

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

PSYCHOLOGY 150 – DEVELOPMENTAL PSYCHOLOGY

3 hours lecture, 3 units

Catalog Description

Overview of psychological research and theory involving the lifespan approach to human behavior and cognition. Explores the biological, emotional, social and cognitive development from infancy through childhood, adolescence and adulthood. Topics include influences of drugs and disease on prenatal development, child-rearing methods, temperaments and personality, childhood disorders, development of language and thinking, gender roles, friendship, family and relationships, parenting, and aging. *Not open to students with credit in PSY 165.*

Prerequisite

“C” grade or higher or “Pass” in PSY 120 or equivalent

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Apply research methodology
 - a. Scientific method
 - b. Identify basic types of research methods
 - c. Delineate the different strengths and weaknesses of each method
 - d. Apply research-based critical thinking
 - e. Use and misuse of statistics
- 2) Use and distinguish basic information of each sub-area
 - a. Psychobiology: neuron and brain, autonomic nervous system, genetics
 - b. Learning: classical conditioning, operant conditioning, observation learning
 - c. Memory: state theory, forgetting, biology of memory
 - d. Thinking and language: problem solving, language development
 - e. Development: physical, cognitive and social development
 - f. Personality: various perspectives and theories
 - g. Health: stress and illness
 - h. Social psychology: attitudes, interpersonal attraction, influence

Course Content

- 1) Research and Theory
 - a. History of developmental psychology
 - b. Research strategies
 - c. Interdisciplinary aspects
- 2) Biological Bases
 - a. Heredity/genetics
 - b. Prenatal development
 - c. Birth and the newborn
- 3) Infancy and Toddlerhood
 - a. Physical development: brain changes, arousal states, motor sequences, perception
 - b. Cognitive development: individual differences
 - c. Emotional and social development: temperament, personality, attachment
- 4) Childhood

- a. Physical development: body growth
 - b. Cognitive development: language
 - c. Emotional and social development: self, peer relations, morality, gender-typing, child rearing, school, family influences, stress and coping
- 5) Adolescence
- a. Physical development: puberty, health issues
 - b. Cognitive development: abstract thinking, sex differences, vocations
 - c. Emotional and social development
- 6) Adulthood and Aging

Course Objectives

Students will be able to:

- 1) Compare and contrast the philosophy of different schools of psychology and their interpretation of behavior.
- 2) Apply scientific methods of exploration of human development, from conception to birth, and from childhood, adolescence, and adulthood through aging and death.
- 3) Describe genetic influences on the basic growth of the central nervous system and the impact on physical and intellectual development of the child.
- 4) Explain and contrast various sensory system abilities throughout the lifespan.
- 5) Classify levels of cognitive abilities including reflexes and simple reasoning to abstract concept development through the lifespan.
- 6) Produce examples and strategies that can benefit the physical and emotional development of a child.
- 7) Label and utilize examples to describe the physical development during various stages of lifespan development.
- 8) Discuss limitations and contrast the different theories of language production and language acquisition during childhood.
- 9) Compare and contrast theories of emotional development from attachment during infancy to relationships in adulthood and later years.
- 10) Identify and define characteristics of pre-pubescent and post-pubescent adolescent behavior and emotional development.
- 11) Produce explanations of activities of older adults and elderly populations based on an analysis of their development.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and exams that measure students' ability to recognize, describe, explain, and provide examples of the various topics, information, and issues related to the study of lifespan development.
- 2) Written analysis of developmental issues that measures students' ability to analyze, interpret and weigh the validity of arguments using research sources.
- 3) Group or individual projects or research papers that measure students' ability to explain childhood and adult behavior.
- 4) Interactive group activities that measure students' ability to analyze, discuss, and draw conclusions about developmental theories and direct observation.

Method of Instruction

- 1) Lecture and discussion
- 2) Group discussion, cooperative learning exercises
- 3) Guest speakers (optional)
- 4) Individual and group projects, structured in-class exercises, demonstrations

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Out-of-Class Assignments

- 1) Essays
- 2) Online quizzes
- 3) Research paper

Texts and References

- 1) Required: (representative examples):
 - a. Sigelman, Carol and Elizabeth Rider. *Life-Span Human Development*. 8th edition. Cengage Advantage Books, 2016. ISBN 9781111343132
 - b. *The Developing Person Through the Life Span* Kathleen Stassen Berger – 9th Edition 2015 Macmillan Learning
- 2) Supplemental: None

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Apply ethical scientific methods to explore various theories of development through the lifespan.
- 2) Label the milestones of physical development through the lifespan.
- 3) Compare and contrast the cognitive and language abilities of infants, children, teenagers, young adults, middle adults and aging adults.
- 4) Discuss the implications of trauma at various stages of the lifespan and the likely effects on development.