

Life Span Development

HDCN 6320

Fall Term

Please note: "This syllabus is subject to modification and, if changes are made, students will be notified in writing and provided an addendum."



Instructor: Dr. Nina Rios-Doria
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Course Dates:

August 6 – October 8

Wednesdays from 6:00 – 10:15pm

Office Hours: By appointment

Required Readings:

Kail, R. and Cavanaugh, J. (2014). Essentials of Human Development: A Life-Span View. Cengage Publishing. ISBN-10: 1-133-94344-6

Course Overview:

This course will cover central issues related to human development that arise throughout the lifespan. We will discuss the continuity and change within the developing individual across cognitive, social, emotional, and physical domains from birth to death.

LEARNING OBJECTIVES	OBSERVABLE OUTCOMES
Identify key theorists and describe their contributions to developmental psychology in terms of psychodynamic, behavioral, cognitive, ecological, ethological, and eclectic perspectives	Students will demonstrate mastery of key developmental theories by answering questions on midterm and final quizzes.
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 by writing reflections on current news issues and sharing these findings in class discussions.
Communicate orally and in writing the defining physical, cognitive, social, and emotional features of infants, toddlers, early childhood, middle childhood, adolescence, and adulthood.	Students will demonstrate an understanding of major physical, cognitive, social, and emotional milestones across the lifespan by answering questions on midterm and final quizzes and through additional class assignments.
Identify basic human anatomy including the central nervous system, along with structures and functions of the neuron and brain.	Students will demonstrate knowledge of basic human anatomy and brain functions/structures by answering questions on midterm and final quizzes.
Integrate life span developmental theories with other psychology disciplines.	Students will demonstrate an integrated knowledge of prevailing developmental themes by writing reflections, sharing these findings in class discussions, as well as including this information in a book and additional readings.

Course Requirements:

150 pts

Participation and Attendance:

This will be an interactive class with students playing an active role in class activities, presentations, and discussion. Each student can earn 15 points per class period. All readings should be done before class. All readings should be done before class. Any student who is unable to attend all classes should discuss this with the instructor. If you are absent from class it is your responsibility to know what was missed.

Assignments:

50 pts

1 journal article- You will be required to present one journal article to the class of recent research that is relevant to the current developmental stage we are discussing that week.

150 pts

Movie Analysis – Watch a movie that characterizes any of the concepts included in this course. A movie list will be provided. Students will select one character in the film and study and analyze the person’s development using one or two developmental theories discussed in class or the text. Other facts related to development can be included as well. (3+ pages)

100 pts

Self Awareness paper – This will be a reflective paper about your upbringing and events in your life that influenced and impacted your development (cognitively, emotionally, physically, and socially). Also, how these experiences will play a role for you as a counselor. (3+ pages)

150 pts

“In the News”- Each week, a portion of class time will be spent in brief student presentations (10 -15 minutes each). The purpose of this assignment is for you to relate to real life situations where there is an impact on human development across some of the topics discussed in your text. Find a news article or TV report (it may be interesting to compare how different media sources present the same story) that examines a lifespan concept related to the readings due the week of your discussion. More information will be distributed in class.

Credit

Mock Counseling Session (details at end of syllabus)

Exams:

20 pts

Mid term – The midterm will cover chapters 1 - 9

20 pts

Final Exam – The final exam will cover chapters from 10– 16.

Date of Class	Class Topic	Course Readings
August 6	<ul style="list-style-type: none"> ▪ Introduction and Syllabus ▪ The Study of Human Development 	Chapter 1
August 13	<ul style="list-style-type: none"> ▪ Heredity, prenatal development and Birth ▪ Physical, perceptual and Motor Development 	Chapter 2 & 3
August 20	<ul style="list-style-type: none"> ▪ Cognitive and Socioemotional development in Infancy and Early Childhood 	Chapter 4 & 5 Self awareness paper due
August 27	<ul style="list-style-type: none"> ▪ Cognitive, physical, and socioemotional development in Middle Childhood 	Chapters 6 & 7
September 3	<ul style="list-style-type: none"> ▪ Physical, cognitive and socioemotional development in Adolescence 	Chapter 8 & 9 Review for Midterm
September 10	<ul style="list-style-type: none"> ▪ Review ▪ Midterm ▪ Physical, cognitive, and personality development in Young Adulthood 	MIDTERM Chapter 10
September 17	<ul style="list-style-type: none"> ▪ Forming relationships in young and middle adulthood ▪ Occupational and lifestyle issues in Young and Middle Adulthood 	Chapter 11 & 12 Movie Analysis Due

September 24	<ul style="list-style-type: none">▪ Making it in Midlife▪ The personal context of later life	Chapters 13 & 14
October 1	<ul style="list-style-type: none">▪ Social aspects of later life▪ The final passage: dying and bereavement	Chapters 15 & 16 Review for Final
October 8	<ul style="list-style-type: none">▪ Review of class▪ Activity	FINAL EXAM

Overall Grading Criteria

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 _≥	0.0	0.0

SMU grades are recorded as A, A-, B+, B, B-, C+, C, C-

(A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80 – 82, and any C is 79 or below).

Please Note: In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary.

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent 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 must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. 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 given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Disability Accommodations:

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Instructors may utilize their own grading criteria concerning absences and tardiness, but following are some points that must be integrated into your syllabus as a Statement on Attendance. You may make your statement more stringent, but you may not make your statement less stringent.

Statement on Attendance:

- Instructors should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
 - o receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
 - o receive a failing grade for the course
 - o drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar14-15> then consult with the Assistant Director if they believe this option is a possibility.)

MOCK COUNSELING INSTRUCTIONS

Mock counseling between the Practicum student counselor and the Life Span student is to be used as a personal growth opportunity and provide Practicum students with the ability to practice new interventions and further develop novice clinical skills. Each Life Span student will complete a Personal Growth Plan to be used as a basis for session discussions and personal and/or professional progress during the term.

All Life Span Mock Counseling activities used by the student counselor are being implemented with the goal of practicing basic microskills prior to using them with a real client. Thus, full participation by the Life Span student is expected and required as part of the Life Span course, and the Student Counselor should not rush through activities, processing or the session, which should last the full 50 minutes.

Mock counseling sessions will begin the third week of the term. **Five mock counseling sessions, one per week, must be scheduled by each Life Span student no later than the second week of the term.** Life Span students may either call the Center for Family Counseling at 972-473-3456 or drop by the office to schedule a standing appointment for the five sessions.

Practicum student counselor's role:

- (1) introduce and complete with the Life Span student the Life Span Personal Growth Plan during the first session; discuss progress on the Life Span Personal Growth Plan the following sessions
- (2) practice/implement basic microskills when implementing activities or techniques
- (3) take the last 10 minutes of each session and process with the Lifespan student any suggestions they have for the implementation of the intervention from their perspective in the role of the "client"
- (4) save all of the products the Life Span student creates from the activities and put them in a file along with a copy of the activity description so that the Life Span student can keep them for future use.
- (5) complete the Life Span Mock Counseling Verification Form at the completion of the sessions and provide a signed copy to the Life Span student
- (6) log all hours seeing a Life Span student as "Direct Client Contact" in Time2Track
*Not every Practicum student counselor will be scheduled with a Life Span student due to student availability.

Life Span student's role:

- (1) sign the Life Span Student's Mock Counseling Agreement Statement below and submit to the Life Span instructor before scheduling mock counseling sessions
- (2) schedule with the Clinic Coordinator five session times to meet with a Practicum student counselor
- (3) attend five mock counseling sessions, complete the Life Span Personal Growth Plan, and participate in the student counselor's counseling techniques and selected activities
- (4) understand the potential results of disclosing any information from the referral criterion topics
- (5) offer the Practicum student counselor helpful feedback at the end of the session regarding the experience participating in the activity and suggestions on the implementation of the activity to be used for the future
- (6) **obtain a signed copy of the Life Span Mock Counseling Verification Form at the completion of the sessions and provide it to the Life Span course instructor**

Every session will be supervised by a licensed professional of the SMU Masters of Counseling faculty and staff and may be viewed by those who are affiliated with the SMU Center for Family Counseling. If you discuss any items on the referral criterion list, it may be within our obligation to intervene through legal and ethical codes as a counseling professional. If a Life Span student has concerns that warrant counseling/therapy treatment, it is that student's obligation to arrange for those services at another facility (e.g., student counseling on main campus). If the Life Span student discloses issues such as those topics on the referral criterion list below that are beyond the scope of mock counseling and the services offered by the Center for Family Counseling, the student counselor may discontinue mock counseling and refer the Life Span student for appropriate therapeutic services elsewhere.

Referral Criterion:

- Substance use and abuse
- Process addictions
- Illegal behaviors
- Suicidal or homicidal ideation or intention
- Self-injurious behavior
- DSM diagnoses and medications
- History of abuse (domestic violence or child abuse)
- Inpatient or residential treatment history
- Grievances against peers, faculty, or SMU Masters of Counseling program
- Mental health issues that illicit the need for long-term treatment provided by one seasoned therapist

Life Span Student's Mock Counseling Agreement Statement

I understand that the purpose of this assignment is for the Practicum student to practice new interventions and further develop their clinical skills, and I should only use this experience as an opportunity for personal growth and not for treatment of serious personal and/or clinical issues in the form of psychotherapy.

I acknowledge that if any information is shared with the practicum student that is of concern to the practicum student and their supervisor, I agree with the terms that I may be referred to the SMU Counseling Center on the main campus and will be required to complete the remaining sessions through actual psychotherapy counseling by a licensed clinical professional. An Incomplete will be received as a grade for the Life Span course until proof of counseling sessions has been demonstrated on my behalf.

Life Span Student Printed Name

Life Span Student Signature

Date