

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: **DEVELOPMENTAL PSYCHOLOGY**

Code No.: **PSY 100-3**

Program: **D.S.W.**

Semester: **FIRST**

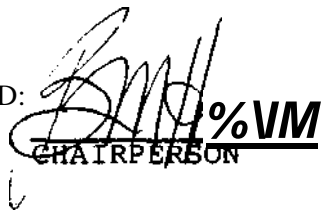
Date: **SEPTEMBER, 1988**

Author: **KAREN CAMERON-DELUCO**

NEW:

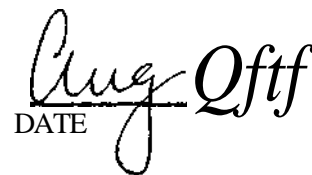
REVISION: X

APPROVED:

  
**VM**  
CHAIRPERSON

 N. KOCH

DATE

  
Aug 21st

**COURSE DESCRIPTION;**

Human growth and psychological development, from conception through late childhood, 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.

**COURSE PHILOSOPHY:**

This course is designed to develop students' understanding of the concepts, methodologies, theories, and processes of normal human psychological development from conception through late childhood. 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 from conception through late childhood.
3. The developmental tasks and processes that characterize each phase of human psychological development from conception through late childhood.
4. The interactive and interdependent effects of maturation and experience on age related changes in human behavioral development.

**CODRSE 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 from conception through late childhood.
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.

**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, Second Edition, by J.W. Santrock, W.C. Brown Co., Publishers, 1986.
2. Student Study Guide. By M.G. Walraven, (For the course text above), W.C. Brown Co., Publishers, 1986.

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

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**SYLLABUS:**

**UNIT I TOPICS (Chp. 1 to 3):**

- introduction to course and review of course outline
- introduction to life-span development perspective
- history, issues, and the periods and processes of development
- the biological foundations of development

**Assigned Readings:** Text Chp. 1 to 3

**Test #1:** Covering all of Unit I assigned readings

**UNIT II TOPICS (Chp. 4 to 6):**

- prenatal development, birth, infant physical, psychological, and behavioral development
- sensation, perception, and cognitive development during infancy
- learning, Piaget's theory, attention, memory, and language development
- social, emotional, and personality development during infancy
- family processes, attachment, and socialization
- the development of trust, self, and independence

**Assigned Readings:** Text Chp. 4 to 6

**Test #2:** Covering all of Unit II assigned readings

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**UNIT III TOPICS (Chp. 7 to 10):**

- early childhood physical, motor, and cognitive development
- attention, memory, and information processing
- language development and early childhood education
- social, emotional, and personality development in early childhood
- family and peer relationships and influences
- play and the socialization influences of television
- self, sex role, and moral development
- middle and later childhood physical and cognitive development
- social, emotional, and personality development
- family, peer, and school socialization influences
- self, sex role, and moral development during middle and late childhood

**Assigned Readings: Text Chp. 7 to 10**

**Test #3:** Covering all of Unit III assigned readings

**INSTRUCTIONAL METHODOLOGY:**

Student learning will be facilitated by lectures, seminar discussions, and audio-visual presentations.

**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
2. Student unit reports
3. Test #1 - Ch. 1, 2
4. Test #2 - Ch. 3, 4, 5
5. Test #3 - Ch. 6, 7
6. Test #4 - Ch. 8, 9, 10

**TOTAL            100%**

A grade of A, B, C, **or** R will be awarded upon completion of all of the course requirements, in accordance with the grading policy of Sault College.

A+ = 90 - 100%  
A = 80 - 89%  
B = 70 - 79%  
C = 60 - 69%  
R = below 60%