

**Psychology 207
Life-Span Development
Moravian College
Fall 2011**

Faculty:	Susan Scholtz, RN, PhD Associate Professor of Nursing Hamilton 100 610-625-7768 scholtz@moravian.edu
Class Time:	MW 10:20-11:30 am Memorial 302
Office Hours:	MW 12:00-2:00 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*. 5th ed Boston: Allyn and Bacon.

Readings as assigned.

Murtagh, L. and Ludwig, D.S. (2011). State intervention in life threatening childhood obesity.

American Medical Association.306 (2), 206-207.

Varness, T., Allen, D. B., Carrel, A.L., and Fost, N. (2009). Childhood obesity and medical neglect. *Pediatrics*123 399-406.

Course Grade Analysis

1. Exams: Students will complete 3 unit examinations each worth 75% of the total grade.
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. 25%
 - *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
 - *Wasted*

Or

Film Analysis: Students will watch the film "On Golden Pond" and address a common problem found in the elderly related to developmental changes.

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. As a courtesy to others, please do not leave the classroom until the completion of the class time. There are no excused absences in the course. One point will be deducted from the final grade for any absence.

Classroom Etiquette: In order to promote full engagement, cell phones will be 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 with a deduction of points from the final grade. 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*
Week #1		
8/29, 8/30	Course Overview 1. Major Periods of Development 2. Influences on Development 3. Overview of Theories a. Freud b. Erikson c. Piaget d. Kohlberg e. Vygotsky f. Bandura 4. Research Across the Lifespan: Protecting Vulnerable Populations	Read: Berk: Chapter 1
Week #2		
9/5	No Class/Labor Day	
9/7	Research across the Lifespan	
Week #3		
9/12 9/14	Genetic Foundations Reproductive Choices Infertility	Read: Berk: Chapter 2 Video: <i>Miracle of Life</i> Be prepared to discuss "Reflection Question," Berk, p 75
Week #4		
9/19, 9/21	Prenatal Factors 1. Teratogen 2. Maternal Diseases 3. Prenatal Development End of Material for Exam #1	Read: Berk: Chapter 3 Prepare for Exam #1
Week #5		
9/26	Examination#1	
9/28	The Amazing Newborn 1. Physiological 2. Developmental 3. Maternal Infant Attachment	Read: Berk: Chapter 3 Taylor Grube, RN, MSN

Week #6
10/3, 10/5

The Birthing Experience Overview
1. Antepartum
2. Intrapartum
3. Postpartum

Read: Chapter 3

Week #7
10/10

No Class/ Fall Break

10/12

Infancy
1. Physical
2. Psychosocial (Erikson)
3. Cognition (Piaget)
4. Psychosexual (Freud)
5. Developmental Milestones
6. Healthcare Concerns

Read: Berk: Chapter 4

Week #8
10/17, 10/19

Toddler Physical
1. Psychosocial (Erikson)
2. Cognition (Piaget)
3. Psychosexual (Freud)
4. Developmental Milestones
5. Healthcare Concerns

Read: Berk: Chapters 5, 6

Week #9
10/24 10/26

Early Childhood
1. Psychological (Erikson)
2. Cognition (Piaget)
3. Psychoanalytical (Freud)
4. Moral (Kohlberg)
5. Developmental Milestones
6. Healthcare Concerns
End of Material for Exam #2

Read: Berk: Chapters 7,8
Varness et al, Murtagh and
Murtagh and Ludwig
articles

Week #10
10/31

Exam #2

Read: Berk: Chapter 9, 10

11/2

Middle Childhood
1. Psychological (Erikson)
2. Cognition (Piaget)
3. Psychoanalytical (Freud)
4. Moral (Kohlberg)
5. Developmental Milestones
6. Healthcare Concerns

Week #11
11/7, 11/9

Adolescent
1. Psychological (Erikson)
2. Cognition (Piaget)
3. Psychoanalytical (Freud)
4. Moral (Kohlberg)

Read: Berk:
Chapters 11, 12
Submit Book Analysis

5. Healthcare Concerns
6. School Age/Adolescent Victimization

Week #12
11/14, 11/17

- Early Adulthood
1. Physical and Cognitive Development
 2. Emotional Changes
 3. Health Concerns

Read: Berk:
Chapters 13, 14

Week #13
11/21

Middle Adulthood
Happy Thanksgiving!!!

Read: Berk: Chapters
15, 16

Week #14
11/28, 11/30

- Late Adulthood
1. Physical and Cognitive Development
 2. Emotional Changes
 3. Health Concerns

View: On Golden Pond
Read: Berk: Chapters 17,
18

Week #15
12/5

End of Life Issues

12/7

Exam #3