



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 | | | | | | | | | | | | |
|---|---|--|---|------------|--|--|--------------------------|-----------------------------|--|--|-------------------------------------|--------------------------|------------------------------------|---|
| <p>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.</p> | | | | | | | | | | | | | | |
| <p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 4 hours per week / semester</p> <p>Number of Weeks per Semester: 14</p> | <p>H: Course Prerequisites:</p> <p>NONE</p> | <p>I: Course Corequisites:</p> <p>NONE</p> | | | | | | | | | | | | |
| | <p>J: Course for which this Course is a Prerequisite:</p> <p>NONE</p> | | | | | | | | | | | | | |
| | <p>K: Maximum Class Size:</p> <p>35</p> | | | | | | | | | | | | | |
| | <p>L: PLEASE INDICATE:</p> | | | | | | | | | | | | | |
| <table> <tr> <td><input type="checkbox"/></td> <td>Non-Credit</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td>Requested <input type="checkbox"/></td> <td>Granted <input checked="" type="checkbox"/></td> </tr> </table> | | | <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"/> |
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| <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p> | | | | | | | | | | | | | | |

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 (3rd Ed.)
Pacific Grove, CA, Brooks/Cole Publishing Company

Berk, Laura E., (2001). Development Through the Lifespan (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 | <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