

# CLASS SYLLABUS



COURSE TITLE: CFCS 121 – Lifespan Development 2  
CLASS SECTION: X01  
TERM: W2023  
COURSE CREDITS: 3  
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

---

<https://camosun.ca/about/covid-19-updates>

---

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

---

NAME: Jenny Holder  
EMAIL: [HolderJ@camosun.ca](mailto:HolderJ@camosun.ca)  
OFFICE: CHW 312  
HOURS: By appointment

*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.*

*I am available for one-on-one meetings by appointment. If you would like to schedule a time to meet in-person, on Collaborate, or over-the-phone, please email me. I will try to respond to email correspondence within 24 hours. Please do not expect a response during weekends, evenings, or holidays.*

## CALENDAR DESCRIPTION

---

Building on knowledge from Lifespan Development 1, this course takes the student beyond the developmental experience of childhood to explore theories and perspectives from adolescence to late adulthood. Using a life course perspective, students will continue to examine how relationships, common life transitions and cultural historical factors influence the evolution of individual lives. Students will explore variations within multiple domains of development as a foundation for practice.

PREREQUISITE(S): One of: C in CFCS 120; C in PSYC 274  
COREQUISITE(S): N/A  
PRE/CO-REQUISITIE(S): N/A

## COURSE DELIVERY

---

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	3	14	42
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
	TOTAL HOURS		42

## COURSE LEARNING OUTCOMES

---

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

- demonstrate an understanding of the major developmental phases from adolescence to late adulthood, through the lens of developmental domains.
- describe the reciprocal nature of ecological systems and their impact on youth and adult development
- describe variations in development within and among youth and adults.
- analyze changing perspectives in human development.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

---

Boyd, D., Johnson, P. & Bee, H. (2020). *Lifespan development: Seventh Canadian Edition*. Toronto: Pearson Canada.

You can purchase an access code to the e-text through the Camosun bookstore using the following link:

[https://www.campusbookstore.com/integration/AccessCodes/default.aspx?bookseller\\_id=290&Course=CFCS+120&frame=YES&t=permalink](https://www.campusbookstore.com/integration/AccessCodes/default.aspx?bookseller_id=290&Course=CFCS+120&frame=YES&t=permalink)

Instructions for using the access code can be found in the D2L Content under the “Course Information” tab.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

---

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

DATE	TOPIC	PREPARATION
Jan. 10 <sup>th</sup>	Introduction	
Jan. 17 <sup>th</sup>	Adolescence: Physical & Cognitive Development	Chapter 11 Reading & Quiz
Jan. 24 <sup>th</sup>	Adolescence: Social & Personality Development	Chapter 12 Reading & Quiz

DATE	TOPIC	PREPARATION
Jan. 31 <sup>st</sup>	Adolescence: Sharing the Learning	Adolescent Systems Profile Due Jan. 30 <sup>th</sup> *
Feb. 7 <sup>th</sup>	Early Adulthood: Physical & Cognitive Development	Chapter 13 Reading & Quiz
Feb. 14 <sup>th</sup>	Early Adulthood: Social & Personality Development	Chapter 14 Reading & Quiz
Feb. 21 <sup>st</sup>	READING BREAK – NO CLASSES	Early Adulthood Systems Profile Due Feb. 20 <sup>th</sup> *
Feb. 28 <sup>th</sup>	Middle Adulthood: Physical & Cognitive Development	Chapter 15 Reading & Quiz
Mar. 7 <sup>th</sup>	Middle Adulthood: Social & Personality Development	Chapter 16 Reading & Quiz
Mar. 14 <sup>th</sup>	Middle Adulthood: Sharing the Learning	Middle Adulthood Systems Profile Due Mar 13 <sup>th</sup> *
Mar. 21 <sup>st</sup>	Late Adulthood: Physical & Cognitive Development	Chapter 17 Reading & Quiz
Mar. 28 <sup>th</sup>	Late Adulthood: Social & Personality Development	Chapter 18 Reading & Quiz
Apr. 4 <sup>th</sup>	Late Adulthood: Sharing the Learning	Late Adulthood Systems Profile Due Apr. 3 <sup>rd</sup> *
Apr. 11 <sup>th</sup>	Death & Dying	Chapter 19 Reading & Quiz

\*All assignments are to be submitted to the designated D2L Assignments folder by 11:59 pm on designated due date.

## STUDENT EVALUATION

---

DESCRIPTION	WEIGHTING
Adolescent System Profile	20%
Early Adulthood System Profile	20%
Middle Adulthood System Profile	20%
Late Adulthood System Profile	20%
In- Class Activities, Pre-Class Activities & Quizzes	20%
<b>TOTAL</b>	<b>100%</b>

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

---

### Assignments

All assignments and learning activities must be submitted 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:

Thorough coverage (all questions answered, proper length, appropriate referencing)  
Insight (depth of understanding, reflection of meaning, importance)  
Writing skills (APA style, clear language, proper grammar, flow, formatting)

Assignments are to be uploaded electronically in PDF or Word format to the designated area (i.e., D2L “Assignments” folder) by 11:59 pm on the due date. This ensures that work is completed as a foundation for content and assignments can be used for in-class activities the following day. “In-Class Activity” marks and/or late deductions will apply if an assignment is not submitted on time.

#### 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 3% 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. Verifying documentation will be required (e.g., communication from a counselor/professional, emergency room discharge papers, and dated subpoena). 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 does not achieve a mark of 60% or more, the student must re-submit to demonstrate knowledge and/or skill at a level of “C” or higher. Late deduction marks are applied for days an assignment is initially late, as well as days after the instructor returns an assignment to the student for re-submission.

#### Pre-Class & In-Class 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 a student and may jeopardize course completion if more than 15% of class time is missed (equals two classes).

Evaluation of pre-class & in-class activities include:

- Consistent attendance with pre-class preparation, including completing assigned readings, activities, and assignments
- Cellphones and electronic devices out-of-sight with alerts and ringers turned off while the class is in-session, with the exception of computers pre-arranged through Center for Accessible Learning (CAL)
- Contributing to small and large group discussions
- Effective interpersonal communication skills including active listening, respectful dialogue, and appropriate and constructive comments
- In the event of class time moving online, cameras are to be on unless instructor indicates otherwise and apps, phones, and webpages other than D2L are to be closed and/or off

When more than 15 minutes of class time is missed, students can request an in-lieu of activities for “In-Class Activities” marks and to ensure they experience the same content and outcomes as attending peers. Missed class content activities 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*).
  - a. 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?
  - b. 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?
  - c. 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?
  - d. 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
  - e. 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.
3. Summarize this paper and reflect on your overall learning about development from doing this assignment (*approximately 150-200 words*)

Submit your assignment by 11:59 pm on the due date listed on the Course Schedule in PDF or Word format.

### SCHOOL OR DEPARTMENTAL INFORMATION

Health & Human Services Student Handbook: <http://camosun.ca/learn/school/health-human-services/student-info/index.html>

General Practicum Information: <http://camosun.ca/learn/school/health-human-services/student-info/practicum-info.html>

## 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.

## SUPPORTS AND SERVICES FOR STUDENTS

---

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Support Service	Website
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

---

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.



**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 courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.