Credit Hours: 3

Catalog Course Description: This course explores the interaction of biological, cognitive, emotional and social aspects of development through the lifespan. The course is designed with a chronological approach emphasizing psychoanalytic and humanistic perspectives.

How Program Site will be incorporated into the course: Students will travel to Paris, Berlin and Amsterdam for the duration of the trip. The cities share a common goal with psychology in the exploration of understanding human development. Through commonalities and differences among individuals, ethnic groups and cultures, discussions are given to the various aspects of development. Each capital will consider factors that have shaped specific age periods of human development, such as family, work, community, wars and the larger society.

We begin in Paris, which is a vibrant city overflowing with historical treasures. It offers a rich history and atmosphere. A visit to the Salpetriere Hospital starts our discussion of mental well-being at all periods of the lifespan. Originally serving as a gun powder factory, it was converted to a dumping ground for the poor of Paris. It served as a prison for prostitutes, and a holding place for the mentally disabled, criminally insane, epileptics and the poor. From this visit we dive into the mid-twentieth century to recent theories affecting human behavior and development. Investigating the contributions by Alfred Adler, Martin Charcot, Sigmund Freud, Erik Erikson and Joseph Babinski will give us a holistic understanding of individual behavior connected to societies throughout the centuries. Another famous destination will be the La Conciergerie which was known to be used as a prison for VIP detainees, such as Queen Marie Antoinette and Napoleon III. We will venture into this fascinating landmark and see the inner halls and the dungeons, or admire the building from a distance while cruising down the River Seine. With the influence of so many different cultures during its developing eras, the art, architecture, literature and science, and history all play a vital role of the developing person.

The last leg of our trip will experience life in Amsterdam, an opportunity to visit the Anne Frank Museum and the Jewish Historical Museum. Amsterdam gives us awareness to how behavior is molded and shaped in terms of tolerance, health issues and education. Through excursions to the Dutch National Monument we get a glimpse of the underlying symbolism and how it represents turmoil and suffering in human lives and what that means. The existentialism perspective is studied that allows us to make meaning of our daily lives. Another venue to take in will be the Spinhuis, where we will study how history guided people in terms of correction and discipline. Built in 1596, the purpose of the Spinhuis saw to it that adolescent and young children would be corrected for the crime they committed. This propels our study in how we deal with deviance and bullying today and seeks to expand our knowledge of moral reasoning. We will explore how the study of psychological counselors can be advocates of change for voices that have been silent.

Amsterdam gives us a view of how tolerance allows people to endure the beliefs or behaviors of others that differ from one’s own belief or behaviors, not just putting up with them. This extends to the everyday norms of the city life, even including traffic. When students are given the opportunity to experience the world outside of their own culture, growth within the self and in respect to those around them happens in a positive and realistic manner. Excursions with Amsterdam will harness our knowledge of human development and how it shapes social policies that support human needs through the lifespan.
Throughout various times of the day, students can relax and enjoy the culture, cafes, and cuisine that make up the life of the cities we visit and explore. For example, visiting Place du Tertre in Paris gives us the opportunity of viewing the work of artists who set up their easels in much the same way Picasso and other penniless painters did back in the beginning of the 20th century. Or while in Amsterdam, start your morning at the Pancake Bakery, famous for “poffertjes” and omelets prepared according to their in-house recipes. These venues provide occasions for socializing and the creation of relationships with other students and citizens of those cities. By studying abroad, students will have the opportunity to visit famous sites and become immersed in the culture. Because of the modern transportation system, you will have easy access to the city’s many attractions as well as other walking tours listed below. To name a few, but not limited to, are the following examples of venues we will visit:

**PARIS:**
- Da Vinci Code Walk
- Eiffel Tower Vicinity
- Latin Quarter
- Luxembourg Gardens
- Museum du Louvre
- Musée Pasteur museum
- Notre Dame Cathedral
- Salpetriere Hospital
- Versailles Palace
- Walking along the River Seine

**BERLIN:**

**AMSTERDAM:**
- Amsterdam’s Royal Palace and Dam Square
- Central Station
- Dutch Resistance Museum
- Flower Market
- House of Anne Frank
- Jewish Historical Museum
- Old city gates of Amsterdam
- Red Light District
- Rembrandts Home
- Theo Thijssen Museum
- Tulip Mansion
- Waterlooplein Flea market
- Wertheim Park (Auschwitz Monument)

The sites of Paris, Berlin and Amsterdam will allow for basic theories to be applied to everyday behaviors of individuals and exploration of these influences on development through the lifespan. Immersion into the capital cities allow students to study principles of cross-cultural psychology and make comparisons within the domains of biological, cognitive and psycho-social domains. Exploring specific contributions from individuals and events from each capital gives us direct insight to the influence and impact on human development.

**Prerequisites:** It is recommended that the student be able to read on the college level, to think critically, and to effectively communicate orally and in writing.

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Week 1 – Unit 1</td>
<td>Theories, Research of Human Development; Conception through Early Childhood in the biological, cognitive and social/emotional domains</td>
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<tr>
<td>Week 2 – Unit 2</td>
<td>Theories, research and application from adolescence through early adulthood in the biological, cognitive and social/emotional domains</td>
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<tr>
<td>Week 3 – Unit 3</td>
<td>Theories, research and application from middle adulthood, late adulthood through death and dying in the biological, cognitive and social/emotional domains</td>
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II. Course Goals:

The course will:

A. Identify the major physical, cognitive, emotional and social processes of human growth from conception through late adulthood.

B. Demonstrate knowledge of major theories and concepts of lifespan development and apply these principles to one’s development and that of others.

C. Identify, describe, and apply various research methods used in collecting and interpreting data in the field of development psychology.

D. Recognize and describe the effects of cultural and environmental factors on individual development across the lifespan.

E. Identify, discuss, and analyze current issues pertaining to each stage of human development across the lifespan.

F. Appreciate people of all ages, backgrounds, and cultures and gain insight into behavioral similarities and differences.

III. Expected Student Learning Outcomes:*

Upon successful completion of this course, the student should be able to:

A. Describe and explain different theoretical perspectives influencing research methods and applications from conception through death.  
B. Distinguish among the interaction of heredity and environment as each affects physical, cognitive, and psychosocial milestones throughout the lifespan. Identify and analyze current research findings to developmental periods.  
C. Describe the biological functioning, intellectual and motor development in each stage of the lifespan (conception through death).  
D. Compare and contrasts theorists responsible for basic developmental principles, explaining how their concepts are significant to development.  
E. Describe how culture influences periods of the lifespan by observing naturalist observations or conducting self-directed research.  
F. Identify the cognitive and social/emotional changes (Erikson and other theorists) that occur in infancy, early childhood years and adolescence focusing on issues related to health, nutrition, sleep patterns, and daycare and education.
G. Distinguish among physical and intellectual development during early adulthood and middle adulthood including changes in reproductive and sexual capacity, appearance, intellectual changes, midlife crisis, occupational patterns, and differing theories. A, B, C, E.

H. Outline the sequence of biological, cognitive and psychosocial achievements and losses for the period of late adulthood. Review how these elements influence attitudes on death and dying. A, B, D, E, F.

*Letters after performance expectations reference the course objectives listed above.

IV. Evaluation:

A. Testing Procedures: 4 multiple choice tests; 4 tests at 100 points each

B. Laboratory Expectations: 1 field project (student choice of case study within certain period of development using various research methods); 100 points

C. Journal: Weekly journal postings (student choice from select developmental theorist and his/her contributions to the field); 100 points

D. Other Evaluation Methods: 2 reviews of current research in developmental psychology from approved journals; 50 points each. 6 discussion topics, online, focusing on current research and life applications to the topic; 50 points each

E. Grading Scale: Please note that some TnCIS member institutions do not accept + and - grades, therefore all TnCIS grading scales must consist of only A, B, C, D, F letter grades.

   A = 900-1000
   B = 800-899
   C = 700-799
   D = 625-699
   F = 0-624

V. Policies:

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.

• Taking an exam for another student.

• Providing others with information and/or answers regarding exams, quizzes, homework or other assignments unless explicitly authorized by the instructor.

In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

VI. Instructional Hours:

Instructional time spent in a formal classroom setting and during excursions will total a minimum of 37.5 hours for this course.