

VICTOR VALLEY COLLEGE SYLLABUS

Developmental Psych

Course No.: psych 110 Course Title: Developmental Psych Units: 3
Instructor Name: Dr. Harvey, DMFT
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<i>Spring Term Begins</i>	<i>February 13</i>
<i>Presidents Day Lincoln</i>	<i>February 17</i>
<i>College Closed (no classes)</i>	<i>February 18</i>
<i>Presidents Day Washington</i>	<i>February 20</i>
<i>Spring Break (no classes-offices open)</i>	<i>April 10 – 14</i>
<i>Spring Break Holiday (college closed)</i>	<i>April 14</i>
<i>College Closed (no classes)</i>	<i>April 15</i>
<i>Memorial Day Holiday (college closed)</i>	<i>May 29</i>
<i>Commencement</i>	<i>June 9</i>
<i>Spring Semester Ends</i>	<i>June 10</i>
<i>Sixteen (16) week term</i>	<i>February 13 – June 10</i>
<i>Off-Campus Twelve (12) week term</i>	<i>February 13 – May 13 (Does not follow VVC calendar, see that site's calendar)</i>
<i>First Twelve (12) week term</i>	<i>February 13 – May 13</i>
<i>Second Twelve (12) week term</i>	<i>March 13 – June 10</i>
<i>First Eight (8) week term</i>	<i>February 13 – April 8</i>
<i>Second Eight (8) week term</i>	<i>April 18 – June 10</i>

NOTE – CAMPUS IS CLOSED and CLASSES WILL NOT BE HELD ON CAMPUS THE FOLLOWING DATES:

February, 17th, 18th, 20th, April 10th, 11th, 12th, 13th, 14th, 15th, and May 29th

STATEMENT OF ACCESS: Students with special needs are encouraged to meet with instructors to discuss the opportunity for academic accommodation and referral to Disabled Students Programs and Services (DSPS) and services per Administrative Procedure (AP 3440)

Prerequisite: **No prerequisite. Eligibility for ENGL 101.0 recommended. Satisfactory completion of PSYC 101 recommended.**

Course Description: **This course includes the study of theories, methods, and research findings regarding biosocial, cognitive, and psychosocial development of the individual from conception through adulthood including death, dying and bereavement. CSU,UC (UC credit limitation)**

Course Objectives:

Upon completion of the course the student should be able to:

1. Describe components of the biosocial, cognitive, and psychosocial realms of development and explain the significance of the interactions between these realms.
2. Explain the methods used by developmental psychologist to conduct research.
3. Explain the theories of major psychologists and their application to development across the lifespan including Freud, Erikson, Piaget, Kohlberg, the learning theorists, and the humanistic theorists.
4. Identify major issues at each stage of development with their major research findings.
5. Apply knowledge of theories and research findings to actual or fictional case studies and/or observations.

Online interaction

As a hybrid class, you will be required to have internet connection in order to complete your off campus portion of the class. This will involve watching videos, completing quizzes, etc. through [study.com](https://www.study.com). A link will be emailed to you. Please make sure I have your correct email address.

Attendance

Attendance is required and is the responsibility of the student. If you do not attend the first class session the instructor will drop you. If you do not plan to continue to attend class you must drop the course to avoid receiving an "F" grade. **PLEASE NOTE:** Each class session is very important. After missing the equivalent to ***THREE*** lectures, dismissal from the class will result. This is a very fast pace class and it is highly recommended that you do not miss a class. Coming late or leaving early (***no matter how late or early***) counts as an absence. This includes if I excuse you to be absent or miss part of class.

(Class attendance is not a measure of performance or proficiency. Whether a student is just physically present in the class is not a valid basis for grading. Reference Title 5 Section 55002 of the California Code of Regulations: (A) Grading Policy. The course provides for measurement of student performance in terms of stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by

means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.)

Withdrawal Policy

It is the student's responsibility to officially withdrawal from this class. **DO NOT** simply stop coming to class and expect the professor to drop you. Not withdrawing from class may result in an "F" grade for the class. If you take a "W" for the course, no assignments are carried into the next semester. You must repeat the class

Incomplete

If a student has completed most of the course (75% or more) with a "C" or better average, but is unable to complete the remainder of the semester due to extenuating circumstances (see student handbook), they may elect to take an incomplete (INC) for the course. You are allowed to make up all missing assignments. An incomplete does **NOT** allow you to repeat completed assignments. All missed assignments and exams must be completed by the following semester or the grade will revert back to the one they would have earned at the end of this semester. ***It is the student's responsibility to initiate the request for an incomplete.*** This must be completed in writing on a special school form and signed by both the instructor and the student before the end of the semester.

Final Grade

Your final grade is based on the sum of your scores. You may determine your grade at any time during the course by totaling the points you have accumulated and dividing that total by the number of total points possible up to date. There will be 3-4 lecture exams worth 100 points each. Each lecture exam will include multiple choice questions, True False and short essays. Exam topics will be announced several days in advance. Lecture quizzes will not be announced. No exams or quizzes will be dropped.

There will be **NO** makeup exams. **There are no exceptions.** Missed quizzes **cannot** be made up.

If you have any questions about your grade you must inform the instructor within five days of the grade posting. There will be no change in grades after the five days. This includes the final grade. So make sure you check your grades frequently to make sure everything is all right.

Grades in this class are non-negotiable. I would highly suggest studying for your grade. If you are not achieving the grade level you are hoping for in this class, then don't wait until the last minute to ask for help or enquire about your grades. Especially do not wait until the final exam, or even after, and hope I will change your grade to what you would like it to be. You, the student, earn your grade. I do not assign you one. I will be happy though to help you to try to improve your grade.

The percentage scale is as follows (*No exceptions*):

90 – 100% = A

80 – 89.9% = B

70 – 79.9% = C

60 – 69.9% = D

59.9 and below = F

Classroom Policies:

Etiquette and Ethics

Although extenuating circumstances occur and you must be late to class, do your best to arrive to class on time. If for some reason you cannot arrive at the assigned time, then please enter the classroom quietly and have consideration for other students and the instructor. Because we are also in an intimate classroom setting any extraneous talking is not appreciated during lecture because it is very distracting to your fellow students and even the instructor.

Please read the college policy on cheating and plagiarism. Academic dishonesty in any form will not be tolerated, and may result in failure of an exam/assignment, failure of the course or expulsion from the college. If you have any questions regarding dishonesty or are in anyway unclear about the meaning of the college policy, please see me immediately. If Academic Dishonesty is observed in the classroom, the assignment will be given a grade of “F” and the student will be expelled from the class for two days.

Children

It is the policy of Victor Valley College that children NOT attend class with their parents nor be left unattended on campus while parents attend class. If you qualify, there is a day-care center on campus, if not, please make arrangements for a babysitter. *No pets either.*

Exams

PLEASE TAKE CAREFUL NOTE: During an exam there will be no leaving the classroom for any reason, except with a written Doctor’s excuse. If you leave the classroom your exam is over.

If you are interested in challenging a question on an exam there is a proper protocol to follow. You will be required to write down the number of the question on the exam and then, using a computer, type a one page rebuttal to that question explaining why you believe your question was correct, as well as supplying scientific/physiological facts to back your claims. If your knowledge on the subject proves less than adequate you may lose extra points. The professor’s opinion on your rebuttal is non-negotiable and final.

There will be no challenges during classroom discussion of the exam!

You must have a scantron for the exam.

Tentative Lecture Schedule

This is a tentative lecture schedule with approximate dates for lecture topics and examinations. It is the responsibility of the student to note any and all changes. The chapters indicated for exams should be read by the day of the exam

Life-span Development
Topics
2/20 Understanding LSHD and Research Methods
2/27 Theoretical Foundations for Life Span Developmental Psychology
3/6 The Impact of Genetics in Human Development & Psychology
3/13 Prenatal Development Concepts and Childbirth and Newborn Characteristics
3/20 Physical Development in Infancy and Toddlerhood and Psychosocial and Cognitive Development in Infancy and Toddlerhood
EXAM 1
3/27 Psychosocial Development in Early Childhood and Physical and Cognitive Development in Early Childhood
4/3 Physical and Psychosocial Development in Middle Childhood and Cognitive Development in Middle Childhood
4/10 Physical and Sexual Development in Adolescence
4/17 Psychosocial Development in Adolescence
EXAM 2
4/24 Physical and Cognitive Development in Early Adulthood
5/1 Psychosocial Development in Early Adulthood
5/8 Physical and Cognitive Development in Middle Adulthood
EXAM 3
5/15 Psychosocial Development in Middle Adulthood
5/22 Physical Development in Late Adulthood
5/29 Psychosocial and Cognitive Development in Late Adulthood
6/5 Death and Dying: Stages and Psychological Impact
<i>Term Paper</i>
Final Exam

Term Project

When I say no, I feel Guilty

“Live your life for you not for anyone else. Don’t let the fear of being judged, rejected or disliked stop you from being yourself” ~Sonya Parker

I am a sucker for saying yes. Sometimes I even find myself thinking “no, no, no, no” and then I blurt out “yes.” Why is it so difficult to say the word “no”? It’s just a word, right? Why is it so important to please everyone, to the point that you feel resentful and stressed because of it? We are often afraid of saying no because our biggest fear is rejection. We are afraid that every time we do this, we will disappoint someone, make them angry, hurt their feelings, or appear unkind or rude.

In this essay, I want you to explore the concepts in the book, ‘When I say no I feel guilty.’

How was guilt and manipulation used in your family? Tell of a time recently when you struggled with your guilt. How did you feel?

Which stage of Erikson’s development crises are you in and how might that relate to your sense of guilt? Was there an issue in the initiative vs. guilt stage that might have resulted in feelings of guilt?

Which of the assertive rights resonates with you the most? Why?

Pick a relationship that you feel you struggle in. How is guilt and manipulation occurring in this relationship? How are you reacting to it? After studying your assertive rights, have an interaction with this person where you try to act on your assertive rights. How did this work out? Did it improve things or cause problems? Do you feel good or bad about the outcome?

*Use fogging, broken record and one other anti-manipulation technique in a real interaction (with the above relationship or another) and tell what happened.

What did you learn about yourself from this book and the interactions? Has it had an impact on your life? Has it changed anything in your relationships?