



DOANE UNIVERSITY

SYLLABUS

COU 635 Human Development across the Lifespan

Course Content

<i>Course Number:</i>	COU 635
<i>Course Title:</i>	Human Development across the Lifespan
<i>Course Dates:</i>	March 12 th – May 12 th
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Jean Kilnoski
<i>Office Phone:</i>	402-467-9021
<i>Office Email:</i>	jean.kilnoski@doane.edu
<i>Office Hours:</i>	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 the ability to use theories to critically analyze client development, functioning and behavior.
- 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

SUPPLEMENTAL TEXT:

CACREP Standards Addressed in this Course

Program Objective	Standard Identifier	Standard	Assessment
P.O.2	2.F.2.a	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Reading application responses. Case conceptualization

Program Objective	Standard Identifier	Standard	Assessment
P.O.2	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
P.O.3	2.F.3.a	theories of individual and family development across the lifespan	Reading application responses. Case conceptualization Final paper
P.O.3	2.F.3.b	theories of learning	Reading application responses Case conceptualization
P.O.3	2.F.3.c	theories of normal and abnormal personality development	Reading application responses. Case conceptualization
P.O.3	2.F.3.e	biological, neurological, and physiological factors that affect human development, functioning, and behavior	Reading application responses. Case conceptualization Final paper
P.O.3	2.F.3.f	systemic and environmental factors that affect human development, functioning, and behavior	Reading application responses. Case conceptualization
P.O.3	2.F.3.g	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Reading application responses. Case conceptualization Final paper
P.O.3	2.F.3.h	a general framework for understanding differing abilities and strategies for differentiated interventions	Reading application responses. Case conceptualization Final paper
P.O.3	2.F.3.i	ethical and culturally relevant strategies for promoting resilience and	Reading application responses. Case

Program Objective	Standard Identifier	Standard	Assessment
		optimum development and wellness across the lifespan	conceptualization Final paper
P.O.3	2.F.5.i	evidence-based counseling strategies and techniques for prevention and intervention	Reading application responses. Case conceptualization Final paper
P.O.3	2.F.7.d	procedures for identifying trauma and abuse and for reporting abuse	Reading application responses. Case conceptualization
P.O.8	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
P.O.3	5.C.2.g	impact of biological and neurological mechanisms on mental health	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.

Suggestions for getting the most out of this Course

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! The more that you are involved the more you will get out of the class.
5. Stay current with the schedule of paper submissions each week. Utilize instructor feedback and applying it to subsequent sections.
6. The Academic Support Center (ASC) is located in room 204 of the Fred Brown Building on the Lincoln campus. ASC offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing for students enrolled at all three campus settings. Free tutoring and free one-on-one meetings are available to provide assistance in these areas. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make a tutor or one-on-one appointment, email the director at: terese.francis@doane.edu.

Course Requirements

1. Weekly reading 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 Blackboard by midnight the night before the class meeting.*

2. Case Conceptualization

Each student will develop and present one case conceptualization. The case studies, which are posted on Blackboard, provide 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. Use a developmental psychopathology framework to interpret the information in the case study. Students will also identify and present an intervention strategy to address the issues identified in the case study. Be specific in making recommendations (individual counseling, group counseling, pair therapy, parent education, mindfulness training). The recommendations should be based on evidence-based treatment, when possible. Students do not need to respond to the reading application questions the week he/she presents the case study. *The case study must be posted by midnight the night before the class meeting.*

3. Article Critique

Students are required to critique a research article each week beginning in week 2. Students will post the critique of their selected research article each week on

Blackboard. 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 five research articles in class.

The article critique must be posted by midnight the night before each class meeting.

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

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 a number of different research studies in a meaningful way. The presentation should include a *minimum* of five 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 or school counselors.
- B. A *minimum of five* 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
 - 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.

5. Final Exam

A structured exam will be given at the end of the last class. This exam will include multiple-choice and short answer questions drawn from content from the entire term. Students will be given a study guide, which outlines the content that will be included in the exam. Additionally, a study time prior to the exam will be offered in class during which students may ask questions and get clarification on information. However, students are encouraged to study the entire semester and to ask questions of content you are unsure of during the term, by contacting the instructor via email or scheduling a meeting.

Evaluation Criteria

Final Grade

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
(20 points per week x 7 weeks) | 140 points |
| 3. Case conceptualization | |
| a. Documentation/Information | 50 points |
| b. Presentation | 15 points |
| 4. Research article critiques | |
| a. Written critique(10 points per week x 7 weeks) | 70 points |
| a. Discussion (5 points per week x 5 weeks) | 25 points |
| 5. Presentation of Research and Intervention | |
| a. Synthesis of information from research | 125 points |
| b. Presentation | 25 points |
| 6. Final Exam | <u>100 points</u> |

**Total
Grading Scale:**

586 points

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.

Students who miss two or more classes will not receive a passing graduate for the course.

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 **five points deducted** 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.

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 the class meeting	Assignment Due
Week 1	Organizing themes in development Models/theories of human development; definition of developmental psychopathology, mediating	Chapter 1	

	and moderating variables; major issues in development.		
Week 2	Early physiological development; epigenetics; coaction; emotional development, neural and cognitive development;	Chapters 2 & 3	Reading application responses. Final Exam (CACREP 2.F.3.f., 5.C.2.g, 2.F.3.c., 2.F.3.a.) Article critique (CACREP2.F.8.a.)
Week 3	Theories of emotions; emotion regulation; attachment relationships; infant temperament; self-system, self-regulation.	Chapters 4 & 5	Reading application responses. Final exam (CACREP 2.F.3.e., 2.F.3.f., 2.F.2.a, 2.F.2.d) Article critique (CACREP2.F.8.a.)
Week 4	Development in middle childhood Cognitive development; social cognition; self-concept; moral self; anti-social behavior.	Chapters 6 & 7	Reading application responses Final Exam (CACREP 2.F.3.a, 2.F.3.b., 2.f.3.c, 2.F.3.h) Case conceptualization Article critique (CACREP2.F.8.a.)
Week 5	Development in early adolescence Gender identity; sex differences; peer relationships; sociometric status; identity development	Chapters 8 & 9	Reading application responses Final Exam (CACREP 2.F.3.a., 2.F.3.b., 2.F.3.c). Article critique (CACREP2.F.8.a.)

Week 6	Development in late adolescence and Young adulthood Frameworklessness; media; risky behavior; cognitive theories	Chapters 10 & 11	Reading application responses Case conceptualization Final Exam Article critique (CACREP 2.F.3.h., 2.F.3.f) (CACREP 2.F.8.a.)
Week 7	Development in middle adulthood Adult attachment theory; partner selection; conflict resolution style; building self-efficacy; stability and change in adulthood	Chapters 12 & 13	Reading application responses . Case Conceptualization Final exam (CACREP 2.F.3.f ,2.F.3.h, 2.F.3.i). Article critique (CACREP 2.F.5.i) Presentations
Week 8	Development in late adulthood Well-being; meaning and relationships; body-mind; challenge and loss	Chapters 14 & 15	Reading application responses Final Exam (CACREP 2.F.3.e., 2.F.3.f., 2.F.3.g., 2.F.3.h.) Case conceptualization Article critique Presentations
Week 9			Exam

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.

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.