SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: DEVELOPMENTAL PSYCHOLOGY

CODE NO.:   PSY 110-3   SEMESTER: WINTER

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: SOCIAL SCIENCES DEPARTMENT

DATE: JANUARY 1993   PREVIOUS OUTLINE DATED: JANUARY 19 9 2

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          NADEAN KOCH/ tf'EAN, SCHOOL OF DATE
          ARTS AND GENERAL EDUCATION

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Developmental Psychology   **PSY 110-3**
Course Name   Code No.

COURSE DESCRIPTION:
Human psychological development from adolescence to late adulthood,
will be studied with an emphasis on the characteristic developmental
changes in a person's behaviour, 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/GOALS:
This course is designed to develop students' understanding of the
concepts, methodologies, theories and processes of normal human
psychological development from adolescence through late adulthood.
Changes in behaviour 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 an 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 behavioural
     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 behaviour and
     psychological processes through the life span.

2.   The interactive and interdependent effects of maturation and
     experience on human psychological development.

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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.   <u>Essay Research and Preparation</u>
     Students will be required to: (a) select a topic of interest in
     the area of <u>normal</u> human psychological development, in
     consultation with and subject to the approval of the instructor,
     (b) conduct library research on their topic and (c) prepare a
     properly referenced and typed (1,500 word) essay. Guidelines
     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.   <u>Human Development</u>, 5th Ed. by D.E. Papalia and S.W. Olds, McGraw-
          Hill Ryerson, Toronto, 1992.
2.   <u>Study Guide with Readings</u> (for course text) by Crandell and
     Bieger, McGraw-Hill Ryerson, 1992.

     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 and assigned readings

<u>Section #1</u>
     overview of course outline
     Chapter 10 (p. 324 to 335 <u>only</u>) intellectual development and
     moral development in adolescence
     Chapter 11, personality and social development in adolescence
     Chapter 12, (p. 381 to 393 <u>only</u>) intellectual development and
     moral development in young adulthood.
TEST #1:   (approximately mid-February) covers <u>all</u> of section #1
assigned readings.

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Section #2
    Chapter #13, personality and social development in young
    adulthood, life-styles and intimate relationships
    Chapter #14, (p. 436 to 444 only) intellectual development in
    middle adulthood
    Chapter #15, personality and social development in middle
    adulthood - normative-crises and timing of life events theories.
TEST #2: (approximately mid-March) covers all of section #2 assigned
readings.

Section #3
    Chapter #16, (p. 486 to 495 only) intellectual development in
    late adulthood
    Chapter #17, personality and social development in late adulthood
    Chapter #18, death and bereavement

TEST #3: (approximately mid-April) covers all of section #3 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 preparation of a course essay.

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.

NOTE: Students unable to write tests as regularly scheduled must:
    1) notify the instructor as soon as possible, to make
    alternative arrangements.
    2) be prepared to document (i.e. physician's note) their
    legitimate need for alternative testing arrangements.

THE FINAL COURSE GRADE WILL BE DETERMINED AS FOLLOWS:

1.   ESSAY   25%
2.   TEST #1   25%
3.   TEST #2   25%
4.   TEST #3   25%
                             TOTAL   100%

A grade of A+ (90% - 100%), A (80% - 89%), B (70% - 79%), C (60% -
69%), or R (below 60%, repeat course), will be awarded upon completion
of the course, in accordance with the College's grading policy.