



Course Number/Title: PS 276 Developmental Psychology

Term/Year: Late Fall 2017

Credit Hours: 3

Days/Time: Online

Department: Behavioral Science

Prerequisite: None

Required Text: Janet Belsky. Experiencing the Lifespan, 4th edition.

Instructor Email: Krista.carter@colbycc.edu

Contact Phone: Call or Text – 785-443-3058

CCC MISSION

Challenge students to adapt to a diverse society. *Create* opportunities for student growth. *Connect* student learning with professional experiences.

RATIONALE

This course represents an introduction to the psychology of human development throughout the lifespan. This course is offered for all students. Education and medical majors are encouraged to complete PS 276 to fulfill their major requirements. It is intended to meet the needs of all students who are in a program which require human development.

COURSE DESCRIPTION

Developmental Psychology is a study of development of the individual from conception to maturity and old age. Emphasis is given to behavioral, social, emotional, intellectual and linguistic development. Developmental psychology is concerned with the description and explanation of changes in an individual's behavior that are a result of maturation and experience.

COURSE OBJECTIVES AND COMPETENCIES

The learning objectives and competencies detailed below meet or exceed the learning outcomes and competencies specified by the Kansas Core Competency Project for this course, as sanctioned by the Kansas Board of Regents.

Upon completion of the Lifespan Developmental Psychology course, students will be able to:

1. Distinguish among developmental theories.
2. Identify research methods in development.
3. Describe social and emotional development throughout the lifespan.
4. Explain cognitive development throughout the lifespan.
5. Identify physical development throughout the lifespan.
6. Summarize neurological development throughout the lifespan.
7. Describe the processes of death and dying.

Course Outcomes Assessed in This Course:

Students will be able to:

1. Demonstrate knowledge and understanding of the major perspectives and theories in human growth and development.
2. Identify and explain the major issues, themes, and processes of human development across the lifespan.
3. Demonstrate knowledge and understanding of how human beings change from conception through late adulthood and death in the physical, cognitive, social, and personality areas.
4. Analyze research related to lifespan development and contend with controversial issues related to lifespan development.

COURSE REQUIREMENTS/OUTLINE

Course Logistics

- This course is set up so that you can move at your own pace. If you want to move quicker through the course, go ahead!
- If you need to do more or less on certain weeks, I am fine with that, but DON'T PROCRASTINATE! All assignments (with the exception of the Introduction Discussion Board & Getting Started Quiz) are Due on January 3rd by midnight!
- Remember you must post your introduction by December 20th!! (Go to the Introduction Discussion Board)
- Final due date for all assignments is January 3rd by Midnight!
- See the Course Schedule online in the course for details of all assignments and what you need to do!

Course Outline

See “Attachment A” at the end of the syllabus for a basic outline of the course. For the most detailed schedule for the course, refer to the “Course Schedule” area on our course on Canvas in the modules area. Each week you will be able to find that week’s assignments, readings, and other items related to what we are studying. I will give you tips on how to “navigate” your way through the module/chapters and study tips.

Course Requirements

1. Personal Introductions
2. Module Assignments
3. Discussion Boards
4. Tests
5. Interview Project

Personal Introduction

Students will be **awarded 25 points** for posting a personal introduction in the discussion thread during the first week of our course. You will also need to reply to at least three of your fellow classmates! The purpose of the introduction is to provide an opportunity for the students and the instructor to learn about each other, to know each other and to work at issues that may emerge from the course. Be sure to tell us about yourself thoroughly. This is worth 25 points. If you are too brief the points awarded will reflect it!

Module Assignments

Each module/chapter may contain one or more assignments. These assignments will be listed under the module and also in the Course Schedule area. For most of these assignments, you will need to submit them in the designated drop box after completing it. See the Assignment Policy below for more details!

Discussion Boards

There will be discussion boards in some of the modules throughout the course. You will see these listed within the module. There will be specific instruction for each discussion. Be sure to review the discussion policy below!

Tests

There will be an exam/test given over each module covered. Test questions and material will consist of information obtained from *both* the class assignments and reading (which includes videos and articles) and material in the textbook. All test will be online. Most test will not be timed but you can only take them one time!

- About test: Majority of the test will be all multiple choice, short answer, and/or essay. Although some items will test your knowledge of facts or definitions, a larger number will assess your understanding of the material by asking you *to apply the concepts* we cover to examples. Being able to recognize how to apply class concepts to real-life examples requires understanding rather than rote memorization. We will do some "application" in our assignments that should give you an idea of what to expect on exams.

Interview Project

Each student will be required to interview someone over the age of 50. You will need to type a 2 page, double spaced summary of the interview. There will also be a discussion board assignment along with this project. See the “*Interview Project Assignment*” area online for specific guidelines and requirements. This should be done during the Aging module.

COURSE POLICIES

Discussion Policy

- Forums will have an associated deadline by which time all students must have posted their responses to receive credit for participation.
- Within 48 hours of a discussion’s end, the instructor will review all students’ responses and post a response as a course announcement and at the end of the discussion.
- Students will be graded on discussion postings. Points are earned based on quality of responses and compliance with the required number of postings as specified in individual assignment instructions.
- Individual discussion assignment instructions will indicate the number of points that can be earned on that particular discussion assignment.
- The points earned by each student on a given discussion will be posted to the online grade book no later than one week after the discussion ends.
- All students have a right to express their own opinions in discussions, and every other student must respect this right. Any student posting a comment disrespectful of this right will be asked to leave the discussion, and a grade of 0 points will be recorded.
- **“Flaming” is posting abusive or insulting messages.** Any student who engages in flaming in a discussion will be required to leave the class. A grade of F for the course will be reported.
- Controlling behavior includes, but is not limited to, attempts to dominate a discussion by posting threads excessively, intentionally changing the discussion topic, or exhibiting an inappropriate or argumentative attitude. Controlling behavior is not permitted. Violators will be asked to leave the discussion, and a grade of 0 points will be recorded.
- Students required to leave a discussion will be notified of this consequence in a private e-mail.

Assignment Policy

- The course software standards for submissions of assignments are Microsoft Word, PowerPoint, and Excel. Assignments completed in other formats will not be accepted.
- Most of your assignments will be turned into our course dropbox. You will find a video under the home area on how to use our dropbox. Please watch that before emailing or posting questions!

- When technical problems occur and you cannot submit your assignment electronically, send an email to me to explain the difficulty. If you cannot use e-mail, call me to explain the difficulty. If you reach your instructor's voice-mail, leave a message explaining the difficulty and a phone contact where you can be reached.
- **LATE ASSIGNMENTS:** All assignments not submitted by the due date will be considered late. I will accept late work up to a week later. However, late points will be deducted!
- Students are responsible for keeping a copy of all graded assignments. Absent a copy of graded in work in question, no grade change or credit for a missing assignment is possible.
- Students must ensure that assignment files are free of viruses before submitting them. Keep your virus detection software up to date. Should an assignment file fail scrutiny by our institution's standard virus detection software, the student submitting it will so advised by e-mail. A virus-free version of the file must be resubmitted within 24 hours of the posting date of this e-mail. Any subsequent failure to adhere to this requirement will cause an assignment to be unacceptable.
- If you have computer problems, it is your responsibility to get to a computer to complete your assignments.
- **Colby Community College Written Assignment/Test Policy**
"In accordance with the mission of Colby Community College – to provide for the development of better futures for it's students – it is essential that the principles of academic honesty and professional ethics be stressed throughout the educational process. The college, faculty, and student share responsibilities in addressing this issue. Students responsibilities are twofold: 1. Complete class assignments to the best of their ability without plagiarizing, cheating or in any way misrepresenting their work 2. Refrain from participating in any form of academic dishonesty as an individual or in combination with other individuals. (Student Handbook p. 18)"

E-Mail Policy

- Your instructor will answer e-mail received within 48 hours.
- You need to read your e-mail frequently to assure that you receive course information disseminated by e-mail in a timely fashion. You should especially be checking the announcements area for everything pertaining to class.
- **NOTE:** your email will go to your Trojan Web account. If you want to have those forwarded to the email account of your choice, please do that in the CCC ePortal.

TECH SUPPORT INFORMATION

Canvas Support Hotline

855-691-5024

You can access Canvas Support information by selecting the help button on the left hand menu.

Colby Community College Support
 support@colbycc.edu

- **If I have problems logging into the system (ePortal or Canvas), call the help desk or email them! Phone Number is: 785-460-5541 The email address is: support@colbycc.edu**
- If the system does not work for you first contact help desk and then notify me via email, text, or phone! DO NOT CONTACT ME days later and inform me about personal problems or computer problems. I need to know that ASAP not days or weeks later! This is for your sake (so you don't get behind) and my sake (so I know how I can be of help to you)!

METHOD OF EVALUATION:

The instructor's evaluation of the student will be based upon class discussion, examinations, class presence (includes online and F2f), student participation, research, and student attitude.

- 100% - 90% = A
- 89% - 80% = B
- 79% - 70% = C
- 69% - 60% = D
- 59% - or below = F

ACADEMIC INTEGRITY POLICY:

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy for the Academic Integrity Policy begins with the notification of the first infraction and continues throughout the student's tenure at Colby Community College:

- **First Offense** – Student will receive a zero for the assignment and the student will be reported to the Vice President of Academic Affairs.
- **Second Offense** – The student will receive a failing grade in the class and be reported to the Vice President of Academic Affairs and removed from the class in which the offense occurred.
- **Third Offense** – The student will be reported to the Vice President of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Vice President of Academic Affairs.

ASSESSMENT:

Colby Community College assesses student learning at several levels: general education, program, and course. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

SYLLABUS INFORMATION DISCLAIMER

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to stay current with any changes, modifications, adjustments or amendments that are made to this document. Students should adhere to the attendance, cell phone, assignment, test and grading policies in the course syllabus.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

According to the Americans Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or a physical disability and is requesting special accommodations, he/she should contact disability services at disability@colbycc.edu.

NOTICE OF NON-DISCRIMINATION

Colby Community College provides equality of opportunity to its applicants for admission, enrolled students, graduates, and employees. The College does not discriminate with respect to hiring, continuation of employment, promotion, tenure, other employment practices, application for admission or career services and placement on the basis of race, color, gender, age, disability, national origin or ancestry, sexual orientation or religion. For inquiries regarding the nondiscrimination policies, contact the Vice President of Students Affairs, Title IX and ADA Coordinator, Colby Community College, 1255 S. Range Ave., Colby, KS 67701 (785) 460-5490).

ACCREDITATION

Higher Learning Commission
230 S. LaSalle St., Suite 7-500
Chicago, IS 60604-1411
(800) 621-7440 FAX (312) 263-4162 www.ncahlc.org

COURSE OVERVIEW:

GETTING STARTED: December 15-17

Introduction: Getting Started

Module 1

Target Due Date: December 18

Week 1: December 18-24

Module 2

Module 3

Target Due Date: December 25

Week 2: December 25 - December 31

Module 4

Module 5

Module 6

Target Due Date: January 1

Week 3: January 1 -3

DUE DATE FOR ALL ASSIGNMENTS AND TESTS- JANUARY 3rd

Module 7

Final Test

Due Date: January 3

REMEMBER:

- *You can move at your own pace. If you want to move quicker through the course... go ahead!*
- *If you need to do more or less on certain weeks, I am fine with that but DON'T PROCRASTINATE!*
- ***Remember you must post your introduction by December 22nd!! (go to Introduction Discussion Board)***
- ***Final due date for all assignments is January 3rd at midnight!***

MODULE 1: Introduction and Foundation**Chapter 1: The People, the Field, and Theories of Development**

Date:

Topics:

1. Setting the Context
2. Theories of Development
 - a. Erik Erickson
 - b. Jean Piaget
3. Research Methods

MODULE 2: Beginnings**Chapter 2 Prenatal Development, Pregnancy, & Birth**

Date:

Topics:

1. Heredity
2. Abnormalities
3. Infertility
2. Prenatal development
3. Birth and Postpartum

MODULE 3 Infancy**Chapter 3: Physical and Cognitive and Development****Chapter 4: Socioemotional Development**

Date:

Topics:

1. Reflexes
2. Sensations and perception
3. Object Permanence
4. Habituation
5. Language Development
6. Attachment
7. Day Care
8. Temperament
9. Child Abuse

MODULE 4: Childhood

Chapter 5 : Physical and Cognitive Development

Chapter 6: Socioemotional Development

Chapter 7: Settings for Development: Home and School

Date:

Topics:

1. Physical and motor development
2. Cognitive development
3. Early and later experiences
4. Education/School
5. Intelligence and mental retardation
6. Peers
7. Television
8. Moral
9. Problems

MODULE 5 Adolescence

Chapter 8: Physical Development

Chapter 9: Cognitive and Socioemotional Development

Date: Week 6

Topics:

1. Physical development
2. Cognitive development
3. Family
4. Peers
5. Personality
6. Problems
7. Adolescent Sexualit, relationships, and dating
8. Schools
9. Drugs
10. Suicide
11. Anorexia, nervosa, and bulimia

Module 6: Adulthood and Aging

Chapter 10 Constructing an adult life

Chapters 11 Relationship and Roles

Chapter 12 Midlife

Date:

Topics:

1. Theories
2. Physical changes
3. Mid life crisis
4. Memory
5. Careers
6. Families
7. Relationships
8. Maturity

Aging

Chapter 13: Later Life: Cognitive and Socioemotional Development

Chapter 14: The Physical Changes of Old Age

Date:

Topics:

1. Decline in physical development
2. Health
3. Aging Couple
4. Widowhood
5. Living Environment
6. Mental Health
7. Life Expectancy

MDOULE 7: Death and Dying

Chapter 15: Death and Dying

Date:

1. Kubler-Ross's Stages
2. Health Care for the Dying
3. Advance Directives

Interview Project Guidelines

Collecting a Life Story

One way to understand aging is to study someone's life story. This will not tell you how people generally change over a lifetime, but it will give you ideas about the complexity of change and highs and lows of a person's life. It is also an opportunity to apply material about physical, cognitive, and socioemotional development in late adulthood.

1. You will interview someone OVER THE AGE OF 50! You get to choose who you want to interview.
2. **Use Erikson's stages of psychosocial development to help organize this project. Use specific examples of how Erikson's stages apply to the individual's life. Use at least two of the stages to compare the individual's life (life events) to Erikson's stages. Be sure to give evidence of the stages identified.**
3. While you study chapters 13 and 14, compare things you are studying with what you learn about your interviewee. If they talk about physical challenges of aging... what did you learn from your textbook and lesson outline on that? Be sure to tie your interview to what you are learning.

Also, be sure to ask about aging... how has it affected them? How do they view it?

Ask questions about

- Aging
- Memory
- Retirement
- Relationships
- Careers
- Living arrangements
- Family
- Significant events

Sample question:

- What stands out for you as you look back over your life?
- When you were in your 20's what did you expect from life? Did you life go as you expected and planed?
- Do you think people experience a midlife crisis? If so, did you?
- Tell me about high points and low points in your life.
- What conflicts stand out for you?
- What did you learn form these conflicts?
- What has been the most rewarding for you in life?
- How has aging affected you?
- How you are at this point in your life, is it as expected? Different?
- Is there anything else you would like to add?

Be more specific on certain topics-

Retirement:

- Are you retired?
- Do you plan to retire?
- How many years did you work?
- Was it satisfying?
- How did you plan for retirement?
- Would you like to work again? If no, why not?
- If yes, why? What type of work would you be interested in doing?
- What type of work limitations would you say you have now?
- Are there products for your safety and/or health that you need because of your age?

Living Arrangement:

- Where do they currently live?
- Why? (Is it a deliberate choice?)
- Do they enjoy it or have any plans of change in the future?

Probe if necessary:

Can you give an example of that?

Explain what you mean by that.

Tell me more about that point.

That's interesting. Can you be more detailed?

You will need to *type a 2 page (minimum), double spaced summary* of the interview or you can choose a media option!

-Each person in the class will briefly share their interview with the class on the discussion board..

-You do not have to give the name of the person you interview to the class!

