

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: PSYC 263
Course Title: Development Across the Lifespan

Year: 2023-2024
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course will examine human development across the lifespan. Focus will be on physical, cognitive, psychosocial aspects of development as a life-long process. Special attention will be given to the major themes, theories, research findings and debates in the field. The impact of ethnic, gender, and cultural factors on development will be examined. PSYC 263 fulfills the SUNY General Education Social Sciences requirement. Prerequisites: Completion of RDNG 116 if required by placement testing; PSYC 103; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

May serve as a liberal arts, social science, or psychology requirement or elective. Appropriate for students expecting to work with individuals of all ages. This course would be appropriate for students entering professions such as counseling, criminal justice, education, human services, nursing, psychology, recreation, or more generally, parenting.

Basic Skills/Entry Level Expectations

Writing: WC2 Prior completion of ENGL 100
Math: M1 Prior completion or concurrent enrollment in MATH 090 if required by placement testing
Reading: R4 Completion of RDNG 116 if required by placement testing

Course Goals:

1. Demonstrate a general knowledge of human development from conception through death.
2. Describe and understand the links between physical, cognitive, emotional and social development from birth through death.
3. Discuss and think critically about how heredity and environmental factors interact and influence development.
4. Define and think critically about major issues and debates related to human development.
5. Relate research findings and theories to normal and abnormal development across the lifespan.
6. Apply knowledge acquired to one's own development.

Course Objectives/Topics

Objective/Topic	# of Class Hours OR % Course
Orientation to life span development including key debates, theoretical perspectives, research methods and cohort effects.	6-9 hours
Genetics, prenatal development and birth. Topics include genetic foundations; genetic counseling; the interaction of heredity and environment; prenatal growth; birth.	3-6 hours
Physical growth and aging across the life span. Topics include physical growth and change; brain growth and motor development; perceptual development.	3-6 hours
Health and wellness. Topics include stress and coping, illness and well-being; promotion of health and wellness.	3-6 hours
Cognitive growth. Topics include Piaget and Vygotsky's views of development and information processing approaches with regards to attention and memory.	3-6 hours
Language development. Topics include the fundamentals and origins of language development; children's conversations.	3-6 hours
Intelligence. Topics discussed include determining individual strengths and weaknesses, and controversies involving intelligence.	3-6 hours
Social and emotional development. Topics include attachment, social relationships, emotional and personality development across the life span.	3-6 hours
Development of the self. Topics include the roots of self-awareness, evaluation the self and choosing an occupation.	3-6 hours
Moral development. Topics include developing morality; values, religion and spirituality; aggression and violence.	3-6 hours
Gender and sexuality. Topics include gender differences; sexual maturation and sexuality; relationships.	3-6 hours
Friends and family. Topics discussed include social relationships across the life span, family life and ties.	3-6 hours
School, cultural and society. Topics include education throughout life, leisure, living in a multicultural world.	3-6 hours
Death and dying. Topics include death across the life span, understanding death, grief and bereavement.	3-6 hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students may be asked to locate and use relevant databases, research, and theory to plan and interpret research studies about human development.</p> <p>Students may be asked to collect, analyze, interpret, and report data using appropriate strategies to address different types of research questions and hypotheses about human development.</p> <p>Students may be asked to analyze theoretical positions and research on human development, and recognize how personal bias and experience may shape research questions, design, data collection, analysis and interpretation.</p> <p>Students may be asked to evaluate the appropriateness of conclusions derived from psychological research conducted about human development.</p> <p>Students will be asked to complete assignments (journal entries, essays, projects, presentations, and/or simulations), watch videos, take tests, and/or participate in activities that require a personal application of academic concepts and principles.</p> <p>Students will be asked to apply developmental concepts, theories, and research findings appropriate to the challenges of everyday life.</p> <p>Students will be asked to examine multiple perspectives, including their own when they complete any of the following: 1) evaluate scholarly vs. popular information for assignments, 2) distinguish among assumptions, emotional appeals, speculations, and defensible evidence, and 3) develop sound arguments based on reasoning and evidence.</p> <p>Students will be asked to recognize and distinguish (in papers, discussions), how various research designs address different types of questions and hypotheses of human development.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students may be asked to read about the immense range of patterns of human development in cultures around the globe.</p> <p>Students will be taught to think culturally so that they understand the cultural basis of development.</p> <p>Students will understand the cultural content in which they developed and compare this to human development in a diverse world.</p> <p>Students may be asked to examine the connections between human development and globalization.</p>

Instructional Methods

Lecture, in-class activities, demonstrations, reserved readings for discussion, power point presentations, videos, simulations, role-playing, small group work, journaling, discussions, student presentations and/or research.

Methods of Assessment/Evaluation

Method	% Course Grade
Attendance, and/or	0-10
Participation, and/or	0-20
Written Assignments (such as in-class writing, research papers, reaction papers, journals, special projects, on-line discussions, movie evaluation, and written requirements), and/or	0-100
Tests (includes in-class, on-line and take home quizzes and exams), and/or	0-30
Special Projects (includes activities, presentations, poster presentations, virtual simulations, developmental autobiography, observations, interviews)	0-50

Text(s)

Human Development, A Cultural Approach, by Arnett

Foundations in Human Development, 2nd ed. by Bigner

Development Across the Lifespan, 7th ed. by Feldman

Life Span Development: A Topical Approach, 2nd ed. by Feldman

Human Development, 2nd ed. by Rathus

A Topical Approach to Life Span Development, 6th ed. by Santrock

Bibliography

Attachment theory for social work practice - Howe, David, 1995

Attachment across the lifecourse: a brief introduction - Howe, David, 2011

Applied psychology for social work - Ingleby, Ewan, 2010

Nurturing natures: attachment and children's emotional, sociocultural, and brain development - Music, Graham, 2011

Social work perspectives on human behaviour - Parrish, Margarete, 2010

The boy who was raised as a dog: and other stories from a child psychiatrist's notebook: what traumatized children can teach us about loss, love, and healing - Perry, Bruce Duncan, Szalavitz, Maia, 2008

Nature via nurture: genes, experience and what makes us human - Ridley, Matt, 2003

Understanding behaviour & development in early childhood: a guide to theory and practice - Robinson, Maria, 2010

New Fall 2014

Human growth and development: an introduction for social workers - Sudbery, John, 2010

The developing world of the child - Aldgate, Jane, 2006

Human growth and development - Beckett, Chris, Taylor, Hilary, 2010

Theories of development: concepts and applications - Crain, William C., c2005

Social work and human development - Crawford, Karin, Walker, Janet, 2010

Child development for child care and protection workers - Daniel, Brigid, Wassell, Sally, Gilligan, Robbie, 2010

The emotionally intelligent social worker - Howe, David, 2008

Child abuse and neglect: attachment, development and intervention - Howe, David, 2005

Fundamentals of development: the psychology of childhood - Mitchell, Peter, Ziegler, Fenja, 2007

A short introduction to attachment and attachment disorder - Pearce, Colby, 2009

Understanding disorganized attachment: theory and practice for working with children and adults - Shemmings, David, Shemmings, Yvonne, 2011

Opening Skinner's box: great psychological experiments of the 20th century - Slater, Lauren, 2005

Introducing Vygotsky: a guide for practitioners and students in early years education - Smidt, Sandra, 2009

Development in infancy: a contemporary introduction - Marc Bornstein, 2014

Other Learning Resources

Audiovisual
Appropriate videos from Films on Demand
Electronic
For on-line and hybrid courses instructional content and interaction takes place over the Internet. In addition to basic technology support (sending/receiving e-mail with attachment), students may be expected to search the Internet to up/download files. One or more of the following may also be required for success in the course – Adobe Acrobat Reader, Adobe Flash Player, PowerPoint Viewer, Windows Media Player, QuickTime Player, Real Player.
Other
Request to subscribe to virtual simulation

Library Review

Print Collection Resources:

Looking at the many topics this course will cover, there seems to be a pattern in the book collection (print and online books). Overall, the collection tends toward the pathological. For example, most books about attention are about ADD/ADHD, books about memory focus on dementia, and books about stress tend toward PTSD. In some categories we have one or two interesting titles about normal development. There are also some textbooks on human development, which will probably be too broad to support student research on specific topics.

Recommendations:

- *Psychology faculty should recommend purchases. The library has money in the book budget to support the course. Book recommendations from faculty would be deeply appreciated.*

- *Teachers should be aware that some very useful books for this course are on reserve for Early Childhood Education. You can use assigned readings from those books for your students as well.*
- *Teachers that assign research projects should let the library know as early as possible what the assignment is and, where applicable, what topics students have chosen,*
- *Library staff will evaluate students' InterLibraryLoan requests for possible purchase.*

Databases and Periodicals Resources

We have three psychology databases, which will provide more than adequate coverage. The databases are almost exclusively scholarly, with some professional publications available in *Psychology Collection*. In other words, most of what students find in the databases will be narrow research that is challenging reading for them.

Recommendation:

- *When students are assigned research on particular topics, they should be encouraged or required to work with a librarian. Librarians can be particularly helpful during the topic development process.*

Media Resources:

- Films on Demand has wide coverage relevant to this course. FoD includes many relevant PBS films and TED Talks, in addition to more generic "educational" videos, all of which can be streamed to any Internet connection. I believe teachers will find this collection helpful for varying the classroom presentation.
- There are also several DVDs available that might be of interest, for example the "7-Up" series.
- The library has a growing collection of feature films that could be used to illustrate the various concepts of human development. If a teacher wants a feature film that we don't have we should be able to arrange that quite easily.
- Educational videos tend to be far more expensive than feature films. If teachers of the course want us to add one or more educational films, please give us plenty of notice.
- Carol Sammis tells me that she uses youtube regularly in class to demonstrate concepts.

Recommendation:

- *Faculty should familiarize themselves with FoD offerings. FoD videos can be streamed directly to the classroom, streamed to individual students, and/or embedded in an ANGEL shell. Anyone who is unfamiliar with FoD can ask a librarian for a quick lesson.*
- *Faculty who are teaching the class may want recommendations of feature films to use with some units. Librarians will be happy to provide recommendations at the teacher's request.*

LibGuide for Course:

Librarians can create an online LibGuide, if desired, to serve as a finding guide for information available in library resources or online. One LibGuide can be used as a stand-alone web page *and* linked into ANGEL, so the teacher can use it however he or she prefers. The LibGuide allows us to do things like embedded searches: The student would see a link to, for example, *Attachment*. Behind the scenes, we can have the search already set up so that it goes to multiple databases and uses the appropriate search terms in the appropriate fields for optimum results.

Consultation about Assignments

As with any course, we appreciate being included in the development of research assignments. While the faculty are the subject experts, librarians have a wealth of knowledge from working with students on assignments and seeing where they get blocked. We may have ideas that will help keep students focused on the course content, rather than library tools (and ineffective Internet searches).

Instructional/Research Support

Depending on the assignments, faculty may want to have an instruction session in the library to help students with research sources. In-class sessions tend to focus on individual help with specific searching challenges. Shorter versions of the instructional lesson (demonstration without individualized help) can be offered in the classroom or online.

Depending on the assignments, faculty may want to require, or at least strongly encourage, students to consult with a librarian.

Librarian's Signature and Date:

Barbara E. Kobritz