01. Course Substantial Revision: PSYC 110 - Developmental Psychology

1. Discipline

PSYC Psychology

2. Catalog Description

No prerequisite. Recommended Preparation: ENGL 101 or ENGL 101H. This course includes the study of the theories, methods, and research findings regarding biosocial, cognitive, and psychosocial development of the individual from conception through adulthood, including death, dying, and bereavement. No prerequisite. C-ID: PSY 180. CSU,UC

3. Schedule Description

No prerequisite. Recommended Preparation: ENGL 101 or ENGL 101H. This course includes the study of theories, methods, and research findings regarding biosocial, cognitive, and psychosocial development of the individual across the lifespan, including death, dying and bereavement. C-ID: PSY 180. CSU,UC

4. Title 5 Category

- AA/AS Degree
- Distance Ed
- BA/BS Degree Applicable

CB22 Non-Credit Category
Y - Not Applicable, Credit course

6. Number of Units (Zero Units for non-credit courses)

3.00

7. Contact Hours per term

Hour Type	Units	Contact Hours (Total Semester Hours - Min)	Contact Hours (Total Semester Hours - Max)	Minimum Outside-Of-Class Hours	Minimum Outside-Of-Class Hours
Lecture Hours	3.0	48.0	54.0	96.0	144.0
Lab Hours	0.0	0.0	0.0	0.0	0.0
Field Work Hours	0.0	0.0	0.0	0.0	0.0
Total	3.0	48.0	54.0	96.0	144.0

8. Maximum Class Size

45

9. TOP Code

2001.00 - Psychology, General

11. Grading

Letter Grade Only (For Credit Courses Only)

12. Repeatability

This course is repeatable No

0X - No Repeats Allowed

Taken again only with a grade of "D" or lower

14. Requisites

Recommended Prep ENGL 101 or
Recommended Prep ENGL 101H

15. Instructional Objectives

1. Compare and contrast developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).

   Requires Critical Thinking Yes

2. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.

   Requires Critical Thinking Yes

3. Identify biological, psychological, and sociocultural influences on lifespan development.

   Requires Critical Thinking Yes

4. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.

   Requires Critical Thinking Yes

5. Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.

   Requires Critical Thinking Yes

6. Identify and describe the techniques and methods used by developmental psychologists to study human development.

   Requires Critical Thinking No

7. Identify and describe classic and contemporary theories and research in lifespan psychology.

   Requires Critical Thinking No

8. Describe the developing person at different periods of the lifespan.

   Requires Critical Thinking Yes

9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

   Requires Critical Thinking Yes

16. Student Learning Outcomes

1. **Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in developmental psychology.**

   - **Communication:** Read and write analytically including evaluation, synthesis, and research; deliver focused and coherent presentations.
   - **Social and Personal Responsibility:** Evaluate the relationship between natural, social and economic systems and the significance of sustainability; demonstrate responsible attitudes toward justice with respect to cultural diversity, citizenship, personal contribution to local and international communities, and the effect of human actions on the environment.
   - **Information Competency:** Demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and utilize use library and

information resources within the guidelines of academic standards to meet collegiate and personal information needs.

- **Health and Human Flourishing:** Synthesize educational aims into a holistic approach to the many facets of human flourishing; apply principles of physical, psychological and emotional health and fitness; demonstrate scholarly skills that support intellectual virtues for life-long learning; embrace concepts of fiscal responsibility; and define goals that extend beyond oneself.

2. **Understand and apply basic research methods in developmental psychology, including research design, data analysis, and interpretation.**

- **Communication:** Read and write analytically including evaluation, synthesis, and research; deliver focused and coherent presentations.
- **Computation:** Apply complex problem-solving skills using technology, computer proficiency, decision analysis (synthesis and evaluation), applications of mathematical concepts and reasoning, and the analysis and use of numerical data.
- **Creative, Critical and Analytical Thinking:** Apply procedures for sound reasoning in the exercise of judgment and decision making; demonstrate intellectual curiosity, academic integrity, and a respect for learning; solve problems through analysis, synthesis, evaluation and creativity; identify, evaluate and appropriate use of multiple sources of information. Utilize the principle of charity, by which alternative viewpoints and diverse voices and are represented accurately and considered fairly.
- **Social and Personal Responsibility:** Evaluate the relationship between natural, social and economic systems and the significance of sustainability; demonstrate responsible attitudes toward justice with respect to cultural diversity, citizenship, personal contribution to local and international communities, and the effect of human actions on the environment.
- **Information Competency:** Demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and utilize use library and information resources within the guidelines of academic standards to meet collegiate and personal information needs.
- **Health and Human Flourishing:** Synthesize educational aims into a holistic approach to the many facets of human flourishing; apply principles of physical, psychological and emotional health and fitness; demonstrate scholarly skills that support intellectual virtues for life-long learning; embrace concepts of fiscal responsibility; and define goals that extend beyond oneself.

3. **Analyze the impacts of biology and socialization on one's own physical, cognitive, and psychosocial development.**

- **Communication:** Read and write analytically including evaluation, synthesis, and research; deliver focused and coherent presentations.
- **Creative, Critical and Analytical Thinking:** Apply procedures for sound reasoning in the exercise of judgment and decision making; demonstrate intellectual curiosity, academic integrity, and a respect for learning; solve problems through analysis, synthesis, evaluation and creativity; identify, evaluate and appropriate use of multiple sources of information. Utilize

the principle of charity, by which alternative viewpoints and diverse voices and are represented accurately and considered fairly.

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17. Course Content

I. Introduction

    1. Human development: Definitions and controversies in the field (e.g., traditional vs lifespan, continuous vs discontinuous, nature vs nurture)
    2. The scientific method
    3. Approaches to studying change over time

II. Developmental Theories

    1. Psychodynamic theories
    2. Behavioral and Social Cognitive Theories
    3. Contextual theories (e.g., sociocultural)
    4. Cognitive theories

III. Genetics

    1. Genes, chromosomes and genetic transmission
    2. Genetic and chromosomal disorders

IV. Prenatal Development and Birth

    1. Stages of prenatal development and birth
    2. Effects of the environment on prenatal development
    3. Neonatal testing and competencies

V. Physical, cognitive, and psychosocial development across the lifespan

    1. Infancy
    2. Early childhood
    3. Middle childhood
    4. Adolescence
    5. Early adulthood
    6. Middle adulthood
    7. Late adulthood

VI. Death and Dying

19. Assignments

1. **Required Reading Assignment**

   Sample
   Read the chapters and readings as assigned in the course syllabus. Review the questions at the end of each chapter to prepare for examinations.

2. **Required Writing or Performance Assignment**

   Sample
   You will complete two journal article reviews of peer-reviewed psychological research related to human development. For each assignment, you will conduct a search of the literature using the Psychology database at the Victor Valley College Library. Acceptable topics MUST be directly related to the Course Objectives for PSYC 110. To complete a journal article successfully, you will:

   1) Summarize the main issue or question that the research investigates.
   2) Outline the method(s) used.

3) Explain the results found.

4) Identify 3 follow-up questions raised by the results of the article.

3. **Required Out of Class Assignment**

Sample

There have been protective and risk factors in your life that have helped shape you into the person that you are today. Read about Urie Bronfenbrenner's Ecological Systems Theory (https://en.wikipedia.org/wiki/Ecological_systems_theory). Thinking about your own (physical/cognitive/socioemotional) development, identify protective and risk factors that were part of your:

1) microsystem

2) mesosytem

3) exosystem

4) macrosystem

5) chronosystem

Focus on one stage of development for this assignment. You can choose ONE stage from the following:

1) early childhood

2) middle childhood

3) adolescence

4) early adulthood

A brief list of U.S. federal educational and health laws accompanies this assignment. Federal laws may be part of your exosystem, macrosystem, or chronosystem. Choose ONE law and explain why the law was a risk or a protective factor in your development at this stage in life.

A worksheet has been provided to help you organize your thoughts. You will turn in your completed worksheet for course credit.

Be prepared to discuss your analysis in small discussion groups. Part of what you will gain from this assignment is hearing about other people's experiences. This is an empathy-building exercise. Please share only what you feel comfortable sharing.

20. Methods of Instruction

- Web Enhanced-full classroom w/online components
- Lecture
- Distance Education

Other No

21. Methods of Evaluation

Methods of Evaluation

- Exams/Tests/Quizzes
- Research Projects
- Portfolios
- Written Assignments
- Oral Presentation
- Projects
- Group Projects
- Class Participation
- Class Work
- Home Work

Other No

22. Text and Other Materials

Representative Textbook

1. **Author(s)** Santrock, J.

   Title A topical approach to lifespan development

   Edition 11th

   Publisher McGraw Hill

   ISBN-13 9781260726817

   Year 2023

   This textbook has no equivalent substitution. No

2. **Author(s)** Stassen Berger, K.

   Title Invitation to the life span, loose leaf + Achieve

   Edition 5th

   Publisher Macmillan

   ISBN-13 9781319472849

   Year 2022

   This textbook has no equivalent substitution. No

24. Distance Education

Does (or will) this course have a DE component? Yes

Delivery Method(s) - Check all that apply

FULLY ONLINE (FO) (also known as "100% online") – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours are delivered through these online interactions. Fully online classes do not require in-person assessments or activities. If synchronous online activities are required, the schedule of classes indicates dates and times.
Yes

PARTIALLY ONLINE (PO) (also known "hybrid") – Instruction involving regular and effective online interaction for -any portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of the required in-person components.
Yes

25. Library Resources

The Library has sufficient resources presently available to support this course. Yes

The Library resources are sufficient to offer this course but new materials should be added to improve and update the holdings in this subject area.
No

The Library's resources are not presently adequate to support the teaching of this course. Accordingly, it is recommended that the items listed below be purchased prior to the first offering of this course.
No

26. Dates

Board of Trustees: 10/11/2022
Effective: 02/13/2023
State Approval: 10/14/2022
Last Outline Revision: 09/22/2022
CC Approval: 09/22/2022
Content Review: 09/22/2022
Submitted to State: 10/13/2022

27. Proposed Start Date

Spring 2023

29. Need for Course

Required Title V update. This curriculum was last updated in 2013.

This revision closely follows the C-ID descriptor that was revised on March 3, 2015. See attachments.

30. Attached Files

C-ID PSY 180 Descriptor.doc (/Form/Course/_DownloadFile/7424/4415?fileId=970)