

# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Human Development Psyc103 DE</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED:    <b>CALPADS CODE:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Elective</td> <td style="border: 1px solid black; padding: 2px;">9177</td> </tr> </table>	Elective	9177	<p><b>Subject Area:</b></p> <p><input checked="" type="checkbox"/> Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Laboratory Science  <input type="checkbox"/> World Languages  <input type="checkbox"/> Visual or Performing Arts  <input checked="" type="checkbox"/> College Prep Elective  <input type="checkbox"/> Other</p> <p>Is this classified as a Career Technical Education course?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p><b>Grade Level(s)</b></p> <p><input type="checkbox"/> MS  <input type="checkbox"/> HS  <input type="checkbox"/> 5  <input type="checkbox"/> 6  <input type="checkbox"/> 7  <input type="checkbox"/> 8  <input type="checkbox"/> 9  <input checked="" type="checkbox"/> 10  <input checked="" type="checkbox"/> 11  <input checked="" type="checkbox"/> 12</p>		
Elective	9177					
<p><b>Did UC previously approve this course for PUHSD?</b></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">GA Social Science Elective</td> <td style="border: 1px solid black; padding: 2px;"><input type="checkbox"/> Pending</td> </tr> </table>	GA Social Science Elective	<input type="checkbox"/> Pending	<p style="text-align: center;"><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Single Subject: Social Science          Specific Supplementary Auth: psychology</p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">   <b>Signature</b> </td> <td style="border: 1px solid black; padding: 5px; text-align: center;">                 05/09/2024  <b>Date</b> </td> </tr> </table>		 <b>Signature</b>	05/09/2024 <b>Date</b>
GA Social Science Elective	<input type="checkbox"/> Pending					
 <b>Signature</b>	05/09/2024 <b>Date</b>					
<p><b>Submitted by: Esperanza Solis</b>  <b>Site: Paloma Valley High School</b>  <b>Date: 5/9/2024</b>  <b>Email: esperanza.solis@puhsd.org</b></p>	<p><b>Unit Value/Length of Course:</b></p> <p><input checked="" type="checkbox"/> 0.5 (half-year or semester equivalent)  <input type="checkbox"/> 1.0 (one-year equivalent)  <input type="checkbox"/> 2.0 (two-year equivalent)  <input type="checkbox"/> Other:</p>					
<p><b>Approvals</b></p>	<p><b>Name/Signature</b></p>	<p><b>Date</b></p>				
Director of Curriculum & Instruction		05/13/2024				
Asst. Superintendent of Educational Services	Hendyee Mackinnell	5/16/24				
Governing Board						



## Mt. San Jacinto College Integrated Course Outline of Record

Form B

**Submitted by:** Michelle Vogel Trautt **Date:** 10/10/2019

<b>Department</b>	<b>Subject</b>	<b>Course Number</b>	<b>Title</b>
Psychology	Psychology PSYC	103	Human Development

### **Units/Hours**

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.

Each laboratory unit requires 3 hours per week of class time.

Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

<b>Lecture Units</b>	<b>Total Units</b>
3.00	3.00
<b>Lecture Contact Hours</b>	<b>Total Contact Hours</b>
48.00 - 54.00	48.00 - 54.00
<b>Lecture Homework Hours</b>	<b>Lecture Homework Hours</b>
96.00 - 108.00	

### **Stand Alone:**

Program Applicable

### **AA/AS Degree General Ed Breadth Area(s):**

B2 SOCIAL & BEHAVIORAL SCIENCES

### **General Education Justification:**

Category B2: Human Development is consistent with the intent of Category B2 because it provides students with a comprehensive overview of the developmental psychology field. The course requires students to "Differentiate between various historical and cultural factors that may impact the development of individuals as unique beings," as well as "Investigate the major theories of child development, including but not limited to the psychoanalytic, behavioral, ecological, and cognitive theories." The course examines complex concepts and terminology related to GELO1. To provide an analysis of real problems and hypothesizes using scientific method (GELO2), students will "Analyze the various research methods used in studying human development, and consider the advantages and disadvantages of each methodology," (GELO3), as they "Compare the various learning styles, and consider ways in which one might optimize learning for individuals within each of the learning styles," which is based on research. As students "Differentiate between various historical and cultural factors that may impact the development of individuals as unique beings," they develop acceptance of diverse people and their cognitions (GELO4), and as they "Debate the effect of genetic and biological forces versus environment and experience on an individual's development, including both detrimental and positive influences," they will examine ethics leading to sound judgments (GELO5).

**Maximum Enrollment:**

40

**Maximum Enrollment Justification:**

Justification:

**Grading Method:**

Letter Grade or P/NP

**TOP code:**

2001.00

**Can be Taken**

1

**time(s) for credit** (max 4)


- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

**Catalog Description:**

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course focuses on the human life span, examining the psychological, cognitive, physical, social and sociocultural development of individuals from conception to the end of the life journey. Contemporary developmental theories and research will be emphasized.

**Schedule Description:**

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course focuses on the human life span, examining the psychological, cognitive, physical, social and sociocultural development of individuals.

**Need for the course:**

Human Development supports the educational plan of students seeking a degree or a certificate in psychology, nursing, social and behavioral sciences, AA/AS General Education, IGETC Area 4: Social and Behavioral Sciences I: Psychology CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical D9 - Psychology Awards: IDS - Liberal Arts: SOCIAL & BEHAVIORAL SCIENCES EMPHASIS - Associate in Arts (Active) IDS - Social/Behavioral Science - Associate in Arts (Active)

**Prerequisite(s):**

Prerequisites go through a separate approval process. See Forms E1-E6 for details.  
(For further clarification, contact the Prerequisite Subcommittee)

-none-

**Corequisite(s):**

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

**Recommended Preparation:**

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

**Other Enrollment Criteria:**

-none-

**Learning Objectives:**

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Debate the effect of genetic and biological forces versus environment and experience on an individual's development.
2. Describe the sequences of physical, cognitive, socioemotional development from conception through aging, using the constructs and conceptual framework provided by psychological perspectives.

3. Identify biological, psychological, and sociocultural influences on lifespan development.
4. Discriminate between the differing theories of lifespan development.
5. Use library resources and internet resources to locate current research related to specific topics in developmental psychology.
6. Analyze real-life situations involving infants, children, adolescents, and adults in light of relevant theory and research in developmental psychology.
7. Consider knowledge about life span psychology as it applies to the student's own experiences to gain a better understanding of their own growth and development.
8. Differentiate between the differing types of research methodology used in the study of human growth and development.
9. Identify possible causes or sources of normative and nonnormative development and any challenges that may result.

### **Course Content:**

(please number the outline of main topics and subtopics)

1. The Foundation
  1. Analyze the various research methods used in studying human development, and consider the advantages and disadvantages of each methodology.
  2. Document the major milestones across the lifespan within each of the developmental domains, including physical, cognitive, social and emotional development.
  3. Differentiate between various historical and cultural factors that may impact the development of individuals.
  4. Evaluate the contributions of various theorists, including Freud, Piaget, Vygotsky, Bronfenbrenner, Kohlberg, and Erikson to developmental psychology.
2. Genetics, Conception, and Prenatal
  1. Genetic Inheritance Patterns, and Chromosomal Disorders
  2. Behavioral Genetics
  3. Epigenetics
  4. Meiosis & Mitosis
  5. Stages of Prenatal Development: Germinal, Embryonic, and Fetal
  6. Patterns on Prenatal Development: Proximodistal, Cephalocaudal, etc.
  7. Pregnancy & Prenatal Care
  8. Teratogens
  9. Infertility
3. Birth and Neonatal Development
  1. Stages of Birth
  2. Complications
  3. Health Assessments
  4. Eating, Sleeping, and Crying Behavior of Neonates
  5. Caretaking strategies

#### 4. Infancy & Toddlerhood

1. Brain Development
2. Analyze the physical, cognitive, socioemotional development of infancy and corresponding theories.
3. Gross vs Fine Motor Skills
4. Sensory Development
5. Infant Health and Mortality
6. Toilet Training and Weaning
7. Bowlby & Ainsworth: Attachment Theory
8. Development of Self and Autonomy
9. Erikson and other relevant socioemotional theories

#### 5. Early Childhood

1. Assess the progression of language development within children.
2. Evaluate the effect of settings for development. home and school.
3. Analyze the physical development of early childhood
  1. Brain Development
  2. Bodily Growth
  3. Motor Skills
  4. Health and Safety
4. Analyze the cognitive development of early childhood
  1. Vygotsky and Piaget, and other related theories
  2. Language Development
  3. Preschool
5. Analyze the socioemotional development of early childhood
  1. Parenting Styles
  2. Discipline and Abuse
  3. Emotional Regulation
  4. Moral Development
  5. Gender Development
  6. Erikson and other related theories

#### 6. Middle Childhood

1. Analyze the physical development of middle childhood
  1. Brain Development
  2. Bodily Growth
  3. Motor Skills
  4. Health and Safety
2. Analyze the cognitive development of middle childhood
  1. Vygotsky and Piaget and other related theories
  2. School & Learning Disabilities

3. Intelligence
4. Developmental Disorders
3. Analyze the socioemotional development of middle childhood
  1. Moral Development
  2. Gender Development
  3. Erikson and other related theories
7. Adolescence
  1. Analyze the physical development of adolescence
    1. Brain Development
    2. Bodily Growth
    3. Puberty
    4. Health and Safety
      1. Eating Disorders
      2. Drug Use
  2. Analyze the cognitive development of adolescence
    1. Vygotsky and Piaget and other related theories
    2. Social Cognition
  3. Analyze the socioemotional development of adolescence
    1. Moral Development
    2. Gender Development
    3. Self Esteem
    4. Storm and Stress
    5. Love and Sexuality
    6. Work
    7. Erikson and other related theories
    8. Delinquency
    9. Depression
8. Emerging Adulthood
  1. Definition, Features, and Cultural Implications of Emerging Adulthood
  2. Analyze the physical development of emerging adulthood
    1. Physical Functioning
    2. Sleep
  3. Analyze the cognitive development of emerging adulthood
    1. Postformal Thinking
    2. Education
  4. Analyze the socioemotional development of emerging adulthood
    1. Self Esteem
    2. Gender Development
    3. Cultural Beliefs: Religious and Political



4. Love and Sexuality
5. Work Transitions and Relevant Theories
6. Erikson and Related Theories.

#### 9. Early Adulthood

1. Analyze the physical development of early adulthood
  1. Onset of aging
2. Analyze the cognitive development of early adulthood
  1. Work: Expertise and Creativity
3. Analyze the socioemotional development of early adulthood
  1. Sternberg: Love and Relationships
  2. Erikson and Related Theories.
  3. Becoming a Parent

#### 10. Middle Adulthood

1. Analyze the physical development of middle adulthood
  1. Reproductive Changes
  2. Sensory Changes
2. Analyze the cognitive development of middle adulthood
  1. Memory and Intelligence
3. Analyze the socioemotional development of middle adulthood
  1. Midlife Crisis
  2. Self Concept and Self Acceptance
  3. Love, Sexuality, and Relationships
  4. Erikson and Related Theories.
  5. Work, Community, and Leisure

#### 11. Late Adulthood

1. Analyze the physical development of late adulthood
  1. Common Health Issues
2. Analyze the cognitive development of late adulthood
  1. Cognitive Decline
  2. Memory Impairments
  3. Wisdom
3. Analyze the socioemotional development of late adulthood
  1. Self Concept and Self Acceptance
  2. Love, Sexuality, and Relationships
  3. Living Arrangements
  4. Erikson and Related Theories.

#### 12. Death and Dying

1. Sociocultural Context of Death
2. Hospice, Advanced Directives, and DNRs

3. Bereavement and Grief
4. Kubler Ross Stages of Dying
5. Beliefs and Rituals

## **Methods of Instruction:**

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
  - Integration:** Lecture, with supporting visual materials (Powerpoint, white board notes or similar) may be posted online via Power Point with audio, and/or other instructor authored materials and content in digital form to cover important concepts within the course.
- **Method:** Role Playing/Simulation
  - Integration:** Student and faculty led groups will create simulated dialogue and role-play realistic scenarios to raise awareness, stimulate discussion, encourage empathy, and demonstrate effective strategies for dealing with human development.
- **Method:** Film/video Viewing and Discussion
  - Integration:** Developmental concepts and other relevant information may be presented through video. In-class discussions may be conducted to evaluate the topics covered in the film, and to relate these topics to course material. These discussions will be presented as teacher-directed or in small groups. Video clips, and links to video material, and discussion forums can be posted and facilitated in the LMS.
- **Method:** Activity
  - Integration:** The main purpose of these activities will be for students to appraise psychological theories that are prevalent in explaining developmental differences, and to consider how developmental psychology influences social interactions in every day life. Activities may be evaluated by in-class verbal or written discussions or presentations.
- **Method:** Service Learning
  - Integration:** Students may be given the opportunity to engage in community service within organizations focused on human development, healthcare, daycare, or similar service providers to gain important experience that allows them to apply psychological concepts and theories to their personal and professional lives consistent with our program learning outcomes. Upon completion of their community service, they will connect their experiences back to course content evidenced by a paper or presentation, which can be submitted through the LMS in an appropriate format, and/or shared with peers through Discussion Forums or Blogs.
- **Method:** Student Presentations
  - Integration:** Facilitate peer to peer learning through student presentations aimed at addressing and exploring historical and contemporary figures/themes/theories/research within developmental psychology. Students will select an appropriate digital format to create and deliver within the LMS their presentation (i.e. PowerPoint, Prezi, Glogster, video, website design, Wiki, blog, etc.).
- **Method:** Guest Speakers
  - Integration:** Guest Speakers can join via ZOOM. It can be synchronous or asynchronous. Instructors may

also elect to post videos/media interviews of guest speakers.

- **Method:** Field Trips
- Integration:** Students could visit exhibits related to human development. Students will then submit a written reflection to the LMS.
- **Method:** Papers and Reports
- Integration:** Students will be taught basic principles of APA formatting guidelines, and the basic principles of developmental psychology. Students may also be subsequently encouraged to complete at least one assignment applying those guidelines through a written assignment requiring them to critically analyzing empirical research and/or conduct a literature review related to a topic within developmental psychology. Students may prepare research papers analyzing one or more empirical studies on topics in psychological disorders and therapy research, in order to develop important analytical skills and research experience, while also applying APA formatting. Students can complete the papers and submit them within the LMS in an appropriate format (.doc, .pdf). Efforts can also be made to check for plagiarism through the use of VeriCite or other systems provided through the LMS or college.
- **Method:** Collaborative Activities
- Integration:** Through discussion forums within the LMS and in class, students will experience group processes and dynamics, work with meaningful and relevant psychological concepts and perspectives and analyze individual experiences and sociocultural factors that influence human development. Wikis and blogs may also be used for this purpose.

### **Methods of Evaluation:**

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives.

Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests
- Integration:** A combination of objective questions and essays of concepts covered in class, the textbook, or other assigned materials, to evaluate, examine and describe the components of contemporary behavioral, social learning, cognitive, psychodynamic, psychobiological and sociocultural perspectives, and current central developmental theories.
- **Method:** Research Projects
- Integration:** Comprehensive analysis of a contemporary psychological developmental issue, description and analysis of the theories, concepts and research related to the project, distinguish and evaluate experimental and non-experimental research methods, and development of conclusions reached through this process. Projects may be submitted through the LMS.
- **Method:** Class Participation
- Integration:** Encourage additional cognitive processing of psychological topics, and allow students to examine and describe the components of contemporary developmental psychology, as it relates to behavioral, social learning, cognitive, psychodynamic, psychobiological and sociocultural perspectives.
- **Method:** Empirical article summaries and/or literature reviews
- Integration:** Evaluate students' ability to critically examine primary research and apply appropriate research

concepts and terminology through their ability to analyze developmental psychology research. These assignments analyze psychological research and methods that are adopted to study human development. Students will submit a written analysis of articles and submit through the learning management system using the appropriate plagiarism checks when appropriate, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction.

- **Method:** Group Projects

**Integration:** Students can self select into groups or be assigned into groups via the LMS by the instructor. Groups can then work together to prepare a group presentation for the class on topics such as a gender identity development, effects of teratogens on prenatal development, develop a health awareness campaign against elder abuse, and other topics related to developmental psychology. They can use collaborative in-person, and via online tools such as Skype, Zoom, and other mechanisms to work together on the construction of the presentation and delivery options such Google Presentation, Prezi, or ScreenCastOMatic to deliver the presentation to the course, which can be uploaded through the LMS. Students can then comment on other presentations through a Discussion Forum and offer each other feedback and critique, or they can vote on presentations.

### **Examples of Assignments:**

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. You may review current research articles that are posted in reputable web links or academic databases such as those accessed through the MSJC library. The topics in developmental studies can address a variety of developmental topics related to different elements of development including physical, socioemotional, cognitive and sociocultural factors. Students will be asked to develop summary report. This assignment will be sent via email to the instructor and the student will receive the evaluation of such assignment also via email.
2. You may write an APA formatted research paper, approximately 3-5 pages in length, reviewing a developmental topic of their choice. Example topics include:
  1. Cognitive ability differences among different populations
  2. Effectiveness of parents and parenting techniques
  3. Psychological, social and biological aspects of adolescents
  4. Development of intelligence over lifespan
  5. Marriage and Family, or Divorce and Co-parenting
3. You may form debate teams representing teams that are for and against a specific topic that is addressed by a question provided by the instructor. Example debate topics include:
  1. Biological factors such as hormones have more influence on the development of gender identity than one's culture.
  2. Development is more of a psychosocial process than a cultural process.

4. You may complete Reading Assignments that are posted online with follow up activities such as multiple choice questions that check students' initial understanding of the material. Sample reading assignments include:

1. Jacob, III, P., Benowitz, N. L., Destailats, H., Gundel, L., Hang, B., et al. (2017). Thirdhand smoke: New evidence, challenges, and future directions. *Chemical Research in Toxicology*, 30, 270-294.  
DOI: 10.1021/acs.chemrestox.6b00343
5. You may develop a presentation on a topic in developmental to share with the class.
  1. Develop an social or health awareness campaign highlighting popular and emerging topics related to developments psychology. For example, smoking while pregnant, human trafficking, elder abuse, healthy sexual behaviors, obesity and rise in cardiovascular deaths.
6. You may complete Objective Measure Assessments. See sample item:
  1. According to current research is gender role development a
    1. A. biological process
    2. B. cultural process
    3. C. psychological process
    4. D. all of the above

### **Textbooks:**

- Kathleen Berger (2019). *Invitation to the Life Span* Worth. ISBN: 9781319140649
- Janet Belsky (2015). *Experiencing the Lifespan* Worth. ISBN: 978-1464175947
- Arnett, J. J. (2018). *Human Development: A Cultural Approach* Pearson. ISBN: 978-0134641348

### **Other Resources:**

### **Minimum Qualification**

- Psychology (Masters Required)

