

# BRIERCREST

## PSY 607 Child Development Winter 2024

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Course Delivery Format: online

Online Synchronous Course Dates:

Orientation: **February 22, 2024 at 4 pm CST (1 hour)** - [note that this orientation will be recorded but we encourage you to come in person if at all possible]

Course: **May 27-31, 2024**

Online Asynchronous Course Dates (Neufeld Intensive I): February 22 through May 16, 2024

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

Neufeld Intensive I: Making Sense of Kids online course (2010); 20 hours of lectures in video format, with supporting written and audio material provided through the Neufeld Virtual Campus.

*(Note: this will be the foundational "textbook" for this course. The \$200 student fee for this will be charged to the student account for payment.)*

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

**Movie:**

Inside Out (2015). (Will be referred to on May 28<sup>th</sup>; come prepared to discuss in small groups.)

**Recommended:**

Beach, H. & Strijack, T. (2020). *Reclaiming Our Students*. Vancouver, BC: Page Two.

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

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

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/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**

<b>Date</b>	<b>Topic</b>	<b>Reading/Viewing/Assignment due</b>
<b>Thurs, Feb 22 4 pm CST</b>	<b>Neufeld Intensive I begins online ORIENTATION CLASS ONLINE</b>	
Thurs, Feb 29	Session 1: Distinctives Session 2: The Maturation Factor	forum response forum response
Thurs, Mar 7	Session 3: The Emergent Process Session 4: The Adaptive Process	forum response forum response

Thurs, Mar 14	Session 5: Adaptation & Aggression Session 6: The Integration Process	forum response forum response
Thurs, Mar 21	Session 7: The Tempering Effect Session 8: The Vulnerability Factor	forum response forum response
Thurs, Mar 28	Session 9: Vulnerability & Maturation Session 10: The Attachment Factor	forum response forum response
Thurs, Apr 4	Session 11: Six stage model Session 12: Attachment empowers	forum response forum response
Thurs, Apr 11	Session 13: The Alpha Dynamic Session 14: Shyness & Detachment	forum response forum response
Thurs, Apr 18	Session 15: Attachment & Maturation Session 16: Collecting our Children	forum response forum response
Thurs, Apr 25	Session 17: Bridging & Matchmaking Session 18: Compensating	forum response forum response
Thurs, May 2	Session 19: Softening Defenses Session 20: Priming Maturation	forum response forum response
<b>Thurs, May 2</b> <b>7:30 pm CST</b>	<b>ONLINE SESSION:</b> <b>Intensive Q&amp;A and Case Study Prep</b>	
Thurs, May 16		<b>Case Study #1 due</b>
<b>Mon, May 27</b> <i>9 am to 2 pm CST</i>	<b>Helping Children Flourish</b> Maturation processes Defense system Development of Attachment	<i>Crain: Theories of Development</i>
<b>Tues, May 28</b> <i>9 am to 2 pm CST</i>	<b>The Science of Emotion</b> The role of emotion in development	<b>Inside Out (prep for discussion)</b>
<b>Wed, May 29</b> <i>9 am to 2 pm CST</i>	<b>Stuckness and Childhood Problems</b> A look at childhood disorders through a developmental lens	
<b>Thurs, May 30</b> <i>9 am to 2 pm CST</i>	<b>The Healing Nature of Play</b> Creating a context for connection Softening defenses The therapeutic role of play	



short paper (2-3 pages) to go along with your project describing how it ties into the course material and reflecting on what the process was like for you. You can also include how this might impact or influence your work with children. *(We will also have an online class June 14th to share these projects. If you choose to present your project at this online class, the accompanying paper is not required. More information to be provided in class.)*

*[suggested length: 2 to 3 pages]*

### Insights Paper

July 26, 2024

10%

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]*

### Case study #2

July 26, 2024

25%

You will choose a child or youth for this case study, and include the following:

**Background:** Provide some background information, including presenting concern (maximum one page; can be in note form).

**Part 1:** Using the course material as a guideline, 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.)

**Reflection:** Share a window (about a paragraph) into what the process of writing this case study was like (e.g., challenges, surprises).

*[suggested length: 6 - 8 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***

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

### ***Modular Courses***

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### *Online Courses*

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### *Semester-Based Courses*

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

### *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*

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [Seminary Calendar](#). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

***Academic Accommodations***

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email ([arc@briercrest.ca](mailto:arc@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).