

**JEFFERSON COLLEGE**

**COURSE SYLLABUS**

**PSY205**

**LIFE SPAN HUMAN DEVELOPMENT**

3 Credit Hours

Prepared by: Leslie Buck, M.Ed. & Amy Kausler, Ph.D.  
January 2017

Minor Revision or Update by: Fran Moore  
Per Curriculum Committee Process Change: April 25, 2018

Terry Kite, Ed.D., Social Science & Business Division Chair  
Shirley Davenport, Ph.D., Dean of Arts and Science Education

**PSY205 Life Span Human Development**

**I. CATALOG DESCRIPTION**

- A. Pre-requisites:
  - Reading proficiency
  - PSY101 General Psychology or PSY101H Honors General Psychology, with a minimum grade of “C”
  
- B. Credit hour award: 3
  
- C. Life Span Human Development examines the physical, cognitive, and psychosocial development of the individual from pre-conception through adult aging and end of life. (F, S, Su, O)
  
- D. Curricular alignment:
  - Fulfills part of Social & Behavioral Sciences CORE requirement AA, AAT, AFA and select AAS degrees; MOTR PSYC200 Lifespan Human Development equivalent.
  - Elective course applies toward AA degree.
  - Fulfills AAS – Nursing certificate/degree requirement.
  - Fulfills AAS – Occupational therapy Assistant degree requirement
  - Fulfills AAS – Physical Therapist Assistant degree requirement.

**II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES**

Expected Learning Outcomes	Assessment Measures
Describe fundamental concepts, principles, historical trends, figures, theories, overarching themes, empirical findings, and applications of life span developmental psychology	Class activity Formative assessment Paper/project Summative examination
Identify the sequence and process of physical, cognitive, and psychosocial development across the life span as well as how genetic and environmental factors interact to influence development	Class activity Formative assessment Paper/project Summative examination
Analyze the elements of developmental psychology research design and critique the research methods and ethical standards in basic developmental psychological research	Class activity Formative assessment Paper/project Summative examination
Demonstrate developmental psychology information literacy and fundamental competence in interpersonal communication and writing skills to include use of American Psychological Association Style in crediting sources	Class activity Paper/project Team presentation

Explain how developmental psychology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors	Class activity Formative assessment Paper/project Team presentation Summative examination
Integrate developmental psychological theories and empirical findings, and use scientific reasoning to explain behavior and simple real-world personal, social, and organizational problems related to human development	Class activity Formative assessment Paper/project Team presentation Summative examination

### III. OUTLINE OF TOPICS

- A. Fundamental concepts
  - 1. Life span human development perspective
  - 2. Theories of human development
  - 3. Developmental research methodology
  - 4. Interaction of genetic and environmental influences on life span development
  - 5. Death and dying
  
- B. Physical development across the life span
  - 1. Prenatal development and childbirth
  - 2. Physical growth, maturation, aging, and health
  - 3. Motor development
  - 4. Sensory and Perceptual development
  - 5. Development of sexuality
  
- C. Cognitive development across the life span
  - 1. Cognitive development
  - 2. Memory and information processing
  - 3. Language development
  
- D. Psychosocial development across the life span
  - 1. Emotional development
  - 2. Personality development
  - 3. Social development
  - 4. Identity
  - 5. Gender
  - 6. Social cognition
  - 7. Relationships (attachment, parent/child, family, marriage, peer)
  - 8. Career development

### IV. METHODS OF INSTRUCTION

- A. Assigned student readings from textbook and supplemental materials completed outside class meetings and prior to other methods of instruction

- B. Learner-centered instruction during class meetings, outside of class, online, and/or through service learning are primary methods of instruction
  - 1. Participation in cooperative, active, constructive learning through simulations, observations, case studies, reflective activities, discussion, role-play, and/or debate with peers
  - 2. Formative Assessments designed to clarify content, promote application, provide retrieval practice, and encourage self-evaluation of learning
  - 3. Completing activities, graphic organizers, psychological measures, and/or writing assignments that relate to course content
- C. Brief instructional interactive lessons, educational media, and/or demonstrations, in classroom or online

## V. REQUIRED TEXTBOOK

Current edition: Rathus, S. A. (2016). *HDEV4*. Boston, MA: Cengage Learning with textbook companion website access code

## VI. REQUIRED MATERIALS

- A. Course Home Page available through [www.jeffco.edu](http://www.jeffco.edu)
- B. A computer with internet access and basic software to include word processing (Jefferson College provides access to computers on campus)
- C. Current American Psychological Association (APA) Style Guide
  - 1. American Psychological Association. (2010). *Publication Manual of the American Psychological Association, 6th Edition (second or later printing)*. Washington, DC: author (Available at the library reference desk or for purchase or rent from the bookstore)
  - 2. American Psychological Association. (2012). *APA Style Guide to Electronic References* (6<sup>th</sup> ed.). Retrieved from [www.apa.org/pubs/books](http://www.apa.org/pubs/books) (Available at the library reference desk or for ~\$12 purchase/download from [www.apa.org/pubs/books](http://www.apa.org/pubs/books) )

## VII. SUPPLEMENTAL REFERENCES

- A. Current library resources: Book, video, and periodical collection
  - 1. Publication Manual of the American Psychological Association
  - 2. Access to peer-reviewed scholarly journal articles
- B. Current internet resources to include online reference materials

## VIII. METHODS OF EVALUATION

A. Class activities related to student participation in cooperative, active, constructive learning in classroom and/or online - worth ~13-14% of total course grade

1. All required to participate in a team presentation completed in classroom and/or online with ~3-5 members in group

a. Requires:

i. Academic integrity with ethical and responsible use of information and technology and avoidance of plagiarism

ii. Use of appropriate scholarly sources to support conclusions with in-text citation of sources and reference listings in American Psychological Association (APA) Style

iii. Socially responsible behavior as a member of a team/group

b. Focused on integrating developmental psychological theories and empirical findings, and use scientific reasoning to explain behavior and simple real-world personal, social, and organizational problems

2. Other options include:

a. Minute paper

b. Muddiest point

c. Directed paraphrasing

d. One sentence summary

e. Real-world application cards

f. Exam evaluation questions

g. Student-generated exam questions

h. Small group projects

i. Think-Pair-Share or Predict-Observe-Explain

j. Short in-class writings or reflections

k. Subject matter warm-ups (review notes in pairs)

l. Discussions

m. Debates

n. Case studies

o. Role-plays

p. Graphic organizers

q. Psychological measures

r. Personal Response Systems or Clickers

s. Field trips (real, simulated or virtual)

t. Blackboard course orientation for online and/or hybrid course

B. Formative assessments completed online and/or in classroom designed to clarify content, promote application, provide retrieval practice, and encourage self- evaluation of learning - worth ~11-13% of total course grade.

Options include:

1. small unit/chapter quizzes
  2. clicker questions
- C. Papers and/or projects (3-5 assignments) - worth ~15-17% of total course grade
1. All written assignments require:
    - a. Fundamental competence in writing skills (clear, organized writing with appropriate vocabulary, correct spelling, grammar, and punctuation, and proper sentence and paragraph construction)
    - b. Academic integrity with ethical and responsible use of information and technology and avoidance of plagiarism
    - c. Use of appropriate scholarly sources to support conclusions with in- text citation of sources and reference listings in American Psychological Association (APA) Style
  2. One or more assignments must require:
    - a. Use of feedback from a peer or professional (i.e. course instructor or Writing Lab) to revise a written draft
    - b. Use library databases to identify and retrieve articles that report original, empirical, psychological research published in scholarly peer reviewed publications
    - c. Integration of developmental psychological theories and empirical findings, and use scientific reasoning to explain behavior, examine simple real-world personal, social, and organizational problems related to human development, and/or promote beneficial civic, social, and global outcomes in a diverse society; options include:
      - i. Interview
      - ii. Observation
      - iii. Cognitive Assessment
      - iv. Personality Assessment
      - v. Case study analysis
      - vi. Journal article summary
      - vii. Reflective writing
      - viii. Web-based resource analysis
      - ix. Controversial position paper
      - x. Research paper
      - xi. Research proposal
      - xii. Resource file
      - xiii. Informative pamphlet/flyer
      - xiv. Report of application project
      - xv. Service Learning
      - xvi. Real-world problem solving
      - xvii. Student portfolio

- D. Summative examinations (2-5 examinations) completed in classroom or approved proctored testing center - worth ~60% of total course grade
  - 1. Department-developed tests (multi-section assessment)
  - 2. Instructor developed tests (objective and/or essay)
  
- E. Extra credit – worth maximum 5% of total course grade
  - 1. Offered at the discretion of the instructor for each course unless there is a psychological research study participation opportunity mandated for all psychology courses. Within a course section, all extra credit opportunities are available equitably to all students in that section
  - 2. Must involve an additional or alternate method of assessing mastery of a course expected learning outcome and/or student participation in a psychological research study approved through the division chairperson and the Jefferson College Institutional Review Board. When psychological research study participation is available to students as an option for extra credit, there will be an alternative assignment of equal value available
  
- F. Grading Scale
  - A= 100-90%
  - B= 89.9-80%
  - C=79.9-70%
  - D=69.9-60%
  - F=59.9-0%

#### IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (TC 101; phone 636-481-3169).

#### X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, <http://www.jeffco.edu>).

#### XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

## XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.

## General Education Curriculum and Assessment Alignment Map

**PSY205 Life Span Human Development**

**MOTR PSYC200 Life Span Human Development**

<b>JEFFERSON COLLEGE ACADEMIC SKILL COMPETENCY TABLE</b>				
<p>Embedded across the General Education program curriculum as well as in more advanced coursework, students learn the following academic skills, characteristics, and practices that reflect the competencies of educated persons needed for continuous learning in complex, diverse, and changing environments; full civic engagement; and fulfillment of personal life goals. Such competencies help students continue to learn and acquire new skills to deal with constantly evolving environments. These competencies are developed and applied over the full General Education program curriculum, not in any single course.</p>				
<b>Institutional Goal (adopted by Assessment Committee Oct 21, 2018)</b> linked to MOTR CORE 42 Academic Skill Basic Competencies <a href="https://dhe.mo.gov/core42.php">https://dhe.mo.gov/core42.php</a> The framework for Missouri's CORE 42 is designed for students to obtain the basic competencies of Valuing, Managing Information, Communicating, and Higher-Order Thinking through the completion of at least 42-semester hours distributed across the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences. The basic competencies are achieved through completion of the CORE 42 in its entirety.	<b>Jefferson College General Education Academic Skill Competencies (adopted by Curriculum Committee January 13, 2016)</b>	<b>Course Expected Learning Outcomes and Corresponding Assessment Measures aligned to General Education Academic Skill Competencies</b> <ul style="list-style-type: none"> <li>• these are the existing Course Expected Learning Outcomes and Corresponding Assessment Measures from the Official Course Syllabus</li> <li>• not all Course Expected Learning Outcomes and Corresponding Assessment Measures are expected to align to General Education Academic Skills</li> <li>• no single course is expected to align to every General Education Academic Skill Competency but each course is expected to align to a minimum of three as indicated in the Final Mapping alignment document approved at Dec 13 Assessment Committee <a href="https://drive.google.com/open?id=1bDT9xvM3h7D7-ZSKzpl8K5L8PGfvbg1i">https://drive.google.com/open?id=1bDT9xvM3h7D7-ZSKzpl8K5L8PGfvbg1i</a></li> </ul>	<b>Jefferson College General Education Program Assessment</b>	
		<b>Course Expected Learning Outcome</b>	<b>Course Assessment</b>	
<p><b>Valuing</b> Valuing is the ability to understand the moral and ethical values of a diverse society, and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should recognize how values develop, how value judgments influence actions, and how informed decision-making can be improved through the consideration of personal values as well as the values of others. They should be able to make informed decisions through the identification of personal values and the values of others and through an understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.</p>	<p><b>Understanding and Engaging Diverse Perspectives</b> - Analyze the theoretical, historical, and practical dimensions of local and global systems and the diverse ways in which individuals and societies make and express meaning.</p>	<p><b>Explain how developmental psychology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors.</b></p>	<p><b>Assessment Measure (Official Course Syllabus Section II): Paper/project</b></p> <p><b>Method of Evaluation (Official Course Syllabus Section VIII): Reflective assignment that includes integration of developmental psychological theories and empirical findings, and use scientific reasoning to explain behavior, examine simple real-world personal, social, and organizational problems related to human development, and/or promote beneficial civic, social, and global outcomes in a diverse</b></p>	<p>General Education Academic Skill Competency Development (ASCD) assessment project (evaluation of student artifacts using the following rubric(s) and student opinion survey)</p> <ul style="list-style-type: none"> <li>• <b>Intercultural Knowledge and Competence (<a href="https://drive.google.com/open?id=0B5vQj2-5JyzWYm14dFBab2RRSEk">https://drive.google.com/open?id=0B5vQj2-5JyzWYm14dFBab2RRSEk</a>)</b></li> </ul>

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<p><b>Valuing</b> Valuing is the ability to understand the moral and ethical values of a diverse society, and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should recognize how values develop, how value judgments influence actions, and how informed decision-making can be improved through the consideration of personal values as well as the values of others. They should be able to make informed decisions through the identification of personal values and the values of others and through an understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.</p>	<p><b>Ethical and Social Responsibility</b> - Demonstrate and assess the impact of ethical decision-making and collaborative teamwork in academic, social, and professional settings.</p>	<p><b>Explain how developmental psychology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors.</b></p>	<p><b>society.</b></p> <p><b>Assessment Measure (Official Course Syllabus Section II): Team presentation</b></p> <p><b>Method of Evaluation (Official Course Syllabus Section VIII): All students are required to participate in a team presentation completed in classroom and/or online with ~3-5 members in group. Students will demonstrate academic integrity with ethical and responsible use of information and technology and avoidance of plagiarism. Students will use appropriate scholarly sources to support conclusions with in-text citation of sources and reference listings in American Psychological Association (APA) Style. Students will demonstrate socially responsible behavior as a member of a team/group.</b></p>	<p>General Education Academic Skill Competency Development (ASCD) assessment project (evaluation of student artifacts using the following rubric(s) and student opinion survey)</p> <ul style="list-style-type: none"> <li><b>Teamwork</b> (<a href="https://drive.google.com/open?id=0B5vQj2-5JyzWYIRsNW9aMW5YOTg">https://drive.google.com/open?id=0B5vQj2-5JyzWYIRsNW9aMW5YOTg</a>)</li> </ul>
<p><b>Higher Order Thinking</b> Higher Order Thinking is the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and demonstrate the ability to reflect upon and refine</p>	<p><b>Critical Thinking</b> - Apply logic, scientific methodology, and quantitative reasoning to develop, express, and defend solutions and conclusions across the curriculum</p>	<p><b>Analyze the elements of developmental psychology research design and critique the research methods and ethical standards in basic</b></p>	<p><b>Assessment Measure (Official Course Syllabus Section II): Paper/project</b></p> <p><b>Method of Evaluation (Official Course Syllabus</b></p>	<p>General Education Academic Skill Competency Development (ASCD) assessment project (evaluation of student artifacts using the following rubric(s) and student opinion survey)</p>

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<p>those problem-solving skills. This involves creative thinking, critical thinking, and quantitative literacy.</p>		<p><b>developmental psychological research.</b></p>	<p><b>Section VIII): Reflective assignment that includes integration of developmental psychological theories and empirical findings, and use scientific reasoning to explain behavior, examine simple real-world personal, social, and organizational problems related to human development, and/or promote beneficial civic, social, and global outcomes in a diverse society.</b></p>	<ul style="list-style-type: none"> <li>● <b>Inquiry and Analysis</b> (<a href="https://drive.google.com/open?id=0B5vQj2-5JyzWYkFiNGY2UU1hYkE">https://drive.google.com/open?id=0B5vQj2-5JyzWYkFiNGY2UU1hYkE</a>)</li> </ul>
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Faculty responsible for alignment: **Amy Kausler, Leslie Buck, Brandon Whittington**

Date of GEPC review: Spring 2019