

# Dakota County Technical College

## PSYC 1350: Lifespan Development

### A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity

This psychology course is an introduction and overview of the scientific study of development throughout the life span from prenatal through old age, death, dying and bereavement from a developmental perspective.

Prerequisites: None.

Meets MnTC Goal 5 and MnTC Goal 7

### B. COURSE EFFECTIVE DATES: 08/24/2009 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Causes, Treatment, Diagnostics
2. Cultural Perspectives
3. Define Abnormal Behavior
4. Disorder Characteristics
5. Disorder Classification
6. Historical Perspectives
7. Legal and Ethical issues

#### **D. LEARNING OUTCOMES (General)**

1. Identify and understand the contribution of major theories that influence human behavior from a developmental perspective
2. Explore contributions to developmental theory made by women and other minority cultures
3. Understand the life span development perspectives related to quality of life and life expectancy
4. Understand the link between psychosexual and psychosocial theory and their implications for human development
5. Understand stages of psychosocial development, tasks and crises of the life stages and identify strategies for coping with development
6. Identify biological psychological and social factors that contribute to longevity from a multicultural perspective
7. Understand the interplay between genetics and behavior relative to prenatal development and the impact of culture on ones view of pregnancy
8. Identify the developmental tasks during infancy including the nature of objects and their categorization
9. Identify developmental tasks during toddlerhood, including language development and the impact of fantasy play
10. Identify the developmental tasks of early school age children, including gender identification, roles and gender role standards
11. Understand the concept of moral development and psychosocial crises over the life span and identify gender differences in conceptualizing moral and psychosocial development
12. Identify developmental tasks in middle childhood and the influence of family and friendship on development
13. Identify the developmental tasks in early and late adolescence and understand the impact of peer groups and the integration of gender identity
14. Identify developmental tasks during early adulthood and explore the development of intimate relationships
15. Identify major issues that threaten inner, familial, and societal peace, including domestic violence, war and the perceived threat of terrorism and its impact on behavior and decision making
16. Understand middle adulthood from a stage and state perspective and identify problems facing adults, including the balance of work, family and community involvement and identify diverse problems and opportunities experienced from a gender and cultural perspective
17. Identify the concerns of people in the later adulthood stages from a psychosocial perspective and explore differing cultural views of the value of older adults
18. Explore reasons for the gender gap in very old age adults and understand the impact of physical fitness on cognitive abilities in this stage
19. Explore and understand the purpose of advanced healthcare directives and examine issues faced prior to and during the process of death from a multicultural perspective
20. Identify issues faced after the death of a loved one, including grief and bereavement

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Use and critique alternative explanatory systems or theories.
3. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 07 - Human Diversity

1. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
2. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
3. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted