PRAIRIE VIEW A&M UNIVERSITY

**PSY 2308-P01
Child Psychology
Spring 2024**

Instructor:	Veda E Brown, PhD
Section # and CRN:	
Office Location:	Don Clark Building 221
Office Phone:	936-261-5263
Email Address:	vebrown@pvamu.edu
Office Hours:	TTh: 12:30-2:00 (Face-to-Face)
Mode of Instruction:	Face to Face
Course Location:	Room 218 JJ Building (Temporary)
Class Days & Times:	TTh 9:30-10:50
Catalog Description:	The mail purpose of this course is to introduce students to the overall approaches to the study of how children grown and develop—physically, socially, emotionally, & psychologically—prenatally through young adulthood. The course's primary objective is to facilitate your critical thinking & conceptual skills development regarding the main schools of thought in Child Psychology theory and practice as well as how we've arrived at those ideas over time. Active class participation is highly encouraged and expected.

Prerequisites:
Co-requisites:

Required Texts: Infants, Children, and Adolescents 7th Ed Allyn & Bacon, Inc.

Course Objectives (CO)	PVAMU Core Curriculum Skills (PCCS)
Upon completing the course, the student will be able to: **CO1.** Analyze video(s) to determine the match between Developmental theories and observable behaviors.	1. **Communication Skills:** to include effective development, interpretation, and expression of ideas through written, oral and visual communication

CO2. List the assumptions underlying the most popular theories in Development	2 How do the facts shape our resulting informed conclusions?
	3. **Critical Thinking Skills:** include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information
CO3. Discuss the methods for criticism of Child Psy theories.	
CO4. Assess whether or not the assumptions for a particular Child Psy Theory are based on reliable evidence.	4.**Critical Thinking Skills:** include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information
CO5. Draw valid inferences based on information from credible sources.	5. **Communication Skills:** to include effective development, interpretation, and expression of ideas through written, oral and visual communication
CO6. Write an APA-Style results section to communicate effectively the results of most popular Child Psy theories & procedures.	6. **Communication Skills:** to include effective development, interpretation, and expression of ideas through written, oral and visual communication

Major Course Requirements

Method of Determining Final Course Grade (Subject to change: Instructor will provide any information on changes in a timely manner).

Course Grade Requirement	Number	Points	Total	Percent of Final Grade
Exams	2	50		15%
Attendance/ Discussion	TBA	TBA	TBA	30%
Quizzes	2			20%
Projects	2?			25%
Final Exam	1			10%
Total				100%

Grading Criteria:
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = < 60%

Detailed Description of Major Requirements:

Discussion Boards - Special topics may be posted on Canvas periodically. You will read published materials and engage in the discussion boards set up in Canvas. You will utilize readings and information from the assigned book chapters, including recommended texts and journal articles, to inform your discussion. Respect and critical thinking will guide these discussions. Do not copy and paste the Internet (web pages) as a basis for responding to questions. Adherence to these standards of responding to discussion questions may positively impact discussion scores..

Project Topics TBA

Final Exam (10%): The final Exam will be an cumulative exam format. You can use your text, notes, etc during the Exam.

Calculation of Mid-Term Grades and Final Grades

- **The mid-term grades may be a compilation of all completed activities leading to the midterm exam (Exam # 1), with their respective grading weights.**
- **The final grades may consist of all completed activities for the term, with their respective grading weights.**

Course Procedures and Additional Instructor Policies

You must be highly motivated and well-organized to succeed in this class. Purchase the textbook listed above is at your discretion. Other course materials will be used during the class session and provided by the Instructor. Although the classrooms are equipped with Internet access, it is very helpful for students to have reliable access to Internet for the successful completion of the course.

The typical class structure will consist of learning modules, which include:

- Short Videos/PowerPoint Slides
- Class discussions and meaningful student input
- Community Service project
- Readings
- In-class activities

- Quizzes, Exams, and Assignments

Class time will consist primarily of in-class dialog/discussions, brief writing assignments, group work, and Community Service project/homework with a heavy emphasis on student discussion and participation. Video and small group discussion will be frequently used. Opportunities for Extra Credit will be provided.

It is essential to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful.

Additional materials, such as research articles, case studies, and hand-outs, may be emailed, posted on CANVAS, or distributed in class.

Course Communication

I will be communicating with you regarding grades and assignments. If you need to contact me, the best method is via email. Generally, I will reply to emails within 24 hours, and students can expect feedback and grading on assignments and exams within one week unless otherwise noted. Students may also post questions about the course on the Canvas Inbox. These questions will be answered within 24 hours.

If you need help with this course or its material, you should contact me via email to discuss the details of your issues.

Announcements will be posted to this course whenever necessary. If there is any other important information, I will send it to your email address in Canvas or your preferred method of communication. You are responsible for ensuring your email account works appropriately to receive emails.

Below is how you check your email address in Canvas:
- Access Canvas
- Click your name on the main Canvas navigation panel on the left
- Review your email address. By default, Canvas uses your university-issued email address

Module Schedule

All course deadlines are listed in Central Time Zone. Canvas will record all deadlines in this time zone. If you are in a different time zone, plan accordingly.

Each week will begin on a Monday and will end on Sunday.

Submission of Assignments:

Assignments are to be turned in <u>class</u> on the due dates.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. Most in-class assignments will be hand-written. If you're using other word processors, use the "save as" tool and save the document in either Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). Makeup exams, quizzes, and assignments will only be available for fully confirmed (in writing) medical and family emergencies. If you need to miss an exam, quiz, or assignment for an emergency, please let me know as soon as is reasonably possible. Bring to the next class written documentation and a phone number and
name for use in verifying the emergency.

Note: The Canvas course schedule configuration may differ slightly from the syllabus. However, the Canvas course schedule takes precedence over the schedule presented here.

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service, and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through an emphasis on ten critical areas of service. It maintains library collections and access both on campus, online, and through regional agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: J. B. Coleman Library.

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate educational support services when they need clarification on the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor's location by academic major at the Academic Advising Website, Phone: 936-261-5911.

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and

attitudes needed to reach their goals. Tutoring and academic support are offered face-to-face in the UTC through virtual and [online sessions at PVPlace](#). Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: [University Tutoring Center.](#)

The Writing Center

The Writing Center provides well-trained peer tutors that assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks, from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students can access face-to-face and virtual tutoring services via email or Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: [The Writing](#) [Center](#); [Grammarly Registration](#).

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alert helps students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer to an Academic Early Alert. To do so, students will log in to PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: [Academic Early](#) [Alert](#).

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and follows Texas State Law. Location: Hobart Taylor, 2ⁿᵈ floor; Phone: 936-261-3564; Website: [Student Counseling Services](#).

Office of Testing Services

Testing Services creates opportunities by offering a suite of exams that aid in the student's academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3ʳᵈ Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: [Testing Services.](#)

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, a computer laboratory with adapted hardware and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: Disability Services.

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college traditionally. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assisted, and 2-way video course delivery. For more details and contact information, visit CIITS Student Webpage; Phone: 936-261-3283.

Veteran Affairs

Veteran Services worked with student veterans and current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: Veteran Affairs.

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: Office for Student Engagement.

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are offered to students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding the services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261- 3570; Website: Career Services.

University Rules and Procedures

Academic Misconduct (See Student Planner)

It would help if you practiced academic honesty in every aspect of this and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see *University Administrative Guidelines on Academic Integrity*). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed or attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that they have mastered information on an academic exercise that they have not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or Exam; any alteration made on a graded test or Exam, which is then resubmitted to the teacher.

2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the Internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to recognize the use of another's words with quotation marks.

3. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.

5. Fabrication of Information/Forgery: Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or producing a counterfeit document, particularly documents that make up the student's academic record. Examples: making up a source or citing nonexistent publication or article; representing made-up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student's academic exercise.

Nonacademic Misconduct (See Student Planner)

The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of students to benefit from the instructional program, or (3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office will adjudicate such incidents for Student Conduct under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any university community member violating the University's sexual harassment policy will be subject to disciplinary action. Following the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect free from sexual misconduct, discrimination, and violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found on the Title IX Webpage, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations. More information can be found on this webpage.

Non-Discrimination Statement

Prairie View A&M University does not discriminate based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment free of bias, discrimination, and harassment. If you experience discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, some individuals can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies. He can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

You must log into Canvas twice weekly for this class to maintain attendance. Login records and weekly quizzes will check attendance.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and Grade Appeals on this webpage.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current versions of Google Chrome, Safari, or Firefox

*Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have basic proficiency in the following computer skills:

- Sending and receiving emails
- Working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS

Netiquette (online etiquette)
Students are expected to participate in all discussions as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm, as the tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy and clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high-traffic or noisy areas. Stay muted when you are not speaking, and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to the [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for reactions.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the course's readings, lectures, materials, and other aspects can take place in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If, for some reason, your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be significantly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the Word processing application, please copy and paste them to the discussion board.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following procedures while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces, including classrooms, teaching laboratories, shared areas such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces

where 6 feet of physical distancing is difficult to maintain reliably.

- **Physical Distancing** - Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways, and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day's class remotely for all students.

- **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.

  o 1st incident: upon review of the Incident Report and finding of responsibility — Conduct Probation

  o 2nd incident: upon review of the Incident Report and finding of responsibility — Suspension

  o Consult the Code of Student Conduct in the Student Planner or [Student Conduct website](#) for additional information on Conduct Probation and Suspension.

- **Personal Illness and Quarantine** - Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

Spring 2024

The Prairie View A&M University Academic Calendar subject to change as state, system, and local guidelines evolve in relation to COVID. Weather advisories, etc. Any updates will be posted to https://www.pvamu.edu/coronavirus.

Last Updated: 02/16/2023

This page is best viewed in [Chrome](#) or [Firefox](#)

Week #1	Class discussion on the nature of Child Psy and how development affects our everyday lives.
Week #2	Continuation of Basics of Child Psy discussion. Video on how Development affects childhood and later relationships.
Week #3	Describe and differentiate between the major psychological approaches which explain how children develop over time as related to our personal experiences and our natural inclinations. Recognize and identify relevant developmental research that some of these theories have generated and upon which they have been built History, Theory, & Research Strategies Class activity/assignment
Week #4	Define and apply key child psychology concepts, terms, and theories as related to our everyday experiences. Biological and Environmental Foundations. Prenatal Development. Class activity/assignment
Week #5 Week #5 Cont.	Identify from videos, original essays from the psychologists who have made major contributions to an understanding of child psychology. Physical Development (early) Overview and Review: Class discussion and assignment
Week #6	Explain research methodology and the ability to evaluate the merit of developmental studies. Cognitive Development. Assessment and Evaluation
Week #7	Practically apply acquired insight of child psychology to one's own life. Social and Emotional Development. Role of Parenting in child development. Personal Self-Assessment Inventory: Class Activity
Week #8	Identify the clinical applications of the major groups of child psychology theories. Application of theories in Middle Childhood.

Class Assignment Activity/Community Service Activity

Week #9	Adolescent Cognitive and Emotional/Social Development. Class Activity: Video on how adolescents form relationships
Week #10	Class Activity: How does Self-Disclosure play a role in personal relationships during Adolescence and early Adulthood?
Week #11	Behavioral/Social Leaning in Childhood: Behaviorism; Conditioning; Social Learning; Gender Roles; Observational Learning; Learned Helplessness; Locus of Control Class Activity: Learned Helplessness/Learned Optimism
Week #12	Course Overview and Review for Final Assessment