

SADLT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRODUCTION/DEVELOPMENTAL PSYCHOLOGY

CODE NO.: PSY 119-3 SEMESTER: WINTER

PROGRAM: REGISTERED NURSING ASSISTANT

AUTHOR: SOCIAL SCIENCES DEPARTMENT

DATE: JANUARY 1995 PREVIOUS OUTLINE DATED: JANUARY 1994

APPROVED: 7//CfrVjA-/  
NADEAN KOCH, DEAN, SCHOOL OF  
ARTS AND GENERAL EDUCATION

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**COURSE DESCRIPTION**

This course provides a survey of the essentials of human life-span developmental psychology. Fundamentals of psychological methods, concepts and theories will be highlighted in relation to understanding developmental tasks and processes. The application of concepts towards developing a deeper understanding of psychological adaptation will be encouraged.

**COURSE PHILOSOPHY/GOALS**

This course is designed to develop students' understanding of:

- a) the fundamentals of psychology and its methods.
- b) the concepts, methodologies, theories and processes of normal human psychological development throughout the life-span. Changes in behaviour will be interpreted as resulting from the dynamic, interdependent and interactive effects of maturation and experience.

PSY 119-3 is not a substitute for PSY 204-3.

**COURSE OBJECTIVES**

Upon completion of this course the student will:

1. be able to list and describe various methods of research design, including factors affecting research.
2. review the history of psychology and its early founders.
3. compare and contrast the five major schools of psychology.
4. describe the Gestalt principle of perceptual organization.
5. identify factors that influence perception and categorize them according to biological, psychological or environmental factors.
6. distinguish and explain different levels of sleep and consciousness.
7. describe and differentiate how consciousness can be altered by meditation and hypnosis.
8. evaluate multicultural perspectives of various ways of altering consciousness.
9. distinguish and explain the different levels systems and processes of memory.
10. describe and compare the nature of remembering and forgetting, as well as factors influencing retrieval.
11. evaluate and apply current research to memory improvement.
12. describe the influences of "nature" and "nurture" during prenatal and child development.
13. identify and describe the main childhood developmental tasks (milestones) of cognitive, language, social and emotional development.
14. explain the main concepts of theories of childhood cognitive, language, and social development.
15. identify and describe the main developmental task (influences) during adolescent through to later adult development.

- 16, explain the main concepts of theories of: (1) moral (Kohlberg),  
 (2) cognitive (Piaget), (3) psychosocial (Erikson) and (4)  
 personality development during adolescence through to later  
 17 adulthood.
- 18 define what personality is.  
 list and identify the major theories of personality development,  
 including Freudian, neo-Freudian, trait theories, behavioural and  
 19 social cognitive theories, humanistic theories and the biological  
 theories.  
 identify and discuss the three major methods used in personality  
 assessment, i.e. (1) observation, interviews, and rating scales,  
**NOTE:** (2) inventories, and (3) projective tests.  
 "study guide" for more specific learning objectives related to  
 each topic area covered in the course.

**TEXTS:**

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| 1) <u>World of Psychology</u><br>1st edition, 1993<br>Ellen Wood and Samuel Wood | 2) Optional Text<br><u>Study Guide Plus</u><br><u>World of Psychology</u><br>Joyce Bishop |
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**SYLLABUS: TOPIC AREAS****CHAPTER 1; INTRODUCTION TO PSYCHOLOGY**

Descriptive Research Methods

The Experimental Method: Searching for Causes

Other Research Methods

Some Considerations in Psychological Research

The History of Psychology: Exploring Psychology's Roots

Psychology Today

**CHAPTER 3: SENSATION AND PERCEPTION** (only pages 97 to 109)

Perception: Ways of Perceiving

**CHAPTER 4: STATES OF CONSCIOUSNESS**

Circadian Rhythms: Our 24-hour High and Lows

Sleep: That Mysterious One-Third of Our Lives

Sleep Disturbances and Disorders

Altering Consciousness through Concentration and Suggestion

Test 1: Exact date - to be announced

Covers Chapters 1, 3 and 4 assigned readings

**CHAPTER 6 MEMORY**

Remembering

Measuring Memory

Forgetting

The Nature of Remembering and Forgetting

Biology and Memory

Improving Memory

CHAPTER 8; CHILD DEVELOPMENT

Heredity and Prenatal Development  
Physical Development and Learning in Infancy  
Emotional Development in Infancy  
Piaget's Theory of Cognitive Development  
Language Development  
Socialization of the Child  
Test 2: Exact date - to be announced  
Covers Chapters 6 and 8 assigned readings

CHAPTER 9: ADOLESCENCE AND ADULTHOOD

Adolescence: Physical and Cognitive Development  
Adolescence: Moral, Personality, and Social Development  
Early and Middle Adulthood  
Theories of Adulthood  
Later Adulthood

CHAPTER 12: PERSONALITY THEORY AND ASSESSMENT

Sigmund Freud and Psychoanalysis  
The Neo-Freudians  
Trait Theories  
Learning Theories and Personality  
Humanistic Personality Theories  
Personality Assessment  
Test 3: Exact date - to be announced  
Covers Chapters 9 and 12 assigned readings

**NOTE:** Other readings and viewings of audio-visual materials will be assigned during the course, at the discretion of the professor.

Students will also be responsible for understanding audio-visual, lecture and class discussion materials presented during the course. The exact dates of the tests referred to in the "SYLLABUS" section will be announced in class.

Essay Research and Preparation:

Students will be required to write a course essay using the American Psychological Association (APA) format on a topic of their choice (typed and within the scope of the course) in consultation with and subject to the approval of the professor.

INSTRUCTIONAL METHODOLOGY

Student learning will be facilitated by lectures, class discussions and audio-visual presentations. During the student's course essay research and preparation, the professor will be available on an individualized basis for advice and resource consultation.

**EVALUATION**

Students will be responsible for regular attendance and class participation in all areas of the course outlined and for all readings, assignments and tests as requested by the professor. The course evaluation system can be modified at the discretion of the professor.

The final course grade will be determined as follows:

Essay	25%
Test 1	25%
Test 2	25%
Test 3	25%
Total	100%

A grade of A+, A, B, C, or R will be awarded upon completion of all course requirements in accordance with the grading policy of The Sault College of Applied Arts and Technology:

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

**PINAL NOTE:**

If a student is unable to write a test due to a serious illness or incident, s/he is obligated to contact the professor in person or in writing **"prior"** to the test time. The professor may make a determination as to whether the student can write the test at a later time. If the student cannot contact the professor in person, s/he is to call 759-6774 and ask for the professor. If the professor is unavailable, **a message with the name and telephone number** should be left on the professor's answering machine. Failure to provide the professor with notification will result in a zero grade on that test.

Upon returning to the college, i.e. first day back, the student will immediately contact the professor in person to make arrangements for testing. If voice mail or written messages must be used, a telephone number should be included for return calls. Failure to make arrangements for testing will result in a zero grade.

Students with an identified learning disability are encouraged to discuss their situation confidentially with the professor.