**Course Proposal— Human Growth and Development Across the Life Span**  
Emmanuel College, Victoria University  
University of Toronto

### Course Identification

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EMP 2535 HS</th>
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<tbody>
<tr>
<td>Course Name:</td>
<td>Human Growth and Developmental Across the Life Span</td>
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<td>Contact hours:</td>
<td>36</td>
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### Instructor Information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Tony Toneatto, Ph.D. C.Psych. FIPA</th>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:tony.toneatto@utoronto.ca">tony.toneatto@utoronto.ca</a></td>
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### Course Prerequisites or Requisites

EMP 1741H Care and Community

### Course Description

Developmental psychology is the scientific study of how and why human beings change over the course of their life. Originally focused on the physical, motor, cognitive, intellectual, emotional, personality, social, and moral changes in infants and children, developmental psychology now includes adolescence, adult development, aging, throughout all stages of the entire lifespan. Several developmental stage theories have been developed, emerging from a diverse set of assumptions and models of human behavior, that divide human development into distinct stages which are characterized by quantitative and qualitative differences in behaviour. This course will survey the most important models of human growth and development including models that emphasize spiritual development across the lifespan. Formal theories of human growth and development within the Buddhist, Muslim and Christian perspectives will also be introduced.

### Methodology:

This course is primarily didactic consisting of readings from the assigned texts outlining the major features of the most important models of human development across the life span. Students will be encouraged to deepen their understanding by reading some of the recommended books in the bibliography. In addition, to encourage the processing of the class material students will be asked to (i) prepare weekly summaries of the key content from each class, and (ii) prepare weekly reflections connecting the class material and their own lived experience. In this way the abstract nature of the developmental theories can take on specific meaning and significance for each student. In addition each student is expected to come prepared to participate in discussion about the given reading or assignment, and are encouraged to engage their own unique experiences and perspectives from the entire life-span (i.e., young children, adolescents, the aged). Representatives of the Muslim, Christian and Buddhist faiths will also be invited to the class to present the unique perspective of their spiritual tradition on human growth and development. Finally, discussion of spiritual development, generally neglected in most developmental theories, will be facilitated as each model of human development is encountered.
Course Outcomes:

- **Models of Human Development**: Describe and compare the core concepts defining the major theories of human development across the lifespan.

- **Human Development and Spiritual Development**: Able to identify the core concepts for each developmental theory and discuss its implications for spiritual development, inclusive of all religious traditions.

- **Level of Application of Knowledge**: Validate and illustrate the various models of human development to one’s own lived experience (e.g., childhood, family, friends, society at large) and if applicable, within the psychotherapeutic context.

- **Professional Capacity**: Appraise and criticize the degree to which the major developmental models address spiritual development; extend the developmental models to integrate spiritual growth.

Required Text:


Course Evaluation:

Term Essay: 40% - critical examination of any specific development model with potential application/extension to spiritual development

Class Attendance: 10% - 1% per class

Weekly Reflection: 25% - 1-page, single-spaced, personal reflection of the previous class linking the class content to personal experiences; submitted weekly (2.5% each)

Class Summaries: 25% - 2-page, single-spaced, summaries of each class based on assigned readings; submitted weekly (2.5% each)

Course Policies:

Policies for courses are contained in the TST Basic Degree/Advanced Degree Handbooks:

1) Late Policy: 5% penalty per day of lateness.

2) Completion of Course Work: All course work (including any late work) must be completed by the end of term, the last day of exams. Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an extension be considered and this must be authorized by the Basic Degree Committee and the instructor.
3) Assignments: Essays and assignments can be submitted on Blackboard.

4) Consultation: Please do not hesitate to consult with me about any questions you may have.

5) Attendance: A minimum attendance of 80% is required for a passing grade. Habitual lateness for class will be counted as absence.

**Lecture Schedule:**

- **Week 1**
  - Introduction; Historical Roots of Human Developmental Theories; Description and Evaluation of Research Methodologies in Developmental Psychology

- **Week 2**
  - Developmental Biology, Cognition, Emotion and Language Communication Across the Life-Span

- **Week 3**
  - Psychoanalytic Theory of Development I: Drive Theory (Freud, Abraham); Ego Psychology (Hartmann, A. Freud, Spitz)

- **Week 4**
  - Psychoanalytic Theory of Development II: Object Relations Theory (Klein, Winnicott, Mahler); Theories of the Self (Kohut, Stern)

- **Week 5**
  - Life Cycle Theories: Erikson, Jung, Maslow

- **Week 6**
  - Attachment Theory: Bowlby and Ainsworth, Greenspan, Thomas and Chess

- **Week 7**
  - Cognitive Models of Development: Piaget, Vygotsky

- **Week 8**
  - Conditioning and Social Learning Models of Development: Pavlov, Skinner, Bandura

- **Week 9**
  - Moral Development: Kohlberg, Maslow, Baltes, Fowler

- **Week 10**
  - Buddhist, Christian and Muslim Models of Human Development across the Lifespan

- **Week 11**
  - Presentations by representatives of the Buddhist, Christian and Muslim faiths on the spiritual development within the lifespan

- **Week 12**
  - Final Class; Overview; Evaluation of the Developmental Models

**Bibliography**


**Academic Integrity:**
Students should read carefully the academic discipline policy on, and severe penalties for, plagiarism and cheating. These are set out in the University of Toronto’s Code of Behaviour on Academic Matters available through the Office of the TST Director (cf. TST Basic Degree Handbook, p.45) and on the web (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

**Grading Scheme:**

The grading scheme for this course, as with all TST courses, is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>profound and creative</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>excellent: clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations, broad knowledge base</td>
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<tr>
<td>B+</td>
<td>75-79</td>
<td>very good</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>good: good critical capacity and analytic ability; reasonable understanding of relevant issues, good familiarity with the literature</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>satisfactory: adequate critical capacity and analytic ability; some understanding of relevant issues and with the literature</td>
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<tr>
<td>FZ</td>
<td>0-69</td>
<td>failure: failure to meet the above criteria</td>
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**Course grades**

Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or college grading policy.

**Policies:**

**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices (information is available at http://www.accessibility.utoronto.ca). The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks (if small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still-counts as a direct quotation.)

Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook and the University of Toronto Code of Behaviour on Academic Matters.