

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

COURSE OUTLINE

Course Title: DEVELOPMENTAL PSYCHOLOGY
Code No. : PSY 202
Program: NURSING
-Semester: FALL
Date: September, 1985
Author: Karen Cameron-DeLuco

New: Revision: x

APPROVED:

laxrperson

Date

TL

DESCRIPTION:

Normal 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 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 OBJECTIVES:

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 behavior throughout the developmental stages of the life span.
4. The interdependent and interactive effects of maturation and experience on the person's adaptive behavior.
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 behavior.
2. The developmental tasks and processes that characterize each stage of human development through the life span.
3. The extent to which developmental changes in behavior 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.

JLEXI

JMLJ =JQE1C5 .

- p. 4 - 58
- introduction to the course and overview of course outline
 - the concept of development
 - overview of historical background
 - explanations of human development
 - philosophical views of human beings
 - theories of development, maturation, behavior, social learning, humanistic and psychoanalytic
- p. 65 -73
- biological and environmental determinants of development
- p. 73 -82
- student review of prenatal development
 - prenatal behavior 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 behavioral development during infancy
- p. 127-153
- prespeech and early language development
- p. 160-163
- attachment, parent/infant responsiveness and the development of personality and sociability *
- p. 142-214
- perceptual and cognitive development during early childhood
 - QUIZ

Assignad. Raadina. —Unit fA

Quiz * 1

Exam-*1 - Midterm (assignedreading, 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
 - 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 and 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 behavior
- middle adulthood, maturity, new developmental tasks, marriage and family life, identity and interpersonal behavior
- p. 530 - 562- - later adulthood, maturity, new developmental tasks, identity and Interpersonal behavior, family and social life changes

Assigned Reading. - Unit. U.

Text: pages 235-248,255-277,282-301,303-323,325-343, 358-362,365-381,383-399,403-423,425-443,445-463

Test II 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, or I will be awarded upon completion of the course, in accordance with the grading policy of Sault College.

A = 80 to 100%

B = 70 to 79%

C = 60 to 69%

DEVELOPMENTAL PSYCHOLOGY

SEMESTER I, YEAR II

COURSE DESCRIPTION;

This course provides the student with the essential information of normal human growth and psychological development to promote adaptation throughout the life span.

The life span is subdivided into the traditional age groups. Emphasis is placed on the significance of the characteristic developmental patterns and forms of behaviour during each age group.

COURSE OBJECTIVES:

1. To explain the concept, processes, theories and determinants of human psychological development. (C-Comprehension)
2. To describe the different philosophical assumptions and theoretical points of view regarding the nature of man's growth and development. (C-Comprehension)
3. To explain the common and characteristic age related changes throughout the life span. (C-Comprehension)
4. To describe when behavioural and psychological changes occur and what causes them. (C-Comprehension).
5. To understand the developmental processes and tasks characteristic of each stage of human development. (C-Comprehension)
6. To describe the extent to which developmental changes are predictable and individual or universal. (C-Comprehension)

SEMESTER I, YEAR II

CONTENT:

1. - the concept of development
 - overview of historical' development
 - the nature and explanation of human development
 - biological and environmental determinants of human development
 - methods of studying determinants

2. - philosophical models of man
 - psychodynamics theories of human development

3. The Beginning of Life
 - conception and genetics
 - periods of prenatal growth and development
 - prenatal behaviour
 - birth, development and birth complications
 - basic functions and rhythms of the new born.
 - reflexes and sensory capabilities

Infancy: The Dawn of Awareness

 - physical growth: Fundamentals
 - Cognition: From Sensing to Knowing
 - Language: Beginning
 - Personality: From Attachment to Sociability

Early Childhood: ^he Formative Years

 - Physical Change: Growth and Skills
 - Cognition: Changes in thinking
 - Language: Understanding and Using
 - Personality: Establishing Social Interactions

Later Childhood: Growing Up

 - Cognition: Advances in Thinking
 - Personality: Expanding Social Interactions
 - Morality: From Rules to Conduct

Adolescence: Building and Identity

 - Physical and Sexual Maturation
 - Identity and Experience
 - Social Relations and Influences

Adulthood: Functioning in Society

 - Early, Middle, Later Adulthood

The End of Life

fundamentals of physical growth and social change
developmental norms and individual variability
development of motor abilities and the roles of maturation
and experience
cognition, attention and perceptual functioning during infancy

concept development; object identity and permanence and
representational skills
developmental task characteristic of each stage of human
development

effects of early experience and personality development
attachment, parent and infant responsiveness
development of sociability, interactions with, parents and
the significance of play.
environmental influences
development of motor abilities
physical and social changes