SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT
COLLEGE

CICE COURSE OUTLINE

COURSE TITLE: Developmental Psychology

CODE NO. :   PSY111   **SEMESTER:**   Winter
MODIFIED CODE: PSY0111

PROGRAM: Various Post-Secondary Programs

AUTHOR: Social Science Department
MODIFIED BY: Marnie Bunting, Learning Specialist CICE Program

DATE: Jan. 2014   **PREVIOUS OUTLINE DATED:**   Jan. 2013

APPROVED: "Angelique Lemay"   Jan. 2014

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Dean, School of Community Services   **DATE**
and Interdisciplinary Studies

TOTAL CREDITS: 3

PREREQUISITE(S):   None

HOURS/WEEK: 3 hours per week

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I.   COURSE DESCRIPTION:

Developmental psychology is the study of the processes that shape human development. Development includes the systematic changes and continuities that occur in people from conception to death. The goals of studying life span development are description, explanation and optimization of human development. In this course, the CICE students, with assistance from a Learning Specialist, will examine the interrelationship of psychological, cognitive and psychosocial development that will help develop an understanding of the whole being. Nature Nurture, one of the central issues in the study of development, helps one to understand the interaction between cultural, social and historical impacts and biological maturation. This major issue will be highlighted throughout the course as a reference point for the holistic understanding of human development.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1.   Recognize the major concepts, ethics, theoretical approaches and historical development of psychology.

     Potential Elements of the Performance:
     - Communicate the nature of psychology as a discipline and the variety of psychological disciplines in the field
     - Demonstrate knowledge of relevant terminology, ethical issues, and historical development of psychology
     - Name the major theoretical approaches to psychology
     - Explain the importance of cultural competence in the field of psychology

2.   Communicate basic understanding of the concepts, design, issues and ethics in psychological research, including the essential element of critical thinking.

     Potential Elements of the Performance:
     - Explain the use of scientific method in psychology
     - Identify the key steps in the scientific method
     - Articulate strengths and limitations of various research designs used in psychology
     - Demonstrate familiarity with common ethical guidelines for psychological research in Canada
     - Identify areas of measurement, design and ethics unique to developmental research

- Define the basic principles of critical thinking and communicate its use in everyday life

3. Demonstrate familiarity with the main concepts, issues, evolution and science of the study of lifespan development.

    Potential Elements of the Performance:
    - Outline the field of developmental psychology, its origins and contemporary perspectives
    - Gain an awareness of issues in lifespan development, i.e. nature and nurture interaction
    - Illustrate the importance of cross cultural research to developmental psychology

4. Identify and explain the dominant developmental theories.

    Potential Elements of the Performance:
    - Identify key points of the five main theoretical groupings
    - Link most important theorists to types of theories
    - Understand developmental concepts in developmental theories

5. Predict the components occurring in and affecting the Physical, Cognitive and Socioemotional Development of Infancy and Early Childhood

    Potential Elements of the Performance:
    - Outline the reflexes and behavioural states of newborns
    - Communicate the rapid physical changes during the first two years of life
    - Determine how maturation and experience influence the mastery of motor, sensorimotor, and language developmental milestones in infancy
    - Summarize the most influential perspectives covering social and personality development in infancy and early childhood
    - Identify the changes in physical development in early childhood, including the brain and nervous system and milestones of motor development
    - Describe the effects of maturation and experience in the key areas of attachment, personality, and temperament in infants and overall social and personality development in early childhood
    - Detail the emergence of a child's understanding of the gender concept and sex roles

6. Predict the components occurring in and affecting the Physical, Cognitive, and Socioemotional Development of Middle Childhood and Adolescence.

Potential Elements of the Performance:
- Outline the growth patterns, motor skills and brain/nervous system development in middle childhood
- Summarize key factors in language and cognitive growth that contribute to the development of mature thinking in middle childhood
- Understand the roles of family, peers, gender, and culture on the socialization of those in middle childhood.
- Compose a summary of the physical changes and factors contributing to them in the transition from adolescence to young adulthood
- Identify the elements that contribute to and common obstacles impeding the physical and psychological health of the adolescent
- List key ideas of Big 5 Personality Traits, Psychological Self and Valued Self in formation of self-concept
- Utilize Erikson's identity formation, Marcia's Identity Statuses, Piaget's Formal-Operational Period and characteristics of adolescent thinking to explain identity formation
- Explain the role of sex-role identity, locus of control and self-esteem in adolescence.
- Consider the roles of family and peers in adolescent social development

7. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Early and Middle Adulthood.

Potential elements of the Performance:
- Demonstrate how primary aging contributes to understanding of secondary aging in adulthood
- Outline age changes in the physical functioning of adulthood
- Discuss cognitive development and intellectual ability in adulthood
- Evaluate influences on relationship (friendship and romantic attachment) formation and consequences of intimacy lifestyles in adulthood
- Justify the importance of leisure activities in adulthood
- Formulate an overview of midlife physical changes, including skeletal, sensory and reproductive
- Discuss family dynamics and middle age, including empty nest, sandwich generation and grandparenthood

8. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Late Adulthood.

Potential elements of the Performance:

- Challenge the concept of universal decline in older adults
- Identify the key physical changes, related behavioural changes and major groups of biological theories related to older adults
- Summarize changes in memory that occur in the older adult
- Argue the concepts of creativity and wisdom as residing in the cognitive development of the older adult
- Discuss mental health problems in the older adult and identify effective interventions
- Dispute the myths that contribute to the marginalization of older adults using the Successful Aging Paradigm
- Summarize the various factors which may affect relationships with family and friends in the life of the older adult

III.   TOPICS:

1. What is Psychology?
2. Psychological Research
3. Who is Multicultural?
   4.What is Developmental Psychology?
5. Infancy
6. Early Childhood
7. Middle Childhood
8. Adolescence
9. Early Adulthood
10. Middle Adulthood
11. Late Adulthood

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Lifespan Development (2012) 4th Canadian Edition, Boyd, D, Bee, H. and Johnson, P. Toronto: Pearson – Allyn & Bacon **ISBN-13:** 978-0205754281
Access to My Virtual Life (purchase included with new texts, or required if a used text is purchased)

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V.   EVALUATION PROCESS/GRADING SYSTEM:

<u>Evaluation</u>
Students will be responsible for regular attendance and class participation in all areas of the course, as well as all independent readings and tasks as assigned. The course content and evaluation may be modified at the discretion of the professor.

The final course grade will be determined as follows:

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>	<u>DUE</u> <u>(Tentative)</u>
Participation in Class	10%	Ongoing
Application Assignments	30%	See Addendum
Exam #1	30%	Week 7
Exam #2	30%	Week 15
TOTAL:	100%	

PARTICIPATION: Each student will contribute at least one comment during class indicating understanding of content, or contributing an example from his or her own life reflecting on content discussed. Participation is above and beyond attendance, and each student is expected to make a valuable contribution through asking and answering questions and participating in group activities.

APPLICATION ASSIGNMENTS (My Virtual Child): Students are directed to the Professor's Addendum to this course outline for specifics on the Application Assignments.

EXAMS: There will be two (2) exams in this course. In the first, students will be responsible for material covered up until the date of Exam #1. The second exam, at the end of the course, will cover material learned after Exam #2. Both Exams are open note, not open text. Students can bring their notes from text and from class sessions to the test. Students should use their **Chapter Reading Notes** (note guides available on LMS) as source of preparation for class discussion and study material for these exams.

If a student will miss a due date or test date due to a <u>verifiable</u> illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to <u>contact the professor</u> by phone, in person, or through email **prior** to the assigned due date or test time. The College 24-hour email system allows you to immediately notify the professor with your name and detailed message in order to discuss options PRIOR to the due date. **Failure to do so will result in a zero grade**.

Notification policy in brief: **Mutual respect, courtesy, and accountability.**

Students are responsible for obtaining any materials missed due to absenteeism.

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

<u>**Attendance:**</u> Significant learning, analysis and synthesis of course content occur in the classroom. Students must attend a minimum of 60% of scheduled classes to receive a passing grade in the course**. If students miss more than 60% of classes, they will receive an F for the entire course**.

<u>**Assignment Submissions:**</u> **ALL** assignments are to be submitted in the manner communicated for each assignment on the due date and must be typewritten. Any late assignments will be deducted **1% per day late** and will be accepted up to a maximum of 5 calendar days late. After that time, the professor will no longer accept the assignment for grading.

VII. **CELL PHONES** must be turned to silent or off during class time. No cell phones are allowed in class on test days.

VII.   COURSE OUTLINE ADDENDUM:

1. Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.
Substitute course information is available in the Registrar's office.

4. Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:
The College considers Desire2Learn (D2L) as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. Plagiarism:
Students should refer to the definition of "academic dishonesty" in Student Code of Conduct. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of <choose November, March, or June> will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:
The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of

achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to https://my.saultcollege.ca.

9. Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and agreed upon by the instructor.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

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The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.