



DOANE
UNIVERSITY

SYLLABUS

Course Title	Lifespan Development
Course Number	PSY 259
Number of Credits	3 semester credits
Course Dates	3.9.2020 – 5.9.2020
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
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

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. Prerequisite: <u>PSY 117</u>.
Program Outcomes	
Course Learning Outcomes/Objectives	At the conclusion of the course, students will: 1. Define human development in psychological terms 2. Demonstrate knowledge of the major developmental theories. 3. Demonstrate an understanding of major changes that occur in cognitive, physical, social and emotional development across the lifespan. 3. Identify factors that increase the risk for psychological issues at each stage of development. 4. Demonstrate the ability to apply knowledge of human development to understand human behavior. 5. Demonstrate knowledge of how multicultural issues interact and influence development. 6. Demonstrate the ability to read and critique research on development.
Technology Requirements	<u>https://www.doane.edu/fag/minimum-computer-requirements</u>

Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
1	Lifespan Development Theories	Chapter 1		
2	Prenatal Development and Infancy	Chapters 2 & 3	Reading application responses	Submitted on Blackboard by midnight the day before the class meeting
3	Early Childhood	Chapters 4 & 5	Reading application responses Article critique	Submitted on Blackboard by midnight the day before the class meeting
4	Middle Childhood	Chapters 6 & 7	Reading application responses	Submitted on Blackboard by midnight the day before the class meeting
5	Adolescence	Chapter 8 & 9	Midterm Paper	Submitted on Blackboard by midnight the day before the class meeting

6	Early Adulthood	Chapters 10 & 11	Reading application responses	
7	Middle Adulthood	Chapters 12 & 13	Reading application responses	Submitted on Blackboard by midnight the day before the class meeting
8	Late Adulthood	Chapters 14, 15, & 16	Final Paper	Submitted on Blackboard 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	50 points x 2	100
Final Paper	100 points	100 points
Total		514

Grade Scale

A+ = 97-100% A = 94-96%

C+ = 77-79% C = 74-76%

F= 59% or below

A- = 90-93%

C- = 70-73%

B+ = 87-89%

D+ = 67-69%

B = 84-86%

D = 64-66%

B- = 80-83%

D- = 60-63%

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: 1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise." 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. <i>Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i> For more information on the sanctions for academic dishonesty, please visit the website: https://catalog.doane.edu/content.php?catoid=16&navoid=1333
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.
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.

Grading Assessments

1. Participation

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 Blackboard 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
- e) Include the following in your analysis of Cognitive Development:
 - a. Effect of the toy on sensorimotor development
 - b. Effect of the toy on reversibility, conservation, seriation
 - c. Effect of the toy on animism
 - d. Effect of the toy on theory of mind

- f) Include the following in your analysis of Psychosocial Development
 - a. Effect of the toy on developing trust/security
 - b. Effect of the toy on developing autonomy
 - c. Effect of the toy on developing industry
 - d. Effect of the toy on developing identity

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 Critiques

Students will read and critique two peer-reviewed research articles on a topic related to human development at two different ages (two article critiques in total). Students should use the Doane online library to find the articles. 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

One of the articles should correspond to the age-range that will be covered during the week the student discusses the research (week 4 – middle childhood, week 5 – adolescence, week 6 – early adulthood, week 7 – middle adulthood, week 8- late adulthood). Students will present an oral summary of the articles selected and their critique of the articles in class. The original articles and the critique of the articles will be submitted on Blackboard. Students do not need to submit reading application responses the week they complete the article critiques.

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