CAMOSUN COLLEGE

School of Health and Human Services (HHS)
Department: Community, Family & Child Studies

CFCS 121 Lifespan Development 2
Winter 2020

COURSE OUTLINE

The course description is available on the web:
http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs121

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

(a) **Instructor**   Michelle Jaworsky

(b) **Office hours**   Tuesdays 11:30-12:30 or by appointment

(c) **Location**   CHW 312

(d) **Phone**   250-370-4293

(e) **E-mail**   jaworskym@camosun.bc.ca

2. Course Description & Intended Learning Outcomes

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.

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

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

3. Required Materials

Bee H., Boyd. D., & Johnson P. (2018). *Lifespan development: Sixth Edition.* Don Mills: Pearson Canada.

4. Course Content and Schedule

The following schedule is subject to change depending upon availability of resources and class needs:

DATE	TOPIC	PREPARATION
Jan. 7th	Introduction	
Jan. 14th	Adolescence: Physical & Cognitive	Read Chapter 11
Jan. 21st	Adolescence: Social & Personality	Read Chapter 12
Jan. 28th	Sharing the Learning: Adolescence	Adolescent Systems Profile **Due Jan. 27th***
Feb. 4th	Early Adulthood: Physical & Cognitive	Read Chapter 13
Feb. 11th	Early Adulthood: Social & Personality	Read Chapter 14
Feb. 18th	**READING BREAK: NO CLASSES**	Early Adulthood Systems Profile **Due Feb. 17th***
Feb. 25th	Middle Adulthood: Physical & Cognitive	Read Chapter 15
Mar. 3rd	Middle Adulthood: Social & Personality	Read Chapter 16
Mar. 10th	Sharing the Learning: Middle Adulthood	Middle Adulthood Systems Profile **Due Mar 9th***
Mar. 17th	Late Adulthood: Physical & Cognitive	Read Chapter 17
Mar. 24th	Late Adulthood: Social & Personality	Read Chapter 18
Mar. 31st	Sharing the Learning: Late Adulthood	Late Adulthood Systems Profile **Due Mar 30th***
Apr. 7th	Death & Dying	Read Chapter 19

*Assignments are to be submitted electronically by midnight on designated due date

5. Basis of Student Assessment (Weighting)

ASSIGNMENTS	Value
In-Class & Pre-Class Activities	20%
Adolescent Systems Profile	20%
Early Adulthood Systems Profile	20%
Middle Adulthood Systems Profile	20%
Late Adulthood Systems Profile	20%

<u>**Course Assignment Details**</u>

Note: Further details of assignments will be provided in class and online.

<u>**Mandatory Assignments**</u>

All assignments and learning activities must be submitted within 24 hours of the last day of instruction (with the exception of the late adult systems profile that must be submitted within 72 hours of the last day of instruction) and demonstrate knowledge and skill at a grade level of "C" or higher to pass this course.

Grading Criteria

All assignments will be marked by the following criteria:

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

Late Policy

All assignments are to be submitted by midnight on designated due dates. In fairness to all students, 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 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.

<u>**Class Attendance & Participation**</u>

This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, and guest speakers. Evaluation of pre- and in-class activities includes:

- Pre-class preparation, including reading assignment materials
- Arriving at class on time and consistent attendance
- Participation in in-class assignments and exercises
- Active and respectful listening, including putting away electronic devices (unless they are needed for learning) and ensuring cellphones are muted during classes
- Contributions in class discussions and group work
- Completion of weekly in-class critical thinking reflections

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 6.75 hours in a 3-credit/45-hour course).

Missed In-Class Content:

Students are expected to contact the instructor if they are unable to attend classes. If you are absent you can choose to do this assignment to demonstrate the learning outcomes aligned with the class time missed. You need to have a minimum five-minute discussion (in person or on the phone) with at least two students in your class to learn their perspective of the important aspects of the session missed. Ensure you identify which students you have spoken to by using their name in your write up. Complete and submit a 500-word write up which talks about the key elements that were missed in the class, along with your own reflections on the subject.

To count towards your pre- and in-class assignment mark all missed class assignments must be submitted by midnight the day before the following class after the absence. Please submit electronically in the designated Dropbox folder on D2L.

Systems Profiles

Value: 20% each x 4
Length: Approximately 1400 – 1700 words each

Life cycle issues are best understood in terms of how they happen in people's lives – your own and others. You will be creating an overview of systems involved at various stages of development. Using personal knowledge (either from your own 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 1400 - 1700 words, in APA formatting, and structured to cover the following points. Please include a title page and reference page, and use headings to help structure your paper:

1. Give a brief introduction to your paper *(approximately 50 - 100 words)*.

2. Provide a summary of key points from the reading. Possible questions to answer: What stands out for you as most significant from these two chapters? Why are these points noteworthy? How is this life stage the same or different than the one before it? Do you have any critical analysis of these chapters?

3. Please refer to Bronfenbrenner's theory and choose a person that you know who from this life stage *(approximately 700 - 800 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 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.

   4. Summarize this paper and reflect on your overall learning about development from doing this assignment *(approximately 100 - 150 words)*

6. Grading System

☒   Standard Grading System (GPA)

☐   Competency Based Grading System

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

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts: http://camosun.ca/about/mental-health/emergency.html or http://camosun.ca/services/sexual-violence/get-support.html#urgent

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at http://camosun.ca/services/

College Policies

Policies are available on the College website at http://camosun.ca/about/policies/

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Student Appeals, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS

http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2

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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	*In progress*: A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	*Compulsory Withdrawal*: A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.