CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies

CFCS 121
Lifespan Development 2
Winter 2013

COURSE OUTLINE

Course Description

Building on knowledge from Lifespan Development 1, this course takes the student beyond the developmental experience of childhood to explore theories and perspectives of adolescence, early, middle and late adulthood. Emphasis is placed on understanding the use of developmental theory for assessing individual needs. Current trends and issues in research, cultural influences and variations in development will be examined.

Ω *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

Instructor: Joan Astren
Office Hours:
Location:
Phone: 250-370-3173
Email: astrenj@camosun.bc.ca

2. Intended Learning Outcomes
Upon completion of this course, the student will be able to:

1.   Demonstrate an understanding of major developmental phases from adolescence to late adulthood, in the areas of physical, cognitive, language, social, emotional, and spiritual development.

2.   Assess and plan for variations in the development of youth and adults.

3.   Analyze changing perspectives in human development.

3. Required Materials

a)   Bee H. Boyd. D. & Johnson P. (2009) Lifespan development: Third Additional. Toronto: Pearson

4. Course Content and Schedule

*This schedule is subject to change depending upon availability of resources and class needs.

DATE	*TOPIC*	PREPARATION
Jan	Introduction	
Jan	Review systems profiles Adolescence: Physical and cognitive	Read, Ch. 11
Jan	Adolescence: Social and personality	Read, Ch. 12
Feb	Sharing the learning: Adolescence	Adolescent Systems Profile Due Feb 1
Feb	Early Adulthood: Physical and cognitive	Read, Ch. 13
Feb	Early Adulthood: Social and personality	Read, Ch. 14
Feb	Sharing the learning: Early adulthood	Early Adulthood Systems Profile Due Feb 22
Mar	Middle Adulthood: Physical & cognitive	Read, Ch. 15
Mar	Middle Adulthood: Social & personality	Read, Ch. 16
Mar	Sharing the learning: Middle adulthood	Middle Adulthood Systems Profile Due Mar 14
Mar	Late Adulthood: Physical and cognitive	Read, Ch. 17
Mar	Late Adulthood: Social and personality	Read, Ch. 18
Apr	Sharing the learning: Late adulthood	Late Adulthood Systems Profile Due Apr 4
Apr 12	Death and Dying Putting it all together	Read, Ch. 19

Ecological Systems Development Profiles

Value: 22% each x 4
Due:
Length: Approximately 1000 words (four pages) each

DIRECTIONS:

Life cycle issues are best understood in terms of how they happen in people's lives – your own and others. This developmental profile assignment will allow you to reflect upon your own experience of life within the context of developmental theory.

Using Bronfenbrenner's Bioecological Systems Theory (Boyd, Bee, Johnson, p. 51) you will be creating an overview of systems involved at various stages of development. Using your own experience (either from your own personal life story or from someone you know), you will be applying the information presented in the text and in class to specific real life examples.

Review each chapter to consider developmental milestones and the impact of different systems on development. You will be writing four papers, one for each of the following life stages:

1. **Adolescence (approximately age 13 – 19)**
   Based on chapters 11 & 12; Erikson's Identity versus Role Confusion
2. **Early Adulthood (approximately age 20 – 39)**
   Based on chapters 13 & 14; Erikson's Intimacy versus Isolation
3. **Middle Adulthood (approximately age 40 – 64)**
   Based on chapters 15 & 16; Erikson's Generativity versus Stagnation
4. **Late Adulthood (approximately age 65 - Death)**
   Based on chapters 17 & 18; Erikson's Integrity versus Despair

Each of the four assignments should be approximately 1000 words, in APA formatting, and structured to cover the following points:

1. Typical Internal Context: Briefly describe what might be typical during this stage in terms of an individual's physical, cognitive, and psychological development.
2. Typical Interpersonal Context (micro and meso system relationships): Briefly describe **who** the key influences typically are at this stage and why.
3. Typical Structural Context (exo and macro systems): Briefly describe what social/cultural/organizational/systemic factors are typically involved during this stage and why.
4. Compare and contrast to personal knowledge (using yourself or someone you know). How is your personal story the same or different from what the text describes as normative development? What systems factors influenced development, positively or negatively? Reflect on your overall learning about development from doing this assignment.

Marking Rubric
Systems Profile Assignments

	Exceeds expectations (89%+)	Fully meets expectations (72%+)	Meets expectations minimally (64%+)	Not yet within expectations (64%-)
Technical (APA style references, grammar, punctuation) Effective communication (flow of ideas, understandable, language use)	Very few if any technical errors; Careful, thoughtful progression of ideas; fluent, coherent and effective; rich and precise vocabulary; very skilled use of sentence/ paragraph/ essay formatting	Some technical errors; Logical progression of ideas, unified writing; appropriate vocabulary; proper sentence/ paragraph/ essay formatting	Several technical errors; Random or weak organization; simplistic language; Basic formatting	Excessive technical errors; Little to no evidence of organization; awkward sentence/ paragraph / essay structure; very difficult for reader to understand
Thorough, accurate coverage (assignment expectations covered, appropriate references, supporting evidence, presentation of material, connection to course)	Detailed coverage; Exemplary research in number and variety of references; thoughtful presentation of material	All expectations of assignment are covered; appropriate quantity/quality references; adequate presentation	All expectations of assignment are covered; minimal quantity/quality of references; minimal quality of presentation	Missing parts of the assignment; Lack of references; little effort into presentation
Insight (development of voice, maturity of ideas, purpose and focus, reflection of meaning)	Depth and complexity of ideas; reflection and insight; clear focus; strong analysis; persuasive arguments; shows strong grasp of subject	Ideas supported by relevant details; focused on a purpose; analysis shows clear understanding of subject	Poor elaboration of ideas; limited details; analysis shows basic understanding of subject	Limited understanding of material; little to no sense of purpose or focus; lack of analysis

5. Basis of Student Assessment (Weighting)

ASSIGNMENTS	*Value*
Adolescent Systems Profile	*22%*
Early Adult Systems Profile	*22%*
Middle Adult Systems Profile	*22%*
Late Adult Systems Profile	*22%*
Participation	*12%*

a) Quizzes

(b) Exams

Evaluation of participation includes:
- Pre-class preparation, including reading assignment materials
- Arriving at class on time, and consistent attendance
- Constructive and appropriate comments in class
- Participation in in-class assignments and exercises
- Active and appropriate participation in class discussions and group work
- Active and respectful listening
- Respectful and considerate behavior toward others

LATE POLICY

All assignments are to be submitted by <u>midnight</u> on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **Marks will be deducted for late assignments if prior arrangements have not been made with the instructor.**

ATTENDANCE

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Diploma. Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes.

GENERAL CONSIDERATIONS

1. Please arrive on time. The instructor will begin on time.
2. Come to class prepared to participate in discussions and activities.
3. All assignments must use APA formatting including cover page and reference page.

6. Grading System

| X | Standard Grading System (GPA) |

| | Competency Based Grading System |

GRADING SYSTEMS *http://www.camosun.bc.ca/policies/policies.php*

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at http://www.camosun.bc.ca

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
http://www.camosun.bc.ca/policies/policies.html

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: http://camosun.ca/learn/becoming/policies.html