

## Developmental Psychology

**Course Number/Title:** PS 276 Developmental Psychology

**Year:** Fall 2012

**Department:** Psychology

**Credit Hours:** 3

**Required Text:** Janet Belsky. Experiencing the Lifespan 2<sup>nd</sup> edition

**Days/Time:** Tue/Th 11:00

**Room #:** BMC 712

**E-mail:** [Krista.carter@colbycc.edu](mailto:Krista.carter@colbycc.edu)

**Instructor:** Krista Carter

**Office Hours:** The best time to catch me is on T/TH 1:00-3:00; Also by appointment- *contact me at my office phone or (785) 443-3058 - leave a message or text me!*

*If you need to meet with me, email me about meeting and then we can set a time that works for both of us to meet!*

**Office Phone #:** 785-460-5531

**Course Placement:** Freshman/Soph.

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### 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

### Course Outcomes Assessed In This Course:

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 by discussion, lectures, observations, speakers, audio-visual aids, the use of eCollege/eCourse, and participation in class.

The use of class time will vary, depending on the learning objectives. For example, face to face time may be used for clarifying text material or introducing new material, for discussing how to identify and apply principles of theories, and for videos on special topics. It is your job to be actively involved during class.

**Course Logistics**

A few things you need to know to help you in this course:

- Become familiar with eCollege/eCourse. Most of our tests for this course will be taken online. There will be reminders on the "announcements" area about when tests are open and closed. IT IS YOUR RESPONSIBILITY TO STAY UP TO DATE ABOUT WHAT IS GOING ON IN CLASS. IF YOU MISS CLASS YOU SHOULD BE CHECKING TO SEE IF THERE ARE ANY DEADLINES!
- eCollege/eCourse is where you will find your current grade. I enter all grades within a week of an assignment being submitted. It is your responsibility to keep track of your grade and if you are missing anything. If you have any questions about your grade, you should send an email to me or stop by my office and let me know what questions you have!
- Resources and assignments can be found on eCollege/eCourse course site.

**Method of Evaluation**

The instructor's evaluation of the student will be based upon class discussion, examination, class presence, 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. Media Journal articles
2. Chapter Assignments
3. Unit Test
4. Interview Project
5. Attendance

**Media Journal**

To help you make meaningful connections between course material and the "real world," you will keep a media journal. This is a collection of articles from the media/news that deal with the human life span. The guidelines are as follows:

1. Throughout the semester, various articles will be assigned for you to read. For most of the articles, you will be given a handout with questions to answer about the articles you read.
  2. There will be some assignments where you will find a recent newspaper or magazine article or think of a personal experience that illustrates a pertinent developmental phenomenon, concept, theory, issue, or research finding, and then write a brief description or explanation of how it relates to material covered in class or in the text. You may choose from magazine articles, newspaper feature articles, editorials, commentaries, advice columns, medical columns, pictures and even cartoons.
  3. **You will keep each article and questions together in a three ring binder or folder to hand in at a time that will be announced in class, typically at the end of the semester.** I will randomly have students turn article responses in. *Everyone* will turn ***all*** articles in at the end of the semester. These should be in a folder or binder.
- ❖ **REMEMBER: KEEP YOUR MEDIA JOURNAL ORGANIZED!** Article check-list will need to be in the front. Make sure article responses are organized and easy to locate!!
  - ❖ These will be graded on several dimensions, including relevance to course material, originality, and accuracy of descriptions of psychological terms, concepts, and theories.

**Chapter Assignments**

In each unit covered, there will be assignments that are typically completed at least partially in class. These assignments will be due in class, the class meeting after the test deadline. You need to be sure these are turned in. If you miss class, it is your responsibility to get them turned in. Assignments will not be accepted after one week.

**Interview Project**

I will announce when this project will be due. Each student will be required to interview someone *over the age of 50*. You will need to either type a 2 page, double spaced summary or a digital story of the interview.

- ❖ See the "*Interview Project Handout*" for specific guidelines and requirements.

### Test Policy

There will be an exam/test given over each unit covered. Test questions and material will consist of information obtained from *both* the class lectures (which includes videos and articles) and material in the textbook. If for any reason you are unable to meet the test deadline on eCollege/eCourse, you must **NOTIFY the instructor BEFORE the test deadline** in order to be able to make it up. Many tests will be online. If you do not notify the instructor before the test deadline then you will not be able to make up the test!!

- DO NOT wait until the last minute to take online test. If you have a technology issue you need to email me ASAP and let me know.
- 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.

### 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)"*

If you must miss a writing assignment/test, please make prior arrangements with me, as soon as possible, by email or during my posted office hours only. **Makeup writing assignments/tests will not be accepted later than one week after the missed writing assignment is due. Points may be deducted for late work! Failure to complete the writing assignments in this time period will result in a grade of F for that assignment. NO EXCEPTIONS!**

### Attendance Policy

*"Colby Community College views class attendance as a mandatory activity. Students are expected to attend courses in which they are enrolled. If you are sick, you are encouraged to visit the Health Center. It is your responsibility to notify your instructors of any absence due to illness or any other reason. (Student Handbook p. 13)"*

You and your fellow students comprise this course to a large extent. Understanding comes from interacting and you cannot interact if you are not in class. I spend a large amount of class time using various visual aids (videos and demonstrations). You must attend class to take advantage of this teaching technique. Make sure that you complete the video worksheets and take notes on what you see in class because this information will be on the exams. ***We cover something important every single class meeting.***

Class attendance will be taken each day. Class assignments as well as other exam materials (not always covered in the text) will be presented. **Class discussion and participation are important.** Pop quizzes will be given if it is determined that students are not reading and are therefore not prepared for class discussion. **If a student misses a class for any reason, it is the student's responsibility to inform the instructor in advance and make up the work.** Regular attendance is essential to earning a passing grade in this class and is required. If you plan to drop the course, it is your responsibility to withdraw officially before the last day to drop. If you fail to do so, you may receive a failing grade in the course, instead of a "W". **You are expected to attend each session.**

**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.

**Weather Policy**

*"Due to state requirements mandating the number of instruction hours, Colby Community College rarely cancels regularly scheduled classes due to inclement weather. The decision to attend class during hazardous weather conditions rests with each individual student. Commuters should check, with civil authorities for weather and road conditions. (Student handbook, p. 13)"*

**Final Examinations**

*"Final examinations are required in all courses and are to be taken at the scheduled time and location. These are printed in the schedule booklet. Changes in the schedules can only be made by the Vice President of Academic Affairs. (Student Handbook p. 13)"*

FINAL EXAM TIME:

**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.

**Student Responsibilities**

1. Please make doctor and dental appointments at times that do not conflict with college classes. These classes do not meet daily, so it is essential to be in attendance at all scheduled class meetings.

2. The calendar of academic and athletic events will be shared with all college instructors. If one of these events would prevent you from attending class, you should **notify your instructor and complete the assignments before the event as arranged by her.**

### **Academic Probation and Suspension**

*"A student registered for a minimum of seven credit hours who does not maintain a semester grade point average of 2.0 will be placed on probation the following semester of enrollment. If at the close of that semester the student has not raised the grade point average, the student may be placed on suspension, during which time the student may not be recommended for admission to any other academic institution. Failure to make satisfactory academic progress may impact financial aid recipients. (Student Handbook p. 19)"*

### **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. Experiencing the Lifespan 2<sup>nd</sup> edition

**COURSE OUTLINE****“Attachment A”**

Aug.	21	Week 1	Intro/Syllabi/online
	23		Module 1
	28	Week 2	Module 1
	30		Test Module 1
Sept	4	Week 3	Module 2
	6		Module 2
	11	Week 4	Module 2
	13		Module 2
	18	Week 5	Test Module 2
	20		Module 3
	25	Week 6	Module 3
	27		Module 3
Oct.	2	Week 7	Module 3
	4		Test Module 3
	9	Week 8	Module 4
	11		Module 4
	16	Week 9	Module 4 (END OF 8 WEEKS)

	18	Module 4
	23 Week 10	Test Module 4
	25	Spring Break
	30 Week 11	Spring Break
Nov.	1	Module 5
	6 Week 12	No Class - Student Advisor Day
	8	Test Module 5
	13 Week 13	Module 6
	15	Module 6
	20 Week 14	Module 6
	22	<b>No Class - Thanksgiving</b>
	27 Week 15	Interview Projects
	29	Module 7
Dec.	4 Week 16	Module 7
	6	Module 7
	11	Module 7

**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

### **MODULE 7: Death and Dying**

Chapter 15: Death and Dying

Date:

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