

Developmental Psychology

Course Design

2008-2009

Course Information

Organization EASTERN ARIZONA COLLEGE
Division Social Sciences
Course Number PSY 250
Title Developmental Psychology
Credits 3
Developed by Jennifer Leaver
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
PGS Departmental Elective	PSY 240 also satisfies: Social and Political Worlds [SPW]	PSYC240
<i>Note: TRANSFERS IN LIEU OF CDE 232 FOR NURSING MAJORS ONLY.</i>		

Activity Course No
CIP Code 42.0101
Assessment Mode Pre/Post Test (100 Questions/100 Points)
Semester Taught Fall Semester
GE Category Social Science
Separate Lab No
Awareness Course No
Intensive Writing Course No

Prerequisites

PSY 101 with a grade of "C" or higher

Educational Value

A. To General Education: Developmental Psychology is designed to provide the student with a better understanding of human development from conception thru death. It is intended for a wide range of beginning undergraduates in the social and behavioral sciences. The course is of benefit for students with little background in behavioral or social sciences. Adults too may increase their knowledge and understanding by taking this course.

B. Career preparation: This course is important to students interested in nursing, education, sociology, social work, parenting and psychology.

C. To other courses or curricula: Developmental Psychology is designed to enhance the psychology curriculum at EAC. Its concepts, viewpoints and data are drawn from many disciplines, such as educational, psychology, biology, and sociology.

Goals

1. Examine the influences of heredity and environment interacting with a complex human organism across time.
2. Learn the elements of the biological, social and psychological principles that are representative of an individual which shape our behavior from conception to death.
3. Identify the predominant contemporary theories of human development and the experimental designs used to determine the developmental factors that influence us and their consequences upon our development as a species.
4. Differentiate between the different stages of human development across physical, cognitive, social, emotional, and moral stages.

Description

The study of individual behavior from conception through childhood, adolescence, adulthood, middle, and old age. Determiners of psychological growth: motor, social, emotional, intellectual, language, and personality development are presented.

Textbooks

Santrock, J.W. *A Topical Approach to Life-Span Development*. Edition: 4th. Publisher: McGraw-Hill. Year: 2008. Required.

Supplies

None

Competencies and Performance Standards

1. Characterize the history and methodology of Developmental Psychology

Learning objectives

What you will learn as you master the competency:

- a. Differentiate between the developmental views promoted by the concepts of tabula rasa, storm and stress and inventionist as contrasted by the life span perspective
- b. Characterize the life span perspective
- c. Differentiate between normative age, normative history and nonnormative life events
- d. Distinguish between context and culture

- e. Characterize cross cultural studies and their contribution to life span psychology
- f. Define development
- g. Differentiate between biological, cognitive, and socioemotional processes
- h. Characterize prenatal, infancy, early/middle-late childhood, adolescence
- i. Characterize early middle and late adulthood
- j. Differentiate between chronological, biological, social and psychological age
- k. Describe the nature nurture controversy
- l. Distinguish between continuity and discontinuity orientations of development
- m. Define maturation

Performance Standards

Competence will be demonstrated:

- o In objective examinations
- o In written reports

Performance

- o learner can define developmental psychology
- o learner can differentiate between historic theoretical orientations to developmental psychology
- o learner can characterize the nature and application of the elements of the scientific method
- o learner can identify and distinguish between research designs used in developmental psychology
- o learner can examine research findings and critique same

2. Identify the major theoretical perspectives that have contributed to developmental psychology

Learning objectives

What you will learn as you master the competency:

- a. Distinguish between a theory and hypothesis
- b. Identify the elements of the scientific method
- c. Distinguish between correlational, experimental, cross sectional, longitudinal and sequential approaches of study human development
- d. Define variables and differentiate between independent and dependent variables
- e. Define cohort
- f. Distinguish between case study, naturalistic observation, survey, and standardized test approaches in the study of human development
- g. Characterize the psychosexual, cognitive, psychosocial, and behavioral/social learning theories as they have contributed to our understanding of human development
- h. Identify the major conceptual elements in Piagetian theory
- i. Identify the major conceptual elements in psychosexual stage theory
- j. Identify the major conceptual elements in psychosocial stage theory

- k. Differentiate between ecological theory and micro, meso, exo, macro, chrono-systems

Performance Standards

Competence will be demonstrated:

- o in objective examination
- o in written reports

Performance

- o learner can characterize the scientific method
- o learner can identify and apply the research strategies used in developmental psychology
- o learner can identify the theories that have contributed to life span psychology
- o learner can distinguish between the main psychosexual stages of development
- o learner can characterize the ecological theory of development

3. Describe and identify the genetic beginnings of human life

Learning objectives

What you will learn as you master the competency:

- a. Characterize the orientation of natural selection
- b. Define chromosomes, DNA and genes and distinguish between their genetic functions
- c. Identify the elements of genetic counseling and the advantages and disadvantages to the techniques involved
- d. Distinguish between genotypes and phenotypes of the most frequently occurring syndromes
- e. Characterize the contributions that studies of paternal and fraternal twins have provided to understanding human development

Performance Standards

Competence will be demonstrated:

- o in objective examinations
- o in written reports

Performance

- o learner can identify the elements and processes involved in genetic development
- o learner can describe genetic counseling
- o learner can identify and differentiate between genetic disorders
- o learner can analyze contributions made to the study of research on twins

4. Identify the different stages of prenatal, birth and neonatal development

Learning objectives

What you will learn as you master the competency:

- a. Identify the elements of and distinguish between the germinal, embryonic and fetal periods of developmental
- b. Define miscarriage and identify maternal characteristics that contribute

- c. Define trimesters and identify characteristics associated with each trimester
- d. Identify teratogens that frequently jeopardize normal prenatal development
- e. Identify and distinguish between the different stages of birth
- f. Characterize the different types of drugs available during childbirth and the advantages and disadvantages of same
- g. Identify the measures of and responsiveness during the neonatal period
- h. Characterize prepared or natural childbirth methods
- i. Define bonding

Performance Standards

Competence will be demonstrated:

- o in objective examinations
- o in written reports

Performance

- o learner can characterize the different stages of prenatal development
- o learner can identify the different stages of birth and delivery techniques
- o learner can describe measures of responsiveness during the neonatal period of development
- o learner can describe different birthing practices and techniques

5. Describe and identify the different physical, cognitive, language and psychosocial stages during infancy

Learning objectives

What you will learn as you master the competency:

- a. Differentiate between cephalocaudal and proximodistal sequences of development
- b. Identify infant states
- c. Characterize SIDS
- d. Describe the findings associated with breast versus bottle fed infants
- e. Characterize the findings associated with toilet training
- f. Identify and distinguish between the different locations and functions of the brain
- g. Distinguish between examples of reflexes
- h. Identify the elements of perceptual constancy and sensations during infancy
- i. Distinguish between Piaget's cognitive stages of development and identify accomplishments during this stage
- j. Differentiate between habituation and dishabituation
- k. Identify the basic elements of language and distinguish between the theoretical explanations of language acquisition
- l. Distinguish between attachment and bonding and characterize socioemotional attachment differences
- m. Define temperament and distinguish between the three basic types of temperament
- n. Define emotion and identify its classifications

- o. Characterize the development of a sense of self as contrasted to independence
- p. Identify and differentiate between disorders during this stage of development

Performance Standards

Competence will be demonstrated:

- o in objective examinations
- o in written reports

Performance

- o learner can identify and characterize the stages of physical development during infancy
- o learner can characterize perceptual and sensory development during this stage
- o learner can characterize cognitive stages of development during this stage
- o learner can characterize the acquisition of language during this stage
- o learner can describe socioemotional development during this stage

6. Differentiate between the development stages during preschool and that of infancy and identify developmental stages during the ages of two to six years

Learning objectives

What you will learn as you master the competency:

- a. Characterize the development of fine and gross motor skills during early childhood
- b. Identify the stage of cognitive development during early childhood and its limitations and accomplishments prior to entering middle childhood
- c. Characterize Vygotsky's theory of development as applied to early childhood and contrast that approach to the Montessori approach with that of the head start concept.
- d. Differentiate between developmentally appropriate and inappropriate practice in early childhood education
- e. Characterize the parenting styles and their associated socioemotional consequences during early childhood
- f. Describe the effects of divorce on children
- g. Characterize the influence of peers, play and television during early childhood
- h. Identify and differentiate between the different categories of play
- i. Identify the different functions of play
- j. Describe the psychosocial stage associated with early childhood according to Erikson's model
- k. Define gender and identify the contributors to gender identification
- l. Identify and differentiate between stages of moral reasoning as postulated by Kohlberg
- m. Contrast Kohlberg's model with Piaget's model of moral development

Performance Standards

Competence will be demonstrated:

- o in objective examinations
- o in written reports

Performance

- o learner can identify physical development during early childhood
- o learner can identify cognitive development during early childhood
- o learner can differentiate between physical and cognitive development during infancy and early childhood
- o learner can describe effective and ineffective parenting styles during early childhood
- o learner can identify socioemotional influences during this stage
- o learner can characterize functions and types of play behavior during this stage
- o learner can describe gender acquisition during this stage
- o learner can characterize moral reasoning capabilities in early childhood

7. Characterize the physical, cognitive and psychosocial stages during middle childhood

Learning objectives

What you will learn as you master the competency:

- a. Characterize the changes to children's bodies during middle and late childhood
- b. Identify the learning disabilities manifested in this stage of development
- c. Describe operational thought limitations and accomplishments according to Piaget's model of cognitive development
- d. Differentiate operational thought with concrete operational thought according to Piaget's model
- e. Characterize the contributions of Piaget's model and associated criticisms
- f. Differentiate between schemas and scripts
- g. Define metacognition and cognitive monitoring
- h. Define intelligence and apply the Stern's intelligence quotient to examples to differentiate between mental and chronological age
- i. Differentiate between Sternberg's triarchic theory and that of Gardner's model of multiple intelligence
- j. Distinguish between the classifications of mental retardation and contrast those classifications with giftedness
- k. Distinguish between convergent and divergent thought
- l. Characterize the processes involved in bilingual education
- m. Describe the five peer statuses during this stage of socioemotional development
- n. Differentiate between self esteem and self concept and identify the psychosocial stage of development in Erikson's model
- o. Identify the stage of moral reasoning during this stage of development

Performance Standards

Competence will be demonstrated:

- o in objective examinations
- o in written reports

Performance

- o learner can characterize the physical development during middle childhood

- o learner can identify disabilities and disorders during middle childhood
- o learner can differentiate cognitive developmental accomplishments and limitations
- o learner can describe intelligence measures and the different orientations to assessment
- o learner can identify levels of mental retardation
- o learner can describe peer influences during middle childhood
- o learner can characterize psychosocial and moral development during this stage

8. Identify the psychosocial stages during adolescence

Learning objectives

What you will learn as you master the competency:

- a. Describe pubertal change
- b. Identify the characteristics of formal operational thought during this stage of development
- c. Distinguish between the social cognitive changes during adolescence by differentiating between Elkind's associated concepts
- d. Identify the drugs most frequently abused by adolescents
- e. Define juvenile delinquency
- f. Characterize the conditions frequently associated with suicide during this stage of development
- g. Differentiate between the eating disorders manifested during this stage
- h. Characterize rites of passage and identify typical conflicts between adolescents and their parents, peers
- i. Distinguish between the four states of identity according to Marcia

Performance Standards

Competence will be demonstrated:

- o in objective examinations
- o in written reports

Performance

- o learner can define adolescence
- o learner can characterize moral reasoning during this stage
- o learner can describe the development of relationships during adolescence
- o learner can characterize the disorders frequently presenting
- o learner can distinguish the different cognitive processes and social thought schemas somewhat unique to adolescents

9. Recognize the physical, cognitive and psychosocial stages of early adulthood and distinguish between those of middle and late adulthood

Learning objectives

What you will learn as you master the competency:

- a. Distinguish between Piaget's cognitive stage during early adulthood thinking and that of

Perry

- b. Characterize early adult's orientation toward sexuality, careers and work between the genders
- c. Describe interpersonal attraction and distinguish between the different types of "love"
- d. Identify the stages within the family life cycle
- e. Differentiate between identity and intimacy
- f. Identify the levels of relationship maturity
- g. Distinguish physical, lifestyle and sexual changes during middle adulthood with those during early adulthood
- h. Differentiate between personality types A, B, C
- i. Describe the empty nest syndrome
- j. Differentiate between the psychosocial stages of early, middle, and late adulthood according to Erikson
- k. Distinguish between Erikson's stage theory and that of Levinson
- l. Identify Neugarten social clock orientation during this stage

Performance Standards

Competence will be demonstrated:

- o in objective examinations
- o in written reports

Performance

- o learner can identify and contrast between the stages of cognitive development during early and middle adulthood
- o learner can identify and contrast between the stages of physical development during early and middle adulthood
- o learner can identify and contrast between the stages of socioemotional development during early and middle adulthood
- o learner can identify and contrast between the stages of relationships during these stages
- o learner can characterize personality types during middle adulthood

10. Define the stages during the completion of the full life cycle

Learning objectives

What you will learn as you master the competency:

- a. Differentiate between the biological theories of aging and describe the effects of aging upon the senses, circulatory, respiratory systems during late adulthood
- b. Characterize cognitive changes during late adulthood and differentiate between fluid and crystallized intelligence
- c. Distinguish between dementia and Alzheimer's disease
- d. Identify and contrast the social theories during aging
- e. Identify the Kubler Ross stages of dying and distinguish between euthanasia

Performance Standards

Competence will be demonstrated:

- o in objective examinations
- o in written reports

Performance

- o learner can describe biological theories and explanations of aging
- o learner can identify physical changes associated during the final stage of life
- o learner can identify physical disorders and cognitive deficiencies and diseases during this stage
- o learner can identify stages of dying and distinguish between the types of euthanasia

Types of Instruction

Lecture

Discussion

Demonstration

Experiential

Video presentations

Grading Information

Grading Rationale

Evaluation Methods:

Students will be evaluated as follows in accord with the weights assigned to course requirements:

1. Pre Test Weight: 0%
2. Course Examinations Weight: 30%
3. Homework and in class assignments Weight: 50%
3. Post Test Weight 17%
4. Participation Weight: 3%

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%