



**PSY 530: Lifespan Developmental Psychology**  
*Spring 2022*

**Instructor:** Katie Cooper, PhD, BCBA  
**Office Hours:** by appointment via zoom or phone

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**Course Description:**

This course provides an overview of human growth and development from conception through senescence and focuses on cognitive, affective, social, and psychomotor development.

**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 development, and build your awareness of developmental needs and capabilities in various domains (e.g., cognitive, affective, social, physical, motor). This course will also focus on the influences of nature and nurture, as well as the 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 thoughtfully explored.

*Successful development can be described as “the relative maximization of gains and the minimization of losses” (Baltes, 1997, p. 367).*

**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).
6. Have a general framework for understanding exceptional abilities and strategies for differentiated interventions (CACREP II.G.3.e).
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).

**Human Growth and Development Rubric:**

Human Growth and Development – Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process.				
<b>Knowledge Learning Outcome Assessed</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Beginning</b>
<b>Development</b> Student demonstrates an understanding of the theories of individual and family development across the lifespan.	Student demonstrates a superior level of understanding of the theories of individual and family development across the lifespan. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level understanding of the theories of individual and family development across the lifespan. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited understanding of the theories of individual and family development across the lifespan. The student performs somewhat below what would be expected of an entry-level counselor.	Student demonstrates a lack of understanding of the theories of individual and family development across the lifespan. The student performs well below what would be expected of an entry-level counselor.
<b>Learning Theories</b> Student demonstrates knowledge and skill in applying learning theories in order to help a client learn new thought patterns and life skills.	Student demonstrates a superior knowledge and skill in applying learning theories in order to help a client learn new thought patterns and life skills. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates basic, entry-level knowledge and skill in applying learning theories in order to help a client learn new thought patterns and life skills. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates limited knowledge and skill in applying learning theories in order to help a client learn new thought patterns and life skills. The student performs somewhat below what would be expected of an entry-level counselor.	Student demonstrates a lack of knowledge and skill in applying learning theories in order to help a client learn new thought patterns and life skills. The student performs well below what would be expected of an entry-level counselor.
<b>Theories of normal and abnormal personality development</b> Student demonstrates an understanding of the theories of normal and abnormal personality development.	Student demonstrates a superior understanding of the theories of normal and abnormal personality development. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level understanding of the theories of normal and abnormal personality development. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited understanding of the theories of normal and abnormal personality development. The student performs somewhat below what would be expected of an entry-level counselor.	Student demonstrates a lack of understanding of the theories of normal and abnormal personality development. The student performs well below what would be expected of an entry-level counselor.
<b>Addictions and addictive behaviors</b> Student demonstrates	Student demonstrates a superior knowledge and application of the theories and	Student demonstrates a basic, entry-level knowledge and application of the	Student demonstrates a limited knowledge and application of the theories and etiology	Student demonstrates a lack of knowledge and application of the theories and etiology

knowledge and application of the theories and etiology of addictions and addictive behaviors.	etiology of addictions and addictive behaviors. The student performs well above what would be expected of an entry-level counselor.	theories and etiology of addictions and addictive behaviors. The student performs equivalent to what would be expected of an entry-level counselor.	of addictions and addictive behaviors. The student performs somewhat below what would be expected of an entry-level counselor.	of addictions and addictive behaviors. The student performs well below what would be expected of an entry-level counselor.
<b>Framework for Abilities</b> Student has knowledge and the ability to apply a general framework for understanding differing abilities and strategies for differential interventions.	Student demonstrates a superior knowledge and ability to apply a general framework for understanding differing abilities and strategies for differential interventions. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level knowledge of and ability to apply a general framework for understanding differing abilities and strategies for differential interventions. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited ability to understand and apply a general framework for understanding differing abilities and strategies for differential interventions. The student performs somewhat below what would be expected of an entry-level counselor.	Student demonstrates a lack ability to understand and apply a general framework for understanding differing abilities and strategies for differential interventions. The student performs well below what would be expected of an entry-level counselor.
<b>Other Factors</b> Student demonstrates an understanding of biological, neurological, environmental, systemic and physiological factors that affect human development, functioning and behavior.	Student demonstrates a superior understanding of biological, neurological, environmental, systemic and physiological factors that affect human development, functioning and behavior. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level understanding of biological, neurological, environmental, systemic and physiological factors that affect human development, functioning and behavior. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited understanding of biological, neurological, environmental, systemic and physiological factors that affect human development, functioning and behavior. The student performs somewhat below what would be expected of an entry-level counselor.	Student demonstrates a lack of understanding of biological, neurological, environmental, systemic and physiological factors that affect human development, functioning and behavior. The student performs well below what would be expected of an entry-level counselor.
<b>Effects of Trauma</b> Student understands the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.	Student demonstrates a superior understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. The student performs well above what would be expected of an	Student demonstrates a basic, entry-level understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. The student performs somewhat below what would be expected of an entry-level counselor.	Student demonstrates a lack of understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. The student performs well below what would be expected of an entry-level counselor.

	entry-level counselor.			
<b>Wellness</b> Student demonstrates ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Student demonstrates superior ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates basic, entry-level ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates limited ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. The student performs somewhat below what would be expected of an entry-level counselor.	Student demonstrates a lack of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. The student performs well below what would be expected of an entry-level counselor.

**Required Readings:**

Broderick, P. C. & Blewitt, P. (2020). *The Life Span*. 5<sup>th</sup> Edition. Pearson.

The textbook can be purchased from the following website: <https://www.pearson.com/us/higher-education/program/Broderick-The-Life-Span-Human-Development-for-Helping-Professionals-Plus-My-Lab-Education-with-Pearson-e-Text-Access-Card-Package-5th-Edition/PGM2097041.html> or through the UNC bookstore or through your preferred book vendor (e.g., Amazon, Barnes & Noble, etc.). Keep in mind, the bookstore is generally able to ship the textbook to you so that you receive it 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.

You will also be required to read specific chapters and articles from resources outside of the textbook. These readings are posted to Canvas and/or are available through the electronic databases accessed through the Michener Library (<https://www.unco.edu/library/databases/>).

Please note-- YOU WILL NOT NEED TO PURCHASE ANY ADDITIONAL MATERIALS FROM THE PUBLISHER OR OTHERWISE for this course.

**Class Format:**

This course is fully online. The format of instruction includes: pre-recorded powerpoint-supported lectures on video, published video clips depicting key developmental milestones or findings, class discussion board, and various assignments to illustrate, discuss, and challenge your thinking about the relationships between theory, research, and clinical/school-based work that effect development. Keep in mind, recorded lectures will supplement and expand upon the readings, and will not simply repeat it. My hope is to make this online course stimulating and personable as much as possible as we explore a variety of developmental psychology topics to ignite critical thinking and discussion.

Self-analysis is an important component in building our understanding of ourselves, and therefore important to counseling. This is a course that will involve self-introspection, self-examination, and some degree of sharing personal information with the class. Therefore, students must be sensitive to the right to privacy of other students. It is important to be discreet and appropriate in your

personal sharing during the course. Also, be very mindful of what personal information you post onto *Canvas*. It is important to self-disclose about yourself; but also, to be very mindful of what you share in class and not to share those personal things that you might regret sharing at some later point. Further, you must be sensitive to the privacy of your fellow students, and that all information shared during the course should remain CONFIDENTIAL.

### **Obligations of the Student:**

- 1) Complete readings before watching the video lectures;
- 2) Thoughtfully participate in the course (i.e., during your readings and discussions by actively integrating new information into your repertoire of knowledge and considering perspectives highlighted during the course);
- 3) Prepare for and thoughtfully complete the quizzes, papers, and assignments; and
- 4) Submit papers and other assignments by the designated due dates.

### **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](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](http://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 and/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.

**Use of Laptops:**

Use of laptops for note-taking in class is a privilege, not a right. Any indication that laptops are being used to check email, to surf the internet, or to engage in any activity other than note-taking will result in loss of this privilege.

**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](mailto:library.ocp@unco.edu)

By fax: (970) 351-2540

**Student Satisfaction Evaluation:**

Students will be asked to evaluate the course for instructor's 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:**

*Please note-- there are 6 Reflection Assignments and 6 Quizzes (one for each of the 6 Modules). The remaining assignments include 2 course papers and 1 project.*

1) A series of 6 reflection assignments will be completed on Canvas. Assignment prompts and questions will be posted when the module opens and due prior to the module closing (i.e., each assignment will be completed within 5-6 days). These assignments are designed to ignite your critical thinking and analytical skills pertaining to developmental psychology based on text material, case studies, short readings, video clips, and recorded lectures.

2) Quizzes will be completed on Canvas. Each of the 6 quizzes will be available when the module opens and due prior to the module closing (i.e., each quiz will be completed within 5-6 days). The quizzes are not timed and you will have 2 opportunities to complete the quiz; the highest score will be recorded to the gradebook. Quiz questions will be helpful in checking your understanding of

key concepts referenced in weekly textbook readings and recorded lectures. The quizzes are mostly comprised of multiple-choice questions.

3) A developmental autobiography paper is due on January 20<sup>th</sup> by 11:59 pm. Please post your paper to Canvas. Your developmental autobiography paper should be double spaced, have 12-point font, and 1-inch margins. The 3-4 page paper will be assessed based on thoughtful inclusion of the required points described below (e.g., an easy-to-read description of one's own or another's personal life in Part A, accurate application of concepts in Part B, and thoughtful analysis of Part C), clarity in writing, organized ideas, thoughtful analysis overall, and absence of spelling and grammar errors.

The background information and initial preparation for this assignment are included below:

This course and other components of your training are designed to promote your skills as a reflective practitioner. This skillset is meant to support helping professionals as they face gaps between science and practice (review pages 2-4 of the textbook for more information about this topic). You must read chapter 1 and reflect on the key themes of development (e.g., pages 7-8, 13, and 21-26) prior to starting this assignment.

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, however, that the assignment will provoke students' analysis of their own developmental process and help them to see the relevance of developmental concepts for their own lives to then help build insight that is useful in their future professional work. Analyzing their own personal narratives will give rise to their analyses of their clients' narratives. The following are the basic questions for students to read and consider in preparing their paper.

The guidelines for this assignment are included below:

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 if so desired), 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 family member, inclusion of grandparent in the home, addition of a sibling)?
2. Was there anything unusual about your birth (e.g., were you born early, you are a twin, longer stay in hospital, low birth weight)?
3. Were there any notable circumstances during your infancy (e.g., a sibling was born, move, parent job change)?
4. What do you remember about your early childhood, from about 2 to 6 years of age (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 of age (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 of age (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 years of age (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 of age (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 (1/2 to 1 page)*

Prior to completing this section, read Chapter 1 from the textbook; this chapter includes information about themes in development including a section on major issues in development. Choose **three** of the following themes/issues and apply them to your life by answering the following questions: How have you demonstrated one or both of the dimensions? How have the dimensions been influential in your development?

- Sensitive periods and brain plasticity
- Continuous/incremental change vs. discontinuous/stage-like change (consider transformative experiences as an example of discontinuity)
- Cultural universality and cultural specificity
- Actively constructing developmental change vs. passivity

*Part C. Stress and Resiliency (1/2 to 1 page)*

Please be specific when answering the following questions for this section. What characteristics of your nature and nurture resulted in stressors? What characteristics of your nature and nurture resulted in buffers and ultimately resiliency against those stressors?

4) A research reflection paper will be due on February 1<sup>st</sup>. The paper will draw on your thoughtful analyses of a published, peer-reviewed journal article about addictions as well as your reflections on the relationship between the addiction behavior and development.

5) A course project will be due at the end of the course on February 13<sup>th</sup>. The cumulative project will require critical analyses of development and the project will be graded based on accuracy and clarity of your responses as well as appropriate grammar and spelling.

**Course Evaluation Snapshot:**



Assignment	Due Date	% of course grade
6 Reflection Assignments	Approx. 1x/week (i.e., every 5-6 days) during January 10 – February 13	30%
6 Reading & Video Lecture Quizzes	Approx. 1x/week (i.e., every 5-6 days) during January 10 – February 13	15%
Developmental Autobiography	January 20	15%
Research Reflection Paper	February 1	15%
Course Project & Presentation	February 13	25%

**Course Grades:**

You will receive a final course grade based on percentage of points you've earned in each of the above weighted assignments. The scheme for final grades is as follows:

A	93-100%	B-	80-82.9%	D+	67-69.9%
A-	90-92.9%	C+	77-79.9%	D	63-66.9%
B+	87-89.9%	C	73-76.9%	D-	60-62.9%
B	83-86.9%	C-	70-72.9%	F	59.9% and below

Tentative Course Reading Outline:

<b>Dates</b>	<b>Reading Topic/s</b>	<b>Readings</b>
1/10-1/14	Organizing Themes in Development	Chapter 1
	Neural and Cognitive Development in the Early Years	Chapter 3
1/15-1/20	Emotional Development in the Early Years	Chapter 4
	The Emerging Self and Socialization in the Early Years	Chapter 5
1/21-1/26	Realms of Cognition in Middle Childhood	Chapter 6
1/27-2/1	Gender and Peer Relationships: Middle Childhood Through Early Adolescence	Chapter 8
	The Social World of Adolescence	Chapter 10
2/2-2/7	Socioemotional and Vocational Development in Young Adulthood	Chapter 12
	Middle Adulthood: Cognitive, Personality, and Social Development	Chapter 13
2/8-2/13	Living Well: Stress, Coping, and Life Satisfaction in Adulthood	Chapter 14
	Gains and Losses in Late Adulthood	Chapter 15 (pages 591-614)