Course Description:
This course provides an overview of human growth and development from conception through senescence, focusing on cognitive, affective, social, and psychomotor development through the lifespan.

Course Overview:
I am excited to share my enthusiasm about human development! This course is designed to develop your knowledge of various key developmental theories, explore critical research findings pertaining to lifespan development, and build your awareness of developmental needs and capabilities in various domains (e.g., self, emotion, cognition, physical, social, moral). This course will also focus on the individual influences of nature, nurture, as well as the more important dynamic interaction between both nature and nurture on development as highlighted by the epigenetic theory of development. Distinctions between the various periods of the lifespan will also be highlighted.

Knowledge and Skill Outcomes:
Upon successful completion of this course students will:
1. Understand the nature and needs of persons at all developmental levels and in multicultural contexts (CACREP II.G.3).
2. Understand theories of individual and family development and transitions across the life span (CACREP II.G.3.a).
3. Understand theories of learning and personality development, including current understandings about neurobiological behavior (CACREP II.G.3.b).
4. Understand effects of crises, disasters, and other trauma-causing events on persons of all ages (CACREP II.G.3.c).
5. Understand theories and models of individual, cultural, couple, family, and community resilience (CACREP II.G.3.d).
7. Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (CACREP II.G.3.f).
8. Know theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment (CACREP II.G.3.g).
9. Understand theories for facilitating optimal development and wellness over the life span (CACREP II.G.3.h).

Required Readings:
The loose-leaf version with eText access (ISBN 10-0133861783) has been ordered at the UNC bookstore because it is less expensive. eText access is not required.
This loose-leaf version can be purchased from the following website: http://www.mypearsonstore.com/bookstore/life-span-human-development-for-helping-professionals-9780133861785 or through the UNC bookstore. The bookstore is generally able to ship the textbook to you so that you receive within a couple of days of purchase. It is critical that you purchase and receive your textbook with ample time in advance of the start of the course so that your readings and participation in the course aren’t negatively impacted.

If you choose the eText version with loose leaf text, instructions to register your eText are at http://www.pearsonhighered.com/etextbooks/assets/pdf/Student-Registration-Instructions-Pearson-eTextbooks.pdf

You will also be required to read specific chapters and articles from resources outside of the textbook. These readings are available on the electronic reserves at Michener Library, posted on Blackboard and/or are available through the electronic data bases accessed through the Michener Library.

**Class Format:**
This course will combine short lecture materials including videos and presentations and class and group discussions to illustrate, discuss, and challenge your thinking about the relationships between theory, research, and clinical work that effect development.

**Obligations of the Student:**
1) Complete readings before class discussions, 2) Thoughtfully participate in the class (i.e., during discussions, actively integrating new information into your repertoire of knowledge, considering alternative perspectives highlighted during the course), 4) Prepare for and thoughtfully complete the quizzes, assignments, and papers 5) Turn in papers and other assignments at designated time.

**Honor Code**
The UNC Honor Code is below:

“All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.” http://www.unco.edu/dos/honor_code.htm

**Accommodations Statement:**
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Inclusivity Statement:**
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

**Personal Considerations:**
Psychology courses may occasionally touch upon topics that students find personally distressing in some way. If you experience a reaction of this type, please feel free to discuss it with me or someone at the Student Counseling Center 970-351-2496.
Other Policies/Deadlines:
You are solely responsible for knowing all relevant academic policies (e.g., incompletes, inclement weather, academic dishonesty) and deadlines (e.g., the last day to drop a course) that pertain to this course, as described in the university bulletin and course schedule.

Plagiarism:
When you present information, you should (a) use your own words to express your own ideas; (b) use your own words to express someone else’s ideas and cite the source; and/or (c) put quotes around someone else’s words and cite the source. If you violate these rules, you will receive a zero on the assignment. If you continue to violate these rules on any course assignments, you will fail the class.

Library Services for Distance Education and Off-Campus Students: Obtaining Materials from UNC Libraries:
Off-campus students residing within 50 miles of the UNC campus are required to come to the library and borrow materials in person. Students residing more than 50 miles from campus may request that materials be delivered to them. All requests must include complete citations. We will supply materials from the UNC Libraries, as well as materials from other libraries obtained via Interlibrary Loan. Articles will be delivered via email. Books will be mailed first class. Delivery time by U.S. postal service is approximately 1 week. It is the responsibility of the student to return books by the date due. UNC does not pay return postage on books. For information on document delivery, call (970) 351-1446.

Requests for materials may be made through the following methods:
  Online: http://www.unco.edu/library/forms/distancerequest.htm
  By email: library.ocp@unco.edu
  By fax: (970) 351-2540

Student Satisfaction Evaluation:
Students will be asked to evaluate the course for instructors’ knowledge, interest and enthusiasm as well as providing additional information on classes or topics which you would like to see developed as a future offering from UNC.

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Evaluation:

1) Discussion boards (150 pts). Discussion boards will be used in this online class to encourage critical thinking and writing, allow for thoughtful reflection of class content, and to build class community and appreciate the diversity of classmate’s experiences and views. Participation in the weekly group and class discussion boards will be assessed at midterm and at the end of the course. Detailed information including a rubric for discussion board posts will be on Blackboard. A minimum of one thoughtful response to the question and one reply to a classmate will be required for all discussion board questions unless otherwise noted. The majority of your main posts should be completed by Wednesday to allow for other group members to thoughtfully respond. Please use the QUOTE button instead of reply when responding to other’s discussion posts. You will be required to sign up to be the discussion leader for your small group for approximately two weeks of the semester.

2) Quizzes (15 x 5 pts = 75 pts). To keep students engaged in textbook readings in this online class, brief chapter quizzes will be used on the Broderick and Blewitt chapters. Plan to read the chapter and read/watch lecture materials before attempting quizzes. You will have 1 minute per question on the quiz. This should allow you to use your book on some of the questions but not all. Quiz length will depend on the number of chapters (approximately 10 questions per chapter).
3) A developmental autobiography is due on 3/30/15. This paper is worth 25 points.

This assignment sets the stage for connecting personal experiences to psychological literature on human development. I do not intend for this assignment to be intrusive or to make students uncomfortable. I do hope that the assignment will provoke students’ analysis and help them to see the relevance of academic concepts for their own lives to then help build insight that is useful in their future clinical practice. The following are the basic questions for students to read and consider in preparing their paper. Students can choose to answer any of the questions in Part A (see note on Part A below, which offers alternative ways to complete this section of the assignment), and then answer all of Part B and Part C.

**Part A. Your Life (2- to 2 ½ pages)**

1. Describe your family. How many people were in your family during your childhood years? Did your family structure change (e.g., divorce of parents, death of a sibling, inclusion of grandparent in the home)?
2. Was there anything unusual about your birth (e.g., were you born early or a twin)?
3. Were there any notable circumstances during your infancy (e.g., a sibling was born)?
4. What do you remember about your early childhood (from about 2 to 6 years; e.g., did you go to preschool? Who did you play with? What kinds of fantasies and pretend play did you participate in? What scared you?)
5. What are your most vivid memories about middle childhood (from about 6 to 10 years; e.g., who were your friends? How did you do in school? What did you do in your free time? What kind of identity did you develop (as a boy or girl? as a member of an ethnic or cultural group)? What kind of chores did you have at home? How did your family make sense of the meaning of life?)
6. What was your adolescence like (from about 10 to 18 years; e.g., what do you remember about your search for an identity? What were your close friends like? What other kinds of peer interactions did you have? What were your romantic relationships (or desires) like? How did you find school? Did you participate in any extracurricular activities? What did you do to explore the boundaries of acceptable behavior—for example, trying risky behaviors?)
7. What accomplishments and struggles have you had as a young adult (from about 18 to 30; e.g., how have you negotiated your personal relationships? What kinds of jobs have you had? What personal changes have been most satisfying?)
8. What have been your experiences, if applicable, during middle adulthood (from about 30 to 60 years; e.g., What responsibilities have you had? How have your relationships changed in some ways and remained stable in others? How have you both changed and remained stable? In what areas in your life do you gain the most satisfaction?)

**Note on Part A.** If you prefer not to examine your own life, you may choose to write about another person or report on a published biography or autobiography. If you choose the former option, make sure that you give the person a pseudonym. If you choose the latter option, provide a full reference.

**Part B. A Lifespan Framework (½ to 1 page)**

Read textbook Chapter 1, section on Major Issues in Development. Choose three of the following issues and apply them to your life. How have you demonstrated one or both of the
ends of the continuum of dimensions (for those that are on a continuum)? How have these polar qualities interacted? For other dimensions, how have both qualities been influential?

- Critical periods and plasticity (these are not opposing terms on a continuum but rather relatable terms)
- Continuity and discontinuity
- Universality and specificity
- Qualitative and quantitative change
- Activity and passivity

4) **Article Reviews (5 x 5pts = 25 pts.)**
   In order to integrate current journal articles, there will be five article reviews to expand on current textbook chapters. Reviews should include: 1) APA article citation 2) Description of method (ex. qualitative, quantitative, correlational, experimental, age effects 3) Critique of method (ex. strengths, potential flaws or questions) 4) Summary of results (State these simply, without psychological jargon) and 5) Implications to your professional practice or life.

   Reviews should be no longer than one typed page and will be worth 5 points each.

5) **Developmental Application Project (45 pts.)**
   You are required to write a developmental paper on a topic of your choice. You will research a developmental topic and observe or interview an individual from the associated developmental stage. The paper will discuss your observations in connection with the literature that you found. Details and a rubric will be covered in a separate handout on Blackboard. You will be required to submit a proposal including two citations of journal articles on your topic.

**Final Course Grade:**
You will receive a final grade reflecting the total number of points you obtain. The scheme for assignment of final grades is as follows:

- A  94-100 %
- A-  90-93 %
- B+  87-89 %
- B   84-86 %
- B-  80-83 %
- C+  77-79 %
- C   74-76 %
- C-  70-73 %
- D+  67-69 %
- D   64-66 %
- D-  60-63 %
- F   59 % and below

Late assignments (quizzes, DBs) are not accepted unless extenuating circumstances are discussed with the instructor. Papers will lose 10% for every day late.