

PSY 530 (900/970): Lifespan Developmental Psychology
(3 credits; CRN: 40425/40663)

Summer 2023: Online 5/15/23-6/25/23

Instructor: Christi Wale, PhD

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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, emotional, cognitive, physical, social, moral). This course will also focus on the individual influences of nature, 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 highlighted.

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).

Required Readings:

There will not be a textbook for this class, and we will use readings posted on Canvas and/or are available through the electronic databases accessed through the Michener Library.

Class Format:

Online course. Since this course is fully online you will need average computer skills and reliable Internet access to take this class. It is suggested that you have a newer computer with Word, Adobe Reader, and QuickTime or iTunes.

Canvas (<http://canvas.unco.edu>): This class will be on Canvas. If you need help with Canvas, with login or password issues, or with any other technical aspect of using Canvas, please call the UNC Help Desk (970-351-4357), which is available to answer questions about everything 24 hours a day. They also have a toll-free number, which is 1-800-545-

2331 and you can get help online. Have your Bear number handy when you call. If the Help Desk does not provide the help you need, please let me know, via email message, ASAP.

Time commitment Please realize that it will take you at least as much time, work, and dedication to complete this online course as it does for an on-campus course. Taking an online course gives you great flexibility – you can “attend” class any time you want, and from any location. But because you are not made to attend at a specific time or place, it requires extra self-discipline.

In a regular semester, for a 3-hour class, you would be expected to spend 3 hours in class each week and about 6 hours outside of class studying and completing assignments. Therefore, for this online course, expect around that same amount of time - 12 hours total per week. This will vary, however, based on how comfortable you are in an online environment.

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 discrete and appropriate in your personal sharing in our classroom. 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 remain CONFIDENTIAL.

Communication between Students and the Instructor:

Students are encouraged to stay in contact with the instructor to ensure that all questions are answered, and all assignments are clearly understood. The following procedures are recommended for communicating with the instructor:

- Use the discussion board forum (“General Questions”) to ask questions or make comments about the articles, the material that we are covering or policies/procedures of the class, if the questions, and their answers, are likely to be of interest to the other students in the class. The instructor will attempt to answer all questions posted on the discussion board within 24-36 hours. Students are welcome to respond to other students’ questions and comments that are posted on the discussion board.
- Send an e-mail to the instructor to ask questions about private issues, such as a score that you received on an exam or project. When sending e-mail to ask questions and to submit assignments, always include “PSY 530 online” in the subject line of the message. (christine.wale@unco.edu)
- The instructor will post important information, such as revised deadlines or reminders of tasks that need to be done, on the announcements page of UNC’s Canvas. Check the announcements regularly.

Please contact me as early as possible if extenuating circumstances arise and we can discuss extensions.

COURSE REQUIREMENTS

READING: Most of your time spent in this class will be completing the reading assignments. Completing the reading before online discussions and reading all the postings is required.

This course is not self-paced. Keeping up with the readings and discussions is very important. If you get behind, it is quite difficult to catch up. Please log on to Canvas on the first day of class to ensure you are aware of any updates to the syllabus and time schedule.

As you read the material and prepare for the discussions and assignments, think about the ideas as they relate to each other, as they relate to your experiences, and how they relate to your future career. Think about examples, consider

predictions, or ask questions about the material.

EXAMS: There will be a midterm (Modules 1-3) and final exam (Modules 4-6) consisting of multiple-choice questions and short answers that will cover the respective modules. Questions will cover key concepts of the articles, Noba modules, discussions, and may include quality submissions from the 5RQ assignments. More information about the exams will be posted on Canvas. Exams will not be accepted late without prior approval.

ASSIGNMENTS: Assignments will not be accepted late as you will have some flexibility on which assignments to submit.

Reading Activities: Please see detailed information on CANVAS to complete these assignments.

321 Articles

In order to increase meaningful learning and engagement reading the articles, you will answer the following questions. 321 assignments will be worth 3 points and each module will typically include two articles.

- After completing the reading, what **3 knowledge concepts, ideas, or issues** do you think are the most important and why?
- What are the **2 main concepts, issues, or ideas** that you are having difficulty understanding?
- Considering the three concepts that you have identified as most important, develop **1 question** relating to one of these, the answer to which will go beyond the scope of knowledge in this article.

Double-Column Journal

During Week 2, and an option starting Week 3, you will have the opportunity to choose to complete the journal option as your reading activity. The double-entry journal will be used to allow you to integrate your professional practice, ideas, experiences with findings from the text and record key concepts. On the left hand of the paper, you will record a phrase or sentence from the textbook or article that was particularly meaningful to you, along with the page number. In the right-hand column, you will react to the passage by writing personal responses to the quotes on the left. The entry may include a comment, a question, a connection made, or an analysis.

The first week, everyone will complete the 321 so I can correct any errors/misconceptions, and then the second week, everyone will complete the DC journal on the required articles. Week 3 on you are welcome to choose either assignment to complete for your reading activities.

Reverse Quiz For each module, you will be responsible for writing 5 multiple choice or short-answer questions on the module. Each question is worth 1 point and you will be evaluated on your **best 5 scores**.

- The content of the questions should cover the range of topics, articles and cover big ideas in the module. Therefore, you will not get full credit if the five questions only cover one of the articles.
- You should have a mix of multiple choice and short answer questions in each submission for the module. Short answer questions must be answered but you can use a list of items or summaries instead of full sentences. Short answer questions should be able to be answered in one to two short paragraphs.
- All multiple-choice questions must have at least four alternatives and only one correct answer. Additional information regarding writing quality questions will be provided in the module and should be followed. High quality questions are more likely to be selected for the mid-term and final.
- **Specific instructions for questions will be on Canvas.**

PROJECT: Your final project will be an interview with a person in middle adulthood or late adulthood. You will integrate research findings and theory into the interview responses to better understand this developmental period. Full details of the project will be on Canvas.

DISCUSSION BOARD: I will be posting discussion starters from the readings on the DISCUSSION BOARD. Your main post will be due on Thursday, 11:59 pm MST to allow others to respond to your posts. You are also required to post two comments to your fellow classmate’s posts by the following Sunday, 11:59 pm MST. Consistent last-minute posts will be penalized. Your job is to read the assigned material for each week and make a main post and two responses to peers. See rubric for grading criteria and additional criteria. You should log on to the discussion board and post at least two times during the week.

Your discussion posts **must be in your own words.** Posts including exact wording from the readings is plagiarism. Cutting and pasting someone else’s writing from the Internet is plagiarism. Do not use Wikipedia! Disciplinary action will be taken for plagiarism. Postings should include APA citations, and page numbers. Full references are needed for articles not posted on Canvas. Please see Canvas for full description of discussion forum criteria and rubric.

It is recommended that you draft all your assignments in a word processing program and then copy and paste them into Canvas. My previous students have reported Canvas “freezing” and losing all their progress on the assignment.

Late Policies

No late discussion board posts will be accepted. The purpose of the discussion board is to emulate a classroom discussion regarding the material that is presented in the textbook. Posting a late discussion board does not benefit your classmates and therefore defeats the purpose of the discussion board. If you miss the Thursday main post, but complete it by Sunday with the required replies, you will still receive most of the points.

Reverse Quiz and Reading Activities will lose 2 pts. per day late. Midterm and Interview will lose 10 points per day late. Final and Module 6 assignments will not be accepted late after semester end without prior approval.

GRADING

GRADES: This course is letter graded A through F using the plus/minus system. Grades will be based on the total number of points *earned* during the semester. Grades will not be “rounded.”

Grade Cut Offs:

A	(93%)	C+	(77%)
A-	(90%)	C	(73%)
B+	(87%)	C-	(70%)
B	(83%)	D+	(67%)
B-	(80%)	D	(60%)

Reverse quiz	5pts x 5 best scores	25 points
Reading activities	6pts x 5 best scores	30 points
Forums	5pts x 7	35 points
Midterm		40 points
Final		40 points
Interview Project		30 points

Total: 200 points

*Minimal participation points may be added throughout the semester.

Tentative Schedule

Week	Module	Topics	Graded Assignments	Due	<input checked="" type="checkbox"/>	Forum	Due	<input checked="" type="checkbox"/>
5/15-5/21	Module 1	Lifespan, Research Methods, and Genetic Foundations	Module 1RQ Module 1 321	5/21 5/21	<input type="checkbox"/> <input type="checkbox"/>	M1, Intro	5/18	<input type="checkbox"/>
5/22-5/28	Module 2	Physical Development, Aging, Stress	Module 2RQ Module 2 DCJ	5/28 5/28	<input type="checkbox"/> <input type="checkbox"/>	M2	5/25	<input type="checkbox"/>
5/29-6/4	Module 3	Cognitive Development and Language	Module 3RQ Module 3 321/DCJ	6/4 6/4	<input type="checkbox"/> <input type="checkbox"/>	M3	6/1	<input type="checkbox"/>
6/5-6/11	Module 4	Attachment and Emotional Development, Self, and Identity	Module 4RQ Module 4 321/DCJ	6/11 6/11	<input type="checkbox"/> <input type="checkbox"/>	M4	6/8	<input type="checkbox"/>
6/12-6/18	Module 5	Gender and Stereotyping, Parenting and Families	Module 5RQ Module 5 321/DCJ Interview Due	6/18 6/18 6/18	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	M5 Interview	6/15 6/15	<input type="checkbox"/> <input type="checkbox"/>
6/19-6/25	Module 6	Issues in Aging, Vitality and Culture	Module 6RQ Module 6 321/DCJ Final Exam	6/25 6/25 6/25	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	M6	6/22	<input type="checkbox"/>

ADA and TITLE IX Syllabus Statements

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: advocacy@unco.edu

UNC Counseling Center

Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm

Web: unco.edu/counseling-center

Psychological Services

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment

Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Additional Syllabus Statements

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student resources, or to schedule an appointment, visit the website: www.unco.edu/career/students or for student events, visit: www.unco.edu/career/events.

We are located:

Office: University Center 1st floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

It's never too early to talk about career!

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views.

People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)

924 20th St

Greeley, CO 80639

(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St

Greeley, CO 80639

(970) 351-2424

ChavezCenter@unco.edu

Center for Womens and Gender Equity (Resource Center) & Stryker Institute for Leadership

Development

1915 10th Ave

Greeley, CO 80639

970-351-1492

cwge@unco.edu

Center for Gender and Sexuality (Resource Center)

2215 10th Ave., Campus Box 42

Greeley, CO 80631

970-353-0191

gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)

928 20th St., Campus Box 41

Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

Native American Services (Cultural Center)

924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)

1815 8th Ave
Greeley, CO 80631
970-351-1403
timothy.nellett@unco.edu

Food Insecurity

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.