



**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Psychology 116  
**Descriptive Title:** Lifespan Development  
**Course Disciplines:** Psychology  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

This course examines physical, cognitive and psychosocial development throughout the human lifespan from conception to death. Special emphasis is placed on culture, family relationships, and the interplay of genes and environment. Attention is also devoted to the practical application of research findings to ongoing developmental issues.

**Conditions of Enrollment:**

**Prerequisite:** Psychology 101 or Psychology 101H with a minimum grade of C

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment

**Course Length:** X Full Term Other (Specify number of weeks):  
**Hours Lecture:** 3.00 hours per week TBA  
**Hours Laboratory:** 0 hours per week TBA  
**Course Units:** 3.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: 1/16/2001  
**Transfer UC:** X Effective Date: Fall 2002

**General Education:**

**El Camino College:**

**2C – Social and Behavioral Sciences – General**

**Term:** Other:

**5 – Health and Physical Education**

**Term:** Other:

**CSU GE:**

**D9 - Psychology**

**Term:** Fall 2002 Other:

**E - Lifelong Understanding and Self-Development**

**Term:** Fall 2002 Other:

**IGETC:**

**4I - Psychology**

**Term:** Fall 2002 Other:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **Logic of the Scientific Method:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and contrast specific research methods in the study of lifespan development (e.g., longitudinal, cross-sectional, sequential designs) as well as assess the strengths and weaknesses of each.
2. **Fundamental Principles:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify, explain, and compare these aspects of the major theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions.
3. **Everyday Application:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental lifespan principles (e.g., temperament, attachment, personality, parental style, milestones, interpersonal and familial relationships) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Compare and contrast the main focus, key concepts, and basic assumptions of the major theories of lifespan development.
2. Describe the steps of the scientific method and explain specific research methods used in the study of lifespan development.
3. Evaluate the bidirectional influences of genetic and environmental factors on various aspects of development.
4. Identify and appraise the influence of multiple contexts such as history, culture, and socioeconomic status on lifespan development.
5. Discuss the major developmental milestones of the prenatal periods and distinguish the specific effects of teratogens on each.
6. Discuss normative cognitive changes across the lifespan as suggested by Piaget and other developmental psychologists.
7. Outline the sequence of and influences on language development throughout the lifespan.
8. Describe gains and losses in intellectual functioning across the lifespan and explain factors that contribute to decline and thriving at each stage.
9. Trace the development of the brain from conception through the end of life, noting genetic and environment influences at different ages.
10. Assess the role of relationships with family and friends on the development of the individual.
11. Explain how research on temperament, personality, and attachment illustrate both stability and change in development.
12. Differentiate typical and atypical development across the lifespan.
13. Recognize how the physical, cognitive, and psychosocial domains of development interrelate.
14. Analyze the major psychological challenges of death, dying, and bereavement.

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	9	I	<b>I. Introduction (9 hours, lecture)</b> A. Studying Lifespan Development B. Theories of Development C. Genetics, Prenatal Development and Birth
Lecture	6	II	<b>II. The First Two Years of Life (6 hours, lecture)</b> A. Physical Development B. Motor Development C. Cognitive Development D. Language Acquisition E. Psychosocial Development
Lecture	6	III	<b>III. Early Childhood (6 hours, lecture)</b> A. Physical Development B. Motor Skill Development C. Cognitive Development D. Early Childhood Education E. Psychosocial Development F. Gender Development
Lecture	6	IV	<b>IV. Middle Childhood (6 hours, lecture)</b> A. Physical Development B. Cognitive Development C. Language Development D. Intelligence E. Family and Peer Relationships
Lecture	6	V	<b>V. Adolescence (6 hours, lecture)</b> A. Puberty B. Health C. Cognitive Development D. Moral Development E. Identity Development F. Social Relationships G. Sexuality
Lecture	6	VI	<b>VI. Early Adulthood (6 hours, lecture)</b> A. Physical Functioning B. Sexuality and Reproduction C. Cognitive Development D. Marriage, Divorce, and Remarriage E. Alternative Lifestyles F. Parenthood
Lecture	6	VII	<b>VII. Middle Adulthood (6 hours, lecture)</b> A. Physical Functioning B. Reproductive Change and Sexuality C. Intelligence D. Working E. Marriage and Divorce

Lecture	6	VIII	<b>VIII. Late Adulthood (6 hours, lecture)</b> A. Physical Functioning B. Health Behaviors C. Mental Health D. Relationships with Family and Friends
Lecture	3	IX	<b>IX. Dying, Death, and Bereavement (3 hours, lecture)</b> A. Attitudes Toward Death B. Caring for the Dying C. Bereavement
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Observe children and their parents interacting together in their own homes or at a playground, a mall, or a community event. (Ensure that you can remain unobtrusive.) In a three-page paper, record the interactions as well as the independent behaviors of the child for a specific period of time. In addition, analyze these behaviors in terms of one theory of development presented in class.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Review current issues of popular magazines for five articles relating to the physical and cognitive development of the infant. Analyze and answer the following questions for each article:
  1. Did you find that the article supported and added to the material from the text?
  2. Did you find that the article contradicted the text? If so, in what areas did the article contradict the text?
  3. Is the article reporting information discovered or developed since the text was published?
  4. Is the article based on inadequate research?
  
2. Adult thinking differs significantly from thinking in adolescence. Analyze one problem you are currently facing that is relatively complex, something that you are having difficulty deciding. Record your problem and answer the following questions:
  1. What aspects of your problem require you to engage in formal operational thought?
  2. What aspects can be identified as post-formal thinking?
  3. Where would this problem fit in Schaie's theory?
  4. Where in Kohlberg's hierarchy would you place the projected solutions to your problem? Where in Gilligan's stages?
  5. If you lived in a different culture, how would you approach your problem? How might the culture influence your solution?

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Objective Exams  
Reading reports  
Written homework  
Term or other papers  
Multiple Choice  
Completion  
Matching Items  
True/False

**V. INSTRUCTIONAL METHODS**

Lecture  
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study  
Answer questions  
Required reading  
Problem solving activities  
Written work  
Observation of or participation in an activity related to course content

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Denise Boyd, Helen Bee. Lifespan Development. Allyn & Bacon, 2019.  
Kathleen Berger. Invitation to the Lifespan. Worth, 2019.

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Psychology-101	Sequential
Course Prerequisite Psychology 101H	Sequential

### B. Requisite Skills

Requisite Skills
<p>Knowledge of the steps of the scientific method. PSYC 101 Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p> <p>PSYC 101H Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p>
<p>Knowledge of basic brain functions. PSYC 101 Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics.</p> <p>PSYC 101H - Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics.</p> <p>PSYC 101 Differentiate between sensation and perception and identify the processes by which organisms recognize, organize, and make sense of stimuli in their environment.</p> <p>PSYC 101H Differentiate between sensation and perception and identify the processes by which organisms recognize, organize, and make sense of stimuli in their environment.</p>
<p>Knowledge of human cognition. PSYC 101 Examine human cognition, focusing on memory, intelligence, and language, as well as the common errors of human thought processes.</p> <p>PSYC 101H Examine human cognition, focusing on memory, intelligence, and language, as well as the common errors of human thought processes.</p> <p>PSYC 101 - Describe the forces that motivate human behavior, such as instincts, drives, and needs. PSYC 101H - Describe the forces that motivate human behavior, such as instincts, drives, and needs.</p>
<p>Knowledge of personality theories. PSYC 101 - Compare and contrast the major theories of personality and describe and explain methods of assessing personality. PSYC 101H - Compare and contrast the major theories of personality and describe and explain methods of assessing personality.</p>

**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
English 1	<p><b>Category:</b> Course  <b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.</p>
Eligibility for English 1A or qualification by appropriate assessment	<p><b>Category:</b> Non-Course  <b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.</p>

**D. Recommended Skills**

Recommended Skills
<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and papers.</p> <p>ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Michael Wynne and Edward McCrary on 09/01/2000.

BOARD APPROVAL DATE: 01/16/2001

LAST BOARD APPROVAL DATE: 03/23/2020

Last Reviewed and/or Revised by: Michael Wynne on 12/01/2019

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