DOANE
UNIVERSITY

SYLLABUS

COU 635 Human Development across the Lifespan

Course Content

Course Number: COU 635

Course Title: Human Development across the Lifespan

Course Dates: March 13 – May 13, 2017

Credit Hours: 3 Credits

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Office Hours: By Appointment

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.

Course Objectives:
At the conclusion of this course, students will be able to:
- Demonstrate knowledge of major theories of individual and family development across the lifespan;
- Demonstrate knowledge of theories of normal and abnormal personality development, cognitive development, moral development, and life transitions;
- Demonstrate knowledge of the biological, neurological, and physiological factors that affect human development, functioning and behavior;
- Demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior;
- Demonstrate an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan;
- Demonstrate an understanding of differing abilities and strategies for differentiated interventions;
- Demonstrate knowledge of current theories promoting optimal development and wellness over the life span.
- Demonstrate the ability to read and evaluate current research in the field.

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

ISBN: 9780132942881 (FOURTH Edition ISBN).

SUPPLEMENTAL TEXT:

CACREP Standards Addressed in this Course

Standard Identifier	Standard	Assessment
2.F.2.a	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Reading application responses. Case conceptualization
2.F.2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Reading application responses. Case conceptualization
2.F.3.a	theories of individual and family development across the lifespan	Reading application responses.

Standard Identifier	Standard	Assessment
		Case conceptualization Final paper
2.F.3.b	theories of learning	Reading application responses Case conceptualization
2.F.3.c	theories of normal and abnormal personality development	Reading application responses. Case conceptualization
2.F.3.e	biological, neurological, and physiological factors that affect human development, functioning, and behavior	Reading application responses. Case conceptualization Final paper
2.F.3.f	systemic and environmental factors that affect human development, functioning, and behavior	Reading application responses. Case conceptualization
2.F.3.g	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Reading application responses. Case conceptualization Final paper
2.F.3.h	a general framework for understanding differing abilities and strategies for differentiated interventions	Reading application responses. Case conceptualization Final paper
2.F.3.i	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Reading application responses. Case conceptualization Final paper
2.F.5.i	evidence-based counseling strategies and techniques for prevention and intervention	Reading application responses. Case conceptualization Final paper
2.F.7.d	procedures for identifying trauma and abuse and for reporting abuse	Reading application responses. Case conceptualization Case conceptualization
2.F.8.a	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Article critique Final paper
5.C.2.g	impact of biological and neurological mechanisms on mental health	Reading application responses. Case conceptualization

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Measurement of Outcomes

Assignments (Direct): Final paper, case conceptualization, reading application questions,

Instructor Evaluations (Indirect): Participation

Instructional Methods

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

Suggestions for getting the most out of this Course
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1. Read the content of this syllabus and ask for clarification if the content is not clear.
2. Complete all reading assignments prior to class meeting times.
3. Ask questions.
4. Participate, participate, participate! The more that you are involved the more you will get out of the class.
5. **Stay current with the schedule of assignments for sections of the paper, utilizing instructor feedback each week and applying it to subsequent sections.**

Course Requirements
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1. **Weekly reading application responses**
Students will respond to questions related to the reading assignment each week (typically two chapters each week). 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 counseling practice. Students' responses should be uploaded to Blackboard by midnight the night before the class meeting.

2. **Case Conceptualization**
Each student will be assigned two case studies (selected by the instructor) during the term. The case studies provide an opportunity to apply theories of individual and family development, theories of normal and abnormal personality

development, and theories of learning to a case. Students will also identify appropriate, evidence-based counseling strategies and techniques to utilize for intervention in the case study. Each student will present his or her case study to the class. The case study must be posted by midnight the night before the class meeting. Students will not be required to respond to the application and reflection questions the week(s) they prepare their case study.

3. **Article critique**
   Students are required to critique and discuss a minimum of five research articles. Students will post the critique of their selected research article each week on the Discussion Board on Blackboard. The critique should include: the hypothesis; general demographic information about the population included in the research, the methodology, and the key findings. ***The article critique must be posted by midnight the night before each class meeting.***

4. **Final paper**
   Students will identify a topic of interest and explore the impact on human development across the lifespan. The paper must follow APA guidelines and should be a *minimum* of 12 pages in length and include a *minimum* of five peer-reviewed, research articles. The paper should review the current research in the selected topic, summarize how it impacts clinical mental health practice or school counseling, and include a discussion of evidence-based treatments or interventions. The paper topic will be submitted by the third class meeting.

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria:

1. Participation and contribution to class discussions   15%

2. Reading application responses   20%

3. Timely submission of research article reviews
    and generation of discussion questions   15%

4. Case conceptualization documentation and presentation   15%

5. Timely submission of paper during term   10%

6. Final paper   25%

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

1. *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:

    a) *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.

b) *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.

c) *Partial Participation*: Passive participation -- present, awake, alert, attentive, but not actively involved.

d) *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.

2. *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.

3. **Late Assignments:** Assignments submitted past the due date will have f**ive points deducted** per day. This includes all reading application questions, which should be submitted by midnight the day prior to class. 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.

3. *Use of Technology***:** The use of technology during class time is generally disruptive and inhibits classroom interactions; therefore, the use of computers or phones is generally inappropriate. Special needs should be discussed with the instructor. If you are on call or need to make a call/text please leave the classroom as talking or texting could distract others from learning.

4. *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.

Tentative Schedule

Date	Topic	Reading Assignment – Due before class meeting	Assignment Due
Week 1	Models/theories of human development; definition of developmental psychopathology, mediating and moderating variables	Chapter 1	
Week 2	Early physiological development; emotional development	Chapter 2 & 3	Reading application responses. Case conceptualization Article critique
Week 3	Attachment relationships and emotional regulation	Chapter 4 & 5	Reading application responses. Case conceptualization Article critique Title page of final paper
Week 4	Development in middle childhood	Chapter 6 & 7	Reading application responses. Case conceptualization Article critique Introduction of final paper
Week 5	Development in early adolescence	Chapter 8 & 9	Reading application responses. Case conceptualization Article critique Reference page of final paper
Week 6	Development in late adolescence and Young adulthood	Chapter 10 & 11	Reading application responses. Case conceptualization Article critique Body of final paper
Week 7	Development in middle adulthood	Chapter 12 & 13	Reading application responses. Case conceptualization Article critique

			Discussion section of final paper
Week 8	Development in late adulthood	Chapter 14 & 15	Reading application responses. Case conceptualization Article critique Abstract of final paper
Week 9	Presentations		Reading application responses. Case conceptualization Article critique Final paper due

Course Declarations

LiveText/Blackboard Usage: Blackboard will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

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.
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.