

# Ψ DEVELOPMENTAL PSYCHOLOGY

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

## Communicating With Me.

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions.

1. Course syllabus
2. Announcements in Blackboard
3. The “Hallway Conversations” discussion board

This policy will help you in potentially identifying answers before the instructor can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Hallway Conversations” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact the faculty via email. I will usually respond to email 8am to 5pm on weekdays, please allow 24-48 hours for me to respond.

**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 is a live in person class with an online component. This course will consist of a combination of lectures, class discussion, assigned readings, videos, group and individual projects and performance on quizzes and exams.

**Computer Requirements**

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following software packages:

- A web browser (Internet Explorer or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word
- Microsoft PowerPoint
- Adobe Connect

You are responsible for having a reliable computer and internet connection throughout the course.

**Campus Network or Blackboard Outage**

When access to Blackboard is not available for an extended period of time (greater than one entire evening – 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

***Course Requirements.*****Attendance/Participation**

*Preparation* for class means reading the assigned readings & reviewing all information required for that week. *Attendance* means showing up to class and logging into the Blackboard on a regular basis and *participating* in the all of activities that are posted in the course online and in person.

**Credit Breakdown. Studying and Preparation Time**

The course requires you to spend time preparing and completing assignments. A three-credit course requires 135 hours of student work. Therefore expect to spend approximately 9 hours a week preparing for and actively participating in this course.

**Late or Missed Assignments**

All assignments must be finished and turned in to complete the course. Unless the instructor is notified BEFORE the assignment is due and provides an opportunity for the student to submit his/her assignment late, points may be taken off for a late assignment.

**Rewrites**

Students may submit their assignments ahead of their due date for review by the instructor as long as the assignment is provided a minimum of three days prior to the course due date. The instructor will provide feedback on the assignment for consideration by the student. Additionally, for students who have submitted their assignments on time, the instructor allows for opportunities to revise/resubmit assignments within one week of receiving feedback from the instructor.

**Submitting Assignments**

All assignments, unless otherwise announced by the instructor, must be submitted via Blackboard (in the Assignments Section). Each assignment will have a designated place to submit the assignment.

**Drop and Add dates**

If you feel it is necessary to withdraw from the course, please see <http://www.imperial.edu/> for full details on the types of withdrawals that are available and their procedures.

### Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

### Grading Scale

The course is based on 475 points. The distribution is as follows.

**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 and True/False questions taken from the textbook, lectures and videos. Each exam will be worth 100 points.

**Written Project.** There will be one written project during this semester. The written project will be 4-5 pages and will be worth 75 points.

**Assignments.** There will be a total of 4 assignments (1-2 pages each) worth 50 points each

**Discussion Forums.** n/a

**Rubric Name.** Discussion grade

**Description.**

This rubric is used to assess your contributions to class discussion.

**Rubric Detail**

Criteria	Levels of Achievement		
	Poor	Competent	Proficient
<b>Initial Post</b>	<b>0 Points</b> No post made; or post does not provide specific and/or thoughtful answer to discussion prompt	<b>2 Points</b> One-paragraph specific and thoughtful answer to discussion prompt	<b>4 Points</b> Two-paragraph specific and thoughtful answer to discussion prompt
<b>Replies</b>	<b>0 Points</b> No replies made; or replies lack guidance and/or thoughtful feedback	<b>2 Points</b> One reply with guidance and/or thoughtful feedback	<b>4 Points</b> Two or more replies with guidance and/or thoughtful feedback

**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	Written Project	1@	75pts.	75 pts.
60-69% = D	Assignments	4@	50 pts.	200 pts.
0-59% = F				

TOTAL: 475 pts.

<b>Excellent: Exceeds Expectations</b>		<b>Good: Above Average</b>		<b>Average: Satisfies Minimum Requirements</b>		<b>Passing: Meets Most Requirements</b>		<b>Failing: Does Not Meet Requirements</b>	
<b>A+</b>	<b>100 to 97</b>	<b>B+</b>	<b>89-87</b>	<b>C+</b>	<b>79-77</b>				
<b>A</b>	<b>96-93</b>	<b>B</b>	<b>86-83</b>	<b>C</b>	<b>76-70</b>	<b>D</b>	<b>69-60</b>	<b>E</b>	<b>59-0</b>
<b>A-</b>	<b>92-90</b>	<b>B-</b>	<b>82-80</b>						

**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. 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 the Student Affairs office for further handling of the matter.

## TENTATIVE COURSE SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
02/16/16	Introduction to Class	
02/23/16	Theories of Development	Chapter 1
03/01/16	Genes & Prenatal Development	Chapter 2
03/08/16	First Two Years-Body & Brain	Chapter 3
03/15/16	First Two Years-Psychosocial Development	Chapter 4
03/22/16	Early Childhood – Body & Mind	Chapter 5
04/05/16	Early Childhood-Psychosocial Development	Chapter 6
04/12/16	Middle Childhood-Body & Mind	Chapter 7
04/19/16	Middle Childhood-Psychosocial Development	Chapter 8
04/26/16	Adolescence – Body & Mind	Chapter 9
05/03/16	Adolescence-Psychosocial Development	Chapter 10
05/10/16	Emerging Adulthood-Body, Mind & Social	Chapter 11
05/17/16	Adulthood-Body, Mind, Psychosocial	Chapters 12&13
05/24/16	Late Adulthood-Body, Mind & Psychosocial	Chapters 14 & 15

In Class Presentations

**05/31/16                      FINAL EXAM**

**This instructor reserves the right to make announced modifications to this course outline  
Please follow the topic each week vs. the chapter**

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*PROJECT MUST INCLUDE THE FOLLOWING:*

TITLE PAGE

OUTLINE (Should follow the order of your oral presentation)

BODY OF WORK/RESEARCH SECTION

YOUR OPONION/THOUGHTS

CONCLUSION

REFERENCE PAGE

4-5 PAGES DOUBLE SPACED, TIMES NEW ROMAN, FONT 12

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*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.



## Course Itinerary Fall 204

Week	Topics/Lessons	Assignments
(1) Introduction to the Course	<ul style="list-style-type: none"> <li>Course overview</li> <li>Introduction to class</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Familiarize yourself with Course: Syllabus, Course set up, etc.</li> </ul> <p><b><u>Readings:</u></b></p>
(2) Learning Unit 1	<ul style="list-style-type: none"> <li>Theories of Development</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Work on Assignment #1</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 1</li> </ul>
(3) Learning Unit 2	<ul style="list-style-type: none"> <li>Genes and Prenatal Development</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li><b>Assignment #1</b> Watch Video Business of Being Born and 2 page write up (08/27/15)</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 2</li> </ul>
(4) Learning Unit 3	<ul style="list-style-type: none"> <li>First Two Years: Body and Brain</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Work on Assignment #2</li> </ul> <p><b><u>Readings</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 3</li> </ul>
(5) Learning Unit 4	<ul style="list-style-type: none"> <li>First Two Years: Psychosocial</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li><b>Assignment #2</b> Nature Vs. Nurture Due (1 page write up 09/10/15)</li> </ul> <p><b><u>Readings</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 4</li> </ul>
(6) Learning Unit 5	<ul style="list-style-type: none"> <li>Early Childhood: Body and Mind</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Work on Assignment #3 and Study for Midterm</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 5</li> </ul>
(7) Learning Unit 6	<ul style="list-style-type: none"> <li>Early Childhood: Psychosocial</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li><b>Assignment #3</b> Theories on Intelligence (1 page write up 09/24/15)</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 6</li> </ul>

Week	Topics/Lessons	Assignments
(8) Course Review	<ul style="list-style-type: none"> <li>Course Review</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li><b>MID TERM EXAM (10/01/15)</b></li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Review Berger Textbook- Chapters 1 -6</li> </ul>
(9) Learning Unit 7	<ul style="list-style-type: none"> <li>Middle Childhood: Body and Mind</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Work on Final written Project</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 7</li> </ul>
(10) Learning Unit 8	<ul style="list-style-type: none"> <li>Middle Childhood: Psychosocial</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Work on Final Written Project</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 8</li> </ul>
(11) Learning Unit 9	<ul style="list-style-type: none"> <li>Adolescence: Body and Mind</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Work on Final Written Project</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 9</li> </ul>
(12) Learning Unit 10	<ul style="list-style-type: none"> <li>Adolescence: Psychosocial</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Work on Final Written Project</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 10</li> </ul>
(13) Learning Unit 11	<ul style="list-style-type: none"> <li>Emerging Adulthood: Body, Mind, and Psychosocial</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Work on Final Written Project</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 11</li> </ul>
(14) Learning Unit 12	<ul style="list-style-type: none"> <li>Adulthood: Body, Mind, and Psychosocial</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Work on Assignment #4</li> <li>Final Written Project Due 4-5 pages (11/10/15)</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 12 &amp; 13</li> </ul>

Week	Topics/Lessons	Assignments
(15) Learning Unit 13	<ul style="list-style-type: none"> <li>Late Adulthood: Body, Mind, and Psychosocial</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li><b>Assignment #4</b> Write Your Own Obituary (11/17/15)</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Berger Textbook- Chapter 14 &amp; 15</li> </ul>
(16) Wrap Up of Course- Final Week	<ul style="list-style-type: none"> <li>Course wrap-up</li> </ul>	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li><b>FINAL EXAM</b></li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>Review Berger Textbook- Chapters 1-15</li> </ul>