



Western Technical College

10809188 Developmental Psychology

Course Outcome Summary

Course Information

Description	Developmental Psychology is the study of human development throughout the lifespan. This course explores developmental theory and research with an emphasis on the interactive nature of the biological, cognitive, and psychosocial changes that affect the individual from conception to death. Application activities and critical thinking skills will enable students to gain an increased knowledge and understanding of themselves and others.
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	54

Pre/Corequisites

Prerequisite 77858762 College Reading (OR) 10838105 Intro to Reading & Study Skills (OR) Placement Test Score: ACCUPLACER Reading 70+ (OR) ACCOMP Reading 70+ (OR) ACCUPNXTGN Reading 250+ (OR) (78858769 Reading Support Course AND ACCUPNXTGN 237+)

Textbooks

Open Educational Resource: *Lifespan Development: A Psychological Perspective*. Copyright 2017. Lally, Martha and Suzanne Valentine-French. Publisher: College of Lake County.

<https://open.umn.edu/opentextbooks/textbooks/lifespan-development-a-psychological-perspective>

Success Abilities

1. Cultivate Passion: Expand a Growth-Mindset
2. Refine Professionalism: Act Ethically
3. Refine Professionalism: Improve Critical Thinking
4. Refine Professionalism: Participate Collaboratively
5. Refine Professionalism: Practice Effective Communication

Course Competencies

1. Examine current research as relevant to lifespan development.

Assessment Strategies

- 1.1. a written or oral response that evaluates current research

Criteria

You will know you are successful when

- 1.1. you apply research to issues pertinent to development.
- 1.2. you evaluate the influence of culture on research.
- 1.3. you compare research designs within the context of development.
- 1.4. you apply current research in developmental psychology to one's personal and professional life.

Learning Objectives

- 1.a. Understand how different types of research are used in studying human development.
- 1.b. Review major research in the field of human development.

2. Analyze key issues that influence developmental perspectives.

Assessment Strategies

- 2.1. a written or oral response that identifies current developmental perspectives

Criteria

You will know you are successful when

- 2.1. you discuss nature/nurture issues.
- 2.2. you compare continuity versus discontinuity across the lifespan.
- 2.3. you identify normative versus exceptional development.
- 2.4. you examine critical time periods and life events that impact development.
- 2.5. you apply key issues of developmental psychology to one's personal and professional life.

Learning Objectives

- 2.a. Review the different approaches to causation of physical, emotional, social, and cognitive differences in lifespan development.
- 2.b. Demonstrate understanding of the relative issues that influence in stage and continuous developmental approaches.

3. Compare the various theoretical frameworks as they apply to development.

Assessment Strategies

- 3.1. a written or oral response that identifies developmental theoretical frameworks

Criteria

You will know you are successful when

- 3.1. you apply the psychodynamic theoretical framework to development.
- 3.2. you apply the cognitive theoretical framework to development.
- 3.3. you apply the behavioral theoretical framework to development.
- 3.4. you apply the contextual theoretical framework to development.
- 3.5. you apply theories of developmental psychology to one's personal and professional life.

Learning Objectives

- 3.a. Demonstrate an understanding of current theories in the field of human development.
- 3.b. Compare and contrast the current perspectives.

4. Evaluate the integration of genetics and environmental influences on development.

Assessment Strategies

- 4.1. a written or oral response that identifies genetic and environmental influences across the lifespan

Criteria

You will know you are successful when

- 4.1. you recognize the impact of genetics and environment on pre-conception.

- 4.2. you recognize the impact of genetics and environment on prenatal period.
- 4.3. you recognize the impact of genetics and environment on early childhood.
- 4.4. you recognize the impact of genetics and environment on middle childhood.
- 4.5. you recognize the impact of genetics and environment on adolescence.
- 4.6. you recognize the impact of genetics and environment on adulthood.
- 4.7. you apply theories/knowledge base of genetic and environmental influences on developmental to one's personal and professional life.

Learning Objectives

- 4.a. Demonstrate an understanding of how genetics affects cognitive, social, and physical development through out the life span.
- 4.b. Demonstrate an understanding of how environment affects cognitive, social, and physical development through out the life span.

5. Analyze developmental issues related to physical/biological changes across the lifespan.

Assessment Strategies

- 5.1. a written or oral response that identifies physical/biological changes across the lifespan

Criteria

You will know you are successful when

- 5.1. you identify major life changes/tasks throughout the lifespan.
- 5.2. you describe the germinal, embryonic, and fetal periods of development.
- 5.3. you describe the predictable biological changes in infancy, childhood, adolescence, and adulthood.
- 5.4. you apply knowledge base of physical/biological changes to one's personal and professional life.

Learning Objectives

- 5.a. Identify major periods of physical change within the lifespan.
- 5.b. Examine biological changes in each major lifespan period.

6. Analyze developmental issues related to cognitive changes across the lifespan.

Assessment Strategies

- 6.1. a written or oral response that identifies cognitive changes across the lifespan

Criteria

You will know you are successful when

- 6.1. you identify major life changes/tasks throughout the lifespan.
- 6.2. you describe the predictable cognitive changes in infancy, childhood, adolescence, adulthood.
- 6.3. you describe the cognitive theories of Piaget, Vygotsky, Information Processing, Gardner, and Sternberg.
- 6.4. you compare the major cognitive theoretical perspectives to more recent biological brain development research.
- 6.5. you apply theories/knowledge base of cognitive changes to one's personal and professional life.

Learning Objectives

- 6.a. Identify how cognitive abilities change with each lifespan.
- 6.b. Compare and contrast major cognitive theoretical perspectives.

7. Analyze developmental issues related to psychological/emotional changes across the lifespan.

Assessment Strategies

- 7.1. a written or oral response that identifies psychological/emotional changes across the lifespan

Criteria

You will know you are successful when

- 7.1. you identify major life changes/tasks throughout the lifespan.
- 7.2. you describe the predictable psychological changes in infancy, childhood, adolescence, and adulthood.
- 7.3. you describe the psychological theories of Freud, Erikson and Levinson.
- 7.4. you identify exceptional versus normal psychological development.
- 7.5. you apply theories/knowledge base of social influences to one's personal and professional life.

Learning Objectives

- 7.a. Examine common psychological and emotional changes at each stage of development.
- 7.b. Describe how Freud, in the early years, Erickson, and Levinson, in adulthood, explain psychological changes at each stage of development.

8. Analyze developmental issues related to social changes across the lifespan.

Assessment Strategies

- 8.1. a written or oral response that identifies social influences across the lifespan

Criteria

You will know you are successful when

- 8.1. you identify major life changes/tasks throughout the lifespan.
- 8.2. you describe the predictable social changes in infancy, childhood, adolescence, and adulthood.
- 8.3. you describe historical/contextual influences on human development.
- 8.4. you identify the impact of culture on development.
- 8.5. you apply theories/knowledge base of social influences to one's personal and professional life.

Learning Objectives

- 8.a. Examine how social constructs differ throughout the lifespan.
- 8.b. Examine how social context is different between and within cultures.

9. Examine issues surrounding death and dying.

Assessment Strategies

- 9.1. a written or oral examination of issues surrounding death and dying

Criteria

You will know you are successful when

- 9.1. you summarize the changes in perspective on death and dying across the lifespan.
- 9.2. you summarize bereavement that pertains to different life stages.
- 9.3. you differentiate normal from abnormal grief reactions.
- 9.4. you identify sociocultural and spiritual influences on death and dying issues.
- 9.5. you apply theories/knowledge base of issues surrounding death and dying to one's personal and professional life.

Learning Objectives

- 9.a. Examine social-cultural differences in attitudes toward death and dying.
- 9.b. Analyze how bereavement is different and the same at different life stages.