RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE  

PSYC – 215 DEVELOPMENTAL PSYCHOLOGY

I. BASIC COURSE INFORMATION

A. Course Number & Title:  PSYC 215 Developmental Psychology
B. Date of Revision:    Spring 2007
C. Sponsoring Department:  Humanities, Social Sciences and Education
D. Semester Credit Hours:   3.0
E. Weekly Contact Hours:  Lecture 3.0
F. Prerequisite:    PSYC 103 Introduction to Psychology
G. Laboratory Fees:    None

II. CATALOG DESCRIPTION

Prerequisite:  PSYC 103  Introduction to Psychology
This course is focused on normal psychological development throughout the lifespan, including the biological, interpersonal and cultural factors which affect it.

III. STATEMENT OF COURSE NEED

Developmental Psychology is a standard psychology course.

IV. PLACE OF COURSE IN CURRICULUM

A.  
   • Social Science elective.
   • Elective

B. Developmental Psychology is a standard course offered in Psychology Departments and students should experience little difficulty with transfer.

V. OUTLINE OF COURSE CONTENT


• Introduction to Developmental Psychology (i.e. historical perspective, research methods)
• Major Developmental Theories
• Genetics and Prenatal Development
• Normal Birth Process and the Newborn (competencies and capabilities)
• Infancy (Physical, Cognitive and Psychosocial Development)
• Preschool (as above)
• Middle Childhood (as above)
• Adolescence (major topics include; physical maturation, identity development, and peer relationships)
• Early Adulthood (major topics include; love, intimacy, career, and stress)
• Middle Adulthood (major topics include; physical well-being, changing familial relationships, )
• Late Adulthood (major topics include; physical changes, cognitive continuity and change, social relationships)
• Death and Dying (overview of major theorists and considerations)

VI. EDUCATIONAL GOALS AND STUDENT LEARNING OUTCOMES

EDUCATIONAL GOALS

Students will:

1. To develop the ability to think critically about major issues and controversies related to human development (G.E. 1).
2. To understand human development from multiple theoretical and historical perspectives (G.E. 4).
3. To identify and critically evaluate ethical issues related to the care and development of individuals across the lifespan, as well as ethical issues related to psychological research (G.E.5).
4. To develop an appreciation of both group and individual differences as they pertain to human development, including the impact of culture, race, gender, religion, and socioeconomic status (G.E. 6).
5. To develop a basic understanding of research methods and the interpretation of quantitative results, such as correlation. (G.E. 7)

LEARNING OUTCOMES

The student will be able to:

1. compare/contrast the major psychological theories of development.
2. describe the interplay between biological, social, and cognitive factors in shaping human development
3. identify major developmental milestones and normative behavior at each stage of development.
4. differentiate between group and individual differences that shape human
development.

VII. MODES OF TEACHING AND LEARNING

The Instructor may use any or all of the following:

- lecture/discussion
- student collaboration
- small-group work
- guest speakers
- student oral presentations, individual or group
- educational videos, documentaries, and movies
- journal articles and other source material
- Service Learning (volunteer experience)

VIII. PAPERS, EXAMINATIONS, AND OTHER ASSESSMENT INSTRUMENTS

The Instructor may use any or all of the following:

- multiple choice exams
- essay exams
- personal reflection papers
- research paper
- brief field experience paper integrating observations and relevant literature
- book review/analysis
- Service Learning option, if offered, may include:
  - site description paper
  - supervisor evaluation
  - journal of experiences and field notes
  - paper integrating field notes and relevant literature

IX. GRADE DETERMINANTS

- Approximately four exams
- Research paper
- Homework assignments

X. TEXTS AND MATERIALS
The Instructor may use any or all of the following:

- Textbook in current use:
- Additional book for review/analysis paper
- Journal articles
- Film and video
- Web sources

**XI. RESOURCES**

None