CANADORE college

COURSE NAME:	PSY200 Lifespan Development

Credit Value:	3
Total Course Hours:	42
Prerequisite Course(s):	None
Corequisite Course(s):	None

COURSE DESCRIPTION

This course will describe the physical, cognitive, and socioemotional domain changes throughout the lifespan including pregnancy, birth, infancy, childhood, adolescence, adulthood, and the end of life. Students will be introduced to some of the major theories in developmental psychology from a lifespan perspective. The MyVirtualLife program will be used wherein students will raise a virtual child from birth to 18 years of age, and then they will "live" in the virtual world as themselves from age 18 years to 80 years.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Outline basic concepts and methods in developmental/lifespan psychology.

1.1 Explain the importance of the lifespan perspective.

1.2 Discuss past and present issues regarding the scientific study of human development.

1.3 List and describe the three major domains of development:

1.3.1 The physical domain.

1.3.2 The cognitive domain.

1.3.3 The social/socioemotional domain.

1.4 Describe the interactionist model of development.

1.5 List and describe the research goals of scientists who study human development.

1.6 Describe how the following research designs differ:

1.6.1 Cross-sectional design.

1.6.2 Longitudinal design.

1.6.3 Sequential design.

1.7 State the advantages and disadvantages of the following research methods used in identifying relationships among variables:

1.7.1 Descriptive research methods.

1.7.2 Correlational research methods.

1.7.3 Experimental research methods.

1.8 Describe the importance of cross-cultural research to the study of human development.

1.9 Identify ethical standards that developmental researchers must follow.

2.0 Outline the theoretical foundations in the field of developmental/lifespan psychology.

2.1 Describe how biological and evolutionary theories contribute to our understanding of development.

2.1.1 Discuss the emerging field of epigenetics.

2.1.2 Discuss evolutionary psychology.

2.2 Describe how psychoanalytic theories contribute to our understanding of development.

2.2.1 Summarize the main ideas of Freud's psychosexual theory.

2.2.2 Identify the conflict associated with each of Erikson's psychosocial stages.

2.2.3 Describe the basic concepts of humanistic theory, including Maslow and Rogers.

2.3 Identify and explain learning theories of development.

2.3.1 Explain how Pavlov's classical conditioning occurs.

2.3.2 Explain Skinner's process of operant conditioning.

2.4 Identify and explain cognitive theories of development.

2.4.1 Describe how cognitive development progresses, according to Piaget.

2.4.2 Describe information-processing theory processes.

2.4.3 Describe how Vygotsky's concepts of scaffolding and zone of proximal development influence cognitive development.

2.5 Identify and explain systems theories of development.

2.5.1 Describe how contexts influence development from Bronfenbrenner's bioecological perspective.

3.0 Describe prenatal development and birth.

3.1 Summarize the process of reproduction and describe the three trimesters of pregnancy.

3.2 Identify risks associated with teratogenic maternal diseases.

3.3 Describe the potential adverse effects of drugs and other factors on preconceptual and prenatal development.

3.4 Describe what happens in each of the three stages of labour.

3.5 Explain how the Apgar scale is used to assess the health of newborns.

3.6 Describe the risks associated with low birth weight in infants.

4.0 Describe physical, cognitive and socioemotional development in infancy.

4.1 Discuss physical, sensory, and perceptual development in infancy.

4.1.1 Describe physical changes in infancy including the brain and nervous system, and reflexes and behavioural states.

4.1.2 Discuss health and nutritional issues in infancy.

4.1.3 Discuss the developmental issues of preterm, low-birth weight, and post-term infants.

4.1.4 Discuss the issue of infant mortality/SIDS in Canada.

4.1.5 Describe how researchers study perceptual development in infants.

4.2 Explain cognitive development in infancy.

4.2.1 Discuss Piaget's sensorimotor stage, object permanence, and imitation.

4.2.2 Identify how intelligence is measured in infancy.

4.2.3 Trace the pattern of early language development in infants.

4.2.4 Identify the characteristics of first words and sentences.

4.2.5 Describe individual and cultural differences regarding language development.

4.3 Discuss social and personality development in infancy.

4.3.1 Describe how Freud and Erikson's views of personality development in the first two years differ.

4.3.2 Describe the main ideas of attachment theory from the ethological perspective.

4.3.3 Describe synchrony and attachment behaviours.

4.3.4 Identify characteristics of the four attachment patterns discovered by Ainsworth.

4.3.5 Describe what variables might affect a parent's ability to establish an attachment relationship with an infant.

4.3.6 Summarize the dimensions of temperament, and the roles heredity and environment play in the formation of temperament.

4.3.7 Describe how the subjective self, the objective self, and the emotional self develop during the first two years.

5.0 Describe physical, cognitive, and socioemotional development in early childhood.

5.1 Discuss physical and cognitive development in early childhood.

5.1.1 Discuss lateralization of the brain and handedness.

5.1.2 Summarize the characteristics of children's thought during Piaget's preoperational stage of cognitive development.

5.1.3 Describe how information-processing and sociocultural theorists explain changes

in young children's thinking.

5.1.4 Describe changes in language in early childhood.

5.1.5 Discuss differences in intelligence in early childhood.

5.2 Discuss social and personality development in early childhood.

5.2.1 Summarize the major themes of development proposed by psychoanalytic and social-cognitive theorists for the early childhood period.

5.2.2 Discuss how parenting styles and other factors affecting families affect development in early childhood.

5.2.3 Describe the impact of divorce on children in early childhood and in later years.

5.2.4 Trace a child's changing relationship with his or her peers through play.

5.2.5 Identify key factors in preschool children's aggressive behaviour.

5.2.6 Trace the changes in prosocial behaviour and friendship patterns during early childhood.

5.2.7 Trace the changes in the young child's personality and self-concept during the preschool years.

5.2.8 Describe the major theoretical orientations that explain gender development.

6.0 Describe physical, cognitive, and socioemotional development in middle childhood.

6.1 Discuss physical and cognitive development in middle childhood.

6.1.1 Describe the main physical and central nervous system changes during the middle childhood years.

6.1.2 Describe what cognitive advantages children gain as they move through Piaget's concrete operational stage.

6.1.3 Describe how children's information-processing skills and language improve during middle childhood.

6.1.4 Discuss Howard Gardner's theory of multiple intelligences.

6.1.5 Describe the issues involved for learners with exceptionalities including children who have learning disabilities and attention-deficit/hyperactivity disorder.

6.2 Describe theories of social and personality development in middle childhood.

6.2.1 Describe how psychoanalytic theorists Freud and Erikson characterized the middle childhood years.

6.2.2 Summarize the main ideas of The Big Five personality traits theory and Bandura's social-cognitive theory.

6.2.3 Describe the self-concept, including the psychological self and the valued self.

6.2.4 Discuss advances in social cognition and social relationships in middle childhood.

6.2.5 Discuss influences beyond family and peers, such as media influences.

7.0 Describe physical, cognitive, and socioemotional development in adolescence.

7.1 Discuss physical and cognitive changes in adolescence.

7.1.1 Describe how sensation-seeking affects risky behaviour in adolescents, including drug and alcohol use and other issues.

7.1.2 Identify what factors are involved in adolescent depression and suicide.

7.1.3 Describe the characteristics of thought in Piaget's formal operational stage of cognitive development.

7.1.4 Describe what kinds of advances in information-processing capabilities occur during adolescence.

7.2 Describe theories of social and personality development in adolescence.

7.2.1 Describe how psychoanalytic theorists Freud and Erikson characterized the adolescent years.

7.2.2 Explain Marcia's theory of identity achievement.

7.2.3 Describe the features of Kohlberg's theory of moral reasoning.

8.0 Describe physical, cognitive, and socioemotional development in early adulthood.

8.1 Discuss physical and cognitive changes in early adulthood.

    8.1.1 Explain the difference between primary and secondary aging.

    8.1.2 Discuss issues in health promotion and wellness, including factors involving internal and external locus of control.

    8.1.3 Identify mental health problems that may occur most frequently in early adulthood.

    8.1.4 Describe the developmental impact of post-secondary education.

8.2 Discuss social and personality development in early adulthood.

    8.2.1 Explain what Erikson meant when he described early adulthood as a crisis of intimacy versus isolation.

    8.2.2 Describe Levinson's life structure theory.

    8.2.3 Describe the characteristics of emerging adulthood.

    8.2.4 Describe conflict management styles in intimate relationships.

    8.2.5 Summarize what happens during the transition to parenthood, including issues around postpartum depression.

    8.2.6 Explain Super's stages of career development.

9.0 Describe physical, cognitive, and socioemotional development in middle adulthood.

9.1 Describe physical and cognitive changes in middle adulthood.

    9.1.1 Describe how reproductive function changes in middle age and the impact on the socioemotional domain.

    9.1.2 Discuss mental health issues in middle adulthood.

    9.1.3 Discuss changes in memory and cognition in middle adulthood.

9.2 Describe theories of social and personality development in middle adulthood.

    9.2.1 Discuss Erikson's stage of generativity vs. stagnation.

    9.2.2 Explain how the concept of the mid-life crisis evolved into the life events perspective of middle age.

    9.2.3 Describe how multigenerational caregiving and caregiver burden affect middle-aged adults' lives.

    9.2.4 Describe styles of grandparenting.

10.0 Describe physical, cognitive, and socioemotional issues in late adulthood, including death and dying.

10.1 Discuss the physical and cognitive changes in late adulthood.

    10.1.1 Identify life expectancy and longevity trends in Canadian seniors.

    10.1.2 Differentiate Alzheimer's disease from other dementias.

    10.1.3 Describe what the research suggests about depression among older adults.

    10.1.4 Summarize patterns of cognitive changes among older adults.

10.2 Describe theories of social and personality development in late adulthood.

    10.2.1 Discuss Erikson's stage of ego integrity versus despair.

    10.2.2 Characterize the main ideas of activity theory, disengagement theory, and continuity theory.

    10.2.3 Describe how successful aging is manifested in the lives of older adults.

    10.2.4 Differentiate among the processes of clinical death, brain death, and social death.

    10.2.5 Discuss the meaning of death across the lifespan.

    10.2.6 Summarize how Kubler-Ross explained the process of dying as well as other views of end of life and grief.

GENERAL EDUCATION

In some programs of study this course meets the General Education requirement under the Personal Understanding theme.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Mental Health And Addiction Worker

1. Promote the optimal functioning of individuals and families in communities through the application of knowledge, skills, and attitudes relevant to mental health and addiction.

3. Apply effective oral and written communication skills to enhance the quality of services.

5. Establish effective relationships with individuals, families, and community services that adhere to professional, legal, and ethical standards and workplace policies and procedures.

7. Implement personal and professional strategies to improve job performance and work relationships.

8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

Occupational Therapist Assistant and Physiotherapist Assistant

1. communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families, and significant others, occupational therapists, physiotherapists, other health care providers, and others within the role of the therapist assistant.

2. participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.

3. establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.

5. practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.

6. document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.

7. develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.

8. perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psychosociological sciences, and health conditions.

10. enable the client's occupational performance by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.

11. enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.

Personal Support Worker

1. Work within the personal support worker role in community, retirement homes, long-term care homes and/or hospital care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.

2. Act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the clients, families, supervisors and/or other members of the interprofessional care/service team.

3. Participate as a member of the interprofessional care/service team and maintain collaborative working relationships in the provision of supportive care in community, retirement homes, long-term care homes and/or hospital care settings.

4. Provide client-centred and client-directed care that is based on ethical principles, sensitive to diverse client and family values, beliefs and needs, and which follows the direction of the plan of care/service plan.

5. Establish and maintain helping relationships with clients and their families reflecting open communication, professional boundaries, employer's policies and adhering to confidentiality and privacy legislation.

6. Identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.

7. Promote and maintain a safe and comfortable environment for clients, their families, self and others including the implementation of infection prevention and control measures and emergency first aid procedures that are in keeping with the plan of care/service plan, employer policies and procedures, and all applicable legislation.

8. Assist clients across the lifespan with routine activities of daily living by applying basic knowledge of growth and development, common alterations in functioning, disease prevention, health promotion and maintenance, rehabilitation and restorative care.

11. Assist clients who are caring for dependent individuals considering client and family choices, professional boundaries and the direction of the plan of care/service plan.

13. Assist in the provision of culturally relevant palliative and end-of-life care to clients experiencing life threatening illness and to their families and significant others, from diagnosis through death and bereavement, and in accordance with clients' choices and the plan of care/service plan.

14. Use identified approaches and best practices to support positive and safe behaviour in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviours.

Practical Nursing

1. communicate therapeutically with clients and members of the health care team.

2. assess clients across the life span, in a systematic and holistic manner.

3. plan safe and competent nursing care, based upon a thorough analysis of available data and evidence-informed practice guidelines.

Social Service Worker

2. identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.

3. recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.

5. advocate for appropriate access to resources to assist individuals, families, groups, and communities.

6. develop and maintain positive working relationships with colleagues, supervisors, and community partners.

7. develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships.

8. integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.

2. Respond to written, spoken, or visual messages in a manner that ensures effective communication

4. Apply a systematic approach to solve problems

5. Use a variety of thinking skills to anticipate and solve problems

6. Locate, select, organize, and document information using appropriate technology and information systems.

7. Analyse, evaluate, and apply relevant information from a variety of sources.

8. Show respect for the diverse opinions, values, belief systems, and contributions of others

9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

10. Manage the use of time and other resources to complete projects.

11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Tests: 75%

*3 term tests (best 2 out of 3 term test marks: 2 x 25% = 50%)

*Final test (25%)

MyVirtualLife assignments: 25%

*3 assignments from birth to adolescence (3x5% = 15%)

*2 assignments from emerging adulthood to late adulthood (2x5% = 10%)

PROGRAM SPECIFIC GRADING

Per College Grading System.

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required: Boyd, D., Johnson, P., & Bee, H. (2018). Lifespan development (6th Canadian ed.). Toronto, ON: Pearson Canada Inc.

Plus REVEL and MyVirtualLife with Pearson eText -- Access Card Package (6th Canadian Edition) [Paperback]

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lectures, class discussions, in-class activities, assignments based on the MyVirtualLife program, tests.

DELIVERY MODE

3 hours a week in class (42 hours per semester)

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: http://www.canadorecollege.ca/about-us/corporate-policy-manual.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling

- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.