

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY

CODE NO. PSY 204-3 SEMESTER: FALL

PROGRAM: DIPLOMA NURSING

AUTHOR: SOCIAL SCIENCES DEPARTMENT

DATE: SEPTEMBER 1994 PREVIOUS OUTLINE DATED: SEPTEMBER 199 3

APPROVED: NADEAN KOCH, DEAN, SCHOOL OF DATE  
ARTS AND GENERAL EDUCATION

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**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 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 American Psychological Association format 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.

**TEXTBOOKS**

1. Human Development, 5th Edition. by D.E. Papalia and S.W. Olds, McGraw-Hill Ryerson, Toronto, 1992.
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)
- Chapter #1 - (except, page 13 to 20, Research Methods)  
- 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, siblings and peer influences
- Chapter #6 - (page 186 - 207 only)  
- early childhood intellectual development  
- influences of day care, preschool and kindergarten
- TEST #1 Date T.B.A. (approximately at one third point in the semester) - covers all Section #1 assigned readings
- Section #2 (Assigned Readings)  
(Chapters 8, 10, 11 and 12)
- Chapter #8 - (page 248 to 273 only)  
- middle childhood intellectual development  
- moral development and school influences
- Chapter #10 - (page 324 to 335 only)  
- adolescent moral and intellectual development  
- parent and school influences
- Chapter #11 - adolescent personality and social development  
- theoretical perspectives  
- identity development - parent and peer relationships  
- problems and strengths of adolescents
- Chapter #12 - (page 381 to 393 only)  
- young adult moral and intellectual development  
- the college experience and career development
- TEST #2 Date T.B.A. (approximately at two thirds point in the semester) - covers all Section #2 assigned readings

Section #3 (Assigned Readings)  
(Chapter 13, 15 and 17)

Chapter #13 - young adulthood personality and social development  
- theoretical/research models  
- life-styles and intimate relationships

Chapter #15 - middle adulthood personality and social development  
- normative-crisis theory and research  
- personal relations and timing of life events

Chapter #17 late adulthood personality and social development  
theories and research  
aging and personal relationships changes

TEST #3 Date T.B.A. (approximately at end of the semester)  
- 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:

Essay	. . . . .	.25%
Test #1	. . . . .	.25%
Test #2	. . . . .	.25%
Test #3	. . . . .	.25%
	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%

NOTE: Students unable to write tests as regularly scheduled must:

1. notify the instructor as soon as possible to make alternative arrangements and
2. be prepared to document their need (i.e. physician's note) for alternative testing arrangements.