



**I. COURSE DESCRIPTION:**

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.

**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 skill level within each of the following learning outcomes:

1. Recognize the major concepts, ethics, theoretical approaches and historical development of psychology.

Potential Elements of the Performance:

- Communicate the nature of psychology as a discipline and the variety of psychological disciplines in the field
- Demonstrate knowledge of relevant terminology, ethical issues, and historical development of psychology
- Differentiate between the major theoretical approaches to psychology
- Explain the importance of cultural competence in the field of psychology

2. Communicate basic understanding of the concepts, design, issues and ethics in psychological research, including the essential element of critical thinking.

Potential Elements of the Performance:

- Explain the use of scientific method in psychology
- Identify the key steps in the scientific method
- Articulate strengths and limitations of various research designs used in psychology
- Demonstrate familiarity with common ethical guidelines for

psychological research in Canada

- Identify areas of measurement, design and ethics unique to developmental research
  - Define the basic principles of critical thinking and communicate its use in everyday life
3. Demonstrate familiarity with the main concepts, issues, evolution and science of the study of lifespan development.

Potential Elements of the Performance:

- Outline the field of developmental psychology, its origins and contemporary perspectives
  - Gain an awareness of issues in lifespan development, i.e. nature and nurture interaction
  - Illustrate the importance of cross cultural research to developmental psychology
4. Utilize the lens of differing theoretical perspectives of development to interpret facts and observations.

Potential Elements of the Performance:

- Compare and contrast the core ideas of dominant developmental theories and those from another worldview
  - Evaluate the dominant developmental theories
  - Critically assess personal assumptions about human development and their origins
5. Predict the components occurring in and affecting the Physical, Cognitive and Socio-Emotional Development of Infancy and Early Childhood

Potential Elements of the Performance:

- Outline the reflexes and behavioural states of newborns
- Communicate the rapid physical changes during the first two years of life
- Determine how maturation and experience influence the mastery of motor, sensorimotor, and language developmental milestones in infancy
- Summarize the most influential perspectives covering social and personality development in infancy and early childhood
- Identify the changes in physical development in early childhood, including the brain and nervous system and milestones of motor development
- Debate early childhood cognition and language development as presented by behaviourist, nativists and constructivists
- 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

- Detail the emergence of a child's understanding of the gender concept and sex roles

6. Predict the components occurring in and affecting the Physical, Cognitive, and Socio-Emotional Development of Middle Childhood and Adolescence.

Potential Elements of the Performance:

- Outline the growth patterns, motor skills and brain/nervous system development in middle childhood
- Summarize key factors in language and cognitive growth that contribute to the development of mature thinking in middle childhood
- Discriminate between the roles of family, peers, gender, and culture on the socialization of those in middle childhood.
- Compose a summary of the physical changes and factors contributing to them in the transition from adolescence to young adulthood
- Identify the elements that contribute to and common obstacles impeding the physical and psychological health of the adolescent
- Compare the various theorists' emphases and influences of culture in the development of moral reasoning
- Characterize the relationship of Big 5 Personality Traits, Psychological Self and Valued Self in formation of self-concept
- Utilize Erikson's identity formation, Marcia's Identity Statuses, Piaget's Formal-Operational Period and characteristics of adolescent thinking to explain identity formation
- Explain the role of ethnic and multicultural identity, self-understanding, sex-role identity, locus of control and self-esteem in adolescence.
- Consider the roles of family and peers in adolescent social development

7. Predict the components contributing to and affecting the Physical, Cognitive, and Socio-Emotional Development of Early and Middle Adulthood.

Potential elements of the Performance:

- Demonstrate how primary aging contributes to understanding of secondary aging in adulthood
- Integrate a variety of theoretical perspectives to form an understanding of social and personality development in early adulthood
- Outline age changes in the physical functioning of adulthood

- Discuss cognitive development and intellectual ability in adulthood
  - Evaluate influences on relationship (friendship and romantic attachment) formation and consequences of intimacy lifestyles in adulthood
  - Assess factors affecting occupational selection and development, including gender, cultural, discrimination and transition issues
  - Debate issues related to the balance of work and family life
  - Justify the importance of leisure activities in adulthood
  - Formulate an overview of midlife physical changes, including skeletal, sensory and reproductive
  - Explain the significance and role of practical intelligence in midlife
  - Compare evidence on personality stability and midlife crisis referencing relevant developmental theories
  - Discuss family dynamics and middle age, including empty nest, sandwich generation and grandparenthood
8. Predict the components contributing to and affecting the Physical, Cognitive, and Socio-Emotional Development of Late Adulthood.

Potential elements of the Performance:

- Challenge the concept of universal decline in older adults
  - Identify the key physical changes, related behavioural changes and major groups of biological theories related to older adults
  - Summarize changes in memory that occur in the older adult
  - Argue the concepts of creativity and wisdom as residing in the cognitive development of the older adult
  - Discuss mental health problems in the older adult and identify effective interventions
  - Dispute the myths that contribute to the marginalization of older adults using the Successful Aging Paradigm
  - Construct an overview of the realities, challenges and requirements for a healthy retirement
  - Summarize the various factors which may affect relationships with family and friends in the life of the older adult
9. Educate on the basic aspects of death and dying across the lifespan, including the process of grieving.

Elements of Performance:

- Utilize the definitions, legal and medical aspects and terminology related to the area of death and dying
- Differentiate between healthy and complicated grieving
- Identify bereavement experiences along the lifespan

**III. TOPICS:**

1. What is Psychology?
2. Psychological Research
3. Who is Multicultural?
4. What is Developmental Psychology?
5. Infancy
6. Early Childhood
7. Middle Childhood
8. Adolescence
9. Early Adulthood
10. Middle Adulthood
11. Late Adulthood

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

*Lifespan Development* (2012) 4th Canadian Edition, Boyd, D, Bee, H. and Johnson, P. Toronto: Pearson – Allyn & Bacon **ISBN-13:** 978-0205754281

**V. EVALUATION PROCESS/GRADING SYSTEM:**Evaluation

Students will be responsible for regular attendance and class participation in all areas of the course, as well as all independent readings and tasks as assigned. The course content and evaluation may be modified at the discretion of the professor.

The final course grade will be determined as follows:

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>	<u>DUE</u> <u>(Tentative)</u>
Journal	10%	Ongoing
Application Assignments	30%	See Addendum
Exam #1	30%	Week 7
Exam #2	30%	Week 15
<u>TOTAL:</u>	<u>100%</u>	

**JOURNAL:** With the assistance of a learning specialist, each CICE student will complete journal entries on a weekly basis in a personal journal on how course material affects their personal understanding of lifespan development and how it

is relevant to their life. Each journal entry will be approximately one paragraph in length. Journals will be submitted to Professor in class prior to Exam 1 and then again prior to Exam 2. Specifics to be provided by Professor.

**APPLICATION ASSIGNMENTS:** Students are directed to the Professor's Addendum to this course outline for specifics on the Application Assignments.

**EXAMS:** There will be two (2) exams in this course. In the first, students will be responsible for material covered up until the date of Exam #1. The second exam, at the end of the course, will cover material learned after Exam #2. Both Exams are open note, not open text. Students can bring their notes from text and from class sessions to the test. Students should use their **Chapter Reading Notes** (note guides available on LMS) as source of preparation for class discussion and study material for these exams.

If a student misses a due date or test date to a verifiable illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to contact the professor by phone, in person, or through email **prior** to the assigned due date or test time. The College 24-hour voice mail number and email systems allow you to immediately notify the professor with your name, message, and phone number.

Upon returning to college (your first day back), the student will **immediately** contact the professor to make arrangements for the assignment or test. Phone, email or come by the professor's office: if not communicating personally, make sure to leave contact information. **Failure to do so will result in a zero grade.**

Notification policy in brief: **Mutual respect, courtesy, and accountability.**

Students are responsible for obtaining any materials missed due to absenteeism.

***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:**

**Attendance:** Significant learning, analysis and synthesis of course content occur in the classroom. Students must attend a minimum of 60% of scheduled classes to receive a passing grade in the course. **If students miss more than 60% of classes, they will receive an F for the entire course.**

**Assignment Submissions:** **ALL** assignments are to be submitted in the manner communicated for each assignment on the due date and must be typewritten. Any late assignments will be deducted **1% per day late** and will be accepted up to a maximum of 5 calendar days late. After that time, the professor will no longer accept the assignment for grading.

**VII. CELL PHONES** must be turned off during class time. No cell phones are allowed in class on test days.

**VIII. COURSE OUTLINE ADDENDUM:**

The provisions in the addendum are located on the student portal and form part of this course outline.

**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.