

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:

- | | |
|---|---|
| <p>1.0 Outline basic concepts and methods in developmental/lifespan psychology.</p> <p>1.1 Explain the importance of the lifespan perspective.</p> <p>1.2 Discuss past and present issues regarding the scientific study of human development.</p> <p>1.3 List and describe the three major domains of development:</p> <p>1.3.1 The physical domain.</p> <p>1.3.2 The cognitive domain.</p> <p>1.3.3 The social/socioemotional domain.</p> <p>1.4 Describe the interactionist model of development.</p> <p>1.5 List and describe the research goals of scientists who study human development.</p> <p>1.6 Describe how the following research designs differ:</p> <p>1.6.1 Cross-sectional design.</p> <p>1.6.2 Longitudinal design.</p> <p>1.6.3 Sequential design.</p> <p>1.7 State the advantages and disadvantages of the following research methods used in identifying relationships among variables:</p> <p>1.7.1 Descriptive research methods.</p> <p>1.7.2 Correlational research methods.</p> <p>1.7.3 Experimental research methods.</p> <p>1.8 Describe the importance of cross-cultural</p> | <p>research to the study of human development, including research involving Indigenous peoples in Canada.</p> <p>1.9 Identify ethical standards that developmental researchers must follow.</p> <p>2.0 Outline the theoretical foundations in the field of developmental/lifespan psychology.</p> <p>2.1 Describe how biological and evolutionary theories contribute to our understanding of development.</p> <p>2.1.1 Discuss the emerging field of epigenetics.</p> <p>2.1.2 Discuss evolutionary psychology.</p> <p>2.2 Describe how psychoanalytic theories contribute to our understanding of development.</p> <p>2.2.1 Summarize the main ideas of Freud's psychosexual theory.</p> <p>2.2.2 Identify the conflict associated with each of Erikson's psychosocial stages.</p> <p>2.2.3 Describe the basic concepts of humanistic theory, including Maslow and Rogers.</p> <p>2.3 Identify and explain learning theories of development.</p> <p>2.3.1 Explain how Pavlov's classical conditioning occurs.</p> |
|---|---|

- 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.
 - 2.4.4 Describe Bandura's social-cognitive theory.
- 2.5 Identify and explain systems theories of development.
 - 2.5.1 Describe how contexts influence development from Bronfenbrenner's bioecological perspective. Include a description of the transgenerational impacts of colonization in Canada on Indigenous peoples.
- 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, drugs, and other factors on preconceptual and prenatal development. Include a discussion of Indigenous women's exposure to teratogens as well as nutritional challenges.
 - 3.3 Describe what happens in each of the three stages of labour.
 - 3.4 Explain how the Apgar scale is used to assess the health of newborns.
 - 3.5 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, including Indigenous infant risk.
 - 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, including concerns over language development and the measurement of language development in Indigenous children.
 - 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 Harry Harlow's classic monkey study which revealed the importance of maternal contact.
 - 4.3.3 Describe the main ideas of attachment theory from the ethological perspective.
 - 4.3.4 Describe synchrony and attachment behaviours.
 - 4.3.5 Identify characteristics of Ainsworth's four attachment patterns.
 - 4.3.6 Describe what variables might affect a parent's ability to establish an attachment relationship with an infant, including intergenerational continuity and change in attachment patterns, with a special focus on Indigenous Canadians.
 - 4.3.7 Summarize the dimensions of temperament, and the roles of heredity,

neurological processes, and environment in the formation of temperament.

4.3.8 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, including concerns over cultural biases associated with Indigenous children's IQ test results.

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 influencing families can affect development in early childhood. Describe the role of cultural context, including context in Indigenous parenting styles.

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 Explain the challenges of evaluating students across Canada's educational system. Include concerns over IQ testing in schools for minority and Indigenous children.

6.1.5 Discuss Howard Gardner's theory of multiple intelligences.

6.1.6 Describe the issues involved for learners with exceptionalities including children who have learning disabilities and attention-deficit/hyperactivity disorder. Include a discussion of issues regarding the diagnosis of ADHD in boys and Indigenous children worldwide.

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 factors involved in adolescent depression and suicide, including differences in rates across cultures, such as for Indigenous youth.
- 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.
- 7.2.4 Discuss the importance of attachment bonds with parents/caregivers, including the value for Indigenous youth and those of other cultural groups.
- 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, including gender and cultural differences.
- 8.1.4 Describe the developmental impact of post-secondary education, including Indigenous graduation trends.
- 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, including the perspectives of Indigenous and other cultural groups regarding this stage.
- 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.

Include a discussion of the benefits of positive family relationships for seniors across varying cultural groups, such as for Indigenous seniors.

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, and compare this with other views of grief and end of life perspectives across various cultures.

GENERAL EDUCATION

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

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

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.

Social Service Worker

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 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:

Semester Tests: 50%

Final test: 25%

Assignments:

MyVirtualLife assignments: 25%

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, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

Other Resources:

Required: Purchase of access card for REVEL e-textbook which includes MyVirtualLife (print version of the textbook can be ordered by student at additional cost, if desired, after registering on REVEL).

REVEL for Lifespan Development, Seventh Canadian Edition Plus MyVirtualLife included - ISBN: 9780135413326

Full textbook reference: Boyd, D., Johnson, P., & Bee, H. (2021). Lifespan Development, (7th Canadian ed.). Pearson Canada Inc.

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, activities, tests, assignments based on the e-book and the MyVirtualLife program.

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website:

<https://www.canadorecollege.ca/about/policies>.

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!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning 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.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

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.