

**GROWTH & DEVELOPMENT (PSY 215-70)**  
**Session 2008B**

**Patricia Giacomini (Instructor)**

**Welcome to the course of Growth & Development or Lifespan Psychology.**

**Course Description:**

The study of the physical, psychosocial, and cognitive growth and development characteristics of the individual across the life span from before birth to death. Some focus is given to common behavioral problems of each stage of development.

- The **focus** of the course is on holistic growth and development characteristics which take place throughout the lifespan from before birth to death.
- Our **goal** is to develop and awareness and understanding of the **changes** which take place in a person throughout the lifespan from before birth to death.
- You will enjoy learning about the many topics in growth and development but we have such a short period of time to cover so much information; the lifespan..

**I would like for you to complete the following activities/assignments by the first night of class.**

1. Purchase the textbook and the **Growth and Development Notebook Binder** from the bookstore.
2. Review the syllabus, schedule and look over the notebook binder.
3. Read textbook chapter 1
4. Review the objectives in the notebook binder for chapter 1.  
Most of the objectives can be answered from the information in the text but some may need to be answered from other resources. **Do not become stressed if you cannot answer each objective. We will go over the information in class together.**
5. Answer as much of the information on pp. 6 to 16 in the notebook binder.  
Most of the information can be answered from the information in the text but some may need to be answered from other resources. **Do not become stressed if you cannot answer the requested information. We will go over the information in class together.**
6. **Review the research topics in the syllabus and consider one you would like to present to the class on a selected night in the session. This may be an individual or group presentation.**

You will find the textbook very student friendly. **Read and enjoy!!**

The first night of class, I would like for you to participate in the discussion of the information in Chapter 1.

**I look forward to seeing you Tuesday, March 4, 2008 at 6 p.m. in room D114.**

**Benedictine University  
SPRINGFIELD COLLEGE  
IN ILLINOIS**

**Session B, 2008**

**Class Location – D114**

**Class Meeting Time – 6pm – 10pm**

**Day of Week – Tuesday**

**Patricia A. Giacomini**

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**Office Hours – By appointment**

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**I. Course Title and Description**

**(Psy 215) Growth and Development (3)**

A study of the physical, psychosocial, and cognitive growth and development characteristics of the individual across the life span from before birth to death. Some focus is given to common behavioral problems of each stage of life.

**Prerequisites:** None

**II. Textbook:**

Poole, D.A., Nunex, N., Warren, A. (2007). The story of human development, 1st.ed., New Jersey: Prentice Hall Company

**Note Packet Binder** – Each student should purchase the **Growth & Development, Spring 2008**, note packet from the bookstore.

**III. Mission Statement**

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in the diverse world.

**IV. Goal, Objectives and Outcomes**

**A. Goals:. Upon completion of the course the student will:**

- \* Develop an awareness and understanding of the holistic growth and development characteristics of the person across the life span from before birth to death.
- \* Recognize common problems associated with each stage of development.
- \* Describe the changes in family relationships at various stages of development and how these changes emotionally affect the individual and other family members.
- \* Develop an awareness of the community agencies available to help individuals in the growth and development process across the life span.
- \* Understand the process to critically and ethically evaluate research information related to growth and development across the lifespan.

**B. Objectives. The following Common Student Learning Objectives (CSLOs) adopted Dec. 9, 2004, are addressed:**

- **Content Knowledge** (Lifelong Learning) CK.  
Know and apply the central concepts of the subject matter. CK-1  
Use current research to support assumptions and beliefs. CK-2  
Use technology to enhance learning CK-3
- **Communication Skills** (Lifelong Learning and Leadership) CS.  
Communicate effectively in oral and written forms. CS-1
- **Problem Solving Skills** (Lifelong Learning and Leadership) PS.  
Seek information and develop an in-depth knowledge base, grounded in research. (PS-2)  
Use self-reflection to enhance personal growth and understanding of content. (PS-3)
- **Social Responsibility** (Service and Leadership) SR.  
Evaluate how choices and actions affect others. SR-1  
Develop good citizenship. SR-3
- **Global Perspectives** (Diversity) GP.  
Recognize the importance of diversity of opinion, abilities and cultures. GP-1
- **Self-Direction and Personal Growth** (Lifelong Learning) SD.  
Develop a sense of intellectual curiosity. SD-1

**C. Course Based Student Learning Objectives.** Upon completion of the course, students will be able to demonstrate their mastery of the following learning outcomes, addressing the following CSLOs (in parentheses):

- **CBSLO-1.** To identify and compare the major biopsychosocial-moral research theories in the field of growth and development psychology. (CK-1, CK-2, CK-3, SR-1, PS-2, GP-1, SD-1)
- **CBSLO-2.** To compare the theoretical perspectives that have guided lifespan growth and development (biological, psychodynamic, psychosocial, behavioral, cognitive, humanistic and evolutionary. (CK-1, CK-3, SR-1, GP-1, SD-1)
- **CBSLO-3.** To discuss the major physical, mental, emotional social, and moral growth and development changes & possible problems of the individual in each of the life span stages. (CK-1, CK-2, CK-3, PS-3, SP-1, SP-3, GP-1, SD-1)
- **CBSLO-4.** Describe some major changes in family relationships at various stages and community agencies and groups which offer supportive resources. (CK-1, CK-3, CS-1, PS-3, SR-1, SR-3, GP-1, SD-1)
- **CBSLO-5.** To exercise critical thinking in the use of research study and evaluative skills in written and oral presentation, including the use of the World Wide Web for informative and peer-reviewed research and evaluating Web sites for content (CK-2, CK-3, CS-1, PS-2, SR-3, GP-1. SD-1).

## V. Teaching Methods/Delivery System.

Teaching methods may include lecture, class discussion, small group activities, student presentations, case study analysis and audiovisual material.

Although much material in this course is covered by the instructor in lecture format, it is the belief of this instructor that the student will benefit most by taking an active role in the process of learning. Student assignments and learning activities support this philosophy and are provided to enhance learning. Contact me if you have questions or comments and **please do not hesitate to ask for help.**

## VI. Course Requirements

### A. Attendance Policy - Attendance is important and will be recorded!!

Class attendance will impact your final grade! To avoid class disruption, students must be on time. If you are absent, notes are to be obtained from another student. The student should refer to the class schedule for assignments. If there are questions, the student should contact the instructor before the next scheduled class. (see page 1 of this syllabus for phone numbers)

### B. Reading Assignments – Please see course schedule/calendar for assignments.

It is expected that the student will have completed all assignments before coming to class, including reading assignments, and will be prepared to participate in class.

### C. Written and Oral Assignments -

#### \* Individual or Group Presentation

An individual or group presentation of research information on a selected topic of interest using some type of teaching technology such as PowerPoint is required. Current **research journal** references should be used and cited in the appropriate APA format. Depending on the size of the group, the presentation should be 20 to 30 minutes in length. A detailed written outline and a bibliography written in APA style is required. Please review the grading tool for the presentation assignment. (CBLSO 5)

#### Research Journals

Scholars publish most of their research in peer reviewed journals, which are the core information source in virtually every academic discipline. **The major sections of a scientific research article include an abstract, introduction, research literature review, research method, research results, discussion, and references**

#### \* Life Review Interview

A narrative audiovisual interview with someone very special to you in your life. This assignment should be 20 to 30 minutes in length. The tape/disk is to be submitted to the instructor on **Tuesday, March 04, 2008. Those submitted late will have 5 points deducted per day. Please review the grading tool for the Life Review Interview.** (CBLSO 5)

\* **Unit Tests:**

There are four unit tests and a cumulative final examination with a combination of multiple-choice and essay questions. All questions will evaluate the student's ability to identify, discuss and reflect on the course goals and objectives. (CBLSO 1,2,3,4,5)

**NOTE: If the student is absent for a test, a different, but equally valid, form of the test must be taken as soon as possible. If the student is absent for two tests, the student will be asked to withdraw from the course. REGARDLESS OF THE REASON FOR NOT TAKING A TEST ON THE DAY ASSIGNED, ALL EXTRA POINTS WILL BE FORFEITED FOR THAT TEST.**

**D. Professionalism:**

The student is expected to be considerate and respectful to others.

It is important to be accountable and demonstrate mature and professional behavior.

**VII. Means of Evaluation of Outcomes**

**Your final grade will be based on assignments weighted as follows:**

**Unit Test Grade Average ----- 70% Total Grade**

**Research Presentation Grade ---- 15% Total Grade**

**Life Review Interview -----15% Total Grade**

**The SCI's grade scale is as follows:**

**A = 100 – 89.50**

**B = 89.49 – 79.50**

**C = 79.49 – 69.50**

**D = 69.49 – 59.50**

**E = 59.49 -----**

***Plagiarism***

Students should avoid plagiarism in all written and oral assignments.

Plagiarism is defined as follows: "The act of appropriating the literary composition of another, or parts of passages of his [or her] writing, or the ideas of language of the same and passing them off as the product of one's own mind. To be liable for plagiarism it is not necessary to exactly duplicate another's literary work, it being sufficient if unfair use of such work is made by lifting of substantial portion thereof." Black's Law Dictionary 1035 (5<sup>th</sup> ed. 1979). Also useful to establish guidelines for delineating plagiarism is Diana Hacker's definition: "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (2) failing to put summaries and paraphrases in your own words." (A Writer's Reference by Diana Hacker, Bedford St. Martin's Press, 2003, page 331.) The SCI Student Handbook lists plagiarism as a serious breach of conduct standards and will result in disciplinary action.

### VIII. TENTATIVE SCHEDULE

The Schedule of assignments in the calendar below is tentative. Changes will be announced in class. It is the student's responsibility to make appropriate adjustments and to follow the schedule.

**GROWTH & DEVELOPMENT**  
**PSY 215-70 Tuesday 6pm – 10pm**

**SESSION B**  
**Spring 2008**

| <u>DAY</u>  | <u>WK</u> | <u>TOPIC</u>  | <u>REFERENCES</u>                                  |
|---|-----------|---|--|
| <b>UNIT I: THE BEGINNING OF LIFE</b>                      |           |   |  |
| 03/04   | 1         | Introduction and Objectives<br><br>Lifespan Development      Chap. 1<br>Terms<br>Research Methods<br>Approaches to Understand Development<br>Genetics (Biological Beginnings)<br>Audiovisual & Discussion | Syllabus<br>Pre-test<br><br><br>Chap. 2<br>Chap. 3 |
| 03/11   | 2         | <b>**Presentations</b><br>Prenatal Growth & Change<br>Birth of the Baby<br>Audiovisual & Discussion   | Chap. 3<br>Chap. 3                                 |
| 03/18   |           | <b>No Class – Spring Break</b>  |  |
| 03/25   | 3         | <b>**UNIT I TEST</b>  |  |
| <b>UNIT II: INFANCY, TODDLER-HOOD AND EARLY CHILDHOOD</b> |           |   |  |
|   |           | Review Unit I Test<br>Infant: Physical, Motor, Cognitive<br>& Psychosocial Development<br><b>Video – “Journey into Infancy”</b>   | Chap. 4, 5<br>Chap. 4,5,6                          |
| 04/01   | 4         | <b>**Presentations</b><br>Toddlerhood<br>Early Childhood<br>Audiovisual & Discussion  | Chap. 7, 8<br>Chap. 7, 8                           |

|              |          |   |              |
|--------------|----------|---|--------------|
| <b>04/08</b> | <b>5</b> | <b>**UNIT II TEST</b>   |              |
|              |          | <b>UNIT III: MIDDLE &amp; LATER CHILDHOOD<br/>&amp; ADOLESCENCE</b> |              |
|              |          | <b>**Presentations</b>  |              |
|              |          | Review Unit II Test   |              |
|              |          | Middle & Late Childhood   | Chap. 9, 10  |
|              |          | Adolescence   | Chap. 11, 12 |
|              |          | Behavior Disorders  | Handout      |
|              |          | Audiovisual & Discussion  |              |
| <b>04/15</b> | <b>6</b> | <b>**UNIT III TEST</b>  |              |
|              |          | <b>UNIT IV: EARLY, MIDDLE, AND LATER<br/>ADULTHOOD</b>              |              |
|              |          | Review Unit III Test  |              |
|              |          | Early Adulthood   | Chap. 13, 14 |
|              |          | Middle Adulthood  | Chap. 15, 16 |
|              |          | Audiovisual & Discussion  |              |
| <b>04/22</b> | <b>7</b> | <b>**Presentations</b>  |              |
|              |          | Later Adulthood   | Chap. 17,18  |
|              |          | Death & Bereavement   | Chap. 19     |
|              |          | Audiovisual & Discussion  |              |
| <b>04/29</b> | <b>8</b> | <b>**UNIT IV TEST</b>   |              |
|              |          | Review Test   |              |

## **IX. Americans with Disabilities Act (ADA)**

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class programs, activities, and services or to meet course requirements should contact the Director of the Resource Center as early as possible.

If documentation of the disability (either learning or physical) is not already on file, it may be requested. Once on file, an individual student's disability documentation is shared only at that individual's request and solely with the parties with whom the student wishes it shared. Requests are kept confidential and may be made by emailing [jtweedy@sci.edu](mailto:jtweedy@sci.edu) or calling (217) 525-1420, extension 291.

## **X. Assessment**

Goals, objectives, and learning outcomes that will be assessed in the class are stated in this syllabus. This instructor will use the pre-test/post-test, learning self-assessment tool, minute or "muddiest point" papers and/or other Classroom Assessment Techniques as deemed necessary in order to provide continuous improvement of instruction. Students are required to take part in all assessment measures.

## **XI. Illinois Articulation Initiative. PSY 215 has been approved by the Illinois Articulation Initiative as meeting the criteria stipulated for iTransfer Course (as follows)**

### **S6 902: Life-span Developmental Psychology (3 semester credits)**

A study of the neurobiological, physical, cognitive, social and emotional development of humans from conception through childhood adolescence, adulthood and old age. Emphasizes normal developmental stages and patterns of adjustment to differing life-time demands. The theories and principles of human development and examined in light of contemporary research.

### **Upon successful completion of the course students will be able to:**

- \* Develop an awareness and understanding of the holistic growth and development characteristics of the person across the life span from before birth to death.
- \* Recognize common problems associated with each stage of development.
- \* Describe the changes in family relationships at various stages of development and how these changes emotionally affect the individual and other family members.
- \* Develop an awareness of the community agencies available to help individuals in the growth and development process across the life span.
- \* Understand the process to critically and ethically evaluate research information related to growth and development across the lifespan.

**SOME SUGGESTED RESEARCH TOPICS  
(PSY 215)**

1. Parental Attachment
2. Father-Child Relationship – The Importance of the Father in the Family
3. Parental Deprivation – Separation, Divorce or Death
4. Punishment – Setting Limits and Obedience
5. Child Abuse – Emotional, Sexual or Physical
6. Sibling Rivalry
7. Dual Career Marriages
8. Parent Education
9. Adolescent Sexuality/Identity
10. Sex Education
11. Mid-Life Crises, Bereavement and Mourning
12. Single Parenting
13. PMS
14. Successful Aging
15. Job Attainment and Satisfaction in Life
16. Retirement: Men and Women
17. Theories of Aging
18. Intellectual Functioning in Middle and Later Years
19. Developing a Child's Potential
20. Breast Feeding vs Bottle Feeding
21. Teenage and/or Elderly Suicide
22. Parenthood

23. Mental Health in Specific Stages of Life
24. Adjustment in Marriages
25. Adjustment in Young Adulthood
26. Language Development and the Parent Role
27. Speech Problems
28. Learning Problems in Children
29. Behavioral Problems in Children
30. Genetic Counseling: Parental Influences on Development
31. Specific Genetic Conditions
32. The Biological, Sociological and Psychological Clock
33. The Process of Learning in Children
34. Sex and Gender Identity
35. Play; Stages and Safe Toys
36. Mainstreaming Handicapped Children: Outcomes and New Directions
37. The Development of Children's Friendships
38. Moral Development
39. The Day Care Generation
40. Amazing Minds of Infants
41. Language and Comprehension in Old Age
42. Stages Faith: The Quest for Meaning
43. Adjustment to Grandparenting in Today's Society
44. Lifespan Psychology in Cartoons and the News

## PRESENTATION GRADING TOOL

STUDENT \_\_\_\_\_ CLASS \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC \_\_\_\_\_

### 1. RESOURCES (On Day of Presentation) COMMENTS

- \*Submits typed bibliography on day of presentation (7) \_\_\_\_\_
- \*Submits typed outline on day of presentation (7) \_\_\_\_\_
- \*Cites resources & incorporates info from research (4) \_\_\_\_\_
- \*Submits at least 1 journal scientific research article (4) \_\_\_\_\_  
and at least 2 other informational articles (4) \_\_\_\_\_
- \*Submits complete articles with significant information (4) \_\_\_\_\_  
highlighted

**Total (30)** \_\_\_\_\_

### 2. INTRODUCTION OF SELF/TOPIC

- \*Introduction of Self & Presentation Topic to audience (2) \_\_\_\_\_
- \*Questions/Discussion By Audience (4) \_\_\_\_\_

**Total (6)** \_\_\_\_\_

### 3. PRESENTATION OF INFORMATION

- \*Creativity (2) \_\_\_\_\_
- \*Eye Contact With Audience (2) \_\_\_\_\_
- \*Appropriate Language; Speaks Loudly and Clearly (2) \_\_\_\_\_
- \*Uses Teaching Strategies (10) \_\_\_\_\_  
(power-point, DVD/video, chalk board, etc.)
- \*Appropriate Dress – No cap/hat (2) \_\_\_\_\_
- \*Appropriate Body Language & Manner (2) \_\_\_\_\_

**Total (20)** \_\_\_\_\_

### 4. ORGANIZATION AND INFORMATION

- \*Organization of Presented Information (5) \_\_\_\_\_
- \*Coverage of Topic (17) \_\_\_\_\_
- \*Applied Examples (5) \_\_\_\_\_
- \*Research Method (17) \_\_\_\_\_  
(Gives summarized information from research articles)

**Total (44)** \_\_\_\_\_

**Total Score** \_\_\_\_\_ **Grade** \_\_\_\_\_

Other Comments:

**STUDENT LIFE REVIEW INTERVIEW EVALUATION**

(Follow some of the suggested interview questions.)

**STUDENT'S NAME****Date****I. INTRODUCTION - VIDEO WITH (GIVE NAME & RELATIONSHIP)**Name & Relationship \_\_\_\_\_ **5 POINTS** \_\_\_\_\_**II. VIDEO PRODUCTION****CREATIVITY** \_\_\_\_\_ **5 POINTS** \_\_\_\_\_**APPROPRIATE LANGUAGE** \_\_\_\_\_ **5 POINTS** \_\_\_\_\_**APPROPRIATE BODY LANGUAGE** \_\_\_\_\_ **5 POINTS** \_\_\_\_\_**APPROPRIATE APPEARANCE** \_\_\_\_\_ **5 POINTS** \_\_\_\_\_**VOICE CLEAR AND LOUD** \_\_\_\_\_ **5 POINTS** \_\_\_\_\_**STABILIZED CAMERA** \_\_\_\_\_ **5 POINTS** \_\_\_\_\_**CLEAR & VISUAL PHOTOS/VIDEO** \_\_\_\_\_ **5 POINTS** \_\_\_\_\_**BACKGROUND MUSIC** \_(only over photos)\_ \_\_\_\_\_ **5 POINTS** \_\_\_\_\_**III. ORGANIZATION OF INTERVIEW QUESTIONS****CHILDHOOD EVENTS** \_\_\_\_\_ **15 POINTS** \_\_\_\_\_**ADULT EVENTS** \_\_\_\_\_ **15 POINTS** \_\_\_\_\_**PHILOSOPHY/VALUES IN LIFE** \_\_\_\_\_ **15 POINTS** \_\_\_\_\_**IV. TOTAL TIME OF VIDEO** \_\_\_\_\_ **10 POINTS** \_\_\_\_\_( At least 20 minutes long and no longer than  
40 minutes for one interview)**TOTAL POINTS** \_\_\_\_\_

COMMENTS:

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