

A: Division: **INSTRUCTIONAL**
 B: Department: **SOCIAL SCIENCES**
 Program: **PSYCHOLOGY**

Date: **JULY 22, 1995**

New Course: **X**

Revision of Course Information form:

C: **PSYCHOLOGY 130**

D: **LIFESPAN HUMAN DEVELOPMENT**

E: **3**

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description:

This course provides an introduction to human development through an exploration of lifelong changes that occur from conception to death. Each stage of the life-cycle will be examined to assess biological, cognitive, and social influences on human development. Also to be considered are the roles that social and cultural contexts play in development.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

G: Type of instruction: Hrs per week / ~~per semester~~

Lecture: 4 Hrs.
 Laboratory: Hrs.
 Seminar: Hrs.
 Clinical Experience: Hrs.
 Field Experience: Hrs.
 Practicum: Hrs.
 Shop: Hrs.
 Studio: Hrs.
 Student Directed Learning: Hrs.
 Other (Specify): Hrs.
 Total: 4 Hrs.

H: Course Prerequisites:
None

I: Course Corequisites:
None

J: Course for which this Course is a Prerequisite:
None

K: Maximum Class Size:
35

L: College Credit Transfer X
 College Credit Non-Transfer
 Non-Credit

M: Transfer Credit: Requested: X
 Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C. 1 1/2 units unassigned Psychology
 S.F.U. 3 credits unassigned Psychology
 U. Vic. 1 1/2 units unassigned Psychology
 UNBC 3 unassigned Psychology
 Other: U. of Fraser Valley, 3 credits - Psychology 250

Claudia Beaman
 Course Designer(s)

Elizabeth Keeles
 Director/Chairperson

P.H. [Signature]
 Divisional Dean

[Signature]
 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Examples of text to be used:

**Berger, Kathleen Stassen, (1994) The Developing Person Through the Lifespan
New York, Worth Publishers**

Bee, Helen, (1994) Lifespan Development New York, HarperCollins College Publishers

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation

O. Course Objectives

At the conclusion of the course the student will be able to:

1. Explain the major theoretical perspectives on lifespan development.
2. Discuss the influence of heredity on behavior and physical characteristics.
3. Describe processes of cognitive and language development throughout the lifespan.
4. Describe physical developmental changes occurring throughout the lifespan.
5. Analyze theories of personality development.
6. Examine the impact of social influence on personality through the lifespan.
7. Explain family interactions and relationships, and describe how they change over the lifespan.
8. Describe the impact of life style choices, career involvement, and retirement on social cognitive, and physical development.
9. Explain psychological theories of the dying process.
10. Describe effects of bereavement, and grief following the death of a loved one on physical and mental health.

P. Course Content

1. Developmental Issues in Lifespan Development
Heredity and Environment
Epigenesis
Gender Issues
Continuity or Discontinuity
Deficit or Difference

2. Research Methods
The Scientific Method
Developmental Research Designs
Research Problems in Lifespan Development
Ethical Issues in Lifespan Development Research

3. Perspectives on Lifespan Development
Psychological Theories
Sociological Theories
Biological Theories

4. Physical Development
Prenatal Development Infancy, Toddlerhood
Early and Middle Childhood
Adolescence
Young, Middle, and Late Adulthood

5. Cognitive Development
Infancy and Toddlerhood
Early and Middle Childhood
Adolescence
Young, Middle, and Late Adulthood

6. Personality and Social Development
Infancy and Toddlerhood
Early and Middle Childhood
Adolescence

7. Lifestyle Choices and Options
Marriage/Cohabitation
Divorce and Separation
Singlehood
Gay and Lesbian Relationships
Parenthood
Grandparenthood

8. The Family
Parent-Adolescent Interaction
Postparental Adjustments
Caring for Aging Parents

9. Vocational Development
Careers at Midlife
Women in the Labour Force

10. Retirement
Retirement Dimensions
Adjustments to Retirement

- 11. Psychopathology and Treatment
 Dementia
 Depression
 Anxiety, Schizophrenia
 Family Therapy
 Institutionalization

- 12. Death and Bereavement
 Psychological Theories of Dying Processes
 Dying with Dignity
 Definitions and Components of Dying
 Bereavement and Grief

Q. Method of Instruction

This course will employ a number of instructional methods to accomplish its objectives and will include some of the following:

- lectures
- small group activities
- discussion groups
- seminars
- oral presentations
- laboratory demonstrations
- field trips
- computer simulations
- audio visual materials including video tapes, film, etc.
- guest lectures

R. Course Evaluation

Evaluation will be carried out in accordance with Douglas College policy and will include both formative and summative components. Evaluation will be based on some of the following: quizzes, multiple choice exams, essay type exams, term paper or research project, class participation, seminar discussion, oral presentation, etc.

The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

An example of one evaluation scheme:

Laboratory demonstrations	5%
Computer psychology simulations	5%
4 quizzes	40%
Term project	20%
Presentation	5%
Participation and attendance	5%
Final comprehensive exam	<u>20%</u>
	<u>100%</u>