Course Syllabus

Course title: Lifespan Development 2

Class section: CFCS - 121 - X01

Term: 2025W

Course credits: 3

Total hours: 45

Delivery method: In-Person

Territorial Acknowledgement

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Lək̓ʷəŋən (Songhees and Kosapsum) and W̱SÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

Instructor Details

Name: Jessica Evans
Email: EvansJ@camosun.ca

Instructor Statement

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

Instructor Office Hours

Office:	Hours:
N/A	Hours: As needed - please connect to book a meeting

Course Description

Course Description:
Students will explore concepts and diverse perspectives on development and wellbeing from adolescence to late adulthood. Students will examine the influences of individual, collective, socioeconomic, cultural, environmental, and historical factors as a foundation for supporting youth and adults.

Prerequisites:
One of:

- C in CFCS 120
- C in PSYC 274

Course Learning Outcomes / Objectives

Upon completion of this course a student will be able to:

- Describe aspects of physical, emotional, mental, spiritual, and social well-being that impact adolescent and adult development.
- Apply multiple perspectives, including those of Indigenous Peoples, to describe adolescent and adult behavior, growth, and change.
- Examine the reciprocal influences of individual, collective, socioeconomic, cultural, environmental and historical factors on the diversity of experiences of youth and adults.

Course Materials - Required

Boyd, D., & Bee, H. (2020). Lifespan development: Eighth Canadian Edition. Pearson Canada.

You can join the course at: https://console.pearson.com/enrollment/b8tabd

If you need help, please check out these Revel student resources:
https://www.pearsonhighered.com/revel/students/support/

Course Schedule, Topics, and Associated Preparation / Activity

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Week or Date Range	Activity or Topic	Assignments
Week 1 Jan 8	Orientation and Introductions	
Week 2 Jan 15	Adolescence: Physical & Cognitive Development	Chapter 11 Reading and Quiz
Week 3 Jan 22	Adolescence: Social & Personality Development	Chapter 12 Reading and Quiz
Week 4 Jan 29	*Sharing the Learning: Adolescence*	**Adolescence Systems Profile Assignment Due: January 29th**
Week 5 Feb 5th	Early Adulthood: Physical & Cognitive Development	Chapter 13 Reading and Quiz
Week 6 Feb 12th	Early Adulthood: Social & Personality Development	Chapter 14 Reading and Quiz
Week 7 Feb 19th	**NO CLASS - READING WEEK**	**Early Adulthood Systems Profile Assignment Due: February 19th**
Week 8 Feb 26th	Middle Adulthood: Physical and Cognitive Development	Chapter 15 Reading and Quiz
Week 9 March 5th	Middle Adulthood: Social and Personality Development	Chapter 16 Reading and Quiz
Week 10 March 12th	Sharing the Learning: Middle Adulthood	**Middle Adulthood Systems Profile Assignment Due: March 12th**

Week or Date Range	Activity or Topic	Assignments
Week 11 March 19th	Late adulthood: Physical, Cognitive, Social & Personality Development	Chapter 18 Reading and Quiz
Week 12 March 26th	Death and Dying	Chapter 19 Reading and Quiz
Week 13 April 2nd	Wrap up	**Late Adulthood Systems Profile Assignment Due: April 2nd**

Evaluation of Learning: Weighted

DESCRIPTION	WEIGHTING
Adolescence Systems Profile Assignment	20%
Early Adulthood Systems Profile Assignment	20%
Middle Adulthood Systems Profile Assignment	20%
Late Adulthood Systems Profile Assignment	20%
In class activities, Pre-class activities & Quizzes	20%
TOTAL:	**100%**

NOTE: Students must achieve at least 60% ("C") in each course in this program.

Grade Reviews and Appeals

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the **Grade Review and Appeals policy** for more information. http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf

The Centre for Accessible Learning (CAL) is part of Camosun's Student Affairs unit. CAL coordinates academic accommodations and provides related programs and services to students with documented disabilities.

Students who require academic accommodations are expected to request and arrange accommodations through CAL in a timely fashion. While we understand that not all accommodation needs are known to students at the beginning of a course, accommodations cannot be provided unless the proper process is followed through CAL and an accommodation letter has been released to

the instructor. Students are responsible for providing CAL with the proper documentation prior to the beginning of a course.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required.

Deadlines can be reviewed on the CAL exams page
https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams

Please consult the CAL webpage for more information:
 https://camosun.ca/services/academic-supports/accessible-learning

Artificial Intelligence: A Guide for Students

Generative Artificial Intelligence (GenAI) is an evolving technology that brings potential benefits but also substantial risks. While GenAI tools have the ability to transform how we work and learn, it is essential for the college community to adapt to these changes in a thoughtful and secure way.

When using GenAI tools, students should ensure proper citation and attribution guidelines are followed. This includes acknowledging AI assistance in reports ,presentations, or any external communications. Clear citation helps build trust, ensures ethical use, and reduces the risk of misinformation or copyright issues.

For citation support visit the college's citation style guide.
https://camosun.libguides.com/cite

Artificial Intelligence: A Guide for Students
Visit the following website to learn about AI use in academic settings.
https://camosun.libguides.com/artificialintelligence/home

Course Guidelines & Expectations

Assignments

All assignments and learning activities must be completed within 24 hours of the last day of instruction and demonstrate knowledge and skill at a grade level of "C" or higher to pass this course. All assignments will be marked by the following criteria:

1. Thorough: All questions are answered within the word count and appropriate referencing used.

2. Insight: Answers demonstrated depth of understanding and meaning reflection.

3. Writing skills: Ideas are articulated clearly with use of proper grammar, spelling, and modified APA formatting

Assignments are to be uploaded electronically in a Word or PDF to the designated area (i.e., D2L "Assignments" folder) by 11:59 pm of the due date. This ensures that work is completed as a foundation for content and assignments can be used for in-class activities following due date. "In-Class Activity" marks and/or late deductions will apply if assignments are not complete before the due date. OpenOffice users can "save as" Microsoft Word (.doc/.docx) before posting electronically.

Specific instructions will be provided for AI (artificial intelligence) tools for assignments. When AI use is permitted, you must indicate use of AI tools in your work. Uncited use of AI is a violation of the Camosun College's Academic Integrity policy.

Quizzes

Quizzes are to be completed by 11:59pm on the set due dates in D2L. If students do not achieve a "C" (60%) or higher on a quiz they must re-do the quiz until they achieve a 60% or higher. You have unlimited attempts for the quizzes but only the highest mark recorded by the quiz due date will be counted. You must earn a "C" (60%) or higher on each quiz in order to pass the course.

Late Policy

Due dates are thoughtfully planned to provide a foundation to build on further course. Students who fall behind on assignment deadlines may hinder a strong context for subsequent course concepts. Late assignments will be deducted 5 % per 24-hour period after the first five minutes of due time. Students may arrange with the instructor for an extension of an assignment 48 hours before the due date. Those with a Letter of Accommodation from the Centre for Accessible Learning (CAL) must have previously identified arrangements, as negotiated with the instructor at least 48 hours before due time. Extensions must be negotiated by email. If an original submission of an assignment does not achieve a mark of 60% or more, the student must resubmit to demonstrate knowledge and/or skill at a level of "C" or higher.

Participation & In-Class Activities

This course contains both on-campus and online components. Students are expected to participate in a variety of synchronous and asynchronous learning activities. Students are expected to attend all face-to-face classes. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Repeated absence from class will be discussed with the student and may jeopardize course completion if more than 15% of class time is missed (equals two classes).

Evaluation of class participation & In-Class Activities includes:

- Consistent attendance with pre-class preparation, including completing assigned readings, activities, and assignments
- Contributing to small and large group discussions
- Effective interpersonal communication skills including active listening, respectful dialogue, and appropriate and constructive comments

When a student is absent or more than 15 minutes of class time is missed, students can request a missed class activities assignment for In-Class Activities marks to ensure they experience the same content and outcomes as their attending peers. Missed class activities assignments can be completed at any point in the course for students' own learning. However, they must be correctly completed and submitted before the start of the following class to count for marks.

Systems Profile Assignments

Throughout this course you will be creating an overview of the bio-ecological systems involved at various stages of an individual's development:

1. Adolescence: Analysis of approximately ages 13 to 19 based on chapters 11 & 12
2. Early Adulthood: Analysis of approximately ages 20 to 39 based on chapters 13 & 14
3. Middle Adulthood: Analysis of approximately ages 40 to 64 based on chapters 15 & 16
4. Late Adulthood: Analysis of approximately age 65 to death based on chapters 17 & 18

Each of the four assignments should be approximately 1400 - 1700 words formatted in APA 7 style.

Please including a title page, headings and a reference page to structure the following components and include at least five in-text citations to support your work (one for each system):

1. Give a brief introduction to your paper (approximately 50 - 100 words).
2. Please refer to Bronfenbrenner's theory and choose a person that you know from this life stage to interview for your assignment. Review confidentiality with the person you interview and inform them that you will be discussing the assignment in class anonymously. (approximate 1200-1400 words).

   1. Individual Context: Describe this person's general biological/ physical/ cognitive/ temperamental qualities at this stage. In what way do you think these factors influenced this person's experience during this phase? How does this fit with developmental theory from our text?
   2. Micro/mesosystem: Describe the people that had the most influence on this person during this phase. Why and how were they influential? How do you think this individual

had an impact on the people around them? How does this fit with developmental theory from our text?

3. Exosystem: Describe the kinds of structural factors that had an influence on this person during this phase. What sorts of organizations/ services/ institutions/community structures/ programs/ policies/ laws etc. influenced this person? How and why were they significant? How did societal structures help to support this person? How did societal structures neglect to support this person? Did this person impact their environment at all?

4. Macrosystem: Describe the broader cultural and societal norms, values and beliefs that were an influence on this person's life and development during this time (could be dominant and/or sub- cultural expectations). In what way were these significant? How did cultural or societal beliefs/values/norms help to enhance the quality of life for this person? How did it detract from the quality of life

5. Chronosystem: Describe any family, environmental, generational or historically significant events that occurred at some point in this person's life and may have had an ongoing impact on them during these years.

Summarize this paper and reflect on your overall learning about development from doing this assignment (approximately 150-200 words)

School or Departmental Information

Students are required to read and are accountable for the College policies (outlined below) and practicum guidelines as described in the School of Health and Human Services (HHS) and program handbooks.

[CFCS Program Handbook](#)

Clinical and Practice Placements in HHS
https://camosun.ca/programs-courses/school-health-and-human-services/hhs-programs/practicums

School of Health and Human Services (HHS)
https://camosun.ca/programs-courses/school-health-and-human-services/information-health-and-human-services-students-1#top

HHS Program Handbooks
https://camosun.ca/programs-courses/school-health-and-human-services/information-health-and-human-services-students-1#program

Student Responsibility

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

College Policies

Academic Integrity

Students are expected to follow the college's [Academic Integrity policy](), and be honest and ethical in all aspects of their studies. To help you understand these responsibilities review the online [Academic Integrity guide]().

The college's [Academic Integrity policy and supporting documents]() detail the process for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

If you have a documented disability and need accommodations contact the Centre for Accessible Learning (CAL). CAL will arrange the appropriate academic accommodations so you can participate in all academic activities. Visit the [CAL website]() for more information

Academic Progress

The [Academic Progress policy]() details how the college monitors students' academic progress and what steps are taken if a student is at risk of not meeting the college's academic progress standards.

Acceptable Technology Use

The [Acceptable Technology Use]() policy outlines how students are expected to use college technology resources, this includes using your own devices on the college's network. The use of the college resources in a way that violates a person's right to study in an environment free of discrimination, harassment or sexual violation is prohibited.

Course Withdrawals Policy

For details about course withdrawal see the [Course Withdrawals policy](). Be aware of the [deadlines for fees, course drop dates, and tuition refunds]().

Grading Policy

To learn more about grading see the [Grading Policy](#).

Grade Review and Appeals

The process to request a review of grades is outlined in the [Grade Review and Appeals policy](#).

Medical / Compassionate Withdrawals

If you have experienced a serious health or personal issue, you may be eligible for a [medical/compassionate withdrawal](#). The [Medical / Compassionate Withdrawal Request form](#) outlines what is required.

Sexual Violence

If you have experienced sexual violence on or off campus, you can get support from the Office of Student Support. The Office of Student Support is a safe and private place to talk about what supports are available and your options for next steps. Visit the [sexual violence support and education site](#) to learn more or email oss@camosun.ca or phone: 250-370-3046 or 250-370-3841.

Student Misconduct (Non-Academic)

Camosun expects students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Review the [Student Misconduct Policy](#) to understand the college's expectations of conduct.

Looking for other policies? See [Camosun College Policies and Directives](#)

Services and Supports

Services are free and available to all students.

Academic Supports	Enrollment Supports
[Centre for Accessible Learning](#)	[Academic Advising](#)
[English, Math and Science Help Centres](#)	[Financial Aid and Awards](#)
[Library](#)	[Registration](#)

[Writing Centre & Learning Skills](#)	[Tuition and Fees](#)
Health and Wellness [Counseling](#) [Fitness and Recreation](#) [Office of Student Support](#)	**Applied learning** [Co-operative Education and Career Services](#) [Makerspace](#)

The [Centre for Indigenous Education Centre and Community Connections](#) provides cultural and academic supports for Indigenous students.

[Camosun International](#) provides supports to international students.

[The Ombudsperson](#) provides an impartial, independent service to ensure students are treated fairly. The service is a safe place for students to voice and clarify concerns and complaints.

If you have a mental health concern, contact Counselling. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

Changes to this Syllabus

Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change the course content or schedule. When changes are necessary the instructor will give clear and timely notice.