

Life Span Development

HDCN 6320

August 5, 2014 – October 7, 2014

Tuesday 6:00 PM – 10:15 PM

Lecturer:

Terrie L. Naramor, Ph.D.

Phone: [REDACTED]

Email: [REDACTED]

Office Hours: By appointment

Required Texts:

Newman, B. and Newman. P. (2015). Development Through Life: A Psychosocial Approach (12th Edition). Cengage Publishing.

ISBN-10: 1285459962

ISBN-13: 9781285459967

Publication Manual of the American Psychological Association (6th Edition). Washington, D.C. American Psychological Association.

Supplemental reading may be required. In this case, the instructor will provide hard copies or direct students to electronic resources.

General Reminders:

No internet/email use on laptops during class

No disruptive eating during class

No talking when another individual is speaking

COURSE PURPOSE AND GOALS

The purpose of Life Span Development HDCN 6320 is to gain a working knowledge of life span development principles for use in an applied counseling setting.

Learning Objectives	Observable Outcomes
Identify key theorists and describe their contributions to developmental psychology in terms of psychodynamic, behavioral, cognitive, ecological, and eclectic perspectives	Students will demonstrate mastery of key developmental theories by answering questions on midterm and final exams and completing all assigned projects and presentations.
Discuss themes that dominate research and the application of developmental principles in practice such as the continuity and discontinuity of age related changes across the life span.	Students will demonstrate knowledge of prevailing developmental themes through classroom presentations, discussions, and film analysis.
Communicate orally and in writing the defining physical, cognitive, social, and emotional features of infants, toddlers, early childhood, middle childhood, adolescence, adulthood, and elderhood.	Students will demonstrate mastery of major physical, cognitive, social and emotional milestones across the lifespan by answering questions on midterm and final exams and completing all assigned projects and presentations.
Identify basic human anatomy and its function as related to lifespan development. This primarily includes the brain, central nervous system and endocrine system.	Students will demonstrate knowledge of basic human anatomy and function by answering questions on the midterm and final exams.
Integrate life span developmental theories with other disciplines in the field of psychology such as neuropsychology and school psychology.	Students will demonstrate an integrated knowledge of prevailing developmental themes through classroom presentations and discussions.

COURSE CALENDAR

Week	Date	Topics	Readings
1	8/5/14	Overview of course and syllabus Overview of course requirements/assignments Counseling center guest to discuss mock counseling requirements Development Through Life	Chapter 1
2	8/12/14	Discuss presentation assignment and sign-ups Major Theories Psychosocial Theory	Chapters 2,3
3	8/19/14	Pregnancy and Prenatal Care Infancy Toddlerhood "Expert" Presentations	Chapters 4,5,6
4	8/26/14	Watch film on your own prior to Week 4 Discuss film assignment Early School Years Middle Childhood "Expert" Presentations	Chapters 7,8
5	9/2/14	Midterm Exam Classroom discussion and lecture on assessment "Expert" Presentations	
6	9/9/14	Early Adolescence Late Adolescence "Expert" Presentations	Chapters 9,10
7	9/16/14	Early Adulthood Middle Adulthood "Expert" Presentations	Chapters 11,12
8	9/23/14	Developmental Milestone Chart due Late Adulthood Elderhood "Expert" Presentations	Chapters 13,14
9	9/30/14	Death and Dying "Expert" Presentations Film – Part 1 and Discussion	Chapter 15
10	10/7/14	Final Exam Film – Part 2 and Discussion Film Analysis Paper Due	

ASSIGNMENTS

There are six areas in which your work will be evaluated, as shown on the table below. A grading scale is also provided which shows graduate level grading. Expectations for attendance, classroom participation, and all assignments are also provided.

Course syllabi are intended to provide students with basic information concerning the course. The syllabus is best viewed as a “blueprint” for the course. The instructor reserves the right to make changes in the syllabus (such as due dates for assignments); however, students will be informed of any substantial changes in a timely manner.

Course Assignments

Grading and Evaluation	
Assignment/Activity	Points Possible
Class Attendance and Participation (includes mock counseling sessions)	200
“Expert” Presentation	100
Developmental Milestones Chart	150
Film Analysis	150
Midterm Exam	200
Final Exam	200
Total Points Possible	1,000

Graduate Level Grading

Grade	Performance Description	Percentile Range
A	Exceptional	93-100
A-		90-92
B+	High Pass	87-89
B		83-86
B-	Pass	80-82
C+ to F	Failure – any grade of C+ or below	≤ 79

Assignment Descriptions

Class Attendance and Participation

The class participation grade is based on attendance, punctuality, preparation, and the quality and degree of student participation and discussion while in class.

Class Attendance and Punctuality

Regular attendance is required and considered integral to learning. Likewise, students are expected to arrive to class on time, return from breaks at the time specified, and remain in class for the entire period or until dismissed by the instructor.

All class periods will involve class discussion and activities that cannot be made up due to absences. Students may not request make-up work for missed in-class activities or class notes from the instructor. In the event an unavoidable absence causes a student to miss an exam, the student should contact the instructor in advance and arrange for a make-up exam date. Examples of unavoidable absences include student or close family member illness, death of a close family member, car accidents, injuries requiring medical attention, etc. Examples of absences that will not be considered unavoidable include vacations, family gatherings, conference travel, rest days, etc. In the case of a true emergency, please notify the instructor as soon as possible.

Preparation, Participation, and Decorum

Preparation and classroom environment. Students should arrive at each class meeting having completed all of the assigned readings and be sufficiently familiar with the readings to engage in discussions. All students are responsible for participating in class discussions and activities. All students are expected to maintain a respectful and courteous demeanor toward other students and the instructor. All students are expected to contribute to a safe classroom climate free from judgment, derision, or marginalization. Any student who finds the conduct of another offensive is encouraged to respectfully voice a concern in class or have a private conversation with the instructor. Any student who has particular difficulty participating should discuss this privately with the instructor prior to the second week of class.

Electronic media and distractions. Please turn off (or set on silent/vibrate) all cell phones and other electronic devices, including laptops. Please do not engage in any other activity while in class (working on another assignment, reading, surfing the net, instant messaging, etc.). Notes should be written by hand and may be transcribed into electronic form outside of class time.

Breaks and meals. Light snacks and soft drinks or water may be consumed in the classroom. One 20 minute break will be taken during the class session each week.

Students may earn up to 20 points per class session for attendance and participation in class. Students who are more than 5 minutes tardy (or chronically tardy) will lose 5 participation points for each occurrence. Students will lose 20 participation points for each absence. Students missing more than two classes may:

- Receive a grade of Incomplete if the requirements to do so have been met
- Receive a failing grade for the course
- Drop or withdraw from the course. (This option may have financial and/or financial aid consequences. Students should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling Program and consult with the Program Specialist if they believe this is a possibility.)

Religious Observance. Religiously observant students whose practices require them to miss class should notify the instructor in writing prior to week 2 of class. If an exam is missed due to a religious observance, advanced arrangements should be made with the instructor for making up the exam. Additionally, the student may earn class participation points by completing an additional assignment. The scope and details of the assignment are to be arranged directly with the instructor.

University Extracurricular Activities. Students participating in officially sanctioned, scheduled university extracurricular activities should notify the instructor in writing prior to week 2 of class. If an exam is missed due to a religious observance, advanced arrangements should be made with the instructor for making up the exam. Additionally, the student may earn class participation points by completing an additional assignment. The scope and details of the assignment are to be arranged directly with the instructor.

“Expert” Presentation Assignment

Each student will be required to make one classroom presentation lasting 20 minutes. The student will choose a topic on which she/he can become an “expert” and teach the remainder of the class about their chosen topic. The instructor will provide a list of presentation topics with sign-ups during week 2 of class. Each “expert” presentation will be worth 100 points. Presentations will correspond with the appropriate week of readings and instruction during the course.

The student will provide the instructor with an outline of the presentation and references (in APA format). Each presentation should include a minimum of 5 references, at least 3 of which are to be peer-reviewed journal articles. A grading rubric will be provided at the time of sign-ups during week 2.

Developmental Milestones Chart Assignment

Students will construct a chart, or any type of visual of their choosing, to depict life span developmental milestones. Theorists that must be included at each appropriate age level are: Piaget, Erikson, Kohlberg, Bandura, Vygotsky, Mahler, and Jung (the instructor will likely add to this list throughout the course). Other theorists of the student's choosing can be included. Your visual should highlight the essential developmental features of each age category and a sampling of concerns or issues relative to that age. **Students should place greater emphasis on the age group with which they anticipate working with in the future.** Students should indicate (either on the chart or by informing the instructor) which age group they have chosen to emphasize.

The goal is to develop a chart that assists you in your graduate studies, clinical practice, and for license preparation, etc. Students may collaborate on this project but each must turn in their own chart. Developmental Milestones Charts are due on week 8 and must include the ages discussed in chapters 5-14 of the text (Infancy through Elderhood).

This assignment is worth 150 points. A grading rubric will be provided prior to week 5 of the term. Creativity is encouraged, however, the instructor is most interested in the development of charts that will be useful to the student for a long period of time. This assignment will be very easy to complete if the student works on it each week as we discuss each stage of development.

Film Analysis Assignment

Students will watch the film "Secondhand Lions" on their own time prior to week 4. The class will watch the film together during weeks 9 and 10 of the term and discuss various developmental themes and topics presented in the movie. The goal is to assist the student in thinking like a counselor. The instructor would like the student to be able to identify such constructs as: parenting style, attachment, Piaget's developmental crises, Kohlberg's theory of moral development, etc. Of course the student's understanding of these constructs will develop over the weeks of the term.

Students will choose from a list of questions provided by the instructor. Students will be required to respond to a minimum of 5 questions, but no more than 10 questions, from the list provided. The student is to analyze the content of the film in light of the course content, using the textbook to support their understanding of the events in the film. For example, there will be a question about parenting styles. The student will analyze May's (or the bachelor uncles') parenting styles. They will need to identify the style (using the theories provided in the text), provide evidence to support the decision (by giving examples from the movie), and give an opinion about the effectiveness of the parenting style.

This assignment is worth 150 points. A grading rubric will be provided. The student is to present the instructor with 5 single-spaced pages of responses. The student may double space between questions. The student will identify which question(s) they have chosen to respond to with a number at the beginning of the response. Do not type out the entire question. The pages should be filled with the student's responses rather than repeating the questions or providing useless or repetitive information. A title page (APA format) should accompany each film analysis. This assignment is due on the final day of class but may be turned in week 9.

Midterm Exam

The midterm exam will be administered at the beginning of class on week 5. The midterm exam will be worth 200 points. The midterm exam will consist of 100 multiple choice questions which will be taken from the textbook readings (Chapters 1-8). The instructor will provide essay questions for extra credit. Each student may answer up to 2 essay questions worth a maximum of 10 points each. A list of 5 essay questions will be provided.

Students will be given two hours of classroom time to complete their midterm exam. After a break, class will resume and dismiss at the regular dismissal time of 10:15 PM. If a student completes their exam early, they may leave the classroom but are asked to not loiter in the hallway where they may distract others still working on their exams.

Final Exam

The final exam will be administered at the beginning of class on week 10. The final exam will be worth 200 points. The final exam will consist of 100 multiple choice questions which will be taken from the textbook readings (Chapters 9-15). The instructor will provide essay questions for extra credit. Each student may answer up to 2 essay questions worth a maximum of 10 points each. A list of 5 essay questions will be provided.

Students will be given two hours of classroom time to complete their final exam. After a break, class will resume and dismiss at the regular dismissal time of 10:15 PM. If a student completes their exam early, they may leave the classroom but are asked to not loiter in the hallway where they may distract others still working on their exams.

GENERAL INFORMATION

Late and Make-Up Work Policy

All assignments are due at 6:00 PM on the posted dates. In general, there is a 10% penalty for each day an assignment is late. If an assignment is more than 3 days late, it will not be accepted and a grade of "0" will be recorded. Students who are absent on the day an assignment is due may submit the assignment electronically by 6:00 PM on the due date. If extreme, unavoidable circumstances prevent completion of an assignment by the due date, the student should contact the instructor as far in advance of the due date as possible to determine whether an extension will be allowed. In-class participation grades cannot be made up.

Grades of Incomplete

A student may receive a grade of "I" (Incomplete) if at least 50% of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of "I" is given, the instructor will provide written instructions to the student and to the University registrar, detailing the remaining requirements and setting a completion date in order to convert the Incomplete to a letter grade. These instructions will also provide the letter grade that is to be awarded if the requirements are not met by the due date. The maximum period of time allowed to clear the "I" is 12 months.

If the student's work is incomplete, poor quality, and unacceptable, a grade of "F" will be awarded. The grade of "I" does not authorize a student to attend the course during a later term. Graduation candidates must clear all "I" grades prior to the deadline in the Official University Calendar. In some cases, this may allow fewer than 12 months to complete the assignments and clear the "I" grade. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of "I" to the grade indicated by the instructor at the time the grade of "I" was awarded.

For graduate students, a maximum of 2 (6 hours) concurrently held grades of "I" in courses other than thesis are allowed. If this maximum is reached, the student will be allowed to take only 1 three-hour course per term until the "I" total is reduced. Students who accumulate a

total of 3 grades of “I” in courses other than thesis will be put on probation and not be allowed to enroll in further courses until the total is reduced.

Academic Integrity

Students must adhere to the SMU Honor Code as described in the Student Handbook. Students in counseling training are dually responsible for abiding by all applicable ethical standards, as mandated by University policy and professional codes of ethics. Please review the University policies on the responsibilities and penalties regarding academic honesty. Ignorance of academic and/or professional ethical standards does not excuse ethical infractions. Unethical practices are determined by behavior, not students’ intentions. Any incidents of academic or clinical ethics infractions will be reported for investigation.

Unless other specified in the syllabus, all course assignments and exams must be the student’s original work, produced by the individual to whom the work is assigned.

Disability Accommodations

Students needing academic accommodations for a disability must first contact Disability Accommodations and Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

In addition, if you have difficulty that is not qualify as a recognized disability but which affects your ability to succeed in the course, please meet with the instructor within the first two weeks of the semester or as soon as possible in order for reasonable accommodations to be made. The instructor will try to be sensitive to issues such as extreme fear of public speaking, shyness, cultural traditions, or upsetting personal events that may affect a student’s success. The instructor is willing to work with such a student to overcome obstacles or find appropriate ways around them.

Changes to Course Structure and Schedule

Changes to the course structure, content, or schedule may become necessary in order to enhance the teaching/learning experience and/or to make up missed classes due to holidays. In addition, changes to course requirements deadlines, and grading percentages may be subject to change due to campus emergencies such as widespread illness, weather emergencies, or collective traumatic events. The University and the instructor will provide updates, information, and resources as needed in such emergencies.

Life Span Development

HDCN 6320

Fall 2014

I am enrolled in the Life Span Development course for the Fall 2014 term. I have received a copy of the course syllabus. I was in attendance when the course syllabus was covered by the instructor and discussed during the first class meeting. I had an opportunity to ask any questions or request clarification of any and all aspects of the syllabus.

Student Signature

Date

Contact Information for the student:

Preferred phone number: _____

Preferred email: _____

Any additional information that you believe the instructor should have or know about you may be entered below. You may use the back of the page if needed.