



Syllabus

PSY 200 Life Span Development

General Information

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Author

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Department

Social Science

Course Prefix

PSY

Course Number

200

Course Title

Life Span Development

Course Information

Credit Hours

3

Lecture Contact Hours

3

Lab Contact Hours

0

Other Contact Hours

0

Catalog Description

This course is an overview of the study of the development of human behavior and mental processes over the life span from conception through late adulthood including death and dying. The emphasis in the course is on the complex interaction of the principles of physical, social, cognitive and personality development.

Key Assessment

This course does not contain a Key Assessment for any programs

Prerequisites

PSY 100

Co-requisites

None

Grading Scheme

Letter

First Year Experience/Capstone Designation

This course DOES NOT satisfy the outcomes applicable for status as a FYE or Capstone.

SUNY General Education

This course is designated as satisfying a requirement in the following SUNY Gen Ed category

None

FLCC Values

Institutional Learning Outcomes Addressed by the Course

Vitality

Inquiry

Perseverance

Interconnectedness

Course Learning Outcomes

Course Learning Outcomes

1. Evaluate the methods that are employed to study human development throughout the life span.
2. Distinguish between the psychological approaches to human development and their contribution to the field, (e.g. humanistic, behavioral, or psychodynamic approaches).
3. Analyze controversies and issues using psychological approaches to human development.

Program Affiliation

This course is required as a core program course in the following program

AS Psychology

Outline of Topics Covered

- 1) The Science of Human Development
 - a) The scientific method
 - b) The nature-nurture controversy
 - c) The Life Span Perspective (e.g., development is multicultural, plastic, multidirectional etc..)
 - i) Theories of human development
 - ii) Psychoanalytic theory
 - iii) Humanistic theory
 - iv) Behaviorism
 - v) Cognitive theory
 - vi) Evolutionary theory
- 2) From Conception to Birth
 - a) Genes & chromosomes
 - b) Twins
 - c) Zygotic, Embryonic and fetal development
 - d) Problems (e.g., abnormal genes and chromosomes, teratogenic harm, low birthweight)
 - e) Prenatal testing
- 3) Infant growth
 - a) Physical growth & brain development
 - b) Motor skills and the senses
 - c) Immunization and nutrition
- 4) Infant cognition

- a) Language
 - b) Psychosocial development of infants
 - c) Emotional development
 - d) Social bonds (e.g., synchrony, attachment, insecure attachment, social referencing)
 - e) Theories of infant psychosocial development (Psychoanalytic theory, Behaviorism, Cognitive theory)
 - f) Infant day care
- 5) Physical development in early childhood
- a) Growth patterns & brain development
 - b) Nutrition
 - c) Cognitive development- Preoperational thought (Piaget) & Social Learning Theory (Vygotsky)
 - d) Language learning the vocabulary explosion, acquiring grammar & learning two languages
 - e) Early childhood education
- 6) Psychosocial development in early childhood
- a) Emotional development- Eirkson's initiative vs. guilt
 - b) Brain maturation, motivation, play
 - c) Styles of caregiving
 - d) Sex and gender
 - e) Aggression
 - f) Discipline
 - g) Child maltreatment & prevention
- 7) Physical development in middle childhood
- a) Health habits & health problems (e.g. obesity, asthma)
 - b) Cognition (e.g. Piaget, Vygotsky, information processing)
 - c) Schooling
 - d) Intellectual disability, disorders that effect learning & special education
- 8) Psychosocial development in middle childhood
- a) Self-concept
 - b) Culture & self-esteem
 - c) Resilience & stress
 - d) Family structure & family function
 - e) Family trouble
 - f) Peer group- the culture of children
 - g) Moral reasoning & what children value
- 9) Physical development in adolescence
- a) Puberty

- b) Cognition- brain development, formal operational thought (Piaget)
 - c) Analytical thinking & intuitive thinking
 - d) Middle school & high school
- 10) Psychosocial development in adolescence
- a) Identity formation
 - b) Relationships (with adults, peers & romantic relationships)
 - c) Depression
 - d) Delinquency & defiance
 - e) Drug use and abuse and prevention
- 11) Physical development in emerging adulthood
- a) Staying strong & active
 - b) Challenges to health
 - c) Taking risks
- 12) Psychosocial development in emerging adulthood
- a) Cognitive development- Post-formal thought & brain development
 - i) The effects of college
 - ii) The effects of diversity
 - b) Identity achievement
 - c) Personality
 - d) Intimacy & cohabitation
- 13) Physical development in adulthood
- a) Exercise & diet
 - b) Drug use
 - c) Disease & stress
 - d) Sex & fertility
 - e) The aging brain-pathological changes, & intelligence, including its many components
- 14) Psychosocial development in adulthood
- a) Theories of adult personality
 - b) Personality traits
 - c) Friends, family & romantic partners
 - d) Parenthood, caregiving
 - e) Employment
- 15) Physical development in late adulthood
- a) Prejudice & stereotypes about aging & the elderly
 - b) Aging brain & brain diseases
- 16) Psychosocial development in late adulthood

- a) Self theories & (e.g., Erikson & others)
- b) Stratification theories (the impact of race, gender & SES on aging)
- c) Working
- d) Religious involvement
- e) Political activity
- f) Friends & relatives
- g) Frail elderly

17) Death and Dying

- a) Cultures
- b) Understanding death throughout the life span
- c) Choices in dying
- d) Mourning & grief