

Course Objectives/Course Outline
Spokane Community College

Course Title: Conception-Adolescent Developmental Psychology
Prefix and Course Number: PSYCH 210

Course Learning Outcomes:

By the end of this course, a student should be able to:

- Describe objective methods and skills for observing human behavior.
- Describe the various domains of human development including physical, cognitive and psychosocial development and their respective research studies, theories and practices.
- Examine the causes of developmental change and reasons for disturbances in the developmental process.

Course Outline:

Examine the causes of developmental change and reasons for disturbances in the developmental process.

- I. INTRODUCTION: History, Theory, and Research Methods
 - A. Basic Issues in Developmental Psychology
 - B. Historical Foundations
 - C. Theoretical Perspectives
 - D. Research Methods in Developmental Psychology
 - E. Ethics in Developmental Research
- II. Biological and Environmental Foundations
 - F. Biological Foundations
 - G. Environmental Foundations
 - H. Relationship between Heredity and Environment
- III. PRENATAL DEVELOPMENT, BIRTH PROCESS
 - A. Prenatal Development
 - B. Prenatal Environmental Influences
 - C. Childbirth process
- IV. INFANCY AND TODDLERHOOD
 - A. Physical Development in Infancy and Toddlerhood
 - B. Newborn Baby's Capacities
 - C. Body Growth
 - D. Brain Development
 - E. Motor Development
 - F. Perceptual Development
- V. Cognitive Development in Infancy and Toddlerhood
 - A. Piaget's: Sensorimotor Stage
 - B. Information Processing

- C. Language Development
- VI. Emotional and Social Development in Infancy and Toddlerhood
 - A. Erikson's Theory: Trust vs. Mistrust; Autonomy vs. Shame and Doubt
 - B. Emotional Development
 - C. Temperament
 - D. Development of Attachment
Self-Development
- VII. EARLY CHILDHOOD: TWO TO SIX YEARS
 - A. Physical Development
 - B. Body Growth
 - C. Brain Development
 - D. Influences on Physical Growth and Health
Motor Development
- VIII. Cognitive Development
 - A. Piaget's Theory: The Preoperational Stage
 - B. Vygotsky's Sociocultural Theory
 - C. Information Processing
 - D. Language Development
- IX. Emotional and Social Development
 - A. Erikson's Theory: Initiative versus Guilt
 - B. Self-Understanding
 - C. Emotional Development
 - D. Peer Relations
 - E. Moral Development
 - F. Gender
 - G. Parenting and Emotional and Social Development
- X. MIDDLE CHILDHOOD: SIX TO ELEVEN YEARS
 - A. Physical Development
 - B. Body Growth
 - C. Health Problems
 - D. Motor Development and Play
- XI. Cognitive Development
 - A. Piaget's Theory: The Concrete Operational Stage
 - B. Information Processing
 - C. Language Development
- XII. Emotional and Social Development
 - A. Erikson's Theory: Industry versus Inferiority
 - B. Self-Understanding
 - C. Emotional Development
 - D. Moral Development
 - E. Peer Relations
 - F. Gender
 - G. Family Influences
- XIII. ADOLESCENCE
 - A. Physical Development

- B. Conceptions of Adolescence
- C. Puberty
- D. Health Issues
- XIV. Cognitive Development
 - A. Piaget's Theory: The Formal Operational Stage
 - B. Information-Processing
 - C. Sex Differences
 - D. High School and Learning
- XV. Emotional and Social Development
 - A. Erikson's Theory: Identity versus Role Confusion
 - B. Self-Understanding
 - C. Moral Development
 - D. Gender
 - E. Sexual Identity
 - F. Ethnic Identity
 - G. The Family
 - H. Peer Relations
 - I. Problems