

TENTATIVE SYLLABUS
PSY 530-701: Lifespan Developmental Psychology
(3 credits; CRN: [24718](#))

Spring 2021: Asynchronous Online 2/22/2021 to 3/28/2021

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. You may be required to purchase documentaries to watch online.

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.

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 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). I appreciate you communicating to me in a professional manner. Please use complete sentences and punctuation in all writing.
- 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.

I will not accept assignments late without prior approval. Please contact me as early as possible if extenuating circumstances arise.

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.

All the articles for this class are available as PDF in Canvas. I selected articles that are hopefully interesting but are generally advanced readings. I do not expect you to be familiar with all the theories, background literature or statistical analyses. I am asking you to glean what is new, intriguing, and applicable to you and attempt to integrate the ideas and apply them to potentially real-world situations.

ASSIGNMENTS: Assignments will not be accepted late without prior approval.

Article Reaction Papers (Due Friday, 11:59 pm MST) In order to increase meaningful learning and engagement reading the articles, you will answer the following questions. 321 assignments will be worth 6 points and each module will need to be completed for all the module's articles in one document with the articles clearly identified by authors and date. *So, for modules with four articles, you will write four separate paragraphs addressing these points. These are mainly for you to process the articles and therefore, less is more. Digitally scanned handwritten papers are acceptable if readable.

- After completing the reading, what **3 knowledge concepts, ideas, or issues** do you think are the most important and why (e.g., New to you? surprising? Disturbing? Confirmed what you thought? Key idea? Applicable?)
- What are the **2 main concepts, issues, or ideas** that you are having difficulty understanding? If you have no questions, think of **two links or implications** to your future career.
- 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.

PROJECTS: You will have two choices for final project.

Option 1: Your final project will be an interview with person in middle adulthood or late adulthood. You will integrate research findings and theory to the interview responses to better understand this developmental period. Full details of the project will be on Canvas.

Option 2: The final project will be a research paper on a topic representing at least two developmental periods (infancy, childhood, adolescence, emerging adulthood, older adulthood) with an emphasis on application to your future career. Approximately 5 pages in length with at least 4 relevant peer-reviewed sources. More details are provided on Canvas.

DISCUSSION BOARD: I will be posting discussion starters from the readings on the DISCUSSION BOARD. Your main post will be due on Friday, 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. The final discussion during finals week is your project and has a different due date format.

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 into Canvas. My previous students have reported Canvas “freezing” and losing all their progress on the assignment.

Late Policy for Discussion Board

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.

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.” *Minimal participation points may be added throughout the semester.

Grade Cut Offs:

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

Introduction forum		6 points
321 Questions	6 pts x 4 best scores	24 points
Forums	10pts x 4	40 points
Interview Project/Research Paper		30 points
		Total: 100 points

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 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.

The following is the tentative schedule. Changes to the schedule will be made in Canvas and announced by announcements and on the SYLLABUS page.

Schedule as of 1/14/2021

Week	Module	Topics	Graded Assignments	Due Dates	Forum	Due Dates
2/22-2/28	Module 1	Foundations; Infant Development and Later Connections	Module 1 321	2/26	M1 Intro M1 Forum	2/24 2/26
3/1-3/7	Module 2	Parenting and Other Contexts Impacting Development	Module 2 321	3/5	M2 Forum	3/5
3/8-3/14	Module 3	Issues in Adolescent Development and Emerging Adulthood	Module 3 321	3/12	M3 Forum	3/12
3/15-3/21	Module 4	Older Adulthood: Resilience and the Origins of Aging and Longevity	Module 4 321	3/19	M4 Forum	3/19
3/22-3/26	Finals		Final Paper	3/26		

Module 1 Readings:

Ghavami, N., Katsiaficas, D., & Rogers, L. O. (2016). Toward an intersectional approach in developmental science: The role of race, gender, sexual orientation, and immigrant status. *Advances in Child Development and Behavior*, 50, 31–73. <https://doi.org/10.1016/bs.acdb.2015.12.001>

***This is a long and dense reading, so you can focus on ONE of the developmental periods discussed.

Banella F.E., Tronick E. (2019) Mutual Regulation and Unique Forms of Implicit Relational Knowing. In: Apter G., Devouche E., Gratier M. (eds) Early Interaction and Developmental Psychopathology. Springer, Cham. https://doi-org.unco.idm.oclc.org/10.1007/978-3-030-04769-6_3

Mueller I., Beeghly M., Tronick E. (2019) Depression Is Not Gender-Biased: Maternal and Paternal Depression and Early Parent-Infant Interactions. In: Apter G., Devouche E., Gratier M. (eds) Early Interaction and Developmental Psychopathology. Springer, Cham. https://doi-org.unco.idm.oclc.org/10.1007/978-3-030-04769-6_8