

# Minnesota State College Southeast

## PSYC 1115: Lifespan Psychology

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity

Students will explore theories of human development to understand the connections and relationships of stages of growth from conception to late adulthood. Genetics; prenatal development and birth; physical, cognitive and psychosocial development from birth through late adulthood; and dying, death, and bereavement will be examined. (Fulfills MnTC Goals 5 and 7) (Prerequisite: none) (3 credits: 3 lecture/0 lab)

**B. COURSE EFFECTIVE DATES:** 07/27/2016 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Principles and research methods of the science of lifespan developmental psychology
2. Theories of lifespan developmental psychology
3. Heredity, environment, and their interactive effects on human development
4. Prenatal development and birth
5. Biological, cognitive, and socioemotional development in:
  - a. Infancy
  - b. Early and middle childhood
  - c. Adolescence
  - d. Early adulthood
  - e. Middle adulthood
  - f. Late adulthood
6. Death and dying

### D. LEARNING OUTCOMES (General)

1. Discuss research methods commonly used in the science of human development, and analyze the quality of various sources of information
2. Describe and differentiate the major theoretical perspectives in developmental psychology
3. Identify the biological, psychosocial, and cognitive processes and changes that take place during each phase of human development, and understand how these domains interact throughout the lifespan
4. Discuss the biological, psychosocial, and cognitive challenges that may occur during human development
5. Describe the influences of gender, socioeconomic status, ethnicity, culture, and other demographic factors on human development, and appreciate the diversity and commonalities among various peoples
6. Demonstrate familiarity with major ethical issues and perspectives in human development
7. Apply developmental principles to daily life

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 07 - Human Diversity

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
3. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

This course was previously PSYC 2515 Developmental Psychology.