

Troy University (Panama City)

Course Syllabus

Psych 6668

Human Lifespan Growth & Development

Term: T 02/2011 Oct 15- Dec 16)

INSTRUCTOR:

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Office hours: Monday and Tuesday 9-2

Available for student consultation by appointment.

Semester Hours: 3

Pre-requisite(s): Admission to Graduate School and admission to program

Troy Email: All Troy students will be **required** to access and utilize their troy.edu email account for all communication with the university. **All** official correspondence (including bills, statements, emails from instructors through Blackboard, and grades) will be sent **only** to the troy.edu address. Your troy.edu email address is the same as your web express user ID followed by “@troy.edu”. You can get to your email account through Troy’s web page www.troy.edu/fwr or you can go to the email link found there and learn how to add this address to your other email services that support POP accounts (i.e., Outlook, Outlook Express, Yahoo, AOL, etc.).

Approved Delivery Models

This course is approved for on line and face to face modalities.

Catalog Course Description: A study of the nature and needs of individuals at all developmental levels. Problems of human adjustment faced at all stages of development from conception through retirement, including adjustment issues in the home, school, work place, social groups, and retirement. An understanding of developmental crises in human behavior is also a goal of this course.

Goals and Objectives of Course:

The Teacher Education Program and Counseling Programs are designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. In addition, this course provides opportunities to demonstrate knowledge of:

1. To demonstrate mastery life-span developmental theories including the historical limitations of these theories with regard to gender and racial bias,

with a focus on facilitating optimal development and wellness over the lifespan CACREP Section II.G.3.a.b.d.h.

2. To demonstrate knowledge of specialized counseling modules and strategies pertinent to developmental problems associated with each stage of life; to apply principles of normal development to the creation of services to a variety of populations including support groups, parent/family education, career information and counseling. CACREP Section II.G.3.d.e.f.g.h.
3. To adequately utilize literature from developmental psychology in discerning normal and pathological behavior including theories related to addiction, including strategies for prevention, intervention and treatment.. CACREP Section II.G.3.e.f.g.h.
4. Child and adolescent development and learning in the cognitive, physical, social and emotional areas. CACREP Section.II.G.3.a.b.,Alabama State Department of Education School Psychometry 290-3-3-.51 (2) (a) 1
5. To demonstrate an adequate understanding of the legal and ethical considerations involved in working with developmental issues. CACREP Section II.G.3.e
6. To demonstrate knowledge of individual, cultural, couple, family and community resilience models to effectively cope with the effects of a given crisis, disaster and other trauma causing events of all age groups. CACREP Section.II.G.3.c.d.,f

Legend: C=CACREP, CC=Community Counseling standards, ASDE=Alabama State Department of Education

Approved Texts:

Santrock, J.W. (thirteenth Edition). *Lifespan development*. Boston: McGraw Hill
Santrock, J.W. (thirteenth Edition) Study Guide to accompany Life-span development

Other Materials:

Live Text needs to be purchased for this course.

ATTENDANCE POLICY:

This is a graduate class. It is assumed that you have elected to participate in this course of study as a conscious decision to become an expert in your selected field of study. This course is no less important than course work required to become an expert in any field requiring an advanced degree. You will have my total professional commitment and attention during our time together. I expect the same from each student

Absence Policy:

In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

Standards of Conduct: The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct in the Troy University, Florida and Western Region Student Handbook, and may be disciplined up to and including suspension or expulsion. Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from

Additional Services:

Americans With Disabilities Act:

Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

Computer Resources Usage Policy: Policy

can be read at: https://it.troy.edu/Policies/tech_policies.htm

Troy University Southeast Region-Florida Library

LIBRARY SUPPORT

Troy University Southeast Region offers library services through a virtual library. Two professional librarians are located in Suite 14 of the Florida Office, where they offer the following services to students via telephone, e-mail, and in person: reference assistance, technical assistance with using the online resources, and any other help that students might need. During the hours that the Librarians are there, students in the local area may also come for hands-on assistance in using the computers to access information. The hours (Central Time) for services are Monday through Friday, 8 a.m. to 5 p.m. Although the office is closed on Saturday, Sunday, and holidays, during these times, students may access Live Chat, an instant messaging service, for online assistance from the Troy libraries. There is a link to that service on the University College Library Services Web page, <http://uclibrary.troy.edu>. Contact information: Phone numbers: 800-638-7237; 850-301-2154; 850-301-2129. E-mail: library1@troy.edu.

INTERNET:

You will be expected to use the Internet as part of your course work, as determined by your instructor.

COURSE REQUIREMENTS

Content:

Course exams	30
Observation	30
Term paper	40

CLASS CONTENT :

DATE & TOPIC	Topics & READINGS	Assignments
Tuesday Oct 16	Introduction Chapter (1) Santrock	Dev powerpoints ch 1 & 2
Tuesday Oct 23	Ch 5 Santrock (Physical and Cognitive Development in Early Childhood Ch 6 Santrock (Social emotional development in infants)	Ch 5 & 6 powerpoints
Tuesday Oct 30	Ch 7 Santrock (Physical and Cognitive Development in Early Childhood) Ch 8 Santrock (Social and Emotional Development in Early Childhood)	Ch 7 & 8 powerpoints
Tuesday Nov 6	Ch 9 Santrock (Physical and Cognitive Development in Middle Childhood Ch 10 Santrock (Social and Emotional Development in Middle Childhood)	Ch 9 & 10 powerpoints
Tuesday Nov 13	First exam	
Tuesday Nov 20	Ch 11 Santrock (Physical and Cognitive Development in Adolescence)	Ch 11 & 12 Powerpoints Observation due

	Ch 12 Santrock (Social and Emotional Development in Adolescence)	Nov 22
Tuesday Nov 27	Ch 13 Santrock (Physical and Cognitive Development in early adulthood) Ch 14 Santrock (Social and Emotional Development in early adulthood)	Ch 13 & 14 powerpoints
Tuesday Dec 4	Ch 15 Santrock (Physical and Cognitive Development in middle adulthood) Ch 16 Santrock (Social and Emotional Development in Middle adulthood)	Ch 15 & 16 Powerpoints Term Paper due Tuesday Dec 6
Tuesday Dec 11	second exam	

Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form PSY 6668 located in the Forms Section of LiveText.

**LIVETEXT ASSIGNMENT 1
Intervention and Theoretical Paper
Student Assignment
CACREP Standards Section II G. a-h**

Student Instructions

Upon completion of this assignment , submit the paper in LiveText for review by your instructor. Your assignment will be assessed in LiveText using the rubric contained in the following information..

Student Directions: LiveText Assignment I Intervention and Theoretical Paper

Write a paper detailing an intervention for the population that your specialty serves (e.g., school counseling—kindergarten aged children; vocational rehabilitation—adult MR clients in a sheltered workshop; student affairs—freshmen living in residence halls; community counseling—adults in group home for the chronically mentally ill). You will also include theory, lifespan issues, developmental issues, crisis, trauma, pathology, environmental situations, and other issues related to the population described in the paper. In this paper:

1. Identify the “normal” developmental issues faced by this population including a summary of the physical, cognitive, and socio-emotional behaviors. CACREP Section II.G.3.a.b.h.; Alabama State Department of Education School Psychometry 290-3-3-.51 (2) (a) 1
2. Identify and describe in detail a particular intervention based on developmental and specialty literature (e.g., workshop for parents of kindergarten aged children, behavioral contracts for adult rehabilitation clients in a sheltered workshop; structured group for freshmen living in residence halls; daily living skills workshop for adults in group home for chronically mentally ill). Be sure to identify whether the intervention targets groups such as a seminar, workshop, or targets individuals such as individual behavior contracts. Also specify the amount of time your intervention will take (e.g., one three hour presentation, six weeks for 1 ½ hours per week, three months of meeting one on one for an hour per week, etc.) Make sure that you accurately cite at least 3 other professional sources other than your text. CACREP Section C.II.G.3.e.f.g., Alabama State Department of Education School Psychometry 290-3-3-.51 (2) (a) 1
3. Identify and describe in detail the necessary individual, couple, group and family interventions and cultural considerations, given a crisis, disaster or other- trauma causing event. CACREP C.II.G.3.c.d. Alabama State Department of Education School Psychometry 290-3-3-.51 (2) (a) 1
4. Include the following in the paper with additional reference citations: (CACREP Section C.II.G.3 a-e). Alabama State Department of Education School Psychometry 290-3-3-.51 (2) (a) 1
 - a. Theories of individual and family development and transitions across the lifespan – impact on population writing about in paper.
 - b. Theories of learning and personality development including current understandings about neurobiological behavior - matching population written about in paper.
 - c. Theories and models of individual, cultural, couple, family and community resilience related to population.
 - d. Effects of crisis, disasters, and other trauma-causing events on the population you are writing about.
 - e. A general framework for understanding exceptional abilities and strategies for different or alternative interventions.

Interview a professional in this specialty who can comment on the

intervention you are reporting on and can speak to the challenges facing a professional with the population they serve.

The term paper will constitute 30% of your grade.

**LIVETEXT ASSIGNMENT 1
INTERVENTION AND THEORETICAL PAPER RUBRIC
INSTRUCTOR GRADES ASSIGNMENT 1 AFTER
STUDENT SUBMITS PAPER**

Topic Standard Assignment/Assessment	1 0-59% No Understanding (1 point)	2 60-69% Below Average (2 points)	3 70-79% Average (3 points)	4 80-89% Mastery (4 points)	5 90-100% Exceptional (5 points)
Description of Population AL-ASBE- 06.290.3.3.51.2.A.1 CACREP II.G.3.a.b.c.d.e.	No descriptive details	Minimal description, Lacks enough essential detail	Vague description.	Descriptions adequate to understand settings.	Thorough, articulate description that adds enhancing detail.
Summary of “normal” development - literature/theory AL-ASBE- 06.290.3.3.51.2.A.1 CACREP II.G.3.a.b.c.d.e	Inaccurate, inarticulate coverage of literature.	Minimal coverage of literature. 3 or more APA errors.	General coverage of literature. 2 or more APA errors.	Adequate coverage of developmental literature regarding subjects. No more than 1 APA editorial error.	Thorough, detailed description of literature regarding populations observed. No APA errors.
Description of Intervention AL-ASBE- 06.290.3.3.51.2.A.1 CACREP II.G.3.a.b.c.d.e.	Poor writing—4 or more writing errors. Lack of or inaccurate application of principle.	Fewer than 3 sources. 3 or more writing or APA errors. Vague application of developmental principles.	Fewer than 4 sources. 2 or more writing or APA errors. General application of developmental principles to population (little detail).	Exactly 4 sources (3 + text) Adequate application of developmental principles to population under consideration. No more than 1 grammatical/APA error. Specified type, timing and plan of intervention.	Thorough application of developmental principles. Contains details regarding developmental principles, the population considered and the timing/planning of the intervention. Plausible plan for the population. Well thought out and well written, no grammatical/APA errors. 4+ sources accurately sited

					and applied.
Theories of individual and family development and transitions across the II.G.3.a. (including reference citations)	No understanding of theories of individual and family development transitions across the lifespan	Below average understanding of individual and family development transitions across the lifespan	Average understanding of individual & family development across the lifespan	Mastery of theories of individual & family development across the lifespan	Exceptional mastery of theories of individual & family development across the lifespan
Theories of learning and personality development including current understandings about neurobiological behavior II. G.3. b. (including reference citations)	No understanding of theories of learning and personality development including current understanding about neurobiological behavior	Below average understanding of learning and personality development including understanding about neurobiological behavior.	Average understanding of learning and personality development including understanding about neurobiological behavior	Mastery of understanding of learning and personality development including understanding about neurobiological behavior.	Exceptional understanding of learning and personality development including understanding about neurobiological behavior
Effects of crisis, disasters, and other trauma-causing events on persons of all ages II. G.3.c (including reference citations)	No understanding of effects of crisis, disasters, and other trauma-causing events on persons of all ages.	Below average understanding of effects of crisis, disasters, and other trauma-causing events on persons of all ages.	Average understanding of effects of crisis, disasters, and other trauma-causing events on persons of all ages.	Mastery of understanding of the effects of crisis, disasters, and other trauma-causing events on persons of all ages.	Exceptional understanding of effects of crisis, disasters, and other trauma-causing events on persons of all ages.
Theories and models of individual, cultural, couple, family, and community resilience II.G.3.d (including reference citations)	No understanding of theories and models of individual, cultural, couple, family, and community resilience.	Below average understanding of theories and models of individual, cultural, couple, family, and community resilience.	Average understanding of theories and models of individual, cultural, couple, family, and community resilience.	Mastery of understanding of theories and models of individual, cultural, couple, family, and community resilience.	Exceptional understanding of theories and models of individual, cultural, couple, family, and community resilience.
A general framework for understanding exceptional abilities and strategies for differentiated interventions. II.G.3.e (including reference citations)	No understanding of a general framework of exceptional abilities and strategies for differentiated interventions.	Below average understanding of a general framework of exceptional abilities and strategies for differentiated interventions.	Average understanding of a general framework of exceptional abilities and strategies for differentiated interventions.	Master of a general framework of exceptional abilities and strategies for differentiated interventions.	Exceptional understanding of a general framework of exceptional abilities and strategies for differentiated interventions.

LIVETEXT ASSIGNMENT II
Observation of Various Life Stages
Student Assignment
CACREP Standards Section II G. a-h

Student Instructions

Upon completion of this assignment, submit this document in LiveText for review by your professor. The assignment will be assessed by the assessment rubric in LiveText.

Assignment

Observe two groups appropriate to your specialty (Mental Health, Student Affairs, School, School Psychometry, School Psychology, Rehabilitation Counseling, Substance Abuse) for 1 ½ hours each. Write one paper describing your observations and/or complete an activity chart including the following:

1. A description of the settings, number of individuals observed, their ages, activities and interactions with each other. C.II.G.3.e.f.g, AL-ASBE-06.290.3.3.51.2.A.1
2. Summary of “normal” physical, cognitive, and socio-emotional issues encountered by individuals of these ages. C.II.G.3. a,b,e,f,g,h AL-ASBE-06.290.3.3.51.2.A.1
3. A detailed description of your observations of the physical, cognitive, and socio-emotional behaviors of your subjects, as well as a comparison/contrast of the developmental behavior of older and younger populations. C.II.G.3 e. f. g. h..
4. A careful description of any “abnormal” behaviors in your subjects, if any, and a description of appropriate professional referrals. C.II.G.3 a,b,e,f,g,h AL-ASBE-06.290.3.3.51.2.A.1
5. Include the following and information related to: a) developmental crises, disability, psychopathology, situational/environmental factors related to abnormal behavior; b) theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention and treatment, and c) theories for facilitating optimal development and wellness over the lifespan. C.II.G.3. a,b,e,f,g,h
6. A specific referral list, to include individual, cultural, group, couple, and community resources, located in your designated area. Please include resources needed due to the effects of a crisis, disaster and other trauma causing events. C.II.G.3.C.D..

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No Understanding (1 point)	2 60-69% Below Average (2 points)	3 70-79% Average (3 points)	4 80-89% Mastery (4 points)	5 90-100% Exceptional (5 points)
Description of setting AL-ASBE-06.290.3.3.51.2.A.1 CACREP II G. 3 .f .g .h	Inadequate descriptions that lacks detail. 4 or	Vague description that lacks essential detail. 3 or more writing errors.	General descriptions. No more than 2 writing	Descriptions adequate to understand setting. No	Thorough descriptions that contain enhancing details. No writ

	more writing errors.		errors.	more than 1 writing error.	errors.
Summary of normal development AL-ASBE-06.290.3.3.51.2.A.1 CACREP II G.3.f.g.h	Essential relevant literature missing or inaccurately stated. 4 or more writing errors.	Vague coverage of literature that misses essential literature. 3 or more writing errors.	General coverage of developmental literature. 2 or more writing errors.	Adequate coverage of developmental literature relevant to ages. No more than 1 writing error.	Thorough and detailed description of literature regarding ages observed. No writing errors.
Observations/comparison/contrast of older/younger populations - AL-ASBE-06.290.3.3.51.2.A.1 CACREP II G.3.f.g.h.	Essential comparisons to lit. missing. 4 or more writing errors.	Missing essential points of comparison of literature & observation. Inadequate comparison/contrast b/t populations. 3 or more writing errors	Vague or general comparison to lit and among populations 2 or more writing errors.	Adequate application of literature to subjects and among differing ages. No more than 1 writing error.	Thorough and detailed discussion and application of literature to subjects observed. Comparison/contrast thoroughly presented. No writing errors.
Description of “abnormal” behaviors and appropriate summary of needed professional referrals. Include an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior AL-ASBE-06.290.3.3.51.2.A.1; CACREPII.G.3.f.g.h.	Discussions of “normal” and “abnormal” behavior do not reflect ability to discern difference. No referrals.	Overlooks obvious “abnormalities” Descriptions of “normal” and “abnormal” not at professional level. 3 or more writing errors. Inaccurate or absent referrals.	Vague description of what constitutes “abnormal” behavior. 2 or more writing errors.	Adequate discussion of what constitutes “abnormal” behavior. Able to identify appropriate referrals. No more than 1 writing error.	Thorough discussion of what makes a behavior “abnormal” in light of what is regarded as normal. Able to identify numerous appropriate referrals. No writing errors.
Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment CACREP II.G.3.g	No understanding of theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.	Below average understanding of theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.	Average understanding of theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.	Mastery of understanding of theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.	Exceptional understanding of theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.
Theories for facilitating optimal development and wellness over the lifespan. CACREP II.G.3.h	No understanding of theories for facilitating optimal development and wellness over the	Below average understanding of theories for facilitating optimal development and wellness over the lifespan.	Average understanding of theories for facilitating optimal development and wellness over the	Mastery of understanding of theories for facilitating optimal development and wellness over the	Exceptional understanding of theories for facilitating optimal development and wellness over the lifespan.

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**PSY 6668 Human Lifespan Development (Instructor)
LiveText Instructor’s Standards Summary Form
CACREP 2009 Standards – Section G.3**

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

The following is a summary template of common assignments/assessments that align with CACREP 2009 Standards and Alabama State Department of Education School Psychometry Standards.

Student Instructions: The student will submit the assignment named PSY 6668 Human Lifespan Development Instructor’s Summary to the instructor in LiveText.

This is only a submission by student for the instructor to complete the summary form.

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No Understanding (1 point)	2 60-69% Below Average (2 points)	3 70-79% Average (3 points)	4 80-89% Mastery (4 points)	5 90-100% Exceptional (5 points)
<u>LiveText Assessment I Intervention and Theoretical Paper</u> CACREP II.G.3. a-e AL-ASBE- 06.290.3.3.51.2.A.1	No understanding of intervention and theoretical application to specified populations	Below average understanding of intervention and theoretical application to specified populations	Average understanding of intervention and theoretical application to specified populations t	Mastery of intervention and theoretical application to specified populations	Exceptional understanding of intervention and theoretical application to specified populations
<u>LiveText Assessment II Observation of Various Live Stages</u> CACREP II 3 f-h AL-ASBE- 06.290.3.3.51.2.A.1	No understanding of human behavior related to developmental crises, normal/abnormal behavior, theories of addiction, including prevention, intervention and treatment;	Below average understanding of human behavior related to developmental crises, normal/abnormal behavior, theories of addiction, including prevention, intervention and treatment;	Average understanding of human behavior related to developmental crises, normal/abnormal behavior, theories of addiction, including prevention, intervention and treatment;	Mastery of understanding human behavior related to developmental crises, normal/abnormal behavior, theories of addiction, including prevention, intervention and treatment;	Exceptional understanding of human behavior related to developmental crises, normal/abnormal behavior, theories of addiction, including prevention, intervention and

	development of wellness over the lifespan	treatment; development of wellness over the lifespan			
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BIBLIOGRAPHY

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Eric Erikson (www.erikson.edu/)

Piaget (*Jean Piaget Society*: ww.piaget.org/)

Vygotsky Lev *Vygotsky*: ww.sk.com.br/sk-vygot.html

Journal articles by topic:

Piaget

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Reginensi, L (2004). On the Status of Logic in Piaget. *International Social Science Journal*, 56 (181) 439-454. (EJ743376)

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Bronfenbrenner

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Information Processing

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Vailliant's Adaptation theory Levinson's Seasons of Life

2. To demonstrate knowledge of specialized counseling modules and strategies pertinent to developmental problems associated with each stage of life; to apply principles of normal development to the creation of services to a variety of populations including support groups, parent/family education, career information and counseling. C II.K.3.C, Alabama State Department of Education School Counseling (2)(a)1 & 3

At-Risk developmental issues and interventions

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