

Psychology 205: Developmental Psychology
3 Semester Hours
Monday & Wednesday 3:00 PM to 4:15 PM

Lewis-Clark State College
Psychology Major
PSY205.Walters.Fall 2009
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Office Hours: Please see the instructor for office hours or to arrange an appointment

Purpose of the Psychology Major

The psychology major is designed for the student who plans to pursue graduate study, or who seeks a career in human/community services or chemical dependency counseling. Required courses are congruent with guidelines of the American Psychological Association and most sub-disciplines in the field are included in the program of study. Developmental psychology, social psychology and counseling/clinical psychology receive particular emphasis as bases for graduate study.

A unique feature of LCSC's psychology major is its emphasis on research skills. Our majors complete an integrated sequence of coursework on research methods, which prepares them to design, conduct, and present the findings of their own studies. Students work closely with faculty on research. Over 85% complete research studies that result in presentations at regional, national, or international psychological conferences, and/or publication in psychological journals. Over the last five years nearly three dozen students have co-authored papers or posters that were presented at the convention of the American Psychological Association.

Note: Last day to add class/es or to drop without "W" grade on transcript is September 4th, 2009. Last day to withdraw from class/es or college for the semester is October 30th, 2009.

I. INTRODUCTION AND OVERVIEW

This course helps students gain an understanding of the physical, intellectual, emotional, social, and moral development of children and adolescents from a multicultural perspective. Basic theories of child and adolescent development will be addressed to assist the student to learn to set the conditions of human development.

II. PURPOSE OF THE COURSE IN THE CURRICULUM

This course is an introduction to developmental theories, concepts, and research regarding human development over the lifespan. The information is an aid to students in understanding and developing a foundational knowledge of the biological, psychological, social, and moral developmental processes of growth in order to understand normative human growth.

The life span perspective generated by this course will assist students in understanding normative human developmental processes from the models of physical health, cognitive processing, and family/societal relationships. The goal of this understanding is to introduce students to the basic theoretical models including but not limited to Freud, Erikson, Piaget, and Kohlberg. This course should provide students with a normative view of human growth and development that provides a theoretical foundation for advanced graduate studies in psychology, social work, and other human services professions.

III. COURSE OBJECTIVES:

Upon completion of this course students will demonstrate:

1. Understanding of basic research designs specific to development researcher
2. Demonstrate the skill of applying the developmental models of Freud, Erikson, Piaget, Kohlberg to developmental case analysis
3. Discuss the demonstrate knowledge of how biological, psychological, sociological, and moral development is manifested over the life-span and eight key development stages.
4. Discuss the impact and role of genetics, environment, and health on the processes of genetics.
5. Understand normative human developmental process from the perspective perception, cognition, information processing, and intelligence.
6. Discuss how the “self” is a manifestation of developmental process in relationship to gender, social roles, family relationships, and multicultural context.
7. Identify the basic elements of developmental psychopathology
8. Understand the final life stage of death an dying and associated grief processes.

IV. TEXTS AND REQUIRED READING

REQUIRED:

Sigelman, C.K. & Rider, E.A. (2009). *Life-Span Human Development (6th Edition)* Belmont, CA: Wadsworth Cengage Learning.

V. TEACHING METHODS/CLASS CLIMATE

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved.

Social and Economic Justice: The faculty members of the Psychology Major believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by each disciplines Code of Ethics, Psychologist, Counselors, and Social Workers should strive to:

- ◆ Eliminate personal and institutional discrimination,
- ◆ Ensure access to needed resources and opportunities for all persons,
- ◆ Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- ◆ Respect cultural diversity in society,
- ◆ Advocate changes that improve social conditions and promote social justice,
- ◆ Encourage participation in the democratic process, and
- ◆ Encourage people to develop their own voice.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade

Disabilities: The Americans with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Disability Services at 792-2211. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines. **No retroactive accommodations will be allowed; therefore it is the student's responsibility to notify the instructor as soon as possible upon the start of class.**

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

VI. CLASS ASSIGNMENTS AND GRADING PROCEDURES

Details about class assignments can be found in Part IX of this syllabus.

<u>Grades based on:</u>	<u># points or percentage</u>	<u>Course Objectives</u>
Exams	400 Points	1, 2, 3, 4, 5, 6, 7, 8
Developmental Chart	150 Points	2, 3, 5, 6, 7
Case Study	100 Points	2, 3, 5, 6, 7

Grading Scale

95-100%	A
90-94%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
60-66%	D
<60%	F

Grading Policy

All grades will be assigned based on total number of points earned by students for the assignments. Each assignment is accompanied by a “grading criteria” matrix. Points earned from exams are based on the number of correct answers. Points earned on other assignments are based on the student’s demonstration of ability to master each of the items on the grading criteria as established by the grading rubric

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor during class sessions unless otherwise arranged. Faxing class assignments is NOT permitted.
2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. **Late papers and tests will not be accepted.** On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. Grades will automatically be reduced by 10 percentage points per day, which means your grade is diminished by one course grade (e.g. From “A” to “B” to “C”) for each late day.
3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup work is due within 7 days of the test, or the student will receive a failing grade for the test. **A student may not miss the final exam, as there will be no make up work.**
4. Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.

** Note: Extra-Credit: This credit, if earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the next term, excluding summer session. Students, who fail to complete the required work, will be assigned a grade of “F”.

Academic Honesty and Plagiarism

Part of the mission of Lewis Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- **Cheating**: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- **Fabrication**: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- **Plagiarism**: representing the words or ideas of another as one=s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- **Facilitating academic dishonesty**: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**** In addition to action by the professor, all incidents will be reported to Student Affairs.**

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5th Ed.)*. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Cell Phone & Text Messaging Policy:

Just as you would not answer your cell phone or type a text messaging in the middle of a job interview or other professional meeting; this class is considered a professional meeting and therefore usage of cell phones or text messaging is not an acceptable behavior in the classroom.

- **All cell phones should be in the off position or silenced upon the start of class.**
- **Any appearance of usage of text messaging or cell phone during an examination will result in immediate failure of that examination or test as it will be considered a prohibited outside resource.**

**** The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.**

VII. TENTATIVE CLASS SCHEDULE (Students are responsible for the changes discussed in class, and yes there will be changes) ☺

Session	Topics	Readings	Course Objectives/Assignments Due
August 24	<ul style="list-style-type: none"> • Introductions • Syllabus Review • Role of Human Development in Human Services Careers 	Sigelman & Rider Chapter 1	
August 26	<ul style="list-style-type: none"> • Foundations of Development • Life Span Development • Models of studying development 	Sigelman & Rider Chapter 1	Objectives: 1, 2, 3
August 31	<ul style="list-style-type: none"> • Psychodynamic Theory and Development • Neo-Freudian • Learning Theory • Cognitive Developmental Theory Systems 	Sigelman & Rider Chapter 2	Objectives 1, 2, 3
September 2	<ul style="list-style-type: none"> • Video: <i>Cracking the Code</i> 	Sigelman & Rider Chapter 3	Objectives 1, 2, 3, 4,
September 7 (No Class)	No Class Due to Labor Day		
September 9	<ul style="list-style-type: none"> • Video: <i>The Miracle of Life</i> 	Sigelman & Rider Chapter 4	Objectives 3
September 14	<ul style="list-style-type: none"> • Physical Systems impacting growth an development • Endocrine Systems • Nervous Systems • Brain Development • Physical Growth in Infancy, Childhood, Adolescents, and Adulthood 	Sigelman & Rider Chapter 5	Objectives 3, 4, 5
September 16	Exam 1: Chapters 1-5		
September 21	<ul style="list-style-type: none"> • Perception Through the Life-Span • Sensory Integration • Development of Attention 	Sigelman & Rider Chapter 6	Objective 3,5

September 23	<ul style="list-style-type: none"> • Constructivist Approaches to Development • Sensorimotor Development • Pre-Operations • Concrete Operations • Formal Operations • Social-Cultural Perspectives of Cognition 	Sigelman & Rider Chapter 7	Objectives 2 3,5
September 28	<ul style="list-style-type: none"> • Information Processing throughout the Life-Span 	Sigelman & Rider Chapter 8	Objectives 3, 5
September 30	<ul style="list-style-type: none"> • Defining Intelligence • I.Q. Testing • I.Q. and School Achievement • I.Q and aging • Mental Retardation • Gifted Programs 	Sigelman & Rider Chapter 9	Objectives 2, 3, 5, 7
October 5	<ul style="list-style-type: none"> • Language Development through-out the Life Span 	Sigelman & Rider Chapter 10	Objective 5
October 7	Extra Class for Extended Lecture From Chapter 6-10		
October 12	Extra Class for Extended Lecture From Chapter 6-10		
October 14	Exam 2: Chapters 6-10		
October 19	<ul style="list-style-type: none"> • Principles and Theories of Personality • Infant Temperament • Development of the Self in Childhood • Self Concept, Self Esteem, & Identity • Midlife Crisis • Vocation in Midlife • Theories of Successful aging 	Sigelman & Rider Chapter 11	Objectives 2, 3, 4, 5, 6, 7 1 st Developmental Chart Grid is Due
October 21	<ul style="list-style-type: none"> • Gender norms & Stereotypes • Differential treatment of gender • Gender Roles 	Sigelman & Rider, Chapter 12	Objectives 2, 3, 5, 6

October 26	<ul style="list-style-type: none"> • Social Cognition and Moral Development over the Life Span 	Sigelman & Rider Chapter 13	Objective 2, 3, 5, 6
October 28 (No Class)	Instructor Gone to NACSW Conference: No Class		
November 2	<ul style="list-style-type: none"> • Attachment Theory • Infant Emotional Development • Parent vs. Peer Attachments • Adult Attachment Styles • Video: <i>The First Years Last Forever</i> 	Sigelman & Rider Chapter 14	Objectives 2, 3, 5, 6
November 4	<ul style="list-style-type: none"> • Family Systems and Development • Mother & Father Roles In Infancy • Parenting Styles • Peer Systems • Adult Psychosocial Life Stages in the Context of Family • Diversity in Family Systems • Family Violence <i>Video: Parenting Toddlers</i>	Sigelman & Rider Chapter 15	Objectives 2, 3, 5, 6
November 9	* Video: <i>Our House: Children of Gay & Lesbian Parents</i>	Sigelman & Rider Chapter 15	Objectives 2, 3, 5, 6
November 11	Extra Class for Extended Lecture From Chapter 11-15		
November 16	Extra Class for Extended Lecture From Chapter 11-15		
November 18	Exam 3: Chapter 11-15 Developmental Case Study will be Handed Out		
November 23-27	Have a Safe & Fun Fall Holiday		
November 30	<ul style="list-style-type: none"> • DSM IV Diagnosis & Developmental Psychopathology 	Sigelman & Rider Chapter 16	Objectives 2, 3, 4, 5, 6, 7, Development Chart Due In Class
December 2	<ul style="list-style-type: none"> • Developmental Psychopathology 	Sigelman & Rider Chapter 16	Objectives 2, 3, 5, 6, 7
December 7	<ul style="list-style-type: none"> • Death & Dying and Impact on the Life-Span • 	Sigelman & Rider Chapter 17	Objective 2, 3, 6, 7 Developmental Case Study Due
December 9	* Video: <i>A Family Undertaking</i>	Sigelman & Rider Chapter 17	Objective 2, 3, 6, 7
December 16, 2009	Final Exam Wednesday, December 16 th , 2009 at 3:00 PM: Chapters 16 & 17		

VIII. DESCRIPTIVE MATERIAL REGARDING ASSIGNMENTS

- 1. Exams:** There will be a total of three closed book exams incorporating material from both the textbook and classroom content. Exams will be multiple choice, true and false, fill in the blank, and essay. See weekly schedule for due dates. Exams are worth 300 points for the semester.
- 2. Developmental Chart:** Utilizing the template provided by the instructor (Obtain the template by going to www.lcsc.edu/hbwalters) students are required to complete the developmental chart as we progress through the course material. This project is worth 150 points for the semester. Students will be required to hand in a copy at midterm to verify they are actively working on the chart (50 Points) and then hand in the completed chart at the end of the semester (100 Points). Do not be deceived!!!! This project is time consuming and should be done in increments during the semester...you won't be able to complete it adequately the night before it is due. The Developmental Grid is Worth 150 Points for the Semester.
- 3. Developmental Case Study:** A developmental case study will be handed out before students leave on Thanksgiving Break. Students will download a template worksheet from www.lcsc.edu/hbwalters and complete the template explaining how Freud, Erikson, Piaget, and Kohlberg apply to this developmental study. The case study is worth 100 points for the semester.
- 4. Final Exam:** The final exam is closed-book exam incorporating materials from Chapter 16 & 17 of the text as well as lecture. The final exam will be multiple choice, true/false, and fill in the blank. The final exam is worth 100 Points for the semester.

IX. ATTENDANCE POLICY

Students are expected to attend all scheduled classes. Those students unable to attend are responsible for all work and class material. Missing fifteen percent (15% = 4.5 classes) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. **Students not in their seat by the time role is taken at the beginning of class are considered absent.**

X. FINAL EXAMINATION POLICY

A comprehensive final exam will be given at the completion of this course.

XI. LATE PAPER POLICY

All assignments are due during the class session indicated on the syllabus. Assignments turned in late without prior permission from the instructor will be graded down. No assignments will be accepted and graded after the last class session of the term.

