

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: DEVELOPMENTAL PSYCHOLOGY
Code No.: PSY 202
Program: NURSING
Semester: III
Date: AUGUST 19 84
Author: Karen Cameron--Dfr Lit^{CJH}>

New:

Revision: **y**

APPROVED:

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DEVELOPMENTAL PSYCHOLOGY
Course Name

PSY 202
Course Number

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 developmental 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,

COURSE OBJECTIVES;

- 3) the extent to "which developmental 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 refer also 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 (optional)

NOTE; Additional readings, assignments and viewings of audio-visual materials may be assigned during the course, at the discretion of the instructor.

UNIT 1, TOPICS

TEXT

- introduction to the course and overview of course outline
- p. 4 - 58
- the concept of development
 - overview of historical background
 - explanations of human development
 - philosophical views of "human beings"
 - theories of development; maturation, behaviour social learning, humanistic and psychoanalytic

TEXT

- p. 65 - 73 - biological and environmental determinants of development
- p. 73 - 82 - student review of prenatal development
- prenatal behaviour and birth
- p. 83 - 89 - ^reflexes, sensory and perceptual capabilities of newborns and the first year
- p. 98 - 104 - adaptation; memory, learning, personality and social development of newborns
- p. 89 - 124 - brain and behavioural development during infancy
- perceptual and cognitive development and infant-environment interaction
- p. 127 - 153 - prespeech and early language development
- p. 160 - 183 - attachment, parent/infant responsiveness and the development of personality and sociability
- p. 142 - 214 - perceptual and cognitive development during early childhood.
- QUIZ

EXAM #1

ASSIGNED READING (Unit 1):

- Quiz #1
- Exam #1 - Midterm - Assigned Reading (Unit 1)
- Exam #2 - November
- Exam #3 - December

DATES WILL BE ANNOUNCED THE SECOND WEEK OF CLASS

UNIT II, TOPICS

- p. 220 - 232 - socialization, sex-role, self-concept and personality development.
- family
- parent-child and peer group relations and the functions of play.

UNIT II, TOPICS

- the role of television.
- p. 282 - 292 - cognitive and representational skills development during later childhood
- p. 233 & 305 - self-concept, personality, role acquisition and social development during later childhood.
 - peer & parent influences.
 - moral development
- p. 366 - 424 - 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.
- p. 433 - 458 - 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.
- p. 530 - 562 - later adulthood; maturity, new developmental tasks, identity and interpersonal behaviour, family and social life changes.

ASSIGNED READINGS {Unit II};

TEXT: Pages 235-248; pages 255-277
pages 281-301; pages 303-323
pages 325-343; pages 358-362
pages 365-381; pages 383-399
pages 403-423; pages 425-443
pages 445-463.

TEST III covering all of Unit II assigned readings.

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:

Quiz (Unit I)	10%
Exam I	30%
Exam II	30%
Exam III	30%
Total	100%

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

i.e., A = 80 to 100%
B = 70 to 79%
C = 60 to 69%