



HDCN 6320 Life Span Development

January 2013
 Wednesday 10:00 – 2:15pm

Lecturer:
 Edita Ruzgyte, Ph.D.

✧ Phone: [REDACTED] ✧ Email: [REDACTED]
 ✧ Office Hours: By appointment

REQUIRED TEXTS

Feldman, R. (2011). *Development Across the Life Span* (6th ed.). Pearson
 ISBN-13: 9780205805914

Publication manual of the American Psychological Association (6th ed.). Washington, DC:
 American Psychological Association.

Supplemental reading may be required. Instructor will provide hard copies or direct students to electronic resources.

COURSE PURPOSE & GOALS

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, 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.

General Courtesy Reminders

No internet/email use on laptops during class

No disruptive eating during class/lecture

No talking while others "have the floor"

ASSIGNMENTS & GRADING CRITERIA

There are six areas in which your work will be evaluated, as shown in the table below. A grading scale is also provided depicting the grade structure accepted by SMU and the number of course points equivalent to letter grades. Assignments, grading rubrics, and expectations for attendance and participation are described in the Appendix to this syllabus.

Grading and Evaluation	
Assignment/Activity	Possible Points
Class Attendance and Participation (if you do not contribute to the class, you will not get points. Just being in the class is not enough to earn these points).	10
In the news write-up (2 per person) 10 points each	20
Book review	30
Midterm Exam	20
Final Exam	20
TOTAL POSSIBLE POINTS	100

Students will sign up for 2 news write-up reports during the first week of class. During the second class period students will give the information about the book that they will read and set the time to talk about it in class.

Note: Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantial changes concerning examinations, the grading or attendance policies and changes in project assignments.

Grade	Performance Description	Range %
A	Exceptional	93 – 100
A-		90 – 92
B+	High Pass	87 – 89
B		83 – 86
B-	Pass	80 – 82
C+		77 – 79
C		73 – 76
C-		70 – 72
D+		67 – 69
D		63 – 66
D-		60 – 62
F		59 \geq

Late & Make-Up Work Policy

In general, there is a 10% penalty for each day an assignment is late. If an assignment is more than three days late ($\geq 30\%$), it will not be accepted and a grade of “0” will be entered. Students who are absent on the day an assignment is due may submit the assignment electronically (as an email attachment) by 2:00 pm on the due date. If extreme, unavoidable circumstances (such as prolonged illness) 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 may be offered. Most in-class (participation) grades cannot be made up.

Jeopardy questions may be turned in electronically on date they are due. If illness or an emergency make this impossible, the student may bring make-up questions (extra questions from the current week’s readings). This make-up assignment is due on the student’s first day returning to class.

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.

Academic Integrity

Students must adhere to the SMU Honor Code as described in the Student Handbook. Students in counselor 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, policies, and penalties regarding academic honesty found at http://www.smu.edu/studentlife/PCL_05_HC.asp. Ignorance of academic and/or professional ethical standards does not excuse ethical infractions. Unethical practices are determined by behavior, not by students' intentions. Any incidents of academic or clinical ethics infractions will be reported for investigation. Additional guidelines for academic integrity are included in the Appendix to this syllabus.

Unless otherwise 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. Working with partners or groups to complete any coursework is not allowed unless the coursework is specifically designated as group work. Additional information regarding academic integrity is provided in the Appendix.

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.)

In addition, if you have difficulty that does 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 quickly as possible to see if reasonable accommodations can be made. I try to be sensitive to issues such as extreme fear of public speaking, shyness, cultural traditions, or upsetting personal events that can affect a student's success, and am willing to work with you to help you overcome obstacles or find legitimate ways to go around them.

Changes to Course Structure & Schedule

Changes to the course structure, content, or schedule may be made as needed to enhance students' learning experiences and/or to make up classes missed due to holidays. In addition, changes to course requirements, deadlines, and grading percentages may be subject to change due to major campus emergencies at SMU such as widespread flu outbreaks, weather emergencies, or collective traumatic events. The University and the instructor will provide updates, information, and resources as needed in such emergencies.

COURSE SCHEDULE – FALL 2011

CLASS #	DATE	TOPIC	READING Students are expected to read the chapters before the class and actively participate in class discussions and activities related to the subject.
1	01/23	Syllabus Introduction to Lifespan development Sign up for in the news report	Chapters 1; 2; 3
2	01/30	Infancy forming the foundations of life Sign up for the book review discussion	Chapters 4; 5; 6
3	02/06	The preschool years	Chapters 7; 8
4	02/13	The middle childhood years	Chapter 9; 10
5	02/20	Adolescence	Chapter 11; 12
6	02/27	Midterm exam Early adulthood	Chapter 13; 14
7	03/06	Middle adulthood	Chapter 15; 16
8	03/13	Late adulthood	Chapter 17; 18
9	03/20	Endings	Chapter 19
10	03/27	Final Exam	

CLASS ATTENDANCE & PARTICIPATION (10 points possible)

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

Class Attendance & Punctuality

Regular attendance and participation in this course are required and considered essential. If you are unable to attend:

- 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.

All class periods will involve class discussion and activities that cannot be made up due to absence. 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.

Absences will result in reduction of the class participation grade based on **2 criteria: advance notification, and approved circumstances**. Advance notification may take the form of phone calls/voice mails or emails sent to the instructor prior to the start of class. Approved circumstances include unavoidable events such as student or family member illness, death of a close family member, car accidents, University-recognized religious holidays, injuries requiring medical attention, and so on.

Circumstances that will not be approved include vacations, attendance at weddings, family gatherings, conference travel, rest days, and so on. Approval of the circumstances of any absence is a matter of the instructor's discretion. Clearly, emergencies cannot be foreseen in advance. In such instances, please notify the instructor as soon as possible. Participation grade reductions for each absence are described below:

- Approved circumstance + advance notice = 1 point reduction
- Emergency + ASAP notification = 1 point reduction
- Approved circumstance + no advance notice = 1.5 point reduction
- Non-approved circumstance + advance notice = 2 point reduction
- Non-approved circumstance + no advance notice = 2.5 point reduction

A student missing more than two classes may, at the instructor's discretion:

- 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)
- receive a failing grade for the course
- 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://smu.edu/education/counseling/AcademicCalendar2011-12.asp> then consult with the Program Specialist if they believe this option is a possibility.)

Punctuality

Students are expected to arrive to class on time, return from breaks in the time specified, and to remain in class for the entire period or until dismissed by the instructor. If a student is aware that he/she will be unavoidably delayed, he/she should notify the instructor or a peer by phone prior to the start of the class period. Repeated lateness at the beginning of the class period and/or returning from breaks will be addressed in a meeting with the instructor and grade reductions not exceeding 5 points may apply.

Religious Observance

Religiously observant students whose practices require them to miss class should notify the instructor in writing at the beginning of the semester, and will not be penalized for missed in-class discussions, exercises, or quiz questions. If an exam is missed due to a religious observance, advance arrangements should be made with the instructor for making up the exam (University Policy 1.9)

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled university extracurricular activity will not be penalized for missing class discussions, exercises, or quiz questions. It is the responsibility of the student to make arrangements with the instructor in advance to make up any missed exam.

Class Preparation, Participation, & Decorum

Preparation & classroom environment. Students should arrive at each class meeting having completed all of the assigned reading, and sufficiently familiar with the readings to engage knowledgeably in discussions. All students are responsible for participating in class discussions and activities, and for maintaining a respectful and courteous demeanor toward other students and the instructor. All students (and the instructor) are expected to contribute to a safe classroom climate free from judgment, derision, or marginalization, and conducive to a productive exchange of ideas. Any student who finds the conduct of other students or the instructor offensive is encouraged to respectfully voice such concern in class, or privately with the instructor. Any student who has particular difficulty participating should discuss this privately with the instructor within the first two weeks of the semester.

Electronic media & distractions. Please turn off (or set on silent/vibrate) all cell phones or other electronic devices, including laptops. Please do not read newspapers, books for other classes, or other outside reading material during class. Notes should be written by hand and may be transcribed into electronic form outside of class time.

Breaks & meals. Light snacks and soft drinks or water may be consumed in the classroom. Breaks will be provided for meals; However, breaks will not be long enough to allow students to leave the building to obtain food. Students

will need to bring their own food and consume meals in the student lounge area or other acceptable areas in or around the building.

Professionalism & courtesy. Please be prepared to begin class on schedule by arriving on time, having materials ready, and stopping casual conversation at the time class is to begin. Display kindness and respect to fellow students and the instructor. When discussing case or client issues (even fictitious ones), speak professionally and respectfully as if the client were in the room. Please keep voices low in hallways to avoid disturbing others.

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.

Assignment #1: “In the News” write-up

Students will sign up for this project

Find a news article from an internet news source that examines a lifespan concept related to the readings due the week of your discussion.

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. Each student will shortly present the news article in the class and will lead a discussion with the peers.

Assignment #2: Book review

Book Selection: You may review any book with an identifiable counseling “audience.” The book must address at least one specific issue for you to evaluate as part of your review.

Format: Follow these specific guidelines for crafting and formatting your book review in the as indicated in the SAMPLE PAPER below.

(SAMPLE PAPER - Use 1 margins around, Arial 12pt font, single space paragraph text with one space between paragraphs)

Your Last Name, Your First Name

An APA citation of your book and author

A brief statement of your author’s relevance to the field if applicable (psychologist, counselor, special credentials or experience contributing to the significance of the book). Do not use a header for this section.

A brief statement about ancillary materials (a parent section, notes for the reader, appendices or importance, etc.). Describe any inclusions and whether/how they contribute to the overall reading and utility of the book. Do not use a header for this section

Summary: (Use this header and all others listed below, just as typed with paragraph text all single spaced) Describe the content of the book in a brief and concise prose.

Audience: Describe who could benefit from reading this book and why (you may have multiple audiences).

Utility: Describe the issue(s) of relevance (you may have multiple issues to outline depending on the book).

Developmental appropriateness: Describe how the book addresses developmental appropriateness (wording, presentation of topics, styling, coloring, printing, etc.) given the presented issue/book topic.

Recommendation: Outline the strengths of this book as a resource tool. List any short-falls or areas of concern/consideration if needed.

Additional comments: Your book review should be no more than 2 pages and follow the layout in the above section. Students will share the knowledge from the book with their peers in class.

MIDTERM (20 points) & FINAL EXAM (20 points)

There will be two in class evaluations in this course, one at mid-term and a final at the end of the term. The mid-term exam will cover material from readings and class lecture-discussions over the first half of the semester, and the final will cover material from the second half of the semester. Details will be discussed in class.

ACADEMIC INTEGRITY GUIDELINES

Most academic integrity infractions on University campuses involve two problems: plagiarism or cheating. It is *essential* for students (and professionals) to understand that *intentions have no bearing* on whether a person is guilty of plagiarism or cheating. Ethical infractions caused by ignorance, naïveté, or sloppy work habits can (and often do) result in the same consequences as deliberate efforts to deceive.

Plagiarism

The SMU Honor Code, the American Counseling Association, the American School Counselor Association, and the Association for Marriage and Family Therapy all provide information regarding the ethical guidelines for academic and clinical work, including plagiarism. The APA Publication Manual provides details about what constitutes plagiarism. Students should familiarize themselves with the University, APA, and other applicable ethical guidelines for their profession.

Put simply, plagiarism is the act of passing off others' work as one's own, usually by not giving proper credit to the authors of their sources. Here are some examples:

- Dave worked with another student from his class to complete a homework assignment that should have been done individually. His work and his classmate's are strikingly similar.
- Alissa cut and pasted sentences, phrases, and passages from articles she found online to create a report on her assigned topic. She did not put these passages in quotation marks.
- Jorge paraphrased passages from books and articles by changing some of the words. Since they were not verbatim quotes, he generally just put a citation with the author and year at the end of the sentence.
- Lee found a paper on his assigned topic online and downloaded it. He changed it up a bit and turned it in.

Similar common issues (that are unethical or poor practice):

- Quoting an author out of context, making it look as though the author said something he/she didn't (this often happens through careless reading).
- Citing and listing as references sources that were not actually obtained and read, but were copied out of other articles or books.
- Using so much quoted material that none of the student's original thinking is evident.

Students are expected to have a high degree of familiarity with the APA manual and its requirements. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines (from the 2005 5th edition) include:

1. Always cite the source of a quote or paraphrase.
2. When quoting:
 - Copy the original material word-for-word. Reproduce punctuation exactly.
 - 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)
3. When paraphrasing:
 - Restate concepts in *substantially different words* than the original material
 - Immediately after paraphrased material, cite author(s) and year. If the paraphrase is close to the author's language, include page numbers in the citation
 - 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.

Cheating

Cheating is generally easy to recognize, and students are usually aware of cheating (whereas plagiarism can be inadvertent). Cheating is the use of any source, person, or method that gives the user an unfair advantage. Cheating often involves accessing information (e.g., notes, test answers) in unsanctioned ways such as bringing written notes to an exam, texting test answers, stealing test keys, using work from students who have already taken the class, and so on.

Resources

SMU Honor Code

http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp

2005 American Counseling Association Code of Ethics

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Ethical Principles of Psychologists and Code of Conduct

<http://www.apa.org/ethics/code/index.aspx>

Ethical Standards for School Counselors

<http://www.schoolcounselor.org/content.asp?contentid=173>

AAMFT Code of Ethics

http://www.aamft.org/resources/lrm_plan/ethics/ethicscode2001.asp