

**San Bernardino Valley College  
Course Outline for Psychology 111  
“Developmental Psychology: Lifespan”**

**I. CATALOG DESCRIPTION**

- A. PSYCH 111: Developmental Psychology  
3 hours lecture = 3 units

Introduction to the study of lifespan development psychology from conception through aging. The focus is on six issues: (1) the nature of change, (2) continuity and discontinuity in developmental, (3) the influence of genes and social context on growth, (4) the influence of culture, race, and ethnicity on development, (5) the effect of present experience on future outcomes, and (6) current theory and research which contribute to an understanding of human development over the lifespan.

Prerequisite: PSYCH 100

- B. SCHEDULE DESCRIPTION: Introduction to the study of lifespan developmental psychology from conception through aging.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

Upon successful completion of this course, students should be able to:

- A. Describe the sequences of physical, social, and cognitive changes associated with conception through aging, using the constructs and conceptual framework provided by psychological perspectives.
- B. Identify, describe, and critically evaluate the techniques and methods used by developmental psychologists.
- C. Identify, describe, and critically evaluate classic and contemporary theory and research in the study of human growth and development.
- D. Identify and describe the contemporary issues and concerns within developmental psychology.
- E. Use library resources to locate current research related to specific topics in developmental psychology.

- F.** Assess our culture's view of childhood, adolescence, adulthood, and aging from an analysis of cross-cultural studies.
- G.** Analyze real-life situations involving infants, children, adolescents and adults in light of relevant theory and research in developmental psychology.
- H.** Critically analyze the knowledge they have acquired about human growth and development and apply this information to an understanding of their own growth and development.

#### **IV. CONTENT:**

- A. The lifespan perspective on human development:
  - 1. Issues
  - 2. Theories
  - 3. Research Methods
- B. Pregnancy & birth: Infancy
  - 1. Physical development
  - 2. Social development
  - 3. Cognitive development
  - 4. Personality development
- C. Early childhood
  - 1. Physical development
  - 2. Social development
  - 3. Cognitive development
  - 4. Personality development
- D. Middle childhood
  - 1. Physical development
  - 2. Social development
  - 3. Cognitive development
  - 4. Personality development
- E. Adolescence
  - 1. Physical development
  - 2. Social development
  - 3. Cognitive development
  - 4. Personality development
- F. Early adulthood
  - 1. Physical development
  - 2. Cognitive development
  - 3. Personality development
  - 4. Family development
  - 5. Occupational development

- G. Middle adulthood
  - 1. Physical development
  - 2. Cognitive development
  - 3. Personality development
  - 4. Family development
  - 5. Occupational development
- H. Late adulthood
  - 1. Physical development
  - 2. Cognitive development
  - 3. Personality development
  - 4. Family development
  - 5. Social development
- I. Late adulthood
  - 1. Retirement
  - 2. Death
  - 3. Bereavement

## **V. METHODS OF INSTRUCTION:**

The course is designed under the lecture/discussion format. The instructional methods to be used include:

- A. Lecture
- B. Class and group discussions of significant issues and topics
- C. Relevant videotapes and films
- D. Written assignments on personal issues, both in and out of class
- E. Skill exercises
- F. Small group activities
- G. Research papers
- H. Field trips
- J. Computer-Assisted Instruction

## **VI. TYPICAL ASSIGNMENTS:**

- A. Reading both in and out of class in preparation for exams and paper-writing on lifespan issues, such as deciding whether or not to have children.
- B. Class and group discussion of significant issues and topics in preparation for exams and paper-writing on lifespan issues, such as the reasons people have for retiring.
- C. View relevant videotapes and films in preparation for exams and paper-writing on lifespan issues, such as alternate retirement strategies and activities.
- D. Written assignments on lifespan issues, frequently graded.
- E. Skill-development exercises either written or demonstrated
- F. Small group activities, such as development of life goals and writing obituaries

- G. Research papers on self-chosen, personally relevant topics. This might include interviews with people in various age groups and/or observations of children, elderly, etc.
- H. Field trips to specific educational or career-skill workshops

## VII. EVALUATION

A. **Methods of Evaluation:** This will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects) may be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials.

B. **Frequency of Evaluation:** This will depend on the type of evaluation (i.e. “objective” or essay). Evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. Typically, this could be weekly quizzes or papers, or one or two midterm exams, plus a final exam and/or semester project.

Student assignments outside of class are assumed to be the equivalent of 6 hours per week and may include reading, computer-assisted instruction, writing tasks, preparing for exams, and/or study group discussions.

Grading may be comparative within a class or may be based on an absolute standard.

C. **Typical Exam Questions:** These might include essay questions asking students to describe different adolescent behaviors learned in three different cultures, or how lifespans are different in 2000 compared to 1900 in the U.S., or could be multiple-choice questions asking which statement is not an age-related learned behavior.

## VIII. TYPICAL TEXT(S):

Bee, H. Lifespan Development, 2<sup>nd</sup> ed., New York: Longman, 1998.

Gormely, A.V. Lifespan Human Development, 6<sup>th</sup> ed. Orlando: HarcourtBrace Jovanovich, 1996.

## IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None