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SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: DEVELOPMENTAL PSYCHOLOGY
Code No. PSY 110-3
Program: DEVELOPMENTAL SERVICES WORKER
Semester: TWO
Date: JANUARY 1988
Author: KAREN CAMERON-DELUCO

New: Revision: X

APPROVED:


Chairperson

Koch


Date

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COURSE DESCRIPTION:

Normal human growth and psychological development will be studied with an emphasis on the characteristic developmental changes in a person's behaviour that are a result of the interdependent and interactive effects of maturation and experience. Psychological methodology, concepts and theories will be examined in relation to developmental processes and tasks that promote adaptation throughout the life span.

COURSE GOALS:

To study and develop an understanding of:

1. The different philosophical assumptions and theoretical interpretations regarding the nature of human growth and psychological development.
2. The concepts, processes, determinants and theories of human psychological development.
3. The characteristic age-related changes in human behaviour throughout the development stages of the life span.
4. The interdependent and interactive effects of maturation and experience on the person's adaptive behaviour.
5. The developmental tasks and processes characteristic to each stage of human development.
6. The extent to which developmental changes are predictable and individual or universal.

COURSE OBJECTIVES:

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

1. The interactive and interdependent effects of experience and maturation on the person's adaptive behaviour.
2. The developmental tasks and processes that characterize each stage of human development throughout the life span.
3. The extent to which development changes in behaviour are predictable and individual or universal.
4. The concepts, processes, determinants and theories of human psychological development.

5. The different philosophical assumptions and theoretical viewpoints regarding the nature of human growth and psychological development.

NOTE: Students should also refer to the course text's accompanying "Study Guide/Workbook" for more specific learning objectives related to each of the chapters and topics in the text.

TEXTS:

- 1) **"Lifespan Development"** by John W. Santrock, Wm. C. Brown Company Publishers, 1983.
- 2) **"Lifespan Development Student Study Guide"** by Michael G. Walraven, Wm. C. Brown Company Publishers, 1983.

TOPICS:

- Ch. 8 EARLY CHILDHOOD
p. 222-253
- social, emotional and personality development
- Ch. 9 - 10 MIDDLE AND LATE CHILDHOOD
p. 259-331
- self-concept, personality, role acquisition and social development during later childhood
- peer and parent influences
- moral development
- Ch. 11 - 12 ADOLESCENCE
p. 337-393
- physical-sexual and social changes during adolescence
- identity development during adolescence; self and society; sexuality and intimacy
- family and peer relations and influence during adolescence

Ch. 13 - 16 EARLY AND MIDDLE ADULTHOOD

- p. 397-509
- early adulthood; the concept of maturity, marriage, identity and interpersonal behaviour
- middle adulthood; maturity, new developmental tasks, marriage and family life, identity and interpersonal behaviour

Ch. 17 - 18 LATE ADULTHOOD

p. 513-565

- later adulthood; maturity, new developmental tasks, identity and interpersonal behaviour, family and social life changes

ASSIGNMENT:

The student will select a topic of interest in the area of **normal**, human psychological development. (Students may work with a partner. Individual dates will be assigned to conduct a class seminar presentation.) This criteria will be approved by the instructor. A typewritten report summarizing the main content of the seminar is due prior to or on the day of the presentation. The seminar grade will **decrease by 10%** if the report is not submitted.

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. The course evaluation system can be modified at the discretion of the instructor.

The final course grade will be determined as follows:

Exam #1	25 % (100 points)
Exam #2	25 % (100 points)
Exam #3	25 % (100 points)
Seminar Presentation/Paper	25 % (100 points)
TOTAL	100 % = 400 points

A grade of A+, A, B, C, I, or R, will be awarded upon completion of the course, in accordance with the grading policy of Sault College and the Developmental Services Worker Programme.

consistently outstanding

outstanding achievement

consistently above average achievement

satisfactory or acceptable achievement

repeat - objectives of the course not achieved and course must be repeated

a **temporary** grade that is limited in use to rare instances when no other grade will ensure justice. The "X" grade may not be assigned unless accompanied by a written authorization from the Departmental Chairperson. Time allowed for completing course requirements will not exceed 120 calendar days beyond the end of the semester in which it is assigned and should only be used at the end of a term. If the final grade for the course is not received in the Admissions and Academic Records Office by the date indicated on the authorization, the "X" will revert to an "R" grade.