

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

COURSE OUTLINE

Course Title: Developmental Psychology  
Code No.: PSY 1jfo  
Program: Developmental Services Worker  
Semester: II  
Date: January/85  
Author: Karen Cameron-DeLuco

New: Revision: V

APPROVED:

  
Chairperson

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Developmental Psychology

PSY 110

COURSE TITLE

COURSE NUMBER

COURSE DESCRIPTION

Normal human growth and psychological development will be studied with an emphasis on the characteristic developmental changes in a person's behaviour, that are a result of the interdependent and interactive effects of maturation and experience. Psychological methodology, concepts and theories will be examined in relation to developmental processes and tasks that promote adaptation throughout the life span.

COURSE GOALS:

To study and develop an understanding of:

- 1) the different philosophical assumptions and theoretical interpretations regarding the nature of human growth and psychological development,
- 2) the concepts, processes, determinants and theories of human psychological development.
- 3) the characteristic age related changes in human behaviour throughout the developmental stages of the life span,
- 4) the interdependent and interactive effects of maturation and experience on the person's adaptive behaviour,
- 5) the developmental tasks and processes characteristic to each stage of human development,
- 6) the extent to which developmental changes are predictable and individual or universal.

COURSE OBJECTIVES:

To be able to critically discuss and demonstrate, through oral and written responses, an understanding of:

- 1) the interactive and interdependent effects of experience and maturation on the person's adaptive behaviour,
- 2) the developmental tasks and processes that characterize each stage of human development throughout the life span,
- 3) the extent to which development changes in behaviour are predictable and individual or universal,

COURSE OBJECTIVES:

- 4) the concepts, processes, determinants and theories of human psychological development,
- 5) the different philosophical assumptions and theoretical viewpoints regarding the nature of human growth and psychological development.

NOTE: Students should refer also to the course text's accompanying "Study Guide/Workbook" for more specific learning objectives related to each of the chapters and topics in the text.

TEXTS:

- 1) "Lifespan Development" by John W. Santrock, Wm. C. Brown Company Publishers; 1983
- 2) "Lifespan Development Student Study Guide" by Michael G. Kalraven, Wm. C. Brown Company - Publishers; 1983

TOPICS

Ch. 9 - 12: MIDDLE AND LATE CHILDHOOD

p. 248-345

- self-concept, personality, role acquisition and social development during later childhood
- peer & parent influences
- moral development

Ch. 13- - 14: ADOLESCENCE

p. 366-424

- physical-sexual and social changes during adolescence
- .- identity development during adolescence; self and society; sexuality and intimacy.
- family and peer relations and influence during adolescence

Ch. 15 - 17: EARLY AND MIDDLE ADULTHOOD

p. 433-458

- early adulthood; the concept of maturity, marriage, identity and interpersonal behaviour
- middle adulthood; maturity, new developmental tasks, marriage and family life, identity and interpersonal behaviour.

Ch. 18 - 19: LATE ADULTHOOD

p. 530-590

- later adulthood; maturity, new developmental tasks, identity and interpersonal behaviour, family and social life changes

ASSIGNMENT:

The student will select a topic of interest in the area of normal, human psychological development. (Students may work with a partner. Individual dates will be assigned to conduct a class seminar presentation.) This criteria will be approved by the instructor. A type written report summarizing the main content of the seminar is due prior or on the day of the presentation. The seminar grade will decrease by 10% if the report is not teubmitted.

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. The course evaluation system can be modified at the discretion of the instructor. The final course grade will be determined as follows

Mid-term Exam: 30  
Final Exam: 30  
Seminar Presentation: 30  
Attendance and Participation: 10  
TOTAL: 100%

A grade of A, B, C, I or R, will be awarded upon completion of the course, in accordance with the grading policy of Sault College and the Developmental Services Worker Program.