PSY-2020: LIFE SPAN DEVELOPMENT

Cuyahoga Community College

Viewing: PSY-2020 : Life Span Development

Board of Trustees:
January 2018

Academic Term:
Fall 2018

Subject Code
PSY - Psychology

Course Number:
2020

Title:
Life Span Development

Catalog Description:
Study of human growth and development throughout the life span. Examination of major theories and research findings in the field of developmental psychology. Emphasis on biological, cognitive, social and emotional development. Examine the impact of diversity/culture on life span development. Identify the major issues of life span development and the influence of diversity / culture. Students will analyze, appraise and apply the major developmental theories to everyday life scenarios. Students will construct an understanding of cross cultural development across the life span.

Credit Hour(s):
4

Lecture Hour(s):
4

Lab Hour(s):
0

Other Hour(s):
0

Requisites

Prerequisite and Corequisite
PSY-1010 General Psychology, or PSY-101H Honors General Psychology.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:
- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf
VI. CORONAVIRUS/COVID-19 STATEMENT

Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic. Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check your Tri-C email and visit tri-c.edu/coronavirus regularly for updates. All students must adhere to the following general guidelines, until further notice:

- Remain at home. Do not attend any in-person class or gathering.
- Notify your instructor(s) if you are ill, have tested positive for COVID-19, or have been exposed to an individual who has tested positive for COVID-19.
- Wear a mask or face covering at all times, including, but not limited to: upon entering and exiting any Tri-C facility, in class, and in all common areas.
- Maintain a distance of at least six feet between yourself and others at all times.
- Provide the College with relevant information about your current health status and participate in any required on-site checks (e.g., temperature checks).
- Use only designated areas of Tri-C facilities, including entrances and exits. Sign in and out of Tri-C facilities as directed.

The general guidelines listed above do not encompass all coronavirus-related guidance. These guidelines are subject to change at the discretion of the College and under the direction of public health authorities. Students who fail to adhere to this guidance may be subject to disciplinary action under the College’s Student Code of Conduct and the Student Judicial Code.

Outcomes

Course Outcome(s):
Identify the major theories and perspectives of human development across the life span.

Essential Learning Outcome Mapping:
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Discuss the historical view of developmental theory as scientific, applied and interdisciplinary.
3. Compare and contrast two different theoretical perspectives of development.

Course Outcome(s):
Analyze, appraise and evaluate the validity and reliability of common research methods used to study developmental psychology.

Essential Learning Outcome Mapping:
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):
1. Identify the major research methods and designs, using primary source studies.
2. Identify a major research study from a professional journal, using electronic searches. Write a research summary and critique following the scientific method.
3. Analyze and appraise when to use the common research methods and designs to study life span development.
4. Develop a typology of the research methods and designs and list according to when to use each type.

Course Outcome(s):
Analyze, synthesize and evaluate the major issues in development across the life span.

Essential Learning Outcome Mapping:
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Design activities to enhance the achievement of developmental milestones for each stage of life.
2. Analyze and classify the major issues to be resolved in each aspect of life: biological or physical, cognitive, emotional and social.
3. Analyze and classify the major milestones of development for each stage of life.
Course Outcome(s):
Appraise and evaluate major developmental theory used to explain the influence of culture / diversity on development across the life span.

Essential Learning Outcome Mapping:
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):
1. Discuss, analyze, and evaluate Cross-Cultural Human Development.
2. Synthesize major developmental theories used to explain the influence of culture / diversity on development.
3. Complete a self-directed study to analyze and interpret original research work on cross cultural development.
4. Classify, explain and synthesize the influence of culture on development in the following aspects: socialization, physical growth, language, cognition, self, personality, social behavior, family and health.

Methods of Evaluation:
1. Simulations/role plays
2. Reflection papers
3. Discussions - small and large group
4. Multimedia presentations
5. Participant observation reports
6. Portfolio Assessment
   a. Journal entries
   b. Show what you know opportunities
   c. Short answer
   d. Essay
   e. Multiple choice exams
7. Papers
8. Written research or project reports
9. Written critique of journal articles
10. Critical thinking activities - consumer education
11. Service learning opportunities
12. Research activities

Course Content Outline:
1. The study of Life Span Development as a subspecialty of Psychology
   a. Human development as a Scientific, applied, and interdisciplinary field
   b. Basic issues in the field
   c. The lifespan perspective: a balanced point of view
   d. The definition of diversity/culture and the influence on the lifespan perspective
   e. Historical foundations
2. Theoretical perspectives on Life Span Development
   a. Mid-twentieth-century theories
      i. Psychoanalytic perspective
      ii. behaviorism and social learning theory
      iii. Cognitive development theory
      iv. Moral development theory
   b. Recent theoretical perspectives
      i. Core knowledge
      ii. Information processing
      iii. Ethology and evolutionary developmental psychology
      iv. Sociocultural theory
      v. Ecological systems theory
      vi. Diversity/cultural developmental theory
1. Research Methods and Design Used to Study Life Span Development
   a. Common Research Methods
      i. Systematic Observation
      ii. Self Reports
      iii. Clinical or Case Study
      iv. Ethnography
      v. Field and Natural Experiments/Observations
      vi. Survey
   b. General Research Designs
      i. Correlational Design
      ii. Experimental Design
      iii. Longitudinal Design
      iv. Cross-sectional Design
      v. Sequential Design
   c. Diversity / Cultural Influences and Considerations – Methods for studying culture.
   d. Ethics in conducting research on human development.

2. Stages of Life Span Development
   a. Biological and Environmental Foundations including Cultural Influences.
   b. Prenatal Development, Birth and the Newborn
      i. Biological or physical
      ii. Cognitive
      iii. Emotional
      iv. Social
      v. Diversity /cultural influence
      vi. Developmental milestones to be accomplished.
   c. Infancy and Toddlerhood
      i. Biological or physical
      ii. Cognitive
      iii. Emotional
      iv. Social
      v. Diversity /Cultural Influence
      vi. Developmental milestones to be accomplished
   d. Early Childhood
      i. Biological or physical
      ii. Cognitive
      iii. Emotional
      iv. Social
      v. Diversity /Cultural Influence
      vi. Developmental milestones to be accomplished
   e. Middle Childhood
      i. Biological or physical
      ii. Cognitive
      iii. Emotional
      iv. Social
      v. Diversity /Cultural Influence
      vi. Developmental milestones to be accomplished
   f. Adolescence
      i. Biological or physical
      ii. Cognitive
      iii. Emotional
      iv. Social
      v. Diversity /Cultural Influence
      vi. Developmental milestones to be accomplished
   g. Emerging Adolescence
      i. Biological or physical
      ii. Cognitive
      iii. Emotional
      iv. Social
v. Diversity/cultural influence
vi. Developmental milestones to be accomplished

h. Early / Young Adulthood
   i. Biological or physical
   ii. Cognitive
   iii. Emotional
   iv. Social
   v. Diversity /Cultural Influence
   vi. Developmental milestones to be accomplished

i. Middle Adulthood
   i. Biological or physical
   ii. Cognitive
   iii. Emotional
   iv. Social
   v. Diversity /Cultural Influence
   vi. Developmental milestones to be accomplished

j. Late Adulthood
   i. Biological or physical
   ii. Cognitive
   iii. Emotional
   iv. Social
   v. Diversity /Cultural Influence
   vi. Developmental milestones to be accomplished

k. Death, Dying, and Bereavement
   i. Biological or physical
   ii. Cognitive
   iii. Emotional
   iv. Social
   v. Diversity /Cultural Influence
   vi. Developmental milestones to be accomplished
   vii. Social issues of death.

3. Societal Influences on Life Span Development
   b. The Role of Social Change and Social Engineering.
   c. Technology and its impact on Life Span Development

4. Future Directions in the study of Life Span Development

Resources


Arnett, Jeffrey Jensen. (ts ‘2016-12-29 00:00:00’) *Human Development: A Cultural Approach*.

Miller, Patricia. (ts ‘2017-12-28 00:00:00’) *Theories of Human Development*.

**Resources Other**

Manuals:

Periodicals:
1. Annuals of Internal Medicine
2. European Journal of Developmental Psychology
3. Journal of Black Psychology
4. Journal of Child Development
5. Journal of Child Psychology and Psychiatry
6. Journal of Community Psychology
7. Journal of Developmental Psychology
8. Journal of Gerontology
9. Journal of Neuropsychopharmacology
10. Journal of Personality and Social Psychology
11. Journal of Psychology in the Schools
12. Monographs of the Society for Research in Child Development
13. Sociology of Health and Illness

**Instructional Services**

OAN Number:
TMSBS and OSS048

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