



## COURSE OUTLINE: PSY125 - LIFESPAN DEV: EARLY

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Approved: Karen Hudson - Dean

<b>Course Code: Title</b>	PSY125: LIFESPAN DEVELOPMENT: THE EARLY YEARS
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	SOCIAL SCIENCES
<b>Academic Year:</b>	2025-2026
<b>Course Description:</b>	This course examines the biopsychosocial aspects of human development from conception to age 12. Students will explore developmental psychology, focusing on describing, explaining, and optimizing development during the first 12 years of life. This course emphasizes the interaction between cultural, historical factors, and biological maturation to provide a holistic understanding of human development.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<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>	<p><b>1030 - EARLY CHILDHOOD ED</b></p> <p>VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.</p> <p>VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.</p> <p>VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.</p> <p>VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.</p> <p>VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.</p>
<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>



- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Lifespan Development (Revel Package) by Boyd, D., Bee, H. and Johnson, P.  
 Publisher: Pearson Edition: 7th Canadian Edition  
 ISBN: 9780135413326

**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.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Demonstrate familiarity with the process of conception, the milestones of prenatal development, birth, and the neonate.	2.1 Outline the process of reproduction 2.2 Explore the milestones of the three stages of prenatal development 2.3 Identify and describe the effects of major, recessive and sex-linked abnormalities, trisomy and chromosome anomalies and teratogenic impacts on prenatal development and outcomes 2.4 Explore how maternal, environmental, and diagnostic factors can positively or adversely impact prenatal development 2.5 Describe the stages of labour and summarize birth choices



	available to expectant parents. 2.6 Explore assessment tools used to screen newborns and identify risks associated with low birth weight and preterm infants and the impact on future development.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Connect 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.	3.1 Outline the reflexes and behavioural states of newborns 3.2 Communicate the rapid physical changes during the first two years of life 3.3 Determine how maturation and experience influence the mastery of motor, sensorimotor, and language and communication developmental milestones in infancy 3.4 Summarize the most influential perspectives covering social, emotional and personality development in infancy and early childhood 3.5 Identify the changes in physical development in early childhood, including the brain and nervous system and milestones of motor development 3.6 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 3.7 Explore the impact of play-based learning and how a child's sense of autonomy impacts the 5 domains of development in infancy and early childhood. 3.8 Detail the emergence of a child's understanding of the gender concept and gender roles 3.9 Examine the biopsychosocial aspects of Infancy and Early Childhood through dominant developmental theories i.e. Piaget & Erikson
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Connect the components occurring in and affecting the Physical, Cognitive, and Socioemotional Development of Middle Childhood through dominant developmental psychology theories	4.1 Outline the growth patterns, motor skills and brain/nervous system development in middle childhood 4.2 Identify the major milestones of puberty 4.3 Summarize key factors in language and cognitive growth that contribute to the development of mature thinking in middle childhood 4.4 Discriminate between the roles of family, peers, gender, and culture on the socialization of those in middle childhood 4.5 Explore the role of formal education on development and identify issues and challenges pertaining to children with exceptionalities 4.6 Examine the biopsychosocial aspects of Middle Childhood through dominant developmental theories i.e. Vygotsky, Piaget, Erikson, Systems Theory
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Explore the impact of trauma, adverse childhood	5.1 Explore the link between trauma and the adverse impacts on all 5 domains of development.

	experiences, and the impact of personal and family stress on developmental outcomes from neonate through the age of 12.	5.2 Identify how stress and family conflict impact the 5 domains of development 5.3 Examine the role of maternal mental health and its impact on the 5 domains of development from neonate through the age of 12
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**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Application Assignments	30%
In-Class activities	10%
In-Class Tests	60%

**Date:**

June 27, 2025

**Addendum:**

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

