

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: DEVELOPMENTAL PSYCHOLOGY

Code No.: PSY 100-3

Program: DEVELOPMENTAL SERVICES WORKER (D.S.W.)

Semester: FIRST

Author: KAREN CAMERON-DELUCO

Date: SEPTEMBER 1991 Previous date: SEPTEMBER 1989

APPROVED:

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K. -DeRosano, Dean
School of Human Sciences and Teacher Ed,

DATE: &MQ/~/?S

Developmental Psychology

PSY 100-3

TOTAL CREDIT HOURS; 45 hours

COURSE DESCRIPTION;

Human growth and psychological development, from conception through late childhood, will be studied with an emphasis on the characteristic developmental changes in a person's behavior, 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.

COURSE PHILOSOPHY:

This course is designed to develop students' understanding of the concepts, methodologies, theories and processes of normal human psychological development from conception through late childhood. Changes in behavior 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 from conception through late childhood.
3. The developmental tasks and processes that characterize each phase of human psychological development from conception through late childhood.
4. The interactive and interdependent effects of maturation and experience on age related changes in human behavioral 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 behavior and psychological processes from conception through late childhood.
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.

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, (optional)

TEXTS;

1. Life-Span Development, Second Edition. J.W. Santrock, W.C. Brown Co., Publishers, 1989
2. Student Study Guide. M.G. Walraven, (For the course text above), W.C. Brown Co., Publishers, 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, lecture, and student materials presented during the course. The exact dates of the tests referred to in the following "SYLLABUS" section will be announced in class.

SYLLABUS:

UNIT I - Topics (Ch. 1 - 3) :

- introduction to course and review of course outline
- introduction to life-span development perspective
- history, issues, and the periods and processes of development
- the biological foundations of development

Assigned Readings: Text - Ch. 1 - 3

Test #1: Covering all of Unit I assigned readings

UNIT II - Topics (Ch. 4 - 7) :

- prenatal development, birth, infant physical development, reflexes
- sensation, perception, and cognitive development during infancy
- learning, Piaget's theory, attention, memory, and language development
- social, emotional, and personality development during infancy
- attachment, daycare, father's role

Assigned Readings: Text - Ch. 4 - 7

Test #2: Covering all of Unit II assigned readings

UNIT III - Topics (Ch. 8 & 9)

- early childhood physical, motor, and cognitive development
- information processing
- social, emotional, and personality development in early childhood
- family and peer relationships and influences
- play and the socialization influences of television

Assigned Readings: Text - Ch. 8 & 9

Test #3: Covering all of Unit III assigned readings

INSTRUCTIONAL METHODOLOGY:

Student learning will be facilitated by lectures, seminar discussions, and audio-visual presentations.

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:

Class Attendance	15%
Student unit reports	10%
Test #1 - Ch. 1, 2, 3	25%
Test #2 - Ch. 4, 5, 6, 7	25%
Test #3 - Ch. 8, 9	25%
	100%

COLLEGE GRADING POLICY

A+	=	90-100%
A	=	80-89%
B	=	70-79%
C	=	60-69%
R	=	below 60 ¹

SPECIAL NOTES

If a student is unable to make a test due to **serious** illness or incident, he or she is obligated to contact the instructor in person or in writing 24 hours **prior** to test time. The instructor may make a determination as to whether the student can write the exam at a later date. If the student cannot make contact with the instructor they are to call 759-6774, ext 560 or 541 and leave a message. Failure to provide the instructor with notification will result in a grade of zero.

The instructor reserves the right to alter course material and grading as deemed necessary.

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

Developmental Psychology

PSY 100-3

I have read the course outline for "Developmental Psychology" and understand the requirements. This document will be filed in my records

D.S.W. Student: _____

Date: