

Life Span Development

HDCN 6320

Spring Term 2013

Instructor: Dr. Kristen Cline Belloni, Ph.D., L.S.S.P.
Class time: Tuesdays 6:00-10:15pm @ SMU-in-Plano
Office Hours: By appointment
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Textbook: HDEV, 2nd Edition by Spencer A. Rathus

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

Learning Objective:

Measurable Outcome:

1. 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 multiple choice and short answer questions on midterm and final quizzes and incorporating this knowledge in weekly reflection projects.
2. 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 completing weekly reflection projects and discussion topics and will share these projects with the class.
3. 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 the major physical, social, and emotional milestones across the lifespan by answering multiple choice and short answer questions on midterm and final quizzes.
4. Identify basic human anatomy including the central nervous system, along with structures and functions of the neuron and brain.	Students will demonstrate basic human anatomy understanding by answering multiple-choice questions on midterm and final quizzes.
5. Integrate life span developmental theories with other psychology disciplines.	Students will demonstrate an integrated knowledge of prevailing developmental themes by completing reflection projects and sharing these in class discussions.

Teaching Modalities:

Students learn course content through independent readings. Also, students gain understanding through in class presentation including lecture with and without Power Point slides, video presentations, movie and television clips, musical selections, class discussion, and in-class group processing. To demonstrate concept application, students connect course content to experiential reflection projects. Additionally, students thoughtfully consider life span developmental theories and concepts and facilitate group discussion.

Attendance:

Attendance is required for EVERY class. Successful course completion is dependent upon attending and contributing to class discussion. If you must miss a class, be sure to send any assignments with another student. Emailed assignments are NOT permitted. Late assignments will be deducted 25% each day they are returned late. One absence will result in 5 points deducted from the overall grade. Two absences will result in an additional 10 points deducted from the overall grade. Three or more absences will result in one of the following, at the instructor's discretion: 1) a grade of Incomplete if the requirements to do so have been met; 2) receive a failing grade for the course; 3) drop or withdraw from the course (which may result in financial or financial aid impact). If you are absent, it is your responsibility to contact a classmate or your instructor regarding missed work or changes in the schedule.

Classroom Etiquette:

Students will participate in distributed intelligence by coming to all sessions on time and prepared with completed reading and assignments. Students will not engage in distracting behaviors during any part of the instructional sessions, including group work and discussions (i.e. side conversations or work, internet browsing, texting, etc.). Students may not audio or video record sessions without prior approval, nor may unapproved guests attend class. Students will be given a break to eat; therefore, eating in class is not allowed.

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 for constructive purposes. Respect and integrity toward all persons frame course endeavors, particularly regarding dialogue with sensitive and controversial issues. Counseling students will demonstrate behavior consistent with the ethical standards forwarded by the APA, and ACA; failure to do so may result in dismissal from the Program in Counseling.

Assignments:**Mid Term Quiz and Final Quiz**

The mid-term quiz and the final quiz both consist of 90 multiple choice questions worth 1 point each, and 2 short answer questions worth 5 points each. The two quizzes comprise 200 points of the total grade. The instructor will construct all exams utilizing best practices for validity and reliability, and will perform an item analysis after each examination to evaluate student performance related to question clarity and other threats to item validity. The midterm quiz covers material from Chapters 1—8 and discussion from weeks 1—4; the final quiz covers chapters 9—19 and discussion from weeks 5—9. Additional extra credit questions may be provided at the instructor’s discretion.

Reflection Projects

Each week (except the weeks preceding the quizzes), the instructor will provide students with a reflection project to be due the following week. Students will be given two project choices and will pick one to complete. In general, reflection projects will involve applying the knowledge learned in the classroom and through assigned readings and independent research to the student’s own experiences. Students should be prepared to discuss their projects on the day they are due. A total of 8 reflection projects, each worth 10 points, comprise 80 points of the total grade.

Discussion Topics

Students will select 2 current news topics or developmental topics that are underrepresented in the textbook. Each student will be assigned 2 class days when they will present their topics. Topic presentation should include thoughtful questions to pose to the class and students should be able to facilitate class discussion in a meaningful way. Students should include a short (half page) handout or copy of the news article, etc. to provide students and the instructor. The 2 discussion topics are worth 10 points each, comprising 20 points of the total grade.

Counseling Component

Students are required to complete 5 one-hour mock/scripted counseling sessions with a Practicum student in the Family Counseling Center. Students may complete one session per week. There are no earned points for this requirement. However, all 5 sessions must be completed to pass the course. If not completed, the student will receive an “Incomplete” until the sessions are completed.

Grading:

Midterm Quiz	100 points
Final Quiz	100 points
Reflection Projects	80 points (10 each)
Discussion Topics	20 points (10 each)
TOTAL	300 points

*Any grade of a “C” or lower must be retaken.

Grade Distribution Key:

Grade	Range	Points
A	93-100	278-300
A-	90-92	269-277
B+	87-89	260-268
B	83-86	248-259
B-	80-82	239-247
C+	77-79	230-238
C	74-76	221-229
C-	70-73	209-220
D+	67-69	200-208
D	64-66	191-199
D-	60-63	180-190
F	0-59	0-179

Grading Rubrics:

Multiple Choice Quiz Questions (1 point each)

Cognitive Domains	Objectives	Material/Content (Text and related lecture)	Evaluation
Knowledge	Recognize key vocabulary terms; Recall components and sequence of theories	Midterm (Chapters 1—8)	1 point for each correct answer
Comprehension	Identify connections between vocabulary terms and theories; Select common and disparate themes among theories	Final (Chapters 9—19)	
Application	Apply vocabulary terms and theory tenets to novel scenarios interpret presented case and predict appropriate connection or outcome		

Short Answer Quiz Questions (5 points each)

Cognitive Domains	Objectives	Material/Content (Text and related lecture)	Evaluation
Analysis	Compare/Contrast presented topics	Midterm (Chapters 1—8)	5: Demonstrates mastery of concepts 4: Demonstrates understanding of concepts
Synthesis	Formulate/Organize a “next step” or plan of action given a scenario	Final (Chapters 9—19)	3: Demonstrates some knowledge of concepts 2: Demonstrates marginal knowledge of concepts
Evaluation	Argue/support a perspective using empirically supported evidence		1: Demonstrates limited knowledge of concepts 0: Does not demonstrate knowledge of concepts

Grading Rubric for Reflection Projects and Discussion Topics: (10 points each)

Objectives	Full points	Points deducted
Depth of Thought (4 points)	Succinct and insightful conclusions are made	Lacks implicit or explicit focused topic. Lacks insight or thought.
Thoroughness (3 points)	Appropriate content is covered in depth	Lack of detail or major areas are omitted or unnecessarily repeated.
Clarity/Mechanics (3 points)	Writing/presentation is succinct and in appropriate format; able to present in a professional manner that facilitates discussion	Writing/Presentation is unclear or convoluted. Incorrect format used or difficulty presenting the material

Statement on APA Guidelines:

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 6th edition include:

- -Always cite the source of a quote or paraphrase
- -When quoting:
 - Copy the original material word-for-word
 - If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double-space all text
 - Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s)
- -When paraphrasing:
 - Restate concepts in *substantially different words* than the original material
 - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s)
 - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph
- -The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

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 the university policies on the responsibilities, policies, and penalties regarding academic honesty, http://www.smu.edu/studentlife/PCL_05_HC.asp.

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.

Life Span Development: Course Schedule

Week 1: 1/22	Reading Due: Chapters 1 & 2 Introduction to Human Development	Assignment Due: Reflection Project #1 (attached)
Week 2: 1/29	Reading Due: Chapters 3 & 4 Brain, Learning, and Infancy	Assignment Due: Reflection Project #2 Discussion Topic (selected students)
Week 3: 2/5	Reading Due: Chapters 5 & 6 Sleep, Parenting, and Early Childhood	Assignment Due: Reflection Project #3 Discussion Topic (selected students)
Week 4: 2/12	Reading Due: Chapters 7 & 8 Early Childhood (continued)	Assignment Due: Reflection Project #4 Discussion Topic (selected students)
Week 5: 2/19	Reading Due: Chapters 9 & 10 <u>MIDTERM QUIZ</u> —Covers weeks 1 – 4	
Week 6: 2/26	Reading Due: Chapters 11 & 12 Middle Childhood/Adolescence	Assignment Due: Reflection Project #5 Discussion Topic (selected students)
Week 7: 3/5	Reading Due: Chapters 13 & 14 Adolescence and Early Adulthood	Assignment Due: Reflection Project #6 Discussion Topic (selected students)
Week 8: 3/12	Reading Due: Chapters 15 & 16 Middle Adulthood	Assignment Due: Reflection Project #7 Discussion Topic (selected students)
Week 9: 3/19	Reading Due: Chapters 17, 18, 19 Late Adult / End of Life	Assignment Due: Reflection Project #8 Discussion Topic (selected students)
Week 10: 3/26	<u>FINAL QUIZ</u> —Covers weeks 5—9	

Reflection Project #1

This is your first Reflection Project, so have fun with it and be creative in your approach. The main purpose of the reflection exercises is to get you thinking about how the developmental topics we discuss impact your life and the lives of your counseling clients. You should be prepared to discuss the project with the class.

Your paper should be no more than 3 to 4 pages, double-spaced, using Times New Roman or Arial 12-point font and 1-inch margins. Review APA guidelines as needed.

Pick one of the following two choices to complete:

Choice #1:

<http://www.visembryo.com/baby/index.html>

Go to the above link to find The Visible Embryo website. Explore the website and the many facets of prenatal development. Specifically, you should go to the "News Alerts" section. Pick a recent news article in this section to read. You will write a summary of the article and include your feelings about the topics that are discussed. You should incorporate at least one developmental theory or concept addressed in Chapter One of your textbook. For example, if you picked the article on smoking, you could incorporate Freud's 'oral fixation' interpretation and the lack of research support for this theory. (Please do not use this one, as it is only an example.) If your article discusses a specific illness or disease, you could address the impact of the illness/disease over life span development. Additionally, in your conclusion, include comments about what you are looking forward to learning or exploring in this course.

Choice #2:

Pick a developmental theory discussed in Chapter One of your textbook (Erikson's psychosocial theory, Watson's behaviorism, Piaget's cognitive, etc.) and reflect on what you have learned about that theory by applying it to your own life (or the life of your child). You should address different aspects of yourself (or your child), such as: personality traits, intellect, values and beliefs, behavior patterns, etc. and incorporate the developmental theory with your development (or that of your child). Additionally, since these theories are only briefly addressed in Chapter One, you should research the theory you choose and incorporate your research when completing this project. Be sure to cite your sources. Additionally, in your conclusion, include comments about what you are looking forward to learning or exploring in this course.