

Argosy University San Francisco Bay Area
Department of Counseling Psychology
MA Counseling Psychology
Syllabus
Course Title
Human Development and Learning
Course Number PC 6025
Fall Semester 2011

Instructor: Dr. Russell A. Chapman, Ph.D.

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Office Hours: Mondays 12 AM-2 PM and Tuesdays 11 AM-12:30 PM

Monday: 9:30 AM – 12:30 PM & Tuesday: 9:30 AM – 12:30 PM

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Fall Session I (7.5 week courses): 10/10/11

Fall Session II (7.5 week courses): 11/30/11

Fall Full Term (15 week courses): 11/14/11

Required Texts:

Berger, K. S. (2008) *The Developing Person Through the Lifespan*. Worth Publishers.
ISBN-13: 978-1429237154

American Psychological Association (2009) *Publication Manual of the American Psychological Association*, 6th ed., American Psychological Association., ISBN # 978-1-4338-0562-2

Course Description:

This course is designed to provide a comprehensive overview of lifespan developmental and learning theories. This will be explored in light of major theories and current research that cover the spectrum of biosocial, cognitive, psychosocial, and therapeutic dimensions. There will be in-depth exploration of the major developmental theorists and their contribution to our understanding of learning and child development, including how it affects adult psychology. The chronological development from birth and infancy through adulthood will be traced from the perspective of heredity, biology, environment, social, and psychological factors. As a special emphasis, one-third of the class will focus on the topic of late adulthood and geriatric issues, including dealing with death and dying. Included in the examination of human development will

be the ways in which the diversity of gender, ethnicity, and cultural factors influence human development.

Attendance:

All students are required to attend the course site weekly and all fact-to-face meetings. It is the professor's experience that to maximize the student learning she or he needs to attend the class site at least times a week. You will put about five to six hours into the course a week not including weekly reading.

Course Requirements:

The course requirements are Mid-term reflection paper, weekly quizzes, and a final presentation/paper due during the last two or three classes.

Reflection Paper:

This is an independent assignment based on reflecting on the course material discussed and reviewed. These papers need to be at least 3-4 pages in length. This reflection papers will be due at midterm. The dates are included in the syllabus. These papers should answer the following questions: (1) What did I learn from the textbook or class discussion; (2) What theoretical material proved to have significant value for me and why?; (3) How can I take what I have learned in class discussion and the textbook and use it in my present or future career/life. The papers must be done in APA format. This means at minimum you must have the correct title page, level headings, paraphrasing, headers and footers, and reference page. There will be no need for an abstract page. If you need help with this requirement, please see your instructor. It is mandatory that these papers be turned in as an e-mail attachment and you can consider you paper received upon receipt of a reply from your professor that states "I have received it." Please make sure these reflection papers or in either a Microsoft word document or "text-rich" file format.

Weekly Textbook Quizzes:

The quizzes in this course will be administered after each week and passed out to the students in class. The quizzes will be 25-60 multiple choice or true/false questions. The answers will be reviewed the following week. Students will submit their quizzes for the instructor to grade. If you student receives a letter grade below "C" the student will be allowed to re-take a given quiz one time. The quizzes will be based on theoretical perspectives presented in the textbooks and class discussion.

Final Paper/Presentation Guidelines:

All topics must be instructor approved so not to duplicate a topic presented in class. **The paper and/or presentations should cover your own human development to date as compared to someone different than you. The difference human development should be seen as someone who meets the following criteria; (1) a person of a different gender than you, (2) a person of a different ethnicity/cultural background than you, (3) a person of a different socioeconomic background, and (4) a person of a different geographical background than you. You will interview a person that meets the following above four criteria and then report back at least three differences and similarities between you and the other person. You will develop and construct at least ten different interview questions and include these questions in APA style format in your paper. The "differences/ similarities" will be based within a chosen**

theoretical perspective presented in the class/textbook. You will review the theoretical perspective and then address the three “differences/similarities.” There are many different ways to approaching a paper as this and please feel free to consult your instructor for paper formatting and APA style writing. Each student will give a 10-20 minutes presentation on your paper/person. The presentation should cover the same topics as the paper. This paper must be 15 to 20 pages, double spaced and in APA format as stated above, with the addition of and abstract page. **If a paper is not finished in APA style there will be a “one letter grade deduction.”** The due dates are stated in the weekly schedule of this document. It is mandatory that these papers be turned in online in a Microsoft word document or “text-rich” file format. This could mean a traditional “black board or overhead” presentation or a presentation by technological means such as power point. The “way” in which the student presents their information is up to her\him. The presentation portion of this requirement is worth 50% of the total requirement.

<u>Week</u>	<u>Topics & Readings</u>
Week 1:	Introductions of students and professor; overview of course, including expectations and requirements./Research methodologies; Early Theories of Human Development: <u>Reading assignments:</u> Chapters 1-2
Week 2:	Early Theories of Human Development: <u>Reading assignments:</u> Chapters 1-2/ <u>Quiz #1 Turned Out</u>
Week 3:	<u>Quiz #1 Turned In</u> \ Heredity and Environment. Prenatal Development and Birth.\Developmental Theories: <u>Reading assignments:</u> Chapters 3-4/ <u>Quiz #2 Turned Out</u>
Week 4:	<u>Quiz #2 Turned In</u> \ The First Two Years: Biosocial, Cognitive and Psychosocial Development, Developmental Theories: <u>Reading assignments:</u> Chapters: 5-7\ <u>Quiz #3 Turned Out</u>
Week 5:	<u>Quiz #3 Turned In</u> \ Early Childhood: Biosocial, Cognitive and Psychosocial Development, Developmental Theories: <u>Reading assignments:</u> Chapters: 8-10\ <u>Quiz #4 Turned Out</u>
Week 6:	Video Week (TBA) Reflection Papers are Due Week 7
Week 7:	<u>Quiz #4 Turned In</u> \ Reflection Papers are Due \Middle Childhood: Biosocial, Cognitive and Psychosocial Development, Developmental Theories: <u>Reading assignments:</u> Chapters: 11-13\ <u>Quiz #5 Turned Out</u>
Week 8:	<u>Quiz #5 Turned In</u> \ Adolescence: Biosocial, Cognitive and Psychosocial Development, Developmental Theories: <u>Reading assignments:</u> Chapters: 14-16\ <u>Quiz #6 Turned Out</u>
Week 9:	Video Week (TBA)

- Week 10: **Quiz #6 Turned In**\ Young Adulthood: Biosocial, Cognitive and Psychosocial Development, Developmental Theories: **Reading assignments:** Chapters: 17-19\
Quiz #7 Turned Out
- Week 11: **Quiz #7 Turned In**\ Middle Adulthood: Biosocial, Cognitive and Psychosocial Development, Developmental Theories: **Reading assignments:** Chapters: 20-22\
Quiz #8 Turned Out
- Week 12: **Quiz #8 Turned In**\ Middle Adulthood: Biosocial, Cognitive and Psychosocial Development, Developmental Theories: **Reading assignments:** Chapters: 20-22\
Quiz #9 Turned Out
- Week 13: **Quiz #9 Turned In**\ Late Adulthood: Biosocial, Cognitive and Psychosocial Development, Developmental Theories: **Reading assignments:** Chapters: 23-25\
Quiz #10 Turned Out
- Week 14: **Quiz #10 Turned In**\ Papers & Presentations (All Papers Due on Week 14)
- Week 15: Papers & Presentations (All Papers Due on Week 14)

Program Outcomes:

- **Outcome # 1: Psychological Theory and Practice**
 - Apply theoretical concepts and methodological approaches of psychology to the practice of forensic psychology
- **Outcome #2: Legal Theory and Application**
 - Apply theories related to the interaction between the criminal and civil legal systems and psychology.
- **Outcome # 3: Research and Evaluation**
 - Critically evaluate the existing literature and body of knowledge in assessment, evaluation, and research methods in forensic psychology
- **Outcome # 4: Leadership, Consultation, and Ethics**
 - Use leadership, consultative, and ethical knowledge, skills and attitudes to succeed in the practice of forensic psychology
- **Outcome # 5: Interpersonal Effectiveness**
 - Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Course Objectives:

At the successful completion of this course, the student should be able to

- Describe, explain and analyze the characteristics and psychological challenges for each phase of human development:

- Prenatal development and birth
 - Infant and toddler years from 1-2.
 - The "play years" from 2-6.
 - The "school years" from 7-11
 - Adolescence
 - Early adulthood from 20-40
 - Middle adulthood from 40-60
 - Late adulthood from 60
 - The process of dying and death.
- Identify and explain the biological, cognitive, and psychosocial facets of each stage of human development.
 - Analyze and integrate how counseling theories can be applied to individuals, couples, and families addressing issues about specific phases of human development.
 - Describe and analyze the depth and range of issues affecting older adults, including dying and death.
 - Identify, explain and integrate the historical range of major developmental theories and their relevance to applied psychology and personal life.
 - Analyze gender, culture, and ethnicity as they affect lifespan development.

Criteria for Discussion:

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Papers:

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material

B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Course Grading:

Grades are determined on a points scale at the end of the semester. Below is the final point scale which will determine your final grade. However, they will be “weekly” grades recorded in an instructor grade book to allow you to view your performance along the semester. Grading is progressive throughout the semester and final grade posting dates are indicated in the course calendar.

1. 900-1000 Points = A
2. 800-899 Points = B
3. 700-799 Points = C
4. 0-699 Points = F

Library:

All resources in Argosy University’s online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University’s core online collection features over **48,889 full-text journals and 23,000 electronic books** and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries.

Academic Dishonesty/Plagiarism:

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the American Psychological Association, 6th Edition (2009). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 6th Edition for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing:

The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy:

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity:

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Instructional Contact Hours/Credit:

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.