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
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**


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)**

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<thead>
<tr>
<th>Session #1</th>
<th>Introduction</th>
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<td>The History of Child Study</td>
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<tr>
<th>Session #2</th>
<th>Five Characteristics of Life Span Study</th>
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<tr>
<td></td>
<td>Read Chapter 1, pages 3 to 18</td>
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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)

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
Read Chapter 15, pages 363 to 376

Session #22 Psychosocial Development: Adolescence
   The Self and Identity
   Read Chapter 16, pages 385 to 391

Session #23 Psychosocial Development: Adolescence (continued)
   Sadness and Anger
   Family and Friends
   Read Chapter 16, pages 391 to 403

Session #24 Test #2 (Chapters 11, 12, 13, 14, 15 and 16)

Session #25 Biosocial Development: Early Adulthood
   Senescence
   Violence
   Read Chapter 17, pages 413 to 422 and
   pages 431 to 432

Session #26 Cognitive Development: Early Adulthood
   Postformal Thought
   Read Chapter 18, pages 435 to 445

Session #27 Cognitive Development: Early Adulthood (continued)
   Adult Moral Reasoning
   Read Chapter 18, pages 445 to 456
   Psychosocial Development: Early Adulthood
   Theories of Adulthood
   Read Chapter 19, pages 459 to 464

Session #28 Psychosocial Development: Early Adulthood (continued)
   Intimacy
   Generativity
   Read Chapter 19, pages 464 to 485

Session #29 Biosocial Development: Middle Adulthood
   Primary and Secondary Aging
   Health Habits
   Read Chapter 20, pages 491 to 498 and
   pages 502 to 508

Sessions #30 Cognitive Development: Middle Adulthood
   Intelligence
   Read Chapter 21, pages 519 to 540
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


