

SIMON FRASER UNIVERSITY

S.74-100

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE
STUDIES

Subject NEW COURSE PROPOSAL - PSYCHOLOGY
451-5

Date JULY 26, 1974

MOTION: "That Senate approve, as set forth in S.74-100
the new course proposal for Psychology 451-5 -
Psychology of Infancy."

If the above motion is approved:

MOTION: "That Senate waive the normal two semester time
lag requirement in order that Psychology 451-5
may be first offered in the Spring semester 1975."

SIMON FRASER UNIVERSITY

S.74-100

MEMORANDUM

To SENATE

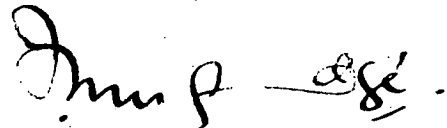
From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject

Date July 26, 1974

At its meeting of 25th June, the Senate Committee on Undergraduate Studies considered the attached proposal for Psychology 451-5: the Psychology of Infancy. The Committee recommends approval of the course as outlined in the attached documentation.

Should the course be approved, the Committee also recommends waiver of the normal two semester time lag requirement so that the course may first be offered in the Spring semester, 1975.



I. Mugridge

:ams

att.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar InformationDepartment: PsychologyAbbreviation Code: Psyc Course Number: 451 Credit Hours: 5 Vector: 0-5-0Title of Course: Psychology of Infancy

Calendar Description of Course:

Human development from conception to about two years of age.

Nature of Course SeminarPrerequisites (or special instructions): Psychology 350-3 or 351-3What course (courses), if any, is being dropped from the calendar if this course is approved: None2. SchedulingHow frequently will the course be offered? Once a yearSemester in which the course will first be offered? 75-1Which of your present faculty would be available to make the proposed offering possible? Dr. Jean E. Koepke, Assoc. Prof., Dr. Elinor W. Ames, Assoc. Prof.3. Objectives of the Course

The objective of this course is to help the student gain a comprehensive knowledge of human development in the first two years of life and at the same time a greater appreciation of the developmental process itself.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty NoneStaff NoneLibrary NoneAudio Visual NoneSpace NoneEquipment None5. ApprovalDate: March 25, 1974 June 17, 1974

R. Baker
Department Chairman

W. C. A. (Mee)
Dean

Chairman, SCUS

Proposal for Seminar in The Psychology of Infancy

Psychology 451-5: Psychology of Infancy

Human development from conception to about two years of age.

(0-5-0)

Prerequisite: Psych 350-3 or 351-3.

Course Outline: see attached course outline.

Major Additional Resources: See list of relevant resource books and journals at the end of the course outline.

Relation to Other Courses

The proposed course is designed to help the student gain a comprehensive knowledge of human development in the first two years of life and at the same time a greater appreciation of the developmental process itself. It would build on the introduction to infant development provided by the prerequisite survey course in child psychology (Child Psychology: 351-3). This course surveys the literature of child psychology from birth to preadolescence and as such includes an introductory section on infancy.

The literature on development in infancy, however, is much broader than could possibly be covered in such a general survey course and is increasing rapidly. At present infancy is one of the most active research areas in developmental psychology. That "the growth of research on infants over the past 60 years has been prodigious" (p. 288) is asserted by Kessen, Haith and Salapatek in the introduction to their chapter, "Human Infancy", in Carmichael's Manual of Child Psychology, 1970. Brackbill writes that "the enormous growth in the amount of research in infant behavior" (p.vii) was a factor stimulating publication of her exhaustive bibliography, Research in Infant Behavior, 1967. At the same time infancy is also an area of increasing interest to the public as can be seen by the increased demand for infant day care programs and the increased interest in preventative action focusing on the very young child.

Behavioural development in infancy is primarily the province of psychologists since educators have seldom concerned themselves with children

so young. Thus, the responsibility for disseminating information about early development rests mainly with psychologists. At present this information is not presented in any breadth or depth in any other course at SFU. A 400-level course in infancy would fill this gap and provide students who are planning to work with infants their only opportunity at SFU to gain a broad knowledge of infant development.

The proposed course differs from the present seminar in Developmental Psychology (450-5) in that it is designed to provide a broad coverage of a specific subject matter area, infancy. This contrasts with Psychology 450 which has traditionally been devoted to an in-depth analysis of a selected topic with the topic free to vary widely from semester to semester. Even when the topic did fall within the area of infancy, it represented a very specialized topic in the area, e.g. the early development of imitation, or attachment, etc. A much broader coverage of infant development would be presented in the proposed course so that the student could gain a wider, more integrated knowledge of this area. The title, "Psychology of Infancy", is proposed because this would clearly reflect the subject matter of the course and as such could be useful both in the educational planning and on the transcripts of students hoping to go on to work with young children, e.g. as infant day care workers, etc.

The aim of the proposed course is to help the student gain a comprehensive working knowledge of the area of infancy through the interaction of reading, discussion, and direct observation. Field trips to a newborn nursery and an infant day care center are planned as well as observation of infants in the family and/or laboratory setting. This could best be done in a seminar course which permits considerable discussion and individualized instruction, and which also makes large blocks of time available. Furthermore, field trips such as those planned would only be feasible with small groups. Thus, this course is proposed as a 5-hour seminar.

Need For Such a Course

Recent enrollments indicate that there is a need for a second 400-level course within the broad area of development. Demand for the present seminar in Developmental Psychology (450-5) has been increasing over the past three years such that it was given once in 1971, twice in 1972, three times in 1973 and again in 74-1. Furthermore, the demand was so great in 73-3 that a second section had to be added. That there is an interest in infant development specifically is suggested by the fact that in the last few semesters the topic of 450 has most often involved some aspect of infant development. Thus, there appears to be sufficient student interest in seminars in the area of development, and specifically in infant development, to warrant adding the proposed course to the departmental offerings.

Audience

The proposed course should be of special interest to prospective infant day care workers, preschool teachers, nurses and other medical personnel, as well as to all those who plan to raise families. It should be attractive to students majoring in education as well as in psychology, since many of the former take the prerequisite course in child psychology.

Instructor: Jean E. Koepke

A copy of my curriculum vitae is available. I have been interested in early development and infancy throughout my career and have been involved in research with human infants ever since coming to Simon Fraser University.

Frequency of Offering

Once per year.

Staffing

During my absence Dr. Ames will be able to give the proposed course.

Equipment

No special or new equipment would be required.

Course Outline (as it would be given to students)

Psychology 451-5: Psychology of Infancy

Recommended text: Smart, M.S., & Smart, R.C. Infants: Development and relationships. New York: Macmillan, 1973.

In this course we will study the development of the human being from conception through about the first two years, the period commonly thought of as infancy. We will be concerned with learning about the specifics of development in this period and gaining a greater appreciation of the developmental process itself.

As a basic resource for this period we will read and discuss the paperback book Infants: Development and Relationships by Smart and Smart, which presents an interesting and comprehensive description of infancy. This will be supplemented with additional selected readings, student presented papers on topics of personal interest, field trips to a newborn nursery and infant day care center, pertinent films and videotapes, and direct observation of infants. It is hoped that through the interaction of reading and direct experience each member of the seminar will gain a comprehensive working knowledge of infant development.

Major Topics to be Considered

1. Prenatal development and birth

- a. Physical development including sex differences
- b. Factors affecting prenatal development
- c. Birth and surrounding circumstances

2. Early infancy

- a. The neonate
- b. Interaction of physical development and learning
- c. Perceptual development
- d. Social development
- e. Sex differences

2.

3. Ways in which the infant comprehends and interacts with his environment

- a. Cognitive development
- b. Development of imitation
- c. Language development
- d. Sex differences

4. Ways in which the infant relates to people

- a. Development of attachment
- b. Play and peer relations
- c. Sex differences
- d. Behavior problems

5. The developmental process: Theoretical viewpoints and considerations

Major Additional Resources

Major Resource Books

- Ambrose, A. Stimulation in early infancy. New York: Academic Press, 1969.
- Baldwin, A.L. Theories of child development. New York: Wiley, 1967.
- Bower, T.G.R. Development in infancy. San Francisco: Freeman, 1973.
- Bowlby, J. Attachment and loss. Vol. 1. Attachment. London: Hogarth, 1970.
- Bowlby, J. Attachment and loss. Vol. 2. Separation anxiety and anger. London: Hogarth, 1973.
- Brackbill, Y. (Ed.) Research in infant behavior: A cross-indexed bibliography. Baltimore: William & Wilkins, 1964.
- Brackbill, Y. (Ed.) Infancy and early childhood: A handbook and guide to human development. New York: Free Press, 1967.
- Brackbill, Y., & Thompson, C.G. (Eds.) Behavior in infancy and early childhood: A book of readings. New York: Free Press, 1967.
- Cohen, L., & Salapatek, P. (Eds.) Infant perception. New York: Academic Press, 1974.
- Foss, B.M. (Ed.) Determinants of infant behaviour. London: Methuen, 1961-1969. 4 vols.
- Frank, L.K. On the importance of infancy. New York: Random House, 1966.
- Gibson, E.J. Principles of perceptual learning and development. New York: Appleton-Century-Crofts, 1969.
- Maccoby, E.E. (Ed.) The development of sex differences. Stanford: Stanford University Press, 1966.
- Mussen, P.H. Carmichael's Manual of Child Psychology (3rd ed.) New York: Wiley, 1970. 2 vols.
- Piaget, J. Play, dreams, and imitation in childhood. New York: Norton, 1962.
- Piaget, J., & Inhelder, B. The psychology of the child. New York: Basic Books, 1969.
- Rutter, M. Maternal deprivation reassessed. Hammondsworth: Penguin, 1972.

- Schaffer, H.R. (Ed.) The origins of human social relations. New York: Academic Press, 1971.
- Sluckin, W. (Ed.) Early learning and early experience. Hammondsworth: Penguin, 1971.
- Stevenson, H.W., Hess, E.H., & Rheingold, H.L. (Eds.) Early behavior: Comparative and developmental approaches. New York: Wiley, 1967.
- Straub, B., & Hellmuth, J. (Eds.) Exceptional Infant. Vol. 1. The normal infant. Seattle: Special Child Publications, 1967.
- Vulliamy, D.G. The newborn child. (3rd. ed.) London: Churchill Livingstone, 1972.
- Wachler, D., & Peters, D. (Eds.) Early childhood: The development of self-regulatory mechanisms. New York: Academic Press, 1971.
- White, B.L. Human infants: Experience and psychological development. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Major Journals

Advances in Child Development and Behavior

American Journal of Orthopsychiatry

Biology of the Neonate (formerly Biologia Neonatorum)

Child Development

Developmental Psychology

Genetic Psychology Monographs

Human Development

Journal of Child Psychology and Psychiatry

Journal of Experimental Child Psychology

Journal of Genetic Psychology

Merrill-Palmer Quarterly (Papers from the annual Merrill-Palmer conference on Research and Teaching of Infant Development are published in one issue each year)