

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

<u>COURSE TITLE:</u>	Developmental Psychology		
<u>CODE NO. :</u>	PSY111-3	<u>SEMESTER:</u>	Various
<u>PROGRAM:</u>	Various Post-Secondary Programs		
<u>AUTHOR:</u>	Social Science Department		
<u>DATE:</u>	Sept/13	<u>PREVIOUS OUTLINE DATED:</u>	Sept./12
<u>APPROVED:</u>	"Angelique Lemay"		<u>May/13</u>
	_____ DEAN		_____ DATE
<u>TOTAL CREDITS:</u>	3		
<u>PREREQUISITE(S):</u>	None		
<u>HOURS/WEEK:</u>	3 hours per week		

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I. COURSE DESCRIPTION:

Developmental psychology is the study of the processes that shape human development. Development includes the systematic changes and continuities that occur in people from conception to death. The goals of studying life span development are description, explanation and optimization of human development. In this course, the interrelationship of psychological, cognitive and psychosocial development will help inform understanding of the whole being. Nature – Nurture, one of the central issues in the study of development, helps one to understand the interaction between cultural, social and historical impacts and biological maturation. This major issue will be highlighted throughout the course as a reference point for the holistic understanding of human development. In addition, to studying human development in a systematic way, students will gain a personal understanding of their own lives in the context of lifespan development.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Recognize the major concepts, ethics, theoretical approaches and historical development of psychology.

Potential Elements of the Performance:

- Communicate the nature of psychology as a discipline and the variety of psychological disciplines in the field
- Demonstrate knowledge of relevant terminology, ethical issues, and historical development of psychology
- Differentiate between the major theoretical approaches to psychology
- Explain the importance of cultural competence in the field of psychology

2. Communicate basic understanding of the concepts, design, issues and ethics in psychological research, including the essential element of critical thinking.

Potential Elements of the Performance:

- Explain the use of scientific method in psychology
- Identify the key steps in the scientific method
- Articulate strengths and limitations of various research designs used in psychology
- Demonstrate familiarity with common ethical guidelines for psychological research in Canada
- Identify areas of measurement, design and ethics unique to developmental research
- Define the basic principles of critical thinking and communicate its use in everyday life

3. Demonstrate familiarity with the main concepts, issues, evolution and science of the study of lifespan development.

Potential Elements of the Performance:

- Outline the field of developmental psychology, its origins and contemporary perspectives
- Gain an awareness of issues in lifespan development, i.e. nature and nurture interaction
- Illustrate the importance of cross cultural research to developmental psychology

4. Utilize the lens of differing theoretical perspectives of development to interpret facts and observations.

Potential Elements of the Performance:

- Compare and contrast the core ideas of dominant developmental theories and those from another worldview
- Evaluate the dominant developmental theories
- Critically assess personal assumptions about human development and their origins

5. Predict the components occurring in and affecting the Physical, Cognitive and Socioemotional Development of Infancy and Early Childhood

Potential Elements of the Performance:

- Outline the reflexes and behavioural states of newborns
- Communicate the rapid physical changes during the first two years of life
- Determine how maturation and experience influence the mastery of motor, sensorimotor, and language developmental milestones in infancy
- Summarize the most influential perspectives covering social and personality development in infancy and early childhood
- Identify the changes in physical development in early childhood, including the brain and nervous system and milestones of motor development
- Debate early childhood cognition and language development as presented by behaviourist, nativists and constructivists
- Differentiate the influence of maturation and experience in the key areas of attachment, personality, and temperament in infants and overall social and personality development in early childhood
- Detail the emergence of a child's understanding of the gender concept and sex roles

6. Predict the components occurring in and affecting the Physical, Cognitive, and Socioemotional Development of Middle Childhood and Adolescence.

Potential Elements of the Performance:

- Outline the growth patterns, motor skills and brain/nervous system development in middle childhood
 - Summarize key factors in language and cognitive growth that contribute to the development of mature thinking in middle childhood
 - Discriminate between the roles of family, peers, gender, and culture on the socialization of those in middle childhood.
 - Compose a summary of the physical changes and factors contributing to them in the transition from adolescence to young adulthood
 - Identify the elements that contribute to and common obstacles impeding the physical and psychological health of the adolescent
 - Compare the various theorists' emphases and influences of culture in the development of moral reasoning
 - Characterize the relationship of Big 5 Personality Traits, Psychological Self and Valued Self in formation of self-concept
 - Utilize Erikson's identity formation, Marcia's Identity Statuses, Piaget's Formal-Operational Period and characteristics of adolescent thinking to explain identity formation
 - Explain the role of ethnic and multicultural identity, self-understanding, sex-role identity, locus of control and self-esteem in adolescence.
 - Consider the roles of family and peers in adolescent social development
7. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Early and Middle Adulthood.

Potential elements of the Performance:

- Demonstrate how primary aging contributes to understanding of secondary aging in adulthood
- Integrate a variety of theoretical perspectives to form an understanding of social and personality development in early adulthood
- Outline age changes in the physical functioning of adulthood
- Discuss cognitive development and intellectual ability in adulthood
- Evaluate influences on relationship (friendship and romantic attachment) formation and consequences of intimacy lifestyles in adulthood
- Assess factors affecting occupational selection and development, including gender, cultural, discrimination and transition issues
- Debate issues related to the balance of work and family life
- Justify the importance of leisure activities in adulthood
- Formulate an overview of midlife physical changes, including skeletal, sensory and reproductive
- Explain the significance and role of practical intelligence in midlife
- Compare evidence on personality stability and midlife crisis referencing relevant developmental theories
- Discuss family dynamics and middle age, including empty nest, sandwich generation and grandparenthood

8. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Late Adulthood.

Potential elements of the Performance:

- Challenge the concept of universal decline in older adults
- Identify the key physical changes, related behavioural changes and major groups of biological theories related to older adults
- Summarize changes in memory that occur in the older adult
- Argue the concepts of creativity and wisdom as residing in the cognitive development of the older adult
- Dispute the myths that contribute to the marginalization of older adults using the Successful Aging Paradigm
- Summarize the various factors which may affect relationships with family and friends in the life of the older adult

9. Educate on the basic aspects of death and dying across the lifespan, including the process of grieving.

Elements of Performance:

- Utilize the definitions, legal and medical aspects and terminology related to the area of death and dying
- Differentiate between healthy and complicated grieving
- Identify bereavement experiences along the lifespan

III. TOPICS:

1. What is Psychology?
2. Psychological Research
3. What is Developmental Psychology?
- 4.. Infancy
5. Early Childhood
6. Middle Childhood
7. Adolescence
8. Early Adulthood
9. Middle Adulthood
10. Late Adulthood

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Lifespan Development (2012) 4th Canadian Edition, Boyd, D, Bee, H. and Johnson, P. Toronto: Pearson – Allyn & Bacon **ISBN-13:** 978-0205754281

V. EVALUATION PROCESS/GRADING SYSTEM:Evaluation

Students will be responsible for regular attendance and class participation in all areas of the course, as well as all independent readings and tasks as assigned. Notes or class information missed due to absence are the responsibility of the student. Identifying a note buddy at the beginning of the semester is recommended.

The final course grade will be determined as follows:

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>	<u>DUE</u> <u>(Tentative)</u>
Journal (submitted twice 2X5%)	10%	Ongoing
Application Assignments	30%	See Addendum
Exam #1	30%	Week 7
Exam #2	30%	Week 15
TOTAL:	100%	

JOURNAL: Each student will complete journal entries on a weekly basis in a personal journal on how course material affects their personal understanding of lifespan development and how it is relevant to their life. Each journal entry will be approximately one paragraph in length. Journals will be submitted to Professor in class prior to Exam 1 and then again prior to Exam 2. Specifics to be provided by Professor.

APPLICATION ASSIGNMENTS: Students are directed to the Professor's Addendum to this course outline for specifics on the Application Assignments.

EXAMS: There will be two (2) exams in this course. In the first, students will be responsible for material covered up until the date of Exam #1. The second exam, at the end of the course, will cover material learned after Exam #2. Both Exams are open note, not open text. Students are encouraged to bring their notes from text readings and from class sessions to the test. Students should use their **Chapter Reading Notes** (note guides available on D2L) as a source of preparation for class discussion and study material for these exams.

If a student misses a due date or test date to a verifiable illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to contact the professor prior to the assigned due date or test time. The College 24-hour voice mail number and email systems allow you to immediately notify the professor with your name and information .

Upon returning to college (your first day back), the student will **immediately** contact the professor to make arrangements to meet regarding the missed assignment deadline or test. **Failure to do so will result in reduced grade for late assignments or a zero grade.**

Notification policy in brief: **Mutual respect, courtesy, and accountability.**

Students are responsible for obtaining any materials missed due to absenteeism on D2L or from class peers. A note buddy is recommended.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Attendance: Significant learning, analysis and synthesis of course content occur in the classroom. Students must attend a minimum of 60% of scheduled classes to receive a passing grade in the course. **If students miss more than 60% of classes, they will receive an F for the entire course.**

Assignment Submissions: ALL assignments are to be submitted in the manner communicated for each assignment on the due date and must be typewritten. Any late assignments will be deducted **1% per day late** and will be accepted up to a maximum of 5 calendar days late. After that time, the professor will no longer accept the assignment for grading.

VII. **CELL PHONES** must be turned off during class time. No cell phones are allowed in class on test days.

VIII. COURSE OUTLINE ADDENDUM:

The provisions in the addendum are located on the student portal and form part of this course outline.