

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

City College of New York

2021

Introduction to Human Development: Infancy and Childhood

Hawai Kwok
CUNY City College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/cc_oers/283

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu

Introduction to Human Development: Infancy and Childhood - PSY 24600

Fall 2021 - PSYCHOLOGY 24600 - Sections E1H, E6H, E2-E5

Lectures: Mon & Wed: 2:50-3:40pm – Synchronous On-Line /NAC - 0/201

Recitations: Mon or Wed: 12:30-1:20pm or 1:30-2:20pm or 3:55pm-4:45pm

Instructor: <u>Hawai Kwok</u>	Lectures – Zoom and NAC- (E1H&E6H) 0/201	TA: <u>TBA</u> E1H, E2, E3 Mon
Office: TBA Zoom Link	Mon and Wed	email
kwok@ccny.cuny.edu	2:50-3:40pm	TA: <u>TBA</u> E4, E5, E6H Wed
Office Hour Mon 4pm-5pm & by appt		Email

Welcome to Psychology of Infancy and Childhood! I look forward to introducing you to the captivating subject of psychology during one's most crucial developmental stages. It is a course that will allow you to not only learn about the theories but also the effects of environmental factors on neurological and psychological growth. We will also delve into the groundbreaking theories of Rousseau, Freud, Piaget, Vygotsky, Montessori, Erikson, and Ainsworth. You will learn about the physical, cognitive, moral, social-emotional development, and the power of attachment. In the process, you will see the theoretical application to our world (e.g., child-rearing practices, day-care, and education). Research on the developmental ramifications of children born during periods of deprivation and political unrest and the consequences of neglect and trauma will be discussed. The course is divided into units, one in which we learn about foundational theories and reviewing empirical research.

Expectation: Attendance will be mandatory for lectures and recitations. You will be responsible for all the materials presented in class and readings. You are expected to monitor all of the work on Blackboard frequently and stay in touch with your TA if you have any questions. You are welcome to schedule an appointment with me via email if you are not available during my office hours. Please read this syllabus, for it provides the guidelines of what is expected. In addition to quizzes, there will be two paper assignments. Students will learn how to use their reasoning and analytic skills to compare and contrast theories of development, relate them to their own experiences and observations, and describe the main limitations of each theory.

This course meets New York State Office of Alcohol and Substance Abuse Services (OASAS) requirements for 12 hours of Section II - Theories of Human Development and the Relationship to Substance Abuse (classes 3-6, 14-15, 19-20, 23-34, 27-28) in the Accredited CASAC-T Educational program. This course will also examine the impact of parental substance abuse on infancy and childhood development, particularly how substance abuse affects human growth and development.

OER Text Paris, Ricardo, Raymond (2019). *Child Growth and Development*, College of the Canyons
<https://open.umn.edu/opentextbooks/textbooks/child-growth-and-development>

Expectations: You are required to behave respectfully with maturity in this class. Anything less will NOT be tolerated. This is a scholarly setting. Do not use profanity or any offensive language in writing or speech. When someone has the forum to speak, everyone else should be actively listening.

Correspondence: I should be copied on all email correspondence with your TA. It should be professional and grammatically correct.

Absences: It is your responsibility to retrieve what you missed from classmates. Lectures will not be recorded.

Blackboard: All assignments and pertinent information for this course will be communicated through links to this course on Blackboard. To log on to Blackboard you must first register your CUNY Portal account at <http://portal.cuny.edu> If you are having any problems with logging on, contact Help Desk at NAC 1/505, 212-650-7878. You must check your CCNY email frequently. Students experiencing technical difficulties should immediately contact the Help Desk.

Emails or CUNYFirst Issues? Contact servicedesk@ccny.cuny.edu 212-650-7878 Resetting password: reset.cuny.cuny.edu

- Late students are very disruptive. Try not to be late.
- Because we meet for only 14 weeks, you will be permitted 4 emergency absences (this includes recitation).
- The allowed absences are considered emergency excused absences – no notes or emails are required. So please reserve them for emergencies.

Grade: Two paper assignments (25 pts each ~5 pages each) Details on Bb	50pts
Nine quizzes given randomly during lectures (3 question/2pts each)	48pts
CCNY / Colin Powell School Event - Via Email	2pts
SONA Research Participation – Extra credit	5pts

Review the CCNY's [Academic Calendar](#)

Introduction to Human Development: Infancy and Childhood - PSY 24600

Fall 2021 - PSYCHOLOGY 24600 - Sections E1H, E6H, E2-E5

Lectures: Mon & Wed: 2:50-3:40pm – Synchronous On-Line /NAC - 0/201

Recitations: Mon or Wed: 12:30-1:20pm or 1:30-2:20pm or 3:55pm-4:45pm

<p>Kwok MAIN LECTURES Mondays & Wednesdays Schedule (2:50-3:40pm)</p> <p>Meeting ID:</p>
<p>Recitations Mondays</p> <p>Meeting ID:</p>
<p>Recitations Wednesdays</p> <p>Meeting ID:</p>

<p>Week 1 –Introduction – Why this class? Recitation – Introduction, Syllabus review</p>
<p>Week 2 –The Developing Brain Recitation – Sharapova, 2018 - Marijuana Neuropsychological</p>
<p>Week 3 – The Developing Brain - Prenatal Development Recitation – Review</p>
<p>Week 4 – The Developing Brain – Teratogens – Development Disorders Recitation – Young, 2019 - Self-Report Marijuana Use</p>
<p>Week 5 –Locke & Rousseau Recitation – Subramoney, 2018 - Alcohol Development</p>
<p>Week 6 –Gessell, Piaget - Vygotsky Recitation – England, 2015 - Nicotine Electronic Intake</p>
<p>Week 7 – Piaget, Vygotsky - Kohlberg Recitation – Fact Sheet Drug Policy</p>
<p>Week 8 – Freud Psychopathology Recitation – Jacques, 2014 - Pregnancy Cannabis Myths</p>
<p>Week 9 – Erikson Recitation – Review</p>
<p>Week 10 – Bowlby- Ainsworth-Harlow Recitation – Chang, 2016 - Meth, Tobacco, White Matter</p>
<p>Week 11 – Bowlby-Ainsworth-Harlow Recitation – Larson, 2019 - Opioids, Cog & Behavioral Impact</p>
<p>Week 12 – Montessori Recitation – Behnke, 2013 - Short Long Term, Drug Exposure</p>
<p>Week 13 – Maslow Recitation – Das Eiden, 2002 - Alcohol Attachment</p>
<p>Week 14 – Identity / Clark-Lecture Recitation – Cataldo, 2019 - Drug Abuse, Biopsychosocial</p>
<p>Last day of classes – Last day to take a W</p>

Introduction to Human Development: Infancy and Childhood - PSY 24600

Fall 2021 - PSYCHOLOGY 24600 - Sections E1H, E6H, E2-E5

Lectures: Mon & Wed: 2:50-3:40pm – Synchronous On-Line /NAC - 0/201

Recitations: Mon or Wed: 12:30-1:20pm or 1:30-2:20pm or 3:55pm-4:45pm

SONA Research Participation = 5pts Choose my class 'PSY246 Sec -- Fall 2021' (-- represents your section)
https://ccny.sona-systems.com/student_new_user.aspx

Quizzes	48	Research Paper	25
Reflection Paper	25	CCNY Event	2

Total possible points = 100 points
Extra Sona Credit up to 5 credits = 5pts

A+: ≥95% B+: 85-89% C+: 75-79% D : 60-69%
A : 93-94% B : 83-84% C : 73-74% F : < 60%
A-: 90-92% B-: 80-82% C-: 70-72%

All of the directions for the assignments are on Bb - please read it!

Blackboard quizzes: There will be 8 quizzes (6 pts each) given randomly during lectures.

Research paper – topic of your choice: anything to do with development

Extra Credit = 5 pts – SONA Credit

Getting to know Blackboard

Where to Start: All of the assignments (discussion board postings, SafeAssignments) will be divided into units (e.g. week 7, week 8 and so forth). Each week all of the required work will be posted in the Syllabus & Work tab. Within each unit, directions for what, where, when, and how to post will be clearly described. Some of the work will require you to go into SafeAssignment, a plagiarism software. Hover your mouse over the assignment title and it will allow you to submit. Work plagiarized will not be graded. If you wait until the last minute to do your work and you have issues with your computer or internet, it will count as a late submission. All assignments are due by 11:59pm of the due date. There is ONE tab to navigate your work

Accommodations: Students who have a documented disability and need special accommodations must first register with Student Disability Services. AccessAbility Center, North Academic Center Room 1/218, • P I 212-650-5913

Academic Dishonesty

Dishonesty **WILL NOT BE TOLERATED** in this course in any guise. Dishonesty includes, but is not limited to, (1) plagiarism: using another's words, ideas, or paraphrases and implying that they are your own; (2) cheating: using hidden notes or examining another person's responses in order to answer questions on a checkup or test; (3) ringers: having another person fulfill your assignment (e.g., homework, reasoning exercise, laboratory, quiz, paper, or test). In this course, it is very important that you avoid plagiarism when completing your paper assignments. To help you in understanding what plagiarism is and how to avoid it, please read the guide provided by CUNY's provost, dean, and student affairs offices: web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf

One recurring issue of academic dishonesty concerns the term papers. Each of the questions asked of you in a term paper must be answered in your own words. You are not permitted to quote other sources. Moreover, when writing a term paper, you should have no contact with other sources, including the course textbook. The recommended approach is to read the textbook or other source before completing the assignment, close it, and then write the paper without opening it again. In this way, all of the words will be yours. Also, avoid using any sources on the web for completing your paper assignments.

Any cases of academic dishonesty that I uncover on any assignment in this course will be dealt with strictly: A faculty report on the dishonest student will be filed with the Office of the Academic Integrity Official; the student will be given an F for the assignment and possibly also for the class. Please consult CUNY's policy on academic integrity for further information:

http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html

Introduction to Human Development: Infancy and Childhood - PSY 24600

Fall 2021 - PSYCHOLOGY 24600 - Sections E1H, E6H, E2-E5

Lectures: Mon & Wed: 2:50-3:40pm – Synchronous On-Line /NAC - 0/201

Recitations: Mon or Wed: 12:30-1:20pm or 1:30-2:20pm or 3:55pm-4:45pm

ADDITIONAL READINGS

(posted on Blackboard)

Drug Fact Sheet: https://www.dea.gov/factsheets?field_fact_sheet_category_target_id=All&page=0

- Behnke, M., Smith, V.C., Committee on Substance Abuse, Committee on Fetus and Newborn (2013) Prenatal Substance Abuse: Short- and Long-term Effects on the Exposed Fetus American Academy of Pediatrics, 131(3), e1009.
- Cataldo, I., Azhari, A., Coppola, A., Bornstein, M.H., and Esposito, G., (2019). The Influences of Drug Abuse on Mother-Infant Interaction Through the Lens of the Biopsychosocial Model of Health and Illness: A Review *Frontiers in Public Health*, 7(45).
- Chang, L., Oishi, K., Skranes, J., Buchthal, S., Cunningham, E., Yamakawa, R., Hayama, S., Jiang, C.S. (2016). Sex-Specific Alterations of White Matter Developmental Trajectories in Infants with Prenatal Exposure to Methamphetamine and Tobacco *JAMA Psychiatry*, 73(12): 1217-1227.
- Das Eiden, R., Edwards, E.P. and Leonard, K. E. (2002). Mother–infant and father–infant attachment among alcoholic families. *Developmental Psychopathology*, 14, 253-278.
- England, L.J., Bunnell, R.E., Pechacek, T.F., Tong, V.T., McAfee, T.A. (2015). Nicotine and the Developing Human: A neglected Element in the Electronic Cigarette Debate, *American Journal of Preventative Medicine* 49(2). 286-293.
- Jaques, S.C., Kingsbury, A., Henshoke, P., Chomchai, C., Clews, S., Falconer, J., Abdel-Latif, M.E., Feller, J.M., Oei, J.L., (2014), *Journal of Perinatology*, 34, 417-424
- Larson, J.J., Graham, D.L., Singer, L.T., Beckwith, A.M., Terplan, M., Davis, J.M., Martinez, J., Bada, H.S. (2019), Cognitive and Behavioral Impact on Children Exposed to Opioids During Pregnancy, *Pediatrics*, 144(2).
- Sharapova, S.R., Phillips E., Siroccob, K., Kaminskic, J.W., Leebc, R.T., Rolleaa, I., (2018). Effects of Prenatal Marijuana Exposure on Neuropsychological Outcomes in Children Aged 1-11 Years: A Systematic Review *Paediatric Perinatal Epidemiology*, 32(6), 512-532.
- Subramoney, S., Eastman, E., Adnams, C., Stein, D.J., Donald, K.A. (2018). The Early Developmental Outcomes of Prenatal Alcohol Exposure: A Review. *Frontiers in Neurology*, 9(1108).
- Young-Wolff, K.C., Sarovar, V., Tucker, L-Y., Conway, A., Alexeeff, S., Weisner, C., Armstrong, M.A. Goler, N., (2019). Self-reported Daily, Weekly, and Monthly Cannabis Use Among Women Before and During Pregnancy. *JAMA*, 2(7): e196471

Accessibility & Campus Resources

At City College, we strive to make classes accessible to every student, regardless of any disability (visible or non-visible; physical, cognitive, emotional, or learning) or any other special circumstances (such as a medical, personal, or housing emergency; family responsibilities; financial difficulties; legal difficulties; or immigration status) that may affect your ability to attend class and complete the coursework. Please speak to your professors in office hours or via email early in the semester or as soon as you're aware that you may need accommodations.

In addition, City College offers resources to students in a wide range of circumstances. Please share this information with your friends and classmates at CCNY! We want all students to succeed and to take advantage of all the support the college has to offer.

Please let your other professors know if you have registered with the AccessAbility Center/Student Disability Services (AAC/SDS) or have any **special needs, learning differences, or medical conditions** that may affect your coursework so that we can make the appropriate accommodations. If you believe you may need an accommodation, please do get in touch with the AAC/SDS. You can reach the AccessAbility office through their Zoom virtual front desk (<https://ccny.zoom.us/j/116151245>)

If you need a **computer, tablet, or wi-fi**, you can request them through an online form (https://portal.ccnycuny.edu/depts/oit/cuny_loaner/login.php). You can also contact the iMedia Center via email (imedia@ccny.cuny.edu) or via phone, Monday-Friday 9am-3pm (646-558-8656; wait for the voice prompt to end; enter meeting ID 212-650-5480 and the # sign).

If you have any questions or concerns about your **immigration status** or that of your family members, please consult the CCNY Immigration Center for free and confidential advice via phone (212-650-6620) or email (meetu.dhar@ccny.edu).

Introduction to Human Development: Infancy and Childhood - PSY 24600

Fall 2021 - PSYCHOLOGY 24600 - Sections E1H, E6H, E2-E5

Lectures: Mon & Wed: 2:50-3:40pm – Synchronous On-Line /NAC - 0/201

Recitations: Mon or Wed: 12:30-1:20pm or 1:30-2:20pm or 3:55pm-4:45pm

If, for any reason, you are struggling with *personal issues, anxiety, depression, or stress*, there are a number of resources on campus.

The Student Counseling Center in the Health and Wellness Center provides remote counseling that is free and confidential to students. You can contact them via phone (212-650-8222), email (counseling@ccny.cuny.edu), or their Zoom virtual front desk (<http://ccny.zoom.us/j/2126508222>). They also have links to a number of resources on their website (<https://www.ccny.cuny.edu/counseling>).

The Colin Powell School offers free, confidential peer mentoring with trained graduate students on issues of stress management and self-care. To sign up, simply send an email (peernavigationccny@gmail.com) or sign up online (<https://calendly.com/peernavigation/calendar?month=2020-10>).

If you are dealing with *food insecurity*, please visit Benny's Food Pantry in the Hoffman Lounge on the first floor of the NAC. The pantry is open even during the pandemic. To gain access on weekdays, just call 212-650-8844.

If you are facing an *emergency shortage of funds*, please email Ms. Charlene Darbassie (cdarbassie@ccny.cuny.edu) or Dean Andy Rich (arich@ccny.cuny.edu) in the Colin Powell School Dean's Office. They will tell you how to apply for an emergency grant. Applying is quick and easy.

If you are experiencing or have experienced *domestic violence* or *violence that is sex-based, gender-based, or sexuality-based*, or if you are experiencing or have experienced *discrimination because of gender, sex, sexuality, race, ethnicity, language, religion, disability, or other reasons*, please report it to Diana Cuzzo in the Office of Affirmative Action, Compliance, and Diversity via email (dcuzzo@ccny.cuny.edu) or phone (212-650-7330). For a confidential discussion of these and related issues, please contact Sophie English via email (senglish@ccny.cuny.edu) or phone (212-650-8905).

If you are struggling in any of your classes, don't hesitate to get extra *academic support*. Just make an appointment with the Academic Resource Center (www.ccny.cuny.edu/sssp/tutoring-arc) or email Garri Rivkin (grivkin@ccny.cuny.edu) in the Colin Powell School office of Academic Support Services.

The CCNY Writing Center (www.ccny.cuny.edu/writing) offers individualized *writing support* to all students.

To receive information and support about securing *internships* and planning for your *post-college career*, please contact Debbie Cheng (dcheng@ccny.cuny.edu) and Ashif Hassan (ahassan@ccny.cuny.edu) in the Colin Powell School Dean's Office. Also, take a look at the new Career Handbook that their office has created to help you start thinking about career and professional development (<https://www.ccny.cuny.edu/colinpowellschool/career-and-professional-development>).

For a continually updated list of *other pandemic-related resources throughout New York City*, please see this online document: <https://docs.google.com/document/d/1sg5wJgKU9dUqmt62IGqxtWVccHSRUCChUrBBm3upvH8/edit?ts=5e792358#>

For *advising*, contact the Colin Powell School Advising Office (<https://www.ccny.cuny.edu/colinpowellschool/office-academic-advisors>). At their website, you can make a virtual appointment with one of the advisors or you can find their email addresses so you can send them a message.