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

MASTER SYLLABUS

PSYC 225 – Human Development

Prepared by: Edward Boyd

SCHOOL OF: Business and Liberal Arts
Social Sciences Department
Fall 2019

A. **TITLE**: Human Development

B. **COURSE NUMBER:** PSYC 225

C. **CREDIT HOURS:** 3 lecture hour(s) per week for 15 weeks

D. **WRITING INTENSIVE COURSE**: No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Fall and Spring

G. **COURSE DESCRIPTION:**
In this course, students will explore lifespan developmental psychology: the quantitative and qualitative ways in which people change over time from conception through death. The course prepares students to grow in their ability to describe, explain, predict, and intervene in human behavior as demanded in the helping professions, and, in their lives as family members and citizens of the wider community.
This course is an alternate to Child Development (PSYC220). Students cannot receive credit for both.

H. **PRE-REQUISITES/CO-REQUISITES:** PSYC 101 or Permission of Instructor

I. **STUDENT LEARNING OUTCOMES:**
By the end of this course, students will be able to:

Course Student Learning Outcome [SLO]	*PSLO*	*ISLO*
a. Demonstrate understanding of the body of knowledge in Developmental Psychology, including physical, cognitive, social, cultural, and emotional components.	1. Knowledge Base in Psychology	5
b. Critically analyze principles, topics, and research within Developmental Psychology according to universally accepted scientific methodology.	2. Scientific Inquiry and Critical Thinking	2 [IA]
c. Demonstrate understanding of the need in the helping services, and in the citizenry to embrace ethical and social responsibility in a world that we recognize as increasingly culturally diverse.	3. Ethical and Social Responsibility in a Diverse World	4 [ER]
d. Demonstrate effective oral and/or written communication skills which covey understanding of the developmental processes.	4. Communication	1 [O,W]
e. Collaboratively explore subtopics within Developmental Psychology through course projects.	5. Professional Development	5

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subset
1	**Communication Skills** Oral [O], Written [W]
2	**Critical Thinking** *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]*
3	**Foundational Skills** *Information Management [IM], Quantitative Lit,/Reasoning [QTR]*
4	**Social Responsibility** *Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]*
5	**Industry, Professional, Discipline Specific Knowledge and Skills**

J.   APPLIED LEARNING COMPONENT: Yes☐   No ☒

K.   TEXTS: The online course is an OER designated course for three years beginning Winter 2019.
Suggested text for face-to-face:
D. Papalia and S. Wendkos-Olds; Taking Sides in Lifespan Development, Dushkin Mc Graw Hill

L.   REFERENCES:
Miller,P.[2011] Theories of Developmental Psyc Worth
Brown,C. [2008] Developmental Psyc   Sage
Gleitman,H.& Gross, J.& Reisberg, D.[2011] Developmental Psyc Norton
Pikunas,J. Psyc of Human Development [2010] Worth

M.   EQUIPMENT: Technology enhanced classroom

N.   GRADING METHOD: A-F

O.   SUGGESTED MEASUREMENT CRITERIA/METHODS:
Exams, quizzes, essays, student presentations, writing assignments, and discussion

P.   DETAILED COURSE OUTLINE:
  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)