



DOANE
UNIVERSITY

SYLLABUS

Course Title	Lifespan Development
Course Number	PSY 259
Number of Credits	3
Course Dates	3/11/19 - 5/10/19
Instructor	Pete Allman
Email Address	peter.allman@doane.edu
Office Hours/Availability	Email anytime. Will respond within 24 hours
Phone Number	402-467-4114 during the day
Textbook Information: (e.g. title, edition, publisher, ISBN)	Human Development A Life-Span View, 7th edition (2015). Thomson/Wadsworth Learning. ISBN-13; 9781305116641 The Road To Freedom: Letting Go of Your Baggage, Peter Allman, ISBN 978-1-4759-4223-1, Copyright @2012 by iUniverse
Additional Course Materials	
Course Description	A study of human development from the prenatal period through death. Cognitive, emotional, and social development are considered. Students who successfully complete the course will demonstrate their

	understanding of how physical, psychological, and social factors influence development; the research techniques used to study development; and the practical applications of developmental research.
Program Outcomes	a. Gather and analyze information for research and to critically evaluate research done by others b. Know and understand the theories of counseling and their application to the challenges faced by clients c. Develop interpersonal communication and relationship- building skills necessary to function effectively in human services and/or mental health settings d. Know and understand the impact of culture, race, ethnicity, gender, sexual orientation, and age on both practitioner and the client e. Know and understand the ethical and legal dimensions of the human services profession
Course Learning Outcomes/Objectives	Foundational Area of Knowledge in Community and Identity. Any course that fulfills that requirement will assure that students gain a great understanding of themselves and the communities in which they live and work, and how identity is formed through the interaction of the individual and larger society. Students will work to: · Explore dimensions of human experience with regard to perception of self · Understand how individuals interact to form communities and social structures · Analyze the practical and ethical implications of interactions between individuals and those social structures. In addition to FAK learning outcomes, learning outcomes specific to this course are: 1) Students will be able to identify the physical, social, and psychological development (stages) of humans from conception until death. 2) Students will examine multiple theories of human growth and development. 3) Students will review and analyze research studies on the developmental stages. 4) Students will compare and contrast nature vs. nurture in human growth and development. 5) Students will apply the developmental stages to individuals within their own family unit.

Technology Requirements	https://www.doane.edu/faq/minimum-computer-requirements
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Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
Session 1	Introductions, class syllabus, Think About It classroom discussion: Describe the bio, psycho, social forces that have influenced who you are today?	Read Chapter One	According to the life-span perspective, human development is characterized by four critical developmental forces: multidirectionality, plasticity, historical context, and multiple causation. Write a Think About It paper that tells me about these dynamics.	Due Session 2
Session 2	Lecture on Erikson, presentations on Chapters 3 and 4.	Read Chapters 3 & 4	Write a paper on what are the distinguishing characteristics of thinking during the preoperational stage?	Due session 3

Session 3	Text presentations of chapters 5 & 6.	Read chapters 5 & 6	Think About It: How do you teach abstract concepts like God and democracy to concrete thinkers?	Due session 4
Session 4	Text presentations of chapters 7 & 8	Read chapters 7 & 8	You will receive 2 email articles about divorce. Think About It: Why do the two researchers' findings differ so much? Which one do you more believe in?	Due session 5
Session 5	Text presentations of chapters 9 & 10	Read chapters 9 & 10	Write a Think About It from either page 324 of text or page 335 of text.	Due session 6
Session 6	Text presentations of chapters 11 & 12	Read chapters 11 & 12	Think About It What biopsychosocial and life-cycle forces influence the progression of one's career?	Due session 7
Session 7	Text presentations of chapters 13 & 14	Read chapters 13 & 14	Think About It How is being a grandparent related to generativity?	Due session 8

Session 8	Text presentations of chapters 15 & 16	Read chapters 15 & 16	Share in class: What psychological and sociocultural factors make religion and spiritual support important for minority groups and all adults in later life?	Session 8
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Grading Assessments

Type of Assessment	Points	Total possible points
Student presentations of assigned textbook subjects	10	10
Project: Erikson, The Adult Years. (1) Interview one senior citizen (60+) and ask them to relate Erikson's developmental tasks they faced during their adult years. In particular, seek out information regarding the emotional dualities and strenghts the Erikson suggests emerge during the adults years and make a conclusion if they fell into ego integrity or ego despair. This should be 2 to 3 apes. (2) Draw 8 continuums and label the two ends of each of the 8 psychosocial stages. Then draw a ½ inch to ¾ inch oval on each continuum that represents where you feel you are on each stage. Write one or two paragraphs about the evidence in your life that led you to draw the oval at that specific place on each of the	30	30

continuum. Include at least two sentences/thoughts from The Road To Freedom which will further defend your conclusions. When you reach the psychosocial stages that are beyond your current age, draw an oval on the continuum and write one or two paragraphs and include at least two sentences from The Road To Freedom on how you see your life unfolding which led you to that place on the continuum. This is due Session 4		
Interview an adult (40+) and assess his/her career and occupational development. Compare his/her career journey with the two theorists from our textbook. Four to five pages in length. This is due Session 8	30	30
Weekly typed paper on "Think About it," questions from me or the textbook. This is due every week.	10	10

Grade Scale

A+ = 97-100% A = 94-96% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%
 C+ = 77-79% C = 74-76% C- = 70-73% D+ = 67-69% D = 64-66% D- = 60-63%
 F= 59% or below

Participation Policy	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade. (Faculty to insert any additional class participation; see resource page for ideas.)
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Study Time	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.
Late Work	(Include expectations regarding late work; please see attachment for examples.)
Submitting Assignments	(Include expectations regarding students' submission of assignments, for example, in class or in Blackboard.)
Communication Policy including Assignment Feedback	(State your policy on timeliness of communicating with students and length of time needed before assignments will be graded, e.g. 48 hours.)
Academic Integrity Policy	New Academic Integrity Policy to be released AUTM 2018
Academic Support	Please contact academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support
Disability Services	https://www.doane.edu/disability-services Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Cuddy MacNeill at cuddy.macneill@doane.edu or 402-467-9031 for assistance.
Military Services	https://www.doane.edu/graduate-and-adult/military
Anti-Harassment Policy	http://catalog.doane.edu/content.php?catoid=5&navoid=452
Grade Appeal Process	http://catalog.doane.edu/content.php?catoid=5&navoid=238

Credit Hour Definition	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
Syllabus Changes	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.