



**Division of Social and Behavioral Sciences
Department of Psychology**

PSYC 2314: Human Growth & Development/Lifespan
CRN 95087
Angela Morales 315, Thursdays 8:00-9:30
3 hour lecture course / 48 hours per semester/ 16 weeks
Hybrid

Instructor: Charles Earley, JD, MA

Instructor Contact Information: Charles.Earley@hccs.edu

Department Contact Information: Karen.Saenz@hccs.edu

Office Location and Hours by appointment

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

Email Policy

HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so [here](http://www.hccs.edu/district/students/student-e-mail/enable-id/) (<http://www.hccs.edu/district/students/student-e-mail/enable-id/>). Email will be checked on Monday, Wednesday and Friday.

Course Description

PSYC 2314 is a developmental psychology course designed to provide an understanding of human behavior and characteristics from conception through death. This course includes information on physical, cognitive, and psychosocial changes throughout the lifespan. Theory, research, and applications are covered.

Prerequisites

The minimum requirements for enrollment in PSYC 2314 are as follows: (1) completed and passed PSYC 2301; (2) and satisfied the requirements for college-level reading and writing skills (or GUST 0342 as a reading co-requisite; ENGL 0310/0349 as a writing co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Program Student Learning Outcomes (PSLOs)

1. **All Students:** Upon completion of any course in the psychology program, students will be able to define, discuss, and apply psychological terms and concepts that are covered in the course and are also referred to in news reports, self-help materials, and the process of seeking and engaging in psychotherapy.
2. **Psychology Majors:** Upon completion of any course in the psychology program, students who are seeking undergraduate degrees in psychology will be able to define, discuss, and apply the key terms and concepts that are covered in the course and are also included in upper division psychology course that are required for an undergraduate degree in psychology (e.g., abnormal psychology, history, and systems of psychology).
3. **Non-Psychology Majors:** Upon completion of any course in the psychology program, students who are seeing degrees in fields other than psychology will be able to define, discuss, and apply the key terms and concepts that are covered in the course and are also included in psychology-related course that are required for degrees in fields other than psychology (e.g., nursing skills, consumer behavior, research methods).

Course Student Learning Outcomes (CSLOs)

Upon completion of PSYC 2314, the student will be able to:

1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.
2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.
3. Demonstrate knowledge of and explain concepts related to lifespan development.
4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and /or evaluation of presentation

Learning Objectives

1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.

1.1.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Define

1.1.1.1. Developmental psychology

1.1.2. Life-span perspective

1.1.3. Cohort effects

1.2. CORE DOMAIN 2: THE SYSTEMS APPROACH

Define

1.2.1. The ecological-systems approach to the study of human development

1.2.2. Epigenetic systems theory

1.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT

Define

1.3.1 Genes and chromosomes

1.3.2. Dominant and recessive genes

1.3.3. Behavioral genetics

1.3.3. Stages of prenatal development

1.3.4. Teratogens

1.3.5. Prenatal Abnormalities

1.3.6. Preterm and low birth weight

1.3.7. Gerontology

1.3.8. Menopause

1.3.9. Changes in the sense organs during adulthood

1.3.10. Ageism

1.3.11. Gerontology

1.3.12. Stages of dying

1.3.13. Grief and bereavement

1.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT

Define

1.4.1 Learning theory

1.4.2 Piaget's theory of cognitive development

1.4.3 Vygotsky's theory of cognitive development

1.4.4 Characteristics of good schools

1.5 CORE DOMAIN 5: : PSYCHOSOCIAL DEVELOPMENT

Define

1.5.1. Freud's Psychosexual theory

1.5.2. Erikson's Psychosexual theory

1.5.3. Kinkeeper

1.5.4. Activities of daily life

1.5.5. Respite care

1.5.6. Hospice

1.5.7. Palliative care

1.5.8. Living will

2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.

1. 2.1 CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Define and identify

- 2.1.1. Cross-sectional research method
- 2.1.2. Longitudinal research method
- 2.1.3. The basic steps of the scientific method
- 2.1.4. Surveys and case studies, noting at least one advantage (or strength) and one disadvantage (or weakness) of each
- 2.1.5. Scientific observation as a research strategy, noting at least one advantage (or strength) and one disadvantage (or weakness)
- 2.1.6. The components of an experiment, and discuss the main advantage of this research method
- 2.1.7. Some of the ethical issues involved in conducting research with humans

3. Demonstrate knowledge of and explain concepts related to lifespan development.

1. 3.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Explain

- 3.1.1. Differences among the major theoretical perspectives in lifespan psychology.

3.2. CORE DOMAIN 2: THE ECOLOGICAL-SYSTEMS APPROACH

Describe

- 3.2.1. The ecological-systems approach to the study of human development, and explain how this approach leads to an understanding of the overlapping contexts in which people develop.

3.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT

Explain

- 3.3.1. Nature / nurture controversy
 - 3.3.2. Process of reproduction
 - 3.3.3. Multiple births
 - 3.3.4. Genetics research
 - 3.3.5. Genetic counseling
 - 3.3.6. Brain development
 - 3.3.7. SIDS
 - 3.3.8. Role of nutrition, including breastfeeding
 - 3.3.9. Role of exercise and its effects on preventing obesity
 - 3.3.10. Eating disorders
 - 3.3.11. Role of hormones in development during adolescence
 - 3.3.12. Puberty
 - 3.3.13. Changes in body image during adolescence
 - 3.3.14. Sexual behavior including STD's and decisions
 - 3.3.15. Teen pregnancy
 - 3.3.16. Factors that contribute to drug use and addiction
 - 3.3.17. Primary and secondary aging
 - 3.3.18. Osteoporosis
 - 3.3.19. Hormone replacement therapy (HRT)
 - 3.3.20. Variables affecting life expectancy
 - 3.3.21. Theories of aging
 - 3.3.22. Euthanasia and assisted suicide
- 3.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT
- Explain
- 3.4.1. Sensorimotor intelligence, including object permanence
 - 3.4.2. Preoperation thought
 - 3.4.3 Concrete operations
 - 3.4.4 Formal operational thinking
 - 3.4.5. Vygotsky's theory
 - 3.4.6. Theories of language development
 - 3.4.7. Bilingualism and second language learners
 - 3.4.8. School related testing
 - 3.4.9. Mental retardation

- 3.4.10. Learning disabilities and ADHD
- 3.4.11. Metacognition and selective attention
- 3.4.12. Information Processing theory
- 3.4.13. Moral development
- 3.4.14. Characteristics of good schools
- 3.4.15. Working outside of school and its effects
- 3.4.16. Senescence
- 3.4.17. Psychological impact of attending college
- 3.4.18. Postformal thought
- 3.4.19. Fluid and crystallized intelligence and how each is affected by age
- 3.4.20. Gardner's view of multiple intelligences
- 3.4.21. Dementia and Alzheimer's disease
- 3.4.22. Wisdom

3.5 CORE DOMAIN 5: PSYCHOSOCIAL DEVELOPMENT

Explain

- 3.5.1. Temperament
- 3.5.2. Attachment, including secure and insecure and the strange situation
- 3.5.3. Prosocial and antisocial behavior
- 3.5.3. Child care concerns
- 3.5.4 Parenting styles
- 3.5.5 Cross-cultural parenting
- 3.5.6 Disciplining children
- 3.5.7 effects of media
- 3.5.8 Gender development theories
- 3.5.9 Identity vs. role confusion
- 3.5.10 Depression and suicide
- 3.5.11 Challenges of adolescence
- 3.5.12 Role of work in adult development
- 3.5.13 Intimacy vs. isolation
- 3.5.14 Generativity vs. stagnation
- 3.5.15 Integrity vs. despair
- 3.5.16 Social clock
- 3.5.17. Marital success
- 3.5.18. Divorce
- 3.5.19. Work and family issues in dual-income families, including role overload and role buffering
- 3.5.20. Role of work in adult development
- 3.5.21. Midlife crisis
- 3.5.22. Sandwich generation
- 3.5.23. partner abuse
- 3.5.24. violent behavior of males
- 3.5.25. Activity theory vs. disengagement theory

4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and /or evaluation of presentations.

1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Students will interpret

- 4.1.1. Psychological research on the basis of ethical standards.

4.2. CORE DOMAIN 2: BIOSOCIAL DEVELOPMENT

Students will apply

- 4.2.1. Principles of Lifespan Psychology to relate to problems of biosocial development, such as, factors that contribute to drug use and addiction

4.3. CORE DOMAIN 3: COGNITIVE DEVELOPMENT

Students will apply

- 4.3.1. Postformal thought to address the problem of a moral dilemma, such as, cheating in schools

4.4. CORE DOMAIN 4: PSYCHOSOCIAL DEVELOPMENT

Students will apply

4.4.1. Principles of Lifespan Psychology to interpreting social problems (including rejection, peer pressure & bullying)

Instructional Methods

Success in the Course

As with any three-hour course, you should expect to spend *at least six hours per week* outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for the written assignment. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online [Delete if you do not use Eagle Online], and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Eagle Online Learning Management System

This section of PSYC 2314 will use Eagle Online to supplement in-class assignments, exams, and activities. Assignments and all exams will be posted on Eagle Online. HCCS Open Lab locations may be used to access the Internet and Eagle Online. **YOU MUST USE FIREFOX AS YOUR BROWSER.** For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

Instructional Materials

Boyd, D., & Bee, H. (2015). *Lifespan Development* 7E. Upper Saddle River, NJ: Pearson.

Exams and Assignments

Exams

The two exams are designed to test the student's ability to:

1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.
2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.
3. Demonstrate knowledge of and explain concepts related to lifespan development.
4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, and aging.

Exams will consist of 40 multiple-choice questions. Questions may come from the text and from other sources such as lectures, videos, and class activities.

Written Assignment

The topic for this class involves teenagers. You will read an article from the American Journal of Public Health—The Sexual Practices of Adolescent Virgins. Do you agree or disagree with the assertions made in the article? Have things changed since the article was published 20 years ago? You **MUST** support your position with other materials. You will fail the paper if there are no other sources of information, and/or if there are no citations and references. Wikipedia is **NOT** a reference.

The paper must follow the following guidelines:

- All papers must be typed on a computer and double-spaced. Papers not typed on a computer will not be accepted.
- APA format must be used. If you are not familiar with the APA format for writing papers, please review the style guide in the library.
- Each paper must have the following sections: Introduction (a review of the article or topic), Discussion, and Conclusions. The Introduction should be approximately 150 words, Discussion should be approximately 900 words, and the Conclusions should be approximately 100-150 words. The total paper should be approximately 1200-1250 words in length, not counting citations and the title page.
- Paraphrase your information. Do not quote text. This is not a research paper and the length is too short to

include excessive quotes.

- The paper will be graded for critical thinking, grammar, correct style, spelling, and accuracy The Introduction is 15%, Discussion is 50%, Conclusions is 25%, and the remaining 10% of the grade is for style and spelling. Since this is a paper written on a computer, use the spell check on your word processor.
- The paper should have a title page with the following information:

Title of the Paper
Student Name/ID Number
PSYC 2314: Time and Date of Class
Semester and Year

- Plagiarism is considered academic dishonesty and will result in a "zero" on that writing assignment and an F the class, at the instructor's discretion. Cite other peoples' work and paraphrase.
- Proofread your paper. If there are too many grammatical and spelling errors, the paper becomes difficult to read, and therefore, will end up with a lower grade.

Grading Formula

Exams	50 % of your course grade
Written Assignment	20 % of your course grade
Online Assignments	30 % of your course grade

HCC Grading Scale

A	100-90	4 points per semester
B	89-80	3 points per semester
C	79-70	2 points per semester
D	69-60	1 point per semester
F	<60	0 points per semester
FX	Failure due to non-attendance	0 points per semester
IP (In Progress)		0 points per semester
W (Withdrawn)		0 points per semester
I (Incomplete)		0 points per semester
AUD (Audit)		0 points per semester

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Makeup Policy

There are **no make-up assignments or exams**. Students have ample time to complete assignments. If you wait until the last minute and there is a problem that prevents you from completing an assignment, you will not be allowed additional time. The grade for a missed exam will be dropped only if there is a reason found acceptable by the instructor. If the instructor does not find the reason for missing the exam acceptable, a "zero" will be recorded for that exam. Acceptable reasons to drop an exam grade include, but are not limited to, hospitalization, detention in jail, or a death in the family. Documentation must be provided. Pay attention to due dates and times.

Incomplete Grades

In order to receive a grade of Incomplete ("I"), you must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester.

COURSE CALENDAR

Week	Dates	Topic/What's due
1	01/21	Syllabus Chapter 1: Foundations
2	01/28	Chapter 2: Theories of Development Chapter 2: Theories of Development cont.
3	02/04	Chapter 3: Prenatal Development Chapter 3: Prenatal Development cont.
4	02/11	Chapter 4: Physical & Perceptual Development in Infancy
5	02/18	Chapter 5: Cognitive Development in Infancy Chapter 6: Social/Emotional Development in Infancy
6	02/25	Chapter 6: Social/Emotional Development in Infancy cont. Chapter 7: Physical & Cognitive Development in Early Childhood
7	03/03	Chapter 7: Physical & Cognitive Development in Early Childhood Chapter 8: Social/Emotional Development in Early Childhood
8	03/10	Chapter 9: Physical & Cognitive Development in Middle Childhood
9	03/24	Chapter 9: Physical & Cognitive Development in Middle Childhood Chapter 10: Social/Emotional Development in Middle Childhood
10	3/31	Chapter 11: Physical & Cognitive Development in Adolescence Chapter 12: Social/Emotional Development in Adolescence Midterm Exam
11	04/06	Chapter 12: Social/Emotional Development in Adolescence cont.
12	04/13	Chapter 13: Physical & Cognitive Development in Early Adulthood Chapter 14: Social/Emotional Development in Early Adulthood Written Assignment due
13	04/20	Chapter 15: Physical & Cognitive Development in Middle Adulthood Chapter 16: Social/Emotional Development in Middle Adulthood
14	04/27	Chapter 17: Physical & Cognitive Development in Late Adulthood Chapter 18: Social/Emotional Development in Late Adulthood
15	05/05	Chapter 19: Death & Dying
16	05/12	Final Exam

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#) and [HCCS Distance Education Student Handbook](#)

Attendance

You are encouraged to attend each class since regular attendance correlates with good grades. Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the Course Calendar). Be advised that instructors must drop students who fail to attend class by the official date of enrollment. In addition, instructors may drop students who miss six hours of class time.

Withdrawal

If you decide to withdraw from the course, it is your responsibility to file the proper paperwork with the registrar's office. Discuss your decision to withdraw from the class with your instructor before you finalize the paperwork.

Classroom Conduct

I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated. [Modify for Distance Education classes; change title to "Virtual Classroom Conduct". See [Distance Education Faculty Handbook](#).]

Student Organizations

Psi Kappa

All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the [Psi Kappa page](#) on the HCC Learning Web, the [Psi Kappa blog](#), and the [Psi Kappa Facebook](#) page.

Psi Beta

HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the [Psi Beta](#) website. For information about the HCC chapter, visit the [Psi Beta page](#) on the HCC Learning Web.

Psychology Achievers Scholarship

To be eligible for the \$125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314. For more information, visit the [HCC Foundation scholarship website](#).

Tutoring

[AskOnline](#) provides free, confidential, and convenient academic support to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate.

HCCS Student Policies

All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at this link:

<http://central.hccs.edu/students/student-handbook/>

HCCS Distance Education Policies [Face-to-face, Hybrid instructors should delete this.]

All Distance Education students are responsible for reading and understanding the DE Student Handbook, which contains policies, information about conduct, and other important information. The DE Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the [DE Student Handbook](#).

APPENDIX A
PSYC 2314 OBJECTIVES AND KEY TERMS
BOYD & BEE
LIFESPAN DEVELOPMENT
7TH EDITION

1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.

1. 1.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Define

1.1.1. Developmental psychology

1.1.2. Life-span perspective

1.1.3. Cohort effects

1.2. CORE DOMAIN 2: THE SYSTEMS APPROACH

Define

1.2.1. The ecological-systems approach to the study of human development

1.2.2. Epigenetic systems theory

1.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT

Define

1.3.1 Genes and chromosomes

1.3.2. Dominant and recessive genes

1.3.3. Behavioral genetics

1.3.3. Stages of prenatal development

1.3.4. Teratogens

1.3.5. Prenatal Abnormalities

1.3.6. Preterm and low birth weight

1.3.7. Gerontology

1.3.8. Menopause

1.3.9. Changes in the sense organs during adulthood

1.3.10. Ageism

1.3.11. Gerontology

1.3.12. Stages of dying

1.3.13. Grief and bereavement

1.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT

Define

1.4.1 Learning theory

1.4.2 Piaget's theory of cognitive development

1.4.3 Vygotsky's theory of cognitive development

1.4.4 Characteristics of good schools

1.5 CORE DOMAIN 5: : PSYCHOSOCIAL DEVELOPMENT

Define

1.5.1. Freud's Psychosexual theory

1.5.2. Erikson's Psychosexual theory

1.5.3. Kinkeeper

1.5.4. Activities of daily life

1.5.5. Respite care

1.5.6. Hospice

1.5.7. Palliative care

1.5.8. Living will

2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.

1. 2.1 CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Define and identify

2.1.1. Cross-sectional research method

2.1.2. Longitudinal research method

2.1.3. The basic steps of the scientific method

2.1.4. Surveys and case studies, noting at least one advantage (or strength) and one disadvantage (or weakness) of

each

2.1.5. Scientific observation as a research strategy, noting at least one advantage (or strength) and one disadvantage (or weakness)

2.1.6. The components of an experiment, and discuss the main advantage of this research method

2.1.7. Some of the ethical issues involved in conducting research with humans

3. Demonstrate knowledge of and explain concepts related to lifespan development.

1. 3.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Explain

3.1.1. Differences among the major theoretical perspectives in lifespan psychology.

3.2. CORE DOMAIN 2: THE ECOLOGICAL-SYSTEMS APPROACH

Describe

3.2.1. The ecological-systems approach to the study of human development, and explain how this approach leads to an understanding of the overlapping contexts in which people develop.

3.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT

Explain

3.3.1. Nature / nurture controversy

3.3.2. Process of reproduction

3.3.3. Multiple births

3.3.4. Genetics research

3.3.5. Genetic counseling

3.3.6. Brain development

3.3.7. SIDS

3.3.8. Role of nutrition, including breastfeeding

3.3.9. Role of exercise and its effects on preventing obesity

3.3.10. Eating disorders

3.3.11. Role of hormones in development during adolescence

3.3.12. Puberty

3.3.13. Changes in body image during adolescence

3.3.14. Sexual behavior including STD's and decisions

3.3.15. Teen pregnancy

3.3.16. Factors that contribute to drug use and addiction

3.3.17. Primary and secondary aging

3.3.18. Osteoporosis

3.3.19. Hormone replacement therapy (HRT)

3.3.20. Variables affecting life expectancy

3.3.21. Theories of aging

3.3.22. Euthanasia and assisted suicide

3.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT

Explain

3.4.1. Sensorimotor intelligence, including object permanence

3.4.2. Preoperation thought

3.4.3 Concrete operations

3.4.4 Formal operational thinking

3.4.5. Vygotsky's theory

3.4.6. Theories of language development

3.4.7. Bilingualism and second language learners

3.4.8. School related testing

3.4.9. Mental retardation

3.4.10. Learning disabilities and ADHD

3.4.11. Metacognition and selective attention

3.4.12. Information Processing theory

3.4.13. Moral development

3.4.14. Characteristics of good schools

3.4.15. Working outside of school and its effects

3.4.16. Senescence

3.4.17. Psychological impact of attending college

- 3.4.18. Postformal thought
- 3.4.19. Fluid and crystallized intelligence and how each is affected by age
- 3.4.20. Gardner's view of multiple intelligences
- 3.4.21. Dementia and Alzheimer's disease
- 3.4.22. Wisdom

3.5 CORE DOMAIN 5: PSYCHOSOCIAL DEVELOPMENT

Explain

- 3.5.1. Temperament
- 3.5.2. Attachment, including secure and insecure and the strange situation
- 3.5.3. Prosocial and antisocial behavior
- 3.5.3. Child care concerns
- 3.5.4 Parenting styles
- 3.5.5 Cross-cultural parenting
- 3.5.6 Disciplining children
- 3.5.7 effects of media
- 3.5.8 Gender development theories
- 3.5.9 Identity vs. role confusion
- 3.5.10 Depression and suicide
- 3.5.11 Challenges of adolescence
- 3.5.12 Role of work in adult development
- 3.5.13 Intimacy vs. isolation
- 3.5.14 Generativity vs. stagnation
- 3.5.15 Integrity vs. despair
- 3.5.16 Social clock
- 3.5.17. Marital success
- 3.5.18. Divorce
- 3.5.19. Work and family issues in dual-income families, including role overload and role buffering
- 3.5.20. Role of work in adult development
- 3.5.21. Midlife crisis
- 3.5.22. Sandwich generation
- 3.5.23. partner abuse
- 3.5.24. violent behavior of males
- 3.5.25. Activity theory vs. disengagement theory

4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and /or evaluation of presentations.

1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Students will interpret

- 4.1.1. Psychological research on the basis of ethical standards.

4.2. CORE DOMAIN 2: BIOSOCIAL DEVELOPMENT

Students will apply

- 4.2.1. Principles of Lifespan Psychology to relate to problems of biosocial development, such as, factors that contribute to drug use and addiction

4.3. CORE DOMAIN 3: COGNITIVE DEVELOPMENT

Students will apply

- 4.3.1. Postformal thought to address the problem of a moral dilemma, such as, cheating in schools

4.4. CORE DOMAIN 4: PSYCHOSOCIAL DEVELOPMENT

Students will apply

- 4.4.1. Principles of Lifespan Psychology to interpreting social problems (including rejection, peer pressure & bullying)

