

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD2000
CHILD DEVELOPMENT III

HOURS: 45

CREDITS: 3

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: _____

COURSE DESCRIPTION:

Child Development III focuses on the following areas: attachment and bonding, temperament, peer relationships, self concept, self-esteem, emotional development and prosocial behaviour of young children. The relationship of these factors to the overall social development of the young child is examined.

COURSE OUTLINE REVISED: JUNE, 1995

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CHILD DEVELOPMENT III

UNITS

UNIT 1

The learner will demonstrate an understanding of theories and research regarding attachment and bonding during infancy and the implications for the socialization of the child.

UNIT 2

The learner will be able to recognize the effect of temperament on the social and emotional development of the young child.

UNIT 3

The learner will demonstrate an understanding of the factors which contribute to the emotional well being of pre-school children.

UNIT 4

The learner will be able to recognize the development of self-concept in young children and know the role of the adult in supporting self-esteem.

UNIT 5

The learner will be able to identify developmental patterns in the peer relationships of young children.

UNIT 6

The learner will be able to, identify and facilitate prosocial behaviour.

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Unit One: The learner will demonstrate an understanding of theories and research regarding attachment and bonding during infancy and the implication for the socialization of the child.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Attachment theories.
2. Attachment process - Adult to child.
3. Attachment process - Child to Adult.
4. Differences in quality of attachment.
5. Factors affecting the formation of attachments eg. obstetrical procedures, institutionalization, hospitalization during infancy, medical complications.

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Unit Two: The learner will be able to recognize the effect of temperament on the social and emotional development of the young child.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Theories and research on temperament (eg. temperament as a biological theory of personal development),
2. Temperament types and behaviour differences.
3. Interrelationship of temperament and environment on personal development (eg. parent child dynamics).
4. Assessing temperament characteristics in young children.

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Unit Three: The learner will demonstrate an understanding of the factors which contribute to the emotional well being of pre-school children.

Objectives: Upon successful completion of this unit the learner will be able to:

1. The development of emotions in young children, (eg. fears, anxiety, sympathy humour) and factors that affect it.
2. Development of aggressive behaviour.
3. Types of aggressive behaviour.
4. Factors which influence aggressive behaviour in young children eg. TV, parenting styles, group care, sex role, ages.
5. Role of the adult in supporting children's well being.

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Unit Four: The learner will be able to recognize the development of self-concept in young children and know the role of the adult in supporting self-esteem.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Definition of self-concept, self-esteem, self-image.
2. Developmental patterns of self-esteem.
3. Sex-role concepts.
4. Environmental factors that influence the development of self-concept eg. societal expectations, parental expectations, television.
5. Adults role in promoting the development of self-esteem.

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Unit Five: The learner will be able to identify developmental patterns in the peer relationships of young children.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Significance of peer relationships in the socialization of young children.
2. Developmental patterns in peer relationships from birth to age eight.
3. Factors affecting play behaviour of children eg. age, sex, temperament, socio-economic background.
4. Adults role in facilitating the development of peer relationships.

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Unit Six: The learner will be able to identify and facilitate pro-social behaviour.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Definition of pro-social behaviour.
2. Research on altruism, egocentrism, helping behaviour.
3. Developmental patterns of pro-social behaviour.
4. The adults role in promoting the development of pro-social behaviour in young children.