing males have had the most negative reaction to puberty. On-time developing girls (compared with peers) and early-developing boys were found more likely to have the easiest adjustment. Two factors have been found to affect attitudes regarding puberty. First, how closely an adolescent perceives his or her body to match cultural ideals of attractiveness; and second, how an adolescent believes he or she physically fits in with peers. Moreover, body image of girls has been associated with their internal model of what they considered appropriate pubertal timing.

While the variance in the time of onset, rate of growth, and development is significant in puberty, there is general agreement that social factors heavily impact the adolescent's evolving view of this process. There is a complexity in the interrelationship between the physical, emotional, and psychological changes occurring during puberty. Many early adolescents undergo changes in relation to the school setting as they transition to junior high school. Psychological issues such as self-esteem may be a particular concern for girls in early adolescence. Mental health professionals are in a unique position to address issues generated by the psychological effects of puberty.

During puberty, health and nutrition are also important factors. Eating disorders are one of the most significant health problems for adolescents. Several factors contribute to eating disorders: early puberty, the discrepancy between an image of a desirable body and perceptions of one's own body, family issues or parenting, the culture of thinness, genes, and psychological issues (Berk, 2012).

By adolescence, thinking becomes more abstract; teens become capable of what Piaget (1962) referred to as the formal operational stage. This stage describes the ability to think hypothetically, in terms of *what-ifs*. Abstract reasoning allows adolescents to think about alternative scenarios as they begin to self-explore.

The process of developing cognitive capacities increases during adolescence. These capacities include intelligence, creativity, problem solving, decision making, and many other cognitive processes. As teens move through adolescence, each of these processes undergoes alteration or growth in some way. The way in which adolescents reason, engage in decision-making activities, solve problems, and think about themselves is determined by evolving cognitive capacities. According to Piaget (1962), adolescents are able to think in a formal operational manner, to use hypothetical and abstract thinking, and to go beyond what is real to what is possible. Piaget's formal operational stage has been criticized in relationship to culture. In some contexts, individuals may not develop formal operational thought; education and the utility of this cognitive stage influence this development. Elkind (1984) theorized adolescents engaged in egocentrism, which is manifested in two ways. Adolescents develop beliefs that they are on stage most of the time and react to what is called their imaginary audience. Adolescents also believe they are unique in their experiences, which is known as the personal fable. These cognitive self-distortions may be a result of overconcern for what others think.

High school is a major cultural context of an adolescent's world. In this unit, academics, particularly academic achievement, and the social system of school will be discussed for their impact on the adolescent. The school context has an impact on adolescent development cognitively, intellectually, and socially. Families, peers, and communities all contribute to adolescent academic achievement. For example, in a multiethnic study, family social support was correlated with teachers' ratings of students' grades and standardized achievement test scores (Levitt, Guacci-Franco, & Levitt, 1994). Moreover, family support was a major factor in reducing the chances of dropping out of high school among African-American teenage mothers (Brooks-Gunn, Gus, & Furstenberg, 1993). As the lives of adolescents become more complex, researchers will continue to explore factors affecting their learning, achievement, and cognition. In this unit, adolescent thought, puberty-related health issues, and academic behaviors in the school setting will be highlighted.

References

Berk, L. E. (2012). *Infants, children, and adolescents* (7th ed.). Boston, MA: Allyn & Bacon.

Brooks-Gunn, J., Gus, G., & Furstenberg, F. F., Jr. (1993). Who drops out of and continues beyond high school? A 20-year follow-up of Black urban youth. *Journal of Research on Adolescence, 3*(3), 271–294.

Elkind, D. (1984). *All grown up and no place to go: Teenagers in crisis*. Reading, MA: Addison-Wesley.

Hall, G. S. (1904). *Adolescence: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion, and education* (Vols. 1–2). New York, NY: D. Appleton.

Levitt, M. J., Guacci-Franco, N., & Levitt, J. L. (1994). Social support and achievement in childhood and adolescence: A multicultural study. *Journal of Applied Developmental Psychology, 15*, 207–222.

Piaget, J. P. (1962). *Play, dreams, and imitation in childhood*. New York, NY: Norton.

Learning Activities

u09s1 - Studies

Readings

Use your *Infants, Children, and Adolescents* text to complete the following:

- Read Chapter 14, "Physical Development in Adolescence," pages 518–553. This chapter focuses on puberty, physical development, and adolescent health issues.
- Read Chapter 15, "Cognitive Development in Adolescence," pages 554–585. This chapter highlights adolescent thought, cognition, school issues, and academic achievement.

Use the Capella library to complete the following:

- Fitton, V. A., Ahmedani, B. K., Harold, R. D., & Shifflet, E. D. (2013). The role of technology on young adolescent development: Implications for policy, research and practice. *Child and Adolescent Social Work Journal, 30*(5), 399–413.
- Scott, S. M., & Walsh, A. M. (2014). Adolescent sexual development: An overview of recent research. *Canadian Journal of Community Mental Health, 33*(1), 21–29.

Optional Readings

You may use the Capella Library to locate and read the following:

- Miller-Cotto, D., & Byrnes, J. P. (2016). Ethnic/racial identity and academic achievement: A meta-analytic review. *Developmental Review, 41*, 51-70.

Optional Media

You may choose to use the internet to listen to the following:

- American Psychological Association (Producer).(2018). *Speaking of psychology: How to talk to teen boys about dating and sex* [Podcast]. Retrieved from http://www.apa.org/research/action/speaking-of-psychology/boys-sex.aspx

u09s1 - Learning Components

- Identify major theories or recent research related to a selected topic.
- Analyze the relationship between specific childhood issues, and their impact on cognitive, social, emotional, or physical development in early childhood and beyond.
- Describe the influence of biology and the environment, health, education, and culture on development.

u09d1 - Cognitive Development in Early Adolescence

Give three examples of adolescent egocentrism that might be apparent in working with an adolescent. Using current research, consider how adolescent egocentrism impacts adolescent behaviors typical in home, school, and other social situations.

Response Guidelines

Review the posts of your fellow learners and respond to at least two. Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

2+2 Feedback Guidelines [PDF]

u09d1 - Learning Components

- Identify major theories or recent research related to a selected topic.
- Analyze the relationship between specific childhood issues, and their impact on cognitive, social, emotional, or physical development in early childhood and beyond.

u09d2 - Reflecting on What You Have Learned

Reflecting on what you have learned about child development theories and research in adolescence identify what aspects are most relevant to your own specialization or professional role. Describe any themes that emerged that are most meaningful for you.

What are your own knowledge gaps, unknowns, missing information, unanswered questions, or areas of uncertainty?

Response Guidelines

Review the posts of your fellow learners and respond to at least two. Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

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Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

APA Style and Format

2+2 Feedback Guidelines [PDF]

Guidelines for Effective Peer Review [PDF]

u09d2 - Learning Components

- Identify major theories or recent research related to a selected topic.
- Select relevant issues that impact cognitive, social, emotional, or physical development in early childhood and beyond.
- Write with the clarity and logic expected of graduate-level composition and expression.

Unit 10 ≫ Emotional and Social Development in Early Adolescence

Introduction

During adolescence, changes in parent and peer relationships occur. The adolescent peer group takes on increased significance in the life of the teenager. Striking a balance between gaining peer acceptance and maintaining individuality is a challenge for many adolescents. Another possible source of stress is balancing relationships with and influences of peers and parents. The role of parents and family on psychological growth continues to be profound in adolescence. Adolescents with healthy family relationships are able to negotiate major developmental tasks successfully, while teens lacking effective parenting in some form typically experience a variety of significant problems and associated challenges. Although teens do feel tension establishing independence from their parents, conflicts usually ensue over mundane issues. Serious adolescent-parent conflict has been found to occur in only 5–10 percent of families, usually where problems existed prior to adolescence.

Moral development undergoes growth as adolescents develop more sophistication in their cognitive capacities within the context of their social world. Kohlberg (1963) created a model of moral development by assessing the underlying reasons for moral behavior rather than focusing on behavior itself. He found three levels of moral reasoning (preconventional, conventional, and postconventional or principled) based on responses to dilemmas. Kohlberg's model has been criticized for its gender biases (Gilligan, 1982) and contextual biases (Elbedour, Baker, & Charlesworth, 1997). Nonetheless, his model has created a seminal understanding of the development of morality beginning in childhood.

Kohlberg (1963) believed that for moral reasoning to take place, children and adolescents need to develop cognitively and receive social support in learning about moral issues. Psychologists, educators, and counselors working with children and adolescents must have a firm grasp on how children think, both cognitively and morally. Through this understanding, professionals may engage in educational efforts to promote cognitive and moral development.

During adolescence, important choices about goals and the future become salient. Knowledge about the self also becomes important as adolescents begin to question their purpose and the direction that their lives should take. Questions such as "Who am I?" "Where am I going?" and "What will I do with my life?" typify what Erikson (1968) referred to as identity crisis. He described identity crisis as the task of negotiating the conflict between identity and role confusion. He considered this stage as a time adolescents cross the developmental hurdle of making the transition from childhood to more adult roles. To accomplish this task, Erikson believed adolescents needed to attain a sense of who they are, discovering their place in society. He referred to this task as creating an ego identity, which is derived from the Freudian concept of ego—the thinking, conscious element of personality. Much of the research on assessing identity development has been based on the paradigm formulated by Marcia (1966), who identified four identity types or statuses based on Erikson's theory: identity achievement, identity moratorium, identity foreclosure, and identity diffusion.

Researchers have recently critiqued the feasibility of the ego identity model in light of cultural and contextual differences. Adolescent identity development may take on many forms beyond Eriksonian ego identity. Youth must deal with the multiple layers of themselves in relation to their social context. Dealing with contexts like living in poverty or possessing personal characteristics, such as belonging to a minority group, are examples of variables affecting identity formation. Thus, adolescents may become involved in the discovery of their ethnic or sexual orientation, which becomes another aspect of their identities. Ethnic minority adolescents may face the additional task of establishing positive ethnic identities. This process may become particularly challenging if their minority group has low status within the majority culture.

Adolescents may strike a balance between their identity in their own ethnic groups and their identity in the dominant majority group. This process is referred to as establishing a bicultural identity, which has been found to have the most optimal developmental outcome given its relationship to adolescent self-esteem in high school (Phinney, 1992). During the time adolescents are establishing their identities, they are preparing to leave the high-school environment to attend college or enter the workforce. How well they traverse into college or the workforce depends on a variety of personal, familial, and contextual factors. School counselors and educators are in a unique position of enabling adolescents to make this transition and support adolescent psychosocial development. The focus of this final unit will be adolescent morality, identity, and relationships.

References

Elbedour, S., Baker, A. M., & Charlesworth, W. R. (1997). The impact of political violence on moral reasoning in children. *Child Abuse & Neglect, 21*, 1053–1066.

Erikson, E. (1968). *Identity, youth, and crisis*. New York, NY: Norton.

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.

Kohlberg, L. (1963). The development of children's orientations toward a moral order. *Vita Humana, 6*, 11–33.

Marcia, J. E. (1966). Development and validation of ego identity status. *Journal of Personality and Social Psychology, 3*, 551–558.

Phinney, J. S. (1992). The multigroup ethnic identity measure: A new scale for use with adolescents and young adults from diverse groups. *Journal of Adolescent Research, 7*, 156–176.

Learning Activities

u10s1 - Studies

Readings

Use your *Infants, Children, and Adolescents* text to complete the following:

- Read Chapter 16, "Emotional and Social Development in Adolescence," pages 586–627. This chapter emphasizes adolescent identity, morality, relationships, and emotional or behavioral problems in development.
- Read pages 628–629, which provide an overview of milestones in adolescent development.

Use the Capella Library to complete the following:

- Wentzel, K. R., Russell, S., & Baker, S. (2016). Emotional support and expectations from parents, teachers, and peers predict adolescent competence at school. *Journal of Educational Psychology, 108*(2), 242–255.

Use the Capella library to locate a recent scholarly article that deals with an issue that may impact early adolescent emotional or social development. Be prepared to cite and discuss this article in this unit's discussion. Refer to the PSY7220 Research Guide for information on searching for peer reviewed articles.

Multimedia

- View the Scenarios presentation.
  - View all the case studies in this media piece and make an informed choice for the one you want to work with in this unit's assignment.

u10s1 - Learning Components

- Identify major theories or recent research related to a selected topic.
- Select relevant issues that impact cognitive, social, emotional, or physical development in early childhood and beyond.

u10a1 - Responding to Important Child Development Issues

Assignment Context

From the perspective of a professional who has knowledge and expertise in child development, you have been invited to address an audience that includes parents as well as other professionals on a specific issue. Select one topic under early childhood, middle childhood, or adolescence as the focus of your paper and written presentation. Your textbook introduces various issues linked to biology and the environment, health, education, and cultural influences. Start exploring the material in the text that is relevant to your selected issue and then expand your research to include current secondary literature.

Your assignment is divided into two parts:

Part 1

Develop a 5–7-page paper on the selected topic supporting ideas with current research from the scholarly literature that fully explores the topic. The paper will provide the basis for you to explain the impact of the issue facing the child in the scenario you selected from the Scenarios media piece. The paper should have APA structure, formatting, and referencing.

Part 2

Prepare a 2-page presentation for the intended audience based on the research you conducted on the topic. Write out the presentation on two double-spaced pages. This does not need APA in-text referencing, but you can refer to important scholarly sources that support your ideas. Remember to consider the level of understanding the audience may have on the topic so that you avoid jargon or provide clarification. This presentation needs to have objective support, but, as a presentation, it can be in more informal first-person language.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication**: Use the accepted form and style of the psychological professions, employing grammar, punctuation, and mechanics expected of graduate-level composition and expression.
- **References**: Include a minimum of six academic, peer-reviewed resources. The course text can be used, but it is not considered one of the peer-reviewed articles.
- **APA style and formatting**: Format the references and in-text citations according to current APA style and formatting guidelines. Use the MEAL Plan document (given in the resources) to organize the content and include APA headings and subheadings.
- **Length of paper**: 5–7 typed, double-spaced pages.
- **Length of presentation paper**: Two typed, double-spaced pages. *Note:* Your submission for this assignment should be a total of 7–9 pages that includes both Part 1 and Part 2.
- **Font and font size**: Times New Roman, 12 point.

Note: Your instructor may use the Writing Feedback Tool to provide additional feedback on your writing.

Course Resources

Scenarios | Transcript

u10d1 - Emotional and Social Development in Early Adolescence

Analyze an issue of your choice related to adolescent emotional or social development. Examples in your textbook include the broad categories of self-understanding, moral development, gender typing, family relationships, and peer relationships with many sub-issues under these broad areas. Find a current scholarly article on the issue to support and extend the assigned readings. Be sure note areas that are fuzzy or unclear in the assigned readings or other articles that you located.

An example of a relevant scholarly article is below. Please do not use this article find your own article.

- Wentzel, K. R., Russell, S., & Baker, S. (2016). Emotional support and expectations from parents, teachers, and peers predict adolescent competence at school. *Journal of Educational Psychology, 108*(2), 242.

Refer to the PSY7220 Research Guide for information regarding searching for peer reviewed articles. A link has been included in the resources.

Response Guidelines

Review the posts of your fellow learners and respond to at least two. Be sure to support your response with scholarly examples from the unit readings, additional literature, personal perspective, and real-world examples where appropriate. You must cite all references according to current APA style.

In your response, you must do one or a combination of the following:

- Ask an analytical question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion supported with research.

Please use the Guidelines for Effective Peer Review and 2+2 Feedback Guidelines (given in the resources) when responding to your peers.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

PSY7220 Research Guide

2+2 Feedback Guidelines [PDF]

Guidelines for Effective Peer Review [PDF]

APA Style and Format

u10d1 - Learning Components

- Identify relevant recommendations and responses based on appropriate application of child development theory and research.
- Select relevant issues that impact cognitive, social, emotional, or physical development in early childhood and beyond.
- Analyze the relationship between specific childhood issues, and their impact on cognitive, social, emotional, or physical development in early childhood and beyond.
- Apply major theories or recent research related to a selected topic.