

Course Syllabus

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PSY608:

Lifespan Development

Dates: 10/23/17 - 12/17/17**Meeting Day/Time:**

Tuesdays, 3:00 p.m. - 5:00 p.m.

Thursdays, 2:00 p.m. - 5:00 p.m.

Location: Mission Valley Campus**Credit Hours:** 3

COURSE DESCRIPTION

The study of individual and family development across the life span: An examination of cognitive, personality, sexual and moral development throughout life stages. The role of development and developmental issues are considered as interactive agents in the counseling process. Theological critique is used to assess, support and/or challenge contemporary views of development.

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers. . . we will learn from each other
5. Mistakes are okay. . . this is a no-guilt, no-blame zone
6. The point is to learn and grow. . . grades are a by-product and not the goal
7. Integrity and honesty is expected

Please jot down some of your expectations for this course:

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.



Instructor: Prof. Kylie Lewis

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<mailto:Kylielewis@pointloma.edu>

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Broderick, P.C., & Blewitt, P. (2014). *The Life Span: Human development for helping professionals*. 4th Edition. Upper Saddle River, New Jersey: Pearson Education, Inc.

Yerkovich, Milan & Kay. (2008). *How We Love: Discover your love style*. Colorado Springs, CO: WaterBook Press.

ADDITIONAL READINGS

Siegel, Daniel J. (2015). *The Developing Mind: How relationships and the brain interact to shape who we are*. New York: Guilford Press.

COURSE LEARNING OUTCOMES

After completing this course, you should be able to:

1. Describe the theories of individual development and transitions across the life-span.
2. Understand the relationship between the family life-cycle and individual development.
3. Apply learning theories to individuals and families at various developmental stages.
4. Understand the connection between personality theories and various developmental stages.
5. Assess the impact of developmental crises, disabilities, addiction, psychopathology, gender, ethnicity, cultures and environmental factors on normal and abnormal development.
6. Integrate theological perspectives on human development and the family.
7. Apply human growth and development to counseling.

COURSE REQUIREMENTS

1. Canvas Discussion Board Participation

The main text (Broderick) provides supplemental discussion material at the end of each chapter. Case studies are presented as well as discussion questions that pertain to developmental issues. Students will be expected to answer these questions prior to class in order to promote the exchange of ideas and opinions. Additionally, you will be asked to answer journal questions that will promote reflective thinking about the relevance of these issues in your own development.

2. Online Quizzes from Readings

You will complete a set of readings in preparation for each week's. In order to assess your preparation, you will complete an online quiz over the readings to gauge your preparation for in-class discussion.

These are not meant to be arduous, but to ensure you have appropriately reviewed the material prior to coming to class. These will also allow the professor to ascertain “sticking points” for students so that class time can be spent in clarifying key concepts. There will be a *minimum* of 5 reading quizzes over the course of the semester.

3. Intervention Paper

This is an opportunity for students, in small groups, to explore an issue relevant to professional practice! Students will select a developmental topic covered in the text or lecture, and conduct an extensive literature search to discover the current thinking on the topic (12-15 references minimum). At least two-thirds of total references must be journal articles. Once you have a working knowledge of the topic, you are to design **an intervention oriented program** to deal with the selected issue. You are encouraged to search theological journals for this, but do not include more than three theological journal references for this section of your paper. Grades will not be lowered if this is not applicable to your topic. The topic must be pre-approved by the instructor. The paper should not exceed 25 pages. Abstract should be included for this paper.

Each topic must be pre-approved by the professor. Evaluation will be based on the following criteria:

--A thorough review of literature that includes historical foundation, current opposing views (when appropriate), research results, and applications to clinical practice.

--The creation of an intervention oriented program to address the issues discussed in the literature review (containing at least 3 interventions).

--Graduate level writing style.

--APA formatting and referencing.

4. Intervention Paper Presentation

Building on the work you have completed for the research paper, you will present your work to your fellow students. You will have **40-50 minutes** (depending on class size) to present. In presenting your material, strive to teach the class. Think beyond “talking to the class.” Be creative in helping your colleagues understand the material. If you want to have students in class “pretend” to be a particular audience, go ahead. Involve them in the learning process. Summary handouts that include references are expected.

NOTE: Attendance at all presentations is mandatory. [Intervention Paper Rubric](#)

5. Midterms and Final Exam

Exams will be geared toward integration of facts and concepts covering the readings. Specific material on the exams may not be covered in class; therefore the student is responsible for mastering the reading material. Questions that evaluate the students understanding of contextual variables (i.e. gender, ethnicity, etc.) will be included in the exams.

6. Attendance and Participation

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional detail.

In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation:

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoid dominating discussions
- Class participation demonstrates understanding of learned theory

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions		40	
Online Participation in forums, groups, etc.	5		5
Reading	10	5	10
Writing		10	20
Other Assignments and Learning Activities	5	5	5
Exams & Quizzes	4	5	5
	24	65	45
TOTAL HOURS			134

ASSESSMENT AND GRADING

Assignments	Point Value
Case Study Questions 8@10 pts each	80
Online Quizzes 5@10 pts each	50
Examinations 4@100 pts each	400
Intervention Paper	100
Journal Questions 8@ 10 pts each	80
Intervention Presentation	100
Attendance and Participation	80
Total	890

GRADE SCALE

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

- Only grades of C- or better will count toward program GPA.
- A cumulative program GPA of 3.0 or higher is required to graduate.

COURSE POLICIES

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

1. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog \(https://catalog.pointloma.edu/\)](https://catalog.pointloma.edu/) for further information.

2. Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended

from Point Loma.

3. Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules \(http://www.pointloma.edu/experience/academics/class-schedules\)](http://www.pointloma.edu/experience/academics/class-schedules) site. No requests for early examinations will be approved.

4. Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

5. Withdrawal

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

6. Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).

7. University Catalog

For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog \(https://catalog.pointloma.edu/index.php\)](https://catalog.pointloma.edu/index.php).

8. Accessibility of Historical Data in Point Loma Classes

PLNU strives to protect and preserve student data in accordance with FERPA laws. It is important for students and faculty to note that due to the nature of digital information, no data transmitted via emails or online learning management systems is entirely free from observation. The contents of this class, including the class discussion, may be monitored by PLNU faculty and staff at any time for the purposes of assisting students, gathering data, instructor training, or assessing the program.

9. Confidentiality of Course Discussion and Assignments

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

10. Academic Accommodations

If you have a diagnosed disability, please contact the Disability Services Representative within the first two weeks of class to demonstrate need and to register for accommodations by email at drc@pointloma.edu (<mailto:drc@pointloma.edu>).


11. Spiritual Care

















A cornerstone of a PLNU education is helping students realize their mental, physical, social, moral, and spiritual ideals. Understanding and living out a personal commitment to faith and our Wesleyan heritage are means for achieving self-worth and understanding, the motivation for building a just social order. Students receive support to build skills and habits in spiritual formation that motivate a life of service which is lifetime. PLNU encourages community engagement among students, faculty, and staff that honors service to others as an expression of that commitment. There are resources for your Christian faith journey available at [Graduate and Professional Student Spiritual Life \(https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life\)](https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life).


12. Copyright Policy

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Course Summary:

Date	Details
Tue Oct 24, 2017	 Examine Your Beliefs About Development (https://canvas.pointloma.edu/courses/36115/assignments/212149) due by 11:59pm

Date	Details	
	 Journal Questions - Module 1 (https://canvas.pointloma.edu/courses/36115/assignments/212152)	due by 11:59pm
	 Word Association and Human Development (https://canvas.pointloma.edu/courses/36115/assignments/212161)	due by 11:59pm
Thu Oct 26, 2017	 Case Study Questions - Module 1 (https://canvas.pointloma.edu/courses/36115/assignments/212140)	due by 11:59pm
	 Online Quiz 1 - Ch. 1 (https://canvas.pointloma.edu/courses/36115/assignments/212136)	due by 11:59pm
Tue Oct 31, 2017	 Attachment Styles Essay (https://canvas.pointloma.edu/courses/36115/assignments/212139)	due by 11:59pm
	 Journal Questions - Module 2 (https://canvas.pointloma.edu/courses/36115/assignments/212153)	due by 11:59pm
Thu Nov 2, 2017	 Case Study Questions - Module 2 (https://canvas.pointloma.edu/courses/36115/assignments/212141)	due by 11:59pm
	 Online Quiz 2 - Ch. 4 (https://canvas.pointloma.edu/courses/36115/assignments/212129)	due by 11:59pm
Tue Nov 7, 2017	 Journal Questions - Module 3 (https://canvas.pointloma.edu/courses/36115/assignments/212154)	due by 11:59pm
Thu Nov 9, 2017	 Exam 1 (https://canvas.pointloma.edu/courses/36115/assignments/212131)	due by 5pm
	 Case Study Questions - Module 3 (https://canvas.pointloma.edu/courses/36115/assignments/212142)	due by 11:59pm
Tue Nov 14, 2017	 Journal Questions - Module 4 (https://canvas.pointloma.edu/courses/36115/assignments/212155)	due by 11:59pm
Thu Nov 16, 2017	 Case Study Questions - Module 4 (https://canvas.pointloma.edu/courses/36115/assignments/212143)	due by 11:59pm
	 Online Quiz 3 - Ch. 8 (https://canvas.pointloma.edu/courses/36115/assignments/212128)	due by 11:59pm
Sun Nov 19, 2017	 Mid-Course Evaluation Survey (https://canvas.pointloma.edu/courses/36115/assignments/212132)	due by 11:59pm
Tue Nov 21, 2017	 Exam 2 (https://canvas.pointloma.edu/courses/36115/assignments/212135)	due by 5pm

Date	Details	due by
Sun Nov 26, 2017	 Journal Questions - Module 5 (https://canvas.pointloma.edu/courses/36115/assignments/212156)	due by 11:59pm
Tue Nov 28, 2017	 Case Study Questions - Module 5 (https://canvas.pointloma.edu/courses/36115/assignments/212144)	due by 11:59pm
Thu Nov 30, 2017	 Journal Questions - Module 6 (https://canvas.pointloma.edu/courses/36115/assignments/212157)	due by 11:59pm
	 Case Study Questions - Module 6 (https://canvas.pointloma.edu/courses/36115/assignments/212145)	due by 11:59pm
	 Online Quiz 4 - Ch. 12 (https://canvas.pointloma.edu/courses/36115/assignments/212134)	due by 11:59pm
Tue Dec 5, 2017	 Exam 3 (https://canvas.pointloma.edu/courses/36115/assignments/212137)	due by 5pm
	 Journal Questions - Module 7 (https://canvas.pointloma.edu/courses/36115/assignments/212158)	due by 11:59pm
Thu Dec 7, 2017	 Turn-in Presentation (https://canvas.pointloma.edu/courses/36115/assignments/212160)	due by 2pm
	 Online Quiz 5 - Ch. 13 (https://canvas.pointloma.edu/courses/36115/assignments/212133)	due by 11:59pm
Fri Dec 8, 2017	 Case Study Questions - Module 7 (https://canvas.pointloma.edu/courses/36115/assignments/212146)	due by 11:59pm
Tue Dec 12, 2017	 Exam 4 (https://canvas.pointloma.edu/courses/36115/assignments/212130)	due by 5pm
	 Journal Questions - Module 8 (https://canvas.pointloma.edu/courses/36115/assignments/212159)	due by 11:59pm
Thu Dec 14, 2017	 Case Study Questions - Module 8 (https://canvas.pointloma.edu/courses/36115/assignments/212147)	due by 11:59pm
	 Intervention Paper Due (https://canvas.pointloma.edu/courses/36115/assignments/212150)	due by 11:59pm
Sun Dec 17, 2017	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/36115/assignments/212148)	due by 11:59pm
	 Attendance and Participation (https://canvas.pointloma.edu/courses/36115/assignments/238049)	

Date**Details**

[Intervention Presentation \(https://canvas.pointloma.edu/courses/36115/assignments/212151\)](https://canvas.pointloma.edu/courses/36115/assignments/212151)
