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, social, and personality 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.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation since time immemorial.

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 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, including research involving Indigenous peoples in Canada.

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.

2.3 Describe how humanistic theories

contribute to our understanding of development.

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

2.4 Identify and explain learning theories of development.

    2.4.1 Explain how Pavlov's classical conditioning occurs.

    2.4.2 Explain Skinner's process of operant conditioning.

2.5 Identify and explain cognitive theories of development.

    2.5.1 Describe how cognitive development progresses, according to Piaget.

    2.5.2 Describe information-processing theory processes.

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

    2.5.4 Describe Bandura's social-cognitive theory.

2.6 Identify and explain systems theories of development.

    2.6.1 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 different teratogens and nutrition challenges cross culturally.

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, social and personality 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.

    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.

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, social and personality 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 differences in 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 relationships 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, social and personality 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 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 minority children worldwide.

6.2 Discuss 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, social and personality 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.

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 Discuss 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 those of other cultural groups.

8.0 Describe physical, cognitive, social and personality 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.

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, social and personality development in middle adulthood.

9.1 Discuss 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 Discuss 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, social and personality 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 Discuss 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):

Behavioural Science Technician

6. Develop client-centered behavioural intervention plans that account for individuals' rights, needs, goals, and their social and community context.

Behavioural Science Technology

5. Develop client-centered behavioural intervention plans that account for individuals' rights, needs, goals and their social and community context.

6. Apply behavioural science interventions to address the need of special populations.

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.

4. Collaborate as a member of a multidisciplinary team in the implementation of individual-centred intervention strategies based on current mental health and addiction models of recovery and relapse prevention.

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 significant others, occupational therapists, physiotherapists, and members of the interdisciplinary

health care team and others.

2. Participate in the effective functioning of interdisiplinary health care teams to optimize client physical and occupational functions.

3. Establish, develop, maintain, and conclude client-centred, therapeutic relationships.

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

6. Document client records in a thorough, objective, accurate, and timely manner within the role of the therapist assistant.

7. Engage in reflective practice and ongoing professional development activities to maintain and enhance competence.

8. Perform the roles and responsibilities of the therapist assistant effectively through the application of relevant knowledge of health sciences, psychosocial sciences, health conditions, resource management and clinical procedures.

10. Maximize the client's occupational performance by accurately and safely implementing the interventions, and related tasks under the direction and supervision of the occupational therapist.

11. Maximize the client's physical function by accurately and safely implementing the interventions and related tasks under the direction and supervision of the physiotherapist.

Personal Support Worker

1. Work within the personal support worker role in various care settings in accordance with all applicable legislation, standards, employer job descriptions, policies, procedures and guidelines.

2. Practice professionally, and be accountable for one's own actions by applying problem-solving, self-awareness, time management and critical thinking to the provision of care as a personal support worker, whether working independently or as a member of a team.

3. Practice as an engaged member of the interprofessional team to maintain collaborative working relationships for the provision of supportive, safe, responsive and competent client-centred care within care settings.

4. Provide person-centred care, based on ethical principles, sensitive to diverse personal and family values, beliefs, cultural practices and other needs, which follows the plan of care.

5. Establish and maintain therapeutic relationships with clients and their families using effective communication skills to build a genuine, trusting, and respectful partnership, in accordance with professional boundaries, employer policies, confidentiality, and privacy legislation.

6. Identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective communication skills to report and document findings.

7. Create, promote and maintain a safe and comfortable environment for clients, their families, self and others by implementing current infection prevention and control measures, emergency and first aid procedures, and best practices in pandemic planning that are in keeping with the plan of care, all applicable legislation, and employer policies and procedures.

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

11. Assist and support clients who are caregivers, considering individual and family choices, professional boundaries and the direction of the plan of care.

13. Assist with the provision of holistic health care and advocacy for culturally safe and spiritually sensitive palliative and end-of-life care to clients and to their families and significant others from diagnosis through to death and bereavement, and in accordance with clients' choices and the plan of care.

14. Provide client-centered and client-directed care to individuals experiencing various mental health illness and challenges, cognitive and intellectual impairments, and/or responsive behaviours by using supportive

approaches and evidence-based practices to promote positive and safe behaviours in clients.

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.

Pre-Health Sciences Certificates and Diplomas

1. Examine fundamental biological concepts, processes and systems of the human body, including the structure, function and properties of the molecules of life, cells, tissues and organ systems in relation to homeostasis and health.

4. Use health sciences and other science- related language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.

Social Service Worker

4. plan and implement accessible and resonsive programs and services, recognizing the diverse needs and experiences of individuals, groups, familites and communities, and meeting these needs.

6. develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.

8. develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.

9. work with individuals, groups, families and their communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers and communities.

Social Service Worker- Gerontology

4. plan and implement accessible and responsive programs, services and activation activities that assist in maintaining or restoring function for older adults in all domains, recognizing the diverse needs of older individuals, their families and communities, and meeting these needs.

6. develop strategies and approaches that support older adult individual clients, their families, groups and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.

8. develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.

9. work with older individuals, their families, groups and communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers 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.

3. Execute mathematical operations accurately.

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

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

Evaluation Item	Weight
Tests	75%
Assignments	25%

COURSE PASS GRADE

50

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

Course Textbooks:

Required:

Title:	Lifespan Development
Author:	Boyd, D., Johnson, P., & Bee, H.
Publisher:	Pearson
Edition:	7th Canadian
Print ISBN:	
eBook ISBN:	9780137596782

Additional Learning Resources:

Recommended: Purchase of access card for REVEL online program. Included with purchase of e-textbook or hardcopy textbook.

Please see the Campus Bookstore to verify the current textbook costs and your program page for additional program fees and/or learning material requirements (see the "Tuition Fees" and "What You Need" sections).

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.

Technology requirements - https://www.canadorecollege.ca/BYOD

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Lectures, activities, tests, assignments based on the e-book.

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including In-Person, Remote (synchronous and/or asynchronous), hybrid, or Hyflex, as per accreditation and/or regulatory standards where appropriate. This information is identified on the course schedule (student and faculty).

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf. Recordings are to be managed (or removed) as per the College's Recording Guidelines following the completion of the course.

EXPERIENTIAL LEARNING

All full-time programs of study at Canadore College strive to provide students with the opportunity for experiential learning. This course provides students with an experiential learning opportunity through:

Formal Course Projects (EL)

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.

Accessibility Learning Services for Students with Disabilities - Student Success Services

Student Success Services provides comprehensive support to students. We aim to ensure that all students have equal access to educational opportunities and can succeed in their academic journey. Our services focus on reducing and eliminating barriers related to education through individualized accommodations and support. If you are a student with a disability, we encourage you to register with Accessible Learning by completing the Student Success – Accessible Learning Services Form (https://canadorecollege-accommodate.symplicity.com/public_accommodation/).

For more detailed information about the services offered, please visit our webpage: https://isucceed.canadorecollege.ca/students. To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally supportive and comfortable environment where you can study, socialize, and access a wide range of resources and confidential student focused services.

• Counselling services
• Elders on Campus and Cultural Advisors
• Cultural and Spiritual Wellness
• Peer tutoring/Peer Mentorship
• wholistic support network
• Social events and workshops on study skills, self-care & life skills

Drop by our offices at C254 College Drive, W103 Commerce Court or Call 705-474-7600 Ext. 5961

https://www.canadorecollege.ca/first-peoples-centre

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.