HDCN 6320 Lifespan Development
Jan Term 2014 Tuesday Evenings

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TENTATIVE COURSE SCHEDULE

10/22/13	Introduction to Class, Syllabus Review, Part I-The Study of Human Development (Chapters 1 & 2), Part II-Beginnings	
10/29/13	Part III-Birth through Infancy	
11/05/13	Part IV-Early Childhood	
11/12/13	Part V-Middle Childhood	**Book Report Quiz**
11/19/13		**Mid-Term Exam**
11/26/13	Part VI-Adolescence	
12/03/13	Part VII-Early Adulthood	**Interview Due**
12/10/13	Part VII-Middle Adulthood	
12/17/13	Part IX-Late Adulthood /End of life	
01/07/13		**Final Exam**

COURSE GOALS AND OBJECTIVES

Learning Objective	Measurable Outcome
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 essay questions on midterm and final.
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 designing and conducting an interview with an assigned person and share their findings in class.
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 multiple choice and essay questions on midterm and final and through a book 94review and write-ups.
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 multiple choice and essay questions on midterm and final.
Integrate life span developmental theories with other psychology disciplines.	Students will demonstrate an integrated knowledge of prevailing developmental themes by reading assigned works and integrating the information effectively as reflected in a test.

COURSE TEXTS

Textbooks:
1) **HDEV, 3rd ed**. Spencer A. Rathus. Cengage, ISBN 13: 9781285057224
2) **Middle Age: A natural history (2012).** Bainbridge, David. Portobello Pub. ISBN 184627267X

COURSE GRADING CRITERIA

Class Attendance and Participation – Regular attendance and participation in this course is required and considered absolutely essential.

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. All assignments must be turned in on time.
- 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:
    - 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://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar13-14 then consult with the Program Specialist if they believe this option is a possibility.

- Participation in this course includes the following:
    1. Thoughtful and respectful class discussion. This means that you should have completed the reading before class and be prepared to discuss the relevant details of it and how it applies to our work as counselors. You should also be respectful of your classmates and the instructor and not interrupt, talk amongst yourselves, or dominate discussions.
    2. You are expected to participate in discussions, answer questions, and work cooperatively with others. Lack of participation can negatively impact your grade.

Interview and write-up:

- To facilitate building skill in working with all populations, the student will design a five question interview.
    - The student will interview a subject from an unfamiliar population and audio tape the interview. Only first names or pseudonyms will identify the subject.
- The student will submit the recording and transcript of the recording to course instructor, along with a one to two page (APA style) reflection of what was learned by the student.

- The findings will be presented and discussed in class.

Book Review/Analysis - You will write a review of the book and answer a quiz on the date due.

Mid-Term and Final Exam - A multiple choice and essay exam based on readings, class discussions, videos, and exercises.

Grading and Evaluation: Your grade in this course will be based on the following:

Component	Possible Points
1. Class Attendance and Participation	100
2. Interview	100
3. Book Review	100
4. Midterm Exam	100
5. Final Exam	100
TOTAL POSSIBLE POINTS	**500**

Course Specific Requirement - A total of five mock counseling sessions will be required through the Center for Family Counseling clinic by a Practicum student counselor and should be used by the Life Span student as a personal growth opportunity. 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. 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. Life Span students may instead opt to complete five sessions through actual psychotherapy counseling by a licensed clinical professional. Verification of completion will be required for class credit.

Grading Scale

Grade	Performance Description	Percentage Points	Actual Class Points
A	Exceptional	93 – 100	465 - 500
A-	High Pass	90 – 92	450 – 464
B+		87 – 89	435 – 449
B	Pass	83 – 86	415 – 434
B-		80 – 82	400 - 414
C+	Failure, any C or below	77 – 79	
C		73 – 76	
C-		70 – 72	
D+		67 – 69	
D		63 – 66	
D-		60 – 62	
F		59≥	

Statement on Class Decorum - Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, or use laptops for non-class related activities during class. Please do not listen to music, watch videos, or use unrelated websites during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and when you leave, please do so quietly. Professional respect and courtesy for your fellow students and professor is expected at all times. If you have a problem or concern regarding this class, please speak with the instructor first. You may address your issues to the Program Director as a second or tandem approach.

Student Intervention - If it becomes known that a student is involved in circumstances that cause serious concern such as safety issues, criminal involvement, or warranting professional mental health intervention, it is within the obligation of the SMU Masters of Counseling faculty and staff to intervene through legal and ethical codes as a licensed counseling professional

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. (See university Policy No. 1.9)

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 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. (University Undergraduate Catalogue)

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.

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.

Statement on 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 found at:

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

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 not. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:
    - Copy the original material word-for-word (p. 117)

- 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 (p. 117)
- 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) (p. 120)

- When paraphrasing:
  - Restate concepts in *substantially different words* than the original material (p. 349)
  - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
  - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).

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.

Statement on Confidentiality and Emotional Safety - In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Criteria for Grading Class Participation

	Exemplary 100-93	**Accomplished 96-90**	**Developing 89-83**	**Needs Improve. 82-80**
Preparation for class/class discussion 33.33%	Regularly asks questions or makes observations that indicate reflection, knowledge or readings for class; turns in all writing assignments	Occasionally asks questions or makes observations that indicate reflections, some knowledge or readings for class; turns in all writing assignments	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class; turns in all writing assignments	Does not ask questions or make comments that indicate familiarity with topics for class; turns in most writing assignments
Small group participation 33.33%	Participates actively and provides leadership in small groups in class	Participates actively in small groups in class	Does not actively participate in small groups in class	Does not participate in small groups in class
Class absences 33.33%	Attends class regularly (no missed classes)	Misses 1 class with prior arrangement	Misses no more than 2 classes w/o prior arrangement	Misses class often

Student Name_____

Criteria for Grading Interview and Book Review

Criteria	"A" range 90-100	"B" range 80-89	"C" range 79 or below	Score
Analysis (33.3%)	Clearly beyond summary; demonstrates originality of thought; constructive criticism is followed by tangible suggestions; Personalization. Interview reflects understanding of developmental level.	Mostly summary with some analysis; offers constructive criticism but without forwarding alternative ideas; some use of personalization. Some interview items are not specific to the particular developmental group. Some writing errors.	Primarily summary; little grappling with concepts beyond opinions; little use of personalization. Interview questions vague, not specific to age group. Writing errors throughout paper.	
Application to Class Content (33.3%)	Thoroughly addresses all required issues; includes integration of key ideas & prior course material to demonstrate linking of ideas	Issues somewhat covered; clear attempt to engage with material but limited integration of ongoing issues	Issues briefly discussed; project potentially responding to a different course topic	
Writing Style (33.3%) (Includes: APA & Grammar)	Easily understood in writing; central ideas presented clearly and with graduate-level style and incorporation of the ideas of others	Understood with some clarification; central ideas not always clear; some incorporation of the ideas of others	Difficult to follow logic or organization; little if any incorporation of the ideas of others	
				TOTAL