Life Span Development
HDCN 6320 / Winter Term 2012
Tuesdays 6pm – 10:15pm

SMU-in-Plano
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Office hours by appointment
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Grading:

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

First 5 items must be completed to earn course credit. All students must complete 5 mock counseling sessions (non-graded) to pass/receive course credit.

Textbook: HDEV, *2nd Edition*
Spencer A. Rathus

LTR	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

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

LTR	Range	Points
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	59≥	0 – 179

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.
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 writing reflections on current news issues and sharing these findings in class discussions.
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 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.
4. 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 short answer 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 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.

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 mandates required attendance for EVERY class. Successful course completion depends upon experiencing and contributing to distributed intelligence. Therefore, 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 point deductions begin (25% each day late); no emailed assignments please. Missing one class forfeits 5 points (equivalent to one DQ assignment). Missing a second class meeting results in a 25% deduction from the available points earned through the Book Review assignment and both DQ assignment points. Also, 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.

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 termination from the Department.

Using Internet Tools:
Students will access various course content and participate in assignments using Blackboard at http://smu.edu/cms/.

Schedule:

Wk 1 *10/23*	Reading Due: Chapters 1 and 2 *Introduction to Human Development*	Wk 6 *11/27*	Reading Due: Chapters 9 and 10 *Middle Childhood* *** DUE**: Post TITLE for "In the News #2"
Wk 2 *10/30*	Reading Due: Chapters 3 and 4 *Brain, Learning, and Infancy* *** DUE**: Post TITLE for "In the News #1"	Wk 7 *12/04*	Reading Due: Chapters 11 – 14 *Adolescence and Early Adulthood* *** DUE**: "In the News #2" Post Write-up
Wk 3 *11/06*	Reading Due: Chapters 5 and 6 *Sleep, Parenting, and Early Childhood* *** DUE**: "In the News #1" Post Write-up	Wk 8 *12/11*	Reading Due: Chapters 15 and 16 *Middle Adulthood*
Wk 4 *11/13*	Reading Due: Chapters 7 and 8 *Early Childhood continued*	Wk 9 *01/04*	Reading Due: Chapters 17 – 18 **REQUIRED MAKE-UP** *Late Adult / End of life* **This is a Friday evening, 6 – 10:15pm**
Wk 5 *11/20*	**Midterm Quiz** and ITN #1 Share *(covers lecture and weeks 1 – 4)*	Wk 10 *01/08*	**Final Quiz** *(covers lecture, weeks 6 – 9, major theories)* *** DUE**: Book Review and ITN #2 Share

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:

"In the News" Write-up (11/06 and 12/04)

- Find a news article from an internet news source that examines a lifespan concept related to the **assigned reading** (Chapters 1 – 8 for #1 and Chapters 9 – 19 for #2).
- Make your "claim" to the article by posting the TITLE and SOURCE to the appropriate Discussion Board heading (10/30 for #1 and 11/27 for #2). One article per student – no repeats, 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. McMinn. We will discuss your findings as a group.

Book Review/Analysis (Bring 2 – 3 page document to class, 01/08)

- Select one book to review and analyze for its developmental appropriateness and utility addressing a developmental milestone, concern, or issue for the reader(s).
- Write a 2 – 3 page document including these topics formatted for use by counselors-in-training.
- Reference Appendix A for detailed instructions.

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 and include possible "takes" on both sides of an issue to generate discussion related to the textbook content or something read in the media/news.
- Select a topic we haven't discussed, a current news topic, or perhaps one under-represented in your text. Do NOT use a topic linked to your **In the News** selection.
- Submit your questions in writing to the professor for grading on your selected two days.

Assignment Points Distribution:

"In the News" Write-ups (10 points each)* Summary (4) Textbook Content Linkage (4) Opinion (2)	Book Review/Analysis (40 points total)* Summary (10) Analysis (30)	Discussion Questions (5 points each) Relevance and insight (3) Participation (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 100 multiple-choice items worth 1 point each, and 5 short answer questions worth 4 points each.

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.

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 (8 Chapters) A minimum 5 items per chapter (50 items) Final (10 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 (8 Chapters) Approximately 3 items per chapter (30 items) Final (10 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 (8 Chapters) Approximately 2 items per chapter (20 items) Final (10 Chapters) Approximately 2-3 items per chapter (25 items)	1 point earned per correct answer

Short Answer

Cognitive Domains	***Objectives***	***Material Covered*** **Textbook reading and related lecture**	***Evaluation 0 – 4 points***
Analysis Synthesis Evaluation	Compare/contrast presented topics Formulate/organize a "next-step" or plan of action given a scenario Argue/support a perspective using empirically supported evidence	Midterm (10 Chapters) 5 questions presented with a focus on analysis, synthesis, and evaluation of presented concepts/topics. Final (9 Chapters) 5 questions presented with a focus on analysis, synthesis, and evaluation of presented concepts/topics.	*4 – Demonstrates mastery of concepts* Student correctly utilizes applicable terms and generates a thoughtful response with logical organization and accurate conclusion(s). *3 – Demonstrates understanding of concepts* Student utilizes most applicable terms and generates a thoughtful response with mostly accurate conclusion(s). *2 – Demonstrates some knowledge of concepts* Student utilizes some terms and generates a response having nearly accurate conclusion(s). *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.
We will have a brief scheduled break for a meal-time, be ready to begin (food-free) upon return.
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.

Appendix A

INSTRUCTIONS - Lifespan Development Book Review Assignment

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.

Online publishing: I would like to publish well-written reviews on a blog site for the purpose of contributing to the field of counseling, psychology, learning, and overall wellness (identified as "first year graduate student"). This is an OPTIONAL component of the assignment and *does not* impact grading regardless of participation. If you would like to be considered for possible online publishing please indicate this intention.

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

(SAMPLE PAPER - Use .5 margins around, Arial 12pt font, single space paragraph text with one space between paragraphs)

Your Last Name, Your First Name (Online consideration/No online consideration)

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 many 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. I am still considering a ranking system I may have you incorporate for those of you interested in online publishing (again, not a component in the grading of this assignment).