



OTRP *online*
office of teaching resources in PSYCHOLOGY

MIDDLESEX
COUNTY COLLEGE

Welcome to Lifespan Development!

PSY 232-03

Mondays 12:30 p.m. – 3:20 p.m. CB 219



Dr. Christine Harrington

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Office Location: Raritan Hall Room 108

732-548-6000 X3838

Please come and visit me!

Drop in Office Hours:

Mondays 9:00-11:00 a.m.

Thursdays 10:00 – 11:00 a.m.

By Appointment Office Hours:

Wednesdays 1:30- 2:30 p.m.

Thursdays 9:00 – 10:00 a.m.



My name is Dr. Christine Harrington and I'm excited to work with you this semester. Lifespan Development is a fascinating course! In this course, we'll be diving into all the different stages of life from prenatal development through death. We'll be exploring theory and research with a focus on how this information can be used or applied in our daily lives.

In my class, you can expect to be challenged, engaged, and supported as you explore the field!

Learning Resources



Text: Exploring Lifespan Development, 2nd Edition, Laura Berk

Research Articles: In Shared Files in our Campus Cruiser site (reference list on last page of syllabus)

Campus Resources: Counselors (Edison Hall Room 100; 732-906-2546), Tutors (Johnson Learning Center, 732-906-2631), and Librarians (Library, 732-906.4253) are available to help!

What is this course all about?

Pre-requisites: PSY 123

General Education: Social Science

This course introduces students to the psychological development of the individual across the life span. Developmental concepts and theories are reviewed and applied in the study of the various stages of life.



Learning Outcomes-

Here's what you will be able to do after successfully completing this course:

1. Identify and discuss key developmental theories and concepts.
2. Describe how biological, social, and psychological development processes impact individuals across the lifespan.
3. Apply developmental concepts to situations occurring in everyday life.
4. Develop oral, visual, and written summaries of developmental concepts.
5. Summarize and evaluate research findings relevant to developmental psychology.

What topics will we be learning about?

| | |
|--|--|
| Psychological Theorists and Theories: | Darwin, Freud, Erikson's Psychosocial Theory, Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Bandura's Observational Learning, Piaget's Cognitive Developmental Theory, Vygotsky's Socio-cultural Theory |
| Research: | Hypothesis, Experiments, Correlations, Descriptive, Longitudinal, Cross-Sectional, Independent Variable, Dependent Variable, Confounding Variables, Ethics, Research Flaws |
| Concepts Across the Lifespan: | Resilience, Obesity, Intelligence (Sternberg, Gardner), Learning Disabilities, Personality- McCrae and Costa's Big Five |
| Prenatal Development: | Germinal, Embryo, Fetus, Teratogens, Childbirth, APGAR, Newborn Reflexes, Sensory Capabilities |
| Infancy and Toddlerhood: | Neuron and Brain Development, Breastfeeding, Fine and Gross Motor Skills, Piaget's Assimilation, Accommodation, Object Permanence, Infantile Amnesia, Vygotsky's Sociocultural Theory- Zone of Proximal Development, Scaffolding, and Private Speech, Language Development, Emotions, Temperament, Attachment- Ainsworth Strange Situation |
| Early Childhood: | Piaget's Pre-Operational Period- Conservation, Egocentrism, Flaws in Thinking, Child Care, Television Programming, Language Development, Self-Concept, Emotional Regulation, Friendships, Aggression, Gender, Parenting |
| Middle Childhood: | Piaget's Concrete Operational Period, Memory Skills, Learning to Read, Self-Concept, Attribution Theory, Friendships, Family (Siblings, Divorce) |
| Adolescence: | Brain Development, Depression, Eating Disorders, Sexual Activity, Substance Abuse, Piaget's Formal Operational Period, Distorted Thinking (Imaginary Audience, Personal Fable), Preventing School Drop Outs, Identity, Self-Concept, Friendships, Juvenile Delinquency |
| Early Adulthood: | Career Theories, College, Social Clock, Love, Marriage, Divorce |
| Middle Adulthood: | Cognitive Development, Self-Concept, Sandwich Generation, Friendships, Employment, Unemployment |
| Late Adulthood: | Life Expectancy, Activities of Daily Living, Physical Disabilities, Dementia, Assistive Technology, Retirement, Suicide, Elder Abuse, Marriage |
| Death, Dying, and Bereavement: | Death Anxiety, Kubler-Ross Stages of Dying, Grieving Process, Right to Die Issues |

Important Policy Information

If you need accommodations due to a disability, contact Disability Services in Edison Hall Room 100, 732.906.2546.

To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and website.

Participation Policy

You are expected to be an active participant in class discussions and other learning opportunities. To do this, you must be prepared so be sure to complete all reading and other assignments according to the schedule. The class activities have been carefully designed to help you achieve the learning outcomes for the course. Missing class or not actively participating will negatively impact your ability to learn the content.

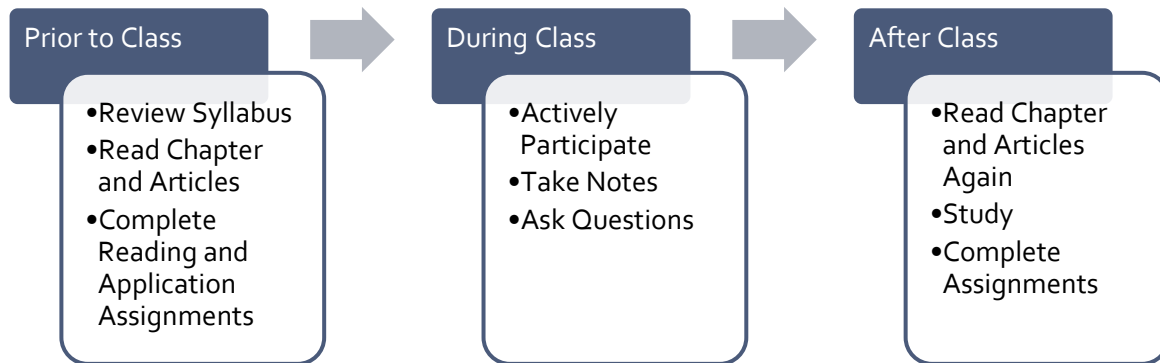
Academic Integrity Policy: All Students are Expected to Engage in Academically Honest Work

Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class- learning, but also allows for the program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively impact all of the students in the program and at the institution by creating negative mindsets which may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Engaging in academically dishonest acts can result in a failing grade on the assignment, failing course grade and/or an official code of conduct charge being filed.

Late Work/Missed Exam Policy: All Students are Expected to Complete Learning Tasks on Schedule

*It is important to stay on track with your assignments- not only will this help you feel less stressed but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks is an important career and life skill. Thus, you will need to complete all exams, and assignments according to the schedule. If you have a personal situation that prevents you from doing so, you will need to discuss this with me prior to the due date. Reading assignments and Application assignments can be submitted via Campus Cruiser My Assignments **PRIOR to a class** if you will be absent. Extensions are only given in rare situations and at my discretion. If provided, a missed exam may be administered orally.*

Your Learning Experience:



Assignments:

Academic Integrity Assignment:

To help you avoid unintentional dishonesty, all students are expected to view the [Academic Integrity Narrated Power Point presentation](#) (link also in Campus Cruiser) and take a 25 question on-line quiz in Campus Cruiser. You can take the quiz as many times as necessary but will need to achieve 100% (scores lower than 100 will be changed to a zero).

Reading Assignments:

To accomplish all of our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and articles. To help you actively engage with the text, you will be completing reading assignments- answering questions posed (see back of syllabus). While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything and all of the information is important! Your exams will be comprised of your reading assignment questions.

Application Assignments:

For each developmental stage, you will be expected to engage in an activity designed to help you learn the content. Details about these assignments are in the back of the syllabus. You will write a 1 page summary for each application assignment.

Papers and Presentation:

Being able to communicate well via written and oral work is an important skill. Since we are covering so much content in this course, it is also important for you to have an opportunity to dive deeper into one developmental issue. You will therefore be expected to identify a topic related to lifespan development and work with others in the class to create a presentation. To prepare you for this presentation, you will conduct a literature review and write a 3-5 page paper on an approved topic (individual assignment).

Then you will work with others (approximately 3-5 students) to create the presentation. Although you are working in a group, you are **graded on an individual basis**. To maximize the participation of all students in the group and to increase your learning of all the material, you will be assigned parts on the day of the presentation. View this presentation as an individual presentation but you have a support team.

The Literature Review Paper:

A 3-5 page paper reviewing research related to a developmental psychology topic that includes: information from at least 7 resources, 3 of which must be original research studies. The goal is to become knowledgeable about the research in this area. Use the library databases to find peer-reviewed journal articles. In addition to using at least 5 peer reviewed journal articles, you can also use research based books or websites. The paper should include:

- Introduction- Importance of the Topic
- 3 Main Themes or Major Points that Emerged from the Research- include details from at least one original study on each theme
- Summary- Review key findings and their importance
- Reference Page

The Presentation:

Using a Power Point as a visual back drop, your group will provide the class with an overview of the research on your approved topic. You will have 10-15 minutes for this presentation. You must include 2 multiple choice or fill in the blank questions that the class must answer after the presentation.

Reflection Paper:

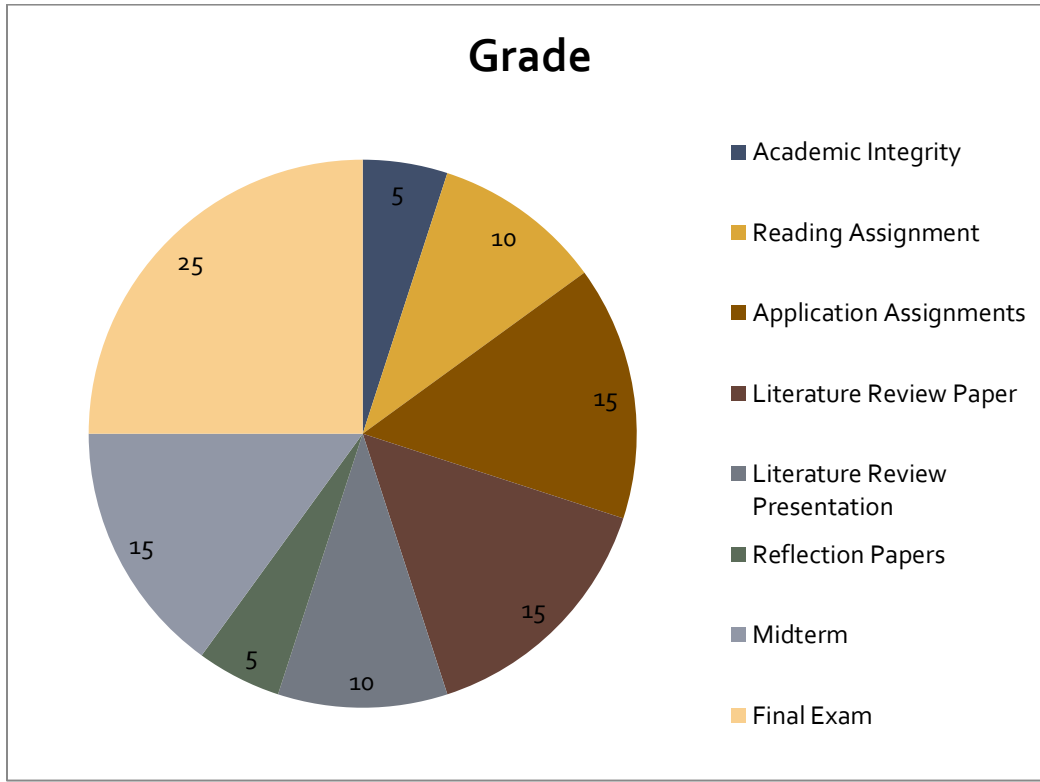
Reflecting on your work will help you improve your skills. After your presentation, you will write a 1-2 page reflection paper. In this paper, you will discuss what went well and what specifically you would do differently next time. Include the process of preparing (including your paper) but also the presentation itself. Be sure to incorporate the class performance on your quiz into your reflection paper.

Details about the papers and the presentation can be found toward the back of the syllabus.

Exams:

You will take a Mid-term and Final Exam, comprised of short answer questions from the reading assignments. This is a great opportunity for you to "show what you know" and celebrate all you've learned. These are called summative assessments, showing the "sum" of all of your learning!

Grading Information



| | | | |
|-----------------------------------|-----|--------------------------------|-----|
| Academic Integrity Assignment | 5% | Literature Review Presentation | 10% |
| Reading Assignments | 10% | Reflection Paper | 5% |
| Application Assignments | 15% | Midterm Exam | 15% |
| Research Paper -Literature Review | 15% | Final Exam | 25% |

Grading Scheme:

| | | | | | |
|----|---|----------|----|---|--------------|
| A | = | 93 -100% | C+ | = | 77 – 79% |
| A- | = | 90 – 92% | C | = | 70 – 76 % |
| B+ | = | 87 - 89% | D | = | 65 – 69% |
| B | = | 83 – 86% | F | = | 64% or below |
| B- | = | 80 - 82% | | | |

Course Outline

| Class Date | What is Due? | Topic of the Day |
|------------|---|--|
| 1/27 | | Course Introduction; Academic Integrity Chapter 1 History, Theory and Research Strategies |
| 2/3 | Academic Integrity Quiz Reading Assignment Chapters 1-3 Application Assignment: Resilience | Chapter 2 Biological and Environmental Foundations Chapter 3 Prenatal Development, Birth, and the Newborn Baby |
| 2/10 | Reading Assignment Chapters 4-6 Application Assignment: Baby Shower | Chapter 4 Physical Development in Infancy and Toddlerhood Chapter 5 Cognitive Development in Infancy and Toddlerhood Chapter 6 Emotional and Social Development in Infancy and Toddlerhood |
| 2/17 | | NO CLASS- COLLEGE IS CLOSED |
| 2/24 | Reading Assignment Chapters 7-8 Application Assignment: Television Viewing | Chapter 7 Physical and Cognitive Development in Early Childhood Chapter 8 Emotional and Social Development in Early Childhood |
| 3/3 | Reading Assignment Chapters 9-10 Application Assignment: Birthday Party Literature Review Paper | Chapter 9 Physical and Cognitive Development in Middle Childhood Chapter 10 Emotional and Social Development in Middle Childhood |
| 3/10 | | NO CLASS- SPRING BREAK |
| 3/17 | | Midterm Exam Group Work |
| 3/24 | Reading Assignment Chapters 11-12 Application Assignment: Juvenile Delinquency | Chapter 11 Physical and Cognitive Development in Adolescence Chapter 12 Emotional and Social Development in Adolescence |
| 3/31 | Reading Assignment Chapters 13-14 Application Assignment: Relationships | Chapter 13 Physical and Cognitive Development in Early Adulthood Chapter 14 Emotional and Social Development in Early Adulthood |
| 4/7 | | Presentations |
| 4/14 | Reading Assignment Chapters 15-16 Application Assignment: Sandwich Generation | Chapter 15 Physical and Cognitive Development in Middle Adulthood Chapter 16 Emotional and Social Development in Middle Adulthood |
| 4/21 | Reading Assignment Chapters 17-19 Application Assignment: Late Adulthood Interview | Chapter 17 Physical and Cognitive Development in Late Adulthood Chapter 18 Emotional and Social Development in Late Adulthood Chapter 19 Death, Dying, and Bereavement |
| 4/28 | | Finish Chapters 11-19 Final Exam Review |
| 5/5 | | Final Exam |

Assignment Details

Application Assignments

Resilience

For this activity, you need to find a research study on resilience. It must be from a peer-reviewed journal. Use the library databases to find the article and write a 1 page summary of the study.

Baby Shower

Identify an item that you believe will make a good baby shower gift. Use your textbook and other resources to identify developmental benefits of your gift choice. Bring in a picture (or actual item if you have it) to class along with a bulleted list of the benefits.

Television Viewing

Read the articles on Infant Television Viewing (Schmidt et al. 2009) and Sesame Street (Fisch, Truglio, & Cole, 1999). Write a 1 page summary of what you have learned about the positive and/or negative impact of television on infant and child development.

Birthday Party

Identify a good birthday present for a child ages 7-12. Use your textbook and other resources to identify developmental benefits of your gift choice. Bring in a picture (or actual item if you have it) to class along with a bulleted list of the benefits.

Juvenile Delinquency

For this activity, you need to find a research study on juvenile delinquency. It must be from a peer-reviewed journal. Use the library databases to find the article and write a 1 page summary of the study.

Relationships

Read the article on Cohabitation (Rhoades, Stanley & Markman, 2009). Find another research article on what makes relationships last. Summarize the findings from both articles.

Sandwich Generation

Find a news report on the issues facing the sandwich generation. Summarize the key points made in the report and identify actions we should take to assist individuals in this generation.

Late Adulthood Interview

Interview someone who is at least 65 years old. Ask them what developmental stage was their favorite (and why) and which stage was the most challenging. Also ask them about the most rewarding and challenging aspects of their life now.

Literature Review Paper

For this assignment, you will be writing a **3-5 page paper on your presentation topic** (see below). You will need to find at least 7 resources, 3 of which must be original research studies. The goal is to become knowledgeable about the research in this area. Use the library databases to find peer-reviewed journal articles. In addition to using at least 5 peer reviewed journal articles, you can also use research based books or websites.

Organization of Paper:

- Introduction- Importance of the Topic
- 3 Main Themes that Emerged from the Research- include details from at least one original study on each theme
- Summary- Review key findings and their importance
- References

Analytical Rubric

| Paper | "D" or "F" Work | "B" or "C" Work | "A" Work |
|-----------------------|--|---|--|
| Content | Inaccurate or minimal information included; Lack of organization or flow; Did not include original research studies | General overview of the topic; Information was accurate but missed some important concepts; Difficult to differentiate between main points and supporting details; Some details about at least 2 original studies | Comprehensive overview of the topic; Information was accurate and complete; Major points were emphasized; Good details about at least 2 original research studies; Well organized |
| Writing Skills | Did not address three main themes. Limited to no research support for statements. Citations not used or inappropriately used. Several spelling and grammatical errors. | Good organization- included organization, described 3 main themes, conclusion summarized key points. Most statements supported by research. APA style was used. Few spelling and grammatical errors. | Well organized- clear introduction, description of approximately 3 main themes, and strong conclusion. Research supported all statements and APA Style was used. Free of grammatical and spelling errors |
| Resources | Did not include at least 7 scholarly sources; Sources were not research based | At least 7 scholarly sources were used- some were not research based | At least 7 scholarly sources were used; All sources were research based; At least 3 original studies included |

Presentation
Analytical Rubric

| Presentation | "D" or "F" Work | "B" or "C" Work | "A" Work |
|--------------------------------------|---|--|--|
| Content | Inaccurate or minimal information; Little to no details on original studies; Relied more on opinions vs. research | Information was accurate but missed some important concepts; Difficult to differentiate between main points and supporting details; Minimal information from 2 original research studies ; Limited discussion of application | Information was accurate and complete; Numerous research findings were discussed and at least 3 original studies were explained in detail; Major points were emphasized and application to education was highlighted |
| Presentation Style | Read off paper or slides; Minimal eye contact; Little to no emphasis on main points | Good eye contact and organization of presentation; Minimal emphasis on major points so all information seemed equally important | Good eye contact and engagement; Well organized- major points were emphasized; Brief active learning techniques helped students learn material |
| Power Point Presentation and Handout | Relied solely or almost solely on the use of words with little organizational structure. Not enough information or too much information on slides | Some use of organizational strategies such as bullets, but limited use of tools such as Smart Art, graphs or tables. | Information presented in very clear and well organized fashion. Effective use of Smart Art, graphs, tables, etc. to visually organize the information. Amount of information provided was substantial but not overwhelming |
| Assessment Questions | Did not use questions or questions unrelated to presentation | Questions did not focus on main points emphasized | Questions directly assessed learning of main points |
| Time Management | Did not follow the time plan | Generally on target with time but some activities took more or less time than planned | All activities were completed within the allotted time |

Reflection Paper

Reflecting on your work is an excellent way to improve your performance. After the presentation, you will be writing a 1-2 page reflection paper. In this paper, you will discuss what went well and what improvements you plan to make the next time you present. Be specific and include the grading information from the mini-assessment you gave at the end of your presentation. Please submit this online via My Assignments in Campus Cruiser.

Analytical Rubric – Reflection Paper

| Lesson Plans | “D” or “F” Work | “B” or “C” Work | “A” Work |
|----------------|---|--|---|
| Content | Vague, general comments about presentation made. Did not include grading information. | General comments about what worked and what didn't; Lacking specifics about how to improve; Grading information included | Specific information about what did and did not go well with the presentation. Several specific strategies were identified for improving the next presentation. Focus was on learning and details about grading included. |

Reading Assignments/Final Exam Review Sheet

Chapter 1: History, Theory and Research Strategies

1. What's the difference between age-graded, history-graded and non-normative influences on development? Give examples of each.
2. What is resilience? What are the major resilient factors?
3. Describe experimental research. What are independent, dependent and confounding variables? Why do we get to speak in terms of causation when an experiment has been conducted?
4. Describe correlational research. What can we say about findings from this type of research?
5. What's the difference between cross-sectional and longitudinal research?

Chapter 2: Biological and Environmental Foundations

1. What are the pros and cons associated with reproductive technologies?
2. How does poverty impact development?
3. Describe the epigenetic framework.

Chapter 3: Prenatal Development, Birth, and the Newborn Baby

1. Describe the 3 stages of prenatal development and how teratogens can impact development.
2. What is the APGAR test? When is it given? What is a good score?
3. Describe the sensory abilities of infants.

Chapter 4: Physical Development in Infancy and Toddlerhood

1. Describe how the brain develops during the infancy and toddlerhood years.
2. What are the benefits of breastfeeding?
3. What are classical conditioning, operant conditioning, and observational learning?

Chapter 5: Cognitive Development in Infancy and Toddlerhood

1. Describe Piaget's theory of cognitive development (be sure to describe the sub-stages of the sensori-motor period).
2. Describe Vygotsky's socio-cultural theory.
3. What evidence exists for memory in infants? What is infantile amnesia?
4. What are the benefits of early intervention?
5. Describe the theories of language development.

Chapter 6: Emotional and Social Development in Infancy and Toddlerhood

1. Describe Erikson's psychosocial theory.
2. What do we know about attachment theory? Be sure to reference the Harry Harlow and Mary Ainsworth studies.
3. Describe the different types of temperament. Is temperament stable over time?

Chapter 7: Chapter 7 Physical and Cognitive Development in Early Childhood

1. Describe gross and fine motor skill development, giving examples of how these skills are advancing during early childhood.
2. Describe the pre-operational period of Piaget's theory.
3. How does the quality of childcare impact development?
4. What are the developmental effects of watching infant and preschool television programming?

Chapter 8: Emotional and Social Development in Early Childhood

1. Describe the self-concept during early childhood.
2. How are friends chosen during early childhood? Describe the different types of play.
3. Describe the different parenting styles. Which style leads to the best outcomes?
4. What is the impact of violent television and media use on development?

Chapter 9: Physical and Cognitive Development in Middle Childhood

1. How does obesity impact development? What contributes to obesity in children? How can we combat this problem?
2. Describe the concrete operational period (Piaget's theory).
3. Define intelligence. Describe Sternberg's and Gardner's theory of intelligence.

Chapter 10: Emotional and Social Development in Middle Childhood

1. Describe how self-concept changes during middle childhood.
2. Describe attribution theory. Explain the research conducted by Mueller and Dweck (1998).
3. How do friendships change during middle childhood? Describe the different peer statuses and how these statuses can impact development. Also address how bullying impacts development.
4. How does divorce impact children?

Chapter 11: Physical and Cognitive Development in Adolescence

1. Describe brain development during adolescence.
2. What cognitive skills emerge in adolescence? What distortions in thinking are evident?
3. What prevention strategies reduce risky behaviors (sex; alcohol and other drugs) during adolescence?
4. What factors contribute to dropping out of school? How can we prevent students from doing so?

Chapter 12: Emotional and Social Development in Adolescence

1. Describe the process of developing an identity.
2. Describe Kohlberg's theory of moral development.
3. How do friendships change during adolescence?
4. How many teens are affected by depression and suicide? What preventive strategies work?
5. What predicts juvenile delinquent behaviors? What prevention and treatment strategies work?

Chapter 13: Physical and Cognitive Development in Early Adulthood

1. Describe why weight gain is more likely during early adulthood. What are the consequences associated with being overweight or obese? What weight reduction techniques work best?
2. What factors impact the career decision making process?

Chapter 14: Emotional and Social Development in Early Adulthood

1. Discuss Erikson's theory and the intimacy vs. isolation stage. What is the social clock and how does this impact development?
2. What factors contribute to attraction and relationship satisfaction? Describe Sternberg's triangular theory of love.
3. What does the research say about cohabitation?
4. How does divorce impact development?

Chapter 15: Physical and Cognitive Development in Middle Adulthood

1. What physical disorders are more prevalent in middle adulthood?
2. What cognitive changes take place during middle adulthood?

Chapter 16: Emotional and Social Development in Middle Adulthood

1. Describe Erikson's generativity vs. stagnation stage.
2. Describe self-concept during middle adulthood.
3. How do relationships change during this stage? Address family and friends.
4. What issues face the sandwich generation? How can we best assist this population?

Chapter 17: Physical and Cognitive Development in Late Adulthood

1. What are basic and instrumental ADLs? How can we assist individuals with being able to perform ADLs as independently as possible?
2. What physical disorders are most common in late adulthood? Describe how these disorders impact development.
3. What is dementia? How does it develop? What is the impact on the person and his or her family?

Chapter 18: Emotional and Social Development in Late Adulthood

1. Describe the integrity vs. despair stage in Erikson's theory.
2. What are the positive and negative consequences of retirement?
3. Why do we need to be concerned about suicide during late adulthood?
4. What living arrangement options exist for individuals in late adulthood?
5. Describe the different types of elder abuse. Why is elder abuse under-reported?
6. Explain why couples can have the highest marital satisfaction during late adulthood.

Chapter 19: Death, Dying, and Bereavement

1. Describe the stages of dying (Kubler-Ross). Discuss death anxiety.
2. Describe the stages of grieving.
3. Define the various types of euthanasia. Explain what issues are often debated with this topic.