



South Central College

PSYC 110 Lifespan Psychology

Course Outcome Summary

Course Information

Description	Lifespan Psychology is an introductory course examining human development across the lifespan, with emphasis on normal physical, cognitive and social development. (Prerequisites: Accuplacer Reading Comprehension Score of 78 or above or completion of READ 0090 with a grade of C or higher) (MNTC Goal Area 5: History/Social & Behavioral Sciences)
Total Credits	3
Total Hours	48

Types of Instruction

Instruction Type	Credits/Hours
Lecture	3/48

Pre/Corequisites

Accuplacer Reading Comprehension Score of 78 or above or completion of READ 0090 with a grade of C or higher

Institutional Core Competencies

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Course Competencies

1. Develop an understanding of the basic concepts and research methodologies used in the study of human development across the lifespan.

Learning Objectives

Explain the importance of studying life-span development.

Describe the history of the lifespan perspective and indicate how contemporary concerns have arisen from previous views.

Understand the three major developmental issues (nature and nurture, continuity and discontinuity, stability and change).

Define and distinguish between biological processes, cognitive processes, and socioemotional processes.

Understand research methods in psychology and appreciate the different research designs unique to developmental psychologists.

2. Demonstrate an understanding of the primary theories of development that influence the field of

developmental psychology and how they are evaluated.

Learning Objectives

Understand, compare, contrast, and apply key developmental theories including psychoanalytic, behavioral, cognitive, and sociocultural theories.
Evaluate evolutionary psychology's emphasis on the importance of adaptation with respect to explaining behavior.

3. Demonstrate an understanding of the nature of development as a pattern of movement or change occurring throughout the lifespan.

Learning Objectives

Understand the major developmental periods from conception to death.
Explain the difference between functional age and chronological age.
Understand developmental changes across the lifespan in hearing, pain, touch, smell and taste.
Compare sleep patterns across the lifespan.
Discuss changes in brain organization and structure throughout the life-span, including dendrite spreading and specialization in infancy, spurts of brain activity through early adolescence, and evidence for continued brain cell growth and rewiring in older adults
Describe the development of emotion and developmental changes in emotion throughout the lifespan.

4. Acquire an understanding of the basics of prenatal development and birth.

Learning Objectives

Understand the genetic foundations of life.
Explain heredity-environment interactions.
Describe the germinal, embryonic, and fetal periods of development.
Investigate teratology, hazards, and protective factors that may affect the unborn child during prenatal development.
Describe the basic stages of birth, childbirth strategies, and common measures of neonatal assessment.

5. Demonstrate an understanding of the major developmental changes in infancy.

Learning Objectives

Describe what reflexes are and how they govern newborn behavior.
Understand sensorimotor thought in the infant.
Discuss the development of gross and fine motor skills.
Describe the importance of attachment in infancy and early childhood, including measurement of attachment quality, correlates of attachment styles, and implications for relationships throughout the lifespan.

6. Acquire an understanding of the major developmental changes in early and middle childhood.

Learning Objectives

Understand preoperational thought in ages 2-4.
Understand concrete operational thought in ages 7 - 11.
Understand how the body grows and changes during childhood.
Discuss the focus in children's health on prevention and poverty, including immunization and accident prevention.

7. Demonstrate an understanding of the major developmental changes in adolescence.

Learning Objectives

Explain how adolescence is a critical juncture in health, particularly with respect to formation of good or bad health habits.
Understand the biological and emotional changes associated with puberty.
Consider aspects of the parent-adolescent relationship, including conflict, independence, and secure attachment.
Explain the development of the concept of "teenager" and how this group identity has evolved through U.S. history.
Explore formal operational through (ages 11-adult) and the ramifications of individual variation.

8. Acquire an understanding of the major developmental changes in early and middle adulthood.

Learning Objectives

Contrast primary and secondary aging and discuss lifestyle factors associated with secondary aging.
Discuss the various aspects of marriage, including recent trends, benefits, satisfaction, and motivation.
Explore the diversity of adult lifestyles including the myths and stereotypes of the single life, cohabitation myths, stepfamilies, and sexual orientation

Understand the current research on parenting and the impact of parenting styles on children.
Describe patterns of body growth and physical changes throughout the adult years, including peaks and declines.
Discuss adult cognitive developmental stages, including fluid/crystallized intelligence, problem solving, realism, pragmatic thinking, and postformal thought.

9. Demonstrate an understanding of the typical major developmental changes in late adulthood.

Learning Objectives

Describe the emerging group identity of "senior citizen" and how this group identity has evolved through U.S. history.

Consider various aspects of adult health and aging, including the increase in chronic disorders, proportions of older adults with robust health versus disabilities, and nursing home quality.

Explore myths and stereotypes of late adulthood.

Attain an understanding of the Successful Aging Paradigm.

Describe typical developmentally expected declines in physical ability, sensation, and cognition.

10. Demonstrate an understanding of the processes of death, dying and bereavement, including changes in the meaning of death across the lifespan.

Learning Objectives

Discuss death and dying within sociohistorical and cultural contexts.

Describe how individuals face their own death, focusing on Kubler-Ross' five stages of dying.

Discuss the diversity of coping with death within different cultures in the U.S. and around the world.

Explain how individuals cope with the death of someone else, including grief, elevating health risk factors, and forms of mourning.

11. Explore social factors and culture with respect to their impact on human development across the lifespan.

Learning Objectives

Describe how unequal power relations between genders contributed to differential development historically and perhaps in contemporary society.

Describe how unequal power relations between races may impact development.

Describe ageism and its impact in contemporary U.S. culture.

Discuss the potential impact of SES on cognitive development.

Discuss and describe the different values emphasized for family across cultures in the U.S., including new immigrant cultures.

SCC Accessibility Statement

South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations. North Mankato: Room B-132, (507) 389-7222; Faribault: Room A-116, (507) 332-7222.

Additional information and forms can be found at: www.southcentral.edu/disability

This material can be made available in alternative formats by contacting the Academic Support Center at 507-389-7222.