

Developmental Psychology

Course Number/Title: PS 276 Developmental Psychology

Year: Fall 2012

Department: Behavioral Science

Credit Hours: 3

Required Text: Janet Belsky. Experiencing the Lifespan
2nd edition.

Days/Time: Online

Technical assistance/Help Desk: 785-460-5541 or email: support@colbycc.edu

WEBSITE: eCollege/eCourses

Skype Contact:

E-mail: * Krista.carter@colbycc.edu

Instructor: Krista Carter

Office Hours/Virtual Office Hours: by appointment- *contact me at office phone or (785) 443-3058 leave a message or text! Email is the best way to contact me!*

Office Phone #: 785-460-5531 **CELL PHONE:** 443-3058

Course Placement:

Freshman/Soph.

*This is the best way to reach me! When you email me you can expect me to respond within 24hrs. This is an important form of communication for this course. Please check your email throughout the week as well and the announcement board on the course homepage.

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 Outline

See Attachment A for a basic outline of the course. For the most detailed schedule for the course, refer to the "Course Schedule: *Weekly Reminders and Checklist*" area on our eCourse under the "Home" 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. I will also typically add information about content that is available for inquiry for learning beyond the required content and content that interests those of you who want to specialize in a special area of study. You will also be able to download the checklist and reminders in Microsoft Word if you want to print the checklist or save it to your computer!

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 Competencies

After completing Developmental Psychology, students will be able to:

1. Describe the importance in studying life-span development in human beings as it is expressed physically, cognitively, and socially.
2. Describe the multidimensional, multidirectional, historically embedded, multidisciplinary, and contextual life-long perspective.
3. Explain that maturation and experience (nature and nurture), continuity and discontinuity, stability and change are valid developmental issues.
4. Exhibit a theoretical understanding of Erickson's psychosocial, Piaget's Cognitive, Skinner's Learning, Bandura's Social Learning and their impact on interrelated understanding of life-span development.
5. Describe heredity-environment interaction, as it applies to prenatal development at birth; physical, socioemotional and cognitive development in infancy, early, middle and late childhood, adolescence, early adulthood, middle and late adulthood.
6. Describe current concerns of health and well-being, parenting and education, sociocultural contexts, and social policy.
7. Describe the social worlds of older adults, aging, ethnicity, gender, and culture, as related to families and social relationships, grandparenting, social support and health in late adulthood.
8. Define and distinguish among Kubler-Ross's denial, isolation, anger, bargaining, depression and acceptance stages of dying.

Methods of Instruction

Material for the course will be presented online through discussions, lectures, video observations, and audio-visual aids.

Course Logistics

This course is set up so that each week runs from Monday to Sunday. Most deadlines will be Sunday at midnight. **ALL DEADLINES and DUE DATES ARE POSTED under the “Home” area in “Weekly Checklists and Reminders”! Be sure to check the course reminders regularly.**

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

Course Requirements

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

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!

Chapter Assignments

Each chapter may contain one or more assignments. These assignments will be listed under the module and also in your weekly reminder and checklist area. For most of these assignments, you will need to submit it in the drop box after completing it. See the “assignment policy” below for more details!

Interview Project

Each student will be required to interview someone, preferably 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 assignment. See the “*Interview Project Assignment*” for specific guidelines and requirements.

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 in-class activities that should give you an idea of what to expect on exams.

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 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 be 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 its 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 24 hours.
- You need to read your e-mail every day 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 ePortal.

THINGS TO KNOW AND MOST COMMON QUESTIONS ASKED!!!

- If I have problems logging into the system (ePortal or eCollege/eCourse), call the help desk or email them! 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)!

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.

Academic Integrity

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:

- First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

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

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 keep up with any changes, modifications, adjustments or amendments that are made to this document

Accommodations for Students with Disabilities

According to the Americans with 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 needs special accommodations, he/she should contact Student Support Services, which is located in the Student Union.

Equipment

Students will have access to computers in Bedker rooms 704, 706, and 707. Internet access for research purposes is available on the computers at these locations also.

Bibliography

Janet Belsky. (2010). *Experiencing the Lifespan*.

COURSE OUTLINE**“Attachment A”**

SEE THE “COURSE SCHEDULE and REMINDERS” AREA ON ECOURSES FOR SPECIFIC DATES!!! These are subject to change!

INTRO WEEK:	August 20th-26	Introduction
Week 1	August 27-Sept. 2	Module 1
Week 2	Sept. 3-9	Module 2
Week 3	Sept. 10-16	Module 2
Week 4	Sept. 17-23	Module 3
Week 5	Sept. 24-30	Module 3
Week 6	Oct. 1-7	Module 3
Week 7	Oct. 8-14	Module 4
Week 8	Oct. 15-21	Module 4
Week 9	Oct. 22-28	Module 4
Week 10	Oct. 29-Nov. 4	Module 5
Week 11	Nov. 5-11	Module 5
Week 12	Nov. 12-18	Module 6
Week 13	Nov. 19-25	Module 6
Week 14	Nov. 26-Dec. 2	Module 6
Week 15	Dec. 2-9	Module 7
Week 16	Dec. 10 -14	Final and Wrap up week!

Remember: Each week starts on Monday and ends on Sunday.

Refer to the "**weekly checklists**" online for what specifically needs to be done each week!

MODULE 1: Introduction and Foundation

Chapter 1: The People, the Field, and Theories of Development

Date: Weeks

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: Weeks

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: Weeks

Topics:

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

MODULE 4: Childhood

Chapter 5 : Physical and Cognitive Development

Chapter 6: Socioemotional Development

Chapter 7: Settings for Development: Home and School

Date: Weeks

Topics:

1. Physical and motor development
2. Cognitive development
3. Early and latter experiences
4. Education

5. Self-discovery
6. Intelligence and mental retardation
7. Peers
8. Television
9. Moral
10. School
11. Problems

MODULE 5 Adolescence

Chapter 8: Physical Development

Chapter 10: Cognitive and Socioemotional Development

Date: Weeks

Topics:

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

Module 6: Adulthood and Aging

Chapter 10 Constructing an adult life

Chapters 11 Relationship and Roles

Chapter 12 Midlife

Date: Weeks

Topics:

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

Later Life

Chapter 13: Later Life: Cognitive and Socioemotional Development

Chapter 14: The Physical Changes of Old Age

Date: Weeks

Topic:

1. Decline in physical development
2. Health

3. Aging Couple
4. Widowhood
5. Living Environment
6. Mental Health
7. Life Expectancy

MODULE 7: Death and Dying

Chapter 15: Death and Dying

Date: Week 16

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