INSTRUCTOR INFORMATION

Name: Jason Watson
Email: jwatson@nr.edu
Office Hours: Virtual/Online

COURSE DESCRIPTION

Description: Studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person's physical, cognitive, and psychosocial growth.

Credits: 3
Online Activities: Required

COURSE MATERIALS


Note: NRCC assumes no liability for virus, loss of data, or damage to software or computer when a student downloads software for classes.

Additional resource materials for some NRCC classes can be found on the NRCC Web-based learning site at www.nr.edu/learninglinks.

The Student’s Guide to Distance Education is available at http://www.nr.edu/de/pdf/stuguide.pdf.
COURSE INFORMATION

Prepared By: Jason Watson  
Approved By: Carol Hurst

A. INTRODUCTION

This is a Distance Education course designed specifically for those students whose learning styles are best served by providing instructional opportunities beyond the traditional classroom setting.

This course focuses on life span development in psychology which is pertinent to nursing students and other disciplines. It involves the consideration of factors influencing human development across the life span, and includes topics associated with major theories important in understanding human development life functions. Emphasis is placed on research and developmental studies from prenatal functioning through infancy, early school age, middle childhood, adolescence, early adulthood, middle adulthood, later adulthood, old age, and death. Cross cultural, gender, and ethnicity will receive attention, along with positive ways to enhance the life span.

B. COURSE OBJECTIVES

Upon the successful completion of this course, the student will learn:

- Some psychological research methods associated with developmental psychology, including single blind, double blind, triple blind, and alliance notations.
- Personalities associated with developmental psychology.
- The scope of developmental psychology and cross cultural theories.
- The value of the life span approach and learning.
- Genetic and environmental factors.
- The significance of the Human Genome project.
- Emotional and psychological concerns of the life span.
- Significant theorists associated with developmental psychology – Piagetian, the Eriskons, Kessler, Vygotsky, Kagan, etc.
- Changing relationships and developmental stages.
- Intelligence throughout the life span.
- Families and life span influences.
- Stress and developmental influences and hospitalization.
- Personality development throughout the life span.
- Mental health issues in developmental psychology.
- Work, retirement, and re-engagement.
- Successful aging/successful life interventions.
- Therapeutic and mental life interventions.
- Reactions to death and dying across the life span.
- Grief, mourning, and funerals/bereavement.
- Spirituality and life span development.
- Ways to extend longevity across the life span.
- Considerations of life beyond life.
• Palliative medicine and psychological medicine.
• Legal and estate considerations and gifts.
• Life span development and DSM IV TR notations.

Instructional Procedures

A. Audio-visuals/videos/discussions/team activities/internet
B. Assignments and reporting
C. Group Activities
D. Lectures/reflections
E. Exams
F. Student research analysis
G. Outlining

C. COURSE CONTENT

PART I – BEGINNINGS
Chapter 1 - An Introduction to Life Span Development
Chapter 2 - The Start of Life: Prenatal Development
Chapter 3 - Birth and the Newborn Infant

PART II - INFANCY FORMING THE FOUNDATIONS OF LIFE
Chapter 4 - Physical Development in Infancy
Chapter 5 - Cognitive Development in Infancy
Chapter 6 - Social and Personality Development in Infancy

PART III - THE PRESCHOOL YEARS
Chapter 7 - Physical and Cognitive Development in the Preschool Years
Chapter 8 - Social and Personality Development in the Preschool Years

PART IV - THE MIDDLE CHILDHOOD YEARS
Chapter 9 - Physical and Cognitive Development in Adolescence
Chapter 10 - Social and Personality Development in Middle Childhood

PART V - ADOLESCENCE
Chapter 11 - Physical and Cognitive Development in Adolescence
Chapter 12 - Social and Personality Development in Adolescence

PART VI – EARLY ADULTHOOD
Chapter 13 - Physical and Cognitive Development in Early Adulthood
Chapter 14 - Social and Personality Development in Early Adulthood

PART VII - MIDDLE ADULT YEARS
Chapter 15 - Physical and Cognitive Development in Middle Adulthood
Chapter 16 - Social and Personality Development in Middle Adulthood

PART VIII - LATE ADULTHOOD
Chapter 17 - Physical and Cognitive Development in Late Adulthood
Chapter 18 - Social and Personality Development in Late Adulthood

PART IX - ENDINGS
Chapter 19 - Death and Dying
Issues of broad consequences and concerns like cell development, intelligence, personality, weight gain, language development, temperaments, height and weight, egocentric thinking, self-concept, gross motor skills, self-esteem, moral issues, friendship problems, conflicts and tensions, cognitive development and decline, developmental stages and implications for nursing students are scheduled to receive consideration, along with work and retirement concerns. Major perspectives converging with developmental psychology may involve views of psychodynamic, behavioral, cognitive, humanistic, evolutionary, and spiritual matters are to be engaged as well as gender, age, sexuality, disease and mental health.

D. **GRADING/EVALUATION**

1. The final grade for the course will be determined as follows:
   - All points are added together from all assignments (no grades are weighted)
   - A final percentage will be calculated for your final grade (total point you earned for the class/total points available * 100)
   - 10-point grade system (see Grading Scale)

   **Quizzes:** All tests will be multiple choice and true/false and will be completed online (not proctored through a testing center).

   **Exams:** An essay midterm and final will be given.

   **Paper:** Please read the instructions under the Research Paper tab in Blackboard.

   **Essays & Discussion Board:**
   1. On the appropriate Essay link on the Assignment Page.
   2. On Discussion Board.

   It is expected that each student read and comment on other students’ essays/posts on Discussion Board.

   **Notes:**
   A. **There are NO makeups.** Therefore, it is advisable to take all the tests. An "incomplete" will be given if the exam is missed only if the student meets state requirements for an "I" grade with documentation.

   B. You are responsible for all material and information presented in class during your absence and for having assignments in on time.

   C. Points will be deleted on prepared papers for incorrect spelling and sentence structure.

   D. Late work will be deducted 10 points per day late after grading starting on the day the assignment was due.
2. Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>91 - 100%</td>
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<tr>
<td>B</td>
<td>81 - 90%</td>
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<tr>
<td>C</td>
<td>71 - 80%</td>
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<tr>
<td>D</td>
<td>61 - 70%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 60%</td>
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E. WITHDRAWAL POLICY

Student Initiated Withdrawal Policy
A student may drop or withdraw from a class without academic penalty during the first sixty percent (60%) of a session. For purposes of enrollment reporting, the following procedures apply:

a. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student will be removed from the class roll and no grade will be awarded.

b. After the add/drop period, but prior to completion of sixty percent (60%) of a session, a student who withdraws or is withdrawn from a course will be assigned a grade of "W." A grade of "W" implies that the student was making satisfactory progress in the class at the time of withdrawal, that the withdrawal was officially made before the deadline published in the college calendar, or that the student was administratively transferred to a different program.

c. After that time, if a student withdraws from a class, a grade of "F" will be assigned. Exceptions to this policy may be made under documented mitigating circumstances if the student was passing the course at the last date of attendance.

A retroactive grade of "W" may be awarded only if the student would have been eligible under the previously stated policy to receive a "W" on the last date of class attendance. The last date of attendance for a distance education course will be the last date that work was submitted.

Late withdrawal appeals will be reviewed and a decision made by the Coordinator of Student Services.

No-Show Policy
A student must either attend face-to-face courses or demonstrate participation in distance learning courses by the last date to drop for a refund. A student who does not meet this deadline will be reported to the Admissions and Records Office and will be withdrawn as a no-show student. No refund will be applicable, and the student will not be allowed to attend/participate in the class or submit assignments. Failure to attend or participate in a course will adversely impact a student’s financial aid award.
Instructor Initiated Withdrawal
Students who have not posted ALL materials by the last day to drop the class and receive a refund must be withdrawn by the instructor during the following week. No refund will be applicable.

The instructor will withdraw students who have not completed ALL assignments on Blackboard by the last day to receive a "W".

Students who do not turn in assignments will be withdrawn at any point in the semester. Failure to turn in assignments is considered non-attendance in the course.

F. CHEATING/PLAGIARISM POLICY

A grade of zero will be awarded to any writing assignments or tests that show cheating or plagiarism. To plagiarize is “To use and pass off as one’s own the ideas or writings of another.” (Definition adapted from the American Heritage Dictionary.) Remember that plagiarism includes lifting words or ideas from Internet sites, as well as copying from print sources.

G. DIVERSITY STATEMENT

The NRCC community values the pluralistic nature of our society. We recognize diversity including, but not limited to, race, ethnicity, religion, culture, social class, age, gender, sexual orientation and physical or mental capability. We respect the variety of ideas, experiences and practices that such diversity entails. It is our commitment to ensure equal opportunity and to sustain a climate of civility for all who work or study at NRCC or who otherwise participate in the life of the college.

H. DISABILITY STATEMENT

If you are a student with a documented disability who will require accommodations in this course, please register with the Center for Disabilities Services located in the Counseling Center in Rooker Hall for assistance in developing a plan to address your academic needs.

I. New River Community College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Mark C. Rowh, Vice President for Workforce Development and External Relations, 217 Edwards Hall, 540-674-3600, ext. 4241.