

Lassen Community College Course Outline

PSYC 18 Life Span Development

3.0 Units

I. Catalog Description

This course is designed to provide an overview of human development from conception through the life span. The emphasis will be on the practical application of developmental principles. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems. This course has been approved for online and hybrid delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to both UC/CSU

General Education Area: E1

CSU GE Area: D7 & E

IGETC GE Area: 4I

C-ID PSY 180

51 Hours Lecture, 102 Expected Outside Class Hours, 153 Total Student Learning Hours
Scheduled: Fall, Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 200100

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Analyze different developmental events from the perspective of five major theories of development- psychoanalytic, learning cognitive, sociocultural and epigenetic- and recognize those theories when used by others to analyze events.
2. Describe Development – including biosocial, cognitive, and psychosocial, as an ongoing set of processes, involving both continuity and change.
3. Recognize and apply developmental concepts in various situations across the lifespan.

B. Course Objectives

Upon completion of this course the student will be able to:

1. List generally accepted principles which govern human development.
2. Describe the main features of major theories of human development and apply them to the different life stages in the developmental process.
3. Describe the significant features of physical, mental, language, social and emotional development throughout the life span.
4. Identify examples of crises or developmental tasks which relate to each major age/stage of human development.

IV. Course Content

- A. Introduction to the Lifespan using the Scientific Method
 - 1. Major developmental theories
 - 2. Major developmental principles
 - 3. Techniques used to study change over time
- B. Conception
 - 1. Genetics
 - 2. Prenatal development; stages and development
- C. Birth to Toddlerhood
 - 1. The newborn
 - 2. Physical and social development
 - 3. Infancy and toddlerhood
- D. Early Childhood
 - 1. Physical-Motor-Intellectual
 - 2. Language
 - 3. Social and personality development
- E. Middle Childhood
 - 1. Physical/Intellectual
 - 2. Language
 - 3. Morality
 - 4. Social development
- F. Adolescence
 - 1. Physical development
 - 2. Impact on identity
 - 3. Health concerns
 - 4. Intellectual, moral, and personality development
- G. Young Adulthood
 - 1. Physical development
 - 2. Health status
 - 3. Intellectual functioning
 - 4. Moral and personality development
- H. Midlife (Middle-Adulthood)
 - 1. Physical and health status
 - 2. Intellectual, social and personality development
- I. Late Adulthood
 - 1. Aging myths and realities
 - 2. Physical status
 - 3. Intellectual status
 - 4. Social and personality development
- J. Death and Loss
 - 1. Stages
 - 2. Resources
 - 3. Crises

V. Assignments

A. Appropriate Readings

Students will be assigned various readings from representative texts. Additionally, articles and materials from other sources such as journals and magazines will be assigned.

B. Writing Assignments

Students will write papers on select topics furnished by the instructor germane to the course content (i.e., Childhood observation study, School age influences, Issues affecting teens, Older adult and end of life issues).

C. Expected Outside Assignments

Outside assignments will include analysis of readings and journals. Papers germane to the four stages of the lifespan will be assigned utilizing library and internet readings.

D. Specific Assignments that Demonstrate Critical Thinking

Students will be required to synthesize and interpret material in lecture and apply the information to new situations (i.e., Students will observe children at a Child Development Center and apply the information they are learning to assess the developmental level of the child. They will compare and contrast two different age groups. Students may interview a senior citizen and assess the interviewee on Erik Erikson's psychosocial development.

VI. Methods of Evaluation

Traditional Classroom Delivery

Student will be evaluated by objective tests, group presentations, child developmental observations, senior interviews and a final examination.

Online Delivery

A variety of methods will be used, such as internet exercises, asynchronous discussion, podcasts, online quizzes and exams, postings to online website, and email communications.

Hybrid Delivery

All quizzes will be administered during the in person class time. Students will be expected to complete on line assignments and activities equivalent to in class assignments and activities for the online portion of the course. Electronic communication, both synchronous and asynchronous will be evaluated for participation and to maintain effective communication between instructor and students.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery

Online Delivery

Traditional Classroom Delivery

Lecture, discussion audio-visual media, and other appropriate methods.

Online Delivery

Online instructor generated written lectures, handouts, supplemental material, exercises, and assignments. Participation in forum-based discussions. Online exercises/assignments contained on website. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction. Email with a minimum of six opportunities for feedback will be utilized to maintain effective communication between the instructor and student.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized. Each semester 34 lecture hours will be taught face-to face by the instructor and 17 lecture hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Open Educational Resource text, student will be able to access book online or may request a printed copy from the book store for a fee.

Lifespan Development: Link: <https://courses.lumenlearning.com/wmopen-lifespandevelopment/>

IX. Discipline/s Assignment

Psychology

X. Course Status

Current Status: Active

Original Approval Date: 2/10/2003

Revised By: Sandra Beckwith

Curriculum/Academic Standards Committee Revision Date: 10/18/2022