

STANDARDIZED COURSE OUTLINE

SECTION I

SUBJECT AREA COURSE NUMBER: PSY*201

COURSE TITLE: Lifespan Development

COURSE CATALOG DESCRIPTION: This course will provide an overview and introduction to the study of development through the lifespan. Genetic and environmental influences on the biological, cognitive, and social aspects of development from conception to death will be examined. Students will gain an understanding and appreciation for the complexities of development by investigating prominent theories, research studies, issues of diversity, and global perspectives within lifespan development.

LECTURE HOURS PER WEEK: 3

CREDIT HOURS: 3

LAB HOURS PER WEEK (if applicable): N/A

PREREQUISITE(S): PSY*111.

SECTION II

A. SCOPE: This lifespan developmental psychology course will provide students insight into the development of children, adolescents, and adults. Topics to be covered will include: research techniques; theories of development; the physical, cognitive, and psychosocial aspects of development; prenatal development; developmental stages of infancy, childhood, adolescence, adulthood, and dying and death; cultural and subcultural factors that impact development; and developmental psychopathology.

This course fulfills a Designated Core Competency in the area of Social Phenomena Knowledge / Understanding (SP).

This course fulfills an Embedded Core Competency in the area of Appreciation of Ethical Dimensions of Humankind (ED).

This course fulfills an Embedded Core Competency in the area of Scientific Reasoning (SR).

B. REQUIRED WORK: Determined by the instructor as described in the course syllabus.

C. ATTENDANCE AND PARTICIPATION: Students are expected to attend each class, be punctual, take exams at the scheduled time, and participate in the learning process. (Specific instructor policies are included on the course syllabus.)

D. **METHODS OF INSTRUCTION:** Each instructor determines the methods of instruction for the course. These may include lectures structured to permit open discussion and critical reflection grounded on scholarly readings. Videotapes, charts and other audiovisual aids may be used to emphasize certain topic areas and to make the course material more relevant and understandable to the students. In addition, relevant empirical articles may be assigned to ensure critical and in-depth discussion of various topics.

E. **OBJECTIVES, OUTCOMES, and ASSESSMENT:** The following objectives and outcomes represent the department’s core requirements for student achievement.

LEARNING OBJECTIVES	LEARNING OUTCOMES	ASSESSMENT METHODS
To demonstrate an understanding of:	Students will:	As measured by:
1. How the scientific method applies to the study of human development.	Explain the scientific methods used in conducting research in developmental psychology. Explain how specific studies address or fail to address ethical issues. Interpret graphs and/or tables of information on issues relevant to human development, and evaluate the validity of such research and/or infer reasonable limits for interpretations. (SP 2, 3, SR 1, 4, 5)	In-class test, homework assignment, group project, and/or research paper.
2. A variety of theoretical approaches to the study of human development.	Summarize the disparate views and ideas that have been espoused to explain development and examine their strengths and weaknesses and apply these theories to the real world. (SP 1, 2, 5)	In-class test, homework assignment, group project, and/or research paper.
3. The physical, cognitive, and psychosocial domains of development.	Explain the various changes that occur in the physical, cognitive, and psychosocial domains of development, and describe how these changes are exemplified in real life situations. Recognize that different beliefs and cultures can yield a variety of acceptable solutions to issues that arise at any stage in life. (SP 1, 2, 5, ED 4)	In-class test, homework assignment, group project, and/or research paper.
4. The major stages of child development (prenatal, infancy, childhood & adolescence).	Summarize the various stages of development and how the psychological experiences of each stage affect the overall development. (SP 2)	In-class test, homework assignment, group project, and/or research paper.

5. The three major stages of adult development (early, middle, & late adulthood).	Summarize the various stages of development and how the psychological experiences of each stage affect the overall development. (SP 2)	In-class test, homework assignment, group project, and/or research paper
6. Dying and death	Identify and explain ethical and practical issues involved in the process of dying. (SP 3, ED 1)	In-class test, homework assignment, group project, and/or research paper
7. Cultural and subcultural factors that impact development.	Explain some of the cultural and subcultural factors involved in human development. (SP 1, 2, 4)	In-class test, homework assignment, group project, and/or research paper.
8. Developmental psychopathology.	Identify and summarize some of the developmental problems associated with childhood, adolescence, and adulthood. (SP 2)	In-class test, homework assignment, group project, and/or research paper.

Core Competency Assessment Artifact(s):

Assignments from this course that address learning outcomes noted above may be collected to assess student learning across the school.

F. TEXT(S) AND MATERIALS: College level introductory textbook in lifespan developmental psychology, study guides, and supplementary reading.

G. INFORMATION TECHNOLOGY: Basic knowledge of the use of computers to write papers as well as on-line search and use of internet resources. Extent of use of information technology will vary by instructor.