



COURSE OUTLINE

DIVISION: Humanities, Fine Arts and Social Science (HFASS)

COURSE: PSY 1002 Life-Span Developmental Psychology

Effective Date: Fall 2026

Submitted Date: Jan-26

Credit Hours: 3

IAI Number (if applicable): S6902

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None.

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None.

Pre- or Corequisite(s): None.

Consent of Instructor: Yes No

Delivery Method: <input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input type="checkbox"/> Practicum	0 Contact Hours (5 contact = 1 credit hour)
<input type="checkbox"/> Internship	0 Contact Hours (5 contact = 1 credit hour)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION:

This course is a study of human growth and developmental processes as they relate to physical, cognitive, social and emotional development of humans from conception through childhood, adolescence, adulthood and old age including end of life issues. The course emphasizes normal developmental stages and patterns of adjustment to differing lifetime demands. The theories and principles of human development are examined considering contemporary research.

IAI Number: S6 902

ACCREDITATION STATEMENTS AND COURSE NOTES:

None.

COURSE TOPICS AND CONTENT REQUIREMENTS:

I. Framework for Studying Human Development:

- a. Partitioning the lifespan,
- b. The nature of developmental research,
- c. Ethical standards for human development research.

II. Developmental Theories:

- a. Psychoanalytic theories,
- b. Behavioral theory,
- c. Humanistic theory,
- d. Cognitive theory,
- e. Evolutionary Adaptation theory.

III. Biological Considerations:

- a. Reproduction,
- b. Genetics,
- c. Nature vs. nurture.

IV. Prenatal Development and Birth:

- a. Stages of development,
- b. Environmental influences,
- c. Complications of pregnancy and birth.

V. The Newborn:

- a. Senses and behaviors,
- b. Individual differences

VI. Infancy:

- a. Development of basic competencies,
- b. Cognitive development,
- c. Language acquisition and development,
- d. Social bonding and the development of emotions.

VII. Early Childhood:

- a. Information processing and memory,
- b. Cognitive foundations for social interactions,
- c. Gender identification,

- d. Family influences,
- e. Peer relationships.

VIII. Later Childhood:

- a. Moral development,
- b. Pro-social behavior,
- c. The world of school.

IX. Adolescence:

- a. Puberty,
- b. Identity development,
- c. Cognitive and moral changes,
- d. Peers and family,
- e. Dating, love, and sexuality,
- f. Career development.

X. Early Adulthood:

- a. Physical changes and health,
- b. Options in lifestyles,
- c. Parenthood.

XI. Middle Adulthood:

- a. Physical changes,
- b. Personality adaptations,
- c. The workplace.

XII. Later Adulthood:

- a. The myths and realities of aging,
- b. Psychosocial aspects of aging,
- c. Theories of adjustment to aging.

XIII. Death:

- a. The dying process,
- b. The quest for "healthy dying",
- c. Bereavement.

INSTRUCTIONAL METHODS:

Lectures

Demonstrations

Instructor handouts and worksheets

SP25 Outline Template

Instructional / online videos
Guided discussions

EVALUATION OF STUDENT ACHIEVEMENT:

Examples of Graded Activities include:

- Research Paper and other writing assignments
- Quizzes and Exams
- Discussions
- Presentations
- In-Class Activities
- Homework assignments
- Discussion of current events
- Student reflection activities
- Analysis of a scholarly article
- Regular Attendance & Participation in class

Note: Per IAI Social & Behavioral Panel requirements, students should complete intensive writing assignments in the course.

Grading Scale:

A 90% | B 80-89.99% | C 70-79.99% | D 60-69.99% | F 59% or less

INSTRUCTIONAL MATERIALS:

Recommended Textbooks:

- Life-Span Psychology textbook from a major academic publisher (McGraw Hill, Cengage, etc.)
- Or a similar OER online textbook by a major academic publisher.
- Part-Time and Dual Credit Instructors should discuss the textbook selection with the academic dean.

Recommended Resources:

OER Textbook

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively.
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion.
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally.
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Analyze the theoretical framework for the study of human growth and development from a biological, cognitive and socioemotional perspective.
 - 1.1. Describe the motor, perceptual, language, behavioral, emotional, identity, and sexual development throughout the life span.
 - 1.2. Describe the developmental changes in biological and cognitive processes, physical development and health that stem from culture, ethnicity, race, and historical context

2. Explain biological, cognitive and socioemotional development and social contexts of development through the lifespan within families, relationships, parenting styles, sexuality, peers, friends, school, work, and society.
 - 2.1. The student will be able to identify and report the essentials of theoretical approaches in the field of psychology
 - 2.2. Apply theoretical concepts to their immediate personal environment, community, workplace, and society.

3. Discuss the theory and research on moral thought, behavior, personality and social domains that influence moral development.
 - 3.1. The student will understand the foundational developmental process upon which moral development occurs across the lifespan.

4. Explain the biological process of aging and death, and their sociocultural context perspectives in diversity.
 - 4.1. The student will identify and develop a basic understanding of the uniqueness of death and dying rituals, ceremonies, and practices across cultures.