

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for PSYC 12

LIFE-SPAN PSYCHOLOGY

Effective: Spring 2013

I. CATALOG DESCRIPTION:

PSYC 12 — LIFE-SPAN PSYCHOLOGY — 3.00 units

Introduction to the psychological, physiological, and socio-cultural factors influencing development from conception through death. Emphasis on the process of normal development and its variations. Examination of theoretical models and research for practical application.

3.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

1. summarize the three phases of prenatal development and the impact of the maternal environment
2. outline newborn reflexes, states, and emotional development
3. identify changes in physical development during childhood, along with individual and group differences and patterns of body growth
4. analyze the influence of motor development throughout the stages of childhood, as indicated by cross-cultural research
5. identify Piaget's four stages of cognitive development in children
6. describe three major theories of language development, indicating the emphasis each places on innate abilities and environmental influences
7. explain Erikson's theory of psychosocial stages of development and the importance of identity formation
8. compare and contrast Erikson's adult psychosocial stages with Levinson's stages of eras and transitions
9. identify physical and cognitive changes during adulthood and the overall effect of these changes on human behavior
10. describe the theories of aging, and the physical, cognitive, and psychosocial characteristics of late adulthood
11. examine the physical changes of dying and judge the implications for defining death
12. describe and evaluate Kubler-Ross's stage theory, citing factors that influence the responses of dying patients
13. analyze the phases of grieving, factors that underlie individual variations, and bereavement interventions

V. CONTENT:

- A. Introduction to Lifespan Psychology
 1. Definitions and Controversies in the Field (Traditional vs Lifespan, Continuous vs Discontinuous, Nature vs Nurture)
 2. The Scientific Method
 1. Approaches to Studying Change Over Time
 2. Developmental Theories (Psychodynamic, Learning, Sociocultural, Cognitive, and Humanistic)
- B. Prenatal Development, Birth and the Newborn
 1. Genetics
 - a. Genes, Chromosomes, and Genetic Transmission
 - b. Genetic and Chromosomal Disorders
 2. Prenatal Environmental Influences
 3. Childbirth and Understanding the Newborn
- C. Physical & Cognitive Development in Infancy & Toddlerhood
 1. Body Growth
 2. Motor Development
 3. Piaget's Cognitive Stage
 4. Language Development
- D. Emotional & Social Development in Infancy & Toddlerhood
 1. Erikson's Stages of Psychosocial Development
 2. Temperament
 3. Attachment
 4. Self-development

- E. Physical & Cognitive Development in Early Childhood
 - 1. Body Growth
 - 2. Motor Development
 - 3. Piaget's Cognitive Stage
 - 4. Language Development
- F. Emotional & Social Development in Early Childhood
 - 1. Erikson's Stage of Psychosocial Development
 - 2. Gender Development
 - 3. Child Rearing & Social Development
- G. Physical & Cognitive Development in Middle Childhood
 - 1. Body Growth & Health
 - 2. Motor Development
 - 3. Piaget's Cognitive Stage
 - 4. Learning
- H. Emotional & Social Development in Middle Childhood
 - 1. Erikson's Stage of Psychosocial Development
 - 2. Peer Relations
 - 3. Gender Typing
 - 4. Family Issues
- I. Physical & Cognitive Development in Adolescence
 - 1. Puberty
 - 2. Nutritional Issues
 - 3. Problems of Adolescence
 - 4. Piaget's Cognitive Stage
 - 5. Aspects of Adolescent Thought
- J. Emotional & Social Development in Adolescence
 - 1. Identity Development
 - 2. Peer Relations & Peer Pressure
 - 3. Adolescent Depression
- K. Physical & Cognitive Development in Early Adulthood
 - 1. Life Expectancy
 - 2. Health & Fitness
 - 3. Adult Cognitive Stages
- L. Emotional & Social Development in Early Adulthood
 - 1. Erikson's & Levinson's Stages of Psychosocial Development
 - 2. Romantic Love, Marriage & Divorce
- M. Physical & Cognitive Development in Middle Adulthood
 - 1. Physical Changes
 - 2. Stress & Stress Management
 - 3. Changes in Mental Abilities and Memory
- N. Emotional & Social Development in Middle Adulthood
 - 1. Erikson's & Levinson's Stages of Psychosocial Development
 - 2. Relationships at Midlife
 - 3. Self-actualization
- O. Physical & Cognitive Development in Late Adulthood
 - 1. Physical Aspects of Aging
 - 2. Health, Fitness & Disability
 - 3. Wisdom
 - 4. Alzheimer's & Dementia
- P. Emotional & Social Development in Late Adulthood
 - 1. Erikson's & Levinson's Stages of Psychosocial Development
 - 2. Psychological Well-Being
 - 3. Social Theories of Aging
 - 4. Retirement
- Q. Death, Dying & Bereavement
 - 1. Types of Death
 - 2. Attitudes Toward Death
 - 3. The Right to Die
 - 4. Bereavement & Grieving

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** -
- B. **Written exercises and case studies** -
- C. **Field Trips** -
- D. **Lecture** -
- E. **Demonstration** -
- F. **Guest Lecturers** - Presentations/Guest Speakers
- G. **Discussion** -

VII. TYPICAL ASSIGNMENTS:

- A. Lecture
 - 1. "Drugs, Alcohol, Sex & Peer Relationships"
- B. Readings
 - 1. "Physical & Cognitive Development in Adolescence," Chapter 11
 - 2. Various newspaper and magazine articles regarding teen sex and drug use
- C. Class Discussion
 - 1. Peer pressure as it applies to drug and alcohol use
 - 2. Love and sex - "Does sex prove love?"
- D. Writing project
 - 1. Write a paper discussing the positive and negative aspects of the high school experience as it relates to this topic

VIII. EVALUATION:

- A. **Methods**
 - 1. Exams/Tests
 - 2. Quizzes
 - 3. Research Projects
 - 4. Papers
 - 5. Projects

6. Class Participation

B. **Frequency**

1. Minimum of two midterm examinations and one final examination
2. Weekly quizzes
3. Minimum of one research paper, project, or case study/interview
4. Daily attendance and/or participation

IX. TYPICAL TEXTS:

1. Berk, Laura E (2009). *Development Through the Lifespan* (5th ed.). Boston, MA: Allyn & Bacon.
2. Kail, Robert V. and John C. Cavanaugh (2012). *Human Development-A Lifespan View* (6th ed.). New York, NY: Wadsworth.
3. Papalia, Diane and Ruth Feldman (2011). *Experience Human Development* (12th ed.). Boston, MA: McGraw Hill.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. None