

SYLLABUS



College of Health Sciences/MACC Program

PSY6008: The Lifespan

3 Credits

Fall Quad I 2023

Meeting days: 8/28/23 – 10/22/23 Mon. & Wed.	Instructor title and name: Dana Kasper, Ph.D., LPCC
Meeting times: Mon. & Wed. 2:00-4:45 PM	Phone: 619-849-7852
Meeting location: PLNU Mission Valley Campus #301	Email: dkasper@pointloma.edu
Final Exam: Oral Diagnosis Presentation	Office location and hours: 250B Suite 2 – Tuesday's 1:00-2:00 PM - <i>If office hour times do not work for you, please email me to set up a time to meet.</i>

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.

COURSE DESCRIPTION

In this course, we will analyze human growth and development from infancy to death from a biological, genetic, epigenetic, cognitive, emotional, and social taxonomy across the life span. Theories and stages of development will be compared and contrasted to build your clinical abilities in the assessment and treatment of individuals as a mental health professional. Theological critique is used to assess, support and/or challenge contemporary views of development.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. **Learning, Informed by our Faith in Christ**
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, In a Christ-Centered Faith Community**
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
3. **Serving, In a Context of Christian Faith**
Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

COURSE LEARNING OUTCOMES

1. Evaluate biological, cognitive, social, and emotional theories and stages of human growth and development
 - 1.1. Pre-class readings, essays, quizzes and final intervention paper and presentation
2. Analyze principles, processes and constructs of human growth and development during the life span through practical application.
 - 2.1. Pre-class readings, essays, quizzes and final intervention paper and presentation
3. Analyze how genetics, epigenetics and the brains influence on development
 - 3.1. Pre-class readings, essays, quizzes and final intervention paper and presentation
4. Distinguish cultural constructs and their impact on child and adolescent development
 - 4.1. Pre-class readings, essays, quizzes and final intervention paper and presentation
5. Examine attachment theory and its influence on a human being's view of self, others and the world
 - 5.1. final intervention paper and presentation, in class discussion, and oral and written communications
6. Evaluate the development of self-regulation through attachment during infancy
 - 6.1. Pre-class readings, essays, quizzes and final intervention paper and presentation.
7. Analyze and compare parenting styles and their effects on an individual from early childhood through the life span.
 - 7.1. Pre-class readings, essays, quizzes and final intervention paper and presentation

REQUIRED TEXTS

Broderick, P. C., & Blewitt, P. (2020). *The life span: Human development for helping professionals* (5th). Hoboken, NJ: Pearson Education, Inc. (You will need the 5th edition for this class).

Yerkovich, Milan & Kay. (2008). *How We Love: Discover your love style*. Water Book Press.

COURSE CREDIT HOUR INFORMATION

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

Course Hours			
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

Students must achieve a minimum grade of B- to pass this class.

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	

Percentage Score for Assignments

Assignment	Percentage	Points
Attendance (6.25 points each class; includes participation)	9%	100
Concept Maps (6 – 50 points each)	27%	300
Essay Quizzes (2 – 60 points each)	11%	120
Love Style Quiz and Reflection	9%	100
Your Life as an Adolescent Paper	14%	150
Final Case Conceptualization Paper	16%	180
Oral Diagnosis Presentation	14%	150
Total	100%	1,100

LATE ASSIGNMENT POLICY

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professors. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

PLNU SPIRITUAL CARE

Mission Valley:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mcvhaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

PLNU COPYRIGHT POLICY

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.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an

academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

COURSE MODALITY DEFINITIONS

1. In-Person: Course meetings are face-to-face with no more than 25% online delivery.

PLNU ATTENDANCE AND PARTICIPATION POLICY

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.

What is considered “class participation”?

- Raising your hand and answering questions.
- Sharing ideas, observations, and personal experiences.
- Pointing out relevant data.
- Generating potential solutions.
- Relating and synthesizing the ideas of others.
- Pointing out relationships to earlier discussions.
- Helping others develop their views and ideas.

USE OF TECHNOLOGY

Electronics are to facilitate our class dialogue and learning. Therefore, please consent to the following: “I will silence my cell phone before coming to class, and will refrain from using it during class time for

anything other than the *direct support of my engagement with the class material*. In my use of computers or tablets, I will refrain from accessing my personal email, social media account, or any other material that does not directly support my engagement with the class material.” If for some reason you cannot consent to these statements, please let me know.

Email the IT department at help@pointloma.edu, or call 619-849-2222, or through the resources available on IT’s website below:

<https://help.pointloma.edu/TDClient/1808/Portal/Home/?ToUrl=%2fTDClient%2f1808%2fPortal%2fHome%2fLinks%2fto%2fan%2fexternal%2fsite%2f>
Links to an external site.

TEACHING METHODOLOGY

There are different ways in which to approach the teaching of the same subject area and materials. The focus of this course will be applying the concepts presented in the textbook to practical examples and experiences in the real world. This will be done through contemporary articles from leading sources, class exercises, mini-cases and in-depth cases. The objective is to get students to move past a regurgitation of the materials and to apply what they have learned to solving practical organizational issues that are not often monolithic and are instead integrative and complex.

Not all of the chapter materials will be covered in class; however, students are expected to know all of the materials covered in each chapter on the syllabus and to apply them to graded assignments.

ASSIGNMENTS AT-A-GLANCE

The course outline below lists assignments reflective on the Canvas course modules.

Reading of texts: Critical to your success is that assigned reading is done prior to class in order to do well on in class discussions, role-plays, and to promote a rich class time experience to demonstrate you can apply what you have learned.

1. Pre-Class Reading Concept Maps (6) - (300 points/6 at 50 points each)

There are 6 concept map study guides (chapters 1, 2, 4, 5, 7, and 9). Hard copies of these concept maps will be handed out in class before your assigned readings. While reading the text you will hand write the answers on the concept map to gain a deeper understanding of the material. You will upload a scanned copy, or a screenshot of the concept map you have completed to Canvas, as well as bring the hard copy into class to receive credit and apply it to our in-class course activities.

2. Essay Chapter Quizzes – (120 points/2 at 60 points each)

There are two essay quizzes that cover materials from the textbook, class discussions/lectures.

3. Love Style Quiz and Reflection – (100 points)

Consider your own love style and interpret how this is communicated to your loved ones. Students will take the following assessment: Love Style Quiz. After completing the 70-question quiz, reflect on the results it yielded. In a 2–3-page APA-formatted essay, address the following questions:

1. Were the results of this assessment accurate or not? Provide rationale for why or why not. Describe your love style with specific behaviors.

2. Yerkovich discusses two types of love styles: "The Avoider" and "The Pleaser." Do you fall into either of these? Discuss the advantages and disadvantages of being either an avoider or pleaser.
3. What did you discover was most important to you through taking this assessment?

4. ***Your Life as an Adolescent* - paper – (150 points)**

Students write a 3-to-4-page paper of text not including cover and reference pages (APA 7) that describes what you experienced as an adolescent that correlates with your reading of the text. Integrate aspects of the imaginary audience and personal fable. Include cognitive development in adolescence and the psychological components of risky behavior. State how you would provide psychoeducation and support for binge drinking with an adolescent client. Include what kind of peer group you were in regarding Steinberg's research and discuss the role of school and its impact on adolescent development and you. Identify what the text reports about video gaming. Evaluate how can you support parents that need help with their teenager. Assess the family therapies discussed in the text that you may consider utilizing in the future? Share how you understand suicide based on the text and consider two important factors you can use with a suicidal teen. Describe Filial Piety and how it may impact an adolescent? Draw and cite readings and lecture materials from class. You will present a few minutes of your paper in class on the parts you feel comfortable in sharing.

5. **Oral Diagnosis Presentation in Class – (150 points)**

Students will present a diagnosis to the class based on a vignette the student has created which will be used in their Final Case Conceptualization paper assignment. Students will demonstrate critical thinking skills applying a DSM 5 diagnosis based on a neurobiological, psychological, social, environmental, and spiritual lens to identify concerns, goals and treatment strategies based on text readings and class discussions/lecture. Expectations are that the student's presentation will be given in a professional manner, like you are speaking with a treatment team at your agency or hospital during practicum. This information will be an oral assignment, but the material is to be included in the final case conceptualization paper. You will have approximately 10 minutes for your presentation.

6. **Final Case Conceptualization Paper – 6 pages (180 points)**

Students will write a paper presenting a hypothetical client case study they have created. It will include their client's presenting problem from a neurobiological, psychological, social, environmental, and spiritual lens. A DSM-5 diagnosis is required with a discussion on how case was conceptualized, and the criteria the client presents with for the diagnosis that was determined by the student. Information on antecedents, and a treatment plan (with two short, and two long-term goals) are necessary. Pertinent knowledge from text readings is expected to be applied to your client's symptomatology. Paper will be graded on its clarity and conciseness following APA 7 standards (cover page and reference page with running head expected, no abstract). Four pages of written text. Headings following rubric and report style format required.

Final Case Conceptualization Paper Rubric

Criteria	Maximum Points
Case Conceptualization (client's presentation and symptomatology based on a neurobiological, psychological, social, environmental, and spiritual lens)	50
DSM 5 diagnosis and criteria	25
Treatment Plan (short- and long-term goals – 2 each)	25
Integrate attachment theory, Erickson, and Piaget	15
Examine client's concept of self, others, and the world	15
Analyze client's parents' relationship and parenting style with client	15
Application of coursework concepts and critical thinking	15
APA 7 (clarity and conciseness)	10
Total	180

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA 7th Edition Help File](#)
- [The OWL at Purdue: APA Style \(Links to an external site.\)](#)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Main body with headings – four pages
3. Reference page

Please check the *APA Manual* or the website for further formatting helps.

8 Week Course Schedule and Assignments for PSY6008 Lifespan Quad I FA23 – Cohort 22

Monday and Wednesday 2:00 – 4:45 PM (8/28/23-10/22/23)

NOTE: Course chapter reading to be completed prior to class. Please come to class prepared with insight or a question on the reading for open discussion.

*** This schedule is subject to changes. All changes will be announced in class, via e-mail and/or Canvas Announcements.*

Course Schedule

Class Day	Chapter	Topic	Activities	Assignments
1 Mon. 8/28	Broderick Ch. 1 & 2	LIGHT WEEK <ul style="list-style-type: none"> • Watch: PBS Nova’s <i>Life’s Greatest Miracle</i> • https://www.pbs.org/video/nova-lifes-greatest-miracle/ <ul style="list-style-type: none"> ○ Season 28 Episode 16 53m 56s • Broderick Chapter 1 - <i>Organizing Themes in Development</i> • Broderick Chapter 2 - <i>Genetics, Epigenetics, and the Brain: The Fundamentals of Behavioral Development</i> 		Concept Map #1 (B. Ch.1) Upload Due Sun. 9/3 by 11:59 PM (Please bring hard copy to class Mon. 9/11) Concept Map #2 (B. Ch. 2) Upload Due Sun. 9/3 by 11:59 PM Please bring hard copy to class Mon. 9/11)
2 Wed. 8/30		LIGHT WEEK		
3 Mon. 9/4	Broderick Ch. 3	Cognitive Development in the Early Years HOLIDAY – NO CLASS		Essay Quiz #1 on B. Ch. 3 Due Tues. 9/5 by 11:59 PM

4 Wed. 9/6	Yerkovich Ch. 1 & 2	Chapter 1 – <i>Why Every Marriage Gets Stuck</i> Chapter 2 – <i>The Revealing Question You Need to Answer</i>		Love Style Quiz and Reflection Paper Due Sun. 9/10 at 11:59 PM
5 Mon. 9/11	Broderick Ch. 4	Emotional and Social Development in the Early Years		Concept Map #3 (B. Ch. 4) Upload Due before class on Mon. 9/11 at 2:00 PM – Please bring hard copy to class.
6 Wed. 9/13	Yerkovich Part 1 Ch. 3 & 4	Chapter 3 – <i>Imprints of Intimacy Our First Lessons in Love</i> Chapter 4 – <i>Ideal Love Lessons: The Secure Connector</i>		
7 Mon. 9/18	Broderick Ch. 5	The Emerging Self and Socialization in the Early Years		Concept Map #4 (B. Ch. 5) Upload Due before class on Mon. 9/18 - 2:00 PM
8 Wed. 9/20	Yerkovich Ch. 5	Chapter 5 – <i>The Avoider Love Style</i>		<i>Your Life as an Adolescent</i> – paper Due Sunday 9/24 by 11:59 PM Midcourse Survey due 9/24
9 Mon. 9/25	Broderick Ch. 7	Self and Moral Development: Middle Childhood Through Early Adolescence		Concept Map #5 (B. Ch. 7) Upload Due before class on Mon. 9/25 - 2:00 PM

10 Wed. 9/27	Yerkovich Ch. 6	Chapter 6 – <i>The Pleaser Love Style</i>		
11 Mon. 10/2	Broderick Ch. 8	Gender and Peer Relationships: Middle Childhood Through Early Adolescence		Ch. 8 – Essay Quiz #2 Due Tues. 10/3 11:59 PM
12 Wed. 10/4	Yerkovich Ch. 7	Chapter 7 – <i>The Vacillator Love Style</i>		
13 Mon. 10/9	Broderick Ch. 9	Physical, Cognitive, and Identity Development in Adolescence		Concept Map #6 (B. Ch. 9) Upload Due before class Mon. 10/9 at 2:00 PM
14 Wed. 10/11	Broderick Ch. 10 & 12 Yerkovich Ch. 8	The Social World of Adolescence Socioemotional & Vocational Development Chapter 8 – <i>The Chaotic (Controller and Victim) Love Style</i>		Final Case Conceptualization Paper Due Sun. 10/15 by 11:59 PM
15 Mon. 10/16		Oral Diagnosis Presentation in Class		

16 Wed. 10/18	Yerkovich Ch. 9	Oral Diagnosis Presentation in Class Chapter 9 – <i>Identifying Your Love Style</i>		
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