

STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK

COURSE OUTLINE

PSYC 225 - HUMAN DEVELOPMENT

Prepared By: John Nixon, Ph.D.  
Reviewed by Edward G. Boyd, 2011  
Reviewed and Modified by Edward Boyd, 2012  
Reviewed and modified by Edward Boyd , April 2015

SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCES DEPARTMENT  
SPRING 2006  
Reviewed and Modified April 2015

PSYC 225 - HUMAN DEVELOPMENT

A. TITLE: Human Development

B. COURSE NUMBER: PSYC 225

C. CREDIT HOURS: 3

D. WRITING INTENSIVE COURSE: This course may, at option of instructor, be taught as writing intensive for Liberal Arts students.

E. COURSE LENGTH: 15 weeks per semester.

F. SEMESTER(S) OFFERED: Fall and/or Spring

G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:  
3 hours lecture/week

H. CATALOGUE DESCRIPTION: A systematic study of behavior from conception through death with emphasis on the psychosocial, biosocial, cognitive development and sociocultural factors affecting humans during various stages of development.

Special emphasis is placed on scientific methods of human study and the understanding and treatment of common behavioral problems.

**This course is an alternate to Child Development (PSYC220). Students cannot receive credit for both.**

I. PRE-REQUISITES/CO-COURSES: Introductory Psychology (PSYC101) or permission of the instructor

J. GOALS (STUDENT LEARNING OUTCOMES): By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. be able to recognize and describe the major concepts, theories and research related to a life-span developmental perspective.	1. Communication 2. Crit. Thinking
b. be able to apply the major theory models in developmental psychology.	1. Communication 2. Crit. Thinking 3. Prof. Competence
c. be able to critically review developmental research reports in journals and popular media, based on universally-accepted scientific methodology principles.	1. Communication 2. Crit. Thinking 3. Prof. Competence
d. describe the important contributions of social status, culture, history and the family to the process of development.	1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Interpersonal/Intrapersonal Skills
e. explore a developmental area of personal interest through a course project	1. Communication 2. Crit. Thinking

(book critiques, article annotations, research paper, internet paper, panel presentations, class debates, etc.)	3. Prof. Competence 4. Interpersonal/Intrapersonal Skills
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- Taking
- K. TEXTS: e.g., The Developing Person through the Lifespan - K.S. Berger; Human Development - D. Papalia and S. Wendkos-Olds; Sides in Lifespan Development, Dushkin Mc Graw Hill
  - L. REFERENCES: e.g., Theories of Developmental Psychology - Miller, P.H.; 6 Psychological Studies, J. Piaget; Social Development, Maccoby, E.F.; Social Development, D. Perry and K. Bussey; Children's Thinking, D. Bjorklund
  - M. EQUIPMENT: Video players and video library, overhead projectors, computer availability, writing assistance.
  - N. GRADING METHOD: A - F.
  - O. MEASUREMENT CRITERIA/METHODS:  
  
Options to be determined by the instructor, for example:  
Class attendance as specified in handout. Completion of all exams at scheduled times. Completion of term paper or placement option by scheduled deadline. Panel presentations, debates.
  - P. DETAILED TOPICAL OUTLINE: See Attachment.
  - Q. LABORATORY OUTLINE: Not applicable.

## DETAILED OUTLINE

### PSYC 225 - HUMAN DEVELOPMENT

- I. Introduction to the domains of development and historical issues.
  - A. The 4 domains of development
    - 1. Biosocial development-changes in size and body proportions, motoric skills, sense organs, glands, etc.
    - 2. Cognitive development-quantitative and qualitative changes in mental processes such as memory, perception, thought and language.
    - 3. Psychological/affective development-development of feelings, attitudes, and behaviors concerning self and self-concept.
    - 4. Social development-attitudes and behavior in groups, social identity, impact of family and social institutions on individual.
  - B. Historical issues:
    - 1. Nature-Nurture Controversy
    - 2. Continuity vs. Discontinuity in development
    - 3. Stability in personality vs. change and situational factors
    - 4. Interaction of hereditary and environmental factors
    - 5. Individual Differences
- II. Major research methods in developmental psychology
  - A. Observational and experimental methods
  - B. Longitudinal, cross sectional, and sequential methods
  - C. Case study and survey
- III. Stage Theories
  - A. Freud's Psychoanalytic model and stages of psychosexual development
  - B. Erikson's 8 stages of Psychosocial development
  - C. Piaget's stages of Cognitive development
- IV. Learning and Social Learning Theories and the Humanistic Perspective
  - A. Principles of operant and classical conditioning-  
Skinner,  
Watson
  - B. Social Learning Theory - Bandura, Mischel
  - C. Information Processing Model
  - D. Humanistic and Holistic Approaches

V. Prenatal development, birth and the neonate

- A. General timetable of prenatal growth
- B. Physical and social factors in the birth process
- C. Neonatal competencies—sensory and motoric, reflexes

VI. Infancy-development in the domains

- A. Physical Development
  - 1. General sequence of motor development
  - 2. Perceptual development—visual constancy, depth perception, form perception
- B. Cognitive Development
  - 1. Piaget's sensorimotor substages
  - 2. Theories of language development: Chomsky, Skinner, Piaget
  - 3. Sequence of lung development in infancy
  - 4. Social aspects of communication
- C. Psychosocial Development
  - 1. Theories of Freud and Erikson
  - 2. Attachment formation and separation anxiety: research of Ainsworth, Lorenz, Bowlby, and Mahler, etc.
  - 3. Impact of the quality of environment and caregiver relationship.

VII. Early Childhood

- A. Cognitive Development
  - 1. Aspects of Preoperational thought
  - 2. Information processing theory: attention and memory in early childhood
  - 3. Language development
  - 4. Interactions of cognition and socialization
  - 5. Preschool education
- B. Psychosocial Development
  - 1. Family dynamics and parenting
  - 2. Peer relationships
  - 3. Theories concerning play and the development of play
- C. Biosocial Development

VIII. Middle and Late Childhood

- A. Cognitive Development
  - 1. Concrete Operations
  - 2. Learning, attention, memory and cognitive sophistication
  - 3. Moral development: learning theory, Piaget and Kohlberg
  - 4. Prosocial behavior/Bullying

- B. Psychosocial Development
  - 1. Peer relationships
  - 2. School: contrasting approaches to education
  - 3. Freud, Erikson, and Bandura
  - 4. Inclusion of Exceptional Students

#### IX. Adolescence

- A. Biosocial changes of puberty
- B. Formal Operations and moral development
- C. Psychosocial Development
  - 1. Forming a self-concept and identity
  - 2. Peers and family
  - 3. Sexuality, love and dating
  - 4. Vocational choice
  - 5. Topics: juvenile delinquency, teenage suicide, alcohol and drug abuse

#### X. Early and Middle Adulthood

- A. Perspectives in Adult Development
- B. Developmental issues and stages in Adulthood
- C. Biosocial changes
- D. Cognitive Development
- E. Psychosocial Development in Adulthood
  - 1. Lifestyles
  - 2. The family lifecycle and parenthood
  - 3. Careers, work
- F. Personality Development
  - 1. Continuity vs. change in personality
  - 2. Life changes, adaptation, stress and coping
  - 3. Philosophical changes

#### XI. Later Adulthood

- A. Biosocial and Cognitive Development
  - 1. Biological changes in aging
  - 2. Information processing theory, crystallized-fluid intelligence, and cognitive functioning
- B. Psychosocial Development
  - 1. The social changes accompanying aging
  - 2. Theories of adjustment to aging

#### XII. Death and Dying

- A. The process of dying: theory and research
- B. The Hospice movement
- C. Adjustments to death: bereavement and the family
- D. Near-Death Experiences
- E. Mourning (cultural differences)

\*It is understood that the final organization of the course is left to the individual instructor. We recognize a responsibility to teach this course in a multi-model approach that incorporates a broad theoretical and

topical content.