

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Developmental Psychology
CODE NO.: PSY 202-3
PROGRAM: Diploma Nursing
SEMESTER: Third
DATE: September, 1989
AUTHOR: Tiit Tammik, Room E460, Ext. 540

New: Revised: X

COURSE DESCRIPTION

Human psychological development, throughout the life-span, will be studied with an emphasis on the characteristic development 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. Students will be challenged to improve their critical thinking abilities and develop a deeper understanding of how developmental psychology can be applied towards enhancing human psychological adaptation.

COURSE PHILOSOPHY/GOALS

This course is designed to develop students' understanding of the concepts, methodologies, theories and processes of normal human psychological development throughout the life-span. Changes in behaviour 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.
5. critical thinking abilities related to developmental psychological concepts, theories and research, as well as a deeper understanding of their application towards enhancing human psychological adaptation.

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 throughout the life-span.
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.
5. the application developmental psychology towards an enhanced ability to understand and facilitate human psychological adaptation.
6. Essay Research and Preparation: Students will be required to write a course essay (1,500 words, properly referenced and typed) on a topic of their choice (within the scope of the course) in consultation with and subject to the approval of the instructor.

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. HUMAN DEVELOPMENT, 4TH ED. by D.E. Papalia and S.W. Olds
McGraw-Hill Ryerson, Toronto, 1989.
2. STUDY GUIDE WITH READINGS, (for course text)
McGraw-Hill Ryerson.

NOTE: Other readings and viewings of audio-visual materials will be assigned during the course, at the discretion of the instructor.

Students will also be responsible for understanding audio-visual, lecture and class discussion materials presented during the course. The exact dates of the tests referred to in the following "SYLLABUS" section will be announced in class.

SYLLABUS

- Topics - Section #1 (Assigned Readings)
(Chapter #1, 4, 5, 6, & 7)
- Chapter #1 (p. 1-15 only)
- about human development; its study and history and theoretical perspectives
- Chapter #4 - intellectual development in infancy and toddlerhood - how infants learn
- approaches to studying intellectual development
- language and competence development
- Chapter #5 - personality and social development in infancy and toddlerhood
- theories of early personality and emotional development
- family roles and the development of sociability
- self-control and self-regulation development
- Chapter #6 - (p. 198 - 219 only)
- early childhood intellectual development
- Chapter #7 - early childhood personality and social development
- theoretical views; aspects and issues
- TEST #1 (approximately mid-October) covers all Section #1 assigned readings
- Section #2 (Assigned Readings)
(Chapter 8 - 12)
- Chapter #8 - (p. 268 - 297 only)
- middle childhood moral and intellectual development
- Chapter #9 - middle childhood personality and social development
- self-concept; personality and emotional development
- Chapter #10- (p. 360 - 373 only)
- adolescent moral and intellectual development
- Chapter #11- adolescent personality and social development
theoretical perspectives
- identity development - parent and peer relationships - problems and strengths of adolescents

Chapter #12- (p. 425 - 442 only)

- young adult moral and intellectual development
- the college experience and career development

TEST #2 (approximately mid-November) covers all Section 2 assigned readings

Section #3 (Assigned Readings)
(Chapter 13 - 17)

Chapter #13- young adulthood personality and social development

- theoretical/research models
- life-styles and intimate relationships

Chapter #14- (p. 489 - 499 only)

- middle adulthood intellectual and work role development

Chapter #15- middle adulthood personality and social development

- normative-crisis theory and research
- personal relationships and timing of life events

Chapter #16- (p. 550 - 560 only)

- late adulthood intellectual and work and retirement related development

Chapter #17- late adulthood personality and social development

- theories and research
- aging and personal relationships changes

TEST #3 (approximately mid-December) covers all of Section 3 assigned readings

INSTRUCTIONAL METHODOLOGY

Student learning will be facilitated by lectures, class discussions and audio-visual presentations. During the student's course essay research and preparation, the instructor will be available on an individualized basis for advice and resource consultation.

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:

Project	15%
Essay	25%
Test #1	20%
Test #2	20%
Test #3	<u>20%</u>

Total 100%

A grade of A+, 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%