

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRODUCTION/DEVELOPMENTAL PSYCHOLOGY

CODE NO.: PSY 119-3 SEMESTER: WINTER

PROGRAM: REGISTERED NURSING ASSISTANT

PROFESSOR: TUT TAMMIK

DATE: JANUARY 1994 PREVIOUS OUTLINE DATED: JANUARY 1993

APPROVED: ~Y1 /&**- /W3 /a ao~
NADEAN KOCH, DEAN, SCHOOL OF DATE
ARTS AND GENERAL EDUCATION

COURSE DESCRIPTION

This course provides a survey of the essentials of human life-span developmental psychology. Fundamentals of psychological methods, concepts and theories will be highlighted in relation to understanding developmental tasks and processes. The application of concepts towards developing a deeper understanding of psychological adaptation will be encouraged.

COURSE PHILOSOPHY/GOALS

This course is designed to develop students' understanding of:

- a) the fundamentals of psychology and its methods.
- b) 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.

PSY 119-3 is not a substitute for PSY 204-3.

COURSE OBJECTIVES

Upon completion of this course the student will:

1. be able to list and describe various methods of research design, including factors affecting research.
2. review the history of psychology and its early founders.
3. compare and contrast the five major schools of psychology.
4. describe the Gestalt principle of perceptual organization.
5. identify factors that influence perception and categorize them according to biological, psychological or environmental factors.
6. distinguish and explain different levels of sleep and consciousness.
7. describe and differentiate how consciousness can be altered by meditation and hypnosis.
8. evaluate multicultural perspectives of various ways of altering consciousness.
9. distinguish and explain the different levels systems and processes of memory.
10. describe and compare the nature of remembering and forgetting, as well as factors influencing retrieval.
11. evaluate and apply current research to memory improvement.
12. describe the influences of "nature" and "nurture" during prenatal and child development.
13. identify and describe the main childhood developmental tasks (milestones) of cognitive, language, social and emotional development.
14. explain the main concepts of theories of childhood cognitive, language, and social development.
15. identify and describe the main developmental task (influences) during adolescent through to later adult development.

16. explain the main concepts of theories of: (1) moral (Kohlberg), (2) cognitive (Piaget), (3) psychosocial (Erikson) and (4) personality development during adolescence through to later adulthood.
17. define what personality is.
18. list and identify the major theories of personality development, including Freudian, neo-Freudian, trait theories, behavioural and social cognitive theories, humanistic theories and the biological theories.
19. identify and discuss the three major methods used in personality assessment, i.e. (1) observation, interviews, and rating scales, (2) inventories, and (3) projective tests.

NOTE: Students should also refer to the course text's accompanying "study guide" for more specific learning objectives, related to each topic area covered in the course.

TEXTS:

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| <ol style="list-style-type: none"> 1) <u>World of Psychology</u>
1st edition, 1993
Ellen Wood and Samuel Wood | <ol style="list-style-type: none"> 2) Optional Text
<u>Study Guide Plus</u>
<u>World of Psychology</u>
Joyce Bishop |
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SYLLABUS: TOPIC AREAS

CHAPTER 1: INTRODUCTION TO PSYCHOLOGY

Descriptive Research Methods
The Experimental Method
Other Research Methods and Considerations
History of Psychology and Psychology Today

CHAPTER 3: PERCEPTION (only pages 97 to 109)
Perception: Ways of perceiving

CHAPTER 4: STATES OF CONSCIOUSNESS

Circadian Rhythms: Our 24-hour High and Lows
Sleep, Sleep Disturbances, and Dreaming
Altered States: Hypnosis and Meditation

Test #1: Exact date - to be announced
Covers Chapters #1, 3 and 4 assigned readings

CHAPTER 6: MEMORY

Remembering **and** Forgetting
Measuring Memory
Retrieving and Improving Memory

CHAPTER 8: CHILD DEVELOPMENT

Heredity and Prenatal Development
Physical Development and Learning in Infancy
Emotional Development
Piaget's Theory of Cognitive Development
Language Development
Socialization of the Child

Test #2: Exact date - to be announced
Covers Chapters #6 and 8 assigned readings

CHAPTER 9; ADOLESCENCE AND ADULTHOOD

Adolescence: Physical and Cognitive Development
Adolescence: Moral, Personality, and Social Development
Early and Middle Adulthood
Theories of Adulthood
Later Adulthood

CHAPTER 12; PERSONALITY THEORY AND ASSESSMENT

Freud's Psychodynamic Approach
Neo-Freudians
Trait Approach
Learning Theories and Humanistic Approaches
Personality assessment
Test #3: Exact date - to be announced
Covers Chapters #9 and 12 assigned readings

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 date of the tests referred to in the following "SYLLABUS" section will be announced in class.

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.

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 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 course requirements in accordance with the grading policy of The Sault College of Applied Arts & Technology:

A+	=	90 - 100%
A	=	80 - 89%
B	=	70 - 79%
C	=	60 - 69%
R	=	below 60%

FINAL NOTE: If a student is unable to make a test due to a serious illness or incident, s/he is obligated to contact the instructor in person or in writing **"prior"** to the test time. The instructor may make a determination as to whether the student can write the test at a later time. If the student cannot contact the instructor in person, s/he is to call 759-6774 and ask for the instructor. If the instructor is unavailable **please leave a message with your name and phone number** on their answering machine. Failure to provide the instructor with notification will result in a "0" grade on that test.

Upon returning to the college, i.e. (first day back) the student will immediately contact the instructor to make arrangements for testing (call me, or come to my office, or leave a note under my door with a telephone number where I can reach you). Failure to do so will result in a zero grade.

Students with an identified learning disability are encouraged to discuss their situation confidentially with the instructor.