

PSY K201 Life Span Development Fall 2012

Instructor: Dylan Gaffney, MSCP

Meeting Time: Thursdays 6-8:45 pm

Office Hours: Adjunct office cubicle D 205.3 W/Th 5-5:45 pm

E-Mail: mypsyclass@earthlink.net

Course Description

This upper level course provides an overview of the physical, cognitive, social and emotional development of humans from birth through late adulthood and death. There is an emphasis on distinct periods such as development of the fetus, infancy, childhood, adolescence, and the phases of adulthood.

Learning Objectives

The course investigates the numerous factors which contribute to an integrated, whole person as well as the developmental problems faced by individuals moving toward maturity and through adulthood. We will explore the manner in which classic theories and contemporary research inform our knowledge of human development. You will discover the manner in which physical, cognitive and social factors interact to affect growth. We will take a research-based approach to all aspects of development; examine societal influences and cross-cultural perspectives. You may find this course relevant to your personal growth and helpful in understanding your family, friends and those with whom you work. The course emphasizes scientific reasoning skills, written communication, questioning, and collaborative learning.

The course will entail a combination of: web-based video, field research activities, writing assignments and group work. Please keep abreast of global, national and local news as such events are often discussed in light of persons' developmental stage. Learning is not a spectator sport! The goal is active knowledge construction. You are encouraged to ask questions about what you are learning, relate it to past experiences and apply it to your daily lives. (The Johnson Foundation, 1987)

Required Reading:

Papalia, Olds & Feldman Human Development 12th ed. NY, New York: McGraw-Hill.

Companion Web Site: www.ConnectExperienceHD.com

Various Handouts throughout the course supplied by your instructor

The Reading Assignments

Please be aware each chapter contains a plethora of theoretical material and research data. Plan and manage your time accordingly. **You are expected to come to each class having read the assignment and having thought critically about it. If you don't read the text, you won't do well in this class.**

Evaluation Procedures to measure each student's degree of learning

10% Exam #1

10% Exam #2

10% Exam #3

10% Final Exam

20% Personal Reflection Journal

20% Research Group Project

20% Preparedness, homework, participation, cooperation in class work

Attendance and Participation

Your attendance is expected. This class will be shaped by your presence and participation. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding. (The Johnson Foundation, 1987) **Absences adversely affect your grade. If you miss more than 6 hours of class, regardless of the reason, you risk failure or withdrawal from the course.** If you miss a class, **you** are responsible for contacting a fellow student to obtain the information discussed in that class (notes, changes in exam dates, etc.) During the first class you will be introducing yourself to two classmates and note their e-mail or telephone number. Please let me know if you have any problems, which cause an extended absence.

Punctuality is imperative. Important information often is disseminated at the beginning of class. Arriving on time and staying to the end of class shows respect for your fellow learners. If you repeatedly come to class late, you will be marked absent which will affect your grade. Take advantage of the free tutoring service available on campus if you feel the need.

Special Needs

If you have difficulty with the course material, please see me after class or call for an appointment outside of office hours. I am happy to clarify any questions you may have. If you have special needs (such as a learning disability, physical condition, etc.) and require accommodations to enhance your participation in the class, please contact the Learning Specialist or Student Development Office. In order to provide you with accommodations, I must receive documentation pertaining to your needs. Effort will be made to support everyone's learning.

Integrity, Civility and Communication

You will be treated as honorable individuals and with respect. In turn, you are expected to show respect and courtesy to the instructor and fellow students. Dr. M. Scott Peck (1993) defines community as "a way of being together with both individual authenticity and interpersonal harmony so that people become able to function with a collective energy...**The primary dynamic of ... immaturity is that we forget how to use our capacity to keep our minds on the group as a whole.**" **It is expected that you truly listen (and not talk) while someone else is speaking. Please rebut another's viewpoint in a civil, non-personalized manner. No one enjoys a class where one or two individuals attempt to take over; self monitor your participation. Disrespect of your classmates and disruptive behaviors will not be tolerated.**

While the instructor encourages students to work together frequently, honesty in all academic work is expected of every student. This means research shall be the original creation of each student and answers on examinations will be determined without help from auxiliary sources. Academic dishonesty erodes the integrity of the College and devalues every degree granted. If the instructor has any reason to question your conduct, the college's Academic Dishonesty policy will be executed swiftly.



Learning Rules in the Classroom

- No cell phones in any way, shape or form. No texting. No tweeting. Turn off your phones **before you enter my classroom.....No iPods, etc. in classroom**
- If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable.
- No behavior that is viewed as inconsiderate and disrespectful to your classmates, who are here to learn, will be tolerated.
- No behavior that is inconsiderate and disrespectful to the instructor, who is here to teach, will be tolerated.
- Only activities related to what we are doing in this class will be tolerate
- Only one person speaking at a time

EXAMS

Examinations will encompass material from the assigned readings (whether discussed in class or not) as well as concepts we have explored in class through video, the Internet or group work. If a student misses an exam for an unacceptable reason, a 0 will be averaged into the student's grade for the missed exam. Make-up exams will be given only to students: 1) who have contacted the instructor in advance of the exam, 2) and has an acceptable reason It is your responsibility to contact the Instructor to petition for a make-up exam.

PERSONAL REFLECTION JOURNAL

This is your chance to explore the stages in a personal way using Erik Erikson's Psychosocial Stages as your guide. (Handout given, and it is in the textbook as well).

Each week I will be devoting some time for you to explore the particular stage we are working on. **This is just the beginning of you work on this.**

You are to create a journal. Start each stage of your journal with the class work I give, then "flesh out" the work. **I encourage creativity!** Find photos; ask parents and/or relatives about yourself at that particular age/stage. If you want to "scrap book" the work, feel free.

When you get to the age/stage you are currently at, you must then imagine the rest of the stages for yourself. For example, if you are now in "Young Adulthood" what do you imagine the next stages will be like for you. What will be the challenges? What will be the benefits?

You are in control of your own journal. This journal is for you, and the purpose is to give you a personal sense of this study and these stages. **I will be assessing it based on the integrity and purposefulness of your endeavor-the intent you bring to the exercise. I am not here to pry into your personal life!** So, as I look over them I will be grading them on how much you invested into the project, and not the particulars of your personal journey.

Many students, in the past, shared that this was the most valuable part of the course for them. If you take it seriously it can create a legacy of images, thoughts and insights that your children will appreciate in the future.

Page 4 of 6 – Fall 2012 Life Span syllabus

TERM PROJECT REQUIREMENTS

You will be developing, with your group, a seminar/workshop to inform/support/aid the parents/educators/public or the children themselves and present it to the class in a 30-40 minute presentation. The class will BE (act) that targeted audience for you. As you formulate your program consider well the audience you plan on targeting. DO NOT simply read or outline from the text. You must go outside the textbook with your research to develop this program. **You need to consider the stage carefully and you must address all three domains: Physical, Cognitive and Psychosocial and integrate them. (Generally this is divided up within the group.)**

For Example: Say you chose Late Adulthood...Where will your seminar be held? A senior center? A retirement village? Who will you be speaking to? Seniors themselves? Health care providers? Adult children of aging parents? What are your targeted goals and consider how they should be adapted to your (imagined) particular audience. How will you get your message across? What developmental contributing factors should be considered? For example: IF your targeted audience is seniors, are they cognitively, physically or socially impaired? If so, how will you get your information across?

HOW WILL I ACCESS SUCCESS?

- 1) Right before you present your material to the class, each one of you will write a one-page, **confidential paper** telling me what YOU did, and what each of the others contributed. You will grade yourself on your work and effort AND you will grade each of the others in the group.
- 2) At the end of the presentation, everyone in the class will be writing a short summary of what they got out of the presentation. It would be wise to ask yourself these questions as you prepare your work. This is listed below:

Project Assessments from your Peers

- Did the group, from the very beginning, give you an overview of what their project was about?
- Did they introduce themselves?
- Were all three domains of the developmental stage addressed?
- Was the project clear, giving you an understanding of what the project was addressing?
- What was the strongest part of the project?
- Could you see this project/plan implemented in the “real world?”
- What would you need to see improved before you “bought” this idea for your community?

- 3) You will give me a copy of your presentation material BEFORE you begin to include your search, any handouts and other support material.
- 4) You must research and cite at least three academic sources for your particular area you contributed to.

Page 5 of 6 – Fall 2012 Life Span syllabus

Topic Schedule and Assigned Readings

Week 1	August 30	Introduction to the Course & Lifespan Development Chapter 1
Week 2	September 6	Theory and Research Beginnings-Prenatal-3 years Chapter 2- Theoretical Issues Chapter 3: “Forming a New Life”
Week 3	September 13	Beginnings Prenatal-3 years Chapter 4: Birth and Physical Development/first three years Chapter 5 Cognitive Development Chapter 6 Psychosocial Development
Week 4	September 20	Early Childhood Chapter 7 Physical and Cognitive Development Chapter 8 Psychosocial Development
Week 5	September 27	Exam #1 Middle Childhood Chapter 9 Physical and Cognitive Development Chapter 10 Psychosocial Development in Early Childhood
Week 6	October 4	Adolescence Chapter 11 Physical and Cognitive Development Chapter 12 Psychosocial Development
Week 7	October 11	EXAM # 2 Emerging Adulthood Chapter 13 Physical and Cognitive Development Chapter 14 Psychosocial Development
Week 8	October 18	Middle Adulthood Chapter 15 Physical and Cognitive Development Chapter 16 Psychosocial Development in Emerging Adulthood
Week 9	October 25	Late Adulthood

Chapter 17 Physical and Cognitive Development
Chapter 18 Psychosocial Development

Week 10 November 1 **EXAM # 3**
Group Presentation #1-Pre-Natal and Infancy; Birth to 12 months
Group Presentation #2-Toddlerhood 13 months to 3 years

Page 6 of 6 Fall 2012- Life Span syllabus

Week 11 November 8 Group Presentation #3-Early Childhood 3-6 years
Group Presentation #4- Middle Childhood 6-11 years

Week 12 November 15 Group Presentation #5-Adolescence- 11-18/20 years
Group Presentation #6-Emerging Adulthood 20-35 years

Thanksgiving Week-NO CLASS November 22

Week 13 November 29 Group Presentation #7- Middle Adulthood 35-65 years
Group Presentation # 8 Late Adulthood 65+ years

Week 14 December 6 **Personal Reflections Journals Due and Final Review**

Week 15 December 13 **Final Exam**

