

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 interrelationship of psychological, cognitive and psychosocial development will help inform 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 student will demonstrate the ability to:

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

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
- Differentiate between 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
- Demonstrate critical thinking regarding issues in lifespan development, i.e. nature and nurture interaction
- Illustrate the importance of cross cultural research to developmental psychology

4. Utilize the lens of differing theoretical perspectives of development to interpret facts and observations.

Potential Elements of the Performance:

- Compare and contrast the core ideas of dominant developmental theories and those from another worldview
- Evaluate the dominant developmental theories
- Critically assess personal assumptions about human development and their origins

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
- Debate early childhood cognition and language development as presented by behaviourist, nativists and constructivists
- 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
- 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
 - Discriminate between 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
 - Compare the various theorists' emphases and influences of culture in the development of moral reasoning
 - Characterize the relationship 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 ethnic and multicultural identity, self-understanding, sex-role identity, locus of control and self-esteem in adolescence.
 - Appraise 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
- Integrate a variety of theoretical perspectives to form an understanding of social and personality development in early 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
- Assess factors affecting occupational selection and development, including gender, cultural, discrimination and transition issues
- Debate issues related to the balance of work and family life
- Justify the importance of leisure activities in adulthood
- Formulate an overview of midlife physical changes, including skeletal, sensory and reproductive
- Explain the significance and role of practical intelligence in midlife
- Compare evidence on personality stability and midlife crisis referencing relevant developmental theories
- 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
- Construct an overview of the realities, challenges and requirements for a healthy retirement
- Summarize the various factors which may affect relationships with family and friends in the life of the older adult

9. Educate on the basic aspects of death and dying across the lifespan, including the process of grieving.

Elements of Performance:

- Utilize the definitions, legal and medical aspects and terminology related to the area of death and dying
- Differentiate between healthy and complicated grieving
- Identify bereavement experiences along the lifespan

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 (2009) 3rd Canadian Edition, Boyd, D, Bee, H. and Johnson, P. Toronto: Pearson – Allyn & Bacon **ISBN-13:** 978-0205536290

V. EVALUATION PROCESS/GRADING SYSTEM:Evaluation

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 (Tentative)</u>
Chapter Reading Notes	20%	As Assigned
Research Paper or My Virtual Child	20%	Week 12 or ongoing
Exam #1	30%	Week 7
Exam #2	30%	Week 15
TOTAL:	100%	

CHAPTER READING NOTES: To better prepare you in your understanding of the course material and discussion of related issues, it is important to prepare prior to class time. Chapter Reading Guidelines will be made available on the LMS course site and will be submitted by midnight on the day of class discussion of that chapter. Late submissions will not receive a mark. Completed Reading Notes will create excellent study notes for course exams and reference material for the Research Paper. Specifics to be provided by Professor

RESEARCH PAPER: students will prepare a research paper related to lifespan development on an issue of your choice (from topics offered below) and produce a 6-8 double-spaced, normal font, APA formatted paper following requirements provided by the professor. Students may choose from:

- Academic Issues in Middle Childhood: School Aptitude, Special Needs, Acquisition of Academic Skills, School Avoidance
- Attachment: Consequences of Healthy and Unhealthy Attachment
- Bullying: Childhood Realities and Information for Parents
- Cybercommunities, Internet Dependence and Cybersafety
- Sexual Orientation in Adolescence
- Specific Needs For and Threats to Health of Adolescence
- STDs, Pregnancy and Sexual Coercion in Adolescence
- Relationship Violence in Adolescence and Adulthood
- Issues in Parenting: Stressors, Strengths, Child Abuse and Neglect
- Effects of Divorce on Partners and Children
- Caregiving for Aging Parents
- Nursing Homes and Independent Living: Compare and Contrast, Issues, Reflections in Ontario Policy
- Elder Abuse and Neglect: Definitions, Family Dynamics and Assistance Available
- Death and Dying 101: definitions, legal and medical aspects and terminology related to the area; Differentiate between healthy and complicated grieving; Bereavement experiences along the lifespan

Students will work in groups and each topic will be chosen by no more than one group. Groups will sign up using the tool in the LMS course site. Once a topic is chosen, unless a change is independently negotiated between student groups and recorded by the professor that will be the topic the group is responsible for. These topics supplement the classroom learning and text reading to allow for an even more comprehensive coverage of lifespan development material. Therefore, each group is responsible for the learning experience of our class on their chosen topic. Each group will submit their completed paper electronically to the Safe Assign area of the LMS course site on the due date and in hard copy by 4:00 p.m. to the professor's office on the due date (or in person in class on the due date). Groups with members entirely off Sault Ste. Marie campus must ensure that a separate electronic copy of their entire paper is received by the professor by 4:00 pm. on the due date. Each group paper will be posted on the LMS site for others in class to read and learn.

MY VIRTUAL CHILD: Students have the option of completing this interactive online program and assigned papers for each section instead of doing a Research Paper. Specifics to be provided by Professor as well as deadline to choose between Research Paper and My Virtual Child

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, including material from your colleagues' Research papers. Students should use their Chapter Reading Notes as source of study material for these exams.

If a student misses a due date or test date to a verifiable 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 contact the professor by phone, in person, or through email **prior** to the assigned due date or test time. The College 24-hour voice mail number and email systems allow you to immediately notify the professor with your name, message, and phone number.

Upon returning to college (your first day back), the student will **immediately** contact the professor to make arrangements for the assignment or test. Phone, email or come by the professor's office: if not communicating personally, make sure to leave contact information. **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:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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:

Attendance: 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.**

Assignment Submissions: 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 days late. After that time, the professor will no longer accept the assignment for grading.

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.

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.

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.

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.

Disability 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 Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers WebCT/LMS 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 the Learning Management System communication tool.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in Student Code of Conduct. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

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.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

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