

PSY R108: DEVELOPMENTAL PSYCHOLOGY

Originator

Ichaparro

College

Oxnard College

Discipline (CB01A)

PSY - Psychology

Course Number (CB01B)

R108

Course Title (CB02)

Developmental Psychology

Banner/Short Title

Developmental Psychology

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

The course explores the path of human physical, cognitive, social and emotional development from the beginning of life through death. The emphasis is placed on normal development patterns using current information, child-rearing practices and their effects on later development.

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

May be required

Grading method

Letter Graded

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

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

- | | |
|---|---|
| 1 | What is the APGAR Scale? |
| 2 | Students will be able to comprehend the various kinds of development: Physical, cognitive, psychosexual (or emotional), and psychosocial. |
| 3 | Students will be able to explore parenting and child-rearing practices. |

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

- | | |
|----|---|
| 1 | Explain the concept of lifespan development, including all the stages of life. |
| 2 | Identify and describe the stages of development and the various forms of development: physical, cognitive, psychosexual, psychosocial, and sociocultural. |
| 3 | Apply the theories of development: describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan. |
| 4 | Recite the stages of life and the theories of physical/biological, cognitive, psychosocial, sociocultural influences on development. |
| 5 | Synthesize new theories of development improving on the theories studied in class |
| 6 | Analyze parenting and child-rearing practices |
| 7 | Identify and describe classic and contemporary theories and research in lifespan psychology. |
| 8 | Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them). |
| 9 | Analyze elements of a scientific approach to understanding human development in a biopsychosocial context, including techniques and methods of research. |
| 10 | Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process. |

Course Content

Lecture/Course Content

1. Introduction to the study of human development
 - a. The study of human development - definitions and controversies in the field
 - b. Theory, research, and the scientific method
 - c. Strategies of research studies
2. Beginnings/ the first three years
 - a. Forming a new life
 - i. Genetics - genes, chromosomes, and genetic transmission; genetic and chromosomal disorders
 - ii. Stages of prenatal development and birth (labor)
 - iii. Effects of the environment on prenatal development
 - iv. Neonatal testing and competencies
 - b. Physical/biological development
 - c. Cognitive developmental theories
 - d. Psychosocial developmental theories, ie., Erikson
 - e. Psychodynamic theories
 - f. Learning theories
 - g. Contextual theories (e.g., sociocultural)
 - h. Research on the effects of racism and discrimination on human development
3. Early Childhood
 - a. Physical and cognitive development, ie Piaget/cognitive theory, Vygotsky
 - b. Psychosocial development
4. Middle Childhood
 - a. Physical and cognitive development
 - b. Psychosocial development
5. Adolescence
 - a. Physical and cognitive development
 - b. Psychosocial development
6. Young Adulthood
 - a. Physical and cognitive development
 - b. Psychosocial development
 - c. Humanistic theories
7. Middle Adulthood
 - a. Physical and cognitive development
 - b. Psychosocial development
8. Late Adulthood
 - a. Physical and cognitive development
 - b. Psychosocial development
9. The End of Life
 - a. Dealing with one's mortality
 - b. Detaching from those around the person
 - c. Exploring one's legacy

Laboratory or Activity Content

None

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

Essays

Group projects

Individual projects

Objective exams

Oral presentations

Quizzes
Reports/papers
Research papers

Instructional Methodology

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

Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Group discussions
Guest speakers
Instructor-guided use of technology
Internet research
Practica
Small group activities

Describe specific examples of the methods the instructor will use:

1. In a lecture, the instructor will identify and describe the stages of development and the various forms of development: physical, cognitive, psychosexual, psychosocial, and sociocultural.
2. In small groups, the student will discuss the advantages and disadvantages of the various parenting styles: neglectful, authoritarian and authoritative.
3. In a presentation, the student will explore causes of developmental disabilities in children

Representative Course Assignments

Writing Assignments

1. In a literature review, the student will explain and apply the theories of development: describe the ways in which psychological principles such as Freud's theory of psychosexual development and apply to real world problems and issues across the lifespan.
2. In preparation for a take home essay exam, the student will answer questions such physical changes that occur to men and women as they enter the middle age stage of life.
3. The student will create a thorough outline for a presentation on hormonal influences that occur in adolescence in boys and girls.

Critical Thinking Assignments

1. Recite the stages of life and the critique the theories of physical/biological, cognitive, psychosocial, sociocultural influences on development.
2. Explore prenatal development and determine the possible anomalies which may develop and their possible influence in infancy, childhood, adolescence or adulthood.

Reading Assignments

1. Read a chapter a week on average in the college level textbook.
2. Apart from textbook reading, read new theories of cognitive development improving on the theories studied in class such as Piaget's or Vygotsky's theories.
3. In preparation for a class presentation, read seven scholarly studies on the effect of pesticides on brain development.

Other assignments (if applicable)

1. Write a literature review identifying and describing classic (eg., Freud, Erikson, Piaget) and contemporary (eg., Sociocultural) theories and research in lifespan psychology.
2. See "Antwon Fisher" and determine which types of child abuse he experienced and identify what the literature describes as effects of child abuse on children and adults

Outside Assignments

Representative Outside Assignments

1. Contrast and compare developmental theories listed above and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them), for example the Zimbardo Prison Study.

2. Prepare a literature review on premature babies and the developmental issues they face, physically, cognitively/intellectually and emotionally.
3. Prepare a debate to explore the best brain medical technology to address the issues brought on by COVID-19

Articulation

C-ID Descriptor Number

PSY 180

Status

Approved

Comparable Courses within the VCCCD

PSY V05 - Introduction to Developmental Psychology

CD V03 - Human Development

PSY M07 - Develop Psych-Life Span

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:

Fall 1999

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**

Other Resource Type

Description

American Psychiatric Association, (2013) Diagnostic and Statistical Manual of Mental Disorders 5th Edition, Washington, DC, American Psychiatric Association.

Resource Type

Textbook

Classic Textbook

No

Description

Berk,L (2018) Development through the Lifespan, Boston: Pearson.

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

Hybrid (51%–99% online)
Hybrid (1%–50% 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)	Post on a discussion board relating to possible anomalies which may occur in pregnancy and post substantively on response to a fellow classmate
Other DE (e.g., recorded lectures)	View Antwon Fisher film on a child who experiences child abuse and report on the types of abuse he experienced and discover the statistics of child abuse in the world today
Synchronous Dialog (e.g., online chat)	Chat with the instructor to work on the Pre-research paper in re APA formatting and citing procedures

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	See Antwon Fisher, list the types of child abuse he experienced and the effects the literature indicates
Video Conferencing	Attend all zoom session in which the instructor may lecture on academic programs which are available (because of such laws as the Education for All Handicapped Children's Act of 1975) for children who have Intellectual or other disabilities such as IEP's.
Asynchronous Dialog (e.g., discussion board)	Post on a discussion board relating to possible anomalies which may occur in pregnancy and post substantively on response to a fellow classmate

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

PSYCHOLOGY

Review and Approval Dates

Department Chair

10/21/2020

Dean

10/22/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

12/18/2020

Control Number

CCC000163170

DOE/accreditation approval date

MM/DD/YYYY