



SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

PSY 1105: DEVELOPMENTAL PSYCHOLOGY
SECTION: B
CREDIT: 3 Units
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Course Description

This course is a survey of maturational and learned behavior and their interaction as they develop through the life span.

Link to the University Wide Mission Statement Outcomes

The course PSY 1105 is directly linked to the University Mission outcomes of higher order thinking, preparedness for career, global understanding with a multicultural perspective and transformational leadership

Link to the School of Humanities and Social Sciences Statement Outcomes

This course is directly linked to the mission of the School of Arts and Sciences which is to provide an enabling learning environment through quality programs where undergraduate and graduate students acquire knowledge, skills, positive attitudes, values and desirable behavior. Further, the School of Arts and Sciences is committed to promoting the generation and dissemination of knowledge in order to create a better world.

Link to Program Learning Outcomes

The psychology program is designed to provide students with the necessary background to pursue a variety of professional careers within and related to the field. The following are the program learning outcomes:

1. Articulate the major concepts, theories, empirical findings, ethical standards and historical trends in psychology.
2. Conduct research in a variety of settings.
3. Demonstrate creative and critical thinking approach to psychological issues in diverse settings.
4. Communicate in multicultural settings.
5. Use psychological knowledge, skills, values and attitudes to aid in interventions.

Course Learning Outcomes

By the end of this course the student should be able to:

1. Describe the process and factors influencing human development from conception to old age.
2. Describe and apply knowledge of theories of human development in different multicultural contexts.
3. Discuss the relationship between life span development and various psychological disorders.
4. Discuss the relevance of developmental psychology for psychotherapists.
5. Develop programs and carry out research that could be used to improve human development.

Course Requirements

1. Students are required to attend the classroom sessions on **Mondays and Wednesdays (7:20 p.m. to 9:00 p.m.)**. *Only a maximum of 7 absences is allowed during the entire semester.*
2. **Journal article critique (in pairs):** Students are expected to select an article from an empirical journal which reports the results of a study dealing with some aspect of developmental psychology and write a critique as per the given guidelines. The paper must be written in current APA format and include a title page, an abstract page, a table of contents page, 5-8 full pages of text, font size 12, Times New Roman with 1.5 spacing, and a reference page. *In addition, students should attach a copy of the abstract and one page of the reference page from the cited article at the end of their critique.* Students should bind their final paper. Details of the task are provided separately.
3. Students will be divided in **groups of 5** and together will carry out an assigned project. Groups will present their findings during the assigned classroom session. Each group will compile its work into a term paper format (not the PowerPoint presentation) and hand it to the lecturer after the group presentation. Be as creative as possible. Students can use videos, DVDs, one-on-one interviews, etc. to enrich their research material.
4. Students will sit **one quiz** in the course of the semester. The quiz will consist of short answer questions that cover the material presented in the course of study. There is a 1-hour time limit to complete the quiz. To be successful, the student must study and prepare before sitting each quiz.
5. Students will sit both the mid-semester and end-semester exams.

Teaching Methodology

The primary learning materials for this course are readings, lectures, video tutorials, and other resources.

Course Texts

Rathus, S. A. (2016). *Human Development*. (4th ed.). Boston, MA: Cengage Learning.

Additional Reading

Newman, B. M. & Newman P. R. (12th ed.). (2015). *Complete Psychology* (2nd ed.). London: Hodder Education Group.

Course Evaluation

Final Exam	30 points
Mid-Term Exam	20 points
Group Presentations	15 points
Journal Critique	15 points
Quiz (1)	15 points
Attendance & Participation	05 points
Total Points	100 points

Grading

90-100	A
87-89	A-
84-86	B+
80-83	B
77-79	B-
74-76	C+
70-73	C
67-69	C-
64-66	D+
62-63	D
60-61	D-
00-59	F

Key Institutional Academic Policies

Students should note the following key policies as outlined in the University Catalogue and Students Handbook:

1. Academic dishonesty

- a)* Any intentional giving or use of external assistance during an examination without the express permission of the faculty member giving the examination.
- b)* Fabrication: any falsification or invention of data, citation or other authority in an academic exercise;
- c)* Plagiarism: any passing off another's ideas, words, or work as one's own
- d)* Previously Submitted Work: presenting work prepared for and submitted to another course

2. Class Attendance

Students are expected to attend all classes. Upon being absent from the eighth class in a 3 unit course, the instructor will give the student an "F" grade for that course.

Course Content

Week 1:

Introductions, sign-up sheets, ground rules, and responsibilities. Scheduling for the Semester: Group allocation and individual assignments. Discussion on course learning outcomes, general knowledge and perspectives on psychology, student expectations, etc.

Lesson

History, Theories and Methods

The Development of the Study of Development

Theories of Development

Controversies in Development

How Do We Study Development?

Readings: Rathus, pp 2-24

Week 2:

Heredity and Prenatal Development

The Influence of Heredity on Development

Heredity and the Environment

Conception: Against All Odds

Prenatal Development

Readings: Rathus, pp 26-52

Week 3:

Birth and the Newborn Baby: In the New World

The Stages of Childbirth

Methods of Childbirth

Birth Problems

The Postpartum Period

Characteristics of Neonates

Readings: Rathus, pp 54-75

Infancy: Physical Development

Physical Growth and Development

Development of the Brain and Nervous System

Motor Development

Sensory and Perceptual Development

Readings: Rathus, pp 76-95

Week 4:

Infancy: Cognitive Development

Jean Piaget

Information Processing

Individual Differences in Intelligence Among Infants

Language Development

Readings: Rathus, pp 96-117

Week 5:

Infancy: Social and Emotional Development

Attachment: Bonds That Endure

When Attachment Fails

Day Care

Emotional Development

Personality Development

Readings: Rathus, pp 118-138

Early Childhood: Physical and Cognitive Development

Growth Patterns

Jean Piaget's Preoperational Stage

Motor Development

Factors in Cognitive Development

Health and Illness

Theory of Mind

Sleep

Development of Memory

Elimination Disorders

Language Development

Readings: Rathus, pp 140-163

Week 6:

Early Childhood: Social and Emotional Development

Dimensions of Child Rearing

Social Behaviors

Personality and Emotional Development

Development of Gender Roles and Gender Differences

Readings: Rathus, pp 164-181

Middle Childhood: Physical and Cognitive Development

Growth Patterns

Motor Development

Children with Disabilities

Cognitive/Moral/Information Processing/Intellectual/Language Development

Readings: Rathus, pp 182-209

Week 7:

Mid Semester Exam

Week 8:

Middle Childhood: Social and Emotional Development

Theories of Social and Emotional Development in Middle Childhood

The Family

Peer Relationships

The School

Social and Emotional Problems

Readings: Rathus, pp 210-228

Adolescence: Physical and Cognitive Development

Puberty

Health in Adolescence

Cognitive Development: Piaget's Stage of Formal Operations

Gender Differences in Cognitive Abilities

Moral Development

The Adolescent in School

Adolescents in the Workforce

Readings: Rathus, pp 230-251

Week 9:

Adolescence: Social and Emotional Development

Development of Identity – Who Am I?

Relationships with Parents and Peers

Sexuality

Juvenile Delinquency

Suicide

Readings: Rathus, pp 252-267

Early Adulthood: Physical and Cognitive Development

Emerging Adulthood

Physical Development

Health and Fitness

Sexuality

Cognitive Development

Career Development

Readings: Rathus, pp 269-287

Week 10:

Early Adulthood: Social and Emotional Development

Separation	The Single Life
Intimacy versus Isolation	Cohabitation
Seasons of Life	Marriage
Attraction and Love	Parenthood
Loneliness	Divorce

Readings: Rathus, pp 288-311

Middle Adulthood: Physical and Cognitive Development

Physical Development	Sexuality
Health	Cognitive Development
The Immune System	Creativity and Learning

Readings: Rathus, pp 312-331

Week 11:

Middle Adulthood: Social and Emotional Development

Theories of Development in Middle Adulthood
Stability and Change in Middle Adulthood
Work in Middle Adulthood
Relationships in Middle Adulthood

Readings: Rathus, pp 332-349

Late Adulthood: Physical and Cognitive Development

Physical Development
Theories of Aging
Health Concerns and Aging
Cognitive Development

Readings: Rathus, pp 350-370

Week 12:

Late Adulthood: Social and Emotional Development

Theories of Social and Emotional Development in Late Adulthood
Psychological Development
Social Contexts of Aging
Retirement
Successful Aging

Readings: Rathus, pp 372-391

Life's Final Chapter
Understanding Death and Dying
Where People Die
Euthanasia: Is There a Right to Die?
Life-Span Perspectives on Death
Coping with Death
Readings: Rathus, pp 392-411

Hand in your journal critique (late submission is NOT allowed)

Week 13:

Groups Presentations – Groups 1, 2 and 3

Week 14:

End Semester Exam