

I. COURSE DESCRIPTION:

Human psychological development from birth to adolescence will be studied with an emphasis on developmental changes occurring during early childhood through to adolescence.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Describe what is meant by developmental change and discuss generally ways in which developmental changes can occur.*1*2

Potential Elements of the Performance:

- Describe what development is, the causes of development, the goals of developmentalists and distinguish between normative development and ideographic development
- Discuss and describe the history and concept of childhood
- Compare and contrast various developmental theories *2
- Review the research methods utilized by developmental psychologists.

2. Examine the Hereditary Influences on Development*3

Potential Elements of the Performance:

- Describe hereditary transmission
- Identify hereditary disorders
- Explain the differences between hereditary and environmental influences on development

3. Prenatal Development, Birth and Newborns' Readiness for Life*4

Potential Elements of the Performance:

- Describe the three stages of prenatal development
- Examine childbirth
- Identify and describe infant states and changes as the infant develops

4. The Physical self: Development of the Brain, the Body , and Motor Skills *5

Potential Elements of the Performance:

- Outline the patterns of maturation and growth from infancy to adolescence
- Describe the development of the brain
- Describe the developmental changes that occur during motor development
- Discuss the reactions of adolescents to puberty

5. Cognitive Development
Potential Elements of the Performance:
Early Cognitive Development*6
- Compare enrichment vs. differentiation theories
 - Describe infant sensory capabilities
 - Describe infant perception development
 - Identify the components of learning
- Cognitive theories and viewpoints *7
- Describe Piaget's theory of cognitive development
 - Describe Case's neo-Piagetian theory
 - Outline Vygotsky's Socio-Cultural Perspective
- Cognitive Development *8
- Discuss the basic assumptions of information processing theories
 - Outline the developmental changes that occur with information processing
 - Describe the developmental differences in the ability to problem solve and reason
- Intelligence*9
- Outline factors that influence Intelligence
 - Distinguish between fluid and crystallized intelligence
 - Discuss creativity - convergent and divergent thinking
- Language Acquisition*10
- Differentiate between the language components
 - Summarize the theories of language acquisition
 - Outline the developmental periods of language acquisition
6. Emotional Development, Development of Self and Social Cognition *11 *12
Potential Elements of the Performance:
- Explain emotional development
 - Identify five components of temperament
 - Describe the characteristics of emotional attachments
 - Identify the four phases of attachment
 - Discuss some long term co-relates of both secure and insecure attachments
 - Trace the development of self-concept
 - Discuss the factors that influence self-esteem
 - Explain what is meant by compliance and non-compliance
 - Discuss the factors that influence motivation and self-concept/identity
 - Discuss the development of social cognition

III. TOPICS:

1. Basic Concepts of Developmental Change
2. Hereditary Influences on Development
3. Pre-Natal, Birth and Newborn Development
4. The Development of the Physical Self
5. Cognitive Development -(Language Acquisition, Intelligence)
6. Emotional Development, Self-Concept development and Social Cognition

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Developmental Psychology, Childhood and Adolescence, 4th Canadian Edition
(2012) Nelson Education Ltd. By: D. R. Shaffer, E. Wood, T. Willoughby

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests = 60 marks

Assignments = 30 marks

Attendance and
participation = 10 marks

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:

Respect and Accountability for the Classroom Environment. All cell phones and electronic devices are to be turned off during testing and exams. No late entries will be allowed during testing and exams.

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. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.