

PSY M07: DEVELOPMENTAL PSYCHOLOGY (LIFESPAN)

Originator

vboucquey

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

PSY - Psychology

Course Number (CB01B)

M07

Course Title (CB02)

Developmental Psychology (Lifespan)

Banner/Short Title

Develp Psych-Lifespan

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Examines theories and research of physical, cognitive, personality, social, and cultural aspects of development, as well as attention to developmental problems.

Course Credit Limitations: MC, CSU and UC - CD M02 and PSY M07 combined - maximum credit, one course.

Taxonomy of Programs (TOP) Code (CB03)

2001.00 - Psychology, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

PSY M01 or PSY M01H and ENGL M01A or ENGL M01AH

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Other (specify)

Specify Other Requisite Description

Recommended level of communication skill

Level of Scrutiny/Justification

Required communication/computation skill

Requisite Type

Recommended Preparation

Requisite

PSY M01 or PSY M01H

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | discuss ways that the content from this course can apply to their lives by referencing core concepts, perspectives, and/or theories examined in this course |
| 2 | demonstrate an understanding of perspectives, theories, and core concepts in Psychology |
| 3 | recognize and understand the impact and value of diversity on psychological research, theory, and application, including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status, disability, and sexual orientation. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them). |
| 2 | analyze elements of a scientific approach to understanding human development in a biopsychosocial context. |
| 3 | identify biological, psychological, and sociocultural influences on life span development. |
| 4 | describe the ways in which psychological principles and research apply to real world problems and issues across the life span. |
| 5 | describe the sequences of physical, social, and cognitive development across the life span, using the constructs and conceptual framework provided by psychological perspectives. |
| 6 | identify and describe the techniques and methods used by developmental psychologists to study human development. |
| 7 | identify and describe classic and contemporary theories and research in lifespan psychology. |
| 8 | describe the developing person at different periods of the life span. |
| 9 | identify possible causes or sources of developmental change and reasons for disturbances in the developmental process. |

Course Content**Lecture/Course Content**

1. **(10%) Introduction**
 - a. definitions and controversies in human development (traditional vs. life span, continuous vs. discontinuous, nature vs. nurture)
 - b. the scientific method for studying life span development
 - c. approaches to studying change over time
2. **(7%) Developmental Theories**
 - a. psychodynamic
 - b. learning
 - c. contextual (e.g., sociocultural and systems)
 - d. cognitive
 - e. humanistic
3. **(8%) Genetics**
 - a. genes, chromosomes, genetic transmission
 - b. genetic and chromosomal disorders
4. **(10%) Prenatal Development and Birth**
 - a. stages of prenatal development and birth (labor)
 - b. effects of the environment on prenatal development
 - c. neonatal testing and competencies
5. **(60%) Physical, Cognitive, and Psychosocial Development During**
 - a. infancy
 - b. early childhood
 - c. middle childhood
 - d. adolescence

- e. early adulthood
 - f. middle adulthood
 - g. late adulthood
6. (5%) **Death and Dying**

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Journals
 Objective exams
 Oral analysis/critiques
 Oral presentations
 Quizzes
 Reports/papers
 Research papers
 Written analyses
 Written homework
 Classroom Discussion
 Projects
 Participation
 Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Case studies
 Class activities
 Class discussions
 Collaborative group work
 Computer-aided presentations
 Demonstrations
 Distance Education
 Field experience/internship
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Observation
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will use demonstrations, audio/visual presentations, class discussions, and small group activities to explain the course content. In addition, the instructor will model problem solving, and how to interpret and analyze research findings.

Representative Course Assignments

Writing Assignments

1. Design an original longitudinal or cross-sectional research study to understand a biological or environmental influence on development.
2. Conduct an observational study of different aged individuals or groups in order to elucidate physical, cognitive, social, cultural, or social differences.

Critical Thinking Assignments

1. Distinguish between the various theoretical approaches in case studies related to human development.
2. Analyze and synthesize concepts in lifespan psychology, such as cognitive and emotional models of moral thinking.
3. Create a hypothetical family situation and raise a hypothetical child. Analyze and apply the course material while making decisions about best practices while raising the “child” through the various developmental stages and providing evidence-based support for those decisions.

Reading Assignments

1. Read and study selected chapters from the textbook and the accompanying lecture notes, then answer questions or solve problems assigned by the instructor. An example would be: Explain the factors that lead to racial and ethnic disparities in maternal health in the United States.
2. Read handouts provided by the instructor, such as summaries of research studies conducted in a particular area of lifespan development.
3. Read about neurodiversity in learning, learning difficulties, and educational strategies in the textbook and supplemental materials provided by the instructor. Then, apply the educational strategies to various educational scenarios given by the instructor and discuss methods to assist children with their diverse learning needs.

Outside Assignments

Representative Outside Assignments

1. Using library resources, research a particular topic in lifespan psychology, going beyond the textbook/lecture information. An example could be: research then describe the factors that contribute to inequities in the educational system, and their long-term effects on development.
2. Apply the concepts learned in lecture/reading to real-life situations, such creating a family tree and reflecting on the various influences on your development as it relates to the major theories covered.
3. Conduct a multigenerational interview to examine perceptions of aging from people at different stages of the lifespan. Compare and contrast the participants’ responses and apply to the current developmental theories of aging.

Articulation

C-ID Descriptor Number

PSY 180

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Cal Poly San Luis Obispo	PSY 256	Developmental Psychology	4
UC Santa Cruz	PSYC 10	Introduction to Developmental Psychology	5
CSU Northridge	PSY 200	Introduction to Lifespan Psychology	3
CSU Channel Islands	PSY 213	Developmental Psychology	3

Comparable Courses within the VCCCD

PSY R108 - Developmental Psychology
 PSY V05 - Introduction to Developmental Psychology
 CD V03 - Human Development

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

No

Description

Berger, Kathleen Stassen. *Invitation to the Life Span*. 4th. ed., Macmillan Learning, 2019.

Resource Type

Textbook

Classic Textbook

No

Description

Santrock, John. *A Topical Approach to Life-Span Development*. 10th ed., McGraw-Hill, 2020.

Resource Type

Textbook

Classic Textbook

No

Description

Sigelman, Carol, and Elizabeth Rider. *Life-Span Human Development*. 9th ed., Cengage Learning, 2018.

Resource Type

Textbook

Classic Textbook

No

Description

Kail, Robert, and John Cavanaugh. *Human Development: A Life-Span View*. 8th ed., Cengage Learning, 2019.

Resource Type

Textbook

Classic Textbook

No

Description

Berk, Laura. *Development Through the Lifespan*. 7th ed., Pearson, 2018.

Library Resources**Assignments requiring library resources**

Research, using the Library's print and online resources, for written reports and term paper on topics appropriate to the course.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research "hot topics" in adolescence and early adulthood using the library's print and online resources. Describe and explain the issue, including recent statistics and risk factors, and discuss the strategies, resources, and/or protective factors being used to mediate or reduce any long-term effects or harm. Some examples of topics affecting teens and young adults could include: bullying, peer pressure, discrimination, mood disorders, academic challenges, identity formation, media influence, substance abuse, and teenage pregnancy.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions

Video Conferencing

One-on-one meetings with students by request for clarification, questions, and student progress reports. Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. This would be the equivalent of on-line office hours. Also, the instructor may choose to present a lecture to the students via video conferencing.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus

Online

Primary Minimum Qualification

PSYCHOLOGY

Review and Approval Dates**Department Chair**

03/22/2021

Dean

03/23/2021

Technical Review

09/02/2021

Curriculum Committee

10/19/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/01/2021

Control Number

CCC000428207

DOE/accreditation approval date

MM/DD/YYYY