

PSY 24600: Introduction to Human Development: Infancy and Childhood (Spring 2025)

Lectures: Online Asynchronous

Instructor: Chen Li (cli1@ccny.cuny.edu)

Office Hours: Fri 9:00am – 10:00am via [Zoom](#) or by appointment

TA: Mariana Espinosa-Polanco (mespinosapolanco@ccny.cuny.edu)

TA Office Hours: Fri 2:00pm – 3:00pm via [Zoom](#) or by appointment

*This syllabus is subject to further change or revision, as needed, to successfully fulfill the educational goals of the course. Necessary revisions will be announced in class or on Brightspace with fair prior notice.

Welcome to Psychology of Infancy and Childhood! This course is going to cover one of our most crucial developmental stages (fun stuff)! We will discuss theories relating to cognitive, physical, and social/emotional development, environmental influences, and biological growth. We will get the chance to explore different theorists, such as Rousseau, Freud, Piaget, Vygotsky, Montessori, Erikson, and Ainsworth. We will read several research studies and critically analyze them to better understand their results alongside their limitations. And finally, we will get the chance to reflect on our own experiences and everyday observations using this knowledge. I hope to make you all critical thinkers, so that the next time you see a child walk past you, you will have the skills and tools to dissect their behavior and actions. It is also my hope that through this course, you will learn more about yourself and find real-world applications for the topics we discuss.

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 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.

Course Outcomes:

By the end of this course, students should be able to:

- Demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles relating to infancy and childhood.
- Identify major theorists and their theories.
- Use reasoning and analytical skills to compare and contrast these theories of development.
- Describe the main limitations of these theories.
- Identify and apply course concepts to everyday life.
- Effectively analyze a research paper for its aim, methods, results, discussions, and limitations.

Texts:

- ***How Children Develop*** 5th Edition by Robert S. Siegler, Jenny Saffran, Nancy Eisenberg, Judy S. DeLoache, Elizabeth Gershoff, & Campbell Leaper. ISBN-13: 978-1319014230
- **Required CASAC articles:** posted on Brightspace, under Content.

Brightspace:

The Brightspace system will be regularly used in this course. An electronic version of this syllabus, assignments, readings and other pertinent information for this course will be communicated on Brightspace. To log on to Brightspace, 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 in NAC 1/505,

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servicedesk@ccny.cuny.edu, or 212-650-7878. Students experiencing technical difficulties should immediately contact the Help Desk. Please do not email through Brightspace, instead directly email me at cli1@ccny.cuny.edu.

Course Process Overview:

Please note that this course operates entirely asynchronously. I will be holding optional office hours weekly, during which you can join me to ask questions or seek clarification on any assignments, readings, etc. The TA will also be holding optional weekly office hours. Each week, please follow these steps in the specified order:

1. Complete the reading assignment for the week.
2. Watch the assigned videos for the week.
3. Complete the quiz for the week.
4. Participate in the weekly discussion on Brightspace.
5. Review the learning goals for the week, and ensure they are met. Redirect any questions or concerns to me or the TA promptly using the contact methods listed in the headings.
6. Submit any assignments (if due).

Module Objectives:

Module objectives for the week will be posted every Monday morning. These goals are designed to establish clear and specific targets as you engage with the readings. Following these objectives will give you a sense of direction by outlining what should be mastered each week. Consider them as benchmarks for monitoring your progress; if you can articulate the goal successfully, that's excellent. If you find it challenging, I recommend reviewing the readings again or reaching out to me for assistance.

Attendance:

Attendance is mandatory. Starting from 01/27, students must **“attend”** all lectures. However, since the course is fully asynchronous, attendance cannot be simply measured by physical presence. Instead, attendance will be assessed based on your participation in the weekly discussions and quizzes on Brightspace. All students are allowed three absences (considered emergency excused absences—meaning no notes or emails are required). After three absences (without explanations/documentation), your grade will decrease. Please note that CUNY policy allows for a WU grade to be given for excessive absences. If you accrue excessive absences before the last day to withdraw, you can opt to withdraw with a W grade instead of a WU (which converts to an F grade). Please speak to me if you are considering this alternative. **Although no documentation is required for emergency excused absences, please reach out to me or the TA so we can discuss any necessary adjustments to deadlines.**

Late Submissions:

All assignments for each week must be completed by the week's end, which is **Sunday at 11:59 p.m.** This includes readings, discussions, and homework/essay assignments. My advice is to pace yourself; avoid

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rushing, but also refrain from leaving everything until the last minute, as you won't be able to accomplish everything in a short period of time. Here are my suggestions for scheduling: complete the reading assignments and watch the videos on Monday or Tuesday, participate in the weekly discussions and quizzes on Brightspace on Wednesday or Thursday, and submit any assignments to Brightspace by Sunday.

Any plagiarized work will receive a score of 0. If you wait until the last minute to complete your work and encounter submission issues, it will still be considered a late submission. All assignments, discussions, and low-stakes quizzes are due promptly by 11:59 p.m. Late submissions for assignments and discussions will incur a 20% penalty per day. For example, if you submit your assignment one day late, you will receive a maximum of 80% of the available points for that assignment/discussion. After four days, no credit will be awarded. **No late credit will be given for low-stakes quizzes. If you do not complete a low-stakes quiz by the deadline, you will automatically forfeit your points.** Please note that I am always willing to make accommodations when necessary, but it is your responsibility to reach out in a timely manner.

Email - how to get in contact with me:

If you have any questions or need clarification (regarding the technology we use, assignments, due dates, my lectures, the reading, etc.), please get in touch with me so I can assist you. Here's how you can reach me:

1. Send me an email at cli1@ccny.cuny.edu. All emails will be responded to within 48 hours. Please note that emails sent after 8 pm on Fridays, over the weekend, or during a break/holiday will be responded to on the following Monday or the next business day. When sending emails, please maintain professionalism and ensure you properly identify yourself in the email and subject heading.
2. Join office hours using this [Zoom link](#). I will be holding weekly office hours via Zoom every Friday from 9:00am to 10:00am.
3. Schedule an individual appointment with me for a meeting. Please email me with some availability, and I will work on finding a time slot that works for both of us.

You can also get in touch with the TA. Her email is mespinosapolanco@ccny.cuny.edu. **Please cc me in your email to the TA.**

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Grading Policy:

Your final grade for this class will be determined as followed:

| | |
|--|-----|
| Theory Comparison #1 | 3% |
| Theory Comparison #2 | 3% |
| CASAC Article Critique | 3% |
| Reflection Assignment | 3% |
| Discussion Boards (15 total – 3% each) | 45% |
| Low Stake Quizzes (13 total – 1% each) | 13% |
| Final Exam | 30% |

Your grade will then be converted from a percentage to a letter grade according to the following scale:

| | | | |
|-----------|-----------|-----------|----------|
| A+ ≥ 97% | B+ 85-89% | C+ 75-79% | D 60-69% |
| A 93-96% | B 83-84% | C 73-74% | F < 60% |
| A- 90-92% | B- 80-82% | C- 70-72% | |

Grade Breakdown:

Theory Comparison #1 (due 3/16/25, 11:59pm): Compare and contrast Piaget and Vygotsky. **Do not summarize their theories (you will not receive points for summarizing)**. Instead, reflect and discuss how the two theorists are similar and different, your thoughts on them, and whether you agree or disagree with their ideas. You can choose to critique through comparisons with present-day scenarios and personal life events. There is no right or wrong answer. This writing exercise should be in a Word document, a minimum of 1 page, in Times New Roman, 12-point font, and double spaced. Points will be deducted for sloppy contributions, if you use a different font/ font size, include extra spaces in your assignment to meet the page length requirement, and/or submit late.

CASAC Critique (due 4/6/25, 11:59pm): Critically reflect on any CASAC article. **Do not summarize the study or its methods (you will not receive points for summarizing)**. Instead, discuss what the results mean and how it relates to psychology and development as a whole. Describe at least one critique/ limitation of the study and offer at least one suggestion in response to your critique (future direction). You can talk about

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the reliability and validity of the authors' approach in answering their original question. This writing exercise should be in a Word document, a minimum of 1 page, in Times New Roman, 12-point font, and double spaced. Points will be deducted for sloppy contributions, if you use a different font/ font size, include extra spaces in your assignment to meet the page length requirement, and/or submit late.

Theory Comparison #2 (due 4/27/25, 11:59pm): Compare and contrast Montessori and any other educational approach. **Do not summarize their theories (you will not receive points for summarizing).** Instead, reflect and discuss how the two theorists are similar and different, your thoughts on them, and whether you agree or disagree with their ideas. You can choose to critique through comparisons with present-day scenarios and personal life events. There is no right or wrong answer. This writing exercise should be in a Word document, a minimum of 1 page, in Times New Roman, 12-point font, and double spaced. Points will be deducted for sloppy contributions, if you use a different font/ font size, include extra spaces in your assignment to meet the page length requirement, and/or submit late.

Reflection Assignment (due 5/15/25, 11:59pm): Consider the course material over the semester and reflect on what you wrote in your Introduction discussion. Which theorist(s) helped you understand the philosophy of your parents'/caregivers' (provide examples)? How has this impacted the kind of relationships you currently have with your parents/guardians, friends, peers, and other people in your life? How may both the positive and negative experiences you faced during your childhood continue to impact your future? And finally, how would you rear your own children in the future? Obviously, there is no right or wrong answer. Instead, I am interested in your raw reflection and elaboration in your description. This writing exercise should be in a Word document, a minimum of 1 page, in Times New Roman, 12-point font, and double spaced. Points will be deducted for sloppy contributions, if you use a different font/ font size, include extra spaces in your assignment to meet the page length requirement, and/or submit late.

Weekly Discussion post: Each week, discussion questions will be provided on Brightspace via Modules. You must post your answer to these questions by Sunday at 11:59 pm **and** engage with at least two classmates' answers by replying or responding.

Low-Stakes Quizzes: Each week, a low-stakes quiz will be provided on Brightspace. The quiz will include 3 multiple-choice questions based on the week's reading and must be completed within 10 minutes. You must take the quiz by Sunday at 11:59 p.m. No late credit will be given for the low-stakes quizzes.

Final: We will have one cumulative final at the end of the semester. The final exam will cover content presented in lectures as well as material from the textbook. In addition to multiple-choice questions, you will have the opportunity to provide short written answers. The final exam will be available on Brightspace.

Throughout the semester, there will be opportunities for extra credit. Stay tuned for more information.

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Course Schedule:

| Module | Topic(s) to be covered | To do list: |
|-------------------------|-------------------------|---|
| Module 0 — Jan 27-Feb 2 | Getting Started | <ul style="list-style-type: none">• Review module 0 content• Review syllabus• Participate in weekly discussion post: Introduce Yourself |
| Module 1 — Feb 3-9 | Introduction | <ul style="list-style-type: none">• Read Chapter 1• Watch weekly video(s)• Complete quiz 1• Participate in weekly discussion post |
| Module 2 — Feb 10-16 | Prenatal Development | <ul style="list-style-type: none">• Read Chapter 2• Watch weekly video(s)• Complete quiz 2• Participate in weekly discussion post |
| Module 3 — Feb 17-23 | The Developing Brain | <ul style="list-style-type: none">• Read Chapter 3, CASAC #1• Watch weekly video(s)• Complete quiz 3• Participate in weekly discussion post |
| Module 4 — Feb 24-Mar 2 | Developmental Disorders | <ul style="list-style-type: none">• (Re) read Chapter 2, CASAC #2• Watch weekly video(s)• Complete quiz 4• Participate in weekly discussion post |
| Module 5 — Mar 3-9 | Language Development | <ul style="list-style-type: none">• Read Chapter 6, CASAC #3• Watch weekly video(s)• Complete quiz 5• Participate in weekly discussion post |
| Module 6 — Mar 10-16 | Cognitive Development | <ul style="list-style-type: none">• Read Chapter 4 |

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| | | <ul style="list-style-type: none"> ● Watch weekly video(s) ● Complete quiz 6 ● Participate in weekly discussion post ● Submit Theory Comparison #1 |
| Module 7 — Mar 17-23 | Moral Development | <ul style="list-style-type: none"> ● Read Chapter 14, CASAC #4 ● Watch weekly video(s) ● Complete quiz 7 ● Participate in weekly discussion post |
| Module 8 — Mar 24-30 | Attachment | <ul style="list-style-type: none"> ● Read Chapter 11 ● Watch weekly video(s) ● Complete quiz 8 ● Participate in weekly discussion post |
| Module 9 — Mar 31-Apr 6 | Psychosocial Development | <ul style="list-style-type: none"> ● Read Chapters 9, 15, CASAC #5 ● Watch weekly video(s) ● Complete quiz 9 ● Participate in weekly discussion post ● Submit CASAC Critique |
| Module 10 — Apr 7-13* Spring break begins on 4/12, but you can still submit your work until 4/13. | Psychosexual Development | <ul style="list-style-type: none"> ● (Re) read Chapters 1, 9 ● Watch weekly video(s) ● Complete quiz 10 ● Participate in weekly discussion post |
| Spring Break – Apr 12-20 | | |
| Module 11 — Apr 21-27 | Education | <ul style="list-style-type: none"> ● Read supplemental reading ● Watch weekly video(s) ● Complete quiz 11 ● Participate in weekly discussion post ● Submit Theory Comparison #2 |

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|---|-----------------------|---|
| Module 12 — Apr 28-May 4 | Humanistic psychology | <ul style="list-style-type: none">● Read supplemental reading● Watch weekly video(s)● Complete quiz 12● Participate in weekly discussion post |
| Module 13 – May 5-11 | Identity | <ul style="list-style-type: none">● Read supplemental reading● Watch weekly video(s)● Complete quiz 13● Participate in weekly discussion post |
| Module 14 – May 12-15* 5/15 is the last day of class | Module 1 – 13 Review | <ul style="list-style-type: none">● Review lectures 1-13● Participate in weekly discussion post● Submit Reflection Assignment● Submit Extra Credit (optional) |

CASAC Articles (posted on Brightspace):

Evanski, J. M., Zundel, C. G., Baglot, S. L., Desai, S., Gowatch, L. C., Ely, S. L., Sadik, N., Lundahl, L. H., Hill, M. N., & Marusak, H. A. (2024). The first “hit” to the endocannabinoid system? associations between prenatal cannabis exposure and frontolimbic white matter pathways in children. *Biological Psychiatry Global Open Science*, 4(1), 11–18.

Paul, S. E., Hatoum, A. S., Fine, J. D., Johnson, E. C., Hansen, I., Karcher, N. R., Moreau, A. L., Bondy, E., Qu, Y., Carter, E. B., Rogers, C. E., Agrawal, A., Barch, D. M., & Bogdan, R. (2021). Associations between prenatal cannabis exposure and childhood outcomes. *JAMA Psychiatry*, 78(1), 64.

Roetner, J., Van Doren, J., Maschke, J., Kulke, L., Pontones, C., Fasching, P. A., Beckmann, M. W., Lenz, B., Kratz, O., Moll, G. H., Kornhuber, J., & Eichler, A. (2023). Effects of prenatal alcohol exposition on cognitive outcomes in childhood and youth: A longitudinal analysis based on meconium ethyl glucuronide. *European Archives of Psychiatry and Clinical Neuroscience*, 274(2), 343–352.

Subramoney, S., Joshi, S. H., Wedderburn, C. J., Lee, D., Roos, A., Woods, R. P., Zar, H. J., Narr, K. L., Stein, D. J., & Donald, K. A. (2022). The impact of prenatal alcohol exposure on gray matter volume and cortical surface area of 2 to 3-year-Old children in a South African birth cohort. *Alcoholism: Clinical and Experimental Research*, 46(7), 1233–1247.

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Wang, X., Cuzon Carlson, V. C., Studholme, C., Newman, N., Ford, M. M., Grant, K. A., & Kroenke, C. D. (2020). In Utero MRI identifies consequences of early-gestation alcohol drinking on fetal brain development in rhesus macaques. *Proceedings of the National Academy of Sciences*, 117(18), 10035–10044.

Submitting Late & getting to know Brightspace:

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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 (212-650-5913). Then have the office directly email me your notice, and I will grant appropriate accommodations.

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. 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

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assignment and possibly also for the class. Please consult CUNY's [policy](#) on academic integrity for further information.

Student Support Services

There are many resources available to support students at the Colin Powell School. We encourage you to speak with a Colin Powell School Academic Advisor for guidance about which might be suitable.

<https://www.ccny.cuny.edu/colinpowellschool/office-academic-advisors>, Also, consider the resources outlined below.

Accessibility & Campus Resources

At City College, we strive to make all of our 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 classes and complete 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 full 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 official accommodation, please be in touch with the AAC/SDS

(<https://www.ccny.cuny.edu/accessability>). You can reach the AccessAbility office via email (disabilityservices@ccny.cuny.edu) or through their Zoom virtual front desk (<https://ccny.zoom.us/j/9018003301?pwd=dIRQTkgxRGlUeUJQ5RXdqQ1FQUT09>).

If you need a **computer, tablet, or wi-fi**, you can request them through an online form (https://portal.ccny.cuny.edu/depts/oit/cuny_loaner/login.php). You can also contact the iMedia Center (<https://www.ccny.cuny.edu/it/imedia>) via email (imedia@ccny.cuny.edu). For other technical support, visit the Office of Information Technology in NAC 1/301 or visit their website (<https://www.ccny.cuny.edu/it/students>)

If you have any questions or concerns about your **immigration status** or that of your family members, please consult the CCNY Immigration Center (<https://www.ccny.cuny.edu/we-are-one-ccny/city-college->

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[immigration-center](#)) for free and confidential advice via phone (212-650-6620) or email (meetu.dhar@ccny.cuny.edu).

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) or email (counseling@ccny.cuny.edu). To be immediately connected with a Crisis Counselor, text CUNY to 741741. This Crisis Text Line is a free and confidential service that assists in problem solving and safety planning during moments of crisis and is available 24 hours a day, seven days a week. They also have links to a number of resources on their website (<https://www.ccny.cuny.edu/counseling>).

The Psychological Center, located in the NAC Building, 8th Floor offers a range of in-person psychological services at low cost, including individual and group psychotherapy, couple's therapy, and psychological testing. All services are confidential. To schedule a psychological screening, please call 212-650-6602 or you can go on the clinic's website <https://www.thepsychologicalcenter.org/> and click on "NEW PATIENT" to begin the process for a psychological screening.

The Colin Powell School also has a partnership with NAMI-NYC to help you if you are living with mental health challenges or if you care about someone experiencing those challenges. NAMI-NYC programs are services are available FREE of charge and you can be as anonymous as you'd like. Contact NAMI-NYC's helpline via phone (212-684-3264) or email (helpline@naminyc.org).

If you are dealing with **food insecurity**, please visit Benny's Food Pantry (<https://www.ccny.cuny.edu/bennysfoodpantry>) in the Hoffman Lounge on the first floor of the NAC.

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. You can learn more about these emergency grants online (<https://www.ccny.cuny.edu/colinpowellschool/student-emergency-fund>).

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 Sheryl Konigsberg in the Office of Affirmative Action, Compliance, and Diversity (<https://www.ccny.cuny.edu/affirmativeaction>) via email (skonigsberg@ccny.cuny.edu) , phone (212-650-6310), or in-person (Shepard Hall 109 A-D). For a confidential discussion of these and related issues, please contact Sophie English via email (senglish@ccny.cuny.edu) or phone (212-650-8905).

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The Health and Wellness Center offers resources to survivors of **gender-based and sexuality-based violence** as well as to all members of the **LGBTQIA+ community** at CCNY. You can learn more about these resources online (<https://www.ccny.cuny.edu/health-wellness/gender-resources>) or via phone (212-650-8222), via email (genderresources@ccny.cuny.edu), or in person at the Safe Space Resource Room located in the LGBTQ+ Student Center (<https://www.ccny.cuny.edu/lgbtq-student-center>) in NAC 1/101B.

If you are struggling in any of your classes, don't hesitate to get extra **academic support**. There are various student tutoring services through CCNY Tutoring Services (<https://www.ccny.cuny.edu/academics/tutoring>) or City Tutors (<https://www.thecitytutors.org/>). The Colin Powell School also offers free peer mentoring with trained upperclassman students to help motivate, focus on academics, and support students in achieving their goals. To sign up, simply fill out the form (<https://airtable.com/appbIX4GFdKGDMLwL/shrWHKbV8QKh3017A>). Learn more through the Colin Powell Office of Student Success Mentoring (<https://cps-oss.ccny.cuny.edu/mentoring/>).

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

The Office of Student Success (OSS) supports students beyond the classroom by helping you connect with alumni mentors, get paid internships, and win fellowships. See the [OSS website](#) for more information. OSS offers something for everyone – whether you are a new student or are about to graduate. Their offices are on the 6th floor of the NAC (6/274 through 6/288) next to the Office of Academic Advising. We encourage you to go to the CPS Student Center (6/289), where you can meet new people, study, and hang out between classes.

City College also offers assistance with internships and jobs through the College's Career & Professional Development Institute (<https://www.ccny.cuny.edu/cpdi>).

If you are a veteran, please know that the Office of Veteran Affairs offers a wide range of resources to support your studies. Information for how to contact that office is on the website (<https://www.ccny.cuny.edu/veterans/veterans-affairs-city-college>).

For **general advising questions**, contact the Colin Powell School Office of Academic Advisors (<https://www.ccny.cuny.edu/colinpowellschool/office-academic-advisors>). This office is located in the NAC Building, Room 6/293. At their website, you can use Navigate to make an appointment with one of the advisors (<https://ccny-cuny.campus.eab.com/>). You can also find their email addresses so you can send them a message.

For Assistance with Financial aid: Please reach out to our Colin Powell School Embedded Financial Aid Advisor, Jennifer Lavayen: jlavayen@ccny.cuny.edu. Navigating the financial side of your education can be

PSY 24600: Introduction to Human Development: Infancy and Childhood (Spring 2025)

Lectures: Online Asynchronous

Instructor: Chen Li (cli1@ccny.cuny.edu)

Office Hours: Fri 9:00am – 10:00am via [Zoom](#) or by appointment

TA: Mariana Espinosa-Polanco (mespinosapolanco@ccny.cuny.edu)

TA Office Hours: Fri 2:00pm – 3:00pm via [Zoom](#) or by appointment

overwhelming, but there are unique resources specifically available to students within Colin Powell School. Reaching out for assistance can open doors to scholarships, grants, and other opportunities tailored just for you, easing your financial burden. Remember, investing time in understanding and applying for these specialized resources can make a huge difference in your college experience. Don't miss out on the help that's designed to support you—take the first step today. To schedule an appointment and view walk-in times please use the following link: <https://ccny-cuny.campus.eab.com/pal/thOILVZHX3>