

Basic Course Information

Semester:	Spring 2024	Instructor Name:	Tina A. Williams
Course Title & #:	DEV PSY Concepts to Death	Email:	tina.williams@imperial.edu
CRN #:	20510	Webpage (optional):	N/A
Classroom:	204	Office #:	N/A
Class Dates:	02/12 to 04/13/2024	Office Hours:	Email/Zoom/Phone Monday/Wednesday 10:00 to 11:00 am
Class Days:	Wednesday	Office Phone #:	760-352-8320
Class Times:	0100-0225 pm	Emergency Contact:	760-562-5404
Units:	3	Class Format:	Online

Course Description

A study of human development from conception to death, including genetics, conception, prenatal development, infancy, toddlerhood, pre-school years, middle childhood, adolescence, early adulthood, middle adulthood, later adulthood, and death. The course covers theories of development, current research, and major development tasks. (CSU) (UC credit limited, see a counselor).

Course Prerequisite(s) and/or Corequisite(s)

Twelfth Grade Reading Level is highly Recommended.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

Identify and demonstrate understanding of the physical milestones from conception to death. (ILO1, ILO2, ILO3, ILO5)

Identify and demonstrate understanding of the cognitive development patterns from conception to death. (ILO1, ILO2, ILO3, ILO5)

Identify and demonstrate understanding of Erikson's stages of psychosocial development. (ILO1, ILO2, ILO3, ILO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- 1. Describe, using appropriate terms, the processes leading to conception, including factors inhibiting it.*
- 2. Describe the major stages and issues, including teratogens, occurring during prenatal development and birth.*
- 3. Identify the major physical, cognitive, and psychosocial stages and issues occurring during the preschool years.*
- 4. Identify the major physical, cognitive, and psychosocial stages and issues occurring during the school years.*
- 5. Describe the physical, cognitive, psychosocial, and cultural changes leading to, and developing in, adolescence.*
- 6. Explain the cognitive, psychosocial, and relational issues occurring during young adulthood.*
- 7. Identify the cognitive, physical, and psychosocial issues occurring during midlife.*
- 8. Describe the cognitive, physical, and social changes occurring during later adulthood.*

Describe the physical and social changes relating to death and the dying processes

Textbooks & Other Resources or Links

Berger, K.S. (2016). Invitation to the Life Span 5th Ed. Worth Publishing Company: New York

ISBN: 13: 978-1-319-33198-6

Course Requirements and Instructional Methods

Course Requirements:

This course will consist of a combination of lectures, class discussions, assigned readings, In Class and Out of Class assignments, videos as well as performance of quizzes and exams.

Class Participation:

At the beginning of each class, attendance will be taken (roll call). If a student must arrive late or leave early, the instructor should be notified so that the student is not penalized unfairly. It is the student's responsibility to let the instructor know when they are in class, particularly if they miss the roll call. Class participation will be measured by presence, active interest, and involvement in discussions, as well as In-class and out of Class assignments.

Weekly Journals: Journals will be a resource for the student to be able to analyze and reflect on the dialogue and content discussed. Weekly journals also count as your participation grade.

Exams:

One exam will be given based on text readings, and lecture material. The exam format will be multiple choice and true and false.

Written Project:

Students will research any culture of their choosing and discuss the significance of each psychosocial crisis stage within that culture as compared with Erickson’s psychosocial crisis stages. The paper must be in APA format and at least 5 pages in length.

Quizzes:

Quizzes will be given at the end of each class lectures. Each quiz will be worth 5 points.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading System:

90-100%	Journal/Activities:	150	350-300 points = A
80-89 %	Written Project:	50	299-250 points = B
70-79 %	(1) Exam/Quiz (15)	125	249-200 points = C
60-69 %	Class Participation:	<u>25</u>	199-150 points = D
50-00 %	Total: =	350	149-140 points = F (& below)

Course Policies

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceeds the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Other Course Information

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

IVC student Resources

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

- Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

- The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.
- Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight



surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.
- Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).
- Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.
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Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
02/12/2024	Introduction/Syllabus/Read Chapter 1 The Beginnings: The Science of Human Development Read Chapter 2 The Beginnings: From Conception to Birth	Weekly assignments consist of Reading, journaling, discussions, quizzes, videos, and activities.
02/19/2024	Read: Chapter 3: Body and Mind Read: Chapter 4: Psychosocial Developmental	
02/26/2024	Read Chapter 5: Body and Mind Read Chapter 6: Psychosocial Development	
03/04/2024	Read Chapter 7: Body and Mind Read Chapter 8: Psychosocial Development	



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
03/11/2024	Read Chapter 9: Body and Mind Read Chapter 10: Psychosocial Development	
03/18/2024	Read Chapter 11: Emerging Adulthood Read: Chapter 12: Body and Mind	Weekly assignments consist of Reading, journaling, discussions, videos, quizzes, and activities.
03/25/2024	Spring Break	
04/01/2024	Read Chapter 13: Psychosocial Development Read: Chapter 14 Body and Mind	
04/08/2024	Chapter 15 Psychosocial Final Exam	

*****Subject to change without prior notice*****