

**Coffeyville Community College**

---

**PSYC-102**

**COURSE SYLLABUS**

**FOR**

**DEVELOPMENTAL PSYCHOLOGY**

**Kansas Regents Shared Number Courses Syllabus Statement**

Reapproved by the Kansas Council of Instructional Administrators, September 26, 2013

KRSN Course PSY-2020

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.

**Mike Arpin**  
**Instructor**

---

**COURSE NUMBER:** PSYC-102 **COURSE TITLE:** Developmental Psychology

**CREDIT HOURS:** 3

**INSTRUCTOR:** Mike Arpin

**OFFICE LOCATION:** 106C Weinberg Hall

**OFFICE PHONE:** (620) 251-7700 ext. 2068

**OFFICE HOURS:** See schedule posted on door

**OFFICE E-MAIL:** mikea@coffeyville.edu

**PREREQUISITE(S):** General Psychology

**REQUIRED TEXT AND MATERIALS:** *Human Development for Helping Professionals*, 2<sup>nd</sup> ed. Patricia Broderick, Pamela Blewitt, 2006.

*Dibs in Search of Self*, Virginia Axline

**COURSE DESCRIPTION:** The principles of growth and development in the physical, cognitive, social, emotional and personality aspects are covered. Application of current research in the actual world of infants, children, adolescents, and adults will be emphasized.

**EXPECTED LEARNER OUTCOMES:**

1. Understand the historical aspects to the field.
2. Understand the basic research methods in the field.
3. Compare and contrast the various theories of development.
4. Identify the genetic influence to development.
5. Understand the physical aspects of developmental psychology.
6. Understand the cognitive development of psychology.
7. Understand the social aspects of developmental psychology.

**LEARNING TASKS & ACTIVITIES:**

Section 1	The Challenge of Human Development
	Read Chapter
	Quiz/Exam over Chapter
	Quiz/Exam over Handouts
	Discuss Chapter/Handouts
	See Films

<b>Section 2</b>	<b>Theories of Development</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 3</b>	<b>Genetic Influences Across the Life Span</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 4</b>	<b>Prenatal Development and Birth</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 5</b>	<b>Physical and Cognitive Development in Infancy and Toddlerhood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 6</b>	<b>Social and Personality Development in Infancy and Toddlerhood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 7</b>	<b>The Development of Language and Communication Skills</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 8</b>	<b>Physical and Cognitive Development in Early Childhood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films

<b>Section 9</b>	<b>Social and Personality Development in Early Childhood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 10</b>	<b>Physical and Cognitive Development in Middle Childhood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 11</b>	<b>Social and Personality Development in Middle Childhood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 12</b>	<b>Physical and Cognitive Development in Adolescence</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 13</b>	<b>Social and Personality Development in Adolescence</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 14</b>	<b>Physical and Cognitive Development in Early Adulthood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films

<b>Section 15</b>	<b>Social and Personality Development in Early Adulthood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 16</b>	<b>Physical and Cognitive Development in Middle Adulthood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 17</b>	<b>Social and Personality Development in Middle Adulthood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 18</b>	<b>Physical and Cognitive Development in Later Adulthood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 19</b>	<b>Social and Personality Development in Later Adulthood</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films
<b>Section 20</b>	<b>Death, Dying and Coping with Loss</b> Read Chapter Quiz/Exam over Chapter Quiz/Exam over Handouts Discuss Chapter/Handouts See Films

**ASSESSMENT OF  
OUTCOMES:**

Cognitive: Knowledge and understanding of materials.  
Knowledge of all areas of material will be assessed through  
quizzes and exams. Quizzes and exams will be broad and specific

in nature and will be geared to make sure the student is doing the assigned reading. Exams will be mainly objective in nature.

Metacognitive/Performance and Skills: Each student will be required to show how they can incorporate the cognitive aspects of this material attained from the text and lectures by group interactive exercises and assigned projects.

Affective: Attendance is very important for students to do well with the assignments.

## **GRADING POLICY:**

Grades of A, B, C, D, or F will be awarded each student on the basis of a point system. There will be several examinations administered during the semester. Examinations will be over material discussed in class, assigned reading, and audio-visual presentations.

Academic dishonesty will result in no credit given for that particular assignment, project, exam, etc. The instructor also reserves the right to drop a student from the course for any act that may be labeled "academic dishonesty." A student may also be dropped from the course for behavior that is considered "inappropriate" on the part of the instructor. Any behavior that could disrupt an academic atmosphere would be considered "inappropriate", such as excessive tardiness, excessive talking, sleeping, etc. A student may also be given an F in the course if cheating occurs past the last official drop day.

## **GRADING/ ATTENDANCE:**

Each student is required to attend all class sessions. See attendance policy in the college catalog.

The student's grade will be based **solely** on the following point system. These will be through essay questions given during class. These can **only** be taken during the regular class period.

2,600-3,000 A  
2,400-2,599 B  
2,200-2,399 C  
2,100-2,199 D  
0 -2,099 F

\*Any **make-up** work must be done **prior** to the student missing class **and** before the next class meeting.

\*Only excused absences will be considered for make-up work.

\*It is the sole responsibility for the student to contact the instructor regarding any make-up work.

\*Any student with more than six (6) unexcused absences will be dropped from the course.

**RULES:**

The following behavior can result in lost points or dropped from the class.

- ANY cheating
- Use of cell phones (including incoming calls/sounds/vibrations....without permission of instructor)
- Text messaging (without permission of instructor)
- Use of laptops (without permission of instructor)
- Listening to music/headphone use during class
- Gum
- Sleeping
- Disruptive talking/behavior
- Use of red ink
- Not putting full name on assignments
- Leaving early
- Arriving late

**SPECIAL  
NOTES:**

**THERE IS ABSOLUTELY NO EXTRA CREDIT SYSTEM OF ANY KIND.**

Any questions or grade status requests are welcome at anytime.

## **COMPETENCIES:**

### **SECTION 1 THE CHALLENGE OF HUMAN DEVELOPMENT**

#### **UNDERSTAND THE CHALLENGE OF HUMAN DEVELOPMENT**

1. Define life-span developmental psychology and explain the basic themes in human development.
2. Describe maturation and learning and explain how they cause change.
3. Explain the experimental method and design an experiment.
4. Differentiate between longitudinal and cross-sectional studies.

### **SECTION 2 THEORIES OF DEVELOPMENT**

#### **COMPARE AND CONTRAST THE VARIOUS THEORIES OF DEVELOPMENT**

5. Explain why theory is important.
6. Distinguish between stage and non-stage theories.
7. Outline Freud's psychoanalytic theory and discuss Freud's views of development.
8. Describe Erikson's psychosocial theory.
9. Explain Piaget's theory of cognitive development and discuss Piaget's stages of cognitive development.
10. Give examples of classical and operant conditioning.
11. Discuss social-learning theory and the process by which people learn through observation.

### **SECTION 3 GENETIC INFLUENCES ACROSS THE LIFE SPAN**

#### **IDENTIFY THE GENETIC INFLUENCE TO DEVELOPMENT**

12. Discuss methods of genetic transmission and discuss dominant and recessive traits, sex-linked inheritance, polygenic and multifactorial inheritance.
13. Describe how genetics influences physical traits, abilities, rate of development, growth and personality.
14. Explain the controversies surrounding the genetic contributions to intelligence.

### **SECTION 4 PRENATAL DEVELOPMENT AND BIRTH**

#### **UNDERSTAND THE PHYSICAL ASPECTS OF PRENATAL DEVELOPMENT AND BIRTH**

15. Describe prenatal development from the germinal through the embryonic and fetal stages.
16. Discuss the importance of maternal nutrition to the well being of mother and child.
17. Discuss the father's role during the pregnancy.
18. Identify and discuss different methods of giving birth including Lamaze and Leboyer methods.



## SECTION 5 PHYSICAL AND COGNITIVE DEVELOPMENT IN INFANCY AND TODDLERHOOD

### COMPARE PHYSICAL AND COGNITIVE DEVELOPMENT IN INFANCY AND TODDLERHOOD

19. Discuss the infant's sensory abilities in the areas of vision, hearing, smell, and pressure and pain.
20. Explain how the maturation of the brain affects infant abilities and behavior.
21. Describe the principles of growth and development and discuss the sequence of development.
22. Differentiate myth from fact concerning breastfeeding and bottle feeding.

## SECTION 6 SOCIAL AND PERSONALITY DEVELOPMENT IN INFANCY AND TODDLERHOOD

### UNDERSTAND SOCIAL AND PERSONALITY DEVELOPMENT IN INFANCY AND TODDLERHOOD

23. Discuss two theories of emotional development.
24. Explain the dynamics of social referencing.
25. Discuss the nature of the father-child relationship.

## SECTION 7 THE DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS

### RELATE THE IMPORTANCE OF LANGUAGE AND COMMUNICATION SKILLS

26. Define language and communication and describe the subsystems of language.
27. Outline the sequence of language development from infancy through adulthood.
28. Discuss and contrast the various theories and approaches to language development.

## SECTION 8 PHYSICAL AND COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD

### UNDERSTAND THE PHYSICAL AND COGNITIVE ASPECTS IN EARLY CHILDHOOD

29. Describe the growth and motor development of preschool children.
30. Explain Piaget's ideas about the cognitive abilities of preschoolers.
31. Outline the conventional and newer look at preschoolers' memory abilities and integrate them.
32. Explain how the family and home affect the cognitive development of preschoolers.
33. Discuss the research concerning the effects of television programming on children's cognitive development.

## SECTION 9 SOCIAL AND PERSONALITY DEVELOPMENT IN EARLY CHILDHOOD

### IDENTIFY THE IMPORTANT ASPECTS OF SOCIAL AND PERSONALITY OF EACH CHILDHOOD

34. Define play and describe the different types of play.
35. Describe the preschooler's peer relationships and the beginnings of friendships.

36. Predict the effects various parenting styles will have on children's behavior and development.
37. Discuss various types of child abuse and describe the causes of abuse.

#### SECTION 10 PHYSICAL AND COGNITIVE DEVELOPMENT IN MIDDLE CHILDHOOD

##### DIFFERENTIATE BETWEEN THE PHYSICAL AND COGNITIVE DEVELOPMENT OF MIDDLE CHILDHOOD

38. Describe the nature of growth patterns during middle childhood and the nature of the physical changes that occur during middle childhood.
39. Explain the causes of obesity.
40. Discuss the nutritional status of children in middle childhood.
41. Describe the pattern of motor skill development in middle childhood.

#### SECTION 11 SOCIAL AND PERSONALITY DEVELOPMENT IN MIDDLE CHILDHOOD

##### UNDERSTAND SOCIAL AND PERSONALITY DEVELOPMENT IN MIDDLE CHILDHOOD

42. Describe how Erikson and Freud view the middle years of childhood.
43. Explain the changes in family relationships that occur during middle childhood.
44. Evaluate the research concerning the effects of divorce on children.
45. List and discuss the myths and realities of stepfamilies.
46. Evaluate the research on self-care or latchkey children.
47. Evaluate the research on homeless families.
48. Explain Piaget's theory of moral development.
49. Discuss Kohlberg's theory of moral reasoning.

#### SECTION 12 PHYSICAL AND COGNITIVE DEVELOPMENT IN ADOLESCENCE

##### COMPARE THE PHYSICAL AND COGNITIVE DEVELOPMENT IN ADOLESCENCE

50. Define puberty and adolescence.
51. Outline the sequences of changes for males and females during adolescence.
52. Evaluate the health status of teenagers today.
53. Discuss the trends in drug use and drug abuse.
54. Discuss the challenge of preventing adolescent suicide.
55. Discuss the development of moral reasoning and adolescence.

#### SECTION 13 SOCIAL AND PERSONALITY DEVELOPMENT IN ADOLESCENCE

##### UNDERSTAND SOCIAL AND PERSONALITY DEVELOPMENT IN ADOLESCENCE

56. Interpret the research concerning the generation gap in values and attitudes between adolescents and their parents.
57. Discuss the nature and influence of the peer group during the adolescent period.
58. Discuss the problems that women and men face when entering nontraditional careers.

**SECTION 14 PHYSICAL AND COGNITIVE DEVELOPMENT IN EARLY ADULthood**  
**DIFFERENTIATE BETWEEN PHYSICAL AND COGNITIVE DEVELOPMENT IN EARLY ADULthood**

- 59. Outline the major ideas presented by Daniel Levinson.
- 60. Explain how culture and history affect adult development and behavior.
- 61. Explain the major themes in adult development.
- 62. Compare drug usage in early adulthood to drug use in adolescence.
- 63. Distinguish myth from fact concerning AIDS.

**SECTION 15 SOCIAL AND PERSONALITY DEVELOPMENT IN EARLY ADULthood**  
**IDENTIFY SOCIAL AND PERSONALITY DEVELOPMENT IN EARLY ADULthood.**

- 64. Differentiate between different types of marriage.
- 65. Interpret the research on marital satisfaction.
- 66. Separate myth from fact concerning cohabitation and remaining single.
- 67. Discuss the predictors, causes, and consequences of divorce.
- 68. Discuss the causes of spouse abuse.
- 69. Outline the challenges of single parenting, stepparenting, and remarriage.

**SECTION 16 PHYSICAL AND COGNITIVE DEVELOPMENT IN MIDDLE ADULthood**  
**COMPARE THE PHYSICAL AND COGNITIVE DEVELOPMENT IN MIDDLE ADULthood**

- 70. Compare aging in males and females.
- 71. Discuss the research concerning sexuality and menopause.

**SECTION 17 SOCIAL AND PERSONALITY DEVELOPMENT IN MIDDLE ADULthood**  
**UNDERSTAND SOCIAL AND PERSONALITY DEVELOPMENT IN MIDDLE ADULthood**

- 72. Describe how the baby boom generation differs from past generations.
- 73. Describe how such theorists as Erikson and Levinson view middle age.
- 74. Analyze the factors that determine the happiness of marriage in middle adulthood.
- 75. Separate myth from fact concerning the empty nest period.
- 76. Separate myth from fact concerning mid-life crisis.

**SECTION 18 PHYSICAL AND COGNITIVE DEVELOPMENT IN LATER ADULthood**  
**COMPARE THE PHYSICAL AND COGNITIVE DEVELOPMENT IN LATER ADULthood**

- 77. Differentiate between life expectancy and life span.
- 78. Describe a number of theories of aging.
- 79. List a number of physical signs of aging.

SECTION 19 SOCIAL AND PERSONALITY DEVELOPMENT IN LATER ADULTHOOD  
IDENTIFY SOCIAL AND PERSONALITY DEVELOPMENT IN LATER ADULTHOOD.

- 80. Separate myth from fact concerning nursing homes.
- 81. Analyze the status and concerns of the minority elderly.
- 82. Discuss how our society sees the elderly and how the elderly see themselves.
- 83. Describe the status of the elderly in a number of different cultures.
- 84. Explain the changes that occur within marriage during later maturity.

SECTION 20 DEATH, DYING AND COPING WITH LOSS

UNDERSTAND THE PSYCHOLOGY ASPECTS OF DEATH, DYING AND COPING  
WITH LOSS.

- 85. Chart the developmental course of people's understanding and coping with death and dying.
- 86. Explain Elisabeth Kubler-Ross' stage theory.
- 87. Discuss the hospice movement and describe the philosophy behind it.
- 88. Evaluate the question of the right to die from different ethical perspectives.

**This syllabus is subject to revision with prior notification to the student by the instructor.**