

**PSYCH 8 Course Outline as of Spring 2016****CATALOG INFORMATION**

Dept and Nbr: PSYCH 8 Title: INTRO/LIFESPAN PSYCH

Full Title: Introduction to Lifespan Psychology

Last Reviewed: 12/9/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

This course provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This course provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent  
 Limits on Enrollment:  
 Transfer Credit: CSU;UC.  
 Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social and Behavioral Sciences	Fall 2015	
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social Science	Fall 2015	
	D9	Psychology		
	E	Lifelong Learning and Self Development		
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	4	Social and Behavioral Science	Fall 2015	
	4I	Psychology		
<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 2015	<b>Inactive:</b>
<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Fall 2015	<b>Inactive:</b>

### **CID:**

CID Descriptor: PSY 180 Introduction to Lifespan Psychology  
 SRJC Equivalent Course(s): PSYCH8

### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Demonstrate a basic knowledge and understanding of the main theoretical element and application of psychology to life development, from conception through death.
2. Define and identify key concepts in multiple areas of lifespan psychology including concepts, facts and theoretical perspectives.
3. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.
4. Demonstrate knowledge of and explain concepts related to lifespan development.
5. Apply lifespan psychological concepts to current issues and problems, such as ethics, parenting, discipline, divorce, mid-life crisis, dual-income families, and/or aging.

### **Objectives:**

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

5. Describe the sequences of physical, social, and cognitive development across the lifespan, 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 lifespan.
9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

### **Topics and Scope:**

1. Introduction to Human Development
  - A. Definitions and controversies in the field (traditional verses lifespan, continuous verses discontinuous, nature verses nurture)
  - B. The scientific method
  - C. Approaches to studying change over time
2. Developmental Theories
  - A. Psychodynamic theories
  - B. Learning theories
  - C. Contextual theories (e.g., sociocultural)
  - D. Cognitive theories
  - E. Humanistic theories
3. Genetics
  - A. Genes, chromosomes and genetic transmission
  - B. Genetic and chromosomal disorders
4. 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. Physical, cognitive, and psychosocial development during infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood
6. Dying and Death
  - A. Socioemotional aspects of dying
  - B. Grief and loss
  - C. Social aspects of death

### **Assignment:**

1. Read approximately 25-35 pages per week and recapitulate assigned material in the textbook and supplements.
2. Term, interview, or research paper (1250 words); journal writing, portfolio, or projects may be used for the purpose of learning research skills, enhancing course knowledge and improving writing skills.
3. Oral presentations and/or group projects may be assigned.
4. 2-3 exams, final exam and/or project.

### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, term, interview, or research paper; journals. A minimum of 1,250 words for the course.

Writing  
10 - 25%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, true/false, fill-in, short answer, essay

Exams  
75 - 90%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Oral presentations, group projects

Other Category  
0 - 10%

### **Representative Textbooks and Materials:**

The Developing Person Through the Life Span, 8th Edition. Berger, K. Worth: 2011

Development Through the Lifespan, 6th Edition. Berk. Pearson Publishers: 2013

Lifespan Development, 6th Edition. Boyd and Bee. Pearson: 2012

Lifespan Development, 13th Edition. Santrock, John W. McGraw-Hill: 2011