

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE; DEVELOPMENTAL PSYCHOLOGY

CODE NO. : PSY 110-3

PROGRAM: DEVELOPMENTAL SERVICES WORKER

SEMESTER: TWO

DATE: JANUARY 1992

AUTHOR: KAREN CAMERON-DELUCO

NEW:

REVISED: X

APPROVED: *y~ (Dean)*
HUMAN SCIENCES & **TEACHER**
EDUCATION

DATE: MA J>/f IK

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 development 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. . . .cont'd

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.

TEXT

"Lifespan Development", by John W. Santrock, Wm. C Brown
Company Publishers, 1989 Third Edition

TOPICS

- Chapter 8 & 9 EARLY CHILDHOOD
- p. 215 - 247
 - physical and cognitive development
 - social, emotional and personality development
- Chapter 10 & 11 MIDDLE AND LATE CHILDHOOD
- p. 285 - 319
 - self-concept, personality, role acquisition and social development during later childhood
 - peer and parent influences
 - moral development
- Chapter 12 & 13 ADOLESCENCE
- p. 349-375
 - 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

TOPICS.cont'd

Chapter 14 - 17 EARLY AND MIDDLE ADULTHOOD
- p. 403 - 433
- early adulthood; the concept of maturity, marriage, identity and interpersonal behaviour

Chapter 18 LATE ADULTHOOD
- p. 507
- 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. Individual dates will be assigned to conduct a class seminar presentation. This criteria will be approved by the instructor. A typewritten report summarizing the main content of the seminar is due prior to or on the day of the presentation. The seminar grade will decrease by 10% if the report is not submitted.

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:

Exam #1.20%
Exam #2.25%
Exam #3.30%
Seminar Presentation/Paper ...	25%
TOTAL	100%

EVALUATION.cont'd

A GRADE OF A+, 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.

- A+ - consistently outstanding
- A - outstanding achievement
- B - consistently above average achievement
- C - satisfactory or acceptable achievement
- R - repeat - objectives of the course not achieved
and course must be repeated
- X a temporary grade that is limited in use to rare instances when no other grade will ensure justice. The "X" grade may not be assigned unless accompanied by a written authorization from the Dean. Time allowed for completing course requirements will not exceed 120 calendar days beyond the end of the semester in which it is assigned and should only be used at the end of a term. If the final grade for the course is not received in the Admissions and Academic Records Office by the date indicated on the authorization, the "X" will revert to an "R" grade.

NOTE; 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 Ext. 541 and leave a message with the secretary. Failure to provide the instructor with notification will result in an "O" grade.

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

COLLEGE GRADING POLICY

90 - 100% = A+

80 - 89% = A

70 - 79% = B

60 - 69% = C

BELOW 60% = R

SPECIAL NOTE

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