



**I. COURSE DESCRIPTION:**

Life-span human psychological development will be studied with an emphasis on the characteristic developmental changes in a person's behaviour that are a result of the interactive and interdependent effects of maturation and experience. Psychological research, concepts and theories will be examined in relation to developmental tasks and processes. Students will be challenged to improve their critical thinking abilities and develop a deeper understanding of how developmental psychology can be applied towards enhancing psychological adaptation.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

With the assistance of a Learning Specialist, the CICE student will acquire a basic skill level within the following learning outcomes:

**A. Learning Outcomes:**

1. Describe the basic concepts and theoretical perspectives of human development
2. Describe early competence and speech and language development
3. Describe and explain early psychosocial development
4. Describe cognitive, memory and language development and the impacts of early childhood education
5. Describe and explain middle childhood advances in cognitive, memory and language abilities
6. Describe and explain cognitive, moral, educational and career-planning advances during adolescence
7. Describe and explain young adulthood cognitive, moral, educational and career development
8. Describe and explain psychosocial development in young adulthood
9. Describe and explain psychosocial development in middle adulthood
10. Describe and explain psychosocial development in late adulthood

**B. Learning Outcomes and Elements of the Performance:**

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

1. Describe the basic concepts and theoretical perspectives of human development.

**Potential elements of the performance:**

- Describe basic concepts related to influences on development and individual differences.
- Identify major changes in the evolution of the study of human development.
- Explain and differentiate the five major theoretical perspectives on human development.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

2. Describe early competence and speech and language development.

### Potential elements of the performance:

- Identify the four approaches to studying cognitive development.
- Describe and explain the Piagetian and Information-Processing approaches.
- Understand early speech and language components.

3. Describe and explain early psychosocial development.

### Potential elements of the performance:

- Identify the emotional, temperamental and social foundations of early psychosocial development.
- Describe early attachment and explain how it is related to the development of trust, sense of self, autonomy and self-regulation.
- Discuss day care.

4. Describe cognitive, memory and language development and the impacts of early childhood education.

### Potential elements of the performance:

- Explain Piaget's concept of "preoperational" cognitive abilities.
- Describe language and memory aspects of early cognitive development
- Handout "academic orientation" of early childhood.

5. Describe and explain middle childhood advances in cognitive, memory and language abilities.

### Potential elements of the performance:

- Explain Piaget's concept of "concrete operations" cognitive abilities.
- Describe advances in moral, memory and language development

6. Describe and explain cognitive, moral, educational and career-planning advances during adolescence.

### Potential elements of the performance:

- Explain Piaget's concept of "formal operations" thinking and Kohlberg's theory of moral reasoning.

7. Describe and explain young adulthood cognitive, moral, educational and career development.

### Potential elements of the performance:

- Describe and explain the inter-relationships between "postformal" thought, emotional intelligence and moral development in early adulthood.

8. Describe and explain psychosocial development in young adulthood.

**Potential elements of the performance:**

- Describe and explain four models of personality development.
- Describe and explain foundations and styles of intimate relationships.
- Identify and describe family life options, choices and experiences.

9. Describe and explain psychosocial development in middle adulthood.

**Potential elements of the performance:**

- Compare and evaluate “normative-crisis” and “nonnormative-crisis” models of personality at mid-life.
- Describe and compare relationships with maturing children, aging parents and other kinship ties.

10. Describe and explain psychosocial development in late adulthood.

**Potential elements of the performance:**

- Compare and evaluate theories and research on personality development.
- Describe and explain lifestyle and social issues related to aging.
- Describe and compare personal relationships in late adulthood.

**III. CHAPTERS TO BE COVERED:**

1. About Human Development
5. Cognitive Development During the First Three Years
6. Psychosocial Development During the First Three Years
7. Cognitive Development in Early Childhood
9. Cognitive Development in Middle Childhood
11. Cognitive Development in Adolescence
12. Psychosocial Development in Adolescence
13. Cognitive Development in Young Adulthood
14. Psychosocial Development in Young Adulthood
16. Psychosocial Development in Middle Adulthood
18. Psychosocial Development in Late Adulthood

**IV. REQUIRED RESOURCES / TEXTS / MATERIALS:**

1. Human Development (2004), 9th Edition. D.E. Papalia, McGraw-Hill Companies

Students will be responsible for obtaining any course materials **missed** due to absenteeism and for regular attendance and class participation in all areas of the course, as well as all readings and tests as requested. The course content and evaluation system can be modified at the discretion of the professor.

Students will be responsible for the College Decorum handout. This will be distributed the second or third week of classes.

## V. EVALUATION PROCESS / GRADING SYSTEM:

### MAJOR ASSIGNMENTS AND TESTING

The final course grade will be determined as follows:

- |  |             |
|--|-------------|
| 1. Quizzes/Tests                                       | = 60%       |
| 2. Assignments   | = 20%       |
| • Written Paper – on a topic approved by the professor |             |
| 3. Attendance and Participation                        | = 10%       |
| 4. In Class Assignments                                | = 10%       |
| • Integration within work groups                       |             |
| <b>Total</b>   | <b>100%</b> |

Late assignments and/or absence from group work or in-class assignments or oral presentations will not be rescheduled. A zero grade will be earned by the student.

Be responsible by being present and submitting assignments on time with all tests and assignments completed as requested.

### TIME FRAME

Life-Span Developmental Psychology (PSY 204-3) involves three hours per week for the semester.

### METHOD OF ASSESSMENT (GRADING METHOD)

#### Special Notes Related to Test-Taking Policy:

If a test is missed due to verifiable illness or incident, the professor will determine if the student is eligible for a rescheduling of the test. The student is ultimately responsible and is obligated to contact the professor by phone, in person or in writing **prior** to test time. The College touch-tone, 24-hour voice-mail service allows you to immediately notify the professor. Leave your name, message and phone number.

Upon returning to the College (i.e. your first day back), the student is required to **immediately** contact the professor to make arrangements for the assignment or test. Phone or come by the professor's office, or leave a note under his/her office door with a telephone number where you can be reached. **Failure to do so will result in a zero grade on the missed test.**

Notification Policy in brief: **Mutual Respect, Courtesy and Accountability**

**All tests and assignments are to be written or completed in the PSY204 scheduled class times. Students are to read and review the College Decorum document.**

**Test dates will be announced at least one week prior to the test dates or earlier. Students are responsible for this information if absent for that class period.**

**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%	
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:

### Special Needs:

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

### 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 post-secondary institutions.

**Plagiarism:**

Students should refer to the definition of “academic dishonesty” in the *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.

**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.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant 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 an Integrative Educational Assistant.*****The Integrative Educational Assistant 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 Integrative Educational Assistant 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.