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Semester effective: Fall 2021
Textbook update: Fall 2023

Psychology (PSYC) 2080 Introduction to Lifespan Psychology (3 Units) CSU: UC

Advisory: Eligibility for English 1500 strongly recommended

Hours and Units Calculations:

48 hours lecture. 96 Outside of Class Hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems. C-ID: PSY 180

Type of Class/Course: Degree Credit

Text:

Berk, Laura E. *Exploring Lifespan Development*. 4th ed. Pearson. 2018.

[Lally, Martha, Valentine-French, Suzanne. *Lifespan Development: A Psychological Perspective*. 2nd Edition : Lally, Martha and Valentine-Fench, Suzanne, 2019.](#)

Additional Required Materials: None

Course Objectives:

At the end of this course, a successful student will be able to:

1. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them),
2. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context,
3. Identify biological, psychological, and sociocultural influences on lifespan development,
4. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan,
5. Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives,
6. Identify and describe the techniques and methods used by developmental psychologists to study human development,
7. Identify and describe classic and contemporary theories and research in lifespan psychology,
8. Describe the developing person at different periods of the lifespan, and
9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process

Course Scope and Content:

Unit I Introduction

- A. Definitions and controversies of human development
 - a) traditional vs lifespan
 - b) continuous vs discontinuous
 - c) nature vs nurture
- B. The Scientific Method
 - a) Techniques and methods used by developmental psychologists to study change over time
- C. Theories and approaches to understanding biological, psychological, and sociocultural influences on lifespan development
 - a) Understand human development in a biopsychosocial context
 - b) Compare and contrast theories
 - c) Applying theory of development and psychological research to real world problems and issues across the lifespan

Unit II Classical and contemporary developmental theories

- A. Psychodynamic theories
- B. Behavioral theories
- C. Contextual theories (e.g., sociocultural)
- D. Cognitive and Social Cognitive theories

Unit III Genetics

- A. Genes, chromosomes and genetic transmission
- B. Genetic and chromosomal disorders

Unit IV Prenatal Development and Birth

- A. Stages of prenatal development and birth (labor)
- B. Effects of the environment on prenatal development
- C. Neonatal testing and competencies

Unit V Physical, cognitive, and psychosocial development based on psychological perspectives

- A. During infancy
- B. During early childhood
- C. During middle childhood
- D. During adolescence
- E. During early adulthood
- F. During middle adulthood
- G. During late adulthood
- H. Dealing with death and dying

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering required questions
3. Completing required reading
4. Writing summary papers
5. Conducting observations



6. Completing required projects
7. Reading, summarizing, integrating, or conducting research

Methods of Instruction:

Lectures

1. Discussions
2. Visual presentations
3. Group projects
4. Worksheets
5. Questions

Methods of Evaluation:

1. Substantial writing assignments, including:
 - a. summarizing research findings
 - b. integrating research findings
2. Short writing assignments, including:
 - a. essay exams
 - b. application, reflection, and/or opinion essays
3. Other examinations, including:
 - a. multiple choice
 - b. true/false items
4. Skill Demonstration
 - a. oral/written presentations
 - b. observations and interviews

Supplemental Data:

T.O.P. Code:	200100 Psychology, general
Sam Priority Code:	E: non occupational
Distance Learning	Online; Offline
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable



TAFTCOLLEGE

Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes
Discipline:	Psychology