



WALSH UNIVERSITY

School *for* Professional Studies

Psych 210
Human Development

***ASSIGNMENT DUE ON THE FIRST NIGHT OF CLASS:
SEE PAGE 5***

Human Development Psych 210

COURSE SYLLABUS

COURSE DESCRIPTION

Normal patterns of growth and change throughout the lifespan. Stages of physical and psychosocial development, including personality, language, cognition, and intelligence. Consideration of research methods and major theories of child and adult development.

INTRODUCTION

This 3 Semester hour course provides an overview of developmental psychology. Included are notable theorists, neonatal and child development and developmental adults perspectives. The course provides ample opportunity for students to become familiar with developmental psychology, develop knowledge of its history and garner insights into critical developmental milestones and overall developmental process. The students will know the basic history, terms and concepts of developmental psychology. The students should be able to process issues related to life span and development. The students will gain an appreciation of developmental psychology, the accompanying language, developmental process and a general interest in the field of life span study.

COURSE OBJECTIVES

By the end of the course the students will be able to do the following:

- Define developmental psychology
- Be able to identify the major theorists
- Be familiar with the different developmental processes corresponding to ages across the life span
- Understand in a rudimentary fashion neonatal and child development
- Understand research methods and statistical concepts used in developmental research
- Know the definition of major terms in developmental psychology
- Be familiar with various stages across the life span
- Be familiar with the myths of adolescence and puberty
- Have a rudimentary understanding of Kubler-Ross stages of death and dying

MATERIALS FOR INSTRUCTION

Required: Human Development Updated 8th Edition James W. Vander Zanden, Thomas L. Crandell & Corinne Haines Crandell

NOTES REGARDING ASSIGNMENTS, WORKLOAD AND PRIOR COURSE WORK

This course will meet one to two times a week over five weeks, for four hours at a time. This highly accelerated pace requires students to take a great deal of responsibility for their own learning outcomes. While in class, students are expected to actively participate in discussions and group activities. Outside of class, students are expected to do a minimum of 3 hours for every hour spent in class of study, reading, and an autobiographical project.

REQUIREMENTS

Quizzes

Sessions 2, 4, 6 and 7 will begin with a quiz based on the material covered. These questions should be answerable by simply reading through the assigned material and preparation of the provided study guides for each quiz.

Assignments

The major assignment for this course is to relate materials from life span development to your own life in a life span autobiography. Completing assigned readings, being prepared for planned discussions in adolescent and adult development and finding and reading web-based resources will be a prominent part of the learning approach. Successful completion of these assignments represents a major component of the student's grade.

Final Exam

A comprehensive final exam will be administered to measure student success in attaining the base knowledge of the course.

EVALUATION

Grading Criteria

The grade for the class will be assigned based on performance in the following areas.

Quizzes	4 x 100	400 points
Final	1 x 300	300 points
Life Span Biography		200 points
Attendance		100 points

Grades are based on the scaling adopted by the Division of Social And Behavioral Sciences and are as follows:

Percentage	Grade
92-100	A
90-91	A-
88-89	B+
84-87	B
82-83	B-
80-81	C+
76-79	C
74-75	C-
72-73	D+
68-71	D
66-67	D-
0-65	F

POLICIES

Academic Integrity

The School for Professional Studies program subscribes to the academic honesty policy stated in the most recent version of the Walsh University Undergraduate Catalog and the School for Professional Studies program Student Handbook. Plagiarism and other forms of cheating or dishonesty may result in a failing test or course grade or suspension. Misrepresenting someone else's work as yours is considered a violation of those policies and will result in a grade of "F" on the assignment and possibly an "F" in the course. See the Student Handbook for complete information.

Attendance

Attendance is mandatory for all sessions of the course. See the School for Professional Studies program Student Handbook for more information.

Make-up Work

Acceptance of late assignments or make-up of missed assignments or quizzes is at the discretion of the facilitator who will announce the policy at the first workshop.

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP ONE

Read the course description, course objectives and other background materials covered in this module

Read Chapters 1, 2, 3

Using the American Psychological Association web-site www.apa.org and access the journal Monitor. You may have to search the Monitor for Programmed for psychopathology or can access the article directly by <http://www.apa.org/monitor/feb04/programmed.html>. Read the article and be prepared to discuss stress during pregnancy in terms of prenatal development.

WORKSHOP ONE

Theory, Research and Prenatal Development

OBJECTIVES

After completion of this workshop, students will be able to:

1. Know the definition of development and maturation
2. Be familiar with the relationship of biology and developmental psychology
3. Understand in general the various aspects of development (ie cognitive, physical, etc.)
4. Be familiar with the nature-nurture controversy
5. Understand all of the terms associated with developmental research (i.e. hypothesis, independent variable, dependent variable, control groups, etc.)
6. Recognize the types of research methods from examples
7. Be familiar with the various ways developmental research can be conducted
8. Know the strengths and weaknesses of each research method discussed in class
9. Understand reproduction in some detail
10. Appreciate the prenatal stages and all particulars
11. Define cephalocaudal and proximodistal development
12. Be familiar with lanugo hair
13. Know well the various effects negatively impacting the child during prenatal development

ACTIVITIES

- Introduction of facilitator and students. Each person introduces themselves to the class and facilitator, and discusses how they chose Human Development and what they would like to learn.
- Explanation of course requirements, expectations, learning outcomes and methods of evaluation and the assigned project.
- Presentation of Chapters 1, 2, 3.
- Class discussion of the Programmed for Psychopathology from the prenatal development perspective.
- Review the handout on theory and quiz study guide.

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP TWO

Prepare for Quiz I

Read Chapters 4-5.

WORKSHOP TWO

Infancy and Early Childhood Development

OBJECTIVES

After completion of this workshop, students will be able to:

1. Be familiar with the various aspects of perception of the infant discussed in class
2. Know the major reflexes in newborns
3. Understand the rudiments of the development of the nervous system

ACTIVITIES

- Quiz I
- Presentation Chapters 4-5.
- Discussion and questions

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP THREE

Prepare for Quiz II

Read Chapter 6.

WORKSHOP THREE

Infancy and Early Childhood Development (continued)

OBJECTIVES

After completion of this workshop, students will be able to:

1. Review developmental milestones from birth through age 5
2. Demonstrate an understanding of language development
3. Distinguish between attachment and temperament in detail
4. Differentiate the various influences on personality development including parenting style, parental discipline, family composition and birth order and gender
5. Be able to understand gender identity development

ACTIVITIES

- Presentation of Chapter 6.
- Review the handouts on Language Development and Developmental Milestones
- Review the quiz study guide

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP FOUR

Prepare for Quiz II

Re-Read Chapter 2 as it pertains to theorists Piaget, Erikson, and Freud.

WORKSHOP FOUR

Major Theorists

OBJECTIVES

After completion of this workshop, students will be able to:

1. Know Inhelder's theory of moral development
2. Understand Piaget's theory of cognitive development in depth
3. Be familiar with the terms assimilation, accommodation, equilibrium, scheme (schema)
4. Know the key component associated with each stage of development
5. Demonstrate an understanding of Erikson's and Freud's personality developmental theories

ACTIVITIES

- Quiz II
- Presentation of Freud, Erikson and Piaget
- Review of Handouts

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP FIVE

Read Chapters 2, 7, 8, 9, 10.

Begin preparations for Quiz III

Consider topics for Life Span Autobiography

WORKSHOP FIVE

Morality, Learning, Memory and Play

OBJECTIVES

After completion of this workshop, students will be able to:

1. Know who originated the intelligence test
2. Discuss the current view of psychology on intelligence
3. Be familiar with the definitions of egocentrism, play and metacognition
4. Understand the various memory systems and the particulars of each
5. Recognize the various types of play (according to Parten) from an example
6. Distinguish between the various levels and stages of Kohlberg's theory of moral development
7. Appreciate Kohlberg's revisions (text)
8. Understand that play is instrumental in various aspects of development and be familiar with each type of development

ACTIVITIES

- Presentation of moral development, learning models, memory and play
- Review of Handouts
- Receive articles for next workshop discussion
- Review the quiz study guide

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP SIX

Read Chapters 11-16.

Read articles distributed in workshop five for discussion in class

Prepare for Quiz III

Continue preparations of Life Span Autobiography

WORKSHOP SIX

Adolescence and Adulthood

OBJECTIVES

After completion of this workshop, students will be able to:

1. Define puberty, menarche, anorexia nervosa, cliques
2. Understand the adolescent growth spurt and know the differences between sexes
3. What is the result of asynchrony in growth?
4. Know why has menarche started earlier
5. Be familiar with the first signs of puberty
6. Be sure to understand the identity issues of adolescence
7. Know well the stages identified by Erickson concerning adolescence
8. Be familiar with the G. Stanley Hall research
9. Why do conflicts emerge between parents and teens?
10. Understand the various aspects of adolescent egocentrism, including personal fable
11. From the text be familiar with the literature surrounding the generation gap
12. Be able to identify issues in teen pregnancy
13. Be familiar with aging (biological and social) and social norms, age norms and social clock
14. Understand the phases in adult development according to Levinson
15. Know life events and their significance
16. Identify the major transitions in young adulthood
17. Define social relationships, expressive ties and instrumental ties and the terms primary and secondary relationships
18. Be familiar with the various lifestyles of adulthood
19. Understand the various family transitions discussed in the text

ACTIVITIES

- Quiz III
- Discussion of articles on adolescence and adulthood
- Review the quiz study guide

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP SEVEN

Read Chapters 17-19.

Prepare for Quiz IV

Complete and hand in Life Span Autobiography

WORKSHOP SEVEN

Old Age and Review

OBJECTIVES

After completion of this workshop, students will be able to:

1. Know what the common complaint from all involved when an adult returns to live in the family home is
2. Know how has the view of being single changed
3. Define climacteric, menopause, job burnout, and gerontology
4. Understand what happens with life satisfaction as one ages
5. Identify which medical condition is associated with bone frailty?
6. Recognize the symptoms of hypothermia in the elderly
7. Know the sometimes confusing relationship between senility and depression
8. Appreciate what the common emotional reaction of family members to the Alzheimer patient is
9. Recognize how is life satisfaction best predicted among the elderly
10. Be familiar with the various theories of aging and recognize examples of each
11. Associate the typical reactions to the experience of loss of control in the elderly
12. Know the criterion for being pronounced dead
13. Recognize an example of life review
14. Understand the stages of Kubler-Ross in some detail
15. Be familiar with what happens in stress
16. Define death with dignity, euthanasia, bereavement and living will

ACTIVITIES

- Quiz IV
- Collection of Life Span Autobiographies
- Review for the Final

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP EIGHT

Prepare for Final Exam by reviewing course materials.

WORKSHOP EIGHT

Review and Final

OBJECTIVES

After completion of this workshop, students will be able to:

1. Define development, maturation, age cohort, culture, Hawthorne effect, and quickening
2. Understand the ethical problems of research with children
3. Know Piaget's theory in some detail including defining scheme, assimilation and accommodation
4. Associate a Piaget stage with its major milestone cognitively
5. Understand how fraternal twins may be conceived
6. Know the various sexual hormones and levels associated with different points in the sexual cycle
7. Be familiar with the reason for conducting amniocentesis
8. Associate the various prenatal developmental stages with what happens at each stage
9. Understand the purpose and role of the placenta
10. Recognize the name for the fine, woolly fuzz that covers the fetus from about the fifth month
11. Define the various kinds of contractions and other terms associated with child birth
12. Be familiar with how is normalcy measured after birth
13. Know the advantages of breast feeding
14. Know the various reflexes of infancy
15. Be familiar with the terms cephalocaudal and proximodistal
16. Understand the perceptual preferences of newborns
17. Define syntax, attachment, play, menarche, metamemory and metacognition
18. Recognize the various stages of language development
19. Know the various temperaments and be able to recognize examples of each
20. Understand the relationship between temperament and parenting style
21. Associate the different attachment styles from Ainsworth with descriptors
22. Identify who created the first intelligence test
23. Know the various memory systems in some detail
24. Be familiar with the levels of Kohlberg's theory of moral development
25. Delineate the various signs of puberty
26. Understand why has menarche fallen steadily
27. Express the major issue in adolescence
28. Be familiar with anorexia nervosa, cliques, life style and settling down
29. Understand the focus of conflicts between adolescents and their parents
30. Recognize the concept of adolescent egocentrism, personal fable and generation gap
31. Demonstrate an appreciation for issues contributing to teen pregnancy

32. Know the definitions of social aging, biological aging, the social clock, and life events
33. Appreciate the crisis suggested by Levinson of midlife?
34. Associate expressive and instrumental ties with the type of relationship, be sure to be able to define each
35. Know what the common complaint from all involved when an adult returns to live in the family home is
36. Know how has the view of being single changed
37. Define climacteric, menopause, job burnout, and gerontology
38. Understand what happens with life satisfaction as one ages
39. Identify which medical condition is associated with bone frailty?
40. Recognize the symptoms of hypothermia in the elderly
41. Know the sometimes confusing relationship between senility and depression
42. Appreciate what the common emotional reaction of family members to the Alzheimer patient is
43. Recognize how is life satisfaction best predicted among the elderly
44. Be familiar with the various theories of aging and recognize examples of each
45. Associate the typical reactions to the experience of loss of control in the elderly
46. Know the criterion for being pronounced dead
47. Recognize an example of life review
48. Understand the stages of Kubler-Ross in some detail
49. Be familiar with what happens in stress
50. Define death with dignity, euthanasia, bereavement and living will

ACTIVITIES

- Continue review
- Final Exam