



## COURSE OUTLINE: PSY120 - LIFESPAN DEVELOPMENT

Prepared: Social Sciences Department

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	PSY120: LIFESPAN DEVELOPMENT
<b>Program Number: Name</b>	
<b>Department:</b>	SOCIAL SCIENCES
<b>Semesters/Terms:</b>	18F, 19W
<b>Course Description:</b>	<p>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. 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.</p>
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	OEL124, PSY111, PSY204
<b>This course is a pre-requisite for:</b>	OPA214, PNG127, PNG131, PNG238
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p>



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	EES 11 Take responsibility for ones own actions, decisions, and consequences.									
<b>General Education Themes:</b>	Social and Cultural Understanding	Personal Understanding								
<b>Course Evaluation:</b>	Passing Grade: 50%, D									
<b>Books and Required Resources:</b>	Lifespan Development by Boyd, D, Bee, H. and Johnson, P Publisher: Pearson Education Canada Edition: 6th Canadian Edition ISBN: 9780134692418									
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th><b>Course Outcome 1</b></th><th><b>Learning Objectives for Course Outcome 1</b></th></tr> </thead> <tbody> <tr> <td>1. 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	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 Childhood and Adolescence through dominant developmental psychology theories.	<p>3.1 Outline the growth patterns, motor skills and brain/nervous system development in middle childhood</p> <p>3.2 Summarize key factors in language and cognitive growth that contribute to the development of mature thinking in middle childhood</p> <p>3.3 Discriminate between the roles of family, peers, gender, and culture on the socialization of those in middle childhood.</p> <p>3.4 Compose a summary of the physical changes and factors contributing to them in the transition from adolescence to young adulthood</p> <p>3.5 Identify the elements that contribute to and common obstacles impeding the physical and psychological health of the adolescent</p> <p>3.6 Characterize the relationship of Big 5 Personality Traits, Psychological Self and Valued Self in formation of self-concept</p> <p>3.7 Utilize Erikson's identity formation, Marcia's Identity Statuses, Piaget's Formal-Operational Period and characteristics of adolescent thinking to explain identity formation</p> <p>3.8 Explain the role of ethnic and multicultural identity, self-understanding, sex-role identity, locus of control and self-esteem in adolescence.</p> <p>3.9 Consider the roles of family and peers in adolescent social development</p> <p>3.10 Examine the biopsychosocial aspects of Middle Childhood and Adolescence through dominant developmental theories i.e. Vygotsky, Piaget, Erikson, Systems Theory</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Early Adulthood through dominant developmental psychology theories.	<p>4.1 Demonstrate how primary aging contributes to understanding of secondary aging in adulthood</p> <p>4.2 Integrate a variety of developmental theoretical perspectives to form an understanding of social and personality development in early adulthood</p> <p>4.3 Outline age changes in the physical functioning of adulthood</p> <p>4.4 Discuss cognitive development and intellectual ability in adulthood</p> <p>4.5 Examine major components of possible difficulties in romantic relationships, example partner violence, divorce</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Middle Adulthood through dominant developmental psychology theories.	<p>5.1 Justify the importance of leisure activities in adulthood</p> <p>5.2 Formulate an overview of midlife physical changes, including skeletal, sensory and reproductive with a specific focus on male climacteric and menopause</p> <p>5.3 Explain the significance and role of practical intelligence in midlife</p> <p>5.4 Compare evidence on personality stability and midlife crisis' referencing relevant developmental theories</p> <p>5.5 Discuss family dynamics and middle age, including empty nest, sandwich generation and grandparenthood</p>



		5.6 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 6</b>	<b>Learning Objectives for Course Outcome 6</b>															
	6. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Late Adulthood.	<p>6.1 Challenge the concept of universal decline in older adults</p> <p>6.2 Identify the key physical changes, related behavioural changes and major groups of biological theories related to older adults</p> <p>6.3 Summarize changes in memory that occur in the older adult</p> <p>6.4 Argue the concepts of creativity and wisdom as residing in the cognitive development of the older adult</p> <p>6.5 Dispute the myths that contribute to the marginalization of older adults using the Successful Aging Paradigm</p> <p>6.6 Summarize the various factors which may affect relationships with family and friends in the life of the older adult</p> <p>6.7 Integrate a variety of developmental theoretical perspectives to form an understanding of social and personality development in middle adulthood i.e. Erikson</p>															
	<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>															
<b>Evaluation Process and Grading System:</b>		<table border="1"> <thead> <tr> <th>Evaluation Type</th><th>Evaluation Weight</th><th>Course Outcome Assessed</th></tr> </thead> <tbody> <tr> <td>Application Assignments</td><td>30%</td><td>1, 2, 3, 7</td></tr> <tr> <td>Exam 1</td><td>30%</td><td>1, 2, 3, 7</td></tr> <tr> <td>Exam 2</td><td>30%</td><td>1, 4, 5, 6, 7</td></tr> <tr> <td>In-class Activities</td><td>10%</td><td>1,2,3,4,5,6,7</td></tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Course Outcome Assessed	Application Assignments	30%	1, 2, 3, 7	Exam 1	30%	1, 2, 3, 7	Exam 2	30%	1, 4, 5, 6, 7	In-class Activities	10%	1,2,3,4,5,6,7
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<b>Date:</b>	June 27, 2018																
	Please refer to the course outline addendum on the Learning Management System for further information.																

