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SYLLABUS

COU 635 Human Development across the Lifespan

Course Content

Course Number:	COU 635	Office Email: jean.kilnoski@doane.edu
Course Title:	Human Development across the Lifespan	Office Hours: By Appointment Classroom: Room 101
Course Dates:	Summer Term Meeting Times: Thursday, 6:00 – 10:30 pm 5.24.2022 – 7.24.2022	
Credit Hours:	3 Credits	
Instructor:	Jean Kilnoski	

For all University updates and resources regarding COVID-19, please visit www.doane.edu/covid-19

Course Description

This course examines human development throughout the lifespan with a focus on developmental psychopathology and psychoneuroimmunology. Developmental psychopathology views human development as an ongoing process and provides a framework to explore the interaction of biological, psychological, and socio-contextual aspects of both normal and abnormal development. Students will examine critical domains that serve as risk factors for psychopathology (i.e. temperament, attachment, parenting style, socioeconomic status) and explore current intervention strategies. At the conclusion of this course, students will be able to: demonstrate knowledge of major theories of human development across the lifespan, including life transitions; demonstrate knowledge of human behavior including an understanding of psychopathology and the biological, psychological and socio-contextual change factors that affect both normal and abnormal development; demonstrate knowledge of current theories of optimal development and wellness over the life span; and read and critically review foundational research in the field and demonstrate ability to apply the process to current research. **Required Core Course.**

Student Learning Objectives:

At the conclusion of this course, students will be able to:

1. Demonstrate knowledge of major theories of individual and family development across the lifespan;
2. Demonstrate knowledge of theories of normal and abnormal personality development, cognitive development, moral development, and life transitions;
3. Demonstrate knowledge of the biological, neurological, and physiological factors that affect human development, functioning, and behavior;
4. Demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior;
5. Demonstrate an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan;



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6. Demonstrate the ability to use theories to critically analyze client development, functioning and behavior.
7. Demonstrate an understanding of differing abilities and strategies for differentiated interventions;
8. Demonstrate knowledge of current theories promoting optimal development and wellness over the life span.
9. Demonstrate the ability to read and evaluate current research in the field.

REQUIRED TEXT:

Broderick, P.C., & Blewitt, P. (2010) The life span: Human development for helping professionals, 4th ed. Boston: MA Pearson.
ISBN: 9780132942881

CACREP Standards Addressed in this Course

Student Learning Objective	Standard Identifier	Standard	Method of Instruction	Assessment	Week
SLO1	2.F.3.a	theories of individual and family development across the lifespan	Reading, Lecture, Case conceptualization	Reading application responses. Case conceptualization	
SLO 2	2.F.3.b	theories of learning	Reading, Lecture, Case conceptualization	Reading application responses Case conceptualization	
SLO 2	2.F.3.c	theories of normal and abnormal personality development	Reading, Lecture, Case conceptualization	Reading application responses Theory presentation	



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Student Learning Objective	Standard Identifier	Standard	Method of Instruction	Assessment	Week
				Case conceptualization	
SLO 3	2.F.3.e	biological, neurological, and physiological factors that affect human development, functioning, and behavior	Reading, Lecture, Case conceptualization	Reading application responses. Case conceptualization Final paper	
SLO 4	2.F.3.f	systemic and environmental factors that affect human development, functioning, and behavior	Reading, Lecture, Case conceptualization	Reading application responses. Case conceptualization	
SLO 5	2.F.3.g	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Reading, Lecture, Case conceptualization	Reading application responses. Case conceptualization	
SLO 7	2.F.3.h	a general framework for understanding differing abilities and strategies for differentiated interventions	Reading, Lecture, Case conceptualization	Reading application responses. Case conceptualization	



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Student Learning Objective	Standard Identifier	Standard	Method of Instruction	Assessment	Week
SLO 8	2.F.3.i	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Reading, Lecture, Case conceptualization	Reading application responses. Case conceptualization Final paper	
SLO 9	2.F.8.a	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Research article critique	Article critique Final paper	
SLO 2	5.C.2.g	impact of biological and neurological mechanisms on mental health	Reading, Lecture, Case conceptualization	Reading application responses. Case conceptualization	

Measurement of Outcomes

Assignments (Direct): Presentation, case conceptualization, reading application questions, exam
Instructor Evaluations (Indirect): Participation



Instructional Methods

This class will include direct lecture; class discussion; videos; in-class activities; reading assignments.

Course Requirements

1. Application Responses

Students will respond to questions related to the reading assignment each week. 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 and apply the reading materials to clinical or school counseling practice. *Students' responses should be uploaded to Canvas by midnight the night before the class meeting.*

2. Theory Presentation

Students will be assigned a theory that will be presented to the class. The presentation should include the following:

- a. Description of the theory
- b. Explanation of how the theory can be used to understand, interpret, and analyze human behavior and/or cognition
- c. Mini case study – provide an outline of a client. Demonstrate how the theory can be used by a professional to analyze the client's behavior
- d. Provide a “cheat sheet” of most important information about the theory. Consider the information that you believe is likely to appear on a comprehensive exam

3. Case Conceptualization

Each student will develop a case conceptualization. The case study provides an opportunity to apply theories of individual and family development, theories of normal and abnormal personality development, and theories of learning to a specific case. Students may expand on the case study developed to for the assigned theory presentation. The Case Conceptualization should include the following information:

Case Conceptualization: Fictional Client XYZ*

1. **Client description** (provide a detailed description using each heading below)

a. Identifying Information

This section should be succinct. Provide a brief introduction to your client, including their key demographics, referral source, and reason for referral. From this section, the reader should get a sense of who this client is, how they got here, and why you are seeing them.



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b. Relationships with Family and Significant Others

1-2 paragraphs describing notable relationships, including information on family of origin, significant relationships (marriages, partnerships, divorces, etc), children, social relationships.

c. Education and Work History

1 paragraph describing education and work history. Include how the presenting concern is contributing to strengths or distress in education and work roles and environment. Include any future education and/or occupation goals.

d. Cultural Background

Provide a description of cultural factors that are important to the client and may impact the treatment process. Consider factors such as race/ethnicity, gender, age, ability status, religion/spirituality, socioeconomic status, sexual orientation.

e. Trauma and Losses

Provide description of client's history of trauma and loss. Consider the history of abuse, losses (think about significant deaths, pet loss, environment, abilities, external objects, etc), social justice trauma, etc. Include if the client has sought counseling to address trauma and/or loss previously.

f. Recent Life Events

Provide description of recent life events that have been impacted by or contributed to presenting concerns.

g. Economic Situation

Provide a description of the client's economic situation. Consider socioeconomic status, employment status, sources of income, ability to support self and/or family, any financial support or assistance (family support, social services programs, food assistance, disability income).

h. Spirituality

Provide a description of the client's spiritual beliefs and practices. Consider the role of spirituality/religion in their family of origin, current beliefs or practices, any specific spiritual or religious affiliation, and importance of spirituality for the client.

i. Mental Health Treatment History

Provide information on the client's history of mental health treatment, including any history with counseling, psychological services, psychiatric services, hospitalizations, etc. Include information on what kind of services were received, reason for services, where services were received, dates of service, duration of service, and the client's experiences and perceptions of treatment.

2. Presenting Concern/Reason for Referral

Provide a description of the presenting problem. Be able to address the question, "why are they seeing you/what are they seeing you for?" If referred, provide referral source and reason for referral. Description



should include how the presenting concern is impacting functioning in occupational, educational, or social roles.

3. Theory Analysis

Identify and briefly describe three developmental theories. Explain how the theories can be used to understand, interpret, and analyze the behaviors and/or cognitions of the individual described in the case study. The analysis should clearly demonstrate the student's understanding of the theory.

4. Article Critique and Presentation

Students are required to critique 2 research articles on the selected topic. In pairs, students will select a topic of interest in the field of human development and review current research on the selected topic (through the article critique). The presentation should organize and synthesize the information from different research studies in a meaningful way. The articles should focus on the same topic at different periods of time during the lifespan (i.e. Early childhood and middle childhood; adolescence and young adulthood). 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 summary:

- 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 in the meta-analysis
- c) General findings

Students are required to discuss a minimum of four research articles in class.

5. Presentation - Research Findings and Intervention Strategy (Key Performance Indicator)

The presentation should include four peer-reviewed, research articles and a discussion of evidence-based treatment(s) or intervention(s).

The presentation should include the following components:

- A. An introduction identifying why the topic is important to mental health counselors.
- B. *Four* peer-reviewed research studies summarizing what the research indicates:
 - 1) Briefly explain how the research was conducted, the population, and the findings
 - 2) *It is not necessary to include all of the methodological details of the research in the presentation.*
 - 3) Do not include your opinion or impressions



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- 4) Information from the textbook may be used to provide general information or definitions, but the presentation should not be based primarily on information from the text.
- C. A discussion section which outlines the implications of the research
- 1) Draw conclusions from the research
 - 2) Identify evidence-based treatment(s) or intervention(s) strategies to address the issue(s) identified in the body of the paper.
 - 3) Explain why the information reviewed is important and relevant to mental health counselors, school counselors, parents, and/or other professionals.
- The presentation should be 20-25 minutes in length.

Evaluation Criteria

Grading

Assignment	Points	Total
Application responses	25	150
Article critiques	20	40
Theory presentation	100	100
Case conceptualization	100	100
Presentation of research	100	100
		490

The final grade will be based on the following criteria:

- | | |
|---|-------------------|
| 1. Participation and contribution to class discussions
(4 points per week x 9 weeks) | 36 points |
| 2. Reading application responses
(25 points per week x 6 weeks) | 150 points |
| 3. Theory Presentation | 100 points |
| 4. Case conceptualization | 100 points |
| 5. Research article critiques
Written critique (20 points per week x 2 weeks) | 40 points |
| 6. Presentation of Research | |
| a. Introduction, synthesis of information from research,
conclusion, intervention | 75 points |
| b. Presentation delivery and visuals | 25 points |
| Total | 490 points |

7. Critical Learning Analysis (CLA)



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Students are required to submit a CLA to Canvas. This assignment must be submitted in order to receive a final grade for the course.

Grading Scale:

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

- Attendance and Participation:* A high premium is placed by the instructor on class participation. It is expected that students will attend every class meeting and be prepared to participate. Ideal class participation, which earns the highest number of participation points, will exemplify the following:

 - Full Participation:* Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand. Demonstrated ability to listen to and build upon the ideas of others.
 - Most Participation:* Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
 - Partial Participation:* Passive participation -- present, awake, alert, attentive, but not actively involved.
 - No Participation:* Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

Students who miss two or more classes will not receive a passing graduate for the course.
- Classroom Behavior:* Students are expected to demonstrate professionalism in the classroom. Students should be open to assessing and evaluating all student comments as well as having his or her own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to others in the classroom. Students' behavior should reflect professionalism, as demonstrated by: being on time, being respectful, prepared, attentive, and open to learning.



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3. **Late Assignments:** Assignments submitted past the due date will have **five percent deduction** per day for each day past the due date. The instructor will not be available to help with technological issues the day of class.

Due to the time frame given for each class, moving presentations may become overly difficult and affect the learning of other students. Therefore, in class role-plays must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

4. **Use of Technology:** Any use of computers or phones should be for classroom use only. Should you need to make a call/text please quietly leave the classroom.
5. **Plagiarism:** All of the work submitted must be each student's own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work correctly and give ownership of others' work will at minimum be given a zero for that assignment.
6. **Email:** Students should expect to communicate with the instructor through the official

Tentative Schedule

Date	Topic	Reading Assignment Due before the class meeting	Assignment Due
Week 1 5.26.2022	Organizing themes in development Models/theories of human development; definition of developmental psychopathology, mediating and moderating variables; major issues in development.	Chapter 1	
Week 2 6.2.2022	Early physiological development; epigenetics; coaction; emotional	Chapters 2 & 3	Reading application responses.



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	development, neural and cognitive development;		(CACREP 2.F.3.f., 5.C.2.g, 2.F.3.c., 2.F.3.a.)
Week 3 6.2.2022	Theories of emotions; emotion regulation; attachment relationships; infant temperament; self-system, self-regulation.	Chapters 4 & 5	Reading application responses. (CACREP 2.F.3.e., 2.F.3.f., 2.F.2.a, 2.F.2.d)
Week 4 6.9.2022	Development in middle childhood Cognitive development; social cognition; self-concept; moral self; anti-social behavior.	Chapters 6 & 7	Reading application responses (CACREP 2.F.3.a, 2.F.3.b., 2.f.3.c, 2.F.3.h) Article critique (CACREP2.F.8.a.)
Week 5 6.19.2022	Development in early adolescence Gender identity; sex differences; peer relationships; sociometric status; identity development	Chapters 8 & 9	Reading application responses (CACREP 2.F.3.a., 2.F.3.b., 2.F.3.c). (CACREP2.F.8.a.)
Week 6 6.23.2022	Development in late adolescence and Young adulthood Frameworklessness; media; risky behavior; cognitive theories	Chapters 10 & 11	Reading application responses Article critique (CACREP 2.F.3.h., 2.F.3.f) (CACREP2.F.8.a.)
Week 7 6.30.2022	Development in middle adulthood	Chapters 12 & 13	Reading application responses



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	Adult attachment theory; partner selection; conflict resolution style; building self –efficacy; stability and change in adulthood		
Week 8 7.7.2022	Development in late adulthood Well-being; meaning and relationships; body-mind; challenge and loss	Chapters 14 & 15	Reading application responses (CACREP 2.F.3.e., 2.F.3.f., 2.F.3.g., 2.F.3.h.) Case conceptualization Presentations
Week 9 7.14.2022	Presentations		

Course Declarations

LiveText/Live Text Usage: Live Text will be utilized to collect various assignments that represent the student’s body of work.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.



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Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

MAC faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.

COVID-19 Modifications

In an abundance of caution, MAC courses may utilize a variety of Distance Learning Modalities (DLM). This may include, but is not limited to, a combination of modified face-to-face classroom instruction, asynchronous distance learning modalities, or synchronous learning modalities via Zoom teleconferences. General MAC program protocol will be announced by the Program Director prior to each term until necessary. Individual course instruction and activities may be altered as deemed necessary by the assigned course instructor. Students will be notified by the course instructor of any further course modifications. Students may contact the MAC Program Director for additional clarification, questions, or concerns related to course modalities and safety/health precautions taken for MAC students.

For all University updates and resources regarding COVID-19, please visit www.doane.edu/covid-19