

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 CICE students, with assistance from a Learning Specialist, will examine 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Become familiar 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.

Potential Elements of the Performance:

- Display knowledge 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
- Have a basic understanding of the major theoretical approaches to psychology
- Be familiar with the importance of cultural competence in the field of psychology and the importance of cross cultural research in lifespan developmental psychology
- Communicate basic understanding of the concepts, design, issues and ethics in psychological research, including the essential element of critical thinking
- Be familiar with the field of developmental psychology, its origins and contemporary perspectives
- Understand the basics of differing theoretical perspectives of development to interpret facts and observations across ages and stages throughout the lifespan.
- Reflect on personal assumptions about human development and their origins

2. Display basic knowledge of 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.

Potential Elements of the Performance:

- Outline the reflexes and behavioural states of newborns
- Identify 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
- Become aware of the most influential perspectives covering social and personality development in infancy and early childhood
- Have a basic understanding of the changes in physical development in early childhood, including the brain and nervous system and milestones of motor development
- Recognize 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
- Explain the emergence of a child's understanding of the gender concept and sex roles
- Examine the biopsychosocial aspects of Infancy and Early Childhood through dominant developmental theories i.e. Piaget, Skinner, Erikson

3. Become aware of the components occurring in and affecting the Physical, Cognitive, and Socioemotional Development of Middle Childhood and Adolescence through dominant developmental psychology theories.

Potential Elements of the Performance:

- Be aware of the growth patterns, motor skills and brain/nervous system development in middle childhood
- Discuss key factors in language and cognitive growth that contribute to the development of mature thinking in middle childhood
- Reflect on the roles of family, peers, gender, and culture on the socialization of those in middle childhood.
- Recognize 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
- Understand the relationship of Big 5 Personality Traits, Psychological Self and Valued Self in formation of self-concept
- Become familiar with Erikson's identity formation, Marcia's Identity Statuses, Piaget's Formal-Operational Period and characteristics of adolescent thinking to explain identity formation
- Describe 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
- Examine the biopsychosocial aspects of Middle Childhood and Adolescence through dominant developmental theories i.e. Vygotsky, Piaget, Erikson, Systems Theory

4. Have a basic understanding of the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Early Adulthood through dominant developmental psychology theories.

Potential elements of the Performance:

- Demonstrate how primary aging contributes to understanding of secondary aging in adulthood
- Become aware of a variety of developmental 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
- Examine major components of possible difficulties in romantic relationships, example partner violence, divorce

5. Recognize the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Middle Adulthood through dominant developmental psychology theories

- Justify the importance of leisure activities in adulthood
- Have a basic understanding of midlife physical changes, including skeletal, sensory and reproductive with a specific focus on male climacteric and menopause
- Explain the significance and role of practical intelligence in midlife
- Become familiar with personality stability and 'midlife crisis' referencing relevant developmental theories
- Discuss family dynamics and middle age, including empty nest, sandwich generation and grandparenthood
- Reflect on a variety of developmental theoretical perspectives to form an understanding of social and personality development in middle adulthood i.e. Erikson

6 Display basic knowledge of the components contributing to and affecting the Physical, Cognitive, and Socioemotional Development of Late Adulthood.

Potential elements of the Performance:

- Understand 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
- Become aware of changes in memory that occur in the older adult
- Demonstrate some knowledge of concepts of creativity and wisdom as residing in the cognitive development of the older adult
- Recognize myths that contribute to the marginalization of older adults using the Successful Aging Paradigm
- Reflect on the various factors which may affect relationships with family and friends in the life of the older adult

- Have a basic understanding of developmental theoretical perspectives to form an understanding of social and personality development in middle adulthood i.e. Erikson

7. Become familiar with the 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.

Elements of Performance:

- Have a basic understanding of the developmental theories and the age-related changes throughout the lifespan to form an understanding of human development
- 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
- Become familiar with relevant, current research on the basic aspects of death and dying across the lifespan, including the process of grieving

III. TOPICS:

1. What is Psychology?
- 2.. What is Developmental Psychology?
3. Infancy
- 4.. Early Childhood
5. Middle Childhood
6. Adolescence
7. Early Adulthood
8. Middle Adulthood
9. Late Adulthood

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Lifespan Development (2015) 5th Canadian Edition, Boyd, D, Bee, H. and Johnson, P.
Toronto: Pearson – Allyn & Bacon ISBN-13: 978-0205911974

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. Notes or class information missed due to absence are the responsibility of the student. Identifying a note buddy at the beginning of the semester is strongly recommended. See Special Notes

section of this course outline for important information related to Evaluation and Attendance.

The final course grade will be determined as follows:

ASSIGNMENT/EXAM	WORTH	DUE (Tentative)
Journal (submitted twice 2X5%)	10%	Ongoing
Application Assignments	30%	See Addendum
Exam #1	30%	Week 7
Exam #2	30%	Week 15
TOTAL:	100%	

JOURNAL: Each 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 are encouraged to bring their notes from text readings and from class sessions to the test. Students should use their Chapter Reading Notes (note guides available on D2L) as a source of preparation for class discussion and study material for these exams.

If a student misses a due date or test date due 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 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 and information .

Upon returning to college (your first day back), the student will immediately contact the professor to make arrangements to meet regarding the missed assignment deadline or test. Failure to do so will result in reduced grade for late assignments or a zero grade.

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

Students are responsible for obtaining any materials missed due to absenteeism on D2L or from class peers. A note buddy is recommended.

The following semester grades will be assigned to students in post-secondary courses:

Grade	Grade Point Equivalent		
Definition			
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 calendar day late from the 30% total for Application Assignments and will be accepted up to a maximum of 5 calendar days late after each assignment due date. After that time, the professor will no longer accept the assignment for grading. No handwritten assignments for Application Assignments will be graded.

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

VIII. COURSE OUTLINE ADDENDUM:

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

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.