

PSY 110
LIFE-SPAN DEVELOPMENT

COURSE DESCRIPTION:

Prerequisites: ENG 080 and RED 080, or satisfactory score on placement tests

Corequisites: None

This course provides an introduction to the study of human growth and development. Emphasis is on the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span and apply this knowledge to their specific field of study. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

LEARNING OUTCOMES:

- I. Students will demonstrate an understanding of the scientific method, the variables that may influence research on development, and list and explain the various research methods used by psychologists to study human development by:
 - a. presenting a demonstration of an experiment; and
 - b. accurately identifying the independent, dependent and extraneous variables, including cross-cultural variables that impact research in human development.

- II. Students will demonstrate an understanding of the determinants of human development by:
 - a. identifying the stages of prenatal development;
 - b. explaining basic genetic principles;
 - c. explaining the birth process; and
 - d. discussing possible environmental influences on development.

- III. Students will demonstrate an understanding of early development by:
 - a. explaining the learning processes of the infant and explain physical and psychosocial development in the infant;
 - b. explaining the theories of development for the toddler and explain the sequence of events occurring in the toddler in terms of development; and
 - c. identifying influences on personality development of the preschooler (two to five years) and identify influences on cognitive and physical development of the preschooler.

- IV. Students will demonstrate an understanding of development in middle childhood by:
 - a. identifying the influences on personality development of middle childhood (six to twelve years);

- b. discussing development of self-concept in the middle childhood years; and
- c. explaining physical and cognitive aspects of development.

V. Students will demonstrate an understanding of adolescent and adult development by:

- a. identifying the influences on personality development of adolescents (thirteen to eighteen years);
- b. discussing factors that influence physical, cognitive, and psychosocial development; and
- c. identifying physical, cognitive, and psychosocial aspects of adult development.

CORE CONCEPTS EXAMINED:

- A. Determinants of development
- B. Nature vs. nurture
- C. Research methodologies
- D. Psychodynamic theory
- E. Social learning theory
- F. Cognitive theory
- G. Biological theory and genetics
- H. Prenatal development and birth
- I. Physical development across the lifespan
- J. Cognitive and language development across the lifespan
- K. Psychosocial development across the lifespan
- L. Death and bereavement
- M. Perspectives on death
- N. Children's reaction to death and dying

REQUIRED TEXTBOOK AND MATERIALS:

To be selected by instructor.

STATEMENT OF STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.