

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: WINTER

PROGRAM: VARIOUS PROGRAMS

INSTRUCTOR: TUT TAMMIK OFFICE ROOM # E3221  
TELEPHONE 759-6774 EXT. 540  
OR TOUCHTONE 759-2554 EXT. 540

DATE: JANUARY 1996 PREVIOUS OUTLINE DATED: SEPTEMBER 1995

APPROVED: JDITH MORRIS, DEAN, "SCHOOL OF  
'ARTS AND GENERAL EDUCATION

  
DATE

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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 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, 6th Edition, by D.E. Papalia and S.W. Olds, McGraw-Hill Ryerson, Toronto, 1995.
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 I (Assigned Readings)  
(Chapter #1, 4, & 5)
- Chapter #1 - (except, page 13 to 22, Research Methods)  
- about human development; its study, 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

TEST #1, DATE: T.B.A. - COVERS ALL SECTION #1 ASSIGNED READINGS

Section II Assigned Readings - (Ch. # 6, 8 and 10)

Chapter #6 - (page 212 - 235 only)  
- early childhood intellectual development  
- influences of day care, preschool and kindergarten

Chapter #8 - (page 279 to 303 only)  
- middle childhood intellectual development  
- moral development and school influences

Chapter #10 - (page 360 to 376 only)  
- adolescent moral and intellectual development  
- parent and school influences

TEST #2, DATE: T.B.A. - COVERS ALL SECTION #2 ASSIGNED READINGS

Section III Assigned Readings (Ch. # 11, 12 and 13)

Chapter #11 - adolescent personality and social development  
- theoretical perspectives  
- identity development - parent and peer relationships  
- problems and strengths of adolescents

Chapter #12 - (page 420 to 432 only)  
- young adult moral and intellectual development  
- the college experience and career development

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

TEST #3, DATE: T.B.A. - COVERS ALL SECTION #3 ASSIGNED READINGS

Section IV Assigned Readings (Ch. # 15 and 17)

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, research and social issues  
- aging and personal relationships changes

TEST #4 Date T.B.A. (approximately at end of the semester)  
- covers all of Section IV 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:

Assignments. . . . .	.20%
Test #1. . . . .	.20%
Test #2. . . . .	.20%
Test #3. . . . .	.20%
Test #4. . . . .	.20%
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. Leave a phone number with your voice mail message where you can be reached.
2. be prepared to document their need (i.e. physician's note) for alternative testing arrangements.

**NOTIFICATION POLICY IN BRIEF**

**MUTUAL RESPECT, COURTESY AND ACCOUNTABILITY**

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