

LABETTE COMMUNITY COLLEGE BRIEF SYLLABUS

SPECIAL NOTE:

This brief syllabus is not intended to be a legal contract. A full syllabus will be distributed to students at the first class session.

TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):

Please check with the LCC bookstore, <http://www.labette.edu/bookstore>, for the required texts for this class.

COURSE NUMBER: PSYC 201

COURSE TITLE: DEVELOPMENTAL PSYCHOLOGY

SEMESTER CREDIT HOURS: 3

DEPARTMENT: Psychology

DIVISION: General Education

PREREQUISITES: PSYC 101 Psychology or instructor's permission

REVISION DATE: 12/2017

COURSE DESCRIPTION:

The subject matter of Developmental Psychology is the human life cycle, the prenatal and newborn periods, infancy, childhood (early and late), adolescence and adulthood. This branch of Psychology explores the ways in which human physical growth and intellectual and social behavior change over time.

COURSE OUTCOMES AND COMPETENCIES:

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents. Kansas Regents Shared Number Course PSY 2020

Students who successfully complete this course will be able to:

1. Distinguish among developmental theories

- Define life-span development and identify its major domains.
- Identify and differentiate the psychoanalytic, cognitive, behavioral/social cognitive, ethological, and ecological theories of development.

2. Identify research methods in development.

- Identify and differentiate the various methodologies for conducting developmental research including descriptive methods, correlational studies, and experiments.
- Demonstrate an understanding of the guidelines for conducting ethical research established by the American Psychological Association.

3. Describe social and emotional development throughout the lifespan.

- Describe factors influencing infant temperament including attachment, stranger anxiety, and the types and function of crying.

- Describe the different types of childhood play.
- Identify and describe Erikson's Psychosocial and Freud's Psychosexual Stages of Development.
- Describe the differences between Piaget's and Kohlberg's approach to moral development.
- Explain the importance and function of self-concepts and self-esteem.
- Identify and explain factors associated with child maltreatment including potential consequences.
- Identify the role that peer groups and families play in childhood and adolescence.
- Identify the various kinds of love associated with relationship development.
- Define the concept of sexuality and describe the major factors influencing sexual orientation
- Identify and describe the concept of gender development through childhood and adolescence.
- Identify and explain the major characteristics of Baumrind's parenting styles including the behavioral outcomes for children

4. Explain cognitive development throughout the lifespan.

- Identify and describe Piaget's Stages of Cognitive Development, and Vygotsky's Sociocultural Theory.
- Explain Noam Chomsky's theory of language acquisition (Language Acquisition Device), the basic sequence of language development milestones, and the rule systems of language.
- Identify basic methods of language instruction.
- Identify the various developmental stages of intelligence, to include intellectual disability (mental retardation) and giftedness, and the common forms of intelligence testing.
- Describe classical conditioning, operant conditioning, and observational learning.
- Explain changes in cognitive development during late adulthood, including the onset/causes of dementia.

5. Identify physical development throughout the lifespan

- Explain gamete formation.
- Explain the concept of genetic predisposition, including recessive genetic traits.
- Identify and explain the prenatal stages of development.
- Identify and describe the stages of the birth process.
- Explain the sequence of motor skill development from neonate to infancy, to include Cephalocaudal and Proximodistal development.
- Define Sudden Infant Death Syndrome and describe its primary risk factors/causes.
- Explain the advantages and disadvantages of breast feeding versus bottle feeding.
- Identify the major components of the male and female reproductive systems to include the relationship between hormone production and sexual/reproductive maturation.
- Identify and explain the role hormones play in physical and psychological changes associated with puberty.
- Identify physical changes associated with adulthood, to include diet and nutrition, chronic diseases/illness, and andropause and the climacteric/menopause.

6. Summarize neurological development throughout the lifespan

- Describe the similarities and differences between the Apgar and Brazelton neonatal assessment scales.
- Identify common genetic and chromosomal abnormalities.
- Identify common teratogens and explain their relationship to birth defects.
- Identify and describe neonatal reflexes.
- Explain developmental changes in the brain beginning with the onset of puberty through the period of emerging adulthood to include emotional expression, impulse control, and advances in abstract and analytical/critical thinking.
- Identify and explain the major characteristics of Alzheimer's disease.

7. Describe the processes of death and dying.

- Identify and describe the five stages of the dying process proposed by Elizabeth Kubler-Ross.
- Identify and describe end-of-life issues including defining death, hospice care, living wills (advanced directives), active/passive euthanasia, and grieving.

8. FOR ONLINE COURSES: Communicate information about topics in lifespan developmental psychology to others.

- Participate in some form of discussion on topics in psychology (example: answering questions in class, small group discussion, class presentations or some other activity that makes it clear that they can relate psychological information to others).
- Critically analyze the objectivity of presentations and discussions in the course regarding use of authoritative sources and supportive evidence.