

I. COURSE DESCRIPTION:

This course draws on the psychosocial approach to understanding the life span. CICE students, with assistance from a Learning Specialist, will develop an emerging knowledge of the human life span and the associated developmental stages of individuals and families. Topics addressed will cover the interaction of biological, psychological and societal systems on the mastery of developmental tasks. CICE students will develop basic skills in assessing and responding to developmental situations individuals and families may experience.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with assistance from a Learning Specialist, will demonstrate a basic ability to:

1. Describe the ecological systems and developmental frameworks as conceptual guideposts.

Potential Elements of the Performance:

- Understand the recurring issues in development
 - Explain the biopsychosocial framework
 - List and describe the 2 purposes of developmental theories
2. Explain how the individual, family and societal contexts contribute to vulnerability and risk over the human life cycle and those factors that protect and provide resiliency against such risks and vulnerability.

Potential Elements of the Performance:

- Explain how prenatal development is influenced by a pregnant woman's age, her nutrition and stress
 - Identify diseases, drugs and environmental hazards that can affect prenatal development
 - Describe the Apgar Score and SIDS
3. Interpret and apply the basic principles of development and human behaviour theories in the analysis of individual and family dynamics.

Potential Elements of the Performance:

- Understand the psychosocial approach: the interaction of the biological, psychological and societal system
- Identify the factors which influence the components of infancy, childhood, adolescence and adulthood

4. Demonstrate the ability to create differential change strategies by incorporating knowledge of unique cultural characteristics such as ethnicity, class, gender, abuse, sexual orientation, and physical/mental challenges to their understanding of human development.

Potential Elements of the Performance:

- Discuss and relate observation of and personal reflection on children and adults in everyday settings (journals, observation papers, small group work) and how these may affect a person's life course
5. Identify historical, cultural and familial differences in life span expectations and in socialization processes which relate to their own development.

Potential Elements of the Performance:

- Provide an opportunity to develop effective peer interaction (dyad partners, small group discussion)
6. Debate the ethical issues involved in research on life cycle events.

Potential Elements of the Performance:

- Identify and discuss current theories on adulthood and aging

III. TOPICS:

1. The Psycho-Social Approach to Human Development
2. Foundations of Human Development
3. School Age Children and Adolescents
4. Young and Middle Adulthood
5. The Final Passage "Living Responsibly in an Interdependent World"

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Human Development: A Life Span View (2009) 2nd Canadian Edition by Robert V. Kail, John C. Cavanaugh, Christine A. Ateah, Nelson Thomson Publishing

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 supplemental lecture notes, 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% (see final page attached)
2. Assignments = 30% (see final page attached)
3. Attendance and Participation = 10%

Total = 100%

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.

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 PSY218 scheduled class times. Students are to read and review the College Decorum document which is discussed the second week of classes.

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%	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:

Disability Services:

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 Disability Services 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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool. (*note: not all courses have adopted this channel.*)

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Social Sciences Co-ordinator or academic assistant regarding a general education transfer request. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

- IX.** Please turn cell phones off during exams and class hours. Arrive on time for class and tests as no late entries are allowed.

- X.** Students who request alternate locations/circumstances for tests/evaluations to be done, must **submit the forms within 48 hours** after the test is announced. Please discuss individual concerns with the instructor within this time frame. Failure to do so, will not guarantee the test to be written.

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. 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 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.

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 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

D. Evaluation:

Is reflective of modified learning outcomes.