

## **COURSE OUTLINE**

### **Developmental Psychology**

#### **Course Description**

PY 260. Developmental Psychology. 3 credit hours. Prerequisite: PY 160 with a C or better. This course will enable the student to engage in more meaningful interactions with others through evaluation of human development from conception through death. The student will examine genetic and environmental influences upon the individual. The learning outcomes and competencies detailed in this outline meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as PSY2020).

#### **Required Materials**

For complete material(s) information, refer to: <https://bookstore.butlercc.edu>

#### **Butler-Assessed Outcomes**

The intention is for the student to be able to do the following:

1. Develop critical thinking skills regarding the human development process.

#### **Learning Outcomes**

The intention is for the student to be able to do the following:

1. Distinguish among developmental theories
2. Distinguish research methods in development
3. Describe social and emotional development throughout the lifespan
4. Explain cognitive development throughout the lifespan
5. Examine the processes of physical development throughout the lifespan
6. Describe the processes of death and dying

#### **Learning PACT Skills that will be developed and documented in this course**

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

##### **Personal Development Skills**

- Interpersonal interaction - Through written essays and class discussion, the student will analyze aging and how it affects an individual's life and the lives of others in an effort to develop more effective techniques for relating to others.

##### **Analytical Thinking Skills**

- Critical thinking - Through written essays and class discussion, the student will analyze age-specific dynamics.

##### **Communication Skills**

- Creation and delivery of messages - Through textbook assignments and written assessment of outside reading, the student will develop skills to summarize and evaluate ideas and sources.

## **Major Summative Assessment Task(s)**

These Butler-assessed Outcome(s) and Learning PACT skills will be demonstrated by the following:

1. Completing a self-reflective essay in which students evaluate a concept (A skill) with regard to aging throughout the life course (P skill). The information for this essay will come from the textbook and assigned readings (C skill).

## **Learning Units**

- I. Historical and contemporary perspectives
  - A. Define and use research methods
  - B. Describe and distinguish among developmental theories
- II. Heredity and prenatal period
  - A. Describe how heredity works
  - B. Discuss advances in genetic research and treatment
  - C. Describe the prenatal stages
  - D. Examine the prenatal environmental influences
  - E. Discuss premature and high-risk infants
  - F. Describe the stages of childbirth
  - G. Discuss the transition to parenthood and the beginnings of attachment
  - H. Discuss physical development
  - I. Describe cognitive and neurological development
  - J. Examine socioemotional/psychosocial development
- III. Infancy and toddler
  - A. Discuss physical development
  - B. Describe cognitive and neurological development
  - C. Discuss personality and socioemotional/psychosocial development
  - D. Describe attachment and temperament styles
  - E. Explain the influence of the family
- IV. Early childhood
  - A. Discuss physical development
  - B. Describe cognitive and neurological development
  - C. Discuss socioemotional/psychosocial development
  - D. Explain the major types of children's play
  - E. Explore family dynamics and parenting styles
- V. Middle childhood
  - A. Discuss physical development
  - B. Describe cognitive and neurological development
  - C. Discuss socioemotional/psychosocial development
  - D. Examine the controversy regarding definition of intelligence and achievement
  - E. Discuss the impact of school
  - F. Explore family dynamics

- VI. Adolescence
  - A. Discuss physical development
  - B. Describe cognitive and neurological development
  - C. Discuss personality and socioemotional/psychosocial development
  - D. Examine sexual attitudes and behavior
  - E. Explain the importance of identity, status, and peer groups
  - F. Explore family dynamics
- VII. Early or emerging adulthood
  - A. Discuss physical development
  - B. Describe cognitive and neurological development
  - C. Discuss socioemotional/psychosocial development
  - D. Describe relationships with family and co-workers
  - E. Identify the demands and pressures of parenthood
  - F. Discuss gender behavior, roles, and discrimination in the workforce
- VIII. Middle adulthood
  - A. Discuss physical development
  - B. Describe cognitive and neurological development
  - C. Discuss socioemotional/psychosocial development
  - D. Describe relationships with family and co-workers
  - E. Identify the demands and pressures of the family
  - F. Explain the pressures of the sandwich generation
- IX. Late adulthood
  - A. Discuss physical development
  - B. Describe cognitive and neurological development
  - C. Discuss socioemotional/psychosocial development
  - D. Describe relationships with family
  - E. Examine the adjustment to retirement
  - F. Describe patterns that define stresses and satisfactions of late adulthood
  - G. Evaluate social policies and attitudes with regard to aging
  - H. Explain the stages of death and dying
  - I. Discuss grief, bereavement, and mourning

### **Learning Activities**

A variety of methods will be used in the classroom for both face to face and online modalities. Lecture, class discussions, group study, field trips, library research, various audio/visual aids, case studies, guest speakers, and student presentations as well as other methods may be implemented at the instructor's discretion. The student will be required to examine professional journals in this course.

### **Grade Determination**

The student will be graded on completion of assessment tasks, research papers, tests, daily work, class participation, out-of-class assignments, and other methods of evaluation at the discretion of the instructor.