HDCN 6320- Lifespan Development Department of Dispute Resolution and Counseling Southern Methodist University Fall Term 2013

Wednesdays (6pm-10:15pm)

BE AWARE! Our first class meeting will be on Wednesday, August 14. We will discuss make-up at that time.

INSTRUCTOR INFORMATION

Professor: Chris Simpson, Ph.D., LPC-S
Hours: Wednesday 5pm-6pm

Or as arranged

Office: SMU in Plano, Building 3

Phone: 972.473.3402 (Counseling main office)

972.473.3425 (Counseling main office fax)

E-mail: simpson@smu.edu

Grading:

2 Quizzes	240pts
2 "In the News" Write-ups	20pts
Book Review/Analysis	30pts
Discussion Questions	10pts
Total	300pts
AU = ::	

All 5 items must be completed to earn course credit.

Textbook: HDEV, 3rd ed.

Spencer A. Rathus

LTR	Range	Points
Α	93 – 100	278 – 300
A-	90 – 92	269 – 277
B+	87 – 89	260 – 268
В	83 – 86	248 – 259
B-	80 – 82	239 – 247

Any grade of a "C" or lower must be retaken.

LTR	Range	Points
C+	77 – 79	230 – 238
С	73 – 76	219 – 229
C-	70 – 72	209 – 218
D+	67 – 69	200 – 208
D	63 – 66	191 – 199
D-	60 – 62	180 – 190
F	59 <u>></u>	0 – 179

Goal: To gain a working knowledge of life span development principles for use in an applied counseling setting.

Learning objective:

1. Identify key theorists and describe their contributions to developmental psychology in terms of psychodynamic, behavioral, cognitive, ecological, ethological, and eclectic perspectives (CACREP II.G.3.a).

 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 (CACREP II.G.3.d).

- **3.** Communicate orally and in writing the defining physical, cognitive, social, and emotional features of infants, toddlers, early childhood, middle childhood, adolescence, and adulthood (CACREP II.G.3.f).
- **4.** Identify basic human anatomy including the central nervous system, along with structures and functions of the neuron and brain (CACREP II.G.3.b).
- 5. Integrate life span developmental theories with other psychology disciplines and counseling principles incorporating an understanding of individual differences and diverse community considerations (CACREP II.G.3.h).

Measurable outcome:

Students will demonstrate mastery of key developmental theories by answering multiple choice and short answer questions on midterm and final quizzes.

Students will demonstrate knowledge of prevailing developmental themes by writing reflections on current news issues and sharing these findings in class discussions.

Students will demonstrate an understanding of major physical, cognitive, social, and emotional milestones across the lifespan by answering multiple choice and short answer questions on midterm and final quizzes and through a book review write-up. Students will demonstrate knowledge of basic human anatomy and brain functions/structures by answering multiple choice and

Students will demonstrate an integrated knowledge of prevailing developmental themes by writing reflections on current news issues and sharing these findings in class discussions, as well as including this information in a book review write-up.

short answer questions on midterm and final quizzes.

Teaching modalities:

Students learn course content through independent reading of assigned textbook chapters. Also, students gain understanding through in class presentation of developmental principles including lecture with and without Power Point slides, video presentations, movie and television clips, musical selections, and class discussion. To demonstrate concept application, students connect course content to current news articles in written form. Additionally, students incorporate developmental principles into a written book review for use by a "counselor-in-training" audience.

Attendance:

Brevity of the course requires attendance for EVERY class. If you MUST miss class because "life" happens on a class day (i.e., ill children, sickness, delayed plane, concert tickets, etc.), send your due assignment with another classmate or email assignments please. Missing more than one in-class meeting results in a 25% deduction from the available points earned through the Book Review assignment. Missing more than one in-class meeting requires an in-person meeting with the instructor to discuss if passing the course is possible given the missed content and learning opportunity; a student may not pass the course upon missing two or more classes.

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 <u>financial</u> and/or <u>financial aid</u> 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/AcademicCalendar13-14 then consult with the Program Specialist if they believe this option is a possibility.)

Confidentiality and Integrity:

To maintain a safe and supportive learning environment, student discussions regarding sensitive course information (i.e. personal experiences, comments, reactions) must occur only in class or privately with other current class members. Respect and integrity, toward all persons, frame course endeavors (i.e. lecture, discussion, assignments), particularly regarding life span issues of a delicate and/or controversial nature (i.e. abortion, genetic counseling, sexual behavior, etc.). All Counseling students will demonstrate behavior consistent with the Ethical Standards forwarded by the ACA in their code of ethics; failure to do so may result in discipline measures or termination from the Department.

Using Internet Tools:

Students access various course content, and participate in assignments, using Blackboard at https://courses.smu.edu/.

Schedule:

Wk 1	NO CLASS MEETING!	Wk 6	Reading Due: Chapters 11 and 12
08/07	First meeting on 8/14	09/11	Adolescence
			* DUE : Post TITLE for "In the News #2"
Wk 2	Reading Due: Chapters 1 – 6	Wk 7	Reading Due: Chapters 13 and 14
08/14	Introductions, Infancy	09/18	Early Adulthood
	* DUE: Post TITLE for "In the News #1"		* DUE: "In the News #2" Post Write-up
Wk 3	Reading Due: Chapters 7 & 8	Wk 8	Reading Due: Chapters 15 and 16
08/21	Early & Middle Childhood	09/25	Middle Adulthood
	* DUE: "In the News #1" Post Write-up		
Wk 4	Reading Due Chapters 9 & 10	Wk 9	Reading Due: Chapters 17 – 19
08/28	Early & Middle Childhood continued	10/02	Late Adult / End of life
			* DUE: Book Review and ITN #2 Share
Wk 5	Midterm Quiz and ITN #1 Share	Wk 10	Final Quiz and Book Review Share
09/04	(covers lecture and weeks 1 – 4)	10/09	(covers lecture, weeks $6-9$, and major theories)

Assignments:

"In the News" Write-up (08/21 and 09/18)

- Find a news article from an internet news source that examines a lifespan concept related to the **assigned** reading (Chapters 1 10 for #1 and Chapters 11 19 for #2).
- Make your "claim" to the article by posting the TITLE and SOURCE to the appropriate Discussion Board heading 08/14 for #1 and 09/11 for #2). One article per student no repeats of topic or source, please!
- Write a three-paragraph, single-spaced, write-up of your chosen "In the News" article. Use the first paragraph to summarize your article; the second, to link the article content with discussed or read course material; the last, to share your opinion. Only papers of 2 pages or less earn points. Post your completed write-up on the scheduled due date and bring a hard copy to class for Dr. Simpson. We will discuss your findings as a group.

Book Review/Analysis (Bring 2 – 3 page document to last class, 10/02)

- Select one book, from a list provided by Dr. Simpson, to review and analyze for its developmental appropriateness and utility addressing a developmental milestone, concern, or issue for the reader(s).
- Write a document including these topics formatted for use by counselors-in-training:
 - Summary of the story/book.
 - Describe the utility of the book related to the presented topic.
 - o Describe how the author utilizes (or maybe does not utilize) appropriate developmental principles.
 - Provide any helpful hints to the reader (either parent or child) about the book.
 - <u>Dr. Simpson will provide a specific format</u> (and an online Blog entry) to be used for this assignment.
 These reviews will be used in the Family Center by students in the Program!

Discussion Questions

- Sign up on the first class meeting for 2 DQ days; one on wks 2, 3, or 4 and another on wks 6, 7, 8, or 9.
- Pose a thoughtful question to the class to generate discussion related to the textbook content or something read in the media/news.
- Submit your questions typed to the professor for grading on your selected two days.

Assignment Points Distribution:

"In the News" Write-ups (10 points each)*	Book Review/Analysis (40 points total)*	Discussion Questions (5 points each)
Summary (4)	Summary (10)	Relevance and insight (3)
Textbook Content Linkage (4)	Analysis (30)	Participation (2)
Opinion (2)		

Grading Rubrics:

* Each written assignment ("In the News" and the Book Review) graded using the following rubric:

	Full Points Earned	At least ¼ Points Deducted	At least ½ Points Deducted
Depth of Thought & Analysis 40%	Groundwork for argumentation clearly established at the onset. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit focused topic. No indication author applied much thought to the paper.
Synthesis & Congruency 20%	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have minimal to no direction, with subtopics appearing disjointed.
Thoroughness 20%	The appropriate content is covered in depth without redundancies.	Pertinent content is not covered in sufficient depth, or as explicitly, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.
Clarity of Writing and Mechanics 20%	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. Little to no spelling, grammar, or punctuation errors in the text.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing in convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.

Two major exams (midterm and final) comprise 240 points of your total 300 points for this course. The two 120-point exams include approximately 50-75 multiple-choice items.

Multiple-Choice

Cognitive Domain	Objectives	Material Covered/Content Distribution Textbook reading and related lecture	Evaluation 0 – 1 point
Knowledge	Recognize key vocabulary terms Recall components and sequence of theories	Midterm (10 Chapters) A minimum 5 items per chapter (50 items) Final (9 Chapters) A minimum 5 items per chapter (45 items)	1 point earned per correct answer
Comprehension	Identify connections between vocabulary terms and theories Select common and disparate themes among theories	Midterm (10 Chapters) Approximately 3 items per chapter (30 items) Final (9 Chapters) Approximately 3 items per chapter (30 items)	1 point earned per correct answer
Application	Apply vocabulary terms and theory tenets to novel scenarios Interpret presented case and predict appropriate connection or outcome	Midterm (10 Chapters) Approximately 2 items per chapter (20 items) Final (9 Chapters) Approximately 2-3 items per chapter (25 items)	1 point earned per correct answer

Short Answer

Cognitive	Objectives	Material Covered	Evaluation
Domains		Textbook reading and related lecture	0 – 4 points
Analysis	Compare/contrast	Midterm (10 Chapters)	4 – Demonstrates mastery of concepts
	presented topics	5 questions presented with a	Student correctly utilizes applicable terms and
		focus on analysis, synthesis, and	generates a thoughtful response with logical
Synthesis	Formulate/organize a	evaluation of presented	organization and accurate conclusion(s).
	"next-step" or plan of	concepts/topics.	3 – Demonstrates understanding of concepts
	action given a	Final (9 Chapters)	Student utilizes most applicable terms and
	scenario	5 questions presented with a	generates a thoughtful response with mostly
		focus on analysis, synthesis, and	accurate conclusion(s).
Evaluation	Argue/support a	evaluation of presented	2 – Demonstrates some knowledge of concepts
	perspective using	concepts/topics.	Student utilizes some terms and generates a
	empirically		response having nearly accurate conclusion(s).
	supported evidence		1 – Demonstrates marginal knowledge of concepts
			Student does not utilize appropriate terms but
			does respond with a nearly accurate conclusion(s).
			0 – Does not demonstrate knowledge of concepts
			Student does not utilize appropriate terms and
			does not respond with an accurate conclusion(s).

Classroom etiquette:

- Class instruction begins at scheduled time, please be ready to begin promptly.
- You may use computers in-class for note taking, not for audio recording or internet surfing.
- Be respectful of the instructor and others with your questions, reflections, and contributions.
- No children or guests may attend in-class sessions due to the confidential nature of our discussions.
- Please address your concerns about course content, instructor behavior, or peer encounters first with the instructor by scheduling an in-person meeting. You may always appeal to the Program Director as a second or tandem approach.

ACSSEHD / University Policies:

Disability Accommodations: 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.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Academic Integrity: Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty. http://www.smu.edu/studentlife/PCL 05 HC.asp

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Statement regarding grades of Incomplete (I):

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.

SMU Flu Emergency Preparedness:

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.