

# **PSY2082 Child Psychology II**

## **Course Syllabus**

### **COURSE REQUIREMENTS**

Child Psychology II is an advanced course. Students taking this course must have taken PSY1082. This course is a prerequisite for PSY3082.

### **COURSE DESCRIPTION**

This course will heighten the perception of development throughout a person's lifespan. A perusal of conditions and maladies common in children will be studied. This course delineates the behaviors demonstrated by children which can indicate a disorder of some sort. Treatments for the behaviors and disorders will be considered.

You will expand awareness about children with exceptionalities. Inclusive educational practices for children with disabilities will be investigated. You will acquire techniques to support an effective classroom while including students with special needs. Escalating your comprehension and cognizance of various disorders common to children will be probed.

### **LEARNING OBJECTIVES**

This course will aid the student in identifying a possible problem with a child by informing the student to signs common to various disabilities. Implementing intervention strategies that will benefit the child as well as the entire classroom will be achieved. The student will master an awareness of the stages of development typical at various ages. By the end of this course, all students should:

- Become conversant with common disorders and exceptionalities
- Discover community resources and referrals for children and families
- Deliberate and be equipped to execute intervention strategies
- Craft or refashion the surroundings for the child
- Institute and preserve positive relationships with the family
- Comprehend how to partake in effective planning for inclusive classrooms
- Understand the traits of exceptional children

### **ATTENDANCE**

Attendance is mandatory for all students. Excellent attendance is imperative for mastery and application of the information dispensed. Whether you are sitting at a desk in a classroom or attending via Skype, your attendance is vital to your success. Late arrivals are distracting and disrespectful. Please refrain from being tardy. Grades will be affected by absences and tardiness. Participation in class is a prerequisite. You learn from lectures, discussions and presentations.

### **CLASSROOM BEHAVIOR**

Students are expected to treat all persons with respect. We should all conduct ourselves in a courteous and responsible manner. Be considerate, you can disagree, don't insult.

Please set all your electronic devices to silent during class so as not to be a disturbance to others in the class.

## **TUTORIAL ASSISTANCE**

We maintain an open-door policy for our students. We are absolutely willing to discuss any matter that may arise during the course. If you have any questions, problems, or need help with the course material, we urge you to reach out as soon as the issue arises. If you want to contest a grade, you must do so within 48 hours and put it in writing. Please ask your student advocate for help. If you do not have a student advocate send an email to: [tutordept@usilacs.org](mailto:tutordept@usilacs.org).

## **NON-DISCRIMINATORY STATEMENT**

All students regardless of age, race, gender, religion, physical disability, class, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially via email at: [hr@usilacs.org](mailto:hr@usilacs.org).

## **DRESS CODE**

For students enrolled who are attending in a classroom or via Skype, please be sure you are dressed modestly and respectfully. Please refer to [www.merriam-webster.com/dictionary/business%20casual](http://www.merriam-webster.com/dictionary/business%20casual). NO short shorts or skirts. Avoid low-cut tops. We want to present ourselves in a dignified manner at all times.

## **NETIQUETTE**

- Always read through all the comments of the class before responding. This will avoid duplicating comments or questions asked.
- Avoid language that could be offensive. All profanity is strictly prohibited. Remember that using all caps when replying online signifies shouting. This would be rude and combative.
- Be sensitive to the fact that there will be fellow students from all parts of the world with many differing backgrounds and languages. Remember that slang and idioms will most likely be misconceived and/or misinterpreted. These should be avoided.
- Respect others views or opinions.
- Be thoughtful of the privacy of others. Ask permission before sharing email addresses or other personal information.
- Do not forward inappropriate material such as: virus warnings, chain letters, jokes, etc. The sharing of pornographic material is strictly prohibited.
- Use good spelling and grammar. Avoid using texting shortcuts.
- Strive to compose your comments in a positive, supportive and constructive manner at all times.

Any of these offenses will be dealt with by the school disciplinary committee.

## **ADA ACCOMMODATIONS**

All reasonable accommodations will be provided for students with disabilities. Any student attending USILACS who needs an accommodation due to a chronic challenge (i.e. blindness, deaf or hard of hearing, mobility issues, psychological, or learning disability), register with:

USILACS Registrar's Office  
1221 Brickell Ave.  
Miami, FL 33131  
1-305-330-2202  
[registrarsoffice@usilacs.org](mailto:registrarsoffice@usilacs.org)

## **ACADEMIC DISHONESTY/CHEATING**

We encourage collaborating with others, either in person or online, to study and learn. When you complete your assignments or your exams, however, the wording has to be your own.

Plagiarism is the theft of someone else's work and ideas. You are permitted to cite or even quote someone else, however, you must properly cite them. There are two accepted ways of doing this. They are known as Modern Language Association (MLA) or American Psychological Association (APA). You can visit [www.citationmachine.net](http://www.citationmachine.net) for help in correctly citing information.

As a school that strives to maintain high moral standards, we strongly caution our students to be ethical and honest. Endeavor to be honest in conducting yourself in regard to any coursework you accomplish or exams you may take. Cheating is a dishonest practice.

## **REFERENCE MATERIALS**

The vast majority of textbooks are outdated by the time they are published. USILACS education programs are not based upon outdated printed textbooks. USILACS programs are based on the most accurate and reliable knowledge available; specifically, up-to-date vetted internet-based information.

For those who would like some reference or Internet search recommendations, we would recommend the following.

(2014) Improving early child development with words: Dr. Brenda Fitzgerald at TEDxAtlanta. (Video)  
Intro to Neurodevelopment Disorders  
Neurodevelopmental Disorders: Sufficient and Necessary Causes  
Neurodevelopmental Disorders: What is autism spectrum disorder?  
Neurodevelopmental Disorders: What is Tourette's?  
(2008) Forms and Causes of Childhood Disorders. Andrea Barkoukis, M.A.,  
Natalie Staats Reiss, Ph.D., and Mark Dombeck, Ph.D.

(2008) Treatment of Oppositional Defiant Disorder. Andrea Barkoukis, M.A.,  
Natalie Staats Reiss, Ph.D., and Mark Dombeck, Ph.D.

## **MINIMUM REQUIRED SUPPLIES**

All students will need all of the following:

- Computer with camera, microphone, and speakers.
- Skype installed on the computer with an active Skype account.
- Internet
- Printer
- Notebook paper
- Pens/pencils

If the student does not have a computer or internet, there will be some available for use at the school in the computer lab.

## **GRADING SYSTEM**

There will be three tests throughout the course. Each test will count for 33.3% of the final grade.

Grade	Percentage	Grade Point
A+	99	4.0
A	97	3.8
A-	94	3.7
B+	89	3.3
B	85	3.0
B-	81	2.7
C+	77	2.3
C	73	2.0
C-	69	1.7
D	66	1.0
F	59	0.0

All students must earn at least a “D” in order to pass the class.

## **ASSIGNMENTS**

### *Resource File and Project-*

Create a resource file to have on hand to offer suggestions to parents of children with special needs. Pick one organization near you that works with children of special needs. Visit the website, visit the center or office, interview an employee or manager. Present your findings to the class. Your presentations should be no longer than five minutes.

### *Create or Adapt a Learning Activity for a child with special needs-*

Make a game or toy, a learning activity, for a child with special needs. You pick the age and the special need. Explain and demonstrate how to use it and what the child can learn from it. How was it adapted?

*Observation of a student or classroom of those with special needs-*

Observe a class or group of children with special needs. Write a paper on your observation. What did you see? What did you think about it? Were there any techniques that you learned from your observation? This paper should be at least 2,000 words in length.

## **WEEKLY ASSIGNMENTS**

<b>Week 1</b>	Overview of course and coursework Piaget's Stages of Cognitive Development
<b>Week 2</b>	Normal child development
<b>Week 3</b>	Abnormal development and most prevalent disorders
<b>Week 4</b>	Major Depressive Disorder <i>Resource file and project due</i>
<b>Week 5</b>	<i>Video review and Exam</i>
<b>Week 6</b>	Personality Disorder
<b>Week 7</b>	OCD & ASD
<b>Week 8</b>	ADHD <i>Create or adapt a learning activity due</i>
<b>Week 9</b>	<i>Video review and Exam</i>
<b>Week 10</b>	ODD & Conduct Disorder
<b>Week 11</b>	Referral system & diagnosis
<b>Week 12</b>	Treatment & Inclusive Classrooms <i>Observation due</i>
<b>Week 13</b>	<i>Video review and Final exam</i>