

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: **DFVFI.QPMFNTAI PSYCHOLOGY**

Code No.: PSY110-3

Program: F.r.F

Semester: SECOND

Date: January, 1986.

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New; Revision __x.

APPROVED,



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Date

DEVELOPMENTAL PSYCHOLOGY

Course Name

PSY. 11Q-3

Course Number

COURSE DESCRIPTION;

Human growth and psychological development, will be studied with an emphasis on the characteristic developmental changes in a person's behavior, that are a result of the interactive and interdependent effects of maturation and experience. Psychological methodology, research, concepts and theories will be examined in relation to developmental tasks and processes. A continuation of PSY 100-3, Developmental Psychology.

COURSE PHILOSOPHY/GOAL 5:

This course is designed to develop students' understanding of the concepts, methodologies, theories and processes of normal human psychological development from conception through old age. Changes in behavior throughout the life span, will be interpreted as resulting from the dynamic, interdependent and interactive effects of maturation and experience.

Course Goals: To study and develop and understanding of:

1. The different philosophical assumptions and theoretical viewpoints regarding the nature of man and his psychological development.
2. The methodologies, research, concepts, theories and determinants of human psychological development.
3. The developmental tasks and processes that characterize each phase of human psychological development throughout the life span.
4. The interactive and interdependent effects of maturation and experience on age related changes in human behavioral development.

COURSE OBJECTIVES:

To be able to critically discuss and demonstrate, through oral and written responses, an understanding of:

1. Characteristic age related changes in human behavior and psychological processes throughout the life span.
2. The interactive and interdependent effects of maturation and experience on human psychological development.
3. The various philosophical assumptions and theoretical interpretations regarding the nature of human psychological development.
4. The methodologies, research, concepts, theories, and determinants of human psychological development.

5. Student Qra) Seminar Research/Presentation;

Students will be required to; (a) select a topic of interest in the area of normal human psychological development, in consultation with and subject to the approval of the instructor, (b) conduct library research on their topic and (c) prepare and conduct a 20 minute oral seminar presentation/discussion on this topic. Evaluation criteria and scheduling of student individual oral seminar presentations will be discussed in class.

NOTE: Students should also refer to the course text's accompanying "Student Study Guide" for more specific learning objectives related to each chapter of the text.

TEXTS;

1. **Life-Span Development**, by J.W. Santrock, Wm.C. Brown Co., Publishers, 1983
2. Student Study Guide accompanying **Life-Span Development** (Santrock)
by MG. Walraven, Wm. C. Brown Co., Publishers, 1983

NOTE - Other readings may be assigned during the course at the discretion of the instructor. Students will also be responsible for understanding audio-visual materials presented during the course. The exact dates of the tests referred to in the "SYLLABUS" (following) section will be announced in class.

SYLLABUS;

Topics: Weeks 1 to 8:

- introduction to course and review of course outline
- Ch*9: - brief overview of middle and late childhood physical development.
- intelligence; definition, measurement and examples of tests,
- genetic and environmental influences on intelligence,
- stability and change of intelligence,
- mental retardation, giftedness and creativity.
- Ch*10: -middle and late childhood cognitive development.
- Piaget's concrete operations stage; evaluation of Piaget's theory.
- neo-Piagetian and information processing theories,
- perception, memory, drawing inferences, problem solving and language development.
- Ch*11: -social and emotional development in middle and late childhood,
- changes in family structure and roles; stepparent families and siblings,
- peers, friendship patterns and children's groups,
- schooling; structure, organization and role of schools.
- Ch*12: -personality development in middle and late childhood,
- the self; self perception, self-esteem, and self-concept,
- developmental changes in the self-system,
- sex-role development; sex differences and stereotypes,
- moral development; Piaget's and Kohlberg's theories,
- problems and disturbances of personality adjustment.

ASSIGNED READINGS: -Text, pp. 247 to 360.

TEST *I (Mid-Term) -week of Feb. 24, -covering ALL of the above assigned readings. (Ch*9 to * 12).

TOPICS: -weeks 9 to 17.

- Ch* 13: -adolescent physical and cognitive development.
- historical changes in the concept of adolescence.
- sexual development, behaviour and attitudes.
- formal operational thought and social cognition.
- Ch*14 -adolescent social, emotional and personality development.
- family and parent adolescent relationships.
- peers, adolescent groups, dating and marriage.
- personality development, self and identity development.
- problems and disturbances of adolescent adjustment.

- Ch*15: -adult development; theoretical perspectives of; Erikson, Havighurst, Neugarten, Sheehy, Gould, Levinson and Hultsch and Deutsch.
- overview of physical development and sexuality in adulthood.
- Ch* 17: -social emotional and personality development in adulthood.
- courtship, marital relationships and parenting.
- intergenerational relationships and the diversity of adult life-styles.
- divorce, remarriage and adult (peer and friendship) relationships.
- personality; maturity, self, sex-role and moral development.
- Ch*19: -social, emotional and personality development in late adulthood.
- marital relations, family, grand-parenting and parents of adult children.
- social networks, friendships and living environment.
- personality development, life satisfaction, adaptation and coping.
- Ch*20 (pp. 606 to 617, only) -aging, dying and death.
- definitions and attitudes toward death. Kubler-Ross's Psychological Stages of Dying, -loss, grief, bereavement and mourning.
- the psychology of life after death.

ASSIGNED READINGS: Text, pp. 365 to 588 and 606 to 617.

TEST*2, week of May, 5, covering ALL of
the above assigned readings.

INSTRUCTIONAL METHODOLOGY;

Student learning will be facilitated by lectures, seminar discussions and audio-visual presentations. Students will also be responsible for research and presenting an **individual** _ oral class seminar presentation.

EVALUATION:

Students will be responsible for regular attendance and class participation in all areas of the course as outlined and for all readings, assignments and tests as requested by the instructor. The course evaluation system can be modified at the discretion of the instructor.

The final course grade will be determined as follows:

- 1. Class attendance and participation.....10%
- 2. Student oral class seminar presentation.....20%
- 3. Test *1 (Mid-Term).....30%
- 4. Test *2(Final).....40%

Total: 100%

A grade of A, B, C, or R will be awarded upon completion of the course requirements, in accordance with the grading policy of the E.C.E. program.

- i.e. A - 85- 100%
- B = 75-84%
- C = 60-74%
- R = below 60% (repeat course)