

Ψ DEVELOPMENTAL PSYCHOLOGY

Course Title.	Developmental Psychology – Conception to Death
Course Number:	Psychology 204
Semester Units:	3
Instructor:	Katarina Olea; Doctor of Behavioral Health
Office:	Room 807 B
Office Hours:	By Appointment
Phone:	
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Required Text:	Berger, Kathleen S. <u>Invitation to the Life Span</u> , 2010. 1st Edition, New York: Worth Publishers.

Course Description.

This course is designed to introduce you to the main concepts and theories of developmental psychology, from conception to death. This course surveys psychology as both a science and an applied discipline. Topics to be covered include conception, prenatal development, infancy, toddlerhood, preschool years, middle childhood, adolescence, early adulthood, middle adulthood, late adulthood and death and looks at physical, mental and social development in each of the above mentioned stages.

Course Objectives.

The objectives of this course are: **1)** To critically think about and gain knowledge of the main theories and concepts of developmental psychology; and **2)** To leave this course with a basic understanding of developmental psychology, not only in the academic sense, but also an understanding of the everyday or practical nature of developmental psychology and how it applies to your physical, mental and social development.

Course Format.

This course will consist of a combination of lectures, class discussion, assigned readings, videos, group and individual projects and performance on quizzes and exams.

Course Requirements.

Attendance and Class Participation. You are expected to attend class and stay for the whole period. You will be expected to demonstrate an understanding of the assigned reading by actively participating in class discussions. If you miss a class, it is your responsibility to get class notes from a fellow student. If you are going to miss a class, please contact me **before** class to let me know. You may be dropped from class if you are absent consecutively for the equivalent of one week of instruction, but **DO NOT** count on the instructor dropping you. If you want to drop the class, it is your responsibility. **Please check your I.V.C. e-mail and/or Blackboard before class in case the instructor will not be attending class that day.**

Written Project There will be one written project and a presentation of that project during this semester. The written portion will be 3–5 pages and will be worth 25 points and the oral presentation will be between 3– 5 minutes in length, must include a power point presentation and will be worth 25 points. **No late papers will be accepted. I DO NOT accept papers by e-mail.**

Exams. Two(2) exams will be given. One will be a midterm exam and the other a Final exam. Exams can consist of multiple choice, fill in the blank, short answer and essay questions from the textbook, lectures and videos. No make-up exams will be given unless you have contacted me **PRIOR** to the exam and let me know you will not be able to take the exam. If you contact me prior to the exam, you will have one week to make-up the exam. Each exam will be worth 100 points. **Please bring a scantron and a #2 pencil to each examination.**

SLO's. 1. Students will identify and demonstrate understanding of the physical milestones from conception to death; 2. Students will identify and demonstrate understanding of the cognitive development patterns from conception to death; and 3. Students will identify and demonstrate understanding of Erikson's stages of psychosocial development from conception to death.

Grading System.

90–100% = A	Exams	2@	100 pts.	200 pts.
80–89% = B				
70–79% = C	Projects	1@	50 pts.	50 pts.
60–69% = D				
0–59% = F	Participation		50 pts.	50 pts.

TOTAL: 300 pts.

Special Accommodation.

Should a student enrolled in the course require a special accommodation due to a disability in order to complete the requirements of the course, please advise the instructor immediately or contact the Disabled Student Programs and Services at (760) 355-6312.

Academic Dishonesty.

Please read and understand this section fully. Academic dishonesty (cheating) of any type will not be tolerated in my classroom. If a student is caught committing any type of academic dishonesty he or she will be given a 0 for the assignment/exam and will be reported to Student Affairs for further handling of the matter. In addition, unless you have made prior arrangements with the instructor, leaving during the class period or while watching a movie will be counted as an absence. If you get up and leave during class, please do not return. Coming in and out is disruptive to the other students as well as myself. Also, no cell phones should be answered during class or examinations.

TENTATIVE COURSE SCHEDULE

Date	Topic	Reading Assignment
08/20/13	Introduction to Class	
08/22/13	The Science of Development	Chapter 1
08/27/13-08/29/13	Genes & Prenatal Development	Chapter 2
09/03/13-09/05/13	First Two Years-Body & Brain	Chapter 3
09/10/13-09/12/13	First Two Years-Psychosocial Development	Chapter 4
09/17/13-09/19/13	Early Childhood – Body & Mind TOPICS FOR PAPER DUE (1-2 PARAGRAPHS 09/17/13)	Chapter 5
09/24/13-09/26/13	Early Childhood-Psychosocial Development	Chapter 6
10/01/13	Middle Childhood-Body & Mind	Chapter 7
10/03/13-10/08/13	Middle Childhood-Psychosocial Development	Chapter 8
10/10/13	MID TERM EXAM	
10/15/13-10/17/13	Adolescence – Body & Mind	Chapter 9
10/22/13-10/24/13	Adolescence-Psychosocial Development	Chapter 10
10/29/13-10/31/13	Emerging Adulthood-Body, Mind & Social	Chapter 11
11/05/13	ROUGH DRAFT OF WRITTEN ASSIGNMENT DUE	
11/07/13-11/12/13	Adulthood-Body, Mind, Psychosocial	Chapters 12&13
11/14/13	Late Adulthood-Body, Mind & Psychosocial	Chapters 14 & 15
11/19/13-11/21/13-11/26/13	WRITTEN ASSIGNMENTS (11/19/13) AND ORAL PRESENTATIONS DUE	
12/03/13	FINAL EXAM	

This instructor reserves the right to make announced modifications to this course outline.

FORMAT FOR TOPIC PAPERS

NAME
DATE
CLASS AND SECTION

TOPIC OF PAPER (EX: EATING DISORDERS IN ADOLESCENCE)

BODY OF WORK

- DESCRIBING YOUR TOPIC
 - WHY YOU CHOSE IT
 - IF/HOW IT RELATES TO FUTURE CAREER GOALS
 - WHERE YOU PLAN TO GET YOUR RESEARCH/INFORMATION
 - 1-2 PARAGRAPHS TYPED, DOUBLE SPACED, TIMES NEW ROMAN, FONT 12
-

WRITTEN PORTION OF PROJECT MUST INCLUDE THE FOLLOWING:

TITLE PAGE

OUTLINE (Should follow the order of your oral presentation)

YOUR OPINION/THOUGHTS

CONCLUSION

REFERENCE PAGE

DOUBLE SPACED, TIMES NEW ROMAN, FONT 12

SUGGESTED TOPICS:

- Abuse- Are some cultures more abusive than others? If so, why? What are the cultural variations in the modes of discipline? Is research based on the abuse and neglect of North American middle-class children valid for children from other groups?
- Dementia- Identify the causes and symptoms of severe cognitive impairment in the elderly. How are different disorders distinguished? What is Alzheimer's disease? What methods are used to treat dementia?
- Drug Use- What are the trends in adolescent drug use? What type of drug education programs should there be for adolescents? What if any is the solution?

- Eating Disorders- What are some of the causes or theories about anorexia and bulimia? What are the consequences and why are females particularly susceptible? What are some methods to treat eating disorders?
- Health- What are some common health problems for adults? What steps can be taken to prevent them? What are good treatment options?
- Achievement later in Life- Find examples of individuals who produced great art or literature or made a scientific discovery later in life. Compare their early life to their later life. Is there evidence of new wisdom or creativity later?
- IQ- Does intelligence decline during adulthood? Examine the arguments for and against this claim. Compare research on both sides of the controversy. Are standard IQ tests "age- biased" ?
- Ageism- What are some causes of ageism in or society? Which characterizations of the elderly are factual and which are myths? How does ageism affect the elderly? How can these attitudes be changed?
- Eriksonian theory and current research- What recent attempts have there been to validate Eriksonian ideas? How much of it is subjective and how much relatively objective? Evaluate both critical and laudatory approaches to Eriksonian theory.
- Piaget's theory- What do contemporary developmentlists say about Piaget's theory of cognitive development? Which aspects of the theory have withstood the test of time? Which have been modified, and how?
- Alternative lifestyles- In terms of psychosocial development, what are the advantages and disadvantages for an adult who chooses to remain single? childless? who adopts a homosexual lifestyle? Be sure your paper reflects research findings as well as opinions.
- Siblings- What effect do siblings have on development? Consider research on family size, birth order, and sex of siblings in connection with this topic. Is there an ideal family size and composition?
- Divorce- What are the factors implicated in divorce and what are the factors that determine adjustment afterward? Consider the impact of divorce on children, adults, and grandparents.
- Divorced and single parents- How has the incidence of divorced and single parent families changed over the last twenty years? How have these changes affected the experiences of children from these families? Which factors correlate with good adjustment and development in children from such families? Which factors correlate with poor adjustment? Are there periods of development when divorce is particularly difficult for children to cope with?
- Fathers and Mothers- What are the differences between father-child and mother-child interactions? What are the similarities? Does this pattern change as the infant becomes a toddler? a preschooler? a school aged child? Does the sex of the child affect these differences? To what extent are these similarities and differences cultural? biological? psychological?
- Medical procedures used during the birth process- Fetal monitoring, cesarean deliveries, forceps deliveries, and especially drugs given to women during labor have both critics and champions. What recent evidence can you find that is relevant to the controversy over these procedures, and what are the possible interpretations of the evidence? Why do views diverge so widely on this issue?

- Sex differences- What are the sex differences in behavior, ability, and attitudes that emerge during childhood? Which theories explain these differences? What evidence supports the various theories? Since this is a broad subject, you may want to focus on a single aspect, such as the differences in motor skills, verbal ability, or rate of psychological disturbance.