

Course Syllabus
PSYC 140 – Developmental (Lifespan) Psychology
3 credits

Prerequisites: Introduction to Psychology (PSYC 101) or equivalent is strongly recommended. Students must also demonstrate proficiency with written English.

Instructor: Stephanie Wilsey, PhD

Facilitator: Ethan Bosch, MEd, CCDPD
Diana Rice, PhD

Contact Info: Faculty may be contacted through the Portage messaging system

Course web site address: www.portagelearning.com

Course meeting times: PSYC 140 is offered continuously

Course Description: PSYC 140 studies human growth and development across the lifespan. From conception to death, physical, cognitive, and socioemotional development is examined. Key developmental theorists and theories are integrated throughout the course as well as developmental milestones across the lifespan. Research methods in developmental psychology are addressed explicitly and are also addressed alongside each major research study and theory discussed. This course includes discussion on current issues such as child obesity, younger menarche, and adults caring for children and parents. Thus, this course addresses classic developmental theories and research as well as provides an overview of current developmental topics across the lifespan.

Course Outcomes: As a result of this course experience a student should be able to:

- Distinguish between major theoretical perspectives in developmental psychology.
- Contrast the various theoretical perspectives according to how they view major controversies and issues in developmental psychology.
- Explain the respective contributions of “nature” and “nurture” to human development, as well as their interactions.
- Evaluate the advantages and disadvantages of the various techniques used to study human development.
- Understand physical, cognitive, and socioemotional development across the lifespan.
- Articulate various developmental terms and concepts.
- Apply developmental concepts and theories to everyday relationships and situations.

Each of these PSYC 140 student learning outcomes is measured:

- Directly by:
- (1) module application problems (with instructor feedback)
 - (2) exams
 - (3) term paper
 - (4) comparison of pre-course / final exam results

Indirectly by an end of course student-completed evaluation survey

Course Delivery: This course is asynchronously delivered online. Contact hours include 40 - 50 hours of reviewed module assignments with instructor feedback and video lectures. There are 10 additional contact hours composed of secure online exams.

Required Computer Accessories: It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are compatible with the course, but not all features are available for all tablet computers. The latest full version of Firefox is required for the optimal operation of the Portage Learning Management System. In addition, you must have the latest full version of Adobe Flash Player installed as a plug-in in order to view any of the videos on the site. We highly recommend using a high speed Internet connection to view the video lectures and labs. You may experience significant difficulties viewing the videos using a dial-up connection.

Required readings, lectures and assignments: Portage courses do not use paper textbooks. Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course. Video lectures which supplement each lesson module subject should be viewed as many times as is necessary to fully understand the material.

The practice problems within the modules are not quantitatively part of your final grade, but the module work is a pass/fail component of the course and will be reviewed for completeness by the instructor. Be sure to answer all of the problems since this is an important part of adequate preparation for the exams. After you answer the practice problems, compare your answers to the solutions at the end of the module. If your answers do not match those at the end, attempt to figure out why there is a difference. If you have any questions please contact the instructor via the My Messages tab.

Grading Rubric:

8 Module exams = 30 pts. each x 8 =	240 pts.
Paper= 100 pts	100 pts.
<u>Final exam = 60 pts.</u>	<u>60 pts.</u>
Total	400 pts.

The current course grade and progress is continuously displayed on the student desktop.

Grading Scale:

89.5% - 100% (358 - 400 pts)	= A
79.5% - 89.4% (318 - 357 pts)	= B
69.5% - 79.4% (278 - 317 pts)	= C
59.5% - 69.4% (238 - 277 pts)	= D
<59.4% (<237 pts)	= F

Module Topics

- Module 1: An introduction to studying development across the lifespan. This module presents major periods across the lifespan and invites students to consider what they currently know and do not yet know about these periods. Students are also introduced to key theoretical perspectives in developmental science as well as other subfields of psychology that touch upon human development. Particular attention is given to Freud's psychosexual stages of development, Erikson's psychosocial stages of development, theories of learning, Piaget's cognitive stages of development, and sociocultural theories.
- Module 2: This module covers two types of beginnings: research beginnings in developmental science and prenatal development. Students are introduced to the major types of research designs used in developmental science. The module then covers prenatal diagnostic tests, genetic-environment interactions, timelines for prenatal development, teratology, and stages of childbirth.
- Module 3: In this module on infancy, students learn about newborn and infant development. This module covers newborn reflexes, sleep and wake states, and adult behaviors needed to address newborn needs. The module then covers patterns in infant physical development, Piaget's sensorimotor stage of cognitive development, infant temperament, and attachment theory—with emphasis on John Bowlby's work and Mary Ainsworth's methodology.
- Module 4: This module focuses on physical, cognitive, and socioemotional development in early childhood. Topics in physical development include the development of gross and fine motor skills as well as brain development in early childhood. Topics in cognitive development include Piaget's preoperational stage and Lev Vygotsky's sociocultural theories of cognitive development. Topics in socioemotional development include gender development and gender schema theory and Diana Baumrind's parenting styles.

- Module 5: This module covers development in middle childhood. Regarding physical and cognitive development, topics include growth patterns in middle childhood, child obesity, ADHD, and Piaget's concrete operational stage of cognitive development. Regarding social development, the module covers research on peer relations, divorce, and Kohlberg's theory of moral development.
- Module 6: In this module on adolescence, students learn briefly about the history of marking adolescence, puberty, the secular trend regarding menarche, and social implications for pubertal timing. The module then covers eating disorders among adolescents and Piaget's formal operational stage of cognitive development. Regarding socioemotional development, this module connects James Marcia and Erik Erikson's work on identity development, and gives detailed attention to Marcia's identity statuses. Finally, other adolescent problem behaviors such as juvenile delinquency, depression, and suicide are addressed.
- Module 7: This module covers early and middle adulthood. In the early adulthood section, students are introduced to the concept of "emerging adulthood," timeframes for one's physical peak and the beginning of physical declines, research on adult sexuality and relationships, theories on postformal thought, and Sternberg's triarchic theory of love. In the middle adulthood section, the module presents information on perimenopause and menopause, hormone therapy for menopausal symptoms, research on midlife crises and transitions, and family relationships in middle adulthood.
- Module 8: In this module on late adulthood and the end of life, the following topics are covered: biological aging, dementia/neurocognitive disorders, socioemotional theories of aging, and topics on the end of life. Specifically, this module addresses myths about late adulthood, discusses types of aging as well as types of dementias/neurocognitive disorders, presents the general sequence for the progression of Alzheimer's Disease, discusses possible causes of Alzheimer's, and presents classic, Kubler-Ross's stages of dying, biological definitions of death, hospice and palliative care, and current theories on how to maintain optimal functioning and life satisfaction in late adulthood.

Holidays:

During the following holidays, all administrative and instructional functions are suspended, including the grading of exams and issuance of transcripts.

New Year's Day	Easter
Memorial Day	Independence Day
Labor Day	Thanksgiving weekend
Christmas Break	

The schedule of holidays for the current calendar year may be found under the Student Services menu at www.portagelearning.com

Suggested Timed Course Schedule (to complete the course within a typical college semester)

All Portage courses are offered asynchronously with no required schedule to better fit the normal routine of adult students, but the schedule below is suggested to allow a student to complete the course within a typical college semester. Despite this suggestion, the students may feel free to complete the course at their desired pace and on a schedule determined by them.

<u>Time Period</u>	<u>Assignments</u>	<u>Subject Matter</u>
Days 1-15	Module 1, Exam 1	Lifespan Development Theoretical Perspectives in Lifespan Development
Days 16-25	Module 2, Exam 2	Types of Research in Lifespan Development Biological Beginnings & Prenatal Development
Days 26-35	Module 3, Exam 3	The Newborn Infancy
Days 36-45	Module 4, Exam 4	Physical Development in Early Childhood Cognitive Development in Early Childhood Socioemotional Development in Early Childhood
Days 46-55	Module 5, Exam 5	Physical & Cognitive Development in Middle Childhood Socioemotional Development in Middle Childhood
Days 56-70	Module 6, Exam 6	Physical & Cognitive Development in Adolescence Socioemotional Development in Adolescence

Days 71-80	Module 7, Exam 7	Early Adulthood Middle Adulthood
Days 81-95	Module 8, Exam 8	Biological Aging Cognitive Problems: Dementia Socioemotional Development: Theories of Aging End of Life
Days 96-108	Final Exam	Comprehensive—covers all modules

Suggested External References:

If the student desires to consult a reference for additional information, the following textbooks are recommended as providing complete treatment of the course subject matter.

Laura Berk, **Development Through the Lifespan**, Pearson Publishing

John Santrock, **Life-Span Development**, McGraw Hill

Learning Support Services:

Each student should be sure to take advantage of and use the following learning support services which are provided to increase student academic performance:

Video lectures which supplement the text material of each course module

Messaging system which provides individual instructor/student interaction

Tech support which is available by submitting a help ticket

Accommodations for Students with Learning Disabilities:

Students with documented learning disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. In order to receive the accommodations, the student should furnish documentation of the learning disability prior to registration, if possible. Upon receipt of the documentation of a learning disability, Portage staff will provide the student with registration instructions for a variation of the course containing exams with extended time limits. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

Code of Conduct: Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from the program.

Academic Integrity is a serious matter. In the educational context any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student's ability to reach his or her potential. Portage places a high value on honest independent work. In a distance learning situation, we depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam, as this would compromise the student's preparation for future work. It is required of each student to take exams without consulting course materials or study aids including another person, the lesson pages, printed materials, or the Internet. To this end, your instructor will be alert to any indications that a student may be violating this principle. It will be necessary to show all your work on exams. When the nature of the course does not require numerical or symbolic determination (perhaps instead just requires recitation of learned descriptions), our experienced staff is able to detect the unauthorized consultation of study aids when answering exam questions. A violation of the academic integrity policy may result in a score of zero on the exam and possible expulsion from the course, at the discretion of the instructor with consultation with an administrative-instructional committee.

Grievances: If for any reason a student has a complaint about the course work or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. However, if you don't feel you have received a satisfactory reply, you are encouraged to contact the Executive Director of Portage Learning for further consideration of your complaint. The formal grievances process must be initiated via written communication. If desired, please file a written grievance to academics@portagelearning.com to initiate the process.

Remediation:

At Portage Learning we allow a "one-time" only opportunity to re-take an alternate version of **one** module exam on which a student has earned a grade lower than 70%. This option must be exercised before the final exam is started. If an exam is retaken, the original exam grade will be erased and the new exam grade will become a permanent part of the course grade. However, before scheduling and attempting this retest, the student must resolve the questions they have in regard to the material by reviewing both the old exam and the lesson module material. The student is also encouraged to contact the phone help line for assistance. Once ready to attempt the retest of the exam they must contact their instructor to request that the exam be reset for the retest. Remember, any module retest must be requested and completed before the final exam is opened.

Students needing remediation for grammar, spelling, and/or reading comprehension may be referred to a verbal skills course offered by Portage. If students need remediation in addition to a review of verbal skills, they may withdraw from the course in a manner consistent with the published refund policy in order to complete the prerequisites for SOCI 180 prior to beginning the course.