Course Outline of Record Report
10/07/2021

PSYCC181 : Lifespan Development

General Information

Author:	-
Course Code (CB01) :	PSYCC181
Course Title (CB02) :	Lifespan Development
Department:	Social Science
Proposal Start:	Fall 2013
TOP Code (CB03) :	(2001.00) Psychology, General
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000569040
Curriculum Committee Approval Date:	10/02/2015
Board of Trustees Approval Date:	11/03/2015
External Review Approval Date:	12/17/2015
Course 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.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Counseling • Psychology
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

• Letter Grade Methods
• Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge	**Retake Policy Description**	☑ Allow Students To Audit Course
No value	Type:|Non-Repeatable Credit	
Course Support Course Status (CB26)		
No value		

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Human Services	A.S. Degree Major	Summer 2018
CC Human Services Worker COA	Certificate of Achievement	Summer 2018
CC Liberal Arts: Social & Behavioral Sciences	A.A. Degree Major	Summer 2018 to Fall 2020
CC Psychology for Transfer	A.A. Degree for Transfer	Spring 2018
CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree	A.A. Degree Major	Fall 2020
CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 2.1	Social & Behavioral Sciences Social	Approved	No value	No Comparable Course defined.

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area D.9	Social Sciences Psychology	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 4.I	Social and Behavioral Sciences Psychology	Approved	No value	No Comparable Course defined.

Units and Hours:

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0

Course In-Class (Contact) Hours

Lecture	0
Laboratory	0
Activity	0
Total	54

Course Out-of-Class Hours

Lecture	0
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGLC070 - Introductory Composition

Students are expected to read and comprehend college-level texts explaining complex psychological research. In addition, they must critically analyze scholarly articles for written assignments. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The ENGL C70 prerequisite ensures students have the skills necessary for

success in these assignments.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Presentations (by students)
Rationale	No value

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	In-class writing
Rationale	No value

Methods of Instruction	Instruction through examination or quizzing
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	Guest Lecturers
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Methods of Instruction	Audiovisual
Rationale	No value

Assignments

Reading - Assigned readings from text book, example: Read pages 178 - 204 in your text. Pay close attention to the sections on the development of attachment in infants and be ready to discuss it in class."
Research paper - 1500 word research paper on an assigned topic, critical analysis of the research based on scientific method and psychological theory and sound reasoning in supporting or refuting a particular psychological perspective on the topic assigned.

Methods of Evaluation	Rationale
Research Paper	B. Research paper that requires students to critically evaluate life-span data, analyze theory and use current research along with historical and current theory to explain and support their own perspective on issues relevant to their own lives. Scored with a rubric
Project	C. Group projects and presentations that allow students to work with others in assigned groups to present their perspective of a developmental stage as explained from a comprehensive life-span developmental perspective.
Tests	A. Exams and quizzes that allow students to demonstrate their knowledge of development across the life-span, identify major theorists, distinguish between theory and application, and match theorists to their theory.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN

Robert V. Kail. (2016) Human
Development: A Life-Span View,
7th, Wadsworth Publishing

John Santrock. (2013) Essentials
of Life-Span Development, 3rd,
McGraw-Hill Education

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).

Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.

Identify biological, psychological, and sociocultural influences on lifespan development.

Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.

Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.

Identify and describe the techniques and methods used by developmental psychologists to study human development.

Identify and describe classic and contemporary theories and research in lifespan psychology.

Describe the developing person at different periods of the lifespan.

Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

CSLOs

Analyze elements of a scientific approach to understanding human development in a biopsychosocial context. Expected SLO Performance: 70.0

Social Science Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and apply the Scientific Method used by social scientists to study human behavior.
Social Science Psychology AA Degree for Transfer	3. The student will be able to evaluate psychological data and apply the scientific method to psychological theory. Assessment:The student will complete a research project scored by a rubric.
Social Science IGETC PLOs	Describe the method of inquiry used by the social and behavioral sciences.
Social Science PLOs for CSU GE COA	Describe the method of inquiry used by the social and behavioral sciences.

Identify and describe biological, psychological, and sociocultural influences on lifespan development at different periods of the lifespan.
Expected SLO Performance: 70.0

Social Science Psychology AA Degree for Transfer	2. The student will be able to compare and contrast the major theoretical perspectives in psychology. Assessment:Examination through the use of multiple choice and short answer.
	1. The student will be able to apply psychological principles to the development of interpersonal, social, and occupational skills. Assessment:Examination through the use of multiple choice and short answer.
Social Science Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.
Expected SLO Performance: 70.0

Describe and compare theories and research in lifespan psychology, including techniques and methods used by developmental psychologists to study human development.
Expected SLO Performance: 70.0

Social Science Psychology AA Degree for Transfer	2. The student will be able to compare and contrast the major theoretical perspectives in psychology. Assessment:Examination through the use of multiple choice and short answer.
	3. The student will be able to evaluate psychological data and apply the scientific method to psychological theory. Assessment:The student will complete a research project scored by a rubric.

Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.
Expected SLO Performance: 70.0

Outline

Course Outline

1. Thinking about human development
 a. Contemporary framework of biopsychosocial approaches
 b. Definitions and controversies
  i. Traditional versus lifespan
  ii. Continuous versus discontinuous
  iii. Nature versus nurture
 c. Techniques and methods used by developmental psychologists to study human development

2. Developmental theories
  a. Psychodynamic
  b. Cognitive theories
  c. Learning Theories
  d. Contextual theories (e.g.; sociocultural)
  e. Humanistic; contextual theories
3. Research in human development
  a. Scientific approach
  b. Research application to real world problems and issues across the lifespan
4. Influence of genetics
  a. Genes; chromosomes and genetic transmission
  b. Genetic and chromosomal disorders
5. Prenatal period and birth
  a. Stages of prenatal development and birth
  b. Effects of the environment on prenatal development
  c. Neonatal testing and competencies
6. Sequence of physical; cognitive and psychosocial development across the life span and potential developmental problems
  a. Infancy
    i. Physical; perceptual and motor development
    ii. Attachment/Bonding
    iii. Problems of infancy: lack of bonding; separation anxiety; nutritional deficits
  b. Early childhood
    i. Emergence of Thought and Language
    ii. Socioemotional Development
    iii. Gender roles and gender identity
    iv. Child abuse and neglect
  c. Middle childhood
    i. School; organized play; and the development of interest and skills
    ii. Typical problems of family; school; and self (bullies and victims)
    iii. Educational assessment and intervention (learning problems)
  d. Adolescence
    i. Puberty
    ii. Identity and role experimentation
    iii. Problems of adolescence: the quest for independence related to drugs; alcohol; and delinquency: adolescent suicide
  e. Early adulthood
    i. Physical and health issues
    ii. Cognitive development and moral reasoning
    iii. Mastering independence and interdependence
    iv. Occupation selection and development
  f. Middle adulthood
    i. Physical changes and health
    ii. Marriage; divorce; and remarriage; "Midlife crisis"
    iii. Cognitive processes
    iv. Occupational transitions and work problems
  g. Late adulthood
    i. Demographics of aging
    ii. Physical changes and health issues
    iii. Cognitive processes
    iv. Facing one's own death
7. Death and Dying
  a. Losing a life partner
  b. Kubler - Ross stages

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Online All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums, such as Front Page, Web Board, or Moodle. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

forums
message
chat
email
face2face
discussion
phone
itv

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
LMS
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

class_size iTV