



**EFFECTIVE: JANUARY 2002**

**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Date: **JUNE 2001**  
**B:** Department/ **PSYCHOLOGY** New  Revision   
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course   
 If Revision, Section(s) Revised: **P, R**  
 Date Last Revised: **JULY 1995**

**C: PSYC 130 D: LIFESPAN HUMAN DEVELOPMENT E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> 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.		
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>Lecture: 4 hours per week / semester</b>  Number of Weeks per Semester: <b>14</b>	<b>H:</b> Course Prerequisites:  <b>NONE</b>	
	<b>I:</b> Course Corequisites:  <b>NONE</b>	
	<b>J:</b> Course for which this Course is a Prerequisite:  <b>NONE</b>	
	<b>K:</b> Maximum Class Size:  <b>35</b>	
<b>L: PLEASE INDICATE:</b>  <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/>		
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M: Course Objectives/Learning Outcomes**

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 behaviour 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.

**N: Course Content**

1. Developmental issues in Lifespan Development  
Heredity and Environment  
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

**Course Content Cont'd.**

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

**O: Methods 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

**P: Textbooks and Materials to be Purchased by Students**

Examples of texts to be used:

Sigelman, Carol K. (1999). Life-Span Human Development (3<sup>rd</sup> Ed.)  
Pacific Grove, CA, Brooks/Cole Publishing Company

Berk, Laura E., (2001). Development Through the Lifespan (2<sup>nd</sup> Ed.)  
Needham Heights, MA, Allyn & Bacon

Texts will be updated periodically.

**Q: Means of Assessment**

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on course objectives and will include 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>	
		100%

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No. Given that this course involves theoretical and empirical analyses of lifespan development, it is unlikely to be open for PLAR except as a credit transfer from another institution.

\_\_\_\_\_  
Course Designer(s)

\_\_\_\_\_  
Education Council/Curriculum Committee Representative

\_\_\_\_\_  
Dean/Director

\_\_\_\_\_  
Registrar