

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 1170 – Human Development Across the Lifespan
Course Outline – Fall, 2017

INSTRUCTOR: Mr. Devan McNeill, MA, CTRS
OFFICE: M3053
OFFICE HOURS: By appointment
PHONE: 403-332-4456
E-MAIL: Devan.McNeill@uleth.ca
CLASS: Online

COURSE DESCRIPTION:

Examination of human growth and psychological development across the lifespan. Overview of the interplay of biological, sociological and psychological forces in human development.

CLASS FORMAT:

Online; 7-10 hours per week on average

LEARNING OBJECTIVES:

1. Knowledge of theories and developmental milestones associated with the stages of human development from conception, prenatal development and birth, to infancy, toddlerhood, childhood, adolescence, early, middle, late adulthood and aging.
2. Knowledge of the sequence and processes of physical, cognitive, emotional, and social aspects of human development throughout the lifecycle (from conception and prenatal development through death, dying and bereavement).
3. Knowledge of the interplay and relationship between biology, environment and relationships during the various stages of the human lifecycle.
4. Knowledge of influences on healthy development including nutrition, exercise and social and family relationships as well as the impact of unhealthy behaviors such as substance abuse or disease and disability upon development and functioning throughout the life span.
5. Skill in recognizing the developmental requirements of patients/clients and activities in the planning of treatment interventions.
6. Knowledge of the scientific study of human behavior including psychodynamic, behaviorist, and humanistic-existential theories.
7. Knowledge of cognitive development patterns across the life span including information processing, memory, mental capacity and learning.
8. Knowledge of theories of human perception, personality, sensation and learning.
9. Knowledge of psychology of adjustment including models of attachment, coping skills, stress reduction strategies, family/patient/child relationships.
10. Knowledge of death and dying including the grieving process, euthanasia, coping skills, fear and spirituality.

REQUIRED TEXT(S)

Cronin, A., & Mandich, M. B. (2016). *Human development and performance throughout the lifespan*. Boston, MA: Cengage Learning.

STUDENT RESPONSIBILITIES:

- Students are responsible for the timely completion of all materials indicated in this course outline.
- Students must follow the academic regulations and policies laid out in The University of Lethbridge calendar, Part 4. Students are responsible, in particular, for all sections in 4.5 dealing with the Student Discipline Policy – Academic Offenses. <https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf>
- Students are to use APA (6th edition) for formatting and referencing within assignments where applicable.
- Please see the current U of L calendar for policies regarding Academic Integrity, Intellectual Honesty, Plagiarism, and Fraud. <https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf>

LATE POLICY:

Late submission of assignments is strongly discouraged. If you need to submit an assignment late, you must contact the instructor via e-mail at least 48 hours before the assignment due to negotiate an extension. We consider requesting an extension in advance a professional responsibility. However, requesting an extension does not mean the extension will be granted. Emergency extension requests will require acceptable documentation of the emergency situation (e.g., doctor's note, obituary, etc.) and may delay grade submission for the course.

The final mark on any assignment which is submitted late—including those for which an extension has been granted—will be reduced by 10% for the first 24 hours past the due date and time and 5% for every 24 hours past thereafter. For example, if the mark earned is 85%, and the assignment is submitted 48 hours after the due date, the final mark on the late assignment will be 70%. Because late assignments allow the author more time to develop the work, this policy has been created so as not to penalize those students who submit their work on time.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

A+, A, or A- is earned by work which is technically superior and shows mastery of the subject matter with considerable evidence of original thinking, demonstrated outstanding capacity to analyze and synthesize, and evidence of extensive knowledge base. Grades in this range are normally achieved by a minority of students. An A+ represents original insight and/or goes beyond course expectations.

B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. Grades in this range are normally achieved by the largest number of students. A B+ represents a more complex understanding and/or application of the course material.

C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material; it also indicates the student has met the basic requirements for completion (i.e., all components of an assignment are completed satisfactorily).

D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment : <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

COURSE ASSIGNMENTS AND EVALUATION:

Assignment	Value	Dates to be completed
Online Forums: For the introduction please state your interest in taking this course, what you hope to achieve in learning from taking this course, and any goals you have by taking this course. For the forum responses please follow the instructions posted in weeks 3-10, 12-13 on Moodle.	Introduction: 5% Forum Responses: 10%	Introduction: by September 17 2017 at 11:59 pm MDT Forum Responses: Weeks 3-10, 12-13
Patient/Client Assignment: this assignment is based around the learning objective of <i>skill in recognizing the developmental requirements of patients/clients and activities in the planning of treatment interventions</i> . More information will be posted in Moodle.	25%	End of Week 10
Tests: There will be 3 tests throughout the term on the readings, lectures, and conversations posted on Moodle. The test will be open-book, done on Moodle, within a certain time frame. Please make sure you have the time and internet connection to complete the test within the time frame.	3 Tests at 20% each = 60% of final mark	Test #1 Week 4 Test #2 Week 8 Test #3 Week 13

CLASS SCHEDULE (tentative and subject to change):

Date	Topic/Readings	Learning Outcome(s)
Week 1 Sept. 6 – 8	<ul style="list-style-type: none"> • Introductions, overview of assignments and online forums • Human Performance: Function as an Organizing Framework (Chapter 1) • Human Performance: The Life Course Perspective (Chapter 2) 	1, 7
Week 2 Sept. 11 – 15	<ul style="list-style-type: none"> • Culture and Development (Chapter 4) • Environmental Contexts (Chapter 7) • INTRODUCTIONS DUE 	3, 4
Week 3 Sept. 18 – 22	<ul style="list-style-type: none"> • Mental Functions and Learning across the Life Span (Chapter 6) • Classic Theories of Human Development (Chapter 3) 	1, 6, 7, 8
Week 4 Sept. 25 – 29	<ul style="list-style-type: none"> • Prenatal Development (Chapter 8) • The Newborn (Chapter 9) • TEST #1 	1, 2, 3, 9
Week 5 Oct. 2 – 6	<ul style="list-style-type: none"> • Infancy (Chapter 10) • Family and Disability Issues through Infancy (Chapter 11) 	1, 2, 3, 4, 9
Week 6 Oct. 9 – 13	<ul style="list-style-type: none"> • Development in the Preschool Years (Chapter 12) • Childhood and School (Chapter 13) 	1, 2, 3, 9
Week 7 Oct. 16 -20	<ul style="list-style-type: none"> • Adolescent Development (Chapter 14) • Family and Disablement Issues throughout Childhood (Chapter 15) 	1, 2, 3, 4
Week 8 Oct. 23 – 27	<ul style="list-style-type: none"> • Early Adulthood (Chapter 16) • TEST #2 	1, 2, 3
Week 9 Oct. 30 – Nov. 3	<ul style="list-style-type: none"> • Middle Adulthood (Chapter 17) 	1, 2, 3

Date	Topic/Readings	Learning Outcome(s)
Week 10 Nov. 6 – 10	<ul style="list-style-type: none"> • Late Adulthood (Chapter 18) • Family and Disablement in Adulthood (Chapter 19) • PATIENTS/CLIENTS ASSIGNMENT DUE 	1, 2, 3, 4, 5
Week 11 Nov. 13 – 17	NO CLASS (Reading Week)	
Week 12 Nov. 20 – 24	<ul style="list-style-type: none"> • Additional Readings (Death, dying, grieving process, euthanasia) 	10
Week 13 Nov. 27 – Dec. 1	<ul style="list-style-type: none"> • Wellness, Prevention, and Health Promotion (Chapter 20) • TEST #3 	4