

Official Course Description: MCCC CD Approval: 11/22/05

CFS176 20064-99999

LEC 3 Credit(s) 3 Period(s)

Child Development

Study of the science of human development from conception through adolescence. Includes observation skills, parent and adult roles in the lives of children, and contemporary issues.

Prerequisites: None.

Cross-References: [ECH176](#)

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MCCC CD Official Course Competencies:

CFS176 20064-99999 Child Development

1. Identify the multiple academic disciplines that comprise the scientific study of the development of the child and explain their contributions, over time, to the field of child development. (I)
2. Describe the basic research methods used by developmental researchers. (II)
3. Identify the ethical requirements of research on children and adolescents. (II)
4. Demonstrate observation skills and techniques used by researchers and practitioners to study and work with children. (II)
5. Discuss the importance of theories and explain their application within the field of child development. (III)
6. Compare and contrast the theories of Freud & Erikson, Watson & Skinner, Piaget & Vygotsky, within the study of child development. (III)
7. Discuss emerging theories and their influence on the study of child development. (III)
8. Identify and discuss ethical and moral issues related to genetics, reproductive science and prenatal development. (IV)
9. Describe current knowledge regarding conception, heredity, teratology, and their influences on the developing child. (IV)
10. Summarize the course and consequences of prenatal development and the birth process. (IV)
11. Identify the major milestones of physical growth, motor development and contemporary health, safety and nutrition issues for children from infancy through adolescence. (V)
12. Identify the major milestones of cognitive development for children from infancy through adolescence. (VI)
13. Discuss the implications of neuroscience and the development of the brain on all domains of child development. (VI)
14. Identify the major milestones of language development and theoretical explanations of language acquisition in children from infancy through adolescence. (VI)
15. Describe the major milestones of social, emotional and moral development for children from

infancy through adolescence. (VII)

16. Discuss the implications of community, culture, school and family influences, as well as economic circumstances on the well-being of children from infancy through adolescence. (VII)
17. Discuss the identification and types of exceptionality in children from the prenatal stage through adolescence. (VIII)
18. Discuss the implications of exceptionality and other risk factors for the child, families, communities and the nation. (VIII)

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MCCCD Official Course Outline:

**CFS176 20064- Child Development
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- I. Defining the Field of Child Development
 - A. Historical perspectives
 - B. Contributions from multiple disciplines
 - C. Basic concepts of child development
 1. Domains
 2. Stages
 3. Consensus points
 4. Questions
- II. Research on the Child
 - A. Ethical requirements
 - B. Basic methods
 1. Self-report
 2. Experimental methods
 3. Naturalistic observation
 4. Observation techniques, including technology
 5. Data collection over time
- III. Theory
 - A. The place of theory in the field
 - B. Classic theories and historical perspectives
 1. Freud and Erikson - psychoanalytic
 2. Watson and Skinner - learning theory
 3. Piaget and Vygotsky - cognitive
 - C. Emerging theories
 - D. Application of theory to practice
 1. Child-rearing
 2. Research
- IV. Beginnings
 - A. Genetics and genomics
 1. Ethical and moral issues

- 2. Reproductive science
- B. Prenatal development
 - 1. Conception
 - 2. Stages
 - 3. Prenatal testing
 - 4. Influences and teratology
- C. Childbirth
 - 1. Preparation for childbirth
 - 2. Customs and practices surrounding birth
 - 3. Complications around childbirth
- V. Physical Development through Ages and Stages
 - A. Physical growth
 - 1. Maturation
 - 2. Nutrition
 - 3. Disruptive factors and events
 - B. Motor development
 - 1. Skills
 - 2. Sports
 - 3. Fitness and exercise
 - C. Contemporary issues
 - 1. Child protection
 - 2. Child maltreatment
 - 3. Illness and wellness
 - 4. Sexuality
 - 5. Sexual activity
 - 6. Obesity and eating disorders
 - 7. Access to medical care and nutrition
- VI. Cognitive Development through Ages and Stages
 - A. Neuroscience
 - 1. Stages of brain development
 - 2. Techniques to study brain development
 - 3. Consequences of trauma
 - 4. Cognitive, psychosocial and cognitive implications
 - B. Classic study of cognition
 - 1. Theoretical perspectives
 - 2. Measurement of intelligence
 - C. Language acquisition theories
 - D. Language development
 - 1. Typical milestones
 - 2. Delay and intervention
 - E. Language and literacy
 - 1. Schools
 - 2. Second language instruction
- VII. Psychosocial Development through Ages and Stages
 - A. Emotional development
 - 1. Attachment

- 2. Temperament
 - B. Personality and identity
 - 1. Family and community
 - 2. Self concept and self esteem
 - 3. Identity and culture
 - 4. Economic status
 - C. Social skills development
 - 1. Relationships with others
 - 2. Self regulation
 - 3. Gender roles
 - 4. Sexual orientation
 - 5. Achieving adulthood
 - D. Moral and spiritual development
- VIII. Exceptionality
- A. Risk factors
 - B. Identification methods
 - C. Categories/types
 - D. Intervention and community resources
 - E. Schools and teams of professionals
 - F. Impact on social well-being of the child and the family
 - G. Consequences on development through the ages and stages of childhood and adolescence

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