



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**DEVELOPMENTAL PSYCHOLOGY
PSY6712 3 Credit Hours**

Student Level:

This course is open to students on the college level in either Freshman or Sophomore year.

Catalog Description:

PSY6712 - DEVELOPMENTAL PSYCHOLOGY (S) (3 Hrs.)

[KRSN PSY2020]

A study of individual development from conception through death. This includes the general areas of biological, physical, cognitive, social, emotional, and personality development at each stage of life.

The learning outcomes and competencies detailed in this course meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

Prerequisites:

PSY6711 General Psychology

Controlling Purpose:

The psychological study of behavior becomes more necessary for most individuals in today's increasingly complex world. Developmental Psychology offers a unique view of the development of behavior, from conception to death. From this vantage point, the learner will better understand both his or her own behavior and the behavior of others around him. This understanding in turn will allow that individual to become a more productive member of society. This is especially true of people majoring in or preparing to work in fields closely relating to other people, such as education, nursing, social work, psychological fields, and other human service occupations.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.

- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: PERSONAL MANAGEMENT SKILL						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Attends class on a regular and timely basis.
						Written work displays material discussed in class in a clear, concise manner with few grammatical errors.
						Oral participation in class reflects clear, concise, thought out views.
						Completion of assignment is on or before due date.
						Interpersonal skills reflect the ability to work with large and small groups to reach a common goal.

UNIT 2: HISTORY AND THEORIES						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Gain an appreciation of the developmental process of behaving.
						Identify the periods of development on the life line.
						Develop skills in evaluating popular theories of developmental psychology.

UNIT 3: BEGINNINGS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Gain an understanding of the developmental process from conception to infancy.
						Select heredity characteristics.
						Identify abnormalities in genes and chromosomes.
						Gain an understanding of the prenatal development.
						Match the teratology hazards to Prenatal Development.

UNIT 4: INFANCY

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						List the reflexes.
						Compare gross and fine motor skills.
						Gain an understanding of how the senses help in development.
						Identify the attachment and temperament stages.
						Chart the qualities of child care.

UNIT 5: EARLY CHILDHOOD

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss the physical changes of development.
						Understand Piaget's cognitive theory and stages.
						Match the various parenting styles.
						Discuss the importance of sibling relationship and birth order.

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DISCLAIMER: THIS INFORMATION IS SUBJECT TO CHANGE. FOR THE OFFICIAL COURSE PROCEDURE CONTACT ACADEMIC AFFAIRS.

UNIT 6: MIDDLE AND LATE CHILDHOOD

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Evaluate the types of disabilities and education.
						Explain the use and misuse of IQ tests.
						Evaluate children on physical and cognitive abilities.
						Gain an understanding of differences in development.

UNIT 7: ADOLESCENCE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						List physical changes.
						Discuss reasons for substance abuse.
						Describe parent-adolescent conflict.
						Discuss the physical changes that occur during puberty.
						Discuss cognitive changes that occur in thinking abilities during adolescence.

UNIT 8: EARLY ADULTHOOD

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Compare the transition from adolescence with adulthood.
						Identify the peak and slow down in physical performance and health-improving lifestyles.
						Develop a personal, individualized career plan.

						Identify styles of love.
						Discuss careers and work and how they change during this time.
						Understand making the transition to parenthood.

UNIT 9: MIDDLE ADULthood						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						List physical changes.
						Identify stress symptoms.
						Compare Adult developmental theories.
						Discuss becoming grandparents.
						Discuss body image, menopause, and sex during middle adulthood.

UNIT 10: LATE ADULthood						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Predict a personal longevity.
						Identify the leading causes of death in older Americans.
						Select phases of retirement.
						Discuss the mental health of older adults.

						Compare Peck's & Erikson's final stage.
						Discuss widowhood.
						Discuss shifting emotional priorities.

UNIT 11: DEATH & DYING						
Outcomes: Upon Completion of this unit, students will be able to successfully...						

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define death.
						Analyze the stages of dying.
						Discuss problems with healthcare relating to older adults.
						Discuss the Hospice movement.

Projects Required:

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester

hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.