PSYC C118: LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

Item	Value
Curriculum Committee Approval Date	12/11/2009
Top Code	200100 - Psychology, General
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Local General Education (GE)	• CL Option 1 Social Sciences (CD1) • CL Option 1 Self-Development (CE1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 4 Social & Behavioral Sciences (4)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 4 Social&Behavioral Sci (4)
California State University General Education Breadth (CSU GE-Breadth)	• CSU D Soc Politic Econ Inst (D) • CSU E1 Lifelong Understanding (E1)

Course Description

Psychological study of human development across the lifespan from prenatal development through childhood, adolescence, adulthood, and dying, paying particular attention to the biological, cognitive, and psychosocial processes. Transfer Credit: CSU; UC. C-ID: PSY 180.**C-ID: PSY 180.**

Course Level Student Learning Outcome(s)

1. Summarize the major developmental milestones across the lifespan in the areas of biological, cognitive, and psychosocial development.
2. Use research methods to investigate a question about human development.
3. Compare and contrast various theories that relate to the study of human development.

Course Objectives

• 1. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).
• 2. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.

• 3. Identify biological, psychological, and sociocultural influences on lifespan development.
• 4. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.
• 5. Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.
• 6. Identify and describe the techniques and methods used by developmental psychologists to study human development.
• 7. Identify and describe classic and contemporary theories and research in lifespan psychology.
• 8. Describe the developing person at different periods of the lifespan.
• 9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

Lecture Content

Introduction: Theories of Development Psychoanalytical theory Learning theory Behaviorism Cognitive theory Life span perspective Developmental study Research design Development as a science The beginnings Heredity and environment Nature/nurture Genetics Prenatal development Conception Pregnancy Risk factors Delivery The first two years Fine and gross motor development Nutrition Learning through the senses Temperament Attachment Personality development The play years Child endangerment and neglect Learning through play Parenting styles Cognitive development The school years Nutrition and genetics Biological disorders Moral reasoning Bilingual education Adult-child relationships Peer relationships Adolescence Puberty Physical appearance Social pressure Thinking and reasoning Discovering their identity Aspirations Early adulthood (18-35) Physical changes Health risks Advanced moral reasoning skills Moral issues Communication Marital equity Dual-earner families Middle adulthood Health habits Health concerns Lifestyle choices Cognition Social and emotional issues Mid-life crisis Late adulthood Physiological changes Gerontology Longevity Short and long term memory Dementia and cognitive decline Staying physically and cognitively active Death and dying Acceptance and preparation Culture and religion Wills, advanced directive and hospice care

Method(s) of Instruction

• Lecture (02)
• DE Live Online Lecture (02S)
• DE Online Lecture (02X)
• Video one-way (ITV, video) (63)

Instructional Techniques

The instructor will utilize a variety of instructional techniques such as lecture format augmented by PowerPoint slides, guest speakers, computer-animated demonstrations, demonstrations, and video programs. Learning strategies will include small group activities, case studies, individual student projects, guest speakers, web activities, and discussion board activities. Student evaluation methods will include taking tests and writing reports, doing independent reading and studying, and taking midterm and final examinations.

Reading Assignments

Weekly readings from the assigned textbook are required. Additional articles and sites from the Internet and the textbook companion website will be provided.

Writing Assignments

Written Assignments: Students will submit at least two written assignments, at least one midterm essay, and in online classes graded responses to discussion topics.

Out-of-class Assignments

Quizzes: In class and/or take home quizzes will be given regularly that will cover the textbook, lecture material, and classroom discussion. Exams: Students will prepare for a Midterm and a Final Examination; these will be objective multiple-choice, fill-in, matching, and/or matching and an essay. There will also be required written assignments or projects, and discussion boards in online courses.

Demonstration of Critical Thinking

Responding to objective and essay questions demonstrating critical thinking. Participation in small-group, in-class discussions or discussion boards and evaluation of ideas that evolve from the group discussions. Use of critical thinking skills in written assignments and/or reaction papers in class.

Required Writing, Problem Solving, Skills Demonstration

Completion of in-class or written assignment/essay questions demonstrating problem solving skills. Use of critical thinking skills in written assignments and/or reaction papers in class. All course and program SLOs are measured through required completion of assignments.

Eligible Disciplines

Psychology: Masters degree in psychology OR bachelors degree in psychology AND masters degree in counseling, sociology, statistics, neuroscience, or social work OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Berger, K.S. The Developing Person through the Life Span, latest edition ed. New York: Worth Publishers, 2020 Rationale: - 2. Required Santrock, John. Essentials of Life Span Development, 4th ed. New York: McGraw Hill, 2020 3. Required Berger, K.S. Invitation to the Life Span, latest edition ed. New York: Worth, 2019 4. Required Boyd, D.; Bee, H. Lifespan Development, latest edition ed. New York: Pearson, 2019

Other Resources

1. Coastline Library