

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: DEVELOPMENTAL PSYCHOLOGY

Code NO.: P5Y 110-3

Program: F R F R R A S

Semester: SECOND

Date: January, 1987.

Author: Tiit Tammik. Room F4fi0. Fxt 77R

New: Revision\_\_X\_\_

APPROVED:

Chairperson

  
U4fi>n^-  
ate

o, T

**DEVELOPMENTAL PSYCHOLOGY**

Course Name

**PSY. 11Q-3**

Course Number

**COURSE DESCRIPTION:**

Human growth and psychological development, 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. 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 old age. 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 and 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 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 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. Student Oral Class Seminar Research/Presentation;  
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 and conduct a 20 minute oral seminar presentation/discussion on this topic. Evaluation criteria and scheduling of student individual oral seminar presentations 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.

1. Life-Span Development , Second Edition. by J.W. Santrock, Wm.C Brown Co., Publ., 1986.
2. Student Study Guide for Life-Span Developments 2nd, Edition, by M.G. Walraven, Wm. C. Brown Co., Publishers.. 1966-

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.

SXLLABUS:

**Section I, Ch\*11 to \*14:**

Ch,\*11: -introduction to course and review of course outline,  
-adolescent physical and cognitive development,  
-the psychological accompaniments of pubertal change,  
-formal operational thinking, social cognition, schools and work.

Ch,\*12: -adolescent social, emotional and personality development.  
-family, peers and group behaviour.  
-self, identity and personality development.  
-problems and disturbances during adolescence.

Ch,\*13: -early adulthood physical and cognitive development,  
-transition from adolescence to early adulthood,  
-development of cognition, creativity; careers and work.

Ch,\*14: early adulthood social, emotional and personality development,  
-marriage, family and the diversity of adult life styles,  
-intimacy, commitment, loneliness and independence,  
-predicting adult personality from childhood personality characteristics and experiences.

Section I, Assigned Readings: text, ch.\*11 to \*14. (pp. 338 to 451).

Test \*1 (Mid-Terrn): week of Feb. 23. Covering ALL of Section I,  
assigned readings (Ch \*11 - \*14).

**Section II, Ch\*15,16,18 and\*19:**

Ch.\*15: -middle adulthood physical and cognitive development.  
- health status, sexuality, intelligence and memory.  
- work and leisure.

Ch.\*16: - middle adulthood social, emotional and personality development.  
- family relationships, attachment and love.  
- the post-childrearing years and intergenerational relationships.  
- theories and studies of adult personality development.

**Ch.\*18: - late adulthood social, emotional and personality development.**

- **social theories** of aging and support systems for the elderly.
- families, social relationships and personality development.
- problems and disturbances during late adulthood.

Ch.\* 19: - death and the dying process.

- definitions of death and the sociohistorical context of death.
- attitudes toward death at different points in the life cycle.
- facing one's own death; theories, emotions and coping with stress.
- communication with the dying person.
- coping with the death of someone else; bereavement, grief and mourning.

Section II, Assigned Readings: text, Ch.\* 15,16,18 and\* 19.  
(pp. 456 to 509 and 546 to 592)

Test \*2: week of May 4, covering ALL of Section M assigned readings.  
(Ch.\* 15,16,18 and\* 19.)

INSTRUCTIONAL METHODOLOGY:

Student learning will be facilitated by lectures., seminar discussions and audio-visual presentations. Students will also be responsible for research and presenting an **individual** oral class seminar presentation.

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:

1. Class attendance and participation.....	10%
2. Student oral class seminar presentation.....	20%
3. Test *H Mid-Term ).....	35%
4. Test *2( Final ).....	35%
	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.