

Syllabus PSYC&200-Online

LIFESPAN PSYCHOLOGY (5 credits)

Fall Quarter 2012

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PREREQUISITE: PSYC 100

TEXT: Belsky, J. (2010). Experiencing the life span (2nd ed.). N.Y.: Worth Publishers.

COURSE DESCRIPTION

This course is a survey of psychological changes (physical, social, emotional, and intellectual) from conception to senescence.

Learning Outcomes (at the end of this course students will be able to):

1. Compare and contrast stage theory, discussing continuity, stability, and chronology issues.
2. Identify the three major research methods: descriptive, correlational and experimental design and relate them to the unique challenges of developmental research.
3. Describe the interactions of genetics and environmental influences at each stage of the lifespan.
4. Compare and contrast the cognitive theory of Jean Piaget with the information processing theories of cognitive development.
5. Compare and contrast the psychosocial theory of Erikson with the psychosexual theory of Freud.
6. Articulate the prenatal health issues and birthing options as influences on prenatal development.
7. Apply knowledge of cross-cultural research to developmental differences across the lifespan.
8. Articulate common issues and perspectives, for each life stage in order to communicate effectively across the lifespan.

COURSE REQUIREMENTS

Readings : You are expected to read the assigned literature and review the weekly objectives.

Weekly Discussions: Topics are presented at the beginning of each week. Discussions are intended to increase your experience as a learning community and should deepen your understanding/thinking about the subject matter. Each weekly discussion will count 50 points. You may miss one full week of discussion. Total points possible for all discussions are 500 points (50x10=500). Specific details on how to write discussion responses are available under 'Instructions for Discussions' in the 'Getting Started' Folder.

Activity/ Assignment: The purpose of assignments is to give you an opportunity to apply knowledge to

real life situations. Detailed instructions will be provided for each activity. You need to complete and submit three written assignments during the quarter. Total points for assignments are 180 points (assignment 1=20 points, 2=80 points, 3=80 points). Assignments are due at the indicated dead-line and late papers will lose points (one day late: half a letter grade; two days late: one letter grade).

Quizzes: After completing a weekly module you have to take a short quiz of 20 multiple choice questions the following Monday and Tuesday. Each quiz will cover information pertaining to the module only. You may miss one quiz. Total points possible for quizzes is 270 points (30 x 9weeks= 270 points).

Quiz Rebuttal Policy: You may rebut, *in writing*, any question on any of the quizzes. Your rebuttals must include:

1. The complete question.
2. The option you chose.
3. Why you chose an incorrect option.
4. One reference from your textbook to support your argument.

Rebuttals are due within one week of the quiz being returned.

Final: The Final exam, given during finals week, will be comprehensive and will consist of 50 multiple choice and true/false items (50 points).

Make-up policy: Instead of a make-up you may miss one discussion week, and one weekly quiz.

Return of tests: Quiz results will become available Wednesdays after the quiz closes.

GRADING

Your final grade will be composed of nine quizzes (270 points = 27%), ten discussion topics (500 points=50%), three writing assignments (180 points = 18%), and the final (50 points = 5%). Total points possible = 1000.

Grading Scale: A : 93-100% = 930 - 1000 points

A-: 90-92 = 900 - 929

B+: 87-89 = 870 - 899

B : 83-86 = 830 - 869

B-: 80-82 = 800 - 829

C+: 77-79 = 770 - 790

C : 73-76 = 730 - 769

C-: 70-72 = 700 - 729

D+: 66-69 = 660 - 699

D : 60-65 = 600 - 650 F : below 600

Tentative SCHEDULE

Please check your weekly module online for any schedule changes or reading assignment changes!!!!

Week 1

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd.ed.). N.Y.: Worth Publishers. Chapter 1.
2. 'Getting Started' Folder
3. Shaw, B., Krause, N., Chatters, L., Connell, C. & Ingersoll-Dayton, B.: Emotional Support From Parents Early in Life, Aging and Health. *Psychology and Aging*. Vol. 19 (1) March 2004, pp. 4-12. (Available in your Week 1 module).

Discussion topics due Thursday: Basic issues.

Importance of contextual influences.

What is the significance of sensitive or critical periods.

Developmental research designs

Comparing theories

Writing Assignment 1: Student introduction, technical plan. Due Friday by midnight.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 2

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd.ed.). N.Y.: Worth Publishers. Chapter 2.

Discussion topics due Wednesday:

Significance of sexual reproduction and genetic diversity.

Relative influence of heredity and environment (behavioral genetics).

Studying heredity and environment.

The significance of touch for development.

Childbirth preparation and delivery methods.

Discussion Self-evaluation for your first week of discussion is due on Monday by midnight.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 3

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd ed.). N.Y.: Worth Publishers. Chapter 3, Chapter 5 pp. 138-144

Discussion topics: How important are the first three years for development (early exposure vs. life long learning.)

Brain development and plasticity

The significance of touch for development.

How to interpret developmental norms (motor development).

Sensorimotor development

Biosocial experiences.

Language development.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 4

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd ed.). N.Y.: Worth Publishers. Chapter 4, Chapter 6 pp.172-174, 178-190

Discussion topics: Temperament and its significance/ what is your temperament?

Emotional self regulation: strategies to encourage self-regulation.

The Strang Situation and attachment type.

Effects of early child care on attachment.

Gender differences in expression of aggression.

How to foster pro-social behavior.

Play and gender differences

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 5

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd ed.). N.Y.: Worth Publishers. Chapter 5 pp. 145- 167, Chapter 6 pp. 173-178, 191-197.

Discussion topics: Piaget preoperational and concrete operational thinking.

Vygotsky's cognitive theory: implications for child education.

Information processing in middle childhood and teaching/learning approaches.

Self-esteem: competencies and significant others.

Popularity and friendships.

Writing Assignment Observation: Gross and fine motor observation due Friday.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 6

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd ed.). N.Y.: Worth Publishers. Chapter 7.

Discussion topics: Intelligence testing: advantages and limitations

Math achievement across cultures.

The effects of grades on self-esteem. Normative vs. performance oriented
feedback?

Divorce: Should parents stay together for the sake of the children?

Parenting styles.

Child abuse.

Writing Assignment Observation: Attachment observation due on Friday by midnight.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 7

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd ed.). N.Y.: Worth Publishers. Chapters 8 and 9: Adolescence.

Discussion topics: Popularity and friendship.

Adolescent egocentrism.

Puberty and maturational patterns.

What about sex education?

HIV and teenagers.

Writing Assignment Observation: Seriation Assignment is due on Friday.

Weekly quiz: 20 questions will be given the following Monday and Tuesday .

Week 8

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd ed.). N.Y.: Worth Publishers. Emerging Adulthood: Chapter 10 and chapter 11 pp. 327-339.

Discussion topics:

- Finding a career.
- Identity development.
- Life-style choices (what makes marriage successful). Romantic relationships.
- Marriage.
- Social clock and its effects.
- Remarriage and step-parenthood.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 9

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd ed.). N.Y.: Worth Publishers. Emerging Adulthood: Chapters 11 pp. 340- 354 and chapter 12.

Discussion topics:

- Parenthood
- Postformal thinking and changes in intelligence.
- Work related changes
- Menopause and culture.
- Is there a midlife crisis?
- Generativity /Mentoring.
- Sandwich generation.

Writing Assignment Interview: Adolescent Friendships due Friday by midnight.

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 10

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd ed.). N.Y.: Worth Publishers. Later Life: Chapters 13 and 14.

Discussion topics: Implications of demographic changes (graying of the population).

Memory and lifelong learning.

Theories of aging.

Successful aging and retirement.

Living arrangements.

Age Discrimination

Physical aging and frailty

Dementias

Weekly quiz: 20 questions will be given the following Monday and Tuesday.

Week 11

Reading Assignment:

1. Belsky, J. (2010). Experiencing the life span (2nd ed.). N.Y.: Worth Publishers. Chapter 15: Death and Dying.

Discussion topics: Facing death and loss across the life span.

Cultural influences and the experience of death and dying.

Implications of death and dying for the medical profession.

Hospice care, palliative care.

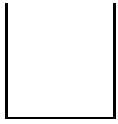
Writing Assignment Interview: Life review due Friday.

Final comprehensive exam: 50 questions will be given on Wednesday and Thursday, December 6 and 7.



If you have medical information to share with me in the event of an emergency, please contact me via email. Emergency preparedness is important!

If you need course modifications / adaptations or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC).



If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>