

SCHOOL OF HEALTH AND SCIENCES

SYLLABUS

TITLE:	Psychology of Human Development
CODE:	PSI 209
PREREQUISITE	PSI 201
CREDITS:	3 credits 45 contact hours 1 term

DESCRIPTION

This course studies human development from conception to death. Emphasis is placed on examining the physical, cognitive, psychological, emotional, and social aspects of human development, as well as the major theories that explain it.

JUSTIFICATION

This course provides a space for the study of the multidimensionality of development, allowing students to understand its complexity and the factors that affect this process. It allows students to have a look through the stages, allowing them to understand the cycles, stages, and theories that try to explain the processes from different dimensions. This will strengthen their skills to understand the factors that affect human beings according to the cycle or stage of life in which they are at the time of exercising their profession.

COMPETENCES

The course develops the following competences in students:

- **Communication**
- **Critical questioning**

OBJECTIVES

After completion of the course, students will be able to:

1. Know the fundamentals of theorists, the main models, theories, and new trends within the field of Developmental Psychology.

2. Know the main stages of human development from conception to death.
3. Identify relevant aspects related to conception, early childhood, middle childhood, late childhood, adolescence, early adulthood, middle adulthood, late adulthood, and death.
4. Identify, recognize, and explain the social, psychological, and biological principles and variables that are associated with the different stages of development, from conception to death.
5. Know the main theoretical models that explain the stages within human development.
6. Identify the physical, social, cognitive, and emotional aspects that affect the individual throughout their development.

CONTENTS

- I. Basic Fundamentals in the Study of Human Development
 - A. Discussion of basic concepts related to human development
 - B. Influences on development
 - C. Theoretical perspectives
 1. Psychoanalytic
 2. Learning
 3. Cognitive
 4. Contextual
 5. Sociobiological evolution
- II. Major Theories of Human Development: General Discussion
 - A. Psychosocial theory: Erik Erikson
 - B. Psychosexual theory: Sigmund Freud
 - C. Cognitive theory: Jean Piaget
 - D. Theory of Moral Development: Lawrence Kohlberg
 - E. Developmental Stages of Adulthood: Daniel Levinson
 - F. Sociocultural theory: Lev Vygotsky
- III. Stage I: Conception, Birth, and Physical Development
 - A. Conception-initial formation of life
 1. Factors that can affect development at this stage
 - a. Genetic
 - b. Environmental

- B. Prenatal development
- C. Birth
 - 1. Stages
 - 2. Natural childbirth or cesarean section
- D. Newborn
 - 1. Motor, physical, biological, and cognitive development
 - 2. Psychosocial stages: Erik Erikson
 - 3. Cognitive stages: Jean Piaget
 - 4. Psychosexual stages: Sigmund Freud
- E. The first three years
 - 1. Aspects relevant to human development during the first three years at the physical level: growth, brain development, social development
 - 2. Psychosocial stages: Erik Erikson
 - 3. Cognitive stages: Jean Piaget
 - 4. Psychosexual stages: Sigmund Freud
- IV. Stage II: Early Childhood (First Two to Three Years)
 - A. Physical development
 - B. Cognitive development
 - C. Social development
 - D. Psychosocial stages: Erik Erikson
 - E. Cognitive stages: Jean Piaget
 - F. Psychosexual stages: Sigmund Freud
- V. Stage III: Early Childhood (Preschool 3-5 Years)
 - A. Physical development
 - B. Cognitive development
 - C. Social development
 - D. Psychosocial stages: Erik Erikson
 - E. Cognitive stages: Jean Piaget
 - F. Psychosexual stages: Sigmund Freud
- VI. Stage IV: Middle Childhood (6 to 11 or 12 years)
 - A. Physical development
 - B. Cognitive development
 - C. Social development

- D. Psychosocial stages: Erik Erikson
- E. Cognitive stages: Jean Piaget
- F. Psychosexual stages: Sigmund Freud
- VII. Stage V: Adolescence
 - A. Physical development
 - B. Cognitive development
 - C. Social development
 - D. Psychosocial stages: Erik Erikson
 - E. Cognitive stages: Jean Piaget
 - F. Psychosexual stages: Sigmund Freud
 - G. Developmental stage of adulthood: Daniel Levinson
- VIII. Stage VI: Early Adulthood
 - A. Physical development
 - B. Cognitive development
 - C. Social development
 - D. Concept of emerging adulthood
 - E. Psychosocial stage: Erik Erikson
 - F. Psychosexual stage: Sigmund Freud
 - G. Theory of Moral Development: Lawrence Kohlberg
 - H. Cognitive stage: Jean Piaget
 - I. Developmental stage of adulthood: Daniel Levinson
- IX. Stage VII - Middle Adulthood
 - A. Physical development
 - B. Cognitive development
 - 1. Fluid and crystallized intelligence
 - 2. Memory processes
 - C. Social development
 - 1. 1. Family development cycle/parent care/adult children
 - D. Cognitive stages: Jean Piaget
 - E. Psychosocial stage: Erik Erikson
 - F. Psychosexual stage: Sigmund Freud
 - G. Developmental stage of adulthood: Daniel Levinson
- X. Stage VIII: Late Adulthood

- A. Physical development
 - B. Cognitive development
 - C. Social development
 - D. Emotional development
 - E. Psychosocial stages: Erik Erikson
 - F. Cognitive stages: Jean Piaget
 - G. Psychosexual stages: Sigmund Freud
 - H. Developmental stage of adulthood: Daniel Levinson
- XI. Death
- A. Definition of death
 - B. Types of death
 - 1. Euthanasia
 - 2. Accidental/violent death
 - 3. Natural death
 - 4. Sudden or unexpected death
 - C. Grief
 - 1. Five stages of grief: Elisabeth Kübler Ross
 - D. Ethical and moral considerations for euthanasia

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Flipped classroom
- Discussion
- Analysis of readings and videos
- Reflection exercises
- Interviews
- Conferences
- Seminars
- Concept maps
- Oral presentations

EVALUATION

Partial assignments	25%
Compositions	25%
Oral presentations	25%

Final project or exam
Total

25%

100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

Berger, K. (2016). *The developing person through the lifespan*. (11th ed.). Worth Publishers.

De Souza, J., Veríssimo, M. (2015). Desarrollo infantil: análisis de un nuevo concepto. *Revista Latinoamericana de enfermagem.*, 23(6), 1097-1104.
<https://doi.org/10.1590/0104-1169.0462.2654>

Kail, R., Cavanaugh, J. (2018). *Human development: A lifespan view*. (8th ed.). Cengage Learning.

Papalia, D., Martorell, G. (2017). *Desarrollo Humano*. (13th ed.). McGraw hill.

Pérez, D., Rodríguez, A., Serrano, I., Serrano, J., Díaz, R., & Pérez, S. (2019). *Desarrollo humano, travesía, oportunidades y retos*. Asociación de Psicología de Puerto Rico.

Programa de las Naciones Unidas para el Desarrollo. (2019). *Panorama general sobre el desarrollo humano. Más allá del ingreso, más allá de los promedios, más allá del presente: Desigualdades del desarrollo humano en el siglo XXI*. PNDU.

Rosales, M. (2017). El desarrollo humano: una propuesta para su medición. *Aldea Mundo*, 22(430), 65-75.

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and / or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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