

THREE RIVERS COMMUNITY COLLEGE
Social Science Department
Life Span Development – CRN #10556; Psy K201, T3, Spring, 2015
Monday, Wednesday and Friday 10:00 – 10:50 a.m.
Room D221

Instructor: **Pam Kerouack-Warner, M.S., LPC**

Office hours: **Monday & Wednesday 11-11:50; Friday 3:30-4:30, Room D205W**

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Course description

This upper-level course provides an overview of the physical, psychosocial and cognitive development of humans from birth to death. There will be an emphasis on distinct time periods such as development of the fetus, infancy, childhood, adolescence, and young, middle and late adulthood as well as gerontology. We will focus on healthy development of the human within each time period.

Learning objectives

The course investigates the numerous facets of growth which contribute to an integrated, whole person. In addition, we will consider the developmental challenges faced by individuals moving toward maturity and through adulthood. You will learn the manner in which physical, cognitive and social factors interact to affect growth. It is expected that you will integrate your personal experiences with course materials to enrich your understanding of health. The course requires thoughtful understanding of the material presented and interaction amongst your classmates as we discuss varying viewpoints. It is essential that you use critical thinking skills to understand the impact of various choices and behaviors made throughout the life span. You will write an on-going journal assessing physical, psychosocial and cognitive impact on life development as well as compare information presented with information found in a book of your choosing.

Class time will be used in combinations of didactic lecture, small group work, film clips and experiential moments. Participation and attendance is expected as it enriches your experience and enhances understanding of the material.

Required reading

Experience Human Development, 12th Edition, Papalia, D. & Duskin Feldman, R. (McGraw-Hill, 2012)

Journal articles, books, etc. that will help inform your research project.

Grading:

4 exams (10 points each)	40%
Group work participation	10%
Research project	20%
Research project presentation	10%
"It's a new life" journal	20%

Participation

Your participation in the group discussions is essential in understanding the material and gaining perspective.

Exams

Exams are given on the dates indicated. You will not be able to make-up an exam once it's handed back unless I know beforehand of your absence and other arrangements have been made. You have my phone number and email should you need to discuss this further. I **will not** make exceptions to this policy as that would be unfair to all your classmates who are getting their work in on time.

Special needs

If you have difficulty with the course material, please see me. I would rather you take a few moments to talk with me than fall behind. If you have any learning difficulties, please contact a Learning Specialist or counselor in our counseling department. If you need any class or exam accommodations, please make sure you talk with the counseling department and obtain the appropriate accommodation request form and share that with me prior to the first exam.

Communication in class

Because we will be doing small group work, it is very important that we all follow basic communication etiquette. This requires you to listen respectfully when someone else is talking and request clarification as needed. You're encouraged to state your own thoughts and ideas but please understand that you offer one perspective -- there are others. If you take the time to listen, you may discover a new way of thinking about an issue. Please allow and encourage all classmates to share their thoughts. Be careful not to take over an entire discussion. Keep in mind, we're all at different developmental places; what might seem obvious to one is not to another. Please respect all levels of learning. In addition, this class is to educate, inform and discuss; it's not for personal therapy. If you have personal issues that you wish to further explore, please see a counselor or use our very, capable counselors in the counseling department.

Homework

You will be responsible for reading assigned materials and writing in your journal. You are expected to bring your journal to class and hand it in when requested. This is part of your class grade; late journal entries may be helpful to you but will not count toward your grade. Please come to class prepared so you can be an active participant in group discussion.

Research project

You will choose a topic relevant to the life span you are most interested in and fully explore it. For instance, you may find birthing fascinating. In which case, you may choose to research the birthing process and how it has changed through the ages. Or, you may find death and dying interesting so you research the practices of varied cultures. Please get approval on your research project. You will present a summary of your findings to the class.

“It’s a new life!” journal: During this class, you’ll consider major components of the conception and development of a human life. Questions posed in class will direct the entry you are to bring to your next class. For instance, you may need to write about attachment theory. This journal is a way to consider life stages as we take this new life from conception to death considering the impact of choices, behaviors and social circumstances. We’ll use this journal for class discussion, though you’ll only share what you feel comfortable sharing. I will check your journal periodically to insure completion of this assignment. Bring your journal to each class as it becomes the basis to our class discussion. Points are awarded for completion and understanding of the topic at hand.

GENERAL WEEKLY GUIDE

1/23/15	Introduction to class Overview of requirements
Week of 1/26/15	Chapter 1: The study of human development
Week of 2/02/15	Chapter 2: Theory and Research
Week of 2/09/15	Chapter 3: Beginnings; provide research topic
2/16/15	No class

2/18/15 **No class; designated research time**

2/20/15 **No class; Research time**

Week of
2/23/15 **Chapter 4 – Birth & Physical Development during the first three years**

Week of
2/30/15 **Chapter 5: Cognitive development during the first three years**

Week of
3/2/15 **Chapter 6; Psychosocial development during the first three years**

3/6/15 **Exam on chapters 1 through 6**

Week of
3/9/15 **Chapter 7; Physical and cognitive development in early childhood**
 Chapter 8; Psychosocial development in early childhood

Week of
3/16 **Spring Vacation. Be safe and enjoy!**

Week of
3/23/15 **Chapter 9; Physical and cognitive development in middle childhood**
 Chapter 10; Psychosocial development in middle childhood

3/27/15 **Exam on Chapters 7 through 10**

Week of
3/30/15 **Chapter 11 ; Physical and cognitive development in adolescence**

Week of
4/6/15 **Chapter 12; Psychosocial development in adolescence**

Week of
4/13/15 **Chapter 13; Physical & cognitive development in emerging and young adulthood**
 Chapter 14; Psychosocial development in emerging & young adulthood

4/17/15 **Exam on chapters 11 through 14**

Week of **Chapter 15; Physical and cognitive development in middle adulthood**
4/20/15 **Chapter 16; Psychosocial development in middle adulthood**

Week of **Chapter 17; Physical and cognitive development in late adulthood**
4/27/15 **Chapter 18; Psychosocial development in late adulthood**

Week of **Chapter 19; Dealing with death and bereavement**
5/4/15

5/7/15 **Exam on chapters 15 through 19**

5/11; 5/13 **Research project presentations**
5/15; 5/18

NOTES: