

"Every fight is one between different angles of vision, illuminating the same truth."

Mahatma Gandhi

GRANDE PRAIRIE REGIONAL COLLEGE
COMMUNITY REHABILITATION PROGRAM

DEC. 19 2001

RP2440 LIFE SPAN STUDIES

COURSE OUTLINE

WINTER, 2002 January 3 to April 11, 2002

CLASS TIME: Tuesdays & Thursdays 8:30 to 9:50

CLASS LOCATION: A209

CREDITS: 45 hours 3 credits

INSTRUCTOR: Dolly McArthur

OFFICE: H204

PHONE: 539-2787 EMAIL: meArthur@gprc.ab.ca

OFFICE HOURS: Monday & Wednesday 1:30 to 4:00 or by appointment

PRE-REQUISITES: RP1101

Course Description

The purpose of this course is to familiarize the student with human development across the life span. Major theories of development will be presented with emphasis on the sequence of psychological and social growth. Developmental changes that occur in the physical, emotional, cognitive, and social areas will be examined. As well, how a professional in the helping field adapts their support to accommodate these changes in the people they assist will be studied.

Class Format

Classes will consist of presentations, lectures, discussions, activities, videos and guest speakers.

Course Objectives:

1. To examine the major theories of human development across the life span.
2. To describe the developing person at different periods in the life span.
3. To provide a perspective on the changes that take place during the individual's life from birth to death.
4. To recognize some possible causes or sources of developmental change and reasons for disturbances in the developmental process.
5. To realize that individuals have the potential for change and growth across the life span.
6. To recognize the various supports required for people with disabilities across the life span.

Required Text

Papalia, D. & Olds, S. (2001). Human Development. (8th, ed.) McGraw-Hill: NY.

Supplementary Material - on reserve at the library

Bee, Helen. (1994). Lifespan Development. Harper Collins: NY.

Bee, Helen (1994). Study Guide for Lifespan Development. Harper Collins: NY.

Dacey, J. & Travers, J. (1999). Human Development Across The Lifespan. (4th, ed.) McGraw-Hill: NY.

Santrock, J. W. (1999). Life-Span Development. (7th, ed.) McGraw-Hill: NY.

Schaie, K. & Willis, S. (1996). Adult Development and Aging. (5th, ed.) Prentice Hall: NJ.

Course Requirements

| <u>Evaluation Activity</u> | <u>Due Date</u> | <u>Value</u> |
|---|---|--------------|
| Exam # 1 – Ch. 1, 2, 7, 8 | January 29 | 20% |
| Exam # 2 – Ch. 9, 10, 11, 12 | February 21 | 20% |
| Final Exam – Ch. 13, 14, 14, 16, 17, 18 | April 15-19 – as per GPRC final exam schedule | 30% |
| Presentation | As per assigned date | 25% |
| Participation | | 5% |

Assignments and Examinations

Exams

All exams will cover the material and information from text readings, handouts, assigned articles, instructional content, classroom discussion, as well as information gained through participation in class projects and assigned tasks. Exams may include multiple choice, matching, true/false, short answer and essay questions.

Presentation

Working in pairs you will be responsible for teaching the class one of chapters of the text Human Development. This assignment will give students:

- the opportunity to become familiar with, understand, analyze and apply the subject content
- the opportunity to teach in a non-threatening environment as much of the work that you will be doing in the field of human services will involve teaching

9 Point Grading System

| 9 – Point Grade | Percentage Equivalent Guidelines | Designation |
|-----------------|----------------------------------|-------------|
| 9 | 90 - 100 | EXCELLENT |
| 8 | 80 - 89 | |
| 7 | 72 - 79 | |
| 6 | 65 - 71 | GOOD |
| 5 | 57 - 64 | PASS |
| 4 | 50 - 56 | |
| 3 | 45 - 49 | |
| 2 | 26 - 44 | FAIL |
| 1 | 0 - 25 | |

Note: To obtain credit for this course, students must achieve a minimum of 57% or a grade of 5.

Professionalism

1. **Attendance** - Students will be responsible for lectures delivered, assigned readings, and for any announcements that will be made in class. If a student is unable to attend a particular class, it will be her/his responsibility to find out what was missed, and arrange for a peer to pick up any handouts. For optimal learning and readiness for class participation, students are expected to attend class regularly (no less than 80% attendance) and should read the assigned chapter and articles before coming to class on the dates indicated on the class schedule.
2. **Assignments** – Presentation handouts will NOT be accepted late. They are to be given out on the day of your presentation.

3. **Exams** - Students unable to write an exam on the scheduled date and time must contact the instructor **BEFORE THE EXAM** stating reasons for not writing. Should there be one or more students excused from writing on the scheduled date, the instructor will schedule **ONE** alternate writing date. If the student fails to contact the instructor before the exam or fails to write the exam on the alternate date, a mark of 0 will be given for the exam.
5. **Rights and Responsibilities** – Please familiarize yourself with pages 30 to 40 of the Grande Prairie Regional College, 2001-2002 Calendar.

The four-year-old boy was absolutely fascinated with his grandfather's false teeth. After staring transfixed while they were removed for brushing and replaced, he asked to have the process repeated. The obliging grandfather did it several

times, then asked, "Now what?" The child thought for a moment and then said, "Now take off your nose."

