

COURSE SYLLABUS

1. Department, Course Number, and Title

Behavioral Sciences and Human Services Department

PSY 32 – Human Growth and Development

2. Group and Area

Group IV – Behavioral Sciences

3. Transferability of the Course

This course will transfer to the other colleges within the City University of New York as follows:

Baruch College – PSY 3059: Developmental Psychology in Childhood and Adolescence

Borough of Manhattan Community College – PSY 240: Developmental Psychology

Bronx Community College – PSY E2144: Psychology 200 Level Elective

Brooklyn College – PSY 20: Introductory Child Psychology

City College – Psychology Major Elective **OR** General Elective Credit

College of Staten Island – PSY 242: Developmental Psychology **OR** EDC 215: Psychological Foundations of Early Childhood Education **OR** EDC 216: Social Foundations of Early Childhood Education

Hunter College – PSY 150: Human Development

John Jay College of Criminal Justice – PSY 231: Child Psychology

LaGuardia Community College – SSY 240: Developmental Psychology I

Lehman College – HIN 268: Growth and Development

Medgar Evers College – Psychology Major Elective **OR** General Elective Credit

New York City College of Technology – PS 301: Child Psychology

Queens College – PSY 214: Developmental Psychology: Infancy and Childhood

Queensborough Community College – SS 520: Human Growth and Development **OR** SS 540: Social Psychology

York College – PSY 215: Human Development I: Infancy/Childhood

4. Bulletin Description of Course

Human development from infancy through childhood, adolescence, and adulthood is discussed. Topics include intellectual growth, personal and social adjustment, the relationship between physical and mental development, and typical problems in various stages of the life cycle.

5. Number of Weekly Class Hours

Three

6. Number of Credits

Three

7. Course Prerequisites or Corequisites

Prerequisite – PSY 11 (General Psychology)

8. Brief Rationale for Course

PSY 32 is an advanced course designed for the student in the fields of Mental Health, Community Health, Education, Nursing, and Physician Assistants to widen his or her understanding of the development and characteristics of human nature and, as a result, to enhance his or her professional interpersonal relationship skills.

9. Necessitated Course Withdrawals

N/A

10. CPI Requirement Met

One CPI unit in Social Science or as an Elective

11. Field Work Component, Internship, or Independent Study

N/A

12. Proposed Textbook(s) and/or Other Required Instructional Materials

Berger, K. S. (2004). *The Developing Person Through the Life Span* (6th edition). New York: Worth.

13. Required Course for Majors and/or Area of Concentration

This course is required for all students in the following programs:

A.S. in Biology, Physician's Assistant Concentration

A.S. in Education Studies

A.S. in Mental Health/Human Services

A.S. in Mental Health/Human Services, Substance Abuse Counseling
Concentration

A.S. in Community Health, Holistic Concentration
 A.A.S. in Early Childhood Education/Child Care
 A.A.S. in Education Associate
 A.A.S. in Nursing

For all other students, the course is considered a General Elective.

14. If Open Only to Selected Students

This course is open to all students.

15. What Students Will Know and Be Able to Do Upon Completion

Pathways Outcomes:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.

Additional Learning Outcomes expected of students who successfully complete PSY 32:

Understand the relationships between the biosocial, cognitive, and psychosocial domains of human development through the life span;

Be aware that the study of human development relies upon the use of the scientific method;

Have a basic understanding of the major developmental theories (noting the differences between grand, mini, and emergent theories) and how each contributes to an understanding of human development and behavior through the life span;

Have an appreciation of the contributions made by and criticisms of the major developmental theories;

Be able to understand the distinctions between maturation and learning;

Be able to appreciate the variety of interactive force that influence development and behavior through the life span; and

Be familiar with the nature versus nurture controversy in the study and explanation of human development, with an understanding of the position of evolutionary psychologists regarding the acquisition of physical and psychological abilities and characteristics.

16. Methods of Teaching

The course will be taught through lectures, class discussions, class demonstrations, and videotapes.

17. Assignments to Students

Students will have specific readings from the textbook and other sources assigned as a preparation for each class. Several journal and newspaper articles that will extend the breadth of study of specific topics covered by the course will be assigned for reading throughout the semester. A major paper, optional and to be used to replace the student's lowest test grade for the semester, will be assigned on a specific topic that will combine research and a biographical account of one or several issues in developmental psychology.

18. Method of Evaluating Learning

Student learning will be evaluated on a regular basis throughout the semester through the following measures to encourage students to maintain steady progress in the course: Class participation; attendance and lateness record, quizzes and exams, assigned activities (such as problem-based learning assignments, observations, etc.), essays, reaction papers, and term papers. The implementation and combination of these evaluative measures will vary across semester and section.

19. Topical Course Outline (regarding reading topics covered, learning activities, and assignments)

Session #1	Introduction The History of Child Study
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Session #2	Five Characteristics of Life Span Study Read Chapter 1, pages 3 to 18
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- Session #3 The Scientific Method
Research Design
Read Chapter 1, pages 18 to 27
- Session #4 Theories of Development
Read Chapter 2, pages 33 to 42
- Session #5 Theories of Development (continued)
Read Chapter 2, pages 43 to 54
- Session #6 Announced Quiz (Chapters 1 and 2)
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- Session #7 Biosocial Development: The First Two Years
Early Brain Development
The Senses and Motor Skills
Read Chapter 5, pages 125 to 136
Video: Baby Body Sense
- Session #8 Cognitive Development: The First Two Years
Sensorimotor Intelligence
Information Processing
Read Chapter 6, pages 147 to 158
- Session #9 Cognitive Development: The First Two Years (continued)
Language Development
Read Chapter 6, pages 158 to 167
Video: The Magic Years
- Session #10 Psychosocial Development: The First Two Years
Theories of Early Psychosocial Development
Emotional Development
The Development of Social Bonds
Read Chapter 7, pages 171 to 189
Video: Talkin' Babies
- Session #11 Biosocial Development: The Play Years
Brain Development
Motor Skills
Read Chapter 8, pages 199 to 204
- Session #12 Cognitive Development: The Play Years
Children's Thinking: Piaget and Vygotsky
Read Chapter 9, pages 217 to 225

Video: A Change of Mind

- Session #13 Cognitive Development: The Play Years (continued)
Language
Read Chapter 9, pages 225 to 230
Psychosocial Development: The Play Years
Emotional Development
Read Chapter 10, pages 237 to 245
- Session #14 Psychosocial Development: The Play Years (continued)
Parenting Patterns
Gender Differences
Read Chapter 10, pages 246 to 259
Video: Bringing Up Monkey
- Session #15 Test #1 (Chapters 5, 6, 7, 8, 9 and 10)
- Session #16 Biosocial Development: The School Years
Brain Development
Intelligence
Children with Special Needs
Read Chapter 11, pages 271 to 284
- Session #17 Cognitive Development: The School Years
Logic
Moral Development
Read Chapter 12, pages 289 to 295
- Session #18 Cognitive Development: The School Years (continued)
Information Processing
Language
Read Chapter 12, pages 296 to 301
- Session #19 Psychosocial Development: The School Years
Emotional Development
The Peer Group
Families
Read Chapter 13, pages 313 to 330
- Session #20 Biosocial Development: Adolescence
Puberty
Read Chapter 14, pages 341 to 355
- Session #21 Cognitive Development: Adolescence
Intellectual Advances
Decision Making

- Session #31 Psychosocial Development: Middle Adulthood
 Personality
 Family Relationships
 Work
 Read Chapter 22, pages 543 to 569
- Session #32 Test #3 (Chapters 17, 18, 19, 20, 21 and 22)
- Session #33 Biosocial Development: Late Adulthood
 Ageism
 Theories of Aging
 Long Lives
 Read Chapter 23, pages 575 to 582, pages
 593 to 594 and pages 600 to 602
- Session #34 Cognitive Development: Late Adulthood
 Changes in Information Processing
 Reasons for Age-Related Changes
 Dementia
 Read Chapter 24, pages 605 to 622
 Video: Alzheimer’s Disease
- Session #35 Psychosocial Development: Late Adulthood
 Theories of Late Adulthood
 The Social Convoy
 The Frail Elderly
 Read Chapter 25, pages 633 to 639 and
 pages 649 to 658
- Session #36 Review for Final Exam
20. Selected Bibliography and Source Materials
- Berger, K. S. (2004). *The Developing Person Through the Life Span* (6th edition). New York: Worth.
- Bowlby, J. (1969). *Attachment and Loss, Vol. I: Attachment*. New York: Basic.
- Boyd, D. & Bee, H. (2006). *Lifespan Development* (4th edition). Boston: Allyn & Bacon.
- Broderick, P. C. & Blewitt, P. (2006). *The Life Span: Human Development for Helping Professionals*. Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.
- Crain, W. (2004). *Theories of Development* (5th edition). Englewood Cliffs, NJ: Prentice Hall.

Dacey, J. S. & Travers, J. F. (2006). *Human Development Across the Lifespan* (6th edition). New York: McGraw Hill.

Erikson, E. (1968). *Identity: Youth and Crisis*. New York: Norton.

Feldman, R.S. (2006). *Development Across the Life Span* (4th edition). Upper Saddle River, NJ: Pearson Prentice Hall.

Kessen, W. (1965). *The Child*. Hoboken, NJ: Wiley.

Miller, P.H. (2002). *Theories of Developmental Psychology* (4th edition). New York: Worth.

Piaget, J. (1963). *The Origins of Intelligence in Children*. New York: Norton.

Santrock, J. W. (2006). *Life-Span Development* (10th edition). New York: McGraw Hill.