



## COURSE OUTLINE: PSYC1150 - LIFESPAN DEVELOPMENT

Prepared: Social Sciences Department  
Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	PSYC1150: LIFESPAN DEVELOPMENT
<b>Program Number: Name</b>	3401: HONOURS BSCN
<b>Department:</b>	BSCN - NURSING
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course explores the systematic changes and continuities that occur in people from conception to death. The interrelationship of psychological, cognitive and psychosocial development will help inform understanding of the human experience. Nature-Nurture, one of the central issues in the study of development, will be highlighted throughout the course to understand the interaction between cultural, social and historical impacts and biological maturation. In addition, to studying human development in a systematic way, students will gain a personal understanding of their own lives in the context of lifespan development.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	36
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3401 - HONOURS BSCN</b> VLO 1 Meet professional practice requirements as identified in the current Entry-to-Practice Competencies and Professional Standards of the College of Nurses of Ontario. VLO 7 Utilize available technologies to communicate, educate, and provide appropriate care in a variety of contexts. VLO 8 Manage the care of people across the lifespan who have stable and unstable outcomes.
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	
<b>Course Evaluation:</b>	Passing Grade: 65%,  A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Important note about course evaluation: Successful completion of this course is dependent on all assignments being completed and submitted. If this course has any components graded on a satisfactory/unsatisfactory grading scheme, each assignment must achieve a grade of satisfactory, in addition, a minimum cumulative grade of 65% is required to pass the course.
<b>Books and Required Resources:</b>	Revel for Lifespan Development by Boyd, D, Bee, H. and Johnson, P. Publisher: Pearson Education Canada Edition: 7th Canadian



**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Demonstrate familiarity with the main concepts, issues, evolution and science of the study of lifespan development, recognizing the major concepts, ethics, theoretical approaches and historical development of the general field of psychology.	1.1 Communicate the nature of psychology as a discipline and the variety of psychological disciplines in the field 1.2 Demonstrate knowledge of relevant terminology, ethical issues, and historical development of psychology 1.3 Differentiate between the major theoretical approaches to psychology 1.4 Explain the importance of cultural competence in the field of psychology and the importance of cross cultural research in lifespan developmental psychology 1.5 Communicate basic understanding of the concepts, design, issues and ethics in psychological research, including the essential element of critical thinking 1.6 Outline the field of developmental psychology, its origins and contemporary perspectives 1.7 Utilize the lens of differing theoretical perspectives of development to interpret facts and observations across ages and stages throughout the lifespan. 1.8 Critically assess personal assumptions about human development and their origins
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Predict the components occurring in and affecting the Physical, Cognitive and Socioemotional Development of Infancy and Early Childhood through the lens of dominant developmental psychology theories.	2.1 Outline the reflexes and behavioural states of newborns 2.2 Communicate the rapid physical changes during the first two years of life 2.3 Determine how maturation and experience influence the mastery of motor, sensorimotor, and language developmental milestones in infancy 2.4 Summarize the most influential perspectives covering social and personality development in infancy and early childhood 2.5 Identify the changes in physical development in early childhood, including the brain and nervous system and milestones of motor development 2.6 Differentiate the influence of maturation and experience in the key areas of attachment, personality, and temperament in infants and overall social and personality development in early childhood 2.7 Detail the emergence of a child's understanding of the gender concept and gender roles 2.8 Examine the biopsychosocial aspects of Infancy and Early Childhood through dominant developmental theories i.e. Piaget, Skinner, Erikson
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Predict the components occurring in and affecting the Physical, Cognitive, and Socioemotional Development of Middle	3.1 Outline the growth patterns, motor skills and brain/nervous system development in middle childhood 3.2 Summarize key factors in language and cognitive growth that contribute to the development of mature thinking in middle childhood



	<p>Childhood and Adolescence through dominant developmental psychology theories.</p>	<p>3.3 Discriminate between the roles of family, peers, gender, and culture on the socialization of those in middle childhood.  3.4 Compose a summary of the physical changes and factors contributing to them in the transition from adolescence to young adulthood  3.5 Identify the elements that contribute to and common obstacles impeding the physical and psychological health of the adolescent  3.6 Characterize the relationship of Big 5 Personality Traits, Psychological Self and Valued Self in formation of self-concept  3.7 Utilize Erikson’s identity formation, Marcia’s Identity Statures, Piaget’s Formal-Operational Period and characteristics of adolescent thinking to explain identity formation  3.8 Explain the role of ethnic and multicultural identity, self-understanding, gender-role identity, locus of control and self-esteem in adolescence.  3.9 Consider the roles of family and peers in adolescent social development  3.10 Examine the biopsychosocial aspects of Middle Childhood and Adolescence through dominant developmental theories i.e. Vygotsky, Piaget, Erikson, Systems Theory</p>
	<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
	<p>4. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Early Adulthood through dominant developmental psychology theories.</p>	<p>4.1 Demonstrate how primary aging contributes to understanding of secondary aging in adulthood  4.2 Integrate a variety of developmental theoretical perspectives to form an understanding of social and personality development in early adulthood  4.3 Outline age changes in the physical functioning of adulthood  4.4 Discuss cognitive development and intellectual ability in adulthood  4.5 Examine major components of possible difficulties in romantic relationships, example partner violence, divorce</p>
	<p><b>Course Outcome 5</b></p>	<p><b>Learning Objectives for Course Outcome 5</b></p>
	<p>5. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Middle Adulthood through dominant developmental psychology.</p>	<p>5.1 Justify the importance of leisure activities in adulthood  5.2 Formulate an overview of midlife physical changes, including skeletal, sensory and reproductive with a specific focus on male climacteric and menopause  5.3 Explain the significance and role of practical intelligence in midlife  5.4 Compare evidence on personality stability and midlife crisis` referencing relevant developmental theories  5.5 Discuss family dynamics and middle age, including empty nest, sandwich generation and grandparenthood  5.6 Integrate a variety of developmental theoretical perspectives to form an understanding of social and personality development in middle adulthood i.e. Erikson</p>
	<p><b>Course Outcome 6</b></p>	<p><b>Learning Objectives for Course Outcome 6</b></p>

	6. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Late Adulthood.	6.1 Challenge the concept of universal decline in older adults 6.2 Identify the key physical changes, related behavioural changes and major groups of biological theories related to older adults 6.3 Summarize changes in memory that occur in the older adult 6.4 Argue the concepts of creativity and wisdom as residing in the cognitive development of the older adult 6.5 Dispute the myths that contribute to the marginalization of older adults using the Successful Aging Paradigm 6.6 Summarize the various factors which may affect relationships with family and friends in the life of the older adult 6.7 Integrate a variety of developmental theoretical perspectives to form an understanding of social and personality development in middle adulthood i.e. Erikson
	<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
	7. Connect biopsychosocial aspects of each stage in the lifespan through developmental theoretical perspectives and social and cultural lenses to form a holistic understanding of human development.	7.1 Link the developmental theories and the age-related changes throughout the lifespan to form an understanding of human development 7.2 Examine stages throughout the lifespan and the consequent age-related changes through a social and cultural lens to create a holistic view of lifespan development
	<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
	8. Demonstrate familiarity with psychological theories of the dying and grief process along with its meaning across the lifespan.	8.1 Demonstrate knowledge of relevant terminology of the experience of death and death itself 8.2 Differentiate between different end of life care settings 8.3 Discuss children and adolescent's understanding of death 8.4 Discuss the meaning of death for early, middle, and late adults 8.5 Explore the process of grieving and psychosocial functions of death rituals 8.6 Discuss the role of grief, including widowhood on physical, cognitive, social and personality development

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Application Assignments	30%
Exam 1	30%
Exam 2	30%
In-class Activities	10%

**Date:**

December 19, 2022

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

