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Wisconsin Indianhead Technical College

10809188 Developmental Psychology

Course Outcome Summary

Course Information

Description	Developmental Psychology is the study of human development throughout the lifespan. This course explores developmental theory and research with an emphasis on the interactive nature of the biological, cognitive, and psychosocial changes that affect the individual from conception to death. Application activities and critical thinking skills will enable students to gain an increased knowledge and understanding of themselves and others.
Instructional Level	Associate Degree
Total Credits	3.00
Total Hours	48.00

Types of Instruction

Instruction Type	Credits/Hours
Presentation (Lecture/Demonstration/Discussion)	3/48

Course History

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Last Approval Date	1/14/2014

Purpose/Goals

This course outcome summary includes the competencies and criteria for Developmental Psychology (10-809-188). This course is part of the General Studies Core offered throughout the Wisconsin Technical College System (WTCS). The course competencies are consistent among the colleges and are at baccalaureate level to accommodate student success in transfer to four-year colleges.

Target Population

This course is a general studies course designed, in particular, to meet learner needs for healthcare and child care programs.

Course Competencies

1. Examine current research as relevant to lifespan development
Domain Cognitive Level Analysis Status Active

Assessment Strategies

- 1.1. a written or oral response that evaluates current research

Criteria

Performance will be satisfactory when you:

- 1.1. apply research to issues pertinent to development
- 1.2. evaluate the influence of culture on research
- 1.3. compare research designs within the context of development
- 1.4. apply current research in developmental psychology to one's personal and professional life

Learning Objectives

- 1.a. Define the issues relevant to the study of developmental psychology
- 1.b. Explore cultural diversity as an influence on research
- 1.c. Compare the types of research used to establish developmental milestones and trends
- 1.d. Conceptualize your own developmental status

2. Analyze key issues that influence developmental perspectives
Domain Cognitive Level Analysis Status Active

Assessment Strategies

- 2.1. a written or oral response that identifies current developmental perspectives

Criteria

Performance will be satisfactory when you:

- 2.1. discuss nature/nurture issues
- 2.2. compare continuity versus discontinuity across the lifespan
- 2.3. identify normative versus exceptional development
- 2.4. examine critical time periods and life events that impact development
- 2.5. apply key issues of developmental psychology to one's personal and professional life

Learning Objectives

- 2.a. Clarify the nature/nurture controversy
- 2.b. Describe the impact and influence of continuity vs. discontinuity
- 2.c. Summarize normative and exceptional development
- 2.d. Analyze a developmental time line
- 2.e. Identify personal developmental issues and events

3. Compare the various theoretical frameworks as they apply to development
Domain Cognitive Level Evaluation Status Active

Assessment Strategies

- 3.1. a written or oral response that identifies developmental theoretical frameworks

Criteria

Performance will be satisfactory when you:

- 3.1. apply the psychodynamic theoretical framework to development
- 3.2. apply the cognitive theoretical framework to development
- 3.3. apply the behavioral theoretical framework to development
- 3.4. apply the contextual theoretical framework to development
- 3.5. apply theories of developmental psychology to one's personal and professional life

Learning Objectives

- 3.a. Compare and contrast psychodynamic, cognitive, behavioral, and contextual theoretical frameworks in reference to development
- 3.b. Recognize the impact of the above theories on one's personal and professional life

4. Evaluate the integration of genetics and environmental influences on development

Domain **Cognitive** **Level** **Evaluation** **Status** **Active**

Assessment Strategies

4.1. a written or oral response that identifies genetic and environmental influences across the lifespan

Criteria

Performance will be satisfactory when you:

- 4.1. recognize the impact of genetics and environment on pre-conception
- 4.2. recognize the impact of genetics and environment on prenatal period
- 4.3. recognize the impact of genetics and environment on early childhood
- 4.4. recognize the impact of genetics and environment on middle childhood
- 4.5. recognize the impact of genetics and environment on adolescence
- 4.6. recognize the impact of genetics and environment on adulthood
- 4.7. apply theories/knowledge base of genetic and environmental influences on developmental to one's personal and professional life

Learning Objectives

- 4.a. Evaluate the impact of genetic and environmental elements on: preconception, prenatal period, early childhood, middle childhood, adolescence, and adulthood
- 4.b. Analyze genetic and environmental elements in one's personal development

5. Analyze developmental issues related to physical/biological changes across the lifespan

Domain **Cognitive** **Level** **Analysis** **Status** **Active**

Assessment Strategies

5.1. a written or oral response that identifies physical/biological changes across the lifespan

Criteria

Performance will be satisfactory when you:

- 5.1. identify major life changes/tasks throughout the lifespan
- 5.2. describe the germinal, embryonic and fetal periods of development
- 5.3. describe the predictable biological changes in infancy, childhood, adolescence, and adulthood
- 5.4. apply knowledge base of physical/biological changes to one's personal and professional life

Learning Objectives

- 5.a. Summarize major physical/biological life changes/tasks throughout the life span
- 5.b. Define the physical, developmental sequence prior to birth
- 5.c. Compare biological changes from infancy through adulthood

6. Analyze developmental issues related to cognitive changes across the lifespan

Domain **Cognitive** **Level** **Analysis** **Status** **Active**

Assessment Strategies

6.1. a written or oral response that identifies cognitive changes across the lifespan

Criteria

Performance will be satisfactory when you:

- 6.1. identify major life changes/tasks throughout the lifespan
- 6.2. describe the predictable cognitive changes in infancy, childhood, adolescence, and adulthood
- 6.3. describe the cognitive theories of Piaget, Vygotsky, Information Processing, Gardner, and Sternberg
- 6.4. compare the major cognitive theoretical perspectives to more recent biological brain development research
- 6.5. apply theories/knowledge base of cognitive changes to one's personal and professional life

Learning Objectives

- 6.a. Summarize the major cognitive changes across the life span
- 6.b. Describe the cognitive changes from infancy through adulthood
- 6.c. Evaluate and compare the major, relevant cognitive theories
- 6.d. Review the comparison of established cognitive theory and recent biological brain research

7. Analyze developmental issues related to psychological/emotional changes across the lifespan

Domain **Cognitive** **Level** **Analysis** **Status** **Active**

Assessment Strategies

7.1. a written or oral response that identifies psychological/emotional changes across the lifespan

Criteria

Performance will be satisfactory when you:

- 7.1. identify major life changes/tasks throughout the lifespan
- 7.2. describe the predictable psychological changes in infancy, childhood, adolescence, and adulthood
- 7.3. describe the psychological theories of Freud, Erikson and Levinson
- 7.4. identify exceptional versus normal psychological development
- 7.5. apply theories/knowledge base of social influences to one's personal and professional life

Learning Objectives

- 7.a. Identify the psychological/emotional impact of major life changes/tasks
- 7.b. Discuss psychological changes from infancy through adulthood
- 7.c. Conceptualize the major, relevant psychological theories e.g. Freud, Erickson, etc.
- 7.d. Examine exceptional versus normal psychological development
- 7.e. Compare theories and knowledge of development with social influences and the impact on personal and professional life

8. Analyze developmental issues related to social changes across the lifespan

Domain **Cognitive** **Level** **Analysis** **Status** **Active**

Assessment Strategies

8.1. a written or oral response that identifies social influences across the lifespan

Criteria

Performance will be satisfactory when you:

- 8.1. identify major life changes/tasks throughout the lifespan
- 8.2. describe the predictable social changes in infancy, childhood, adolescence, and adulthood
- 8.3. describe historical/contextual influences on human development
- 8.4. identify the impact of culture on development
- 8.5. apply theories/knowledge base of social influences to one's personal and professional life

Learning Objectives

- 8.a. Discuss social changes in infancy through adulthood
- 8.b. Identify major life changes/tasks in view of historical/cultural influences
- 8.c. Compare a variety of lifestyles and their developmental impact
- 8.d. Evaluate social change and cultural influence on one's personal and professional life

9. Examine issues surrounding death and dying

Domain **Cognitive** **Level** **Analysis** **Status** **Active**

Assessment Strategies

9.1. a written or oral examination of issues surrounding death and dying

Criteria

Performance will be satisfactory when you:

- 9.1. summarize the changes in perspective on death and dying across the lifespan
- 9.2. summarize bereavement that pertain to different life stages
- 9.3. differentiate normal from abnormal grief reactions
- 9.4. identify sociocultural and spiritual influences on death and dying issues
- 9.5. apply theories/knowledge base of issues surrounding death and dying to one's personal and professional life

Learning Objectives

- 9.a. Compare different perspectives on death and dying in relation to age of the individual
- 9.b. Discuss bereavement and grief reactions at different stages of life
- 9.c. Compare normal and abnormal grief reactions

- 9.d. Evaluate sociocultural and spiritual influences on death and dying
- 9.e. Review one's own perspective on death and dying