

BRIERCREST

PSY 607 Child Development Winter 2019

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Course Dates: Feb 25 - Mar 1, 2019

3 Credit Hours

COURSE DESCRIPTION

This course surveys the stages of child development from infancy until adolescence. Included will be a consideration of the bio-psycho-social-spiritual influences in child development. Special attention will be given to childhood disorders and treatment.

COURSE INTEGRATION

This course provides an understanding of development that is foundational for any work with children, adolescents or adults. It aims to create an awareness of the maturation processes in the context of attachment, from how we connect and relate to ourselves, our family system, our community and our God.

COURSE TEXTS

Crain, William. *Theories of Development: Concepts and Application*. NJ: Prentice Hall
(note that the 6th Edition (2010) is the most recent (375 pages), but you can use any edition for the purposes of this course)

MacNamara, D. (2016). *Rest Play Grow*. Vancouver, BC: Aona Books (306 pages)

Neufeld, G. & Mate, G. (2013; updated version). *Hold On To Your Kids*. Toronto, ON: Vintage Canada (352 pages)

Movies:

Inside Out (2015). (Will be referred to on Feb 27th; can be watched before or time will also be made during classtime on Feb 26th.)

Recommended:

We will be looking at a few excerpts in class from the following books, but you will be provided with these readings as you need them.

Manning, Brennan (1997, 1990). *The Ragamuffin Gospel*. England: Alpha.

Olthuis, James H. (2001). *The Beautiful Risk*. MI: Zondervan. [Chapter 3]

Vanier, Jean (1998). *Becoming Human*. NJ: Paulist Press.

Students are expected to refer Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <http://briercrest.ca/current/seminary/academics/important-documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

By the end of this course, each student should:

- 1) learn an integrative developmental paradigm;
- 2) have a working knowledge of the factors of attachment, vulnerability and maturation, especially as they apply to children and adolescents;
- 3) be able to evaluate and assess the needs of children and adolescents, including level of risk and crises management;
- 4) learn and apply interventions using the factors of attachment, vulnerability and maturation in working with children and adolescents.

COURSE OUTLINE AND CONTENT

Date	Topic	Reading/Viewing/Assignment due
Mon, Feb 25 9:00 am to 4:45 pm	Helping Children Flourish Maturation processes Defense system	<i>Crain: Theories of Development</i> <i>MacNamara: Rest, Play, Grow</i> <i>Neufeld: Hold on to your Kids</i> Reading Responses
Tues, Feb 26 8:30 am to 5:45 pm	The Roots of Attachment The development of attachment Viewing of Inside Out	<i>Selections from Manning, Vanier and Olthuis (to be provided)</i>
Wed, Feb 27 8:30 am to 4:45 pm	The Science of Emotion The role of emotion in development	Inside Out (movie response)
Thurs, Feb 28 8:30 am to 4:45 pm	Stuckness and Childhood Problems A look at childhood disorders through a developmental lens	
Fri, Mar 1 8:30 am to 11:00 am	The Healing Nature of Play Creating a context for connection Softening defenses The therapeutic role of play	

ASSIGNMENTS***Pre-Course Assignments:*****Course readings:**

All readings (Crain, MacNamara and Neufeld) to be completed before the first day of class (Feb 25, 2019).

Reading responses to course texts: Feb 25, 2019 20%

Submit a response for Crain text, *Theories of Development* (2-3 pages), MacNamara book, *Rest Play Grow* (1-2 pages), and Neufeld book, *Hold On To Your Kids* (1-2 pages). To be included in this response is a synthesis of the material presented, and your own personal response to the material.

Mid-Course Assignments:

Class responses: due in class each day 5%

You will be asked to briefly reflect on the class material at the end of each day, including highlights, key learnings, and an opportunity to pose any questions that were stirred up. There will be space made in the class time for you to complete this.

Movie Response: Inside Out Feb 27, 2019 10%

The movie *Inside Out* (2015) brings to light the vital role of emotion in a child's life. After watching the movie, share your reflections with how this material integrates with your own understanding of emotion, including the role of sadness. You can draw from cultural messages and experiences within your own family system.

[suggested length: 2 to 3 pages]

Participation/Contribution 10%

Post-Course Assignments:

Insights Paper Mar 29, 2019 15%

Apply your learnings on maturation, vulnerability and attachment to your own journey. How might these insights impact your experience working with others? How will it impact how you see yourself, and how you see others?

[suggested length: 2 to 3 pages]

Creative Application Assignment Apr 12, 2019 15%

For this assignment, you can choose something from the world around you [eg. YouTube clip, TED talk, television show, movie, article, book (novel or children's book), cartoon, observation from nature, etc.] and apply it to something you have learned from this class (or the other way around!).

Write a paper describing how this ties into the course material and/or how it illustrates a certain dynamic; you can also include how this might impact or influence your work with children.

[suggested length: 3 to 4 pages]

Case study (child)

Apr 26, 2019

25%

You will be given a case study of a child.

Part 1: Using the course material as a guideline (making sure to include consideration of maturation, vulnerability and attachment), describe what you see.

Part 2: Using these observations, how might you work with this child? (Include possible approaches and ideas, with reasoning to support your suggestions.)

[max. length: 6 pages]

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

Students are expected to attend 100% of each modular for which they register. If this is impossible, arrangements must be made with the course professor. A maximum of 1 full day of class can be foregone. Students should request to withdraw from the course or move the course to an audit if additional time is missed.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or illness who may need academic accommodations should discuss them with the course instructor after contacting the Student Success Centre in person (Room #215), by telephone (1-306-756-3230) or by email (studentsuccesscentre@briercrest.ca).