# DOANE
## UNIVERSITY
# SYLLABUS

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| **Course Title** | Lifespan Development |
| **Course Number** | PSY 259 |
| **Number of Credits** | 3 semester credits |
| **Course Dates** | 10/14/19 – 12/14/19 |
| **Instructor** | Jean Kilnoski |
| **Email Address** | jean.kilnoski@doane.edu |
| **Office Hours/Availability** | 9:30 am – 6:00 pm, Monday – Thursday;  9:00 am – 5:00 pm Friday |
| **Phone Number** | 402-467-9021 |
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| **Textbook Information:** **(e.g. title, edition, publisher, ISBN)** | Kail, R.V. & Cavanaugh, J.C. (2017). Essentials of Human Development: A Lifespan View.  Cengage Learning, Boston, MA  ISBN 978-1-305-50458-5 |
| **Additional Course Materials** | N/A |
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| **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.<br><br>***Prerequisite: [PSY 117](.).*** |
| **Program Outcomes** | |
| **Course Learning Outcomes/Objectives** | At the conclusion of the course, students will:<br>1. Define human development in psychological terms<br>2. Demonstrate knowledge of the major developmental theories.<br>3. Demonstrate an understanding of major changes that occur in cognitive, physical, social and emotional development across the lifespan.<br>3. Identify factors that increase the risk for psychological issues at each stage of development.<br>4. Demonstrate the ability to apply knowledge of human development to understand human behavior.<br>5. Demonstrate knowledge of how multicultural issues interact and influence development.<br>6. Demonstrate the ability to read and critique research on development. |
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| **Technology Requirements** | https://www.doane.edu/faq/minimum-computer-requirements |

## Course Schedule

| Week or Module | Topic | Content | Assessments Matched to Learning Outcomes | Due Date & Time |
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| 1 | Lifespan Development Theories | | | |
| 2 | Prenatal Development and Infancy | | Reading application responses | Submitted on LiveText by midnight the day before the class meeting |
| 3 | Early Childhood | | Reading application responses<br><br>Article critique | Submitted on LiveText by midnight the day before the class meeting |
| 4 | Middle Childhood | | Reading application responses | Submitted on LiveText by midnight the day before the class meeting |
| 5 | Adolescence | | Reading application responses<br><br>Midterm Paper | Submitted on LiveText by midnight the day before the class meeting |

| 6 | Early Adulthood | | Reading application responses | |
| 7 | Middle Adulthood | | Reading application responses | Submitted on LiveText by midnight the day before the class meeting |
| 8 | Late Adulthood | | Final Paper | Submitted on LiveText by midnight the day before the class meeting |

**Grading Assessments**

| Type of Assessment | Points | Total possible points |
| --- | --- | --- |
| Participation | 8 points per week X 8 weeks | 64 points |
| Reading Application Responses | 25 points per week X 6 | 150 points |
| Midterm Paper | 100 points | 100 points |
| Article critique | 25 points x 2 | 50 |
| Final Paper | 125 points | 125 points |
| Total | | 489 |

**Grade Scale**

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| 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 | | | | | |

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| **Participation Policy** | A high premium is placed by the instructor on class participation and active engagement in counseling skills practice in class. Ideal class participation, which earns the highest number of participation points, will exemplify the following:  Integrates class readings into participation: Often cites from readings; routinely volunteers point of view.  Always a willing participant in role play activities and skills practice; acts appropriately during role plays; responds in a positive manner to feedback; willing to provide feedback to peers.  Each student will demonstrate counseling skills learned in a dyad and receive feedback during the term, prior to the scheduled role play demonstration. |
| **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 Live Text.) |
| **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** | Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:<br><br>1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."<br>2. Fabrication - "Intentional and unauthorized falsification of |

invention or any information or citation in an academic exercise."

3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.
4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.

*Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators*

For more information on the sanctions for academic dishonesty, please visit the website:

https://catalog.doane.edu/content.php?catoid=16&navoid=1333

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| **Academic Support** | Please contact academicsupport@doane.edu<br>https://www.doane.edu/graduate-and-adult/academic-support |
| **Disability Services** | https://www.doane.edu/disability-services<br>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. |
| **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. |
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| Syllabus Changes | Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time. |

### Grading Assessments

1. P**articipation**
A high premium is placed by the instructor on class participation and active engagement in counseling skills practice in class. Ideal class participation, which earns the highest number of participation points, will exemplify the following:  Integrates class readings into participation: Often cites from readings; routinely volunteers point of view.  Responds in a positive manner to feedback; willing to provide feedback to peers.

2. **Reading Application Responses**
Students will respond to questions related to the reading assignment weeks 2, 3, 4, 6, and 7.  The questions are posted on Live Text.  Students are expected to provide thoughtful responses that are at least two pages double-spaced in length.  Students are encouraged to critically think about the questions. Students' responses should be uploaded to Live Text by midnight the night before the class meeting.

3. **Midterm Paper - Exploring Development through Toys**
Students will identify four toys and describe, explain and discuss developmental constructs from Piaget and Erikson.  The student should select one toy appropriate for each of the following age groups: infancy, early childhood, middle childhood, and early adolescence.  The paper should include the following:
  a) Name of the toy and a general description of the toy.
  b) Age for which the manufacturer says the toy is designed.
  c) Briefly describe Piaget's and Erikson's theories
  d) Using developmental norms as a guide, (Piaget, and Erikson) evaluate the toy selected and its impact on child development. Critique each toy on the basis of its developmental effect on:
      a. cognitive (Piaget) development
      b. social and emotional (Erikson) development
  Explain both positive and negative effects. If you believe the toy has no effect in one or more areas support your belief with an explanation.

4. **Article Critique**

Students will read and critique one peer-reviewed research articles on a topic related to human development at two different ages (two article critiques in total). The critique of your selected research article should summarize the findings of the research study. Unless the article is a meta-analysis, include the following in your critique:

a) Hypothesis – identify what the researchers/authors of the study were exploring.
b) Participants – general demographic characteristics of study participants. You do not need to include minute details about the participants.
c) Methodology – how the study was conducted. You do not need to include the title of specific assessment tools utilized, unless it is relevant. Briefly summarize how the information was collected.
d) Findings – explain what the authors found. Indicate whether the authors' hypothesis was supported,
e) Identify the limitations of the study and/or confounding variables.

A meta-analysis summarizes and synthesizes the findings of multiple research studies. When critiquing a meta-analysis, include the following:

a) Identify the topic the authors examined
b) Criteria for inclusion of the research study in the meta-analysis
c) General findings

5. **Final Paper - Applying Bronfenbrenner's Bioecological Model**
Identify, describe and apply each of the five systems to the case study provided.

a) Microsystem
b) Mesosystem
c) Exosystem
d) Macrosystem
e) Chronosystem