HUMAN GROWTH AND DEVELOPMENT
PSYC 2314

María G. Cisneros-Solís, Ph.D.

Course Syllabus

Distance Learning
PCM
PERSONAL COMPUTER with MODEM
INTERNET ACCESS REQUIRED

First 5.5 Week Session

Summer 2006
Distance Learning: Human Growth and Development
Course Syllabus

5.5 Week Session: PSYC 2314PCM OPC 003 SYN # 38712

Instructor: Dr. María Guadalupe Cisneros-Solís
Course Title: Human Growth and Development
Course Abbreviation Number: PSYC 2314
Syn. & Section Number: 38712, OPC 003 (5.5 Week Session)

Instructor’s Office: RGC Attaché Building, Room 213
Instructor’s Telephone Number and email: 223-3388; drmariacs@hotmail.com
Instructor’s Office Hours: Tuesday 1:30 to 3:30, email, and by appointment
BLACKBOARD LOG IN: http://acconline.austincc.edu/

SPECIAL INSTRUCTIONS
○ PLEASE BE SURE TO LIST PSYC 2314 AND YOUR LAST NAME UNDER SUBJECT ON ALL EMAILS SENT TO ME AND USE YOUR EMAIL ADDRESS NOT BLACKBOARD TO SEND ME AN EMAIL

○ THIS SYLLABUS WILL GIVE YOU ALL THE INFORMATION THAT YOU NEED ABOUT THE COURSE. PLEASE READ IT CAREFULLY AND LOG ON TO BLACKBOARD ON MAY 30 TO COMPLETE ORIENTATION.

The study of psychology, particularly as it relates to all of life’s stages, is endlessly fascinating, and you, of course, already know a great deal about it! I hope you will find this course information useful, and make any applications and comparisons of it with your own life experiences and observations.

Course Description
This course is a survey of physical, cognitive, emotional, and social factors in human development from conception to death. This course is similar to PSYC 2309 but is more comprehensive and less intensive.
Common Course Objectives
The students in this course will be able:

- To discuss biological development throughout the entire life span, from prenatal development through death and dying.
- To discuss cognitive development throughout the entire life span, from prenatal development through death and dying.
- To discuss psychological/psychosocial development throughout entire life span, from prenatal development through death and dying.

Prerequisite: PSYC 2301, however, is waived for Health Science students.

Instructional Materials:

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<thead>
<tr>
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<tbody>
<tr>
<td>STUDY GUIDE OPTIONAL</td>
<td>2. <strong>Study Guide</strong>* to accompany above text (RECOMMENDED) by Saundra Ciccarell. (Practice tests, activities, and learning objectives are specified for each chapter.)</td>
</tr>
<tr>
<td>OTHER TOOLS OPTIONAL</td>
<td>3. 26 half-hour <em>audio</em> programs, available for listening or copying to your tapes at selected ACC libraries.</td>
</tr>
<tr>
<td></td>
<td>4. 5 one-hour <em>video</em> programs available for viewing at selected library locations and available for rental.</td>
</tr>
<tr>
<td>TEXT WEB SITE</td>
<td><a href="http://www.mhhe.com/papaliah9">http://www.mhhe.com/papaliah9</a></td>
</tr>
</tbody>
</table>

*The starred items above are available at any ACC Bookstore or Bevo’s location. They can also be ordered online at [http://www.mbsdirect.net](http://www.mbsdirect.net), by phone (800) 325-3252, or reserved online and they will be held for you at an ACC Bookstore.

**Relevant Websites:**
- **Library** at [http://library.austincc.edu/](http://library.austincc.edu/)
- **Distance Learning** at [http://dl.austincc.edu/](http://dl.austincc.edu/)
- **Student’s Handbook** at [http://www.austincc.edu/handbook](http://www.austincc.edu/handbook)
- **Academic Testing Center Website** at [http://www.austincc.edu/testctr](http://www.austincc.edu/testctr)
COURSE ASSIGNMENTS:

As a student, you are responsible for:
1. Log on to Blackboard Use the following link:
   http://itdl.austincc.edu/blackboard/stlogin.htm
2. Fill out your personal information in Blackboard under “Tools”
3. Complete your on-line Orientation when you log on to Blackboard
4. read the required textbook readings for each lesson,
5. consulting with the instructor at least twice during the semester via email, and,
6. taking four (4) objective-type, multiple-choice exams during the semester by the assigned deadline dates.

Mandatory Conferences with the Professor:

The Texas State Coordinating Board of Education has required that for a self-paced or distance learning course to be certified, instructors and students need to have at least two contacts with each other (in person or over the phone) during the semester, in addition to the required orientation session. THEREFORE, FOR A STUDENT TO GET CREDIT FOR THIS COURSE, HE/SHE MUST MAKE CONTACT, EITHER IN PERSON OR BY PHONE, WITH THE INSTRUCTOR OR HER TEACHING ASSISTANT ON AT LEAST TWO OCCASIONS DURING THE SEMESTER. You are, of course, welcome to have as many additional contacts with the instructor or her assistant as you wish.

Evaluation: Required Exams

You are required to take four (4) objective-type (multiple choice) exams. The four exams are each worth 100 points. To get your percent-correct score, divide the number of items you have correct by the total number of items on the test; then multiply by 100. Since there will be 50 items on each test, you can also multiply the number correct times two and that will equal your score. **If you cannot meet the stated deadlines, you must contact the instructor prior to the deadline to discuss alternate dates for testing. However check your Announcements in Blackboard first because your professor will occasionally grant general extensions for students…also listen to my message on my voicemail.**

**ALL EXTENSIONS ON TESTS WILL REQUIRE THAT STUDENTS TAKE THE TEST AT THE RGC TESTING CENTER.**

The instructor reserves the right to refuse any late tests, unless the instructor had previously agreed to extend the deadline. If you did not take all four (4) required exams, your final average will be lowered by one full letter grade or lower, depending on the number of tests missed. In addition, numerical scores for exams not taken will be zero. **There are no retests in this course.**

**Exam Questions** – Most of the exam questions cover the assigned readings in the textbook and are based on the **objectives**. If you know the answers to all the essay questions on your Specific Course Objectives, you should do well on your exams. Try the Publishers web site to enhance your learning…. [http://www.mhhe.com/papaliah9](http://www.mhhe.com/papaliah9)
Exam Feedback – After you have completed a test, the Testing Center staff will give you a Student Feedback Form with the result of your test. It is essential that you keep this form; it is your only evidence that you took that particular test. Errors in the system are rare, but they do occur. After you have received your final grade in the course, it is safe to dispose of your Student Feedback Forms. Any duplicate exams received by the instructor will result in a score of zero for that particular item.

Information from the Instructional Resources Relevant to the Required Exams

EXAMS
Multiple practice tests, study aides, and hot links to topics discussed in the text are available: http://www.mhhe.com/papaliah9

<table>
<thead>
<tr>
<th>Required EXAMS</th>
<th>CHAPTERS</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAM 1 (Unit 1)</td>
<td></td>
<td>PART ONE: ABOUT HUMAN DEVELOPMENT</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The Study of Human Development</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Theory and Research</td>
</tr>
<tr>
<td>EXAM 2 (Unit 2)</td>
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<td>PART TWO: BEGINNING</td>
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<tr>
<td></td>
<td>3</td>
<td>Forming a New Life</td>
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<td></td>
<td>4</td>
<td>Physical Development During the First Three Years</td>
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<tr>
<td></td>
<td>5</td>
<td>Cognitive Development During the First Three Years</td>
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<tr>
<td></td>
<td>6</td>
<td>Psychosocial Development During the First Three Years</td>
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<tr>
<td></td>
<td></td>
<td>PART THREE: EARLY CHILDHOOD</td>
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<td></td>
<td>7</td>
<td>Physical and Cognitive Development in Early Childhood</td>
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<tr>
<td></td>
<td>8</td>
<td>Psychosocial Development in Early Childhood</td>
</tr>
<tr>
<td>EXAM 3 (Unit 3)</td>
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<td>PART FOUR: MIDDLE CHILDHOOD</td>
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<tr>
<td></td>
<td>9</td>
<td>Physical and Cognitive Development in Middle Childhood</td>
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<td></td>
<td>10</td>
<td>Psychosocial Development in Middle Childhood</td>
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<td></td>
<td></td>
<td>PART FIVE: ADOLESCENCE</td>
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<tr>
<td></td>
<td>11</td>
<td>Physical and Cognitive Development in Adolescence</td>
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<td></td>
<td>12</td>
<td>Psychosocial Development in Adolescence</td>
</tr>
<tr>
<td><strong>EXAMS</strong></td>
<td><strong>CHAPTERS</strong></td>
<td><strong>TOPICS</strong></td>
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<tr>
<td>Required</td>
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<td>PART SIX: YOUNG ADULTHOOD</td>
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<td></td>
<td>13</td>
<td>Physical and Cognitive Development in Young Adulthood</td>
</tr>
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<td></td>
<td>14</td>
<td>Psychosocial Development in Young Adulthood</td>
</tr>
<tr>
<td>EXAM 4 (Unit 4)</td>
<td></td>
<td>PART SEVEN: MIDDLE ADULTHOOD</td>
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<tr>
<td></td>
<td>15</td>
<td>Physical and Cognitive Development in Middle Adulthood</td>
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<tr>
<td></td>
<td>16</td>
<td>Psychosocial Development in Middle Adulthood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PART EIGHT: LATE ADULTHOOD</td>
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<tr>
<td></td>
<td>17</td>
<td>Physical and Cognitive Development in Late Adulthood</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Psychosocial Development in Late Adulthood</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Dealing with Death and Bereavement</td>
</tr>
</tbody>
</table>

**Exam Feedback** – You may come by during my office hours or call for an appointment to go over items missed on the exam. Please allow time for your test to be returned to me by intercampus mail.

**BE SURE AND KEEP ALL YOUR RECEIPTS FROM THE TESTING CENTER UNTIL YOU GET YOUR FINAL GRADE AT THE END OF THIS SEMESTER!!!!**

**TESTING CENTERS:**
All exams will be taken at the Testing Centers located on the Northridge, Pinnacle, Riverside, Rio Grande, Round Rock, Eastview, Cyprus Creek, Fredericksburg and San Marcos campuses. The deadline for each exam is listed in the Course Deadlines section of this syllabus. Test permits are not required. No exams will be given one hour before closing hours unless otherwise noted. Testing center hours are subject to change without notice. Please call the testing center where you wish to take your test before going in. This could save you some time and frustration. Also, particularly around deadlines and at the end of the semester, there can be a wait of an hour or more to get into the testing centers.

**Click here for Testing Center Hours**
After you have completed a test, the Testing Center staff will give you a Student Feedback Form with the result of your test. It is essential that you keep this form; it is your only evidence that you took that particular test. Errors in the system are rare, but they do occur. After you have received your final grade in the course, it is safe to dispose of your Student Feedback Forms. Any duplicate exams received by the instructor will result in a score of zero for that particular item.
EXTRA CREDIT: OPTIONAL ACTIVITIES: MAXIMUM NUMBER OF EXTRA CREDIT POINTS: 30 POINTS

DISCUSSION FORUM = 15 POINTS

Most of the contributions to a discussion will focus on topics covered in the textbook before the relevant exams. Each unit of study will have options on topics you may wish to discuss. You will be awarded a maximum of 5 points for each topic you discuss, with the maximum number of points of 15 for this activity (in other words you can discuss more than 3 topics but only a maximum number of 15 points can be earned). The purpose of this assignment is to share reactions and insights from your readings with other students. Besides the topics that I have listed, YOU may also choose a topic or idea from your text to discuss. The page number from your text reflecting the idea or topic needs to be noted, and then the observation is shared. Contributions are encouraged which discover something in the text which is useful, memorable, intriguing, counterintuitive, controversial, noteworthy, novel, applicable to one's own or others' lives, etc. In any course situation that includes discussion and critical thinking, there are bound to be many differing viewpoints, especially on sensitive, controversial topics. We must respect the views of others and create an atmosphere where both the students and the instructor are encouraged to think, learn, and share information. Viewpoints that are carefully thought and expressed in an organized, orderly manner can be used to enhance learning. These viewpoints as well as any feedback or general comments must be provided in a non-offensive, respectful manner. Your course grade will not be adversely affected by the viewpoints that you may express on assignments. Instead, the SCORE will be based on your knowledge and understanding of concepts and principles within the specific subject area as well as their theoretical and research-based foundations and applications.

Your contribution to each topic within each unit will be worth from 1 to 5 points depending on the content of your discussion….5 points total for each unit topic will be given and entries must be made before the test for that specific unit of study. A maximum of 15 points can be earned for this activity, even if you choose to discuss more than 3 topics.

In order to access the discussion unit forum, you must log-on to Blackboard, at http://ACConline.austincc.edu. This is not possible until the semester for which you are registered has actually begun. Information on user name and password is available at the log-in site. Go to “Communications” within Blackboard, and then “Discussion Boards” to participate in the Discussion Forum. If you want to start a new topic for discussion, use the “Add Forum” button. NOTE: The discussions are not in real time. You may contribute at any hour of the day or night prior to the deadline.
EXTRA CREDIT, WORTH 20 POINTS: VOLUNTEER WORK OR RESEARCH PAPER

CHOOSE ONE OF THE FOLLOWING TO EARN AN EXTRA 20 POINTS TO YOUR LOWEST TEST SCORE

1. **Volunteer Work**
   For 20 additional points, students may complete 20 hours of volunteer work in the community. This experience has to be related to psychology and must be approved by the instructor (see attached information sheet on volunteer work).

2. **Research Paper on Health Psychology or Research Paper on Cultural Identity and Cultural Factors Affecting Your Development**
   For an additional 20 points, students can write a research paper on health psychology or cultural identity as it relates to human development. The paper needs to be at least 5 typed, double spaced pages in length, include at least one book and 5 articles, plus a bibliography of your citations. It can be a general focus paper on the meaning of health psychology or cross-cultural psychology, whereby, you will use your textbook as an additional source to relate this general topic to developmental issues.

REMEMBER REGARDLESS OF YOUR CHOICE OF EXTRA CREDIT ACTIVITIES, ONLY A MAXIMUM OF 30 POINTS WILL BE AWARDED.

GRADE DETERMINATION:

Required Work and Grade Determination: Your grade in this course is determined by a point system. All that is required are your 4 exams which are based on your textbook readings. However, if you would like to enrich your learning or increase your overall scores, consider some of the optional credit activities. Please take advantage of this opportunity if you are not satisfied with your grades on the required work.

| Four Required Exams: | 400 points |
| Extra Credit: | 30 points |
| MAXIMUM TOTAL POINTS POSSIBLE: | 430 points |

Letter grades will be assigned as follows:

- 90 – 100% (360 – 430 points): A
- 80 – 89% (320 – 359 points): B
- 70 – 79% (280 – 319 points): C
- 60 – 69% (240 – 279 points): D
- Lower % (less than 240 points): F

Testing Policy and Guidelines:
Refer to the Academic Testing Center Web site at [http://www.austincc.edu/testctr](http://www.austincc.edu/testctr) for questions regarding the Testing Center operating hours, locations, policies and procedures.
REMINDERS:
  o If you cannot meet the deadlines listed above, you must contact me prior to the deadline to discuss alternatives. Unusual circumstances will be taken into consideration if discussed with me before the deadlines. I reserve the right to refuse to accept any late exam unless I was previously agreeable that the exam could be delayed.
  o After completing the exam, the Testing Center staff will give you a feedback form with the results of your exam. It is essential that you keep this form; it is your only evidence that you took the exam. You should keep all of these forms until you have received your final grade in the course. You can also use your feedback results to track your progress during the semester.

COURSE OUTLINE/CALENDAR
Summary of Course Deadlines

<table>
<thead>
<tr>
<th>Required</th>
<th>Optional</th>
<th>DEADLINE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>Unit 1 Discussion Forum</td>
<td>JUNE 7</td>
</tr>
<tr>
<td>Test 2</td>
<td>Unit 2 Discussion Forum</td>
<td>JUNE 16</td>
</tr>
<tr>
<td>Test 3</td>
<td>Unit 3 Discussion Forum</td>
<td>JUNE 21</td>
</tr>
<tr>
<td>Test 4</td>
<td>Unit 4 Discussion Forum</td>
<td>JUNE 28</td>
</tr>
<tr>
<td></td>
<td>Volunteer Work Paper or Research Paper</td>
<td>JUNE 30</td>
</tr>
<tr>
<td>WITHDRAWAL DEADLINE</td>
<td></td>
<td>JUNE 28</td>
</tr>
<tr>
<td>Conference /Contact #1</td>
<td></td>
<td>JUNE 13</td>
</tr>
<tr>
<td>Conference/Contact #2</td>
<td></td>
<td>JUNE 26</td>
</tr>
</tbody>
</table>

No extensions will be granted beyond JUNE 30
Check Announcements & My voice mail for general extensions for all students
Extensions on tests must be approved by the professor and
must be taken at the RGC Testing Center.
COURSE POLICIES

WITHDRAWAL POLICY:
A student may withdraw at any time during the semester until the withdrawal deadline without academic penalty. To withdraw from a course, simply complete the withdrawal form available at any ACC Admissions and Records office. It takes about five minutes, does not affect GPA, and looks much better on your transcript than a “D” or an “F”. While the instructor reserves the right to withdraw a student for lack of progress in the course, the responsibility of officially withdrawing rests entirely with the student. If you stop meeting the requirements of the course and are not officially withdrawn, you will then receive a grade of “F”. The last day to withdraw is June 28, 2006.

INCOMPLETE:
In general, incompletes will not be given. Exceptions to this would include verifiable cases involving hospitalization or excessive travel required by one’s employer. The instructor has the option to evaluate the severity of the student’s situation and decide if an incomplete is merited.

SCHOLASTIC HONESTY/ETHICAL CONDUCT:
“Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as, but not limited to tests, quizzes, classroom presentations, and homework.” (Student Handbook 2002-2003, p. 32) The instructor will be responsible for specifying the penalty that will be assessed for violation of this policy….Students are expected to produce their own work. Plagiarism, collusion, or any other type of dishonest behavior on tests, written assignments, or other required tasks will be sufficient cause for the student to receive a zero or F on that task. Also, students may be reported to the appropriate ACC official and required to drop the course, or receive an F in the course. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another person’s work and the unacknowledged submission or incorporation of it in one’s own work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of a course.

ACADEMIC FREEDOM/LEARNING ATMOSPHERE:
In any course situation that includes discussion and critical thinking, there are bound to be many differing viewpoints, especially on sensitive, controversial topics. We must respect the views of others and create an atmosphere where both the students and the instructor are encouraged to think, learn, and share information. Viewpoints that are carefully thought and expressed in an organized, orderly manner can be used to enhance learning. These viewpoints as well as any feedback or general comments must be provided in a non-offensive, respectful manner. Your course grade will not be adversely affected by the viewpoints that you may express on assignments. Instead, the grade will be based on your
knowledge and understanding of concepts and principles within the specific subject area as well as their theoretical and research-based foundations and applications.

**INSTRUCTIONAL SUPPORT SERVICES**

**TESTING CENTER:** [http://www.austincc.edu/testctr](http://www.austincc.edu/testctr)

As mentioned in a previous section, students will be using the testing center for all their tests. The testing center requires a current ACC student ID in addition to a second ID with a photo. It is the student’s responsibility to check the testing center’s hours of operation.

**STUDENTS WITH SPECIAL NEEDS/OFFICE OF STUDENTS WITH DISABILITIES:**

It is very important that students who have special educational needs notify the instructor as soon as possible so that the appropriate modifications in instruction and evaluation can be made. This instructor welcomes all students and is committed to making the needed modifications to ensure the student’s success.

Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester.” (Student Handbook 2002-2003, p. 14)

**LEARNING RESOURCE CENTER:**

[Library](http://library.austincc.edu/) ……Students will need a current ACC student ID in order to be able to check out textbooks and other instructional materials.

**AUDIO & VIDEO TAPES ARE ALL OPTIONAL** learning aids in this course. There is nothing unique on them that the text does not cover that will appear on the exams. They were developed before the current edition of this textbook, so there is no absolute correlation between book chapters and tape numbers. Having said all this, I do think many students benefit from their use. Since classroom time and discussion are absent in a class of this format, the tapes provide additional exposure to important concepts, and in a format in contrast to reading from a book.

**VIDEO TAPE PROGRAMS**

<table>
<thead>
<tr>
<th>Series: Seasons of Life (Five 60-minute programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Infancy and Early Childhood</td>
</tr>
<tr>
<td>2. Childhood and Adolescence</td>
</tr>
<tr>
<td>3. Early Adulthood</td>
</tr>
<tr>
<td>4. Middle Adulthood</td>
</tr>
<tr>
<td>5. Late Adulthood</td>
</tr>
</tbody>
</table>

Videos are **also available** for viewing at ACC Locations: Fredericksburg High School; ACC Libraries/LRC (Learning Resource Centers): Cypress Creek, Eastview, Northridge, Rio Grande, Riverside, Pinnacle.

Videos may be rented from RMI Media at [http://www.rmimedia.com](http://www.rmimedia.com). You may order online or by phone (800) 745-5480. Ask about price and availability for (SOL-TR) Psyc 2314 (Psy 2308)-Human Growth and Development.

### AUDIO TAPE PROGRAMS

(Half Hour Each)

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<tr>
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<tbody>
<tr>
<td>2.</td>
<td>The Story of Erik Erikson</td>
<td>15.</td>
</tr>
<tr>
<td>3.</td>
<td>And Then We Knew</td>
<td>16.</td>
</tr>
<tr>
<td>4.</td>
<td>When To Have a Baby</td>
<td>17.</td>
</tr>
<tr>
<td>5.</td>
<td>The Biography of the Brain</td>
<td>18.</td>
</tr>
<tr>
<td>7.</td>
<td>Attachment: The Dance Begins</td>
<td>20.</td>
</tr>
<tr>
<td>9.</td>
<td>Then Sentences</td>
<td>22.</td>
</tr>
<tr>
<td>10.</td>
<td>Because I Wear Dresses</td>
<td>23.</td>
</tr>
<tr>
<td>11.</td>
<td>Everything is Harder</td>
<td>24.</td>
</tr>
<tr>
<td>12.</td>
<td>Piaget and the Age of Reason</td>
<td>25.</td>
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Audio tapes are available for listening at Northridge, Rio Grande, Riverside, Fredericksburg and Round Rock libraries. Or you may bring your own 30 or 60-minute blank audio cassettes since rapid-copy audio cassette copying machines are available at the NRG, RGC, and RVS campuses for you to make your own copies of the tapes.

Listening while commuting or studying by ear is a wonderful aide to learning for many people!!!!

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Psychology 2314 • 11
Detailed Outline on Volunteer Work

VOLUNTEER WORK: A minimum of 20 hours is required. This extra credit work is optional. It will be worth 20 points (depending on the summary paper). No work less than 20 hours will be accepted. A log and a two-page summary are required. The summary must be typewritten and include the advantages and disadvantages of the experience, as well as how it applies to Psychology. The following outline for the time log can be used:

**VOLUNTEER LOG**

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Activity</th>
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</tbody>
</table>

Total Hours ________

Name of Supervisor  ____________________________________________

Name of Agency __________________________ Telephone _____________

Signature of Supervisor  _________________________________________
Human Growth and Development Objectives

Students may use these essay questions and/or learning objectives as an additional study guide for their unit tests (in addition to the recommended student workbook). Students are expected to achieve an 80% competency level on the following objectives:

Unit One Objectives

1. Be familiar with the important characteristics explained in your textbook about the stages of development; especially as they relate to Freud’s and Erikson’s theory and developmental tasks.
   Stages:  
   a. Conception to Birth
   b. Infancy to Toddlerhood (0 - 3 yrs)
   c. Early childhood (3-6 yrs)
   d. Middle Childhood (6-11 yrs)
   e. Adolescence (11-20 yrs)
   f. Young Adulthood (20-40 yrs)
   g. Middle Adulthood (40-65 yrs)
   h. Late Adulthood (65 and up)

2. Discuss the goals of Human Development Research.

3. Discuss the concept of individual differences.

4. What is the range of individual differences?

5. Discuss the meaning of socioeconomic status, and how it affects our education, medical care, living arrangements, and other lifestyle issues.

6. Distinguish between Western Cultures and other cultures in terms of development and values.

7. Discuss (know the concept within the theories and recognize examples) the following major theoretical perspectives:

   Psychoanalytic
   a. Freud’s Theory of Psychosexual Development
   b. Erikson’s Theory of Psychosocial Development
   c. Strengths and Limitations

   Cognitive
   a. Piaget’s Theory of Cognitive Development
   b. Information-processing Approach
   c. Cognitive Neuroscience Approach
   d. Strengths and Limitations
Learning
  a. Pavlov’s/Watson’s Behavioral Learning Theories---Classical Conditioning
  b. Skinner’s Behavioral Learning Theory---Operant Conditioning
  c. Bandura’s Social Learning (Social Cognitive) Theory
  d. Strengths and Limitations

Evolutionary/Sociobiological
  a. ethnology
  b. sociobiological
  c. evolutionary psychology

Contextual
  a. Bronfenbrenner’s Bioecological Theory
  b. Vygotsky’s Socio-cultural Theory

8. Discuss and recognize an example of the following aspects of Freud’s psychoanalytic theory:
   a. Structure of personality: ID EGO and SUPER EGO
   b. Psychosexual Development (stages and fixation)
   c. Defense mechanisms

9. What are the main criticisms (from a research perspective) of Freud’s theories?

10. Discuss Erikson’s psychosocial stages of development (memorize the order or sequence).
    Be able to recognize an example of each of the stages.

11. Explain the differences in Freud and Erikson’s practices.

12. What are Behaviorists most concerned with?

13. Discuss the meaning of association in classical conditioning. Be able to recognize examples of classical conditioning; including the unconditional and conditional stimuli and responses.

14. When is reinforcement most effective? What is the difference between positive and negative reinforcement and punishment? Be able to recognize examples.

15. Which theory of Human Development is universally accepted as the theory that best explains all facets of development? Explain your answer.

16. Discuss (and recognize examples) of the various developmental research designs (i.e. longitudinal, cross-sectional, and sequential).

17. Discuss the negative consequences and ineffectiveness of using punishment.

18. Discuss the 3 basic theoretical issues on which developmental scientists differ.
19. Define (recognize examples) and give the purpose of a theory and a hypothesis. What is the meaning of a “variable”?

20. Describe the major research methods used in developmental research and state the advantages and purpose of each. Be able to distinguish between them and recognize examples.
   • Case Study
   • Correlation: what is the greatest strength of correlational research? Distinguish between a positive and negative correlation. Recognize examples.
   • Survey and self report instrumentals
   • Experimental (as well as the essential ingredients, purpose, independent and dependant variables, and randomization: random sample and random assignment.)
   • Naturalistic Observation (example and limitations)
   • Ethnographic Research Study

21. Discuss the contextual theories of Vygotsky’s Socio-cultural theory. What are the strengths and limitations? Be able to recognize an example.

22. Discuss and recognize examples of the ecological approach (distinguish between microsystem, macrosystem, etc.).

23. Discuss the basic theoretical issues on which developmental psychologists differ in perspective (i.e. nature vs. nature, continuous vs. stage, etc.).

24. List and discuss the ethnics involved in research (i.e. informed consent, confidentiality, etc.).

25. Define and recognize examples of the following terms within Piaget’s theory: organization, adaptation, equilibration, schemes, assimilation, accommodation. Be familiar with Piaget’s Stages of Development.

**Unit 2 Objectives**

1. Discuss the basic building blocks of heredity such as DNA, genetic code, chromosomes, and genes. How many pairs of chromosomes are present in the human body?

2. What are the sex chromosomes for male and female? Based on your knowledge of the sex chromosomes, which parent would have the most influence on the sex of the child?

3. Define the following terms: Alleles, phenotype, genotype, and genetic imprint.

4. Discuss the meaning of sex linked recessive disorders, and give examples.
5. Discuss the research and influences of heredity and environment on development according to your text. Include adoption studies, twin studies, etc. Also be familiar with results on physical characteristics (i.e. height) and psychological (i.e. temperament, intelligence, psychopathology, etc.).

6. Discuss the findings of the research on the effects of alcoholism, its probable causes, and its effect on an unborn child.

7. Explain the stages of prenatal development, and define the stage in which an unborn baby is most vulnerable to environmental influences.

8. Explain how mobile walkers affect babies’ in learning to walk. Discuss this area of physical development.

9. Explain the development of the senses at birth, and after birth.

10. Discuss what is demonstrated by research on visual-tasks memory and the research on the “visual cliff”.

11. Discuss the following theories of learning in early childhood (chapter 5). Be able to recognize examples.
   - Classical conditioning
   - Operant conditioning
   - Information-processing and the concept of habituation
   - Social learning theory

12. Discuss Piaget’s sensorimotor stage.
   - When does it occur?
   - What are circular reactions?
   - What is representational ability and deferred imitation?

13. What is a characteristic of a baby who habituates rapidly?

14. Discuss the difference between dizygotic and monozygotic twins and recognize examples.

15. Discuss prenatal development in terms of cephalocaudal and proximodistal principles.

16. Discuss childbirth and the birth process; know the meaning of the following: parturition, electronic fetal monitor, natural childbirth, prepared childbirth.

17. Discuss the meaning of “teratogenic,” and identify some teratogenics and their effects.

18. Discuss the effects of drugs on an unborn child or fetus (i.e. if parent drinks alcohol, or takes cocaine) as well as the effects of diseases such as HIV.
19. Discuss genetic defects and chromosomal abnormalities (especially Down Syndrome, hemophilia, sickle-cell anemia).

20. Discuss birth complications and illnesses (especially anoxia, jaundice, low birth weight) and ways to prevent them.

21. Brain Development: Know the meaning of: myelination, neurons (brain cells, dendrites, neurotransmitters), glial cells, cerebrum, left hemisphere, right hemisphere, and lateralization.

22. Discuss the newborn’s development of the senses. Which is the most developed at birth?

23. Discuss motor development in infancy, toddler, and early childhood. How does the use of mobile walkers affect the infant’s learning to walk?

24. Discuss the validity and reliability of developmental test scores.

25. Discuss the research on “mother-infant bonds.” What are the characteristics of a securely attached child? Discuss the research on attachment.

26. Define and give examples of separation anxiety, stranger anxiety, social referencing.

27. Discuss the effects of early maternal employment on the child’s development (Harvey’s Study, 1995).

28. Discuss Sudden Infant Death Syndrome (SIDS).

29. Discuss the role of nutrition (breast milk vs formula) on development.

30. Discuss early (newborn) brain development and reflex behavior.

31. Discuss the typical personality traits of a normal healthy 2 yr old.

32. Discuss the stages of language development (i.e. babbling, holophrases, telegraphic speech, over regularizing, etc.).

33. Discuss what can be done to help prevent sibling rivalry when a new baby is born into a family.

34. Discuss Piaget’s Sensorimotor and Pre-operational stage: know and recognize examples of: sensorimotor play, symbolic play, conservation, animism, egocentrision, centration, and irreversibility, object permanence.

35. Discuss illness in early childhood as well as physical development.
36. Discuss Erikson’s theory related to infancy and childhood.

37. Discuss parenting styles. Describe the characteristics of the parents of children who are the most self reliant, self controlled and contented.

38. Discuss the behavior of parents who have prosocial children.

39. Explain how to increase prosocial behavior and decrease aggression in a child’s behavior.

40. Explain why children develop fears during early childhood.

41. Discuss “child health” in the United States as compared to European countries.

42. Discuss the effects of attending the project Head Start on a child’s development.

43. Discuss the research on gender roles and gender theories on gender typing.

44. Describe personality of children based on birth order (oldest, only child, etc.).

**Unit 3 Objectives**

1. List and describe all the common illnesses that occur in middle childhood.

2. Discuss the development of the self in middle childhood as well as all aspects of physical development presented in the text (i.e. nutrition growth, body image, etc.).

3. List and discuss Piaget’s stages in child development. Know the order of the stages and the major developmental characteristics of each stage. Be able to recognize examples.

4. Discuss the disadvantage of competitive sports for children.

5. Discuss intrinsic motivation and extrinsic motivation. Be able to recognize examples.

6. Discuss psychosocial development including the developing self, emotional growth, and home/peer experiences.

7. Explain the long term effects of divorce on children. What are the “crucial tasks” or coping for children?

8. Discuss the research findings on children raised by gay/lesbian parents.

9. Explain and define aggression, bullying, prejudice and discrimination. What is the difference? Discuss the research and ways to reduce these inappropriate behaviors.
10. a. Discuss the most common childhood emotional disorders (definition and example).
b. Discuss what type of psychotherapies or psychological treatment is commonly used with children.
c. What generally seems to be true of children who receive psychological treatment?

11. Describe the adolescent growth spurt and the meaning of cross sectional trends in adolescence.

12. Discuss motor development and cognitive development (Piaget, etc.) in middle childhood (include all theories and research in your discussion).

13. Explain and recognize an example of conservation and reversibility as it applies to Piaget’s theory.

14. Discuss Piaget’s theory on moral development (especially in terms of mature vs immature judgments).

15. Discuss the advantages and disadvantages of IQ tests (who do they favor?). Explain the concept of cultural bias.

16. What is the result of parental involvement within the schools?

17. Discuss memory and processing skills (short-term memory or working memory; long-term memory, sensory memory, metamemory, and mnemonics).

18. Discuss Gardner’s theory of multiple intelligence and the concept of metacognition. Distinguish between divergent and convergent thinking.

19. Discuss the self-fulfilling prophecy and teacher expectations.

20. Discuss cultural factors influencing academic achievement and second-language instruction (include bilingual education).

21. Discuss the characteristics of children with learning disability, attention deficits and hyperactivity; and gifted children.

22. Discuss the advantages and disadvantages in maternal (Mom’s) employment (to all members of the family). How is it beneficial?

23. Discuss the effects of poverty on families. How can it affect the children?

24. List all the important factors or dimensions affecting the development of adolescents. (For example: 1) physical changes related to puberty; 2) opportunity for improved social competence, etc.)
25. Discuss death in adolescents. What are some of the most prevalent causes of death?

26. Discuss Elkind’s six characteristics that manifest immaturity of thinking in adolescents.

27. Discuss the relationships of adolescents with their parents. Include cross-cultural research reported in your text (i.e. Chinese American youth and their families).

28. Discuss language development and school achievement in middle childhood.

29. Discuss the physical changes in adolescence.

30. What is the most common eating disorder in adolescents? Discuss Obesity, Anorexia, Bulimia, and Body Image. Discuss the theories on the cause of Bulimia and Anorexia.

31. Discuss the adolescent’s use of drugs, suicide, and relationship to parents.

32. Discuss the reasons behind intolerance of differences and cliquishness in Adolescence; how is it related to Erikson’s theory?

33. What is seen as the most probable cause of homosexuality today? How can prenatal development affect homosexuality?

34. Describe the most common reason as given by teenagers for early sexual activity. Discuss their sexual development.

35. Discuss AIDS and explain how AIDS is spread. Discuss the chief reasons for the high incidence of STD’s in adolescents. How has it affected the sexual behavior of adults?

36. Discuss the theories and research addressing the conflict between teenagers and their families and society.

37. What is the process of “co-regulation” and recognize an example of this concept in parental discipline.

38. Discuss Margaret Mead’s research on adolescents and their parents.

39. Discuss parenting styles and know the most effective.

40. Discuss the research results cited in your text concerning teenagers. What was found in the survey done on where teenagers spend their waking hours?

41. Discuss the school experience in adolescence.

42. Discuss the findings of the study on juvenile offenders.
43. Discuss cognitive development in adolescence as well as Kohlberg’s theory of moral development and reasoning (in adolescence and adulthood).

44. Discuss young adulthood.
   a. Discuss the developmental tasks of young adulthood.
   b. Describe the differences between older and younger workers.

45. Discuss the changes that have occurred in gender role differences and occupational chores over the years. Address changes due to the feminine movement. Today, what are females more likely to do than males? Discuss gender differences in moral development.

46. Discuss Erikson’s theory as well as the criticisms of Erikson’s theory, especially the terms of the developmental stages covered in this unit.

47. Discuss the meaning of emotional intelligence, as well as the various theories on cognitive development (Piaget, Schie, etc.) and intelligence (Sternberg).

48. Discuss the theories of cognitive development in middle childhood, adolescence, and adulthood as they are portrayed in your textbook. Discuss the meaning of hypothetical-deductive reasoning and the pendulum problem.

49. Discuss what would most likely be the most important contributions made by the work of Vaillant, Levinson and Helson. Discuss each one of these theories and the major thought concepts within the theories.

50. Discuss the foundations of intimate relationships and Sternbergs’ triangular theory of love.

51. Discuss the concept of age-consciousness differences in American society from the early 1900’s to today (2005).

52. Discuss the effects of drug use in young adulthood as well as genetic and behavioral influences on health. What appears to be the leading preventable cause of death in the U.S.?

53. What health hazard or illness is perceived as an epidemic by the World Health Organization?

54. What are the gender differences related to health and life expectancies? What factors contribute to the higher life expectancy of that gender?

55. Discuss the relationship between educational level and health.

56. Discuss post-formal thinking process.
57. Discuss the section on Education and Work in adulthood in your text. Discuss gender differences related to work and attending college.

58. Discuss intimacy in young adulthood (Erikson theory, etc.). Discuss the cross-cultural perception of love and what it implies according to Beall and Sternberg.

59. Discuss marriage, factors related to success, and domestic violence. Why do some women stay in an abnormal relationship?

60. Discuss parenthood and divorce.

Unit 4 Objectives

1. Describe physical changes that occur during mid life and late adulthood.

2. Distinguish between presbyopia, myopia, glaucoma and cataracts. Why do many older people need to wear reading glasses? Discuss hearing loss in middle age.

3. Discuss the research findings regarding physical activity in middle age.

4. Discuss the research on menopause. What could American women change about their habits to reduce the severity of menopausal symptoms? Discuss differences between Japanese and American women.

5. Discuss the following illnesses: Hypertension, Osteoporosis, Breast Cancer, and Arthritis. Discuss the effects of stress on health and ways to reduce the negative effects of stress.

6. Discuss the meaning of “burnout”, despair, generativity, and integrity. Discuss and be able to identify examples of Erikson’s theory in all stages of adulthood.

7. Discuss the meaning of crystallized and fluid intelligence. Explain what happens to crystallized intelligence and fluid intelligence during middle adulthood.

8. Discuss some gender related changes in psychological areas or traits that occur during middle adulthood. What is the psychological impact on men that define their self worth as supporting the family, when they lose their job?

9. Discuss the “empty nest” syndrome. What may an “empty nest” bring to a good marriage?

10. Describe friendships in middle age; as well as gender differences related to changes in midlife.

11. Explain what happens to parents of young adults who return to the nest.
12. Explain the typical relationship between adult children and their elderly parents. Discuss ways to cope with the strain of caring for an elder parent.

13. Discuss where most elders typically receive care.

14. Discuss the meaning of the “sandwich generation”.

15. Discuss health and exercise during late adulthood. What are some of the common diseases that occur in late adulthood? What do we know about the causes and treatment?

16. What are the current views on intelligence in later life? What effects does age have on intelligence?

17. Identify ways in which elderly people deal with stress.

18. Describe how the medical profession can sometimes deprive a person of a good death.

19. Discuss euthanasia. Explain and identify passive euthanasia.

20. How is death viewed in North America and Western Europe?

21. Identify the stages of death/dying. Be familiar with the work of Kubler-Ross.

22. At what stage of development are we cognitively at our prime?

23. Discuss the behavior of a person with terminal illness.

24. Discuss the purpose and use a hospice.

25. Discuss cognitive development in theory adulthood and adolescence (Piaget theory, post-formal thought, the Seattle study on the decline of cognitive ability).

26. Discuss the research on the effects of SES on psychosocial development.

27. Discuss Carl Jung’s analysis of midlife transition.

28. Discuss the midlife crises and empty nest (meaning, research, and criticisms).

29. Discuss the different marital and nonmarital lifestyles.

30. Discuss the effects of relationships with siblings on the psychosocial development in middle adulthood.

31. Discuss the psychosocial implication of grandparenthood.
32. Define ageism.
33. Distinguish between the concepts of “young old,” “old old,” and “oldest old.”
34. Discuss ethnic or cultural and gender differences in terms of life expectancy.
35. Discuss the variable-rate theory, wear-and-tear theory, free-radical theory and rate-of-living theory (research and examples).
36. Discuss the physical changes in the elderly including organic changes, reserve capacity, systematic changes, and brain and sensory changes.
37. Discuss the effects of age on flexibility, strength, endurance, balance, and reaction time. How can these abilities be strengthened?
38. Discuss drug intoxication and depression in late adulthood.
39. Define an Elderhostel.
40. Discuss the theories of successful aging (recognize examples).
41. Discuss lifestyle and social issues related to aging (retirement, late-life work, living arrangements, etc.).
42. Discuss the mistreatment and abuse of the elderly.
43. Discuss how the meaning of “cultural, age and religious attitudes on death affect the developmental aspects of death.”
44. Most deaths (60%) in late adulthood in the U.S. are due to which illnesses?
45. Define hospice care and palliative care (recognize examples).
46. Discuss dying with dignity.
47. Discuss view of death and bereavement across the life span.
48. Discuss “Advance Directives.”