

## **Lifespan Developmental Psychology Spring 2023**

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Office Hours: By appointment (please email to set a time)

**Place & Hours:** Friday 09:30-12:20 @GZFA 412

**Textbook:** Boyd, D., & Bee, H. (2015). *Lifespan development* (7th global ed.). Pearson

**Course Objective:** This course aims to introduce main theories and concepts in developmental psychology. It covers basic domains and periods of human development across the lifespan. Course topics include issues, methods, and theories of human development, prenatal development and infancy, early and middle childhood, adolescence, and young, middle, and late adulthood, and death and bereavement,

\*In addition to basic readings, students might also be assigned other readings and these additional readings will be shared via a drive link.

**Evaluation:** You will be evaluated via a midterm and a final, and infant/child observation assignment.

- 1) **In-class attendance:** Students are expected to read the assigned articles and/or chapters for each class and participate in class discussion of the topic. Students who do not attend more than 30% of the courses will not be able to take the final exam of the course. For more information, you can refer to Marmara University Undergraduate Education Regulations.
- 2) **Exams:** There will be one midterm exam (which will make up 40% of your grade) and one final exam (60%) during the semester. The exams will cover material from lectures and readings and have multiple-choice questions, fill in the blank as well as true/false types of questions. Excuse and the resit exams will be comprehensive and composed of open-ended questions.
- 3) **Infant/Child Observation Assignment:** The infant/child observation assignment, which you need to submit until the final exam, will constitute 40 points of your final exam grade (out of 100 points). The details of the assignment are specified in the attached document.

**Academic Dishonesty:** Academic offence includes, but is not limited to, cases such as plagiarism, cheating, and stealing exam questions. Plagiarism is defined as "the act of presenting the words, ideas, or images of another as your own" (see APA Ethics Code Standard 8.11). Please note that in case of plagiarised and/or copied homework/assignments, you will directly receive 0 from the given assignment.

### Course Schedule & Topics

Week	Topics
03.03.2023	Issues, methods and theories
10.03.2023	Prenatal development
17.03.2023	Physical, cognitive and emotional development in infancy
24.03.2023	Physical and cognitive development in childhood
31.03.2023	Social and personality development in childhood
01.04.2023 - 09.04.2023	<b>Midterm</b>
14.04.2023	Physical and cognitive development in adolescence
21.04.2023	Official Holiday
28.04.2023	Social and personality development in adolescence
05.05.2023	Physical and cognitive development in early and middle adulthood
12.05.2023	Social and personality development in early and middle adulthood
19.05.2023	Official Holiday
26.05.2023	Physical and cognitive development in late adulthood
02.06.2023	Social and personality development in late adulthood
05.06.2023 - 18.06.2023	<b>Final Exam</b> *Baby/Child observation assignment is due.

\*\*This is a tentative schedule, changes are going to be announced during lecture.

## **Baby/Child Observation Assignment**

For this assignment, you will have the opportunity to observe a baby/child in his/her natural setting and you will be asked to reconcile the information you learned in the course with the behaviors you observed.

### **Planning**

When communicating with parents, introduce yourself and ask if you can observe their baby/child for about 1 hour. Indicate that this is a course requirement; emphasize that you do not come as an expert in raising children, but to support what you learned in class. Schedule your visit for observation in advance and make an appointment if necessary (if observation will be conducted in the nursery/school). Also, before the observation, be sure to obtain written permission from the parent, if the observation will be conducted at the nursery/school, additionally from the teacher or school staff (see **Consent Form**). You are expected to submit the signed consent form along with your observation assignment.

### **Observation**

Observe an infant (from birth to age 2) or child (aged 2 to 13 years) in one of his/her natural setting. You can observe the baby/child at home or in the nursery/school.

Remember that you are there to observe, not interact with the baby/child. While you don't have to ignore the baby/child, you should try to limit your interaction so that you can focus on your observation. If the baby/child wants to interact with you, you can politely let the baby/child know that you are currently working and cannot talk or play.

In order to keep the personal information of the baby/child you observed or other individuals in the environment confidential, indicate all individuals in the environment you observed using the initials of their names or surnames (e.g., "N" or "NG") in the written text.

Plan to spend one hour observing the baby/child. Take and record detailed notes considering the requirements of the written part of this assignment (see below). These notes will help you to write your observation report and you also need to hand in your notes with your assignment.

### **Writing**

Prepare a 3-5 page report (excluding your observation notes) in which you describe your observations. Your report should be written using double space and 12 points font. Make sure to integrate the following points into your report:

1. A description of significant characteristics of the baby/child and the setting in which the observation took place. some examples of things to include would be: What is the age and sex of the baby/child? Where did I make the observation? Was anyone else present during the observation? Were there other children/babies? How old did they seem to be? How many were boys and how many were girls? How many adults were present? How was the environment arranged (e.g., furniture, materials, activities afforded, etc.)? What time of the day did the observation take place and for how long?

2. A description of the baby's/child's developmental skills and behaviors. Include specific examples of the baby's/child's developmental skills and abilities in at least two of the following areas: (a) sensory/perceptual development; (b) motor and physical development; (c) cognitive and/or language development; (d) social and/or emotional development. (for more examples see **Appendix 1**).
3. A description of the interactions between the baby/child and his or her parent/caregiver and/or peers. When describing the social interactions of the baby/child, discuss the quality of the interactions (i.e., positive or negative aspects) and discuss how these kinds of interactions may affect the developmental skills of the baby/child.
4. You must link your observations of the baby to course material (i.e., textbook and lectures). Be explicit about how the course material applies to what you have observed by indicating specific terms and concepts from course material, citing page numbers in the text(s), and/or referring to specific information from the lectures.
5. Include the personal thoughts or feelings you experienced during the observation.
6. Be sure to attach a copy of the notes that you took during the observation and the signed consent form to your assignment. Assignments that do not include the notes taken during the observation and the signed consent form will receive a deduction of 15 points out of 100 points.

**Onam Formu**  
**Bebek/Çocuk Gözlem Ödevi**

\_\_\_\_\_ Marmara Üniversitesi'nde, Yaşam Boyu Gelişim dersi alan bir öğrencidir.

Dersi alan tüm öğrencilerden, bir bebeği/çocuğu evinde veya kreşte/okulda gözlemlenmeleri istenmektedir. Gözlemin amacı, bir bebeği/çocuğu doğal ortamlarından birinde gözlemleyerek öğrencilerin çocukların gelişiminin farklı yönleri hakkında bilgi edinmelerine yardımcı olmaktır. Gözlemin tamamlanması yaklaşık bir saat sürmelidir ve öğrencinin sizinle veya gözlem yapılan bebekle/çocukla etkileşime girmesini gerektirmez. Öğrenci gözlem sırasında not alacak olsa da hiçbir zaman sizin veya gözlem yapılan çocuğun/çocukların herhangi birinin adı belirtilmeyecektir. Öğrencinin evinizde veya kreşinizde/okulunuzda bir çocuğu gözlemlemesini kabul ediyorsanız, lütfen imzalayın ve aşağıdaki bilgileri doldurun.

Veli: \_\_\_\_\_

İmza: \_\_\_\_\_

Tarih: \_\_\_\_\_

Öğretmen/Müdür: \_\_\_\_\_

(Eğer gözlem okulda yapıldıysa)

İmza: \_\_\_\_\_

Okul İsmi: \_\_\_\_\_

(Eğer gözlem okulda yapıldıysa)

Gözlemlerle ilgili herhangi bir sorunuz varsa, ders sorumlusu ile aşağıdaki iletişim bilgilerini kullanarak iletişime geçebilirsiniz.

Desteyiniz için teşekkür ederiz.

Naziye GÜNEŞ ACAR

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Psikoloji Bölümü

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## Appendix 1: Areas of Development

### Infancy (Newborn - 24 months-old)

Here are some suggestions to help you with this observation, you can use your textbook for other ideas.

**Physical Development:** baby's weight and height; reflexes; gross motor skills; fine motor skills

**Cognitive Development:** object permanence; babbling, word use; gesture use; Piaget's cognitive development stages.

**Emotional Development:** temperament; self-awareness; attachment; emotions

**Social Development:** social interactions; infant directed speech; engagement with digital devices

### Early Childhood (3-5 Years)

Here are some suggestions to help you with this observation, you can use your textbook for other ideas.

**Physical Development:** Physical features; weight and height; fine motor skills (drawing, cutting, building blocks); gross motor skills (running, climbing, jumping and riding); sleep cycle; potty training.

**Cognitive Development:** Piagetian cognitive developmental stages; conservation; vocabulary

**Emotional Development:** Erikson's psychosocial stages; self development; temperament; terrible twos

**Social Development:** Parental interaction; sibling relations; play; screen usage/screen time.

### Middle and late childhood (6-12 Years)

Here are some suggestions to help you with this observation, you can use your textbook for other ideas.

**Physical Development:** Weight and height; fine motor skills; gross motor skills; preadolescence

**Cognitive Development:** Piagetian developmental stages; academic skills; autobiographical memory

**Emotional Development:** Identity development

**Social Development:** Peer relations; technology/social media usage; perspective taking; moral development