

Troy University, Florida Region
Psychology 6668 Human Lifespan Growth and Development
Term II 2012: October 26-28, 2012 and November 16-18, 2012
Pensacola, Florida

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Required Textbook:

Santrock, J.W. (2009). Life-Span development. New York, NY: McGraw-Hill.

ISBN: 978-0-07-337021-7 MHID: 0-07-337021-5

Students should order textbooks as soon as possible to insure receipt prior to the beginning of the term. Troy University's official bookstore is MBS Direct at <http://direct.mbsbooks.com/Troy.htm>. MBS is the official provider of the approved textbooks for each term. Orders may be placed online with a credit/debit card or by phone (1-800-325-3252). Students purchasing textbooks from other sources do so at their own risk in relation to order accuracy, timely receipt, or completeness of materials.

Catalog Description: This course is a study of the nature and needs of individuals at all developmental levels. The student will learn about the problems of human adjustment faced at all stages of development, from conception through retirement, including adjustment issues in the home, school, workplace, social groups, and retirement. The student will also develop an understanding of human behavior in relation to developmental crises that occur throughout the life span.

Method of Instruction: Methods of instruction may include, but are not limited to: lecture, discussion, videos, guest speakers, modeling and computerized/Internet instruction.

Overall Objectives: Upon successful completion of the course, the student will demonstrate knowledge of the implications of the physiological, cognitive and social developmental stages in the human life span. Emphasis will be on the implications for counseling for each of the stages. The student will clarify his/her attitudes, values, and perspectives based on personal orientation to life span developmental theory.

Goals and Objectives: The Clinical Mental Health Counseling Program is 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 the knowledge of:

LEGEND	
C	CACREP, Community Counseling Standards
SC	School Counseling Standards
II.A2	Example of a specific standard

1. Life span developmental theories, including the historical limitations of these theories with regard to gender and racial bias. C II. K. 3. A.
2. Specialized counseling strategies pertinent to developmental problems associated with each stage of life. C II. K. 3. C. SC (2) (a) 1 & 3

3. An application of the 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 SC (2) (a) 1 & 3
4. Literature from developmental psychology in discerning normal from pathological behavior. C II. K. 3. C.
5. Child and adolescent development and learning in the cognitive, physical, social and emotional areas. SC (2) (a) 1
6. Adequate understanding of the legal and ethical considerations involved in working with developmental issues. C II. K. 3. E.

Americans with Disabilities Act: Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:

<http://intranet.troy.edu/humanresources/documents/ADAPolicy2003.htm>

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.).

Attendance Policy: Attendance is mandatory. No automatic cuts are authorized. Excessive absences will be reported to appropriate VA and military officials. Arrangements for excused absences must be made PRIOR to the absence. All classes must be made up, regardless of whether the absence is excused or unexcused. This requirement may be met by completing a 5-page paper demonstrating an understanding of the material covered during the missed class period. It is the student’s responsibility to see that this make-up work is completed and turned in within two weeks from the missed class date. The course grade will be reduced by **one full letter grade** for each make-up assignment not completed within the two week period.

Incomplete Grade Policy: An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations. Only the instructor can determine whether an incomplete grade is justified. An “INC” can never be used in lieu of an “F” nor can an “INC” be assigned because of excessive absences. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the Petition for and Work to Remove an Incomplete Grade form. A grade of incomplete may not be removed by repeating the course.

It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade(s). Failure to clear the incomplete within the specified time period will result in the assignment of a grade of "F" for the course.

Make-Up Work Policy: All classes missed must be made-up, regardless of whether the absences were excused or unexcused. Make-up assignments will be given by the instructor on an individual basis.

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

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 another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person, submitting the work of another person, or closely paraphrasing a piece of work without due acknowledgement.

Questions about plagiarism? Go to <http://fwrlibrary.troy.edu/5/writing/plagiarism.htm>

Computer Resources Usage Policy: Policy can be read at: <http://www.tsufl.edu/usepolicy.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.

Course Outline:

Weekend One:

Friday	Introduction Review of Course Requirements Chapter 1: Life-Span Perspective Chapter 2: Biological Beginnings Chapter 3: Prenatal Development and Birth
Saturday	Chapter 4: Physical Development in Infancy Chapter 5: Cognitive Development in Infancy MIDTERM EXAM "A" (Chapters 1-5) Chapter 6: Socioemotional Development in Infancy Chapter 7: Early Childhood Chapter 8: Socioemotional Development in Early Childhood
Sunday	Chapter 9: Physical and Cognitive Development in Middle and Late Childhood Chapter 10: Socioemotional Development in Middle and Late Childhood MIDTERM EXAM "B" (Chapters 6-10)

Weekend Two:

	<u>DEVELOPMENTAL STAGE GROUP PROJECT POWERPOINT PRESENTATIONS</u>
Friday	Chapter 11: Adolescence Chapter 12: Socioemotional Development in Adolescence Chapter 13: Early Adulthood Chapter 14: Socioemotional Development in Early Adulthood
Saturday	Final Exam "A" (Chapters 11-14) Chapter 15: Physical and Cognitive Development in Middle Adulthood Chapter 16: Socioemotional Development in Middle Adulthood Chapter 17: Physical Development in Late Adulthood Chapter 18: Cognitive Development in Late Adulthood Chapter 19: Socioemotional Development in Late Adulthood Chapter 20: Death, Dying, and Grieving
Sunday	Virtual Child Project is due FINAL EXAMINATION (Chapters 15-20)

Course Requirements:

Midterm Exam "A"	15% of course grade	Covers chapters 1-5
Midterm Exam "B"	15% of course grade	Covers chapters 6-10
Final Exam "A"	15% of course grade	Covers chapters 11-14
Final Exam "B"	15% of course grade	Covers chapters 15-20
Various Life Stages Paper and Group Presentation	20 % of course grade	*uploaded to LiveText
Intervention and Theory Paper (Virtual Child Project)	20% of course grade	*uploaded to LiveText

Various Life Stages Presentation:

Various Life Stages Presentation Topics: ADOLESCENCE, EARLY ADULTHOOD, MIDDLE ADULTHOOD, LATE ADULTHOOD, DEATH AND DYING

This is a group project. Each group will:

1. List and lead a discussion of the main developmental issues for the assigned stage, to include:
 - An overview of the stage
 - The biggest problems and challenges faced in the stage
 - Decisions to be made
 - Changes that occur during the stage
 - Gender differences?
 - Interesting facts about the stage found outside of the textbook
 - Census information
 - List all possible developmental disorders for the stage
 - List possible interventions for common crises that occur during the assigned stage
 - Review and compile a list of national, state and local agencies, organizations and/or websites that provide help to people in the specific stage.

The findings of the group project will be:

- Presented in an INTERACTIVE PowerPoint slide presentation

Oral Presentation:

- Conduct an INTERACTIVE DISCUSSION of the stage via PowerPoint.
- Give each student and instructor a copy of the PowerPoint
- List all agencies and organizations that provide resources/agencies that help people in the stage in the final slide(s) of the PowerPoint presentation. You must complete research for this component. You must list a minimum of 10 resources/agencies.
- Each group member must share equally in the project and presentation.
- Time limit will be discussed in class.
- BE CREATIVE!!!

Complete and submit an activity chart based on your life stage assignment to LiveText that includes the following information: (Activity chart template will be provided by the instructor.)

- Observe a group of people in your assigned category for 1 ½ hours. 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.
 2. Summary of “normal” physical, cognitive, and socioemotional issues encountered by individuals of these ages.
 3. A detailed description of your observations of the physical, cognitive, and socioemotional behaviors of your subjects, as well as a comparison/contrast of the developmental behavior of older and younger populations.
 4. A careful description of any “abnormal” behaviors in your subjects, if any, and a description of appropriate professional referrals.
 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.
 6. A specific referral list, to include individual, cultural, group, couple, and community resources, located in the area in which you live. Please include resources needed due to the effects of a crisis, disaster and other trauma causing events.

Intervention and Theory Paper: A “Virtual” Child

This project will allow you the chance to apply the information learned in class to a “real” situation. This exercise will also help you to see human development as a transitional process. You are to create and describe a fictitious “virtual” child, taking him/her through the entire life span.

While rearing this child, you will do the following:

- Plan, conceive, name, etc., and raise a child (boy or girl) through his or her entire life span.
- When your child reaches and surpasses your age, continue to follow each developmental stage, projecting what you expect each stage will be like for your child.
- Include appropriate developmental crises during each stage.
- Be sure to consider your values, morals, and religious beliefs. Also, consider the possible effects of occupation, educational goals, siblings, divorce, remarriage, etc.

Unfortunately, all life comes to an end:

- Your child must live to at least 80 years of age.
- You must describe the end of his or her life. How did death occur?
- Write an obituary that would be placed in a local newspaper for your child.

Your virtual child paper must include the following information: theory, lifespan issues, developmental issues, crisis intervention, trauma , pathology, environmental situations, and other issues related to the life span development.

1. Identify the “normal” developmental issues faced by your virtual child, including a summary of physical, cognitive, and socioemotional behaviors.
2. When your virtual child encounters a crisis, identify and describe in detail a particular intervention to be used, 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 at a seminar or 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 you note cultural considerations or other factors that impact your choice of intervention during the crisis.
3. Specifically mention the following in your paper with reference citations:
 - (a) Theories of individual and family development and transitions across the lifespan

(b) Theories of learning and personality development, including current understanding about neurobiological behavior - matching the virtual child and the appropriate developmental stage.

(c) Theories and models of individual, cultural, couple, family and community resilience related to the virtual child.

(d) Effects of crisis, disasters, and other trauma-causing events on the virtual child.

(e) A general framework for understanding exceptional abilities and strategies for different or alternative interventions.

Make sure that you accurately cite at least 3 professional sources other than your text.

This project must be in Microsoft WORD format. The paper must be 8-10 pages in length. Use 12 font and one inch margins. Your paper must include a discussion of the following stages of life-span development: PRENATAL DEVELOPMENT, INFANCY, EARLY CHILDHOOD, MIDDLE AND LATE CHILDHOOD, ADOLESCENCE, EARLY ADULTHOOD, MIDDLE ADULTHOOD, LATE ADULTHOOD, DEATH AND DYING. The paper must be uploaded to LiveText.

BE CREATIVE! HAVE FUN! DEVELOP YOUR CHILD'S PERSONALITY!! USE A SENSE OF HUMOR!

**** INCLUDE IMPORTANT INFORMATION ABOUT EACH STAGE IN YOUR PAPER.**