

COURSE OUTLINE

Developmental Psychology

Course Description

BS 260 Developmental Psychology. 3 hours credit. Prerequisite: BS160 with a "C" or better or departmental approval. This course will enable the student to engage in more meaningful interactions with others through evaluation of human development from conception through death. The student will examine the continuity of human development throughout the life span and also examine genetic and environmental influences upon the individual.

Course Relevance

The concepts learned in this course will help the student develop successful interactions with others through his/her increased understanding of human development.

Required Materials

BS 260 Textbook:

Craig and Dunn. . *Understanding human development*. Upper Saddle River, New Jersey: Prentice Hall.

BS 260 Telecourse materials:

Berger, K. S. (2004). *The developing person through the life span* (6th ed.). Fort Worth, TX: Worth Publishing.

Developing Person Life Span: Telecourse guide

Telecourse Tapes: *Transitions through the life span*, 26 one-half hour lessons

BS 260 Online Materials:

Berger, K. S. (2004). *The developing person through the life span* (6th ed.). Fort Worth, TX: Worth Publishing.

Developing Person Life Span: Telecourse guide

Telecourse Tapes: *Transitions through the life span*, 26 one-half hour lessons

Learning Outcomes

The intention is for the student to be able to

1. Engage in more meaningful interactions with others through his/her increased understanding of the human development process

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Effective Relationships

- Through analysis of age specific dynamics, the student will develop more effective techniques as they relate to others.

Secondary skills (developed but not documented):

Ethical Conduct

Writing

Problem Solving

Listening

Reading

Historical Interpretation

Self-Concept

Coping with Change

Major Summative Assessment Task(s)

These learning outcomes and primary Learning PACT skills will be demonstrated by

1. Completion of a self-reflective essay evaluated by the instructor (Effective Relationships Rubric)

Course Content

I. Themes – Key recurring concepts that run throughout this course:

- A. Changes and characteristics at different stages of the aging process
- B. Social and biological experience of people at different stages of life

II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:

- A. Cultural differences
- B. Differences among developmental theorists
- C. Political and social issues that affect aging

III. Concepts – Key concepts that must be understood to address the issues:

- A. Terminology of the course
- B. Different perspectives of developmental theorists
- C. Stage theories of development and the significant contributors to these theories

IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:

- A. Writing
- B. Reading
- C. Computer literacy
- D. Analytical thinking
- E. Ability to compare and contrast
- F. Memorization of terms
- G. Application of concepts

Learning Units

- I. Describe historical and contemporary perspectives on human development
 - A. Define and use research methods
 - B. Describe developmental theories

- II. Analyze the prenatal and infancy periods
 - A. Discuss physical development
 - B. Describe cognitive development
 - C. Discuss sociocultural development
 - D. Describe prenatal environmental influences
 - E. Describe the stages of childbirth
 - F. Describe the transition to parenthood and the beginnings of attachment
 - G. Describe how heredity works
 - H. Discuss advances in genetic research and treatment
 - I. Discuss premature and high risk infants

- III. Analyze the early childhood period
 - A. Discuss physical development
 - B. Describe cognitive development
 - C. Discuss personality and sociocultural development
 - D. Explain major types of children's play
 - E. Explore family dynamics

- IV. Analyze the middle childhood period
 - A. Discuss physical development
 - B. Describe cognitive development
 - C. Discuss personality and sociocultural development
 - D. Describe the controversy regarding definitions of intelligence and achievement
 - E. Discuss the impact of school
 - F. Explore family dynamics

- V. Analyze the adolescent period
 - A. Discuss physical development
 - B. Describe cognitive development
 - C. Discuss personality and sociocultural development
 - E. Discuss sexual attitudes and behavior
 - F. Explore family dynamics
 - G. Explain the importance of identity, status, and peer groups

- VI. Analyze the young adult period
 - A. Discuss physical and cognitive development
 - B. Discuss personality and sociocultural development
 - C. Describe relationships with family and with co-workers
 - D. Identify the demands and pressures of parenthood
 - E. Discuss gender behavior, roles, and discrimination in the workforce

- VII. Analyze the middle adult period
 - A. Discuss physical and cognitive development
 - B. Discuss personality and sociocultural development
 - C. Describe relationships with family and with co-workers
 - D. Identify the demands and pressures of the family
 - E. Describe the pressures of the sandwich generation

- VIII. Analyze the older adult period and death and dying
 - A. Discuss physical and cognitive development
 - B. Discuss personality and sociocultural development
 - C. Describe relationships with family
 - D. Describe conditions that influence adjustment to retirement
 - E. Evaluate the myths and realities of aging
 - F. Describe patterns that define stresses and satisfactions of older adulthood
 - G. Evaluate social policies and attitudes with regard to aging
 - H. Explain stages of death and dying
 - I. Discuss grief and bereavement

Learning Activities

Classroom: Classroom activities include lecture, instructor-led class discussions, group study, field trips, library research, various audio/visual aids, case studies, guest speakers, and student presentations. The student will be required to examine professional journals in this course.

Telecourse: The Telecourse student will engage in independent study of audio/video materials augmented by text and study guide, and in collaboration and participation with class members and faculty via available means. Faculty role is facilitator of learning experiences. The student will be required to examine professional journals in this course.

Online: The Online student will engage in independent study of online materials augmented by the text, a study guide, and other materials as required by the instructor. The student also collaborates and participates with class members and instructor via the internet. Faculty role is facilitator of learning experiences. The student will be required to examine professional journals in this course.

Grade determination

The student will be graded on satisfactory completion of assessment tasks, research papers, tests, daily work, class participation, attendance, out-of-class assignments and other methods of evaluation at the discretion of the instructor.