A. COURSE DESCRIPTION

This course presents the stages of human development from conception to late adulthood. It will focus on the different theories, concepts, research findings, and issues related to the different dimensions of human development namely, physical, cognitive, and psychosocial, across the lifespan. Through classroom instruction, individual reflection, group activities, and field experiences in service learning, students will gain the following competencies: knowledge and skills in human development in various cultural contexts, critical thinking, ethical behavior, research ability, social responsibility, interpersonal skills, leadership and innovation, and personal mastery.

B. LEARNING OUTCOMES

By the end of the course, the students should be able to:

- Identify and differentiate the defining developmental tasks across the different stages of development
- Explain the principal factors that shape development and discuss the interplay among these factors
- Interpret how particular developmental concepts and theories are applied in one’s personal and cultural context
- Evaluate how the western models of developmental psychology are similar and different from the Asian/Filipino experience
- Design and execute a project that operationalizes developmental psychology theories

C. COURSE OUTLINE

<table>
<thead>
<tr>
<th>January</th>
<th>Third week</th>
<th>Overview of Developmental Psychology: Principles and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fourth week</td>
<td>Discussion on Classic and Contemporary Theories</td>
</tr>
<tr>
<td>February</td>
<td>First week</td>
<td>Pre-natal Development</td>
</tr>
<tr>
<td></td>
<td>Second week</td>
<td>Infancy Stage</td>
</tr>
<tr>
<td></td>
<td>Third week</td>
<td>Early Childhood</td>
</tr>
<tr>
<td></td>
<td>Fourth week</td>
<td>Early Childhood</td>
</tr>
</tbody>
</table>

FIRST LONG EXAM
D. REQUIRED READINGS


E. SUGGESTED READINGS


F. COURSE REQUIREMENTS

3 Long Exams 45%
Quizzes 20%
Class Exercises/Assignments/Papers 20%
Service Learning 15%

<table>
<thead>
<tr>
<th>Knowledge &amp; skills in Psychology</th>
<th>Critical thinking</th>
<th>Ethical behavior</th>
<th>Independent learning</th>
<th>Cultural intelligence &amp; diversity</th>
<th>Collaboration</th>
<th>Research excellence</th>
<th>Leadership &amp; innovation</th>
<th>Social responsibility</th>
<th>Personal mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Exams/Quizzes</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Exercises/Papers</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Service Learning</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
G. GRADING SYSTEM

A  92 - 100
B+  87 - 91
B  83 – 86
C+  78 - 82
C  75 - 77
D  70 - 74
F  69 and below

H. CLASSROOM POLICIES

1. About exams and make-ups: Each exam covers class discussions and material from the textbook. If you miss an exam, a make-up exam will be given ONLY in the following circumstances: a death in the family, an illness, or attendance in an official University event. In such cases, you will need to provide official documents.

2. About class exercises, assignments: Class exercises are designed to complement the topic/discussion of the week. They may or may not be announced beforehand. No make-up exercises will be given if you miss any (i.e., if you were absent). Assignments submitted after the class period will incur one grade lower per day (beginning with the time after the class period).

3. About quizzes: There will be announced or unannounced short quizzes (10-20 items) for most chapters covered. They will be given either as a pre-test or a post-test, and may be given right after attendance is checked. No special quizzes will be given if you were late or absent on the day of the quiz.

4. About tardiness & absences: You are only allowed 6 cuts (excused or unexcused). If you exceed these, you will receive a W (equivalent to an F). If you come to class after attendance was checked (after the 2\textsuperscript{nd} bell), you will be considered late. Two counts of tardiness will be considered 1 cut. If you are late, make sure you inform your teacher otherwise you might be marked absent. If you are absent in class, it is your responsibility to update yourselves with the lessons that you missed, assignments and any announcements given while you were not around. While your attendance is not part of your grade, note that your performance in class exercises and quizzes does hinge on your being present. If you are a borderline “C” or “D” student, your attendance in class may also determine whether or not you will get the higher grade.

5. About creating a conducive space for learning: Please put your cell phones on silent mode and keep them in your bag during class. Please do not do the following while class is ongoing: 1) use your cell phones, 2) work or study for another class, 3) distract or disrupt your professor and classmates by talking excessively with seatmates 4) use your computer or other gadgets. If the behaviors continue or recur even after being warned, you will be requested to leave the room (and you will be marked absent for the day).

I. CONSULTATION HOURS

Tuesdays and Thursdays 9:30-10:30 a.m./2:15-3:15pm
Psychology Department, 3/F Leong Hall
Email: ibanzon-librojo@ateneo.edu (cc: lia_librojo@yahoo.com)

Please join your class e-group.
SERVICE LEARNING

Objectives

The Service Learning project provides you with the opportunity to apply and validate concepts and theories learned in the classroom while responding to the needs of a particular organization or program. It is hoped that by immersing yourself in an organization that concerns itself with enhancing individuals’ development, you will learn valuable skills and experiences that classroom education cannot provide. Moreover, you will have first-hand experience about what contexts put individuals at risk for debilitated development, and what conditions, on the other hand, contribute to health and well-being.

Description and details of the requirement

1. This requirement entails that you contribute at least 8 hours of service (i.e., at least 2 hours/week for four weeks; we have about 15 solid weeks in the semester) in an organization or program that provides services to infants, children, adolescents, parents/caregivers, or the aged.

This project is integrated with your NSTP class. As such, you will be using your NSTP area as your assigned organization. If you are not enrolled in NSTP, please inform me.

You may work with a maximum of five students in a group.

How do I select a program/organization? (only for students not enrolled in NSTP)

The program you choose should emphasize care that is directed to the psychological, intellectual, social, and/or emotional welfare of infants, children, adolescents, parents, caregivers, or elderly. It may also focus on some particular issue or problem: for example, teenage pregnancy, drug abuse, street children, or developmental delays in children. Priority should be given to programs that target individuals who are vulnerable or at risk.

Possible sites for service learning include government institutions (can be explored through DSWD), schools, non-government organizations, and socially-oriented organizations with such development-oriented programs. You may volunteer in the communities served by school organizations, your parish, socio-civic organizations, or neighborhood projects. Explore, make calls, and inquire.

What will I do in the program/institution?

The type of service you provide will depend on your arrangement with the institution. It depends on which areas they need the most help in. It also helps to not wait to be asked to do something; offer your services if you perceive or observe a certain need that they have. Still, it is important that you are aware of your capacities and limitations, and the institution should be aware of these as well. Steer clear of duties that demand skills that you do not possess, especially if the job is of a sensitive nature (e.g., counseling and therapy)!!! You may do more harm than good.

Do not hesitate to let me or your supervisor know if you are being asked to do something that is beyond your capacity, or if you are uncertain about how to go about a particular job. When in doubt, always ask!
2. There will be two main deliverables:
   a. Service Learning Project Proposal
   b. Service Learning Project

3. The two deliverables of the Service Learning comprise **15%** of your final grade. Your paper will be graded according to your ability to analyze your experiences using developmental concepts, theories, and research findings and to apply all these information to create a useful project that will promote development. Each component will be graded separately following this point distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning Project Proposal</td>
<td>20</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>80</td>
</tr>
</tbody>
</table>
   | Total                            | 100    | = 15% of final grade

**SERVICE LEARNING PROJECT PROPOSAL**

Aside from the hours that you have shared in your service areas, we would like you to bring it one step further and leave a tangible contribution to the community that you have become part of.

Your project may aim to raise awareness, empower individuals, provide information on what to do, or other possible ways to tackle one issue that hinders development in your chosen community. This is a creative yet helpful, practical, and realistic venue for integrating and applying psychological theories and concepts to issues in society and actual developmental concerns.

Your task is to choose a developmental need that you would like to address in the community that you have worked in. After which, create a project that will address this need that you have chosen. Examples of projects include activity modules, advocacy materials, or instructional kits.

**Specific Guidelines:**

1. Research psychological facts related to the particular developmental need raised. Make sure your facts are taken from the discussion/findings/implication section of at least 3 scientific journal articles (e.g. Journal of Psychology, Developmental Psychology, Journal of Applied Developmental Psychology, PsycINFO/PsycARTICLES, etc.).

2. Submit your project proposal not later than **MARCH 1, 2016**. It should include the following:
   a. Introduction and discussion of the developmental need that you have identified in your community and would like to address;
   b. Integrated summary of the psychological facts or the findings of research that you have conducted on this developmental need;
   c. Detailed description of the project and how it will address the identified need in the community;
   d. Complete citation of studies.

3. Upon approval of your proposal, develop your Service Learning Project. Use all applicable psychological concepts, principles, and theories that will make it an effective way of addressing the chosen issue. Make sure to use original texts, slogans, taglines, videos, images, and layout.
SERVICE LEARNING PROJECT

Submit your Service Learning Project together with a final paper comprised of three main parts. The first part will focus on your chosen organization or institution. The second part will be devoted to your experience as it relates with the material learned in class. Refer to actual developmental psychology concepts and theories. Discuss and illustrate how these principles apply to your service learning experiences and observations, and the development of your concrete project. The last part will be devoted to more general reflections and insights about your experience as a service learner, the program in which you are involved, and the Service Learning requirement itself.

Specific Guidelines:

1. The deadline for the Service Learning Project with final paper is on **APRIL 5, 2016**.

2. Limit Parts I and II of your final paper to a maximum of 8 pages (excluding references). For Part III, each student is allowed a maximum of 2 pages for reflection. Texts should use Times New Roman font, size 11.5, with one-inch margins on all sides, double-spaced, paginated, and printed on A4 paper. Do not place your papers in folders and do not use a blank sheet as cover page. Please staple/clip your paper at the left-hand corner, with your name/s, section, and the title on top of the paper on the first page. Always include a list of references used. Please follow the APA format.

3. Make sure that your group’s final paper is comprehensive and integrates all ideas clearly and coherently.

4. Your paper will be graded using these criteria:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of Theories/Concepts</td>
<td>30</td>
</tr>
<tr>
<td>Organization/Clarity</td>
<td>10</td>
</tr>
<tr>
<td>Personal Reflection (insights/depth)</td>
<td>10</td>
</tr>
<tr>
<td>Concrete Project</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
</tr>
</tbody>
</table>


Format and Guide Questions for the Final Paper

I. Brief description of the organization
   A. Name of organization/program (including address and telephone numbers)
   B. Mission and Vision
   C. Description and demographics of clients of programs
   D. Major activities or programs

II. Course-Related Discussion
   A. Discuss in-depth three developmental concepts (e.g., attachment, parenting, nature versus nurture) or theories (e.g., Piaget’s cognitive development, Erickson’s psychosocial development) that were relevant to your work or experience in the organization.
   B. Based on your interactions with the clients/caregivers, in what ways were these concepts applicable? Provide concrete examples and observations.
   C. Do your observations provide support or contradict any concepts, theories and/or research discussed in class? Explain.
   D. If necessary, elaborate on your points using reference materials (e.g., scientific journals) and/or interviews with experts.
   E. How do the existing programs of the organization address the developmental needs of their clients?
   F. How does your project address their developmental needs?

III. Personal Reflection
   A. Reflect on and discuss some work-related learning you had as a result of your involvement in the organization.
   B. What did you learn about yourself? Did you experience any growth or change in the process of the service learning?
   C. What were some of the difficulties and problems you encountered in the course of working in the community? How were these resolved?
   D. What were some of the positive experiences you had in the program? How did these make an impact on you?
   E. What is your over-all evaluation of the Service Learning Program?

Note: This portion is to be done individually. Make sure to have your name on your part. Maximum of 2 pages only per person. Keep it clear and concise.

All reflection papers should be compiled and passed together with parts I and II as one final paper per group.