

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: DEVELOPMENTAL PSYCHOLOGY

CODE NO.: PSY 110-3 SEMESTER: WINTER

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: SOCIAL SCIENCES DEPARTMENT

DATE: JANUARY 1992

PREVIOUS OUTLINE DATED: JANUARY 1991

APPROVED:  
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DATE

**Developmental Psychology**

Course Name

**PSY 110-3**

Code No.

**COURSE DESCRIPTION:**

Human psychological development from adolescence to late adulthood, will be studied with an emphasis on the characteristic developmental 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. A continuation of PSY 100-3, Developmental Psychology.

**COURSE PHILOSOPHY/GOALS:**

This course is designed to develop students' understanding of the concepts, methodologies, theories and processes of normal human psychological development from adolescence through late adulthood. Changes in behaviour throughout the life span, 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.

**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 through the life span.
2. The interactive and interdependent effects of maturation and experience on human psychological development.

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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. Essay Research and Preparation  
Students will be required to: (a) select a topic of interest in the area of normal human psychological development, in consultation with and subject to the approval of the instructor, (b) conduct library research on their topic and (c) prepare a properly referenced and typed (1,500 word) essay. Guidelines will be discussed in class.

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.

**TEXTS**

1. Human Development, 4th Ed. by D.E. Papalia and S.W. Olds, McGraw-Hill Ryerson, Toronto, 1989.
2. Study Guide with Readings (for course text), McGraw-Hill Ryerson, 1989.

NOTE: Other readings may be assigned during the course at the discretion of the instructor. Students will also be responsible for understanding audio-visual materials presented during the course. The **exact dates of the tests** referred to in the "Syllabus" (following) section will be announced in class.

**SYLLABUS**

topics and assigned readings

Section #1

overview of course outline

**Chapter 10** (p. 360 to 372 only) intellectual development in adolescence

**Chapter 11**, personality and social development in adolescence

**Chapter 12**, (p. 424 to 441 only) intellectual development in young adulthood

**TEST #1:** (approximately mid-February) covers all of section #1 assigned readings.

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Section #2

- Chapter #13, personality and social development in young adulthood
- Chapter #14, (p. 489 to 499 only) intellectual development in middle adulthood
- Chapter #15, personality and social development in middle adulthood

**TEST #2:** (approximately mid-March) covers all of section #2 assigned readings.

Section #3

- Chapter #16, (p. 550 to 560 only) intellectual development in late adulthood
- Chapter #17, personality and social development in late adulthood
- Chapter #18, death and bereavement

**TEST #3:** (approximately mid-April) covers all of section #3 assigned readings.

**INSTRUCTIONAL METHODOLOGY:**

Student learning will be facilitated by lectures, seminar discussions and audio-visual presentations. Students will also be responsible for research and preparation of a course essay.

**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.

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

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

THE FINAL COURSE GRADE WILL BE DETERMINED AS FOLLOWS:

1. ESSAY	25%
2. TEST #1	25%
3. TEST #2	25%
4. TEST #3	<u>25%</u>
TOTAL	100%

A grade of A+ (90% - 100%), A (80% - 89%), B (70% - 79%), C (60% - 69%), or R (below 60%, repeat course), will be awarded upon completion of the course, in accordance with the College's grading policy.