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## Welcome to PSY 3300: Lifespan Development

### Course Overview

Survey of the psychology of human development from the pre-natal period through adulthood. Emphasis placed on cognitive, motivational, and physiological processes of development in childhood and adolescence.

### Course Instructor

 Name: Rachel Farley

 Email: [rdf54@txstate.edu](mailto:rdf54@txstate.edu)

### Ready to begin?

Click [Start Here](#) in the navigation bar above to begin your course.

Start Here

# Meet Your Instructor

## About Me





Rachel Farley is a Lecturer in the Department of Psychology at Texas State University in San Marcos, Texas. She received her Master of Arts in Psychological Research at Texas State in 2019, and received her Master of Social Work through University of Texas at Arlington in 2022. Rachel worked as a Graduate Instructional Assistant and a Graduate Teaching Assistant during her time at Texas State as a student. Courses that she has taught on the Texas State campus include Introduction to Psychology, Psychopharmacology, and statistics labs for Psychology.

Rachel has collaborated with students and professors through Texas State University to publish in academic journals *The Clinical Neuropsychologist* and *Psychological Trauma: Theory, Research, Practice, and Policy*. Her research interests include PTSD, substance misuse and mental health, and social justice.

In addition to work at Texas State, Rachel currently works full time as a Dialectical Behavioral Therapist at Austin DBT Associates where she works with individual and group clients. Her past work experience includes working with victims of family violence and sexual assault, and individuals struggling with substance use disorders.

Any questions or concerns related to research, professional work experience, or course work can be directed to Rachel at [rdf54@txstate.edu](mailto:rdf54@txstate.edu).



 Rachel Farley  
 Instructor  
 [rdf54@txstate.edu](mailto:rdf54@txstate.edu)  
 Virtual Office Hours by Request

Start Here

# Overview



## Introduction

Welcome to the Start Here module! This module is designed to provide you with essential information and resources to help you navigate successfully through this correspondence course. From accessing course materials to understanding the grading system, this module will equip you with the tools and knowledge you need to succeed. Read through this module carefully and let's dive in and get started on your path to learning and achievement!



## Objectives

By the end of this module, students will be able to:

1. Access course materials to support their academic success.
2. Identify key points of information about this correspondence course.



## Assignments

- Course Pacing Guide (Due within 2 weeks of your course start date)
- Start Here Module Quiz

# Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page](#) as well as the [Correspondence Studies website](#).

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## Orientation Video

Please view [this orientation video](#) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

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## Online Student Resources

[This webpage](#) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

# Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

- Learn about [skills and technology](#) you need to be successful in this course.  
Also review these [tips](#) and [interaction guidelines](#) to be a successful online learner.

Many users encounter fewer problems when they **use Chrome** to access **Canvas courses**.

Here's how to **get help with Canvas**:

- 24/7 [Live chat](#)
- 24/7 Phone support: 245.ITAC (4822)
- [Tool-specific help](#)
- Click Help in the left navigation of any Canvas course

# Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



The Office of Distance and Extended Learning

## FREE TUTORING



## University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

# Academic Integrity

## Texas State Academic Honor Code

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

## Definitions

*As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).*

\*Please note that not all activities that constitute academic misconduct are listed in specific detail in [UPPS No. 07.10.10, Honor Code](#). It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic misconduct.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) explained through the [Alkek library site](#).

Incidents of [academic dishonesty as outlined by the University](#) will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

Cheating in general means, but is not limited to, engaging or attempting to engage in any of the following activities:

- Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;

- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

### Plagiarism

in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

### Collusion

in general means, but is not limited to, the unauthorized collaboration with another person in preparing any work offered for credit.

### Abuse of resource materials

in general means, but is not limited to, the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course content.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) as explained on the [Alkek Library site](#) .

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## Notice of Intellectual Property Rights

The text and images on this page and pages linked to it are protected by [copyright](#). Lectures and examination questions are also protected by copyright law. You are authorized to take notes in class and to use the online.

materials provided, thereby creating derivative works from my lectures and other materials. However, this authorization extends only to making one set of notes or answers for your own personal use and no other use. You are not authorized to provide copies, notes or examination questions to anyone else, or to make any commercial use of them without prior written consent.

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8.](#)

# Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services](#), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](#) at [corrstudy@txstate.edu](mailto:corrstudy@txstate.edu) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.



# SYLLABUS

## PSY 3300: Lifespan Development

3 Credit hours

### Instructor

**Course Instructor:** Rachel Farley

**Email:** [rdf54@txstate.edu](mailto:rdf54@txstate.edu)

### Course Description

Throughout this course, we will learn about the study of the psychology of human development from the moment of conception through adulthood. Emphasis is placed on cognitive, motivational, and physiological processes of development in childhood and adolescence. We will combine textbook readings, activities, video examples, and reflections to critically consider how we can use developmental science and a lifespan perspective to inform how we think about ourselves, others, and the world.

### Course Goals

The goal of this course is to introduce you to the study of developmental psychology. Throughout the course, we will discuss various aspects of growth and change across the lifespan. We will begin with the moment of conception and continue through childhood, adolescence, adulthood, and death. We will study the physical, cognitive, and social aspects of development and how these are influenced by different factors in our lives.

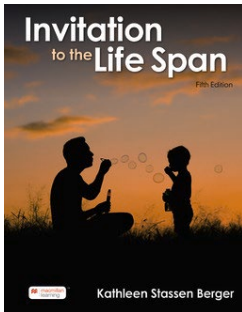
### Course Objectives

After the completion of this course students should be able to:

1. Describe and apply fundamental questions and themes that are of interest to developmental scientists.
2. Apply classic and modern theories of various domains of development throughout the life span.
3. Identify and describe different research methodologies for studying developmental questions and discuss the advantages and disadvantages of each.
4. Describe and understand physical, cognitive, and social emotional development throughout the lifespan.
5. Describe and understand the impact of developmental research and how it informs and influences “real world” practices and policies.
6. Identify various difficulties and differences that are present throughout development and describe their impact.

## Course Materials

The required textbook for this course is:



***Invitation to the Life Span, 5th edition, 2022***

***Authors:*** Kathleen Stassen Berger

***Publisher:*** Macmillan Learning

**ISBN-13:** 978-1-319-42341-4

**ISBN-10:** 9781319423544

This textbook is available in an eBook format as well as a paperback format.

## Assessments and Assignments

This course examines the psychology of human development through readings, assignments, reflections, and activities designed to increase your understanding of the material. In addition to the required readings, the course consists of self-assessments and quizzes, written assignments and two exams: a midcourse and a final.

### **Please note:**

- *You may complete no more than two lessons per week.*
- *You may not resubmit a written assignment after it has been graded.*

**Self-Assessments:** Self-assessments are objective assessments designed to help you gauge your readiness for the assignments and exams. *They are not required, but completing each of these will award you 1 additional point on your exam.* As soon as you submit a self-assessment, you should check your answers to determine which areas you may need to focus on further.

**Quizzes:** At the end of each lesson, you will submit a quiz with 10 multiple-choice questions worth 1 point each. Please complete your readings prior to taking the quiz.

**Reflections:** After completing the lesson and reviewing the material, you will reflect on the content you have reviewed thus far and answer the prompts.

**Assignments:** Some lessons consist of matching or drag and drop activities. Instructions for these assignments can be found in the assignments.

## Online Proctored Exams

You will take two exams for this course: a midcourse exam and a final exam. Both will be taken online and are proctored using Examity. Examity has the following system requirements:

- Chrome web browser
- Functioning webcam
- Functioning microphone
- Windows, MacOS, or ChromeOS

In addition to submitting all assignments, you must earn 60% or better on the final exam to pass the course.

## Grading

Be sure to complete the *Course Pacing Guide* within two weeks of your course start date.

For all graded assignments, you students should submit assignments within the Canvas course site.

Assignments: 3 @ 5 points each = 10% total

Reflections: 7 @ 15 points each = 20% total

Quizzes: 7 @ 10 points each = 20% total

Midterm: 50 points = 25% total

Final: 50 points = 25% total

### Grade Scale

A	90% or better
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

## Communication Policy

All e-mail communication between instructor and student should use the Inbox tool in Canvas. The instructor will respond to student communications within 48 hours (excluding holidays and weekends).

## Students Requiring Accommodation through the Office of Disability Services

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services](#), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY). Students should then notify Online & Extended Programs at [corrstudy@txstate.edu](mailto:corrstudy@txstate.edu) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

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## Lesson One

# Overview



## Introduction

What is lifespan development? During this lesson, you will be introduced to recurring issues and themes, as well as research methods that psychologists and other social scientists use. Psychological theories, with special emphasis on learning theory, will also be introduced in this lesson.



## Objectives

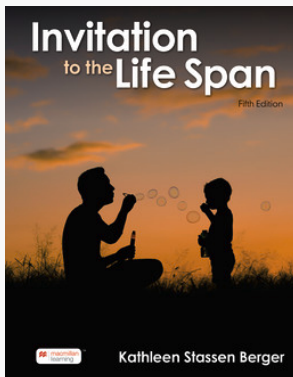
Upon completion of this module, you will be able to:

1. Describe and apply the developmental theories, strategies, and methods that help us understand how people grow and change. (CO 1, 2, 3, 5)
2. Identify different problems and variations in genetics and development. (CO 4, 6)
3. Identify the various stages of development from conception to newborn. (CO 1, 2, 4)



## Readings

You will need our course textbook to complete the required readings for this lesson.



***Invitation to the Life Span***, 5th edition, 2022

***Authors:*** Kathleen Stassen Berger

***Publisher:*** Macmillan Learning

***ISBN:*** 9781319423414

**Chapter One: The Science of Human Development (MLO 1, 2, 3)**



## Assignments

When approaching module assignments, carefully read the instructions and ensure you understand the requirements. Break down the tasks into manageable steps, create a timeline, and allocate sufficient time for research, drafting, and revision if needed.

- Introduction to the Lifespan Activity (MLO 3)
- Reflection: Lesson 1 (MLO 1)
- Reading Quiz: Lesson 1 (MLO 1, 2, 3)
- Optional Self-Assessment: Lesson 1

# Chapter One



## Read

From our textbook, *Invitation to the Life Span*, you will read:

- Chapter One: The Science of Human Development

This chapter will discuss the science of human development and the major theories that inform its study. This includes a brief review of the scientific method and the nature-nurture debate.



## Review

Theories provide organization and structure to ideas, generating hypotheses for testing through research. Click through each theory to learn more about how they contribute to our understanding of human development.

### Psychoanalytic Theory

Psychoanalytic Theory posits that adult actions are directly related to unconscious impulses from childhood. There are eight stages of development which include:

1. Trust vs. Mistrust
2. Autonomy vs. Shame and Doubt
3. Initiative vs. Guilt
4. Industry vs. Inferiority
5. Identity vs. Confusion
6. Intimacy vs. Isolation
7. Generativity vs. Stagnation
8. Integrity vs. Despair

### Behaviorism Theory

Behaviorism is closely tied with psychological theories of conditioning. It emphasizes that learning over the lifespan is a result classical condition, of associating one stimuli with another, and operant conditioning which is the association of consequence with reinforcement.

### Cognitive Theory

Cognitive theorists hypothesize that one's own thoughts and beliefs have a strong impact on behavior, attitudes, and perceptions. According to Piaget, there are four stages of cognitive development:

1. Sensorimotor
2. Preoperational
3. Concrete operational
4. Formal operational

### Evolutionary Theory

Evolutionary theorists argue that humans tendencies are a result of genetic legacy from our ancestors. Behavior is a result of human impulses to survive, including fear and reproduction.



## Knowledge Check

Think about your own development from birth to adulthood. Which life-span perspectives best describe your development? Use the textbox below to process what you've learned.

Text Area Placeholder



## Chapter Two



### Read

From our textbook, *Invitation to the Life Span*, you will read:

- Chapter Two: From Conception to Birth

This chapter focuses on the role of genetics in the development of a fetus. Part of this discussion includes genetic predisposition as well as serious birth disorders that can develop during the gestational period.



### Web Exploration

As our chapter has noted, genes play an important part in our development. Explore the following web link to hear the story of Jerry and Mark, twins who were separated at birth.

[➔ Identical Twins: Growing Up Apart](#) 



### Knowledge Check

True or False: Methylation influences gene expression and development?

- True
- False