



Lifespan Development

PSY 6515/COU 6515 |

Total Credit Hours:3 Lecture

Classroom:

Day/Time:

Instructor

Course Description

This course is designed to provide a broad understanding of the nature and needs of individuals at all developmental levels. Also included are such areas as human behavior (normal and abnormal).

Rationale

This course is important for any academic discipline where an understanding of human development is needed. It can assist the student in better knowing what to expect from specific age groups and in better understanding the needs of specific individuals or groups.

Learning Objectives

1. At the conclusion of the course, the student should be able to:
2. Understand the influence of theories of individual and family development across the lifespan
3. Delineate the theories of learning and personal development that influence behavior across the lifespan
4. Understand the influence of theories of normal and abnormal personality development on personal behavior
5. Illustrate how addictions and addictive behaviors influence life span development
6. Describe the effects of genetic, biological, neurological, and physiological factors that affect human development
7. Understand the systemic and environmental factors that affect human development, functioning, and behavior
8. Discuss the effect of crises, disasters, and trauma on diverse individuals across the lifespan
9. Understand a general framework for understanding differing abilities and strategies for differentiated interventions
10. Describe ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
11. Demonstrate an understanding of the *DSM-5* and clinical diagnosis related to human development across the lifespan.

Prerequisites

Graduate Standing

Instructional Materials

Broderick & Blewitt (2019). *The life span: Human development for helping professionals (5th ed)*. Pearson

Instructional Methods

This course will include PowerPoint lectures, class discussion, video presentations/discussion, experiential activities, & case studies.

Methods of Evaluation

This course will include two exams, written assignments, and facility observations.

Assignments:

Developmental Interviews (Standards addressed: II.F.3.a, II.F.3.b, II.F.3.c, II.F.3.d., II.F.3.e., II.F.3.f., II.F.3.g., V.C. 2.g., V.F.2.f., V.G.2.g.)- The student will interview four individuals about their recollections from their early life beginning in infancy to the age of 21. Students will be asked to interview a person born between 1900 and 1945, a person born between 1946 and 1964, a person born between 1965 and 1984, and a person born between 1985 and 1995. Students will ask questions that explore early memories, recollections of play, school experiences, peer relationships, and developmental transitions. A list of interview questions will be provided as a guide to the interview. No specific identifying data other than birth-date is to be used in the write-up of the interviews. Interviews must be arranged according to early childhood, middle childhood, adolescence, and very early adulthood memories. Students should specifically comment on any turning points or developmental milestones mentioned by the interviewees and on the influence of world events on the lives of the interviews.

Please address specifically:

1. What was the influence of theories of individual and family development in the lives of these individuals?
2. How did the theories of learning and personal development manifest in the lives of these individuals?
3. What was the influence if any of addictions and addictive behaviors influence in the lives of these individuals?
4. What were the effects of genetic, biological, neurological, and physiological factors in the development of these individuals?

My Life Story: Following My Path (Standards addressed: II.F.3.a., II.F.3.b. II.F.3.c. II.F.3.d., II.F.3.e., II.F.3.f., II.F.3.g., II.F.3.h., V.C. 2.g., V.F.2.f., V.G.2.g.)- All students are to write a **narrative** of their developmental experience from birth to the present day. This is a narrative, but may include references if they are relevant and assist the reader in understanding the student's development. When references from the book or other sources are included be sure that they are referenced in APA style and a reference page concludes the paper.

As part of this assignment, trace your personal development from infancy, childhood, and

adolescence using personal experiences or instances that illustrate the influence of one or more theories of individual and family development. Using personal experiences how do or did genetic, biological, neurological, and physiological factors influence your personal development. Discuss the issues and consequences of any traumatic events (i.e., personal and community crises, disasters, etc.) on your personal development, family and relational health, physical integrity, and emotional stability. Address how your childhood and adolescence influence you as an adult. (No less than 7 or more than 15 pages, typed and double spaced. Title page should be included, but is not included with the overall page number requirement of 7 pages.)

To help you process your experiences consider some of the following questions:

1. Who were significant persons in your life and how did they influence your development?
2. What was the impact of family successes and failures on you as a child or adolescent?
3. What incidents or experiences have been "turning points" in your personal journey?
4. What school, work, religious, and community experiences shaped your developmental journey?
5. What has been the impact of significant decisions you have made on your personal journey?
6. What struggles and conflicts that you faced as a child or adolescent have molded and shaped you as a person?
7. What is your earliest memory and how does it serve as a metaphor for your life?
8. What significant world events serve as markers of your personal development?

Review of *Dibs in Search of Self* (Standards addressed: II.F.3.a., II.F.3.b., II.F.3.c., II.F.3.d., II.F.3.e., II.F.3.f., II.F.3.g., II.F.3.h., II.F.3.i., V.C.2.b., V.C. 2.g., V.F.2.e., V.F.2.f., V.G.2.g., V.G.3.e.)- After reading the book, *Dibs in Search of Self*, by Virginia Axline, develop a **narrative** book review. Discuss the most likely diagnosis for Dibs and his possible mental health issues. Describe how Dibs was developmentally different than his peer group and indicate how Dibs family, social, and cultural situation influenced his problems. In addition address the therapeutic approach that Virginia Axline used in treating Dibs. What were the core elements of her therapeutic model? Describe how Dibs initially reacted to the therapy and what developmental issues emerged early in treatment. Explore how Dibs behavior changed in early therapy and address any crises that emerged during treatment. Discuss the impact of therapy on Dibs family. At termination, what were issues that might have been addressed in further treatment of Dibs and his family.

In addition, address the following questions:

1. Had you been the therapist, what issue would you have found most challenging in treating Dibs?
2. This book was published in 1964 and treatment occurred in the early sixties or late fifties are there legal and ethical issues important in this era that were not considered during that period?
3. Without treatment, what would have been Dibs prognosis?

Developmental Observation: (Standards addressed: II.F.3.e., II.F.3.f., II.F.3.h., V.C.2.g., V.F.2.f.)- The student should secure permission to observe for 3 hours in an inpatient facility that provides services for geriatric clients (nursing home, geriatric care facility or assisted living facility) write a reaction to the experience. Structure a narrative (no less than 3 pages) that discusses where, when, what, and who you saw in your observation. Include your impressions, both positive and negative about the experience. Present your observation as a narrative.

Be sure and identify the name of the facility and who was served, for instance, Fred’s Home for Persons with Stray Thread Disease, a facility for persons suffering chronic stray threads on their clothes. There are several facilities in the area and surrounding areas (Clinton Health Care, Woodlands Rehabilitation and Healthcare Center, Brookdale Clinton, etc.). If you commute from another area, feel free to find a geriatric facility in your area. **DO NOT** utilize an inpatient psychiatric facility that assesses or provides acute care to seniors or geriatric populations.

1. Discuss the structure of the time you spent with clients.
2. What were major activities that you witnessed during your observation?
3. Who was involved in those activities?
4. Did clients appear content and engaged or bored and distracted?
5. Were the staff members aware of client issues and eager to ameliorate client problems?
6. What evidence did you see of good educational, counseling, or therapeutic techniques during your visit?
7. What were your feelings about the facility, the clients, and the staff?
8. Did you experience any surprises during your visit?
9. Would you be willing to volunteer or work in this facility, why or why not?
10. Be sure to omit any references that might identify persons (staff or clients) in this facility.

Written Examinations (Standards Addressed: II.F.3.a., II.F.3.b., II.F.3.c., II.F.3.d., II.F.3.e., II.F.3.f., II.F.3.g., II.F.3.h., II.F.3.i., V.C.2.b., V.C.2.g., V.F.2.e., V.F.2.f., V.G.2.g., V.G.3.e.)- Students will be assessed with a midterm examination and a comprehensive final examination. The final examination will be given in accordance with Mississippi College policy at the completion of the course during examination week. The midterm examination and final examinations include multiple choice and essay questions from all the course material.

Assignments

Developmental Interviews	(200 points)
My Life Story Paper	(200 points)
Developmental observation	(100 points)
Review of <i>Dibs in Search of Self</i>	(100 points)
Mid-term	(200 points)
<u>Final Exam</u>	<u>(200 points)</u>
Total	(1000 points)

Grading Scale

940-1000 points	=	A
890-939 points	=	B+
800-889 points	=	B
730-799 points	=	C+
660-729 points	=	C
590-659 points	=	D
Below 590 points	=	F
I (Incomplete)		

Grading Policy

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/universitysyllabus>.

Additional Course Policies

Attendance

Class attendance is an essential part of college education and students are expected to attend regularly and punctually. Individuals learn through active participation and involvement. There will be experiential components of this course. Cumulative absences will result in a lowered grade or loss of credit for the course. The university policy will be followed concerning absences. A student will receive an F in a class immediately when absences, whether excused or unexcused [including university functions], exceed 25% of the class meetings. Tardiness will not be excused. If a student is late to the class and is marked absent during roll call, that student will be considered absent for the class.

The last day to drop a course for the semester is listed in the current class bulletin. Students cannot withdraw after that date with a W (passing) unless the three following criteria are met:

- Extenuating circumstances (clearly outside of student's control)
- Passing the course at the time of withdrawal
- Does not have excessive absences at the time of withdrawal

Ethical Standards

All the graduate courses offered by the Department of Psychology and Counseling at Mississippi College adhere to the current standards of the American Counseling Association (ACA). The 2014 ACA Code of Ethics is available for download at <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Papers and presentations in the course will be guided by the current edition of the Publication Manual of the American Psychological Association 7th Edition.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Late Work

Late work will not be accepted after 1 week. Late assignments will have 10 points per day deducted for each day of the 1-week grace period utilized.

Best Practices

Success in this course will require students to attend class, read assigned chapters in the text, and complete all assignments.

Course Schedule

Week/ Date	Topic	Reading Assignments/Materials due
Week 1	Introductions/Expectations of class	Syllabus
Week 2	Early Theories of Development	Chapter 1 Oral et al. (2016)
Week 3	Fundamentals of Epigenesis & Brain Development	Chapter 2 Nusslock & Miller (2016)
Week 4	Cognitive Development – Early Childhood	Chapter 3 Miller (2010) Due: My Life Story: Following My Path
Week 5	Social & Emotional Development – Early Childhood	Chapters 4 & 5 Callaghan & Tottenham (2016)
Week 6	Cognitive & Moral Development – Middle Childhood/Adolescence	Chapters 6 & 7 Greeson et al. (2014)
Week 7	Gender & Peer Relationships – Middle Childhood/Adolescence	Chapter 8 Ostrov et al. (2022) Due: Review of <i>Dibs in Search of Self</i>
Week 8	Mid-Term Exam	Chapters 1-8
Week 9	Fundamentals of Adolescent Development	Chapters 9 & 10 Syed & McLean (2015)
Week 10	Physical & Cognitive Development – Young Adulthood	Chapter 11 Eisenberg et al. (2002)

Week 11	Socioemotional & Vocational Development – Young Adulthood	Chapter 12 Costa, McCrae, & Lockenhoff (2019) Due: Developmental Observations
Week 12	Fundamentals of Development - Middle Adulthood	Chapter 13 Carstensen & DeLiema (2018)
Week 13	Fundamentals of Development - Late Adulthood	Chapter 15 Park & Festini (2016)
Week 14	Wellbeing in Adulthood	Chapter 14 Slavich (2016) Due: Developmental Interviews
Week 15	Thanksgiving Break – No Class	*Fall Semester Only*
Week 16	Final Exam	Chapters 9-15

Disclaimer

The instructor reserves the right to modify the schedule proposed in the syllabus as necessary. Modifications will be provided in writing.

Appendix A

Academic Standards (CACREP 2016):

CACREP Standards, Section 2

II.F.3.a.: theories of individual and family development and transitions across the lifespan.

II.F.3.b.: theories of learning

II.F.3.c.: theories of normal & abnormal personality development

II.F.3.d.: theories & etiology of addictions & addictive behaviors

II.F.3.e.: biological, neurological, & physiological factors that affect human development, functioning, & behavior

II.F.3.f.: systemic & environmental factors that affect human development, functioning, & behavior

II.F.3.g.: effects of crisis, disasters, & trauma on diverse individuals across the lifespan

II.F.3.h.: a general framework for understanding differing abilities & strategies of differentiated interventions

II.F.3.i.: ethical & culturally relevant strategies for promoting resilience & optimum development & wellness across the lifespan

CACREP Standards, Section 5

C. Clinical Mental Health Counseling

V.C.2.b.: etiology, nomenclature, treatment, referral, & prevention of mental & emotional disorders

V.C. 2.g.: impact of biological & neurological mechanisms on mental health

F. Marriage, Couple, and Family Counseling

V.F.2.e.: human sexuality & its effect on couple & family functioning

V.F.2.f.: aging & intergenerational influences & related family concerns

G. School Counseling

V.G.2.g.: characteristics, risk factors, & warning signs of students at risk for mental health & behavioral disorders

V.G.3.e.: use of developmentally appropriate career counseling interventions & assessments

Appendix B

KPI Syllabus Statement:

Key Performance Indicators (KPI's):

Key performance indicator assignments are integrated throughout the curriculum in all master's level counseling programs. These assignments are meant to check your academic progress throughout your time in the program & help prepare you for the CPCE/NCE core areas. All students must score a B or better on any assignment labeled as a KPI. If you do not score a B or better, you are required to repeat the assignment per the Department of Counseling. If you do not score a B or better on the second attempt, you will be placed on a formal academic remediation plan.

This course includes the following KPI Assignments:

1. My Life Story