

PSY 530 (900/970): Lifespan Developmental Psychology
(3 credits; CRN: 24213/21917)

Spring 2025: Online Asynchronous 1/13/25-3/09/25

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. If you don’t get an answer by next day, please email the instructor directly.
- 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 and Section (901 or 970)” 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. Instead of office hours, send me an email when you have availability for a Zoom meeting.

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:

Reading Activities: Please see detailed information on CANVAS to complete these assignments. These assignments are mainly for you to process the articles and check understanding.

321 Articles

In order to increase meaningful learning and engagement reading the articles, you will answer the following questions. 321 assignments will be worth 5 points, and each module will typically include two articles. You will complete the 321 questions separately for each article and then combine them into one document.

- 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? You can also use this section to look up a concept and summarize what you found.
- 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 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 DCJ 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 of the module 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. Please 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. Please see AI policies below in statements.

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. The final exam will not be accepted late without prior approval. **Please contact me as early as possible if extenuating circumstances arise and we can discuss extensions.**

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 best scores	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 Dates	Forum	Due Dates
1/13-1/19	Module 1	Lifespan, Research Methods, and Genetic Foundations	Module 1RQ Module 1 321	1/19 1/19	Intro M1	1/16 1/16
1/20-1/26	Module 2	Physical Development, Aging, Stress	Module 2RQ Module 2 DCJ	1/26 1/26	M2	1/23
1/27-2/2	Module 3	Cognitive Development and Language	Module 3RQ Module 3 321/DCJ	2/2 2/2	M3	1/30
2/3-2/9		Midterm & Addiction	Interview Proposal Addiction DC Midterm Exam	2/9 2/9 2/9		
2/10-2/16	Module 4	Attachment and Emotional Development Self and Identity	Module 4RQ Module 4 321/DCJ	2/16 2/16	M4	2/13
2/17-2/23	Module 5	Gender and Stereotyping Parenting and Families	Module 5RQ Module 5 321/DCJ	2/23 2/23	M5	2/20
2/24-3/2	Module 6	Issues in Aging Vitality, Culture	Module 6RQ Module 6 321/DCJ	3/2 3/2	M6	2/27
3/3-3/9	Finals Week		Interview Due Final Exam	3/6 3/9	Interview Forum	3/6

Syllabus Statements

Minimum requirements for all university syllabi are described in Board Policy 2-3-501. To ensure accurate and consistent messaging about UNC policies and student-support services, faculty are encouraged to use the statements found on this page, or simply include the link to this page on their syllabi and course websites. To recommend revisions to a statement or get further information, contact the office who provided it. Offices that wish to provide additional recommended statements may send them to cetl@unco.edu.

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 / Equal Opportunity

The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's [Office of Institutional Equity and Compliance](#) (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the 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 and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents 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. UNC has confidential victim advocates available 24/7 by phone – students can contact the [Assault Survivors Advocacy Program \(ASAP\)](#) at 970-351-1490 to seek confidential guidance and support.

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 have experienced sexual or interpersonal violence, who are concerned about someone who has, who would like to learn more about sexual or interpersonal violence, or who wish to 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!

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

LaChaune.DuHart-Wood@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>

Student Well-Being

Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression.

- - If you are struggling with this class, please visit me during office hours or contact me via e-mail.
 - If you're not sure where to turn, the [website](#) for UNC's Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury.
 - Mental health professionals are available for free, confidential consultations in the Counseling Center. To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall. If you are experiencing a crisis after-hours, call the Counseling Center and press #2 to connect with a crisis counselor.

Tutorial Services

Please consider including a statement about our services on your syllabus to encourage your students to take advantage of the academic support available in Tutorial Services. Below are sample statements for your use:

For all courses supported by individual tutoring:

UNC's Tutorial Services (TS) provides free academic support to UNC students enrolled in undergraduate courses. At TS, a trained peer tutor will work with you individually or in a small group to help you understand course content and be successful in this class. For more information or to make an appointment, stop by TS in the lower level of Michener Library (L-149), or visit the TS website at <http://www.unco.edu/tutoring>.

For all courses supported by Supplemental Instruction:

This course is supported by Supplemental Instruction (SI), through which a trained SI leader will offer three 1-to-2 hour study sessions each week to review course content, work through problems or activities related to this class, and help you prepare for exams. I strongly encourage you to participate in SI. For more information about the SI model, visit the TS website at <http://www.unco.edu/tutoring>.

University Libraries

The University Libraries has the spaces, resources, and support you need to help you achieve your academic goals. Visit us at Michener Library, on west campus, or at Skinner Music Library, on central campus. Check out all the resources we offer, from scholarly journal databases and streaming media to laptops and anatomical models, at our website: <https://www.unco.edu/library/>. Need research help from an expert? Ask a librarian. We offer multiple ways to get in touch: <https://www.unco.edu/library/research-help/>.

Writing Center

Strong writers seek feedback.

The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together!

Schedule your in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>

Artificial Intelligence (AI) Use statements

No Use of Generative AI Permitted

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

Want to get a jump start on the readings? The two 321 articles for the first week are:

Baltes, P. B. (1987) Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, 23(5), 611-626.

Robinson, K., Schmidt, T., & Teti, D. M. (2005) Issues in the use of longitudinal and cross-sectional designs. *Handbook of research methods in developmental science*, 1-20.

- These are both difficult readings because of new terminology. I do not expect that you understand every term or theory presented. We will revisit many of these ideas. Focus on big picture ideas on Baltes such as what is life-span development. What are his characteristics of lifespan?
- On Robinson et al. focus on differences, advantages and disadvantages of longitudinal vs. cross sectional.

The following are supplemental articles for the first week.

Noba Modules:

Lukowski, A. & Milojevich, H. (2017). Research methods in developmental psychology. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. DOI:nobaproject.com

<https://nobaproject.com/modules/research-methods-in-developmental-psychology>

Weaver, I. (2017). Epigenetics in psychology. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. DOI:nobaproject.com

<https://nobaproject.com/modules/epigenetics-in-psychology>

Turkheimer, E. (2017). The nature-nurture question. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. DOI:nobaproject.com

<https://nobaproject.com/modules/the-nature-nurture-question>

Scollon, C. N. (2017). Research designs. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. DOI:nobaproject.com

<https://nobaproject.com/modules/research-designs>