



PSYC 125 - Human Development Course Outline

Approval Date: 03/11/2021

Effective Date: 08/13/2021

SECTION A

Unique ID Number CCC000233147

Discipline(s) Psychology

Division Social Sciences

Subject Area Psychology

Subject Code PSYC

Course Number 125

Course Title Human Development

TOP Code/SAM Code 2001.00 - Psychology, General / E - Non-Occupational

Rationale for adding this course to the curriculum Updating textbooks and revising examples in the "assignments" section only

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended

- PSYC 120

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- Understand the physical, cognitive, emotional, and social domains of development across the human lifespan.
- Analyze key concepts, theories, and research in developmental psychology.

2. Course Objectives: Upon completion of this course, the student will be able to:

- Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).
- Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.
- Identify biological, psychological, and sociocultural influences on lifespan development.
- Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.
- Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.
- Identify and describe the techniques and methods used by developmental psychologists to study human development.
- Identify and describe classic and contemporary theories and research in lifespan psychology.
- Describe the developing person at different periods of the lifespan.
- Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

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3. Course Content

- Introduction

- a. human development - definitions and controversies in the field (traditional vs. lifespan, continuous vs. discontinuous, nature vs. nurture)
- b. the scientific method
- c. approaches to studying change over time
- B. Developmental Theories
 - a. Psychodynamic theories
 - b. Learning theories
 - c. Contextual theories (e.g., sociocultural)
 - d. Cognitive theories
 - e. Humanistic theories
- C. Genetics
 - a. Genes, chromosomes and genetic transmission
 - b. Genetic and chromosomal disorders
- D. Prenatal Development and Birth
 - a. Stages of prenatal development and birth (labor)
 - b. Effects of the environment on prenatal development
 - c. Neonatal testing and competencies
- E. Physical, cognitive, and psychosocial development during infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood
- F. Death and Dying
- G.

4. Methods of Instruction:

Discussion:

Lecture:

Online Adaptation: Activity, Discussion, Lecture

3. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests --

Quizzes --

Papers --

Final Exam --

Mid Term --

Additional assessment information:

1. Multiple choice and short answer quizzes

For example,

Multiple choice-

The first identity crisis or dilemma a developing infant encounters according to Erikson is:

- a. The Id
- b. Sensorimotor
- c. Trust vs. mistrust
- d. Identity vs. role confusion

Short answer-

Describe the main elements of Bowlby's attachment theory including the types of attachment, cross-cultural research on attachment and the connection between attachment

quality in infancy and later developmental issues.

2. Midterms: Combination of multiple choice and short answer.

For example,

Multiple choice-

The parenting style with the best outcome for children has been shown to be:

- a. Permissive
- b. Authoritative
- c. Authoritarian
- d. Passive

Short answer-

Describe the criticisms of the Kubler-Ross stages of grief.

Define the five different kinds of elder abuse. Which one does not occur with children?

Letter Grade or P/NP

4. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

For example,

1. Read Chapter 4 in "Lifespan Development" by Santrock covering physical development in infancy

2. Read Chapter 16 in "Lifespan Development" by Santrock covering socioemotional development in middle adulthood

B. Writing Assignments

For example,

1. Term Paper and class presentation -

Complete a research paper on a developmental problem, issue or delay affecting any point of the lifespan. This may include issues such as autism, teen pregnancy, Alzheimer's, divorce, mid-life career change etc. This topic should correspond to a chapter of the book. Write a 4-5-page paper on the topic (using standard college English, APA citations and bibliography, and at least two outside resources). Then prepare a 7-minute presentation, including handouts, that will be given to the class that gives the highlights of the paper.

2. Critical thinking questions -

Describe the early developmental process of a child that you know personally or a character in the mass media. Reflect on whether Locke's idea of tabula rasa or Rousseau's idea of innate morality better describes that child's early development.

C. Other Assignments

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5. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Santrock, J
Title: Lifespan Development
Publisher: McGraw-Hill
Date of Publication: 2019
Edition: 17th

Book #2:

Author: Berger, K
Title: The Developing Person Through the Lifespan
Publisher: Macmillan
Date of Publication: 2020
Edition: 11th

Book #3:

Author: Kuther, T
Title: Lifespan Development: Lives in Context
Publisher: Sage
Date of Publication: 2019
Edition: 2nd

B. Other required materials/supplies.