I. COURSE DESCRIPTION

The effects of family and home environment on the development of children are examined. Current trends in the family, the impact of society on the family and the child, as well as the influence of values on family interactions are explored.

As Psychology professionals, we recognize that reactions to trauma come in many forms. The content of this course, and discussions about trauma from different perspectives, may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

MAJOR INSTRUCTIONAL GOALS:

GOAL A:
The student will demonstrate an understanding of an ecological systems approach to child development.

Learning Outcomes: The student will:

A-1 Name the various parts of the system (micro, meso, exo, and macrosystem).
A-2 Give examples of various parts.
A-3 Describe how the parts interact.

GOAL B:
The student will demonstrate an understanding of risk and resilience.

Learning Outcomes: The student will:
B-1 Define risk, opportunity, vulnerability and resilience.
B-2 Give examples of each concept in B-1.

GOAL C:
The students will understand families and family dynamics.

Learning Outcomes: The student will:

C-1 Define a family from a legal and experimental position.
C-2 Explain the roles/functions of the family especially as it relates to children within the family.
C-3 Describe various types of families and how family structure and function have changed over time.
C-4 Describe how child factors such as birth order, gender, temperament, prematurity and developmental disabilities/illness effect child outcomes.
C-5 Identify how child outcomes are affected by parental characteristics such as, negative developmental history, psychological problems, drug/alcohol use, and age of parent (e.g. adolescence).
C-6 Explain the effect of poverty, divorce, death, conflict between parents and other situational factors on child outcomes.
C-7 Describe four parenting styles and their outcomes.

GOAL D:
The student will understand factors in the micro-system other than family that impact development.

Learning Outcomes: The student will:

D-1 Describe the impact of peers and social status (e.g. rejection) on development.
D-2 Explain the role of day care and schooling in development.
D-3 Identify community agencies that support family functioning.
D-4 Describe how family interface with these institutions affects the child.

GOAL E:
The student will demonstrate understanding of the macro-system’s impact on development.

Learning Outcomes: The student will:

E-1 Describe societal attitudes toward children that are reflected in laws and
social programs (e.g. child welfare, victimization)

E-2 Explain the impact of media such as advertising, TV and movies on development.
E-3 Identify societal values such as independence and materialism, and describe their impact (negative or positive) on development
E-4 Explain how economic structures and work life effect families and their ability to raise children.

GOAL F:
Because of current issues related to families that impact development.

Learning Outcomes: The student will:

F-1 Describe the trend of grandparents raising their grandchildren.
F-2 Identify other issues in current literature.

GOAL G:
The student will use appropriate written and oral communication skills

Learning Outcomes: The student will:

G-1 Communicate information orally in a logical and grammatical manner.
G-2 Present written information using standard APA style.