

PSYC 0104 - DEVELOPMENTAL PSYCHOLOGY

Catalog Description

Formerly known as PSYC 4

Advisory: Completion of PSYC 100 with grade of "C" or better

Hours: 54 lecture

Description: An overview of development from conception to death. Includes socioemotional, language and cognitive development, nature versus nurture, attachment, gender role development, and family structures. Examines psychological theories that apply to the lifespan. A multicultural and multiethnic approach is stressed and the differences in child parent interaction are explored in these contexts. (C-ID PSY 180) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Identify and critically evaluate biological, psychological, and sociocultural influences on personal and human development from conception through the lifespan.
- CSLO #2: Compare and contrast classic and contemporary theories and research methodologies in developmental psychology, and list and describe ethical considerations in the study of human development.
- CSLO #3: Apply principles of biological, social, and cognitive development from childhood through the lifespan, using psychological principles and current research.

Effective Term

Fall 2022

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).
2. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.
3. Identify biological, psychological, and sociocultural influences on lifespan development.
4. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.

5. Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.
6. Identify and describe the techniques and methods used by developmental psychologists to study human development.
7. Identify and describe classic and contemporary theories and research in lifespan psychology.
8. Describe the developing person at different periods of the lifespan.
9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Behavioral Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - D9 Psychology
 - CSUGE - E1 Lifelong Learning and Self-Development
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 4I Psychology

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Essay Examinations
 - Example: Compare and contrast the longitudinal and cross-sectional research methods used by developmental psychologists. What are advantages and disadvantages of each? Essay will be graded based on a rubric developed by the instructor and shared with students.
- Objective Examinations
 - Example: Select ALL statements that are correct concerning teratogens and pregnancy: A. Folic acid is important to help avoid anencephaly, but not spina bifida. B. Common childhood illnesses such as measles and rubella can have a teratogenic effect on the fetus if a pregnant woman contracts one. C. Caffeine should be avoided during pregnancy, as it can cause mental defects in the fetus. D. One of the most sensitive times of brain development is within 4 weeks of pregnancy, when the neural tube must shut and the top and bottom ends.
- Projects
 - Example: In a 3-5 page paper (double-spaced), apply attachment theory to your own life: Identify your own attachment pattern to your primary caregiver and evaluate its impact on your relationships with significant others as compared to the outcomes predicted by attachment research. Give specific examples of your childhood memories and discuss how these reflect your attachment pattern. Students will be assessed using a rubric which covers: detailed discussion and understanding of attachment theory, proper application of attachment theory to student's own life, use of specific examples to illustrate attachment pattern, writing mechanics/quality of writing.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will show past and current advertisements for products targeted for boys and girls, and then read two children's books from two different time eras. The instructor will break students into small groups and have them discuss how gender roles are portrayed in the US media currently and in the past, and how the media may impact gender role development. Each group will be asked to submit a write-up of their observations. (Objective 3)
2. The instructor will assign the Virtual Child computer program to students in which they have the opportunity to "raise" a child from birth through age 18 in a practical, real-life learning experience that further promotes text material, and have students discuss what they learned from this activity in small groups using a question set from the instructor.

Distance Learning

1. In an online discussion forum, students will write one thread and reply to at least two other students' threads using textbook and lecture material to answer the following question: Given the textbook, lecture, and video material that you have reviewed this week, what advice would you give to a good friend or family member who was pregnant? What would you recommend during the pregnancy, and after the baby is born?

Typical Out of Class Assignments

Reading Assignments

1. Read Chapter on Piagetian and Vygotskian Theories of Cognitive Development in Berk's Child Development textbook and be prepared to compare and contrast the ideas of these seminal theorists in class.
2. Read Goodwyn, S.W., Acredolo, L.P., and Brown, C. (2000). Impact of symbolic gesturing on early language development. *Journal of Nonverbal Behavior*, 24 (2), 81-103. Bring to class a list of five ways that parents can incorporate symbolic gestures into their daily routines to enhance their infant's language development.

Writing, Problem Solving or Performance

1. Poster Assignment: Select a disorder that arises during prenatal development. Some examples include: Down's Syndrome, Fetal Alcohol Spectrum Disorder, Spina Bifida or other neural tube defects, autism, Klinefelter's Syndrome, Turner's Syndrome, and William's Syndrome. Do a literature review on the subject. Find current research journal articles, books, and/or information from reputable online sources. Use the information you find to make a poster. Follow the guidelines below.
 - 1) Use poster board (not sheet paper). There are no size restrictions, but the poster board should allow you to present information using a font size that can be read from several feet away.
 - 2) Ideally, all text should be typed, not handwritten. You may type your text on a computer, then print out the text, cut to size, and paste it on the poster board. Pictures, photos, diagrams, or other illustrations may be used in addition to your text. All text should be written in your own words. DO NOT PLAIGIARIZE. List the sources you used on the poster, in the bottom right corner. Your poster should have the following components:
 - a. Title. At the top, put a title in very large font that can be read from a distance. List your name under the title as the author of the poster.
 - b. Description of Disorder.

Define what the disorder is, what causes the disorder (if known—or a theory about the cause), and the symptoms of the disorder. c. Statistics. Give information about the prevalence of the disorder (how many people have it), who is most likely to get the disorder, etc. d. Risk factors and Preventive Measures. Who is at risk for getting the disorder? Are there ways to prevent the occurrence of the disorder? e. Treatments. Are there empirically-validated treatments for the condition? What has been shown to be effective? What further research should be done regarding treatment options? f. Conclusions. Summarize your key points at the end of the paper. What's the take-home message?

2. Reflective Paper: Write a paper (approximately 5 pages double-spaced and typed) regarding trends in adolescence. Your paper should be carefully reviewed for spelling and grammar errors. Think back to your adolescence and identify a trend/fad/popular style during this time. Describe the trend and discuss why it appealed to you or others. Then select a recent trend/fad/popular style that targets adolescents. Describe this trend and discuss why it might appeal to teens. Compare and contrast the trends from today versus your past. How are these trends similar? How are they different? Be sure to address the following questions: a. Using terminology from lecture or your textbook, discuss how both trends relate to issues concerning adolescence. For example, peer influence, self-esteem, imaginary audience, personal fable, cliques, gender intensification. b. Are the adolescents of today vs. the past similar in any general way? What way or ways? c. How are adolescents of today different from adolescents of the past? d. How did these trends become popular? Through mass marketing? Through peers' word of mouth? Through modeling popular peers?

Other (Term projects, research papers, portfolios, etc.)

Lab Research Report: You will evaluate two "target children" (separately) using one or more of Piaget's classic conservation tasks (conservation of liquid, volume, and/or number). You may choose the ages of the children (they can be the same or different, they can be infants through adolescents). Prepare the Piagetian task(s) ahead of time, including securing proper materials and writing up the instructions you will give to the children. You will take detailed field notes during the evaluations. You may observe typical or atypically developing children (or a mixture). Ultimately, you will compare the 2 children you observed, so make sure there is something meaningful about the differences/similarities between the children you choose. Specifically, you should vary only one variable—age, developmental status, sex, etc. Part I: For each of your participants, greet the child and help them feel comfortable with you. Then present your task(s). Remember that Piaget relied on the clinical method—he asked whatever questions he thought would give him knowledge about the child's performance and why they thought what they did. You too can ask whatever questions you think would be beneficial to understand your participants' thinking. Part II: Compiling data Spend time examining the data you gathered. Were the children successful on the tasks? What rationales did they give for their responses? Were there differences in their performances? How were they different? Do you think those differences were due to age? Developmental status? Setting? Individual differences? As you examine your data, consider these questions. Part III: The report Your extensive lab report should include a description of the purpose of your study (Introduction), what you did (Method—subsections for at least participants and procedure), what you found (Results), an interpretation of your results (Discussion), and references (your textbook or lecture material, for example). Your audience includes scientists who are not experts in cognitive development but who know a bit about it. The introduction will focus the reader on the topics you will address in your paper, but not provide a comprehensive summary of cognitive

development or methods. The methods should logically follow from the introduction. The results are a detailed summary description of what you found, whereas the discussion will be the most "meaty" portion of your paper because this is where you insert reflective thinking. You need to include a reference page and you should cite specific resources (as per APA style). As a general guideline, each section should be approximately 1-2 well-written paragraphs.

Required Materials

- Invitation to the Life Span
 - Author: Berger, Kathleen
 - Publisher: MacMillian
 - Publication Date: 2019
 - Text Edition: 4th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Life: The Essentials of Human Development
 - Author: Papalia and Martorell
 - Publisher: McGraw Hill
 - Publication Date: 2022
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Essentials of Life-Span Development
 - Author: Santrock, John
 - Publisher: McGraw Hill
 - Publication Date: 2020
 - Text Edition: 6th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Exploring Lifespan Development
 - Author: Berk, Laura
 - Publisher: Pearson
 - Publication Date: 2018
 - Text Edition: 4th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Discovering the Life Span
 - Author: Feldman, Robert
 - Publisher: Pearson
 - Publication Date: 2021
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.