



**Douglas  
College**

**CURRICULUM GUIDELINES**

A Division: Instruction Effective Date: 01 January 2003

B Department / Faculty of Child, Family and  
Program Area: Community Studies  
CYCC, CCSD, CSSW, INTR

Revision: X New Course

If Revision, Section(s) Revised: M, N, O, Q

Date of Previous Revision: 10 May 1993  
Date of Current Revision: 08 August 2002

Subject & Course No.	Descriptive Title	Semester Credits
<p><b>E</b> Calendar Description: This course explores the human passage from conception to death. Drawing on theory and personal experience, the student will investigate and reflect on human development, change and diversity in relation to self and others. Students will apply this knowledge to practice.</p>	<p>Acceptance in CFCS program</p> <p><b>I:</b> Course Corequisites:</p>	<p>60 hours</p> <p>30</p>
<p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Flexible delivery ranging over 1 to 15 weeks</p>		
<p>University College, Bachelor of Education in Community Rehabilitation – University of Calgary, Bachelor of Professional Arts &amp; Human Services – Athabasca University, Bachelor of Arts, Adult Education – UCFV.</p>		
<p>Non-Credit</p> <p>College Credit Non-Transfer</p> <p><b>X</b> College Credit Transfer:</p>		
<p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccampus.ca)</p>		

M: Course Objectives / Learning Outcomes

Identify the milestones in biosocial development from conception to death

Identify major neurosocial milestones

2. Identify the basic concepts of the major theories of human development

Discuss concepts related to social learning theory

- Discuss concepts related to ecological theory
- Discuss concepts related to epigenetic theory

3. Describe the main developmental ideas of specific theorists, such as:

- Vygotsky
- Piaget
- Erikson
- Ainsworth
- Baumrind
- Bronfenbrenner
- Gilligan
- Gardner

4. Apply lifespan development theory as to self and others

Identify developmental issues and concepts as they apply to self

- Examines nature/nurture from a theoretical and applied perspective
- Examines how the environment theory can apply to the people with whom we work
- Examines the stages of development to themselves and others
- Identifies the impact of developmental struggles on the sense of identity
- Identifies the impact of gender on the development of self and others
- Discusses the concept of occupational identity
- Applies the concept of occupational identity to own sense of identity
- Discusses the broad range of human growth and development, emphasizing diversity rather than difference.

IV. Course Content: The following global ideas guide the design and delivery of this course:

The content of this course may be conducted through many dimensions: along three dimensions: chronological, holistic perspective, and thematic. These three dimensions will be integrated in this course

Human development, change and adaptation occur throughout the lifespan

own lives as well as the lives of others.

3. The study of the lives of individuals occurs in the context of family, community, culture,

various perspectives into an appreciation of the total human being.

5. Many themes may be examined in human development and change which are relevant to the work of the various professions in the Faculty of Child, Family and Community Studies.

5.1 Diversity occurs within individuals as well as between individuals, families, communities

respect for the "voices" of others creates a deeper understanding of diversity and change.

5.2 Identify and understand changes throughout our lives

5.5 The theme of gender and sexuality is a central theme of the course. It is a theme that is explored in a variety of ways throughout the course. It is a theme that is explored in a variety of ways throughout the course.

5.6 Sexuality is part of human life from conception to death. Discovering and rediscovering the meaning of sexuality in our own lives enhances our ability to support others in their

lifetimes. Observing and understanding these themes in our own lives and the lives of others leads to a sense of meaning and purpose and to a more meaningful life. This theme continues throughout life.

Lecture Student Presentations  
 Group Work Audio Visual Presentations Other

P: Textbooks and Materials to be Purchased by Students  
 T.B.A.

Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.

A developmental and/or a final exam or other evaluation, through peer review and progressive

evaluation, participation in instrument design and program/instructor evaluation.

Final Learning Assessment and Demonstration

*Jan Lindsav*

*Registrar*

*Jan Lindsav*  
 Dean, Jan Lindsav

*P.H. Doyz*  
 Registrar