

**Psychology 207  
Life-Span Development  
Moravian College  
Fall 2010**

---

**Faculty:** Susan Scholtz, RN, PhD  
Associate Professor of Nursing  
Hamilton 100  
610-625-7768  
[scholtz@moravian.edu](mailto:scholtz@moravian.edu)

**Class Time:** MW 8:55 -10:05 am  
**Office Hours:** MW 10:15 - 12:15 pm  
By appointment as needed

---

**Course Goal**

Life-Span Development focuses on the study of individual development as a life-long process. Representative theories, research, and controversial issues on conception and birth, infancy, childhood, adolescence, adulthood, and old age are examined. Biological, cognitive, social, and emotional aspects of development will be explored. The major focus of the course is to help the student gain insight into the multidimensional process of aging.

**Specific Course Objectives**

- To introduce the subject matter of the human being from conception through old age.
- To explore a number of current social and ethical issues which are a part of current life-span development.
- To encourage application of cognitive, psychosexual, psychosocial, and moral theories to understand growth and development across the lifespan.
- To expose the latest findings in developmental psychology in order to understand issues unique to each stage of development.
- To stimulate and challenge critical thinking and discussion among class participants.

**Required Reading**

Berk, L. (2010). *Development through the Lifespan*. Boston: Allyn and Bacon.

Readings as assigned.

**Course Grade Analysis**

1. Exams: Students will complete 3 unit examinations each worth 60% of the total grade. There is No comprehensive final examination in this course.
2. Book Analysis: Students will select a book that addresses a common adolescent problem and complete a written assignment that enables the student to correlate theory with behaviors. 20%

- *Please stop laughing at me: A woman's inspirational story.* Jodee Blanco.
  - *Queen Bees and Wanna Bees.* Rosalind Wiseman
  - *Odd Girl Out: The Hidden Culture of Aggression in Girls.* Rachel Simmons
  - *From Binge to Blackout: A Mother and Son Struggle with Binge Drinking.* Chris Volkman, Edward Malloy and Cardwell Nuckols.
  - *Will I Ever Be Good Enough?: Healing the Daughters of Narcissistic Mothers.* Karyl McBride
3. Healthcare Developmental Issues: Each student will be assigned to a developmental group and select a peer reviewed research article. The student will write a synopsis of the findings and present the information to the class during the appropriate class time. 10%
4. Class participation/submission of class assignments. This is worth 10% of the grade.

**Class Participation:** Class attendance is required. Students are expected to be prepared for all class meetings; that means having completed assignments prior to attending class. Please arrive promptly in order to avoid distractions to other students. There are no excused absences in the course. Points will be deducted for any absence.

**Classroom Etiquette:** In order to promote full engagement, cell phones will be silenced and turned off. Students who chose to use a cell phone (i.e. texting) during the class period will be asked to leave and receive an unexcused absence. Students should arrive promptly and refrain from leaving the classroom during the 70 minute class.

**Inclement Weather:** College policy will be followed relative to inclement weather. Please check the College web-site or call (610) 625-7995 for any announcements relative to weather and the cancellation of class.

**Learning Disability Accommodations:** Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (extension 1510). Students who wish to request accommodations for support of other disabilities should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

**Academic Honesty:** Plagiarism and cheating will not be tolerated. Plagiarism is the use of someone's work and the misrepresentation of the work as your own. Examples of plagiarism is failure to properly cite an author's work; using the author's words/thoughts as one's own; purchasing a paper from a professional service; using illustrations without citation etc. If uncertain about what constitutes plagiarism, it is the student's responsibility to seek clarification from the professor, librarian, or the Writing Center. Because of the no tolerance policy, ignorance of the policy is not acceptable. If there are grounds for suspicion of plagiarism, the assignment will be forwarded to the Dean for Academic Affairs. Please review Moravian College's policy on academic honesty found in the Student Handbook.

DATE	TOPIC	READINGS*
<b>Week #1</b>		
<b>8/30, 9/1</b>	Course Overview 1. Major Periods of Development 2. Influences on Development 3. Overview of Theories <ol style="list-style-type: none"> <li>Freud</li> <li>Erikson</li> <li>Piaget</li> <li>Kohlberg</li> <li>Vygotsky</li> <li>Bandura</li> </ol> 4. Research Across the Lifespan: Protecting Vulnerable Populations	Read: Berk: Chapter 1  Video: <i>My Sister's Keeper</i> Be prepared to discuss select ethical principles and exemplars of violation of these principles in vulnerable population.
<b>Week #2</b>		
<b>9/6</b>	No Class/Labor Day	
<b>9/8</b>	Research Across the Lifespan (cont)	Class discussion of <i>My Sister's Keeper</i> as it relates to ethical principles and vulnerable populations
<b>Week #3</b>		
<b>9/13, 9/15</b>	Genetic Foundations Reproductive Choices Infertility	Read: Berk: Chapter 2 Video: <i>Miracle of Life</i> Be prepared to discuss "Reflection Question," Berk, p 75
<b>Week #4</b>		
<b>9/20, 9/22</b>	Prenatal Factors <ol style="list-style-type: none"> <li>Teratogen</li> <li>Maternal Diseases</li> <li>Prenatal Development</li> </ol> <b>End of Material for Exam #1</b>	Read: Berk: Chapter 3  <b>Prepare for Exam #1</b>

<b>Week #5</b> <b>9/27</b>	The Amazing Newborn 1. Physiological 2. Developmental 3. Maternal Infant Attachment	Read: Berk: Chapter 3
<b>9/29</b>	<b>Exam #1</b>	
<b>Week #6</b> <b>10/4, 10/6</b>	The Birthing Experience Overview 1. Antepartum 2. Intrapartum 3. Postpartum	
<b>Week #7</b> <b>10/11</b>	<b>No Class/ Fall Break</b>	
<b>10/13</b>	Infancy 1. Physical 2. Psychosocial (Erikson) 3. Cognition (Piaget) 4. Psychosexual (Freud) 5. Developmental Milestones 6. Healthcare Concerns	Read: Berk: Chapter 4  Student presentation
<b>Week #8</b> <b>10/18, 10/20</b>	Toddler Physical 1. Psychosocial (Erikson) 2. Cognition (Piaget) 3. Psychosexual (Freud) 4. Developmental Milestones 5. Healthcare Concerns	Read: Berk: Chapter 5, 6  Student presentation
<b>Week #9</b> <b>10/25</b>	Early Childhood 1. Psychological (Erikson) 2. Cognition (Piaget) 3. Psychoanalytical (Freud) 4. Moral (Kohlberg) 5. Developmental Milestones 6. Healthcare Concerns <b>End of Material for Exam #2</b>	Read: Berk: Chapter 7, 8  Student presentation
<b>10/27</b>	<b>Sipple Lectureship</b> <b>Nurse Theorist Afaf Meleis, RN, PhD</b> <b>5:30 PM Foy Hall</b>	
<b>Week #10</b> <b>11/1</b> <b>11/3</b>	<b>Exam #2</b> Middle Childhood 1. Psychological (Erikson) 2. Cognition (Piaget) 3. Psychoanalytical (Freud)	Read: Berk: Chapter 9, 10

	<ul style="list-style-type: none"> <li>4. Moral (Kohlberg)</li> <li>5. Developmental Milestones</li> <li>6. Healthcare Concerns</li> </ul>	Student presentation
<b>Week #11</b> <b>11/8, 11/10</b>	Adolescent <ul style="list-style-type: none"> <li>1. Psychological (Erikson)</li> <li>2. Cognition (Piaget)</li> <li>3. Psychoanalytical (Freud)</li> <li>4. Moral (Kohlberg)</li> <li>5. Healthcare Concerns</li> <li>6. School Age/Adolescent Victimization</li> </ul>	Read: Berk: Chapters 11, 12 Submit Book Analysis Discuss readings 11/10
<b>Week #12</b> <b>11/15, 11/17</b>	Early Adulthood <ul style="list-style-type: none"> <li>1. Physical and Cognitive Development</li> <li>2. Emotional Changes</li> <li>3. Health Concerns</li> </ul>	Read: Berk: Chapters 13, 14  Student presentation
<b>Week #13</b> <b>11/22</b>	Middle Adulthood <b>Happy Thanksgiving!!!</b>	Read: Berk: Chapters 15, 16
<b>Week #14</b> <b>11/29, 12/1</b>	Late Adulthood <ul style="list-style-type: none"> <li>1. Physical and Cognitive Development</li> <li>2. Emotional Changes</li> <li>3. Health Concerns</li> </ul>	Read: Berk: Chapters 17, 18 Student presentation
<b>Week #15</b> <b>12/6</b>	End of Life Issues	
<b>12/8</b>	<b>Exam #3</b>	

