

Course Title	: Human Development and Psychology of Adulthood
Course Code	: BEH201
No. of Credits/Term	: 3
Mode of Tuition	: Lecture/Tutorial
Class Contact Hours	: 42 hours (3 hours per week)
Category in Major Programme	: Stream required – BSMS, Stream Elective – CSIP, minor in Behavioural Science
Prerequisite(s)	: BEH102 or BEH103
Co-requisite(s)	: None
Exclusion(s)	: None
Exemption Requirement(s)	: None

Brief Course Description

This course introduces theories on human development across the life span and explain how people change (and how they remain unchanged) over time. The course also highlights the psychology of adulthood (including young, middle, and late adulthood) in the most interesting way.

Aims

The purpose of this course is to introduce theories on human development across the life span. Psychological aspects of physical, cognitive, and psychosocial development will be considered in relation to development from adolescence into adulthood. Specific goals include:

1. Providing a comprehensive discussion of human development across the life span, with a particular focus from adolescence to adulthood.
2. Providing theoretical and empirical foundations that enable students to become educated and critical interpreters of developmental information.
3. Providing a blend of basic and applied research, as well as controversial topics and emergent trends, to demonstrate connections between the laboratory and life and the dynamic science of human development.

Learning Outcomes

Knowledge

K1). To understand the human development trajectories in various domains, including socio-emotional, cognitive, moral, identity development, work and well-being

K2). To understand different psychological theories in explaining the human development

Skills

S1). To apply theoretical and empirical research in studying the science of human development across lifespan

Values

V1). To develop the insights of the importance of various factors (biological, intrapersonal, interpersonal, societal) in affecting human development

V2). To understand the complexity and diversity of human development

Indicative Content

I. Theoretical Perspectives

a. Revision on:

The Psychodynamic Perspective

The Learning Perspective

The Evolutionary Perspective

The Cognitive Perspective

b. How Genes and the Environment Interact?

II. Applications of Theories in Human Development in Infancy, Early Children, and Adolescence

Cognitive Development

Psychosexual Development

Psychosocial Development

Moral Development

Parenting Styles

III. Psychology of Young and Middle Adulthood

Personality and Social Development

Work and Leisure

Midlife Crisis

Adult Psychopathology

IV. Psychology of Late Adulthood

Older Workers, Retirement

Physical and Psychosocial Changes

Mental Health Issues: Stress and Coping

Teaching Method

Lectures combined with tutorials. Students are encouraged to choose topics relating to issues of human development of Chinese people for presentation during tutorials. Audio-visual aids such as videos will be supplemented during lectures and tutorials.

Assessment of learning outcomes:

1. One mid-term examination (20%), one group presentation (20%), one

- individual portfolio (10%), and one final examination (50%).
2. Students' ability to articulate critical thinking of empirical research.
 3. Students' comprehension and synthesis of developmental psychology can be assessed in presentation, written paper, and examinations.

Required Text

Boyd, D., & Bee, H. (2009). Lifespan Development (5th edition). Boston: Allyn and Bacon.

Supplementary Readings

Belsky, J., The Psychology of Aging: Theory, Research, and Interventions, 3rd ed., Pacific Grove: Brooks/Cole Publishing Company, 1999.

Boyd, D., and Bee, H., Lifespan Development, 4th ed., Boston: Pearson Education, 2006.

Carson, R. C., Butcher, J. N., Mineka, S., Abnormal psychology and modern life. Boston, Mass.: Allyn & Bacon, 2000.

Erber, J. T., Aging & Older Adulthood, Australia, Thomson Wadsworth, 2005.

Friedman, H. S., Personality: classic theories and modern research. Boston : Allyn and Bacon, 2003.

Kail, R. V., and Cavanaugh, J. C. Human Development: A Life-Span View, 3rd ed., Australia, Thomson Wadsworth, 2004.

Newman, B. M., Life span development: a case book. Belmont, CA: Wadsworth/Thomson Learning, 2003.

Schulz, R., and Salthouse, T. Adult Development and Aging: Myths and Emerging Realities, 3rd ed., New Jersey, Upper Saddle River: Prentice-Hall, 1999.

Important Note:

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations

According to Lingnan University and Social Sciences Programme policy, plagiarism is "presentation of another person's work without proper acknowledgment of the source".

Plagiarism (unattributed copying) will be heavily penalized and may attract a zero mark and disciplinary action.