

Preface

The First Canadian Edition: Adapted to Meet the Needs of Canadian Students and Instructors

Welcome to the First Canadian Edition of John W. Santrock's *Life-Span Development* text! The Santrock text's history of consistently current research, intellectually engaging, student-friendly writing style, and enticing illustrations has sustained its reputation as the most accurate and up-to-date text available in North America throughout the past quarter-century. Now, this same rich tradition is available as a Canadian text, integrating contexts and research relevant to our Canadian experience.

Why do we need a Canadian adaptation? The need for a Canadian version is found in questions posed by Canadian students and instructors. On the one hand, students wonder, "*Where am I in this text?*" and "*How does this theory apply to me? To my life? To my professional goals?*" On the other hand, Canadian instructors ask, "*Where is the Canadian research?*" and "*How can I supplement the text so my students will recognize their own experiences?*"

Canadian students who provided feedback on the First Canadian Edition reported that they could relate to the new content. Students were surprised to learn that, even after adjustments for population, Canadian statistics for teenage pregnancy, divorce, and STDs were considerably lower than U.S. rates. Upon reading selections about immigration, new Canadians stated: "That's just how I feel now that I am living in Canada" or "I didn't know that! Now I understand." Students reported that they enjoyed learning about the Canadian scene. They appreciated the comparisons between Canadian and U.S. approaches, enjoyed the content and statistical data, and were engaged by the accounts of life-span development contexts of their fellow Canadians. Having the opportunity to analyze cultural circumstances was inherently relevant, and students reported they were able to expand their understanding of cultural diversity. They also said that the various boxed features not only inspired classroom debates that carried on into the hallways, but, moreover, provoked lively discussions at home.

Canadian instructors who reviewed the First Canadian Edition cited Canadian content as the major strength of the text, and commended the authors for their thorough incorporation of current Canadian research. Reviewers found the inclusion of contemporary topics such as bullying, childcare policy, immigration, gambling, cultural beliefs about pregnancy, intervention strategies for youth at risk, attachment theory and relationships, and many others, not only relevant, but critical, stating that the Canadian content would foster student interest in and engagement with the course material. The reviewers also praised the depth of understanding of the Canadian multicultural mosaic "in implicitly reminding students that Canada has a place in the greater global context."

Uniquely Canadian Content

Those of us who have travelled to the United States either for business or pleasure recognize the myriad of differences between our two countries. The nuances of cultural differences are subtle, yet significant, noteworthy, yet often overlooked, and rarely, if ever, simple. Moreover, these differences are vital to any credible discussion examining psychosocial and emotional development over the life span. The text has been carefully adapted to provide a uniquely Canadian flavour to basic findings and major theories which are applicable to both countries.

What are some of the uniquely Canadian features of the text? First, the Canadian adaptation includes relevant Canadian ethnic groups: Anglo and French Canadians, Canadians of Asian descent, First Nations people, the many Eastern European immigrants, as well as Canadians of African and Caribbean descent. Second, since Canada's social policy is rooted in a more socialist orientation than U.S. social policy, this Canadian edition's coverage of family life, educational policies, and health care reflects these differences. Two examples are the text's coverage of Montreal's Bilingual Head Start Programs and the First Nations Head Start Programs. Third, uniquely Canadian research and statistical information, profiles of Canadian people, and socio-cultural boxed features highlight the Canadian context, making the text lively and relevant to faculty and students. (For a detailed look at content changes in the First Canadian Edition, please see "Chapter-by-Chapter Changes" on the next page.)

Enhancements to Existing Features of the U.S. Eighth Edition

Student-Friendly Approach

The Santrock text not only is conceptually strong, but is well-arranged, covering chronologically all the stages of the life span. Enticing illustrations, accessible language, and an engaging tone collectively offer a balanced analysis of founding theories as well as a model of critical analysis. Students are able to critique the theories based on their personal observations and experience, thereby internalizing the concepts and applying them to their professional goals.

Sensitivity to Cultural Diversity and the Canadian Mosaic

Our commitment to coverage of Canadian diversity was paramount and is evident throughout the text. Each chapter highlights Canadian people, approaches, and experiences, capturing

the ways in which culture, ethnicity, and gender influence life-span development. New photographs reflecting Canadian people and places have been included, making the content more relevant to our experience as instructors and students.



- The *Images of Life-Span Development* vignettes that introduce the chapters and the *Critical Thinking* boxes represent the Canadian ethnic balance and Canadian developmental contexts.
- The *Socio-Cultural Worlds of Development* boxes have been updated to include coverage of Canadian issues and people; for example, the First Nations Head Start program in Big Cove, New Brunswick (chapter 5).
- The *Careers in Life-Span Development* boxes appear in each chapter, highlighting Canadian careers in the field of life-span development, from the theorist to the practitioner.
- The *Taking It to the Net* exercises at the end of each chapter have been revised to include Canadian situations and Web resources.
- Canadian historical and personal interest stories have been included to illustrate the physical, cognitive, and socio-emotional concepts of the text.

A Comprehensive Pedagogical System

Life-Span Development, First Canadian Edition, contains a number of built-in study aids that help students comprehend, retain, and review the most important facts, theories, and concepts of life-span development.

- Each chapter opens with a cognitive map that provides a visual overview of the chapter. Mini cognitive maps appear several times within each chapter, providing an ongoing visual picture of chapter content.
- Summary tables appear at the end of each major section, providing an opportunity for review and reflection on information presented within.
- Key terms with definitions are provided in the text's margins.
- Cross-linkage icons appear in the text that refer students back to the primary discussions of key concepts.
- End of chapter pedagogy includes a recap of the chapter-opening cognitive map, a list of summary tables with page references, lists of key terms and key people with page references, and a set of "Taking It to the Net" exercises.

(For an overview of this pedagogical system, please see "Student-Driven Pedagogy" on page 23.)

The Most Contemporary Research

Every effort has been made to infuse *Life-Span Development*, First Canadian Edition, with the most up-to-date coverage of research available. To this end, every research area was carefully examined and new research was added where appropriate. New Web sites have been identified to provide additional links to

Canadian content. To ensure that the research in every area of the text reflects contemporary thinking, Canadian sources have been widely researched, Canadian experts in different areas of life-span development consulted, and Canadian students advised on many of the boxed features that enrich the material.

Technology

An important new addition to the first Canadian edition of *Life-Span Development* is the presence of a large number of relevant Canadian Internet connections. In every chapter, labelled icons in the margins signal students to go to the book's On-line Learning Centre to connect to other Web sites to read further about a topic that interests them.

Taking It to the Net exercises, featured at the end of each chapter, present students with problem-solving exercises that require them to visit Web sites accessible via the On-line Learning Centre. Students can explore Canadian and worldwide on-line research and resources and apply information to a variety of scenarios.

Chapter-by-Chapter Changes



CHAPTER 1: The Life-Span Developmental Perspective

- New opening vignette: A Tale of Two Citizens
- New figure and text showing the aging of Canada
- References to the events of Sept. 11, 2001 and Canadian events to show normative history-graded influences
- New career box: Jeffrey Deverensky
- Information on careers in life-span development in Canada



CHAPTER 2: The Science of Life-Span Development

- New career boxes: Teresa To, Douglas Symons, and Lisa Serbin
- Canadian photos to show cohort effects
- Addition of Canadian journals to journal list
- Coverage of CPA research guidelines



CHAPTER 3: Biological Beginnings

- New *Images of Life-Span Development* opening section raises questions concerning genetic engineering
- Revision of mitosis and meiosis discussion
- Revised section on sickle-cell anemia
- New material on Tay-Sachs Disease
- Revised section on reproduction challenges and options
- Extensively revised and updated coverage of heredity-environment interaction, including a discussion of Philippe Rushton's controversial research and his critics
- Career biography of psychologist Dick Sobsey featuring comments concerning ethics of genetic counselling



CHAPTER 4: Prenatal Development and Birth

- New opening vignette: Birth: Yesterday, Today, and Tomorrow
- New section on midwifery
- New research on maternal diabetes
- New section on gender ambiguity
- Conversion of measurements to metric
- Career biographies of Professor Ivy Bourgeault and midwife Carol Hird



CHAPTER 5: Physical Development in Infancy

- Revised coverage of SIDS
- Extensively rewritten discussion of breast-feeding in Canada
- New information on poverty and hunger in Canada
- New *Socio-cultural Worlds of Development* box featuring Big Cove New Brunswick First Nations Headstart Program
- Career biography of a lactation consultant: Susan Moxley



CHAPTER 6: Cognitive Development in Infancy

- Extensive reorganization and summary of Piaget's first stage of cognitive development
- New information on object permanence
- New research using habituation (Easterbrook et al., 1999)
- New research on bilingual language development (Genessee, 2001)
- Career biography of British Columbia Provincial Adviser for Infant Development Programs: Dana Brynelsen



CHAPTER 7: Socio-emotional Development in Infancy

- Parental leave policies in Canada
- Information on the needs for and quality of daycare in Canada
- New career box: E. Elaine Ferguson
- New exercise on services to poor First Nations families



CHAPTER 8: Physical and Cognitive Development in Early Childhood

- New opening vignette: O Brother!
- Canadian research on handedness and animism
- Canadian child health and death data
- New *Critical Thinking* box about male ECE teachers
- Shortened coverage of Piaget's preoperational period and Vygotsky's teaching strategies
- Canadian examples of Project Head Start
- New career boxes: Fran McDougall, Carole Peterson, and Caroline C. Piotrowski



CHAPTER 9: Socio-emotional Development in Early Childhood

- New opening vignette: Ryan and the Well Far Away
- Canadian research on preschoolers' understanding of emotions
- Canadian data on child maltreatment, divorce, and household composition
- Coverage of adopted Romanian children's attachment
- Shortened coverage on types of play
- Data on children's TV viewing
- Canadian responses to violence on TV



CHAPTER 10: Physical and Cognitive Development in Middle and Late Childhood

- New opening vignette: The Stars' Trip to Earth
- Canadian data on childhood obesity and exercise
- Data on behavioural and cognitive deficits in children
- Canadian responses to special education
- Shortened coverage on Piaget
- Canadian research on intelligence
- Bilingual policies and education in Canada
- New exercise about the ways in which businesses can work with learning disabled employees and job applicants
- New career boxes: J. Paul Boudreau and Donald H. Saklofske



CHAPTER 11: Socio-emotional Development in Middle and Late Childhood

- New opening vignette: School or Home: Which Is Better?
- Canadian research on moral reasoning and parenting
- Information on latchkey children and bullying in the Canadian context
- Canadian findings relating SES and academic performance
- Canadian data on ethnic composition in schools
- Comparison of science and mathematics performance of Canadian children and foreign children
- New *Critical Thinking* boxes on private school education and education of Aboriginal children
- New career box: Naomi Tyrrell



CHAPTER 12: Physical and Cognitive Development in Adolescence

- New opening vignette: Adolescence: A Time of Firsts
- *Critical Thinking* box: Aboriginal Teen Suicide—Why So Many?
- Extensively rewritten section on Adolescent Health Problems and Wellness includes Canadian statistics, interventions, and a discussion of recent concerns about gambling

- A look at Canadian curriculum innovations
- Healthy Relationships: A Violence Prevention Curriculum
- Technology Transforms the Classroom
- New career box on Wendi Kleiner d'Eon



CHAPTER 13: Socio-emotional Development in Adolescence

- New section on immigrant youth in Canada
- New approach to peer groups and pressure, emphasizing the positive elements
- New section on young offenders, including definition, policy, causes, and interventions, as well as Canadian approaches, policy, research, and statistics.
- New career biographies: Soni Dasmohapatra and Dr. Roger Tonkin
- New section, Young People Making a Difference, focuses on positive contributions of Canadian youth



CHAPTER 14: Physical and Cognitive Development in Early Adulthood

- New opening vignette featuring Canadian athlete Silken Laumann
- Canadian statistics and research on Health and Wellness
- New approach to Sexual Growth and Development
- New *Socio-cultural Worlds of Development* box: Employability: What Do Canadian Employers Want?
- New career box on Lorraine Haché



CHAPTER 15: Socio-emotional Development in Early Adulthood

- New opening vignette: Love, Marriage, and Family – What's Legal in Canada?
- New: Emotionally Focused Therapy—a completely new and Canadian approach to marital counselling developed by Sue Johnson and Les Greenberg
- Incorporation of Canadian research, statistics, and policy discussion
- New: Alternative Health Practices
- Career Boxes: Psychologists Dr. Enrico Di Tomasso, Dr. Susan Johnson



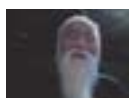
CHAPTER 16: Physical and Cognitive Development in Middle Adulthood

- New opening vignette: Physical Changes in Middle Age: The Onset of Aches and Pains, emphasizing the gradual and often humorous aspects of aging
- Canadian research and statistics incorporated throughout
- New: Poisoned Workplace Environment
- Career box on Elizabeth M. Lillie, pastoral counsellor



CHAPTER 17: Socio-emotional Development in Middle Adulthood

- New opening vignette: Middle-Age Variations illustrating Canadian stories
- Reorganization of Levinson's research to include his research on women and careers
- Incorporation of Canadian demographics
- New: Family caregiving in Canada
- New: Immigrants Define Canada
- Career box: Dr. Benjamin Schlesinger



CHAPTER 18: Physical Development in Late Adulthood

- Updated data on life expectancy in Canada
- New data on life expectancy at 65
- Revised coverage of research on centenarians
- Revised statistics reflect Canadian seniors' health
- Expanded discussion of accident rates and hip fractures
- Career biography of a psychologist who conducts research on aging: Thomy Nilsson



CHAPTER 19: Cognitive Development in Late Adulthood

- New section on retirement and work reflects the Canadian experience
- Revised information on mental disorders and suicide rates among the elderly
- Canadian statistics and research on dementia, Alzheimer's disease, and other afflictions
- Revised section on elder mistreatment
- Career biography of president of the Canadian Alzheimer Society: Stephen Rudin



CHAPTER 20: Socio-emotional Development in Late Adulthood

- New *Images of Life-Span Development* opening section: Jean Vanier
- Revised section on Policy Issues in an Aging Society
- New statistics concerning the social networks of Canadian elderly
- New information on informal caregivers
- Revised section on Income
- Revised section on Gender, Ethnicity, and Culture
- New information on grandparenting
- Revised *Socio-cultural Worlds of Development* box reflecting the triple threat of being female, ethnic, and elderly in Canadian society
- Career biography of board member of United Generations Ontario: Lindsay Davis



CHAPTER 21 Death and Grieving

- New *Images of Life-Span Development* opening section: Pierre Trudeau
- Revised statistics reflect Canadians' experience with dying and death
- New information on DNRs and living wills
- Palliative care section explores the Canadian context for end-of-life care
- Revised and expanded discussion of the euthanasia debate in Canada
- Revised, complete presentation of Kübler-Ross's theory
- Biography of palliative care advocate: Harry van Bommel

Supplements

The First Canadian Edition of *Life-Span Development* is accompanied by a comprehensive and fully integrated array of supplemental materials, both print and electronic, written specifically for instructors and students of life-span development.

Instructor Resources

i-Learning Sales Specialist

Your *Integrated Learning Sales Specialist* is a McGraw-Hill Ryerson representative who has the experience, product knowledge, training, and support to help you assess and integrate any of the below-noted products, technology, and services into your course for optimum teaching and learning performance. Whether it's how to use our test bank software, helping your students improve their grades, or how to put your entire course online, your *i*-Learning Sales Specialist is there to help. Contact your local *i*-Learning Sales Specialist today to learn how to maximize all McGraw-Hill Ryerson resources!

Instructor's Manual

This comprehensive manual has been fully adapted for Canada to provide a useful tool for both seasoned instructors and those new to the life-span development course. Each chapter includes a chapter outline, learning objectives, lecture suggestions, classroom activities, personal applications, research project ideas, suggested media resources, and handouts, as well as other features. The complete **Instructor's Manual** is available for download at the **On-line Learning Centre** at <http://www.mcgrawhill.ca/college/santrock/lifespan>.

Test Bank

The **Test Bank** has been extensively updated and adapted for Canada. It includes over 2,400 multiple-choice and short answer/brief essay questions for the text's 21 chapters. Each multiple-choice item is classified as factual, conceptual, or applied, as defined by Benjamin Bloom's taxonomy of educa-

tional objectives. Test items are also keyed to the learning objectives found in both the **Instructor's Manual** and **Student Study Guide**.

The test bank is also available electronically in a Brownstone format that allows instructors to select, edit, and/or write their own questions, print exams, administer network-based tests, collect grades, compile curve averages, generate reports, print a complete copy of the **Test Bank**, and more.

On-line Learning Centre

Visit the On-line Learning Centre at <http://www.mcgrawhill.ca/college/santrock/lifespan> to download the **Instructor's Manual** to accompany the text. The site also provides hotlinks for the text's marginal topical Web links and for the "*Taking It to the Net*" exercises that appear at the end of every chapter, as well as a host of other resources that instructors can use as assignment material.

Student Resources

Student Study Guide

The *Study Guide* has been completely adapted for Canadian students. Each chapter contains learning objectives, multiple-choice questions, matching quizzes, essay questions, vocabulary puzzles, research and Internet project ideas, and a list of relevant Web sites to help students succeed in the life-span development course.

On-line Learning Centre

Visit the **On-line Learning Centre** at <http://www.mcgrawhill.ca/college/santrock/lifespan> to take multiple-choice chapter quizzes, hotlink to Web sites associated with chapter material and *Taking It to the Net* exercises, and to search the book glossary, as well as other features.

Acknowledgements from Anne MacKenzie-Rivers, Kwan Ho Leung, and Thomas Malcomson

Anne MacKenzie-Rivers would like to thank the many people across Canada who assisted her with the various Canadian features, and her colleagues and students at George Brown College who read selections and provided feedback.

Kwan Ho Leung would like to thank those people who participated in the career profiles.

Tom Malcomson would like to thank his colleagues who read the manuscript and the library staff at George Brown College.

The Canadian authors would also like to thank the helpful and thoughtful people of McGraw-Hill Ryerson whose professionalism made working on this book a pleasure. We especially wish to thank Jennifer Lamantia, whose responsiveness to her

customers' needs made this book possible; Jennifer DiDomenico, Jim Zimmerman and Lesley Mann whose rigorous editorial advice was invaluable; Veronica Visentin who got the ball rolling; as well as James Buchanan, and Kelly Dickson for their editorial and production assistance.

Last but not least, we extend our thanks to those instructors whose thoughtful reviews informed the text:

Karen Bax, University of Ottawa
 Wendy Bourque, University of New Brunswick
 Jacqueline Kampman, University College of the Cariboo
 Evelyn Kita, Niagara College
 David Lethbridge, Okanagan University College
 Karen Z.H. Li, Concordia University
 Nancy Ogden, Mount Royal College
 Verna Pangman, University of Manitoba

Acknowledgments from John W. Santrock

A project of this magnitude requires the efforts of a great many people. I owe special gratitude to Rebecca Hope, Senior Sponsoring Editor, and to Sharon Geary, Director of Development and Media, for their outstanding guidance and support. I also benefited enormously from Glenn Turner's extensive, detailed analysis and recommendations. Chris Hall, marketing manager, also made special contributions to the book's direction and presentation. Jane Vaicunas, Editorial Director, Thalia Dorwick, editorial vice president, and Bob McLaughlin, national sales manager, also deserve a great deal of thanks for their support of this book. I also want to give special thanks to Marilyn Rothenberger, Project Manager, and Wendy Nelson, copy editor, for their outstanding work on the book's production. I value not only the extraordinary, competent professional relationship I have with these individuals, but also their friendship.

I also owe a special gratitude to the instructors who teach the life-span course and have provided detailed feedback about the book. Substantial changes in the eighth edition of Life-Span Development are based on their feedback. In this regard, I thank the following individuals:

Patrick K. Ackles, *Michigan State University*
Gary L. Allen, *University of South Carolina*
Lilia Allen, *Charles County Community College*
Doreen Arcus, *University of Massachusetts, Lowell*
Renee L. Babcock, *Central Michigan University*
Alice D. Beyrent, *Hesser College*
Stephanie Bleharczyk, *Keene State College*
Karyn Mitchell Boutin, *Massasoit Community College*
Sandra Y. Boyd, *Houston Community College*
Michelle Boyer-Pennington, *Middle Tennessee State University*
Ann Brandt-Williams, *Glendale Community College*
Meredith Cohen, *University of Pittsburgh*

Diane Cook, *Gainesville College*
Ava Craig, *Sacramento City College*
Tom L. Day, *Weber State University*
Darryl M. Dietrich, *College of St. Scholastica*
Mary B. Eberly, *Oakland University*
Dan Fawaz, *Georgia Perimeter College*
Lynne Andreozzi Fontaine, *Community College of Rhode Island*
Kathleen Corrigan Fuhs, *J. Sargeant Reynolds Community College*
Jean Berko Gleason, *Boston University*
Dan Grangaard, *Austin Community College*
Rea Gubler, *Southern Utah University*
Laura Hanish, *Arizona State University*
Ester Hanson, *Prince George's Community College*
Amanda W. Harrist, *Oklahoma State University*
Debra Hollister, *Valencia Community College*
Heather Holmes-Lonergan, *Metropolitan State College of Denver*
Ramona O. Hopkins, *Brigham Young University*
Susan Horton, *Mesa Community College*
Kathleen Day Hulbert, *University of Massachusetts, Lowell*
Kathryn French Iroz, *Utah Valley State College*
Kevin Keating, *Broward Community College*
Kathy Manuel, *Bossier Parish Community College*
Allan Mayotte, *Riverland Community College*
Susan McClure, *Westmoreland Community College*
Dorothy H. McDonald, *Sandhills Community College*
Sharon McNeely, *Northeastern Illinois University*
Karla Miley, *Black Hawk College*
Jessica Miller, *Mesa State College*
David B. Mitchell, *Loyola University*
Pete Peterson, *Johnson County Community College*
Robert Poresky, *Kansas State University*
Christopher Quarto, *Middle Tennessee State University*
Nancy Rankin, *University of New England*
Mark P. Rittman, *Cuyahoga Community College*
Nancy Sauerma, *Kirkwood Community College*
Elisabeth Shaw, *Texarkana College*
Gregory Smith, *University of Maryland*
Donald M. Stanley, *North Harris College*
Jean A. Steitz, *The University of Memphis*
Stacy D. Thompson, *Oklahoma State University*
Gaby Vandergiessen, *Fairmont State College*
Stephen Werba, *The Community College of Baltimore County—Catonsville*
Linda B. Wilson, *Quincy College*