I. COURSE DESCRIPTION

This course focuses on physical, cognitive, and social/emotional development in middle childhood. Attention is also given to development immediately preceding and following this phase of development.

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.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A: The student will demonstrate an understanding of the significance of this stage of development in relationship to other stages.

Learning Outcomes: The student will be able to:

A-1 Describe infancy, toddlerhood and early childhood as a precursor to this stage.
A-2 Explain the effect of middle childhood development on adolescence.

GOAL B: The student will show understanding of significant milestones of development during this stage.

Learning Outcomes: The student will be able to:

B-1 Describe physical changes including early onset of puberty late in this stage.
B-2 Identify cognitive changes during this stage with the 5 to 7 shift to concrete operations.
B-3 Describe changes in language including the development of reading and writing skills.
B-4 Identify psychosocial changes including Industry vs. Inferiority, friendships (popular vs. rejected), multi cultural issues, conflict and pro-social behavior.
B-5 Describe moral development in this stage.

GOAL C: The student will demonstrate knowledge of factors that influence development including both hereditary and environmental factors.

Learning Outcomes: The student will be able to:

C-1 Describe familial influence including instilling of values and provision of support.
C-2 Identify community and neighborhood influences.
C-3 Explain the role of peers in development.
C-4 Identify the impact of schooling and school achievement on development including issues such as the K to 1 and Grade 3 to 4 transitions.
C-5 Describe influences of society at large including violence, TV, computers, and their impact on development.
C-6 Identify factors that put a child during this stage at risk, and factors that would promote resiliency.

GOAL D: Understand the role that psychological and physical trauma plays in middle childhood development.

Learning Outcomes: The student will be able to:

D-1 Explain the role and impact adverse childhood experiences have on mental, physical, and socioemotional health.
D-2 Identify factors that promote resilience in children’s development, particularly in middle childhood.
D-3 Discuss ways to integrate a trauma-informed approach into areas in which children are treated and cared for, including families, education, and health care.
D-4 Discuss how culture impacts an individual's exposure to, understanding of, and response to trauma over a lifespan.

GOAL E. The student will demonstrate ability to observe and assess children at this stage.

Learning Outcomes: The student will be able to:
E-1 Observe and record findings.
E-2 Distinguish between observable behavior and inference.
E-3 Draw inferences from observations.

**GOAL F:** Use appropriate written and oral communication skills.

**Learning Outcomes:** The student will:

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