SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

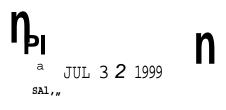
SAULT STE. MARIE, ON

COURSE OUTLINE

- COURSE TITLE: LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY
- PSY 204-3 CODE NO, SEMESTER: WINTER
- PROGRAM: VARIOUS PROGRAMS
- KAREN DELUCO ROOM # E3217 INSTRUCTOR: TELEPHONE 759-6774 EXT. 575 OR TOUCHTONE 759-2554 EXT. 575

DATE: JANUARY 1997 PREVIOUS OUTLINE DATED: JANUARY 1996

APPROVED: $llM, \{As \ JUDITH MORRIS, DEATTT SCHOOL OF DA^{1}W$ H^{\wedge} M A;RTS AND GENERAL EDUCATION



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.
- 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. <u>Essay Research and Preparation</u>: 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.

TEXTBOOKS

- 1. Human Development, 6th Edition. by D.E. Papalia and S.W. Olds, McGraw-Hill Ryerson, Toronto, 1995.
- **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 <u>exact dates of the tests</u> referred to in the following "SYLLABUS" section will be announced in class.

SYLLABUS

Topics	- <u>Section I (Assigned Readings)</u> (Chapter #1, 4, & 5)
Chapter #1	 (<u>except</u>, 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)							
	 (page 212 - 235 <u>only</u>) early childhood intellectual development influences of day care, preschool and kindergarten 							
	- (page 279 to 303 <u>only</u>) - middle childhood intellectual development - moral development and school influences							
Chapter #10	- (page 360 to 376 <u>only</u>) - 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 <u>only</u>) 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)							
-	 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 <u>all</u> 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. Please speak with the instructor during class hours to agree on a mutual time.

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.				•		•		•		<u>.</u> 20%
Test	#2.				•		•		•		.20%
Test	#3.						•				<u>.</u> 20%
Test	#4.				•		•		•		.20%
			Total								100%

A grade of A+, A, B, C, or R will be awarded upon completion of al 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 and time where you can be reached.
- 2. be prepared to document their need (i.e. physician's note) for alternative testing arrangements. It is up to the instructor's discretion whether the test can be made up. This must be done prior to the next class session.

NOTIFICATION POLICY IN BRIEF

MUTUAL RESPECT, COURTESY AND ACCOUNTABILITY/ RESPONSIBILITY

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