A: Division: **INSTRUCTIONAL**   Effective Date: **SEPTEMBER 2004**

B: Department / **PSYCHOLOGY**
Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

Revision **X**   New Course ☐

If Revision, Section(s) Revised: **C**
Date of Previous Revision: **JUNE 2001**

Date of Current Revision: **APRIL 2004**

C: **PSYC 1130**   **D**: **LIFESPAN HUMAN DEVELOPMENT**   **E:** **3**

Subject & Course No.	Descriptive Title	Semester Credits

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.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture

Number of Contact Hours: (per week /semester for each descriptor)

Lecture: **4 hours per week / semester**

Number of Weeks per Semester: **15**

H: Course Prerequisites:

NONE

I: Course Corequisites:

NONE

J: Course for which this Course is a Prerequisite

NONE

K: Maximum Class Size:

35

L: PLEASE INDICATE**:**

☐ Non-Credit

☐ College Credit Non-Transfer

X College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

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). <u>Life-Span Human Development</u> (3rd Ed.)
Pacific Grove, CA, Brooks/Cole Publishing Company

Berk, Laura E., (2001). <u>Development Through the Lifespan</u> (2nd 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	20%
	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