

CYFS 116: Lifespan Development

Course Description

This course explores the development of humans from conception to death. It includes physical, cognitive and psychosocial developmental domains. Students preparing to work in careers that involve other people need to understand clearly the complex, dynamic process of development throughout a person's lifespan. This knowledge can provide students with insight into their own development and the development of those they will encounter in their personal and professional lives.

Course Hours: 60

Course Credits: 4

Course Prerequisites: Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website).

Co-requisites: None

Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated CYFS Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence'
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

What You Need To Do

Document your knowledge and implementation of each learning outcome for CYFS 116 (below) by providing a minimum of four examples for each outcome, with the exception of the learning outcomes that are met by the Additional Flexible Assessment Criteria (AFAC). The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical application. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

Additional Flexible Assessment Criteria**AFAC 1. Peer-Reviewed Journal Article Summary**

Submit an academic summary and personal reflection of a current peer-reviewed article that relates to human development.

AFAC 2. Lifespan Development Continuums

Include a visual developmental continuum for each of the following periods of the lifespan that identifies the onset of key physiological, cognitive, social and emotional developmental progressions and strategies that promote optimal health and wellness during these periods of the lifespan.

Prenatal

Early Childhood

Middle Childhood

Adolescence

Adulthood

AFAC 3. Healthy Aging Plan

Submit a healthy aging plan for an adult that promotes optimal health and wellness.

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Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Evaluate Eurocentric and Indigenous theories of development.	AFAC 1			
Implement multicultural/anti-bias strategies that value diversity and inclusiveness.				
Analyze necessary components of a healthy, safe, and stimulating environment for the prenatal period.	AFAC 2			
Analyze optimal growth and development during the infant and toddler stages.	AFAC 2			
Discuss the potential impact of early intervention programs on healthy development across the lifespan.				

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Demonstrate activities and strategies for optimizing growth and development during preschool years.	AFAC 2			
Demonstrate activities and strategies for optimizing development during middle childhood.	AFAC 2			
Analyze necessary components of a healthy, safe, and stimulating environment during adolescence.	AFAC 2			
Analyze necessary components of a healthy, safe, and stimulating environment during adulthood.	AFAC 2 AFAC 3			

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Evaluate theories and effects of death and dying on individuals and families.				
Demonstrate cultural competence through the use of a world view that acknowledges personal bias, individual values, and cultural histories.				
Telephone Interview	Date	Faculty Assessor's Comments <i>(for office use only)</i>		