I. **Course Title:** Psychology of Growth and Development  
   **Course Number:** PSY 713  
   **Credits:** 3  
   **Date of Revision:** May 2005

II. **Course Prerequisite(s):** None

III. **Catalogue Description:**

   This course explores how people grow and develop from infancy through old age. Physical growth patterns, along with emotional, intellectual, and social development are emphasized. Maturation, learning, and their interrelationships are also examined in terms of their implications of developmental variables for the home, school, and community.

IV. **Competencies Addressed:**

   **Consultation** – communication (oral & written) of information in a clear, concise, client-centered manner toward the solution of a problem.

   **Intervention** – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems.

V. **Course Objectives:**

A. The student will differentiate the various periods of the life span and list the physical, psychological and social changes that take place within each period.

B. The student will compare and contrast the major theoretical perspectives on human development.

C. The student will differentiate and explain the relative impact of heredity and environment on individual development from the prenatal period through death.

D. The student will demonstrate a fundamental knowledge base of concepts in developmental psychology through writing samples group discussions and problem solving exercises.

E. The student will describe the concepts of development, growth, and aging and be able to use this information in common sense discussions with children, adolescents and adults.
V. Course Objectives (continued):

F. The student will be aware of the cultural differences which exist at each stage of human development and discuss their influence.

G. The student will explore the ethical implications of Developmental Psychology for both parenting and the classroom.

NOTE: To Counselor Education Department Students

This course meets the CACREP Common Core and School and Community Agency Standards as follows:

**CACREP Common Core Standards**

II K3 a-e

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

a. theories of individual and family development and transitions across the life-span;

b. theories of learning and personality development;

c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

d. strategies for facilitating optimum development over the life-span; and

e. ethical and legal considerations.

**Agency standards:**

C. Knowledge and skills:

4. principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

**School Standards**

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

2. d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)
VI. Course Outline:

A. Introduction and Prenatal Development
   1. What Constitutes Developmental Psychology
   2. Stages in Developmental Psychology
   3. Prenatal Care and Care of the Newborn
   4. Multi-cultural Implications

B. Infancy
   1. Intellectual Growth in Infancy
   2. Personality Development in Infancy
   3. Problems of Infancy
   4. Practical Implications for Parents
   5. Multi-cultural Implications

C. Early Childhood (2-5)
   1. Intellectual Growth in Early Childhood – Piaget
   2. Social and Emotional Development in Early Childhood
   3. Problems of Early Childhood
   4. Practical Implications for Parents
   5. Multi-cultural Implications

D. Middle and Late Childhood
   1. Intellectual Growth
   2. Personality Development and Emotional Significance
   3. Significance of School
   4. Practical Implications for Parents and Teachers, Counselors
   5. Multi-cultural Implications

E. Adolescence
   1. Puberty
   2. Psychological Correlates of Puberty
   3. Intellectual Changes in Adolescence
   4. Social and Emotional Changes in Adolescence
   5. Problems of Adolescence
   6. Practical Implications for Parents and Psychologists
   7. Multi-cultural Implications

F. Early Adulthood
   1. Physical and Cognitive Development
   2. Social Development
   3. Careers and Work
   4. Multi-cultural Implications
VI. Course Outline (continued):

G. Middle and Late Adulthood
   1. Physical and Cognitive Changes
   2. Social Development
   3. Personality Development
   4. Health Problems
   5. Multi-cultural Implications

H. Late Adulthood
   1. Longevity
   2. Course of Physical Decline
   3. Health Problems
   4. Personality Theories
   5. Death and Dying
   6. Multi-cultural Implications
   7. Counseling Applications

VII. Teaching Methodology:

A. Lecture Discussion Format

B. Assignments in textbooks, workbooks, and extra readings

C. General library assignment of search and discovery with respect to a topic in developmental psychology

D. Class discussions concerning contemporary topics in developmental psychology

E. Three tests (objective and essay questions)

VIII. Evaluation of the Student:

A. Tests: Three tests are given (essay and objective)

B. Other: Research paper or special project

IX. Bibliography:


IX. Bibliography (continued):


IX. Bibliography (continued):