

Columbia College
Human Growth and Development across the Life-Span (PSYC107)
Lecture 1
Course Outline

Semester Dates January 07, 2019 – February 09, 2019

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Kara Buchann, MC

Email: karab@columbia.ab.ca

Class Time: Thur. (5:30pm – 9:30pm); Sat. (1:00pm – 5:00pm)

Room: 805-113

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course provides a survey of human development across the life span. Course content includes an overview of physical, intellectual, personality and social development from birth to late adulthood. Focus is placed on terminology, principles, and theories related to genetic and environmental influences on growth and development.

Course Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

1. Explain how heredity and environment interact in the development of human characteristics.
2. Gain knowledge of developmental principles, theories, and concepts related to human thinking, behaviour, emotion, and personality and apply to a variety of situations.
3. Explain how language is developed from birth onwards.
4. Describe the physical changes that occur in humans from conception to the end of adulthood.
5. Analyze your own stage in the developmental process.

Program Learning Outcomes

1. Students will start to learn about various facets of diversity and inclusion, and start to appreciate the values of diversity and inclusion in human services profession.
2. Students will be introduced to the meanings and importance of understanding the needs of vulnerable populations such as women, children youth and elderly.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Boyd, D., Johnson, P., & Bee, H. (2018). *Lifespan Development*, 6th Edition. Don Mills, ON: Pearson Education.

Recommended Readings and Resources:

Students may access this source from the College and from home.

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Also, use other academic sources available through the e-Library on your Moodle course home page.

Homework Assignment Due for the First Class:

- Read the Introduction in the *Boyd* text, as well as, Chapters 1, 2, & Chapter 3 pages 54-79 | Review Table 2.2 Erikson and Table 2.3 Piaget
- As a result of your reading assignment, write down at least 3 questions that you would find beneficial to discuss with others in class.
- Prepare to write a multiple choice/fill in the blank type test based on your homework readings.
- Read this course outline and prepare to discuss in class.

Note: Material due for reading for the first class will be posted on the course Moodle website at: <http://portal.columbia.ab.ca>. Students can use their College login information to access this site. The login information is:

Login: [last six digits of your Student ID]

Pwd: [last six digits of your Student ID][ddmm of birthday]

For example, if your Student ID is: 2014-123456 and your birthday is Feb. 12, 1989, you'd have the following:

Example Login: 123456

Example Pwd: 1234561202

Students who are having trouble connecting, please email loginhelp@columbia.ca.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests; at the start of class	Class 1 through 10	20%
Assignment A: Case Study - Mary	Class 5	25%
Assignment B: Case Study - Perez Family	Class 8	25%
Final Project	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form* (SSPP-F012) that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an *Application for Deferred Examinations form* (SSPP-F012) to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A

medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that student are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188)* and the *Student Guide to Accessibility Handbook (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	Neonate (birth- 1 month) <ul style="list-style-type: none">• Introduction to Human Development Concepts• Families of theories• Selected theories• Prenatal development	Boyd (2018) Chapters 1,2 & Chapter 3 pages 54-79 <u>Read:</u> Table 2.2 Erikson Table 2.3 Piaget
2	Infancy (birth-24 months) <ul style="list-style-type: none">• Normal developmental milestones: physical, sensory, perceptual, cognitive,, social, and personality• Application of theories• Factors affecting development• Health promotion and wellness	Boyd (2018) Chapters 4,5 & 6 Read Table 5.3 Language Development
3	Early childhood (2-6 years) <ul style="list-style-type: none">• Normal developmental milestones• Application of theories• Factors affecting development• Health promotion and wellness	Boyd (2018) Chapters 7 & 8 Read Policy Question "Effects of childhood poverty in Canada" Pages 237-238

Class Session	Topics	Pre-Class Readings
4	<p>Middle Childhood (6-12years)</p> <ul style="list-style-type: none"> • Normal developmental milestones • Application of theories • Factors affecting development • Health promotion and wellness 	<p>Boyd (2018) Chapter 9 &10</p> <p>Read “Development in the Real World” “Encouraging Moral Reasoning” Page 278</p>
5	<p>Adolescence (13-18 years)</p> <ul style="list-style-type: none"> • Normal development and changes • Application of theories • Health promotion and wellness 	<p>Boyd (2018) Chapters 11 &12</p> <p>Read Research Report “Adolescent Egocentrism” Page 313 Case Study A Due</p>
6	<p>Early Adulthood (19-40 years)</p> <ul style="list-style-type: none"> • Normal development and changes • Application of theories • Individual and group differences • Roles and relationships • Factors affecting development • Health promotion and wellness 	<p>Boyd (2018) Chapters 13 & 14</p>
7	<p>Middle Adulthood (41-60 years)</p> <ul style="list-style-type: none"> • Normal changes • physical, cognitive, social and personality • Application of theories • Health promotion and wellness 	<p>Boyd (2018) Chapters 15 &16</p>
8	<p>Late Adulthood (60 years and over)</p> <ul style="list-style-type: none"> • Normal changes: • physical, cognitive • Application of theories 	<p>Boyd (2018) Chapter 17 Case Study B Due</p>
9	<p>Late Adulthood (60 years and over)</p> <ul style="list-style-type: none"> • Social and Personality development in Late Adulthood • Dementia 	<p>Chapter 18 Read table 18.1 Components of Successful Aging</p>
10	<ul style="list-style-type: none"> • Death, Dying and Bereavement 	<p>Boyd (2019) Chapter 19 Final Project due</p>

Appendix 1 Assignment Outlines

Daily Tests

Due Date: Each class from classes 1 through 10

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

Assignment A Case Study: Mary (Attachment Theory)

Due Date: Class 5

Weight: 25%

An **attachment** is an emotional bond in which a person's sense of security is bound up in the relationship. To understand attachment between parent and infant, it is necessary to look at both sides of the relationship. Use the *Case Study A - Mary* case study provided below to complete your Case Study – Reflective Writing Assignment. Your writing assignment must be a minimum of 750 words (maximum 1000 words).

No references are required for this assignment. However, if you do use references, you must use APA standards. You will be evaluated according to the Critical Writing Response Marking Rubric attached.

Case Study A - Mary

Mary is a 10 year old girl. Her mother is Chinese Canadian and her father is of African descent. When Mary was between 1-6 years old her mother was addicted to Oxytocin and alcohol due to an operation on her knee. Mary's mother was emotionally and physically unavailable for her and is somewhat anxious and quiet. Mary lived with her father and paternal grandparents for periods of time when her mother was in rehab over the years. Financially, they live on her mother's disability income and her father works at Walmart.

Growing up Mary's father distanced himself to avoid argument with her mother which greatly affected the quality of time with her father. Mary was always very fearful of her parents divorcing. Mary has recently lost her maternal grandmother whom she was very close to and whom provided much support during the times when her mother was in rehab. Mary has been having issues at school and has failed grade 5. Mary has a couple of friends but feels marginalized due to her mixed ethnicity and feels that she does not "fit in" at her new school. However, she recently met a boy at the mall who told her that she was beautiful.

Mary has been eating a lot of junk food lately and notices that kids at school are calling her "fat" due to the weight she has gained over the summer months. In addition, Mary is having issues with sleep, often waking at odd hours or not being able to get to sleep easily which frequently makes her tired at school. Mary's brother, Steven who is 2 years old was diagnosed with Autism last year and is non-verbal. Mary's parents are the primary caregivers for her brother along with Mary's paternal grandparents.

Questions

1. How does synchrony affect parent-infant relations?
2. What factors affected the development of a secure relationship between Mary and each of her parents?
3. What are the long-term consequences of attachment quality?
4. Why might an adolescent who was insecurely attached as an infant become sexually active earlier and practice riskier sex?
5. Explain how socioeconomic status and parenting style affect Mary's development?
6. Give examples of situations in which Mary might feel guilt, shame, and pride.
7. How did Mary learn emotional-regulation?

Assignment B Case Study: Perez Family

Due Date: Class 8

Weight: 25%

Use the *Case Study B - Perez Family* case study provided below to complete your Assignment B Case Study. Your writing assignment must be a minimum of 750 words (maximum 1000 words).

Case Study B – Perez Family

Lorenzo and Maria Perez are both 41 years old, married with four children, 2 girl and 2 boys. Maria's mother Elena 75 years old also lives with them. The whole family moved from Colombia to Canada 2 years ago. Spanish is their first language.

Lorenzo works full time and is away from home a lot working in oil and gas industry. Maria works full time in the city. They are busy with their family and work so don't have much time for exercise. Elena does all the cooking. They are considering daycare for the younger children instead of Elena due to her health issues.

Elena (75 years old) cares for the children while the parents are at work. She was widowed 1 year ago. She misses her home country and has no friends. She has always been overweight. Lately she has been having issues with arthritis in her hips.

Lucia (9 month old girl) has started crawling and is always putting her toys in her mouth. She is a happy baby and enjoys the game of peekaboo when her siblings play with her.

Mark (2 and a half year old boy) is very chatty and insists on dressing himself each morning even though he generally selects mismatching outfits and wears his rubber boots on the wrong feet. His mother gets frustrated when Mark does this.

Ariana (10 year old girl) is a very quiet child and is struggling with reading and math in school. She is overweight and her parents want to her to take piano lessons but she isn't interested. She wants to take horseback riding lessons.

Carlos (15 year old boy) is very interested in school especially science. He has chores to do after school but he prefers to spend time with his friends at the mall. His parents want him to get a part time job on weekends but he isn't interested and he has been arguing more with his parents lately. His friends have been pressuring him to smoke and he wants to get his driver's permit because all his friends have theirs.

No references are required for this assignment. However, if you do use references, you must use APA standards. You will be evaluated according to the Critical Writing Response Marking Rubric attached.

Questions:

1. Identify the various age groups of all persons in the case study.
2. Explain Erikson's theory of psychosocial development. Identify the stage for each person in the case study and if each person is following the typical development pattern for their stage. Support your answer with evidence from the case study.
3. Explain Piaget's cognitive-developmental theory. Identify the stage for each child and support your answer with evidence from the case study.
4. Identify the potential and actual issues in this family environment which could affect the health and growth and development of the children and also identify any issues of the adults.

Final Project

Due Date: Class 10

Weight: 30%

Chapter 17 portrays a picture of aging that details changes in health, cognitive, sensory, physical, memory, and mental health functions, Alzheimer's disease, dementias, depression, suicides and so forth that occur as we age. Also included in the chapter is material on how and why we biologically age as well as demographic statistics that identify trends toward increases in life expectancy. Use the questions provided below as a guide to complete a Reflective Writing Assignment. Your writing assignment must be a minimum of 750 words (maximum 1000 words). Use both the provided Ted Talk and your textbook

to support your statements. You will be evaluated according to the Critical Writing Response Marking Rubric attached.

Part One:

- Consider the impressions you are left with about aging and the consequences for our world as it faces caring for an ever-growing aging population.
- What solutions do you see?
- What is missing from our understanding about aging and its consequences?

Part Two:

View David Sinclair's TED Talk "A Cure for Ageing?" which is available on YouTube and the TED website. <https://www.youtube.com/watch?v=vCCdmGKtxPA>

Answer the following questions:

- Should we pursue a cure for aging?
- What barriers exist to support this research direction?
- What are the implications for the future should we discover a way to control and reverse the aging changes outlined in Chapter 17?

Appendix 2
Assignment Rubrics
Columbia College
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Critical Writing Response Marking Rubric
Revised Jan. 2018

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Quality of Response Content/Ideas	<ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. 	<ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. 	
Analysis	<ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. 	
Organization and Structure	<ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. 	<ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions 	<ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. 	<ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly where applicable for referencing sources. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally uses APA citation correctly where applicable for referencing sources. Meets most requirements for a well written academic response. Meets most requirements of the assignment. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors when sources are used. Meets a few requirements for an acceptable academic response. Meets a few requirements of the assignment. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator’s Comments: