

Psychology
Northwest College

PSYC 2314 – Human Growth and Development: Lifespan

CRN 76160-Summer 2011

Spring Branch Campus Room 206 10:00 a.m.-12:00 p.m. M-F

2-Hour Lecture/ 48 hours per semester/ 5 weeks

Professor: Devora Gandy

Instructor Contact Information: devora.gandy@hccs.edu

Office location and hours

Available before or after class or by appointment

Department of Psychology, Sociology, and Anthropology:

<http://learning.nwc.hccs.edu/subjects/psyc>

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

PSYC 2301 or Department Approval; Must be placed into college-level reading (or take GUST 0342 as a co-requisite) and be placed into college-level writing (or take ENGL 0310/0349 as a 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 notice that follows.

Course Goals

PSYC2314 is a scientific study of how and why people change or remain the same over time.

Student Learning Outcomes

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 presentations.

Learning objectives

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

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 system's 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

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

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

OBJECTIVE FOR SLO#3: Demonstrate knowledge of and explain concepts related to lifespan development.

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 it's 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 it's 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

OBJECTIVES FOR SLO#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.

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)

CALENDAR

Week 1	06-June	Introduction/Syllabus/Chapter 1
	07-June	Chapter 1, Continued; Chapter 2
	08-June	Chapter 3
	09-June	Chapter 4
	10-June	Chapter 5
Week 2	13-June	Chapters 6 & 7
	14-June	Exam 1 (Chapters 1-7)
	15-June	Chapter 8
	16-June	Chapters 9 & 10
	17-June	Chapter 11
Week 3	20-June	Chapters 12 & 13
	21-June	Exam 2 (Chapters 8-13)
	22-June	Chapter 14
	23-June	Chapters 15 & 16
	24-June	Chapter 17
Week 4	27-June	Chapters 18 & 19
	28-June	Exam 3 (Chapters 14-19)
	29-June	Chapter 20
	30-June	Chapters 21 & 22
	01-July	Chapters 23 & 24; Internet Activity Due
Week 5	04-July	<i>Holiday</i>
	05-July	Chapters 25 & Epilogue; Learning Activities Due
	07-July	Final Exam (Chapters 20-Epilogue) 10:00 a.m.

Instructional Method

The instructor will prepare lectures, demonstrations, and learning exercises to cover topics on the schedule. Lectures will cover material on which you will be tested (learning objectives/terms for each chapter). Read the assigned chapters before coming to class so you can share examples and opinions appropriate to the class discussion.

The instructor will provide an opportunity to ask questions over the objectives prior to the exam. In addition, exams will be reviewed after they are graded so that you will have the opportunity to ask questions. All exams will be returned to the instructor.

Student Assignments/Written Assignments

Internet Readings/Activities will be assigned to each student. You will answer the questions regarding each of the three readings. Type the questions and the answers. Include a Title Page and a Table of Contents. These are due on July 1, 2011. No papers will be accepted after 12:00 p.m. Students may review the assignment on the Final Exam date. The Internet Readings will be returned to the instructor.

Learning Activities will be given to you covering some chapters (19-total) throughout the semester. These can be handwritten, with the exception of an interview that must be typed. Include a Title Page and Table of Contents. These are due the last day of class on July 5, 2011. No papers will be accepted after 12:00 p.m. The Learning Activities will be returned to you on the Final Exam date.

Assessments

There will be three chapter exams and the Final Exam each consisting of 50 multiple choice items selected from the Learning Objectives/Key Terms. All work will be scored 0-100. **No make-up exams will be given.** However, since your lowest grade will be dropped, you, of course, drop the grade of zero for a missed exam. Be careful not to miss more than one exam.

Instructional Materials

Text

Berger, K.S. (2008) *The Developing Person through the Lifespan* Seventh Edition. New York: Worth Publishing Company.

HCC Policy Statement - ADA Services to Students with Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. The ADA counselor at Northwest College is Mahnaz Kolaini (713-718-5422).

(District ADA Coordinator – Donna Price – 713.718.5165
 Central ADA Counselors – Jaime Torres - 713.718.6164
 Martha Scribner – 713.718.6164
 Northeast ADA Counselor- Kim Ingram – 713.718.8420
 Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422
 Southeast ADA Counselor – Jette Lott - 713.718.7218
 Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910
 Coleman ADA Counselor – Dr. Raj Gupta – 713.718.7631)

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or

leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have “lost” the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you may withdraw yourself online (except for flex entry classes) OR contact a HCC counselor or your professor to withdraw you. This must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. (**Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines.) **Remember to allow sufficient time (at least 3 days response time) when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than 5 days before the deadline. Some professors may not be willing to process the withdrawal requests or have specific timelines for processing withdrawal requests, please consult with your individual professor for details.** If you do not

withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

International Students

Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted withdrawal form formally), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520, if you have any questions about your visa status and other transfer issues.

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Use of Camera and/or Recording Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. **To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.**

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

Instructor Requirements

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

Grading

*Best 2 of 3 chapter exams @ 20% each	40%
Written Assignment (Internet Activities)	20%
Learning Activities	20%
Final Exam	<u>20%</u>
	100%

*Student's lowest exam grade will be dropped

HCCS Grading Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

