

APPLIED ARTS DIVISION
School of Liberal Arts
Winter Semester, 2016



COURSE OUTLINE

PSYC 206

HUMAN GROWTH AND LIFESPAN DEVELOPMENT

**45 HOURS
3 CREDITS**

PREPARED BY: Dr. James McClelland

DATE: 30 November, 2015

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL:

DATE:

RENEWED BY ACADEMIC COUNCIL:

DATE:



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HUMAN GROWTH AND LIFESPAN DEVELOPMENT

INSTRUCTOR: James McClelland, Ph.D.

OFFICE HOURS: M/W 2:30 - 3:30

OFFICE LOCATION: A2911A

CLASSROOM: A2206

E-MAIL: jmccllelland@yukoncollege.yk.ca

TIME: 4:00 - 7:00 p.m.

TELEPHONE: (867) 668-8867

DATES: 11 January to 27 April, Mondays

COURSE DESCRIPTION

This course covers the major physical, cognitive, and psychosocial development of normal growth throughout the human lifespan. There will be a focus on historical and cultural perspectives including those from the North, theories of development, research findings, and methods employed in the field of developmental psychology. Students will concentrate their assignments and exams on the developmental range they anticipate for their professional practice, in keeping with their projected career area.

All students will be required to demonstrate an understanding of the major theorists in the field of developmental psychology and the implications of these theories for their practice.

PREREQUISITES

None.

EQUIVALENCY OR TRANSFERABILITY

SFU PSYC 1xx (3)

TRU PSYC 2xx0 (3)

TRU-OL PSYC 2xx1 (3)

TWU PSYC 200 lev (3)

UBC PSYC 2nd (3)

UFV PSYC 1xx (3)

UVIC PSYC 300 lev (1.5)

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to

- describe and explain physical, psychological, social, cultural, and health

changes from infancy to adulthood and aging

- recognize the significance of heredity and environment in human development
- describe the research methods employed and issues arising in human development across the lifespan
- recognize cultural views in lifespan development
- demonstrate the ability to critically apply the main theoretical perspectives in lifespan development
- recognize how social relationships change and endure across the lifespan
- evaluate their personal biases and developmental experience in human development through self-reflection to enable flexibility and to enable an eclectic approach to interventions

COURSE FORMAT:

The course will consist of lectures, class discussions, debates, demonstrations, and supplementary audio-visual materials.

COURSE REQUIREMENTS

Students are expected to attend regularly, complete all assignments, and to participate actively in class discussions. Since a large portion of the examinable material will be based on classroom information, attendance is critical. If you miss a class, please arrange with another student to take notes and to inform you of in-class experiences. Students are responsible for obtaining handouts and completing assignments for any classes missed. Class discussion is an important element in this course. Students will be responsible for the readings assigned and should be prepared to discuss these readings and share their insights in class.

All written assignment must be handed in by 4:00 pm on the due date. There is a penalty for late assignments of 10% per day, including weekends. Only in extreme, unforeseen circumstances will a late assignment be accepted without penalty.

ASSESSMENTS

Attendance/Participation

10%

Regular attendance and participation in class is expected. Missed classes will result in a reduction of the attendance mark.

Midterm Exam

Due: February 29th

30%

The mid-term is scheduled for February 29th and will be a multiple choice exam.

Paper Assignment/Critical Response Journal/Application of Theory

Due: March 21st

25%

The paper assignment option will require students to choose a topic that is relevant to child development. The paper should be a type of meta-analysis of a topic or follow the development of a thesis question and reflect a practical application of the academic concept. Students are expected to follow the conventions of grammar, spelling and punctuation in academic writing. Arguments should be logical and coherent, supported by evidence from the literature or primary sources, and should always reference the author of such works. Written assignments should be word-processed and double-spaced. Students are expected to follow APA writing standards. Students are encouraged to review the paper rubric.

OR

The critical response journal option will involve providing a critical analysis and personal applications for five units selected from the textbook. Each critical response journal will be valued at 5% for a total of 25%. The critical response journal should reflect the student's knowledge of the chapter concepts, identify key ideas, show evidence that thought has been put into how the chapter relates to the student's experiences of self and others, and demonstrate critical thinking. Students should review the critical response journal rubric and obtain the example of an appropriate critical response journal.

OR

The application of theory option involves selection of three developmental theorists and a brief explanation of their respective theories. The focus of the assignment is on how one can apply these theories in a chosen practice and profession with various ages or stages of development.

Final Exam

Due: Exam Week

35%

The final exam will be comprehensive and take place during the regularly scheduled exam period (April 13 - 27). It will be 3 hours in duration and will contain multiple choice, short answer, and essay questions. Students must achieve a passing grade of 50% on the final examination in order to pass the course. A failed final exam will result in a failed course.

Alternate arrangements will not be made for students unable to write the final examination at the scheduled time/date unless exceptional circumstances prevail and the instructor has given approval in advance.

All evaluative components for this course are compulsory, and must be completed in order to pass the course.

EVALUATION

Attendance/Participation	10%
Midterm Exam	30%
Paper Assignment/Critical Response Journal/Application of Theory	25%
Final Exam	35%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

Berk, L. E. (2014). *Development through the lifespan* (6th ed.). Toronto: Pearson. Purchase ISBN 9780205968985 which provides access to My Development Lab.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Fuze, Skype or phone). For further information or to book an appointment, visit the Centre's website: yukoncollege.yk.ca/student_info/pages/writing_centre

TOPIC OUTLINE

PSYC 206 - Winter 2016 - Syllabus Dr. James McClelland

January 11

1. WELCOME
 - 1.1. Introductions
 - 1.2. Course Outline and Syllabus
 - 1.3. Assignments Review
 - 1.4. Use of Textbook and Supplemental Materials
2. INTRODUCTION TO THE THEORIES OF HUMAN DEVELOPMENT
 - 2.1. The Value of Theories
 - 2.1.1. Four Fundamental Questions of Development
 - 2.2. The Early History of Child Study
 - 2.3. Yukon First Nations World View
 - 2.4. Two Worldviews -Locke versus Rousseau

January 18

3. HISTORY, THEORY, & RESEARCH STRATEGIES (CHAPTER 1)
 - 3.1. A Scientific, Applied, and Interdisciplinary Field
 - 3.2. Basic Issues
 - 3.3. The Lifespan Perspective: A Balanced Point of View
 - 3.4. Scientific Beginnings

- 3.5. Mid-Twentieth-Century Theories
- 3.6. Recent Theoretical Perspectives
- 3.7. Comparing and Evaluating Theories
- 3.8. Ethics in Lifespan Research
- 4. GENETIC & ENVIRONMENTAL FOUNDATIONS (CHAPTER 2)
 - 4.1. Genetic Foundations
 - 4.2. Reproductive Choices
 - 4.3. Environmental Contexts for Development
 - 4.4. Understanding the Relationship Between Heredity and Environment

January 25

- 5. PRENATAL DEVELOPMENT, BIRTH, & THE NEWBORN BABY (CHAPTER 3)
 - 5.1. Prenatal Development
 - 5.2. Prenatal Environmental Influences Including FASD/FAE in the North
 - 5.3. Childbirth
 - 5.4. Approaches to Childbirth
 - 5.5. Medical Interventions
 - 5.6. Preterm and Low-Birth-Weight Infants
 - 5.7. Birth Complications, Parenting, and Resilience
 - 5.8. The Newborn Baby's Capacities
 - 5.9. Adjusting to the New Family Unit
- 6. A BRIEF INTRODUCTION TO FREUD
 - 6.1. Freud's Psychodynamic Theory
 - 6.2. How We Gain Contact with Reality -the Ego
 - 6.3. Freud's Psycho-Sexual Stages

February 1

- 7. PHYSICAL GROWTH
 - 7.1. Infancy and Toddlerhood: The First Two Years (pg. 118 - 149)
 - 7.1.1. Body Growth
 - 7.1.2. Brain Development
 - 7.1.3. Influences on Early Physical Growth
 - 7.1.4. Learning Capacities
 - 7.1.5. Motor Development
 - 7.1.6. Perceptual Development
 - 7.2. Early Childhood: Two to Six Years (pg. 214 - 225)
 - 7.2.1. A Changing Body and Brain
 - 7.2.2. Influences on Physical Growth and Health
 - 7.2.3. Motor Development
 - 7.3. Middle Childhood: Six to Eleven Years (pg. 288 - 298)
 - 7.3.1. Body Growth
 - 7.3.2. Common Health Problems
 - 7.3.3. Motor Development and Play

February 8

- 7.4. Adolescence: The Transition to Adulthood (pg. 360 - 381)
 - 7.4.1. Conceptions of Adolescence
 - 7.4.2. Puberty: The Physical Transition to Adulthood
 - 7.4.3. The Psychological Impact of Pubertal Events
 - 7.4.4. Health Issues
- 7.5. Early Adulthood (pg. 430 - 449)
 - 7.5.1. Biological Aging is Under Way in Early Adulthood
 - 7.5.2. Physical Changes
 - 7.5.3. Health and Fitness
- 7.6. Middle Adulthood (pg. 500 - 516)
 - 7.6.1. Physical Changes
 - 7.6.2. Health and Fitness
 - 7.6.3. Adapting to the Physical Challenges of Midlife
- 7.7. Late Adulthood (pg. 562 - 588)
 - 7.7.1. Life Expectancy
 - 7.7.2. Physical Changes
 - 7.7.3. Health, Fitness, and Disability

February 15

8. COGNITIVE DEVELOPMENT

- 8.1. Infancy and Toddlerhood: The First Two Years (pg. 150 - 181)
 - 8.1.1. Piaget's Cognitive-Developmental Theory
 - 8.1.2. Information Processing
 - 8.1.3. The Social Context of Early Cognitive Development
 - 8.1.4. Individual Differences in Early Mental Development

 - 8.1.5. Language Development
- 8.2. Early Childhood: Two to Six Years (pg. 226 - 253)
 - 8.2.1. Piaget's Theory: The Preoperational Stage
 - 8.2.2. Vygotsky's Sociocultural Theory
 - 8.2.3. Information Processing
 - 8.2.4. Individual Differences in Mental Development
 - 8.2.5. Language Development
- 8.3. Middle Childhood: Six to Eleven Years (pg. 299 - 327)
 - 8.3.1. Piaget's Theory: The Concrete Operational Stage
 - 8.3.2. Information Processing
 - 8.3.3. Individual Differences in Mental Development
 - 8.3.4. Language Development
 - 8.3.5. Learning in School
- 8.4. Adolescence: The Transition to Adulthood (pg. 382 - 399)
 - 8.4.1. Piaget's Theory: The Formal Operational Stage
 - 8.4.2. An Information-Processing View of Adolescent Cognitive Development

- 8.4.3. Consequences of Adolescent Cognitive Changes
- 8.4.4. Sex Differences in Mental Abilities
- 8.4.5. Learning in School/

February 29

- MID-TERM EXAM

March 7

- 8.5. Early Adulthood (pg. 450 - 461)
 - 8.5.1. Changes in the Structure of Thought
 - 8.5.2. Expertise and Creativity
 - 8.5.3. The College Experience
 - 8.5.4. Vocational Choice
- 8.6. Middle Adulthood (pg. 517 - 529)
 - 8.6.1. Changes in Mental Abilities
 - 8.6.2. Information Processing
 - 8.6.3. Vocational Life and Cognitive Development
 - 8.6.4. Adult Learners: Becoming a Student in Midlife
- 8.7. Late Adulthood (pg. 589 - 601)
 - 8.7.1. Memory
 - 8.7.2. Language Processing
 - 8.7.3. Problem Solving
 - 8.7.4. Wisdom
 - 8.7.5. Factors Related to Cognitive Maintenance Change
 - 8.7.6. Cognitive Interventions
 - 8.7.7. Lifelong Learning

March 14

9. EMOTIONAL AND SOCIAL DEVELOPMENT

- 9.1. Infancy and Toddlerhood: The First Two Years (pg. 182 - 213)
 - 9.1.1. Erikson's Theory of Infant and Toddler Personality
 - 9.1.2. Emotional Development
 - 9.1.3. Temperament and Development
 - 9.1.4. Development of Attachment
 - 9.1.5. Self- Development
- 9.2. Early Childhood: Two to Six Years (pg. 254 - 287)
 - 9.2.1. Erikson's Theory: Initiative versus Guilt
 - 9.2.2. Self-Understanding
 - 9.2.3. Emotional Development
 - 9.2.4. Peer Relations
 - 9.2.5. Foundations of Morality
 - 9.2.6. Gender Typing
 - 9.2.7. Child Rearing and Emotional and Social Development

March 21

- Paper Assignment/Critical Response Journal/Application of Theory DUE
- 9.3. Middle Childhood: Six to Eleven Years (pg. 228 - 359)
 - 9.3.1. Erikson's Theory: Industry versus Inferiority
 - 9.3.2. Self-Understanding
 - 9.3.3. Emotional Development
 - 9.3.4. Moral Development
 - 9.3.5. Peer Relations
 - 9.3.6. Gender Typing
 - 9.3.7. Family Influences
 - 9.3.8. Some Common Problems of Development
- 9.4. Adolescence: The Transition to Adulthood (pg. 400 - 429)
 - 9.4.1. Erikson's Theory: Identity versus Role Confusion
 - 9.4.2. Self-Understanding
 - 9.4.3. Moral Development
 - 9.4.4. Gender Typing
 - 9.4.5. The Family
 - 9.4.6. Peer Relations
 - 9.4.7. Problems of Development

April 4

- 9.5. Early Adulthood (pg. 462 - 499)
 - 9.5.1. A Gradual Transition: Emerging Adulthood
 - 9.5.2. Erikson's Theory: Intimacy versus Isolation
 - 9.5.3. Other Theories of Adult Psychosocial Development
 - 9.5.4. Close Relationships
 - 9.5.5. The Family Life Cycle
 - 9.5.6. The Diversity of Adult Lifestyles
 - 9.5.7. Career Development
- 9.6. Middle Adulthood (pg. 530 - 561)
 - 9.6.1. Erikson's Theory: Generativity versus Stagnation
 - 9.6.2. Other Theories of Psychosocial Development in Midlife
 - 9.6.3. Stability and Change in Self-Concept and Personality
 - 9.6.4. Relationships at Midlife
 - 9.6.5. Vocational Life
- 9.7. Late Adulthood (pg. 602 - 637)
 - 9.7.1. Erikson's Theory: Ego Integrity versus Despair
 - 9.7.2. Other Theories of Psychosocial Development in Late Adulthood
 - 9.7.3. Stability and Change in Self-Concept and Personality
 - 9.7.4. Contextual Influences on Psychological Well-Being
 - 9.7.5. A Changing Social World
 - 9.7.6. Relationships in Late Adulthood

- 9.7.7. Retirement
- 9.7.8. Optimal Aging

April 11

10. THE END OF LIFE: DEATH, DYING, & BEREAVEMENT (CHAPTER 19)

- 10.1. How We Die
- 10.2. Understanding of and Attitudes Toward
- 10.3. Thinking and Emotions of Dying
- 10.4. A Place to Die
- 10.5. The Right to Die
- 10.6. Bereavement: Coping with the Death of a Loved One
- 10.7. Death Education Including the First Nations World View Around Death

11. SUMMARY AND CATCH-UP

April 13-27

- EXAM PERIOD
 - PSYC 206 Exam Date and Time TBA