

Charter Oak State College Examination Program

Child Developmental Psychology

Description:

The test was developed to enable the awarding of college credit to students who wish to demonstrate mastery of content knowledge equivalent to that which is learned in a full semester college psychology course in Child Development. The topics found on this exam cover the changes in humans from conception through late childhood and ending at the start of adolescence.

The student should demonstrate a knowledge, understanding, and application of the sources of developmental change from biological, cognitive and psychosocial perspectives. The test contains 100 multiple-choice items.

Listed below are the topics covered by the exam. Percentages indicate the emphasis placed on the topics and reflected in the number of items directed towards this content area.

Content Outline:

- I. Introduction to the Concepts and Methods of Child Development (10%)
 - A. The study of child development
 - B. Nature-nurture controversy
 - C. Discontinuous versus continuous development
 - D. The scientific method
 - E. Research methods
 1. Experimental
 2. Quasi-experimental
 3. Correlational
 - F. Research designs
 1. Cross-sectional
 2. Longitudinal
 - G. Birth cohort

II. Theories (9%)

- A. Psychoanalytic theory
 - 1. Psychosexual theory - Sigmund Freud
 - 2. Psychosocial theory - Erik Erikson
- B. Behavioral theory
 - 1. Classical conditioning – Ivan Pavlov
 - 2. Operant conditioning – B.F. Skinner
 - 3. Social learning theory - Albert Bandura
- C. Cognitive-developmental theory - Jean Piaget
- D. Sociocultural theory - Zone of proximal development - Lev Vygotsky
- E. Ecological theory – Urie Bronfenbrenner

III. Prenatal Development (12%)

- A. Conception
- B. Genetic transmission
 - 1. Genes and chromosomes
 - 2. Genotype and phenotype
 - 3. Dominant and recessive genes
- C. Prenatal stages of development
- D. Genetic counseling and prenatal testing
- E. Teratogens and fetal abnormalities
 - 1. Down Syndrome
 - 2. Fetal Alcohol Syndrome

IV. The Newborn (5%)

- A. Apgar rating
- B. Physiological states
- C. Basic reflexes of the newborn
- D. Perceptual abilities (vision, taste, smell, hearing, touch)

V. Physical Growth (6%)

- A. Proximodistal and cephalocaudal growth
- B. Growth norms
- C. Physical development
- D. Developmental milestones
- E. Nutrition and health: Malnutrition

VI. Cognition (Infants and Toddlers) (8%)

- A. Sensorimotor stage of cognitive development - Piaget
 - 1. Assimilation
 - 2. Accommodation
 - 3. Schemes
- B. Habituation
- C. Object permanence
- D. Cross-modal perception

- E. Deferred imitation
- VII. Language Development (7%)
 - A. Beginning of speech
 - B. Holophrases
 - C. Overextension
 - D. Holographic speech
 - E. Theories of language development
 - 1. Language acquisition device - Noam Chomsky
 - 2. Learning theory (imitation and reinforcement)
 - F. Motherese (Parentese)
- VIII. Cognitive Development (Preschool Years) (8%)
 - A. Preoperational stage of cognitive development - Piaget
 - 1. Conservation
 - 2. Centration
 - 3. Egocentrism
 - 4. Classification
 - 5. Development of number concepts
 - B. Play
 - 1. Rough and tumble
 - 2. Sociodramatic play
- IX. Psychosocial Development (Infancy and Preschool) (12%)
 - A. Attachment theory - Bowlby
 - B. Harry Harlow and contact comfort
 - C. Development of emotions
 - D. Temperament and personality development
 - E. Separation anxiety
 - F. Siblings and birth order
 - G. Gender development
 - 1. Gender identity
 - 2. Gender constancy
 - H. Parenting styles
- X. Physical Development (Middle Childhood/School Years) (5%)
 - A. Normal physical growth and development
 - B. Obesity
 - C. Developmental psychopathology
 - 1. Inclusion with exceptional children
 - 2. Learning disabilities
 - 3. Attention deficit hyperactivity disorder
- XI. Cognition (Middle Childhood/School Years) (10%)
 - A. Concrete operations stage of cognitive development - Piaget
 - 1. Reversibility

- 2. Object identity
- B. Storage and retrieval strategies and memory - Metacognition
- C. Intellectual development
 - 1. Measurement of intelligence
 - 2. Influences of IQ scores
- D. Theories of intellectual development
- E. Creativity and talented learners
- F. Mental retardation

XII. Psychosocial Development (School Years) (8%)

- A. Self-esteem
- B. Social comparison
- C. Peer relationships
 - 1. Dominance hierarchies
 - 2. Characteristics of friendships
- D. Family structure
 - 1. Blended families
 - 2. Latchkey children
- E. Schooling
 - 1. Self-efficacy effect
 - 2. Teacher expectancy effect

Learning Outcomes:

Listed below are the learning outcomes tested by this examination and the percentage of questions addressing each outcome.

Knowledge (remembering previously learned material): 49-50%

Comprehension (grasping the meaning of material): 26%

Application (using information in concrete situations): 22%

Analysis (breaking down material into its parts): 2-3%

Sample Questions:

- 1) Which of the following are known to jointly affect our behavior and are topics studied in Child Development?
 - a) Experience and society.
 - b) Parents and the scientific world.
 - c) Genetics and environment.
 - d) Families and society.

- 2) Piaget divided children's cognitive development into how many stages?
 - a) 2
 - b) 3
 - c) 4
 - d) 5

- 3) The difference between a low-birth-weight infant and a small-for-gestational-age infant is that a:
- a) Low birth weight infant is always born prior to 38 weeks after conception.
 - b) Low birth weight infant weighs less than 6.5 pounds at birth.
 - c) Small-for-gestational-age infant weighs 90 percent of the average weight of infants of the same gestational age.
 - d) Small-for-gestational-age infant is always born prior to 38 weeks after conception.
- 4) Growth that proceeds from head to toe refers to which type of pattern?
- a) Cephalocaudal
 - b) Proximodistal
 - c) Hierarchical
 - d) Disproportionate
- 5) A child who is developing like other average children is able to reach toward her favorite rattle held out by her mother with some degree of precision. The age of this child is approximately:
- a) 10 days.
 - b) 1 month.
 - c) 4 months.
 - d) 6 months.
- 6) You hear a baby repeatedly say "ba ba ba ba" over and over. This is an example of
- a) Cooing.
 - b) Babbling.
 - c) Telegraphic speech.
 - d) Overextension.
- 7) The positive emotional bond that develops between a child and caregiver is known as
- a) Symbiosis.
 - b) Bonding.
 - c) Attachment.
 - d) Contact comfort.
- 8) Sarah is a twelve-year-old who receives a score of 48 on Binet's original intelligence test. A score of 48 is also the average score of ten-year-old children. According to Binet, Sarah's mental age would be:
- a) 10.
 - b) 8.
 - c) 14.
 - d) 12.
- 9) The process whereby certain brain functions are located more in one hemisphere than in the other hemisphere is called:
- a) Lateralization.
 - b) Localization.

- c) Myelinization.
 - d) Hemispherization.
- 10) The phenomenon of mistreated children growing up to become abusive or neglectful parents themselves is called:
- a) Intergenerational transmission.
 - b) Neglectful transmission.
 - c) Abusive transmission.
 - d) Maltreatment transmission.
- 11) The argument about the relative impact of genetics and environment on development is known as:
- a) Social construction idea debate.
 - b) Nature/Nurture debate.
 - c) Critical/Sensitive period debate.
 - d) Myths/Facts debate.
- 12) A change in height, weight, or number of vocabulary words is an example of:
- a) Qualitative change.
 - b) Quantitative change.
 - c) Interaction.
 - d) Intervention.
- 13) The theoretical perspective that is concerned with the observable behavior of individuals is the _____ perspective.
- a) Psychoanalytic.
 - b) Ethological.
 - c) Contextual.
 - d) Learning.
- 14) The process by which male and female gametes combine to form a single-celled zygote is known as:
- a) Cloning.
 - b) Fertilization.
 - c) Meiosis.
 - d) Mitosis
- 15) The APGAR Scale is used primarily for:
- a) Immediate assessment of the newborn.
 - b) Fetal heart rate measurement.
 - c) Behavioral assessment at one year.
 - d) Weighing the newborn.

Study Tips:

Look for a textbook that has a student study guide or workbook that corresponds to the textbook. The activities and exercises found in these supporting materials or available to you in an on-line

site are useful supporting a deeper level of learning in addition to helping prepare for a comprehensive examination.

If you are more of a visual learner, investigate college and public libraries for DVD's that focus on child development to supplement what you are reading about in the textbooks. Finally, the internet abounds with thousands of text and visual materials related to the domains of child development. Websites devoted to specific theorists or developmental perspectives can enrich your understanding.

In general, you should expect to spend about the same amount of time preparing for this exam as you would experience if you were taking a three-credit college level course in Child Development. You should consider preparation to average around 145 to 180 hours. Setting up a regular time during the week to read and study is an approach that works well for many. Others find that forming a study group that meets on a regular basis to discuss the material in a particular chapter or unit not only enhances their learning through discussion but keeps them on track!

References:

The following textbooks contain information on the topics covered by the examination. Some textbooks arrange the content in the chronological order of development. For example: you will find the table of contents chapters that are labeled physical development of infants, cognitive development of infants and psychosocial development of infants. Other textbooks authors prefer to use a topical approach. For example: you will see in the table of contents the topic *language development*. The authors using this approach will cover language development from conception to the end of childhood. Most undergraduate college students prefer a text that is organized using a chronological framework.

Feldman, Robert S. (2011) *Child Development*, 6th Edition (or Latest Edition), Prentice Hall, NJ
ISBN-10: 0205253547
ISBN-13: 978-0205253548

Berk, Laura E. (2013) *Child Development*, 9th Edition (or Latest Edition), Allyn & Bacon, Boston, MA
ISBN-10: 0205149766
ISBN-13: 9780205149766

Santrock, John W. (2012) *Children*, 12th Edition (or Latest Edition), McGraw-Hill Higher Education, USA
ISBN-13 9780078035128

References for Further Reading

Berk, Laura E. & Meyers, Adena B. (2015) *Infants and Children: Prenatal Through Middle Childhood*, 8th Edition, Allyn & Bacon, Boston, MA
ISBN-13: 978-0133936728

ISBN-10: 0133936724

Boyatzis, Chris J & Junn Ellen N, Annual Editions: Child Growth and Development 2014, 21st Edition, McGraw-Hill Education, USA
ISBN-13: 978-1259182679

Papalia, Diane E., Olds, Sally Wendkos, Gross, Dana, & Feldman, Ruth Duskin (2003) Child Development: A Topical Approach and Making the Grade CD ROM, 1st Edition, McGraw-Hill Humanities/Social Sciences/Languages, USA
ISBN-13 9780072829419
ISBN 10: 0072829419

Santrock, John W (2012) Children, 10th Edition, McGraw-Hill Education, USA
ISBN-13: 978-0078035128
ISBN-10: 0078035120

Internet Resources

<http://www.nacd.org/> (The National Academy for Child Development)

<http://americanpregnancy.org/while-pregnant/fetal-development/> (Fetal Development – American Pregnancy.Org)

<http://www.visembryo.com/baby/index.html> (The Visible Embryo, provides a description of prenatal development)

www.psychology.sunysb.edu/attachment/online/richters_waters.pdf (Paper on Attachment and Socialization)

Answers to sample questions:

- | | | |
|-------|-------|-------|
| 1 . c | 6. b | 11. b |
| 2 . c | 7. c | 12. b |
| 3. c | 8. a | 13. d |
| 4 . a | 9. a | 14. b |
| 5 . c | 10. a | 15. a |