

## Subject Description Form

<b>Subject Code</b>	APSS 487																				
<b>Subject Title</b>	Developmental Psychology: From Birth to Death																				
<b>Credit Value</b>	3																				
<b>Level</b>	4																				
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<u>Pre-requisite:</u> APSS111/APSS1A07/APSS222 Introduction to Psychology <b>AND</b> APSS225 Human Behaviour and Social Environment																				
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">100% Continuous Assessment</th> <th style="width: 15%;">Individual Assessment</th> <th style="width: 15%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. One Seminar Group Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>3. One Written Integrative Project Group Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>4. Mini assignments and Web-assisted Quizzes</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>5. Final Quiz</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	5%	--	2. One Seminar Group Presentation	--	15%	3. One Written Integrative Project Group Report	--	15%	4. Mini assignments and Web-assisted Quizzes	25%	--	5. Final Quiz	40%	--
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<b>Objectives</b>	<p>This subject provides students with different dimensions of life-span psychological theories, and offers in-depth examination of issues at the different life stages of human development. It is aimed at implanting in students an interest and insight through examining interaction of internal and external factors important in western ideas about human development, and integrating the evidence-based research findings in the Chinese context. In particular, the students can compare and contrast concepts and procedures of research designs and methods in studying developmental psychology and several ways of identifying relationships between variables relevant to age-related changes.</p>																				
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. comprehend an overview of the nature, objectives, scope of developmental psychology;</li> <li>b. apply theoretical and empirical knowledge of different perspectives to examine a systematic life-span structure from pre-natal development through to old age in human beings;</li> </ol>																				

	<p>c. analyze the local and global trends and developments in historical and contemporary developmental psychology; and</p> <p>d. apply major methodological techniques of the studies of human development in different cultures and societies, focusing on both qualitative and quantitative research techniques.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p><b>1. <u>Fundamental Approaches and Research Methods of Human Development</u></b></p> <p>1.1 Introduction and Key Issues: <i>Philosophical and Scientific Roots, Nature vs. Nurture, Continuous vs. Discontinuous, Lifespan Approaches vs. Focus On Particular Periods</i></p> <p>1.2 The Major Theories of Human Development: <i>Psychodynamic Perspective, Behavioral Perspective, Cognitive Perspective, Humanistic Perspective, Evolutionary Perspective, Bioecological Approach</i></p> <p>1.3 Developmental Diversity and Life-History Trade-off: <i>Ecological, Cultural, Racial, Social and Individual</i></p> <p>1.4 Qualitative and Quantitative Research Methods in Developmental Psychology: <i>Cross-sectional, Longitudinal, Sequential Designs and others</i></p> <p><b>2. <u>Genetics, Prenatal Development, and Birth</u></b></p> <p>2.1 Pre-birth and Foundations of Genetics: <i>Establishing the Sex, Transmission of Genetic Information, Inherited and Genetic Disorders</i></p> <p>2.2 The Interaction of Heredity and Environment: <i>The Role of the Environment in Determining the Expression of Genes, The Role of Genes in Creating Environment</i></p> <p>2.3 Prenatal Growth: <i>Stages, Threats, Being a Mother</i></p> <p>2.4 Giving Birth: <i>The Process, Problematic Birth and Mortality</i></p> <p><b>3. <u>Physical Growth and Aging Across the Life Span</u></b></p> <p>3.1 Stages and Changes in Physical Growth: <i>Life Cycles of Infancy, Changes in Body Shape, Height, and Weight From Childhood to Adulthood, Aging</i></p> <p>3.2 Motor Development: <i>Gross Motor Skills, Fine Motor Skills, Norms and Diversity</i></p> <p>3.3 Brain Development: <i>Synaptic Pruning, Reflexes and Lateralization, Environmental Influences, The Link Between Brain Growth and Cognitive Development</i></p>

3.4 Perceptual Development: *Sensory through Lifespan, Habitualization in Infants*

**4. Cognitive Growth: Piaget and Vygotsky**

4.1 Piaget's Approach: *Sensorimotor Stage, Preoperational Stage, Concrete Operational Stage, Formal Operational Stage, Other Approaches to Postformal Thought*

4.2 Vygotsky's View: *The Zone of Proximal Development, The Role of Culture*

4.3 Development of Attention: *Lifespan Changes, Children's Planning and Control, Attention-Deficit/Hyperactivity Disorder*

4.4 Development of Memory: *Lifespan Changes, Children's Testimony, Dementia*

**5. Development of Intelligence and Language**

5.1 Development of IQ: *Lifespan changes, IQ and School Achievement, Creativity, Individual and Gender Differences*

5.2 Mental Retardation, Gifted and Talented, Unsociable Brainiacs

5.3 Schooling Through Lifespan: *Kindergarten to High School, Lifelong Learning, Head Start*

5.4 Delayed Gratification and School Achievement

5.5 Development of Language: *Lifespan Course, Prelinguistic Communication, Timetable of Beginning to Talk, Language Acquisition*

5.6 Critical Period, Bilingualism, Learning to Read and Dyslexia

**6. Social and Emotional Development and The Development of Personality**

6.1 Early Social Relationships: *Strange Situation Paradigm and Attachment, Peer Interaction*

6.2 Attachment in Adulthood: *Intimate Relationship, Love*

6.3 Emotional Development: *Lifespan Changes, Empathy, Anxiety, Depression, Happiness,*

6.4 Personality Development Across the Life Span: *Temperament, Erikson's Theory of Psychosocial Development, Personality from Early Childhood to Late Adulthood, Midlife Crisis, Life Review and Reminiscence, Personality and the Interaction of Genetics and the Environment*

	<p><b>7. <u>Development of The Self and Gender</u></b></p> <p>7.1 Development of The Self: <i>The Roots of Self-Awareness, Development of Self-Identity, Defining the Self Through Life Events</i></p> <p>7.2 Evaluating the Self: <i>Self-Esteem in Different Stages</i></p> <p>7.3 Gender Identity: <i>Children’s Understanding, Gender Differences and Similarity</i></p> <p>7.4 Sexual Maturation and Sexuality: <i>Body Image, Puberty, Sexual Relationship, Homosexuality</i></p> <p><b>8. <u>Peer Relationship and Family</u></b></p> <p>8.1 Theory of Mind and Play in Early Childhood</p> <p>8.2 Friendship and Its Characteristics from Middle Childhood to Adulthood</p> <p>8.3 Family: <i>Family Type, Modern Women, Family Ties in Middle and Late Adulthood</i></p> <p>8.4 Parenting: <i>The Role of Mother, The role of Father, Parent-Child Relationship, Sibling Relationship, The Role of Grandparents</i></p> <p><b>9. <u>Moral Development and Aggression</u></b></p> <p>9.1 Moral Development: <i>Piaget, Kohlberg, Gilligan’s Work, Moral Cultivation</i></p> <p>9.2 Moral Reasoning and Moral Emotion: <i>Haidt’s Work</i></p> <p>9.3 Values, Religion, and Spirituality: <i>From Childhood to Adulthood</i></p> <p>9.4 Aggression and Violence: <i>The Roots of Aggression, Aggression in School and Family</i></p> <p><b>10. <u>Death and Grieving : The End of Life</u></b></p> <p>9.1 Death and Dying Across the Life Span: <i>Causes and Reactions</i></p> <p>9.2 Understanding the Process of Dying: <i>Kubler-Ross’ Theory, Euthanasia</i></p> <p>9.3 Grief and Bereavement: <i>Stages of Grief, Cultural Differences in Grieving</i></p>
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<b>Teaching/Learning Methodology</b>	Face-to-face and Web-assisted Lectures	27 hours
	<u>Seminars (Tutorials)</u>	<u>12 hours</u>
	TOTAL	39 hours

Both interactive mass lectures and web-assisted lecture notes are prepared by the subject coordinator, with some guest lectures to be delivered by psychologists with relevant expertise. The web-assisted learning and teaching activities are designed to encourage students' self-study after lectures. The subject lecturer is committed to strike a flexible balance of interactive activities through direct student-teacher contact, web-assisted self-assessment, in-class discussions, small-group reports, role-play and case illustrations. Multi-media materials are used to facilitate learning.

Research-based group seminars and web-assisted quizzes are arranged to enhance students' understanding of the developmental psychology knowledge acquired from the lectures, web-assisted deliverables and assigned readings. These methods are considered as both a supplement to lectures and a self-learning tool for reinforcing students' integration and internalization. Seminar/tutorial groups of about 3 to 5 students each should be formed at the beginning of a semester to facilitate preparation and teamwork for one research-based seminar group presentation and project report-writing. Consultation is provided by the subject lecturer and seminar instructors whenever necessary. The seminar/tutorial instructors give feedback to individual students and in groups during and after the seminars/tutorials. Prompt feedback can be provided for each student after taking the web-based assessment and practice quizzes. The on-line Blackboard forum can also provide a platform for interactive discussions among students, and also for exchange views with subject lecturer or seminar instructors.

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Class Participation	5 %	✓	✓	✓	
2. One Seminar Group Presentation	15 %	✓	✓	✓	✓
3. One Written Integrative Project Group Report	15 %	✓	✓	✓	✓
5. Mini assignments and Web-assisted Quizzes	25 %	✓	✓	✓	✓
5. Final Quiz	40 %	✓	✓	✓	✓
Total	100 %				

<p>The grade is calculated according to the percentage assigned.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment methods include both <b>continuous assessment and a final quiz</b>. Coursework is based on continuous assessment, which includes mini assignments, web-assisted quizzes, one research-based seminar group presentation and one written report.</p> <p><b><u>Mini Assignments and Web-based Quizzes</u></b></p> <p>Continuous assessment methods include mini assignments and web-assisted quizzes which should cover the subject syllabus and essential reading requirements. The practice and assessment quizzes are generally examined in the form of multiple choice, and/or short questions. The web-assisted interactive methods are used to assess students' learning at the recall, comprehension, analysis and application levels, that are adaptable for a wide range of course contents and learning outcomes.</p> <p><b><u>Class Participation, Seminar Group Presentation and One Group Project Report</u></b></p> <p>Students will be provided with hands-on opportunities in interactive class discussions and participating in psychological research projects, selecting one thematic seminar topic for small-group presentation, and completing one seminar group project report. Individual efforts will also be assessed in group work. All these experiential learning and evidence-based research experience will help enhance students' understanding of the essential theoretical and empirical knowledge of the psychological theories acquired in lectures as well as their indigenous and global trends. Students are reinforced to apply and integrate their psychological theories into the real-life practice through their active participation in the research-based seminar projects. The students are therefore assessed according to:</p> <ol style="list-style-type: none"><li>(1) the comprehensiveness and accuracy of contents;</li><li>(2) the appropriate application of knowledge; and</li><li>(3) clarity in both verbal presentation and written report.</li></ol> <p><b><u>Final Quiz</u></b></p> <p>A final quiz, in the form of multiple-choice questions and fill-in-the-blank questions, for all students to demonstrate their level of advanced knowledge and assess the intended learning outcomes of this subject. The quiz and continuous assessment results will be evaluated and moderated through various means:</p> <ol style="list-style-type: none"><li>(1) setting clear and specific assessment guidelines;</li><li>(2) regular discussions among the subject lecturer and all seminar / tutorial instructors concerned; and</li><li>(3) moderation by an internal moderator for this subject.</li></ol>
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	30 Hrs.
	▪ Seminar	9 Hrs.
	Other student study effort:	
	▪ Preparation for Seminar Group Presentation and Writing an Integrative Project Group Report	20 Hrs.
	▪ One Mid-term Test / Web-assisted Quizzes	28 Hrs.
	▪ Preparation for the final quiz	20 Hrs.
	Total student study effort	107 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><u>References</u></p> <p><i>Essential</i></p> <p>Berk, L. E. (2010). <i>Exploring lifespan development</i> (2<sup>nd</sup> ed.). Boston, MA: Pearson/Allyn and Bacon.</p> <p>Boyd, D., &amp; Bee, H. (2012). <i>Life-span development</i> (6<sup>th</sup> ed.). Boston, MA: Pearson/Allyn and Bacon.</p> <p>Feldman, R. S. (2016). <i>Life span development: A topical approach</i> (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall/Pearson.</p> <p>Newman, B.M., &amp; Newman, P.R. (2009). <i>Development through life: A psychosocial approach</i> (10<sup>th</sup> ed.). Belmont, CA: Wadsworth/Cengage Learning</p> <p><u>Supplementary</u></p> <p>Bee, H., &amp; Boyd, D. (2012). <i>The developing child</i> (13<sup>th</sup> ed.). Boston, MA: Allyn &amp; Bacon.</p> <p>Bell, P., Staines, P., &amp; Mitchell, J. (2013). <i>Evaluating, doing and writing research in psychology: A step-by-step guide for students</i>. London: SAGE Publications.</p> <p>Berk, L. E. (2012). <i>Child development</i>. Boston, MA: Allyn &amp; Bacon/Pearson.</p>	

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- Bond, M. H. (Ed.). (2010). *The Oxford handbook of Chinese psychology*. New York: Oxford University Press. (HKPolyU call no. GN635.C5 O94 2010).
- Greig, A., Taylor, J., & MacKay, T. (2012). *Doing research with children* (3<sup>rd</sup>ed.). London: SAGE Publications.
- Hoghughi, M., & Long, N. (2004). *Handbook of parenting: Theory and research for practice*. London: SAGE Publications.
- Papilia, D.E., Olds, S.W., & Feldman, R.S. (2009). *Human development* (11<sup>th</sup> ed.). New York: McGraw-Hill Higher Education. (with CD-ROM).
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- Shaffer, D.R., & Kipp, K. (2013). *Developmental psychology: Childhood and adolescence* (8<sup>th</sup>ed.). Belmont, CA: Wadsworth/Cengage Learning.