

# Course Schedule

**IMPORTANT: ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Syllabus for details.

Week	Module	Readings and Other Assigned Material	Activities and Assignments	Begin Date	End / Due Date	Weight (%)
Week 1	<a href="#">Module 01: Assumptions</a>	Text, Chapter 1	Discussion Groups for <a href="#">Activities</a> will be created by Technical Support		Check after Friday, January 15, 2021 at 4:30 PM	
			<a href="#">Introduce Yourself</a>		Friday, January 22, 2021 at 11:55 PM	Ungraded
Week 2	<a href="#">Module 02: History: Theoretical Approaches to Lifespan</a>	Text, Chapter 2  For a complete list of Course Reserves for this module, please see the Library Resources widget on the Course Home page	<a href="#">Activity 1</a> : Part 1		Friday, January 29, 2021 at 11:55 PM	1%
Week 3	<a href="#">Module 03: Stress Theory</a>	Barbara Brehm, Stress Management (see links to articles in Module 03)  For a complete list of Course Reserves for this module, please see the Library Resources widget on the Course Home page	<a href="#">Activity 1</a> : Part 2		Friday, February 5, 2021 at 11:55 PM	1%
Week 4	<a href="#">Module 04: Conception, Birth and Infancy</a>	Text, Chapter 3 and 5  For a complete list of Course Reserves for this module, please see the Library Resources widget on the Course Home page	<a href="#">Activity 2</a> : Part 1		Friday, February 12, 2021 at 11:55 PM	1%
			<a href="#">Assignment 1</a> : Part 1: Submit Essay Topic		Friday, February 12, 2021 at 11:55 PM	Ungraded
Week 5	<a href="#">Module 05:</a>	Text, Chapter 6 and 8	<a href="#">Activity 2</a> : Part		Friday,	1%

	<a href="#">Early Childhood</a>				February 26, 2021 at 11:55 PM	
			<a href="#">Activity 3</a>		Friday, February 26, 2021 at 11:55 PM	2%
<b>Reading Week (Saturday, February 13, 2021 to Sunday, February 21, 2021)</b>						
<b>Week 6</b>	<a href="#">Module 06: Middle Childhood</a>	Text, Chapter 10	<a href="#">Test 1</a>	Thursday, March 4, 2021 at 11:55 PM	Saturday, March 6, 2021 at 11:55 PM	15%
<b>Week 7</b>	<a href="#">Module 07: Adolescence</a>	Text, Chapter 11 and 12  For a complete list of Course Reserves for this module, please see the Library Resources widget on the Course Home page	<a href="#">Assignment 1: Part 2: Submit Essay Outline</a>		Friday, March 12, 2021 at 11:55 PM	5%
<b>Week 8</b>	<a href="#">Module 08: Young Adulthood</a>	Text, Chapter 13 and 14  For a complete list of Course Reserves for this module, please see the Library Resources widget on the Course Home page	<a href="#">Activity 4</a>		Friday, March 19, 2021 at 11:55 PM	2%
<b>Study Days (Saturday, March 13, 2021 to Tuesday, March 16, 2021)</b>						
<b>Week 9</b>	<a href="#">Module 09: Middle Adulthood</a>	Text, Chapter 15 and 16  For a complete list of Course Reserves for this module, please see the Library Resources widget on the Course Home page	<a href="#">Activity 5</a>		Friday, March 26, 2021 at 11:55 PM	2%
			<a href="#">Test 2</a>	Thursday, March 25, 2021 at 11:55 PM	Saturday, March 27, 2021 at 11:55 PM	15%
<b>Week 10</b>	<a href="#">Module 10: Late Adulthood</a>	Text, Chapters 17, 18, and 19  For a complete list of Course Reserves for this module, please see the Library Resources widget on the Course Home page				
<b>Week 11</b>						
<b>Week 12</b>			<a href="#">Assignment 1: Part 3:</a>		Friday, April 9,	20%

**Final Examination****35%**

## Official Grades and Course Access

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Official Grades and Academic Standings are available through [Quest](#).

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.

# Contact Information

## Announcements

Your instructor uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

For instructions on how to subscribe to Announcements, see the [Helpful How Tos](#) page in the **Activities and Assignments** section of the **Table of Contents**.

## Discussions

A [General Discussion](#) topic\* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

## Contact Us

Who and Why	Contact Details
<b>Instructor</b> <ul style="list-style-type: none"> <li>Course-related questions (e.g., course content, deadlines, assignments, etc.)</li> <li>Questions of a personal nature</li> </ul>	<p><b>Post your course-related questions</b> to the <a href="#">Ask The Instructor</a> discussion topic*. This allows other students to benefit from your question as well.</p> <p><b>Questions of a personal nature</b> can be directed to your instructor.</p> <p>Instructor: Peter Hymmen  <a href="mailto:pbhymmen@uwaterloo.ca">pbhymmen@uwaterloo.ca</a></p> <p>Your instructor checks email and the <a href="#">Ask the Instructor</a> discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.</p>
<b>Technical Support,</b> Centre for Extended Learning <ul style="list-style-type: none"> <li>Technical problems with Waterloo LEARN</li> </ul>	<p><a href="mailto:learnhelp@uwaterloo.ca">learnhelp@uwaterloo.ca</a></p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p><a href="#">LEARN Help Student Documentation</a></p>
<b>Learner Support Services,</b> Centre for Extended Learning <ul style="list-style-type: none"> <li>General inquiries</li> </ul>	<p><a href="#">Student Resources</a></p> <p><a href="mailto:extendedlearning@uwaterloo.ca">extendedlearning@uwaterloo.ca</a></p>

- o WatCards (Student ID Cards)
- o Examination information

Include your full name, WatIAM user ID, student number, and course name and number.

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\*Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

# Course Description and Objectives

## Description

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This course is about human development from conception to death. It is likely the only course that you will study that covers the whole lifespan. In many ways it differs from courses about childhood or adolescence. The course will focus on the expected life events that normally occur and how they may influence development.

## Objectives

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- Identify and describe the biological, psychological, and social factors in each chronological period.
- Identify and describe the qualitative changes and issues from one chronological stage to another.
- Identify, describe, and compare the major lifespan models.
- Identify and describe the environmental influences on development and the challenges they may present for the individual.
- Apply, illustrate, and explain connections between lifespan concepts and real life situations.
- Apply lifespan concepts to the self and observations of others and question discrepancies between conceptual material and observations.
- Identify, explain, and analyze (in writing) a lifespan event/transition.

*This online course was developed by Ken Mott, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.*

# About the Course Authors

## Course Author — Peter Hymmen

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### Education

Doctor of Philosophy (Candidate), Social Work, Wilfrid Laurier University  
Master of Social Work, Wilfrid Laurier University (2004)  
Bachelor of Arts (Honours), Social Development Studies, Renison University College (2002)

### Field of study

Peter's primary research interest concerns the development and implementation of effective treatment programs for youth involved with the justice system. His doctoral research focuses on understanding the systemic factors contributing to young people not completing mandated community-based treatment programs. He has recently written a critical review of the empirical evidence supporting single session therapy and walk-in counselling programs which has been accepted for publication with the *Journal of Mental Health*.



### Clinical experience

Peter's clinical experience has spanned a variety of settings including family counselling and mental health agencies, child and adolescent residential treatment and adult in-patient psychiatric treatment. He has practiced extensively with youth involved with the criminal justice system both in custodial and community-based settings. His clinical background has also involved work with child and adolescent boys who have acted out in sexually inappropriate ways, adult males who have perpetrated intimate partner violence, and parents involved with post-divorce conflict.

### Teaching

He is a part-time lecturer at Renison University College in Waterloo, Ontario. Peter has taught undergraduate courses in Social Research Methods, Social Work Practice and Lifespan Development Processes. He also has experience as a teaching assistant in graduate courses in Human Development Theory and Statistical Methods for Social Work Research.

### Publications

Hymmen, P., Stalker, C.A. & Cait, C.-A. (2013). The case for single-session therapy: Does the empirical evidence support the increased prevalence of this service delivery model? *Journal of Mental Health*. 22(1), 60-71.

Eckerle Curwood, S., DeGeer, I., Hymmen, P., & Lehmann, P. (2011). Using Strength-Based Approaches to Explore Pretreatment Change in Men Who Abuse Their Partners. *Journal of Interpersonal Violence*. 26(13) 2698–2715.

## Course Author — Professor Ken Mott

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### Educational Background

- B.A., Wilfrid Laurier University
- B.D., Vancouver School of Theology
- M.S.W., State University of New York at Buffalo
- Ed.D. (ABD), OISE, University of Toronto

### Research and Clinical Interests

Professor Mott has been involved in organizational need assessments, spirituality and social work, and educational approaches for child welfare. He has made presentations at several conferences.

His primary interest is in clinical social work and he worked for a number of years in Community Mental Health before teaching. He has served on the Board of Directors at First United Church, Waterloo, Shalom Counselling Centre, Waterloo and is presently the Chair of Interchurch Health Ministry, Canada. Recently retiring from Renison University College after 28 years, he was given the honour of “Professor Emeritus”, from the University of Waterloo.

### Philosophy of Teaching

Following the approach to education of John Dewey, Ken practices a "utilitarian approach" to teaching and education. In other words, learning is not just acquiring intellectual information but needs to be connected to real life. In this course, you will find many connections of theoretical concepts to personal experience of the learner and others. The purpose of the activities is to illustrate some of those relationships. Learning is also based on critical thinking where the learner compares experience and observation with the theory outlined in the course.

### Interests and Hobbies

Ken is a Do-It-Yourselfer. He enjoys doing renovations at his home and plans to do some major work at his cottage, which he calls paradise. He also enjoys music of various forms, fishing, swimming, and travel.

### Family

Ken has 3 children who are now on their own. He enjoys time with his grandsons and visiting his children in various locations of Canada and the USA. He and his wife, Nola, plan to do more travelling.

# Materials and Resources

## Textbook

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### Required:

1. *Lifespan Development, 6th Canadian Edition* (e-Text) Plus MyVirtualLife. Denise A. Boyd, Helen Bee, and Paul Johnson, Pearson Education Canada, 2017 (MyVirtualLife is optional). Students must choose e-text version - publisher will offer looseleaf copy to be ordered direct (for extra \$20 fee) once you access your code.

For textbook ordering information, please contact the [W Store | Course Materials + Supplies](#).

For your convenience, you can compile a list of required and optional course materials through [BookLook](#) using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

## Course Reserves

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Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

## Resources

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- Library services for [Co-op students on work term and Extended Learning students](#)

## Writing and Communication Centre

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The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit the [Writing and Communication Centre](#) home page. Group appointments for team-based projects, presentations, and papers are also available.

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

- [Suggestions for Improving Your Writing Assignment](#) (PDF)

## ONLINE APPOINTMENTS

Online appointments (using video, audio, and a shared text field) are available to students who are online learners, away on a co-op work term, or registered at one of Waterloo's satellite campuses. Simply request an online appointment when you book an appointment.

# Grade Breakdown

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Introduce Yourself	Ungraded
Activities	10%
Assignment 1	25%
Tests	30%
Final Examination	35%

# Course Policies - Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

## Relevant University Policies

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- [Policy 71 – Student Discipline](#)
- [Policy 73 – Intellectual Property Rights](#)

# University Policies

## Submission Times

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Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

## Accommodation Due to Illness

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**If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:**

### MISSED ASSIGNMENTS/TESTS/QUIZZES

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

**Email** a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

### MISSED FINAL EXAMINATIONS

Your faculty determines academic accommodation; therefore we advise you to speak with your professor if you anticipate being unable to fulfill academic requirements due to illness or other extenuating circumstances.

Further information about Examination [Accommodations](#) is available in the Undergraduate Calendar.

## Academic Integrity

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In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is

based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

## Turnitin

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**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

[Turnitin® at Waterloo](#)

## Discipline

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A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

## Appeals

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A decision made or penalty imposed under [Policy 70 - Student Petitions and Grievances](#), (other than a petition) or [Policy 71 - Student Discipline](#), may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

## Grievance

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A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

## Final Grades

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In accordance with [Policy 46 - Information Management](#), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

## AccessAbility Services

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[AccessAbility Services](#), located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

## Accessibility Statement

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The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#).

## Use of Computing and Network Resources

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Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

## Copyright Information

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### **UWaterloo's Web Pages**

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author and the University of Waterloo, unless otherwise stated. By accessing this course, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

### **Other Sources**

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant websites, resources, and services on the web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext

links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or [extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca).