

WILMINGTON UNIVERSITY
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
BASIC COURSE INFORMATION:

COURSE TITLE: Children and Families in Context

COURSE NUMBER: ~~PSY~~ 4

COURSE DESCRIPTION:

Families have a powerful influence on individual development. This course examines effects on adolescents and adults from family contexts through the lens of bioecological theory. Various levels of systems and processes are investigated through application of global contemporary family situations and issues.

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,

COURSE OBJECTIVES:

GOAL A

Students will demonstrate an understanding of the bioecological theoretical approach to studying adolescent and adult development.

LEARNING OUTCOMES: Students will:

- A-1 Identify key terms related to systems (microsystem, mesosystem, exosystem, and macrosystem) and processes (process, person, context, and time) of Bronfenbrenner's bioecological theory.
- A-2 Provide descriptions and examples for each system and process.
- A-3 Describe how bioecological theory is applied to understanding adolescent and adult development.
- A-4 Analyze similarities and differences across cultures in the U.S. and globally.
- A-5 Explore various career paths that require an understanding of adolescent and adult development in family contexts.

- D-3 Evaluate the impact of peers and social competency on development.
- D-4 Assess the role of early education and school experiences on later development.
- D-5 Analyze how variations in community characteristics influence development.

GOAL E

Students will understand various mesosystem and exosystem influences and how they impact adolescent and adult development.

LEARNING OUTCOMES: Students will:

- E-1 Analyze typical mesosystem (interactions among microsystems) influence adolescent and adult development.
- E-2 Assess the impact of family-school partnerships on adolescent development.
- E-3 Analyze how relationships among nuclear and extended family affect adolescent and adult development.
- E-4 Evaluate ways that parental workplaces may influence adolescent and adult development.

GOAL F

Students will demonstrate an understanding of ways that macrosystems impact adolescent and adult development.

LEARNING OUTCOMES: Students will:

- F-1 Analyze how public policy affects adolescent and adult development.
- F-2 Analyze ways that the media might influence development.
- F-3 Examine ways that variations in culture impact adolescent and adult development.
- F-4 Examine how socioeconomic factors influence adolescent and adult development.
- F-5 Examine factors related to religiosity or spirituality and their influence on adolescent and adult development.

GOAL G

Students will use appropriate written and oral communication skills.

LEARNING OUTCOMES: Students will:

- G-1 Appraise the needs of the audience and then speak in a clear and succinct manner.
- G-2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.
- G-3 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
- G-4 Exhibit competence in writing for specific purposes, diverse audiences, and genres.

G-5 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.