



## CAMOSUN COLLEGE

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

### CFCS 120 Lifespan Development 1 Fall 2020

## COURSE OUTLINE

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs120>

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafeBC and the BC Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: <http://camosun.ca/covid19/faq/covid-faqs-students.html>

However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

*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.*

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### 1. Instructor Information

- (a) **Instructor** Michelle Jaworsky
- (b) **Office hours** By appointment
- (c) **Location** CHW 312 (virtual)
- (e) **E-mail** [jaworskym@camosun.ca](mailto:jaworskym@camosun.ca)

### 2. Course Description & Intended Learning Outcomes

This course is an overview of major themes and theories of development from conception through middle childhood. Using a life course perspective, students will 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 when supporting children and families.

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

- a) demonstrate knowledge of and describe the nature and impact of research in the area of human development.
- b) demonstrate knowledge of the developmental processes and influences during the prenatal period.

- c) describe the major developmental changes of the child from birth to middle childhood, through the lens of developmental domains.
- d) describe the reciprocal nature of ecological systems and their impact on early life development.
- e) describe variations in development within and among children.

### 3. Required Materials

- Text: Boyd, D., Johnson, P. & Bee, H. (2018). *Lifespan development: Sixth Canadian Edition*. Toronto: Pearson Canada.

### 4. Course Content and Schedule

Date	Topic	Preparation	Assignments Due
Week 1 Sep. 9	Program Orientation		
Week 2 Sep. 16	Course Introductions		
Week 3 Sep. 23	Basic Concepts & Methods	Chapter 1	WCA #1*
Week 4 Sep. 30	Research Analysis		WCA #2*
Week 5 Oct. 7	Theories of Development	Chapter 2	WCA #3*
Week 6 Oct. 14	Prenatal Development & Birth	Chapter 3	WCA #4*
Week 7 Oct. 21	Birth & the Newborn	Chapter 4	WCA #5*
Week 8 Oct. 28	Cognitive Development in Infancy	Chapter 5	WCA #6*
Week 9 Nov. 4	Social & Personality Development in Infancy	Chapter 6	
Week 10 Nov. 11	<b>Remembrance Day – No Class</b>	Chapter 7	
Week 11 Nov. 18	Social & Personality Development in Early Childhood	Chapter 8	
Week 12 Nov. 25	Physical & Cognitive Development in Middle Childhood	Chapter 9	
Week 13 Dec. 2	Social & Personality Development in Middle Childhood	Chapter 10	
Week 14 Dec. 9	Variations in Child Development		Bio-ecological Systems Profile*

\*Note that all assignments are due by midnight the day before the scheduled class with the exception of WCA #2, which is due midnight September 30<sup>th</sup>.

## 5. Basis of Student Assessment (Weighting)

<u>COURSE ASSIGNMENTS</u>	<u>VALUES</u>	<u>DUE DATES</u>
WCA Assignments	30% (5% each)	Weekly Sept. 22 <sup>nd</sup> – Oct. 27 <sup>th</sup>
Bio-ecological Systems Profile	30%	Dec. 7 <sup>th</sup>
Asynchronous Discussion Posts	25%	Weekly
Synchronous Class Activities	15%	Weekly

### Course Assignment Details

*Note: Further details of assignments will be provided during synchronous classes.*

### MANDATORY 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.

### 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. 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 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.

### CLASS ATTENDANCE AND PARTICIPATION

This is an interactive course is delivered online. Students are expected to participate in a variety of asynchronous and synchronous activities.

Evaluation of asynchronous discussion participation includes:

- Display understanding of the required material and underlying concepts including correct use of terminology
- Timely responses to peers actively stimulates and sustains further discussion (e.g., building a focused argument around a specific issue, asking a new related question, or offering an alternative perspective supported by personal experience or related research)
- Effective interpersonal communication skills including clear written communication, respectful dialogue, and appropriate and constructive comments

Evaluation of synchronous class participation includes:

- Consist attendance with pre-class preparation, including completing assigned readings, activities, and assignments

- Entering D2L Collaborate on time with camera on and microphone muted
- Contributing to small and large group discussions
- Effective interpersonal communication skills including active listening, respectful dialogue, and appropriate and constructive comments

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 synchronous classes).

**Makeup Assignment for Missed Class:**

Students are expected to contact the instructor if they are unable to attend synchronous class time. If you miss a synchronous class you can choose to do an assignment for “Synchronous Class Activities” marks. For this assignment, you need to have a minimum of a five minute discussion with at least two students in the class to learn their perspectives of the important aspects of the class time 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. The missed class content assignment is due in the designated D2L Dropbox at midnight the day before the following synchronous class after the absence.

**ASSIGNMENT OUTLINES**

**Weekly Content Application (WCA) Assignments**

**Value:** 30% (6 WCA x 5% each = 30%)

**Length:** Various

**Due:** Weekly the night prior to the following synchronous class (by midnight) between the weeks of Sep. 22<sup>nd</sup> and Oct.30<sup>th</sup>. The only exception is WCA #2 which is due the night of Sep. 29<sup>th</sup> (by midnight).

This assignment will provide students a means to demonstrate the application of course content and meet learning outcomes of the program. During selected weeks, you will be required to complete learning activities pertaining to specific content covered in the course. These activities will be outlined in downloadable Word document that you can type your answers into.

At the top of your page, clearly identify the number of the WCA you are submitting (in bold), along with your name centered in heading format. Number and write out each question flush to the left, with your answer underneath in full sentences, as follows:

<p><b>WCA #1</b> Student Name</p>
<p>1. In your own words, what is “nature”?</p> <p>Nature is...</p>

Note that no APA-style cover page or headings are required, but in-text citations and references should be formatted in APA-style.

You will submit the questions with your answers to the designated D2L Dropbox folder by the due date identified in the course schedule.

## **Bio-ecological Systems Profile**

**Value:** 30%

**Length:** 2200 - 2400 words plus cover page and reference page all APA formatted

**Due:** Dec. 8<sup>th</sup> by midnight

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.

You will be creating a “snapshot” of systems involved at all stages of child development based on Bronfenbrenner's Bio-ecological Systems Model (pp. 50-51). For each developmental stage (i.e., infancy, early childhood, and middle childhood), you will summarize aspects of normative/typical development as described in the text using Bronfenbrenner's model to organize your information and compare and contrast the information from the text with your own experience. What micro, meso, exo and macro system factors influenced your development, and how?

You may choose to use your own life to explore, or if you would prefer, you can base it on a child that you know.

Please use the following eight section outline for your Bio-ecological Systems Profile paper:

1. Title Page	
2. Introduction	
3. Infancy (based on chapters 4, 5, 6)	<p>a) <b>Individual Context:</b> In approximately one or two paragraphs briefly describe key <b>typical</b> physical and cognitive changes during infancy, <u>according to the text</u>.</p> <p>b) <b>Immediate Context:</b> In approximately one paragraph, briefly describe key <b>typical</b> influences from the <b>micro and meso systems</b> <u>according to the text</u> (e.g., relationships and people) specific to this life stage. Why are they important? How do they have an influence?</p> <p>c) <b>Socioeconomic Context:</b> In approximately one paragraph, briefly describe key <b>typical</b> influences from the <b>exo system</b> <u>according to the text</u> (e.g., community factors, economic variables, and societal structures) specific to this life stage. Why are they important? How do they have an influence?</p> <p>d) <b>Sociocultural Context:</b> In approximately one paragraph, briefly describe key <b>typical</b> influences from the <b>macro system</b> <u>according to the text</u> (e.g., dominant cultural beliefs and norms) specific to this life stage. Why are they important? How do they have an influence?</p> <p>e) <b>Compare &amp; Contrast:</b> Compare and contrast what the textbook says about child development in this stage to your personal knowledge. For instance, explain how your personal profile is or that of someone you know the same or different from the development described in the text.</p>
4. Early Childhood (based on chapters 7, 8)	Repeat the instructions given above for the infancy stage, but now covering the early childhood stage. Include what's different/the same as the previous stage.

5. Middle Childhood (based on chapters 9, 10)	Repeat the instructions given above for the early childhood stage, but now covering the middle childhood stage. Include what's different/the same as the previous stage.
6. Concluding Paragraph	<b>Summarize</b> by reflecting on your overall learning about development from doing this assignment.
7. References	

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

*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>*

## 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	<i>Incomplete</i> : 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	<i>In progress:</i> 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	<i>Compulsory Withdrawal:</i> 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.