



## COURSE OUTLINE: PSY0120 - LIFESPAN DEVELOPMENT

Prepared: Social Sciences Department

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

<b>Course Code: Title</b>	PSY0120: LIFESPAN DEVELOPMENT
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19F, 20W
<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>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> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>General Education Themes:</b>	<p>Social and Cultural Understanding</p> <p>Personal Understanding</p>



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<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: 9780134840697										
<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>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.</td> <td>           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.            1.8 Critically assess personal assumptions about human development and their origins         </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Predict 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.</td> <td>           2.1 Outline the reflexes and behavioural states of newborns            2.2 Communicate the rapid physical changes during the first two years of life            2.3 Determine how maturation and experience influence the mastery of motor, sensorimotor, and language developmental milestones in infancy            2.4 Summarize the most influential perspectives covering social and personality development in infancy and early childhood            2.5 Identify the changes in physical development in early childhood, including the brain and nervous system and milestones of motor development            2.6 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            2.7 Detail the emergence of a child's understanding of the gender concept and sex roles            2.8 Examine the biopsychosocial aspects of Infancy and Early Childhood through dominant developmental theories i.e. Piaget, Skinner, Erikson         </td> </tr> <tr> <th>Course Outcome 3</th> <th>Learning Objectives for Course Outcome 3</th> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. 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<p>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>	<p>3.1 Outline the growth patterns, motor skills and brain/nervous system development in middle childhood  3.2 Summarize key factors in language and cognitive growth that contribute to the development of mature thinking in middle childhood  3.3 Discriminate between the roles of family, peers, gender, and culture on the socialization of those in middle childhood.  3.4 Compose a summary of the physical changes and factors contributing to them in the transition from adolescence to young adulthood  3.5 Identify the elements that contribute to and common obstacles impeding the physical and psychological health of the adolescent  3.6 Characterize the relationship of Big 5 Personality Traits, Psychological Self and Valued Self in formation of self-concept  3.7 Utilize Erikson's identity formation, Marcia's Identity Statures, Piaget's Formal-Operational Period and characteristics of adolescent thinking to explain identity formation  3.8 Explain the role of ethnic and multicultural identity, self-understanding, sex-role identity, locus of control and self-esteem in adolescence.  3.9 Consider the roles of family and peers in adolescent social development  3.10 Examine the biopsychosocial aspects of Middle Childhood and Adolescence through dominant developmental theories i.e. Vygotsky, Piaget, Erikson, Systems Theory</p>
<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
<p>4. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Early Adulthood through dominant developmental psychology theories.</p>	<p>4.1 Demonstrate how primary aging contributes to understanding of secondary aging in adulthood  4.2 Integrate a variety of developmental theoretical perspectives to form an understanding of social and personality development in early adulthood  4.3 Outline age changes in the physical functioning of adulthood  4.4 Discuss cognitive development and intellectual ability in adulthood  4.5 Examine major components of possible difficulties in romantic relationships, example partner violence, divorce</p>
<p><b>Course Outcome 5</b></p>	<p><b>Learning Objectives for Course Outcome 5</b></p>
<p>5. Predict the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Middle Adulthood through dominant developmental psychology theories.</p>	<p>5.1 Justify the importance of leisure activities in adulthood  5.2 Formulate an overview of midlife physical changes, including skeletal, sensory and reproductive with a specific focus on male climacteric and menopause  5.3 Explain the significance and role of practical intelligence in midlife  5.4 Compare evidence on personality stability and midlife crisis' referencing relevant developmental theories  5.5 Discuss family dynamics and middle age, including empty nest, sandwich generation and grandparenthood  5.6 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 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.	6.1 Challenge the concept of universal decline in older adults 6.2 Identify the key physical changes, related behavioural changes and major groups of biological theories related to older adults 6.3 Summarize changes in memory that occur in the older adult 6.4 Argue the concepts of creativity and wisdom as residing in the cognitive development of the older adult 6.5 Dispute the myths that contribute to the marginalization of older adults using the Successful Aging Paradigm 6.6 Summarize the various factors which may affect relationships with family and friends in the life of the older adult 6.7 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 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Connect biopsychosocial aspects of each stage in the lifespan through developmental theoretical perspectives and social and cultural lenses to form a holistic understanding of human development.	7.1 Link the developmental theories and the age-related changes throughout the lifespan to form an understanding of human development 7.2 Examine stages throughout the lifespan and the consequent age-related changes through a social and cultural lens to create a holistic view of lifespan development 7.3 Access relevant, current research on the basic aspects of death and dying across the lifespan, including the process of grieving

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Application Assignments	30%
In-class Activities	10%
Tests	60%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. 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.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist 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.

**D. 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 Learning Specialist 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

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:** August 28, 2019

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

