

Human Growth and Development

PC 6025 (Online)

Course Syllabus—Fall 2011

September 06 - December 17, 2011

Professor: Jenna Frischknecht Holden, J.D., Psy.D.
Meeting Times: Online throughout each week of the course
Office Hours: By appointment via e-mail or telephone to schedule
Contact Information: jfrischknecht@juno.com or 415/939-1060

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 Reading:

- * **Berger, K.S. (2008). The Developing Person Through the Lifespan 7th Edition. New York: Worth Publishers. ISBN: 1429229306**
- * **Crain, W. (2005). Theories of development: Concepts and Applications 5th Edition. New Jersey: Prentice Hall. ISBN: 0131849913**
Please note: There is a 6th edition that has just been published with regard to this textbook, but so far I’m not that impressed, and feel that the 5th edition is still completely viable and sells for MUCH less!
For these reasons we will be using the 5th edition for this course.
- * **Didion, J. (2007). The Year of Magical Thinking. New York: Vintage Books(Random House). ISBN: 1400078431**
- * **Any supplemental materials provided by the instructor**

Recommended Reading:

- * **Erikson, E. (1997). The Life Cycle Completed. New York: W.W. Norton & Company, Inc. ISBN: 0-393-03934**

Course Description:

This course focuses upon an overview of lifespan development, with emphasis upon both developmental and learning theories. These theories will be explored with regard to current research in areas of biosocial, cognitive, psychosocial, and therapeutic realms. There will be a thorough exploration of the major developmental theorists and subsequent contribution of these theories to our understanding of both child and adult development/psychology. The lifespan, from birth and infancy to adulthood, will be analyzed from perspectives of heredity, biology, environment, social, and psychological factors. In addition, the latter part of the course will provide a special focus upon the developmental stage of late adulthood and geriatric issues, including the related topics of death and dying. This course will also weave into several areas of development the topics of diversity of gender, ethnicity, and cultural factors that influence many stages of life.

Program Outcomes: Master of Arts in Counseling Psychology:

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and

other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Course Objectives:

1. To learn to identify typical characteristics and psychological influences/challenges at each stage of development:

Prenatal/birth

Infant/toddler (ages 1-2 years)

Early childhood (ages 2-6)

Later childhood/preadolescence (ages 7-11)

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Adolescence

Early Adulthood (ages 20-40)

Middle Adulthood (ages 40-60)

Later Adulthood (ages 60 +)

Process of dying and death

2. To understand additional components of human development at each stage, including biological factors, cognitive factors, and psychosocial factors;
3. To understand the manner in which various counseling theories can find appropriate application with individuals, couples, and families at specific phases of development;
4. To understand and explore issues affecting adults in the later adulthood stage of development, including the process of dying and death;
5. To understand the manner in which developmental theories have come into existence, and their application to counseling psychology;
6. To understand the manner in which gender, culture, and ethnicity heavily influence lifespan development.

Schedule By Week:

<u>WEEK</u>	<u>DATES</u>	<u>LECTURE/READING</u> (To be completed <i>prior to</i> discussion)
1	09/06-09/11	<i>Introduction to class; Preformationism, Locke, Rousseau</i> Berger: Chapters 1-2 Crain: Chapter 1 Online assignments as indicated
2	09/12-09/18	<i>Heredity and Environment, Prenatal Development and Birth</i> <i>Developmental Theories: Gesell, Darwin, Lorenz, Tinbergen</i> Berger: Chapters 3 and 4 Crain: Chapters 2 and 3 (Chapter 3 through page 43) Online assignments as indicated
3	09/19-09/25	<i>Ages 1 and 2: Infants and Toddlers Part I</i> <i>Developmental Theories: Mahler</i> Berger: Chapters 5 and 6 Crain: Chapter 13 Online assignments as indicated
4	09/26-10/02	<i>Ages 1 and 2: Infants and Toddlers Part II</i> <i>Developmental Theories: Bowlby and Ainsworth</i> Berger: Chapter 7 Crain: Chapter 3 (pages 44-64) Online assignments as indicated
5	10/03-10/09	<i>Early Childhood, Part I</i> <i>Developmental Theories: Piaget</i>

		Berger: Chapters 8-9 Crain: Chapter 6 Online assignments as indicated
6	10/10-10/16	<i>Early Childhood Part II</i> <i>Developmental Theories: Kohlberg</i> Berger: Chapter 10 Crain: Chapter 7 Online assignments as indicated
7	10/17-10/23	<i>Later Childhood/Preadolescence</i> <i>Developmental Theories: Montessori, Bandura</i> Berger: Chapters 11, 12, 13 Crain: Chapters 4, 9 Online assignments as indicated Midterm Exam to be distributed by 10/24
8	10/24-10/30	<i>Adolescence, Part I</i> Berger: Chapters 14-15 Online assignments as indicated
9	10/31-11/06	<i>Adolescence, Part II</i> <i>Developmental Theories: Erikson</i> Berger: Chapter 16 Crain: Chapter 12 Online assignments as indicated Midterm Exam due by midnight 11/06
10	11/07-11/13	<i>Early Adulthood</i> Berger: Chapters 17, 18, 19 Online assignments as indicated
11	11/14-11/20	<i>Middle Adulthood</i> <i>Caring for Aging Parents</i> <i>Developmental Theories: Jung</i> Berger: Chapters 20, 21, 22 Crain: Chapter 16 Online assignments as indicated
12	11/21-11/27	<i>Late Adulthood and Aging, Part I</i> <i>Biosocial Development</i> Berger: Chapter 23 Online assignments as indicated
13	11/28-12/04	<i>Late Adulthood and Aging, Part II</i>

Cognitive Development
Berger: Chapter 24
Online assignments as indicated
Final Exam to be distributed by 12/05

14 12/05-12/11 *No course readings/posting assignments this week*

15 12/12-12/17 *Issues of Death and Dying*
Berger: Chapter 25 and Epilogue
Final Exam or Final Paper due by midnight 12/17

Evaluation Methods: There are several evaluation methods for this course. Each student will be expected to engage in full Participation (the first method worth 40% of the final grade, explained below). Each student will also be expected to complete a Midterm Exam (the second method worth 30%, explained below). However, for the remaining 30% of the student's overall grade for this course, there is a choice between completing a Final Paper (explained below) OR completing a Final Examination (explained below). Both the Final Paper and Final Examination are due on the same date, by midnight PST on the final day of the course (12/17).

1. Attendance/Participation: 40%

Participation in discussions is crucial due to the nature of this online course, and students are expected to complete the required reading assignments in a timely manner. On-line "lectures" will be posted by Monday evenings (7 p.m. PST) of each week for that particular week's topic. Discussion questions or topics will be included at the end of each posted lecture, to which students will be expected to respond within that week. Students are additionally required to post a thought, question, or response to another student's commentary/questions, or otherwise contribute to the online discussion forum, *a minimum of two times per week*. Finally, students are required to complete any posted assignments.

2. Midterm Exam: 30%

This exam will be distributed on 10/24, and will be due by midnight (PST) on 11/06.
No late exams will be accepted.

3. Paper (choice between this and final examination): 30%

Students will read the book *The Year of Magical Thinking* (Didion, 2007), and write an 8-10 page paper (double-spaced, in APA format) describing the following:

- An overview of the author's life (the developmental stages covered in this book);
 - The manner in which the author's experiences relate to at least one developmental theory addressed in this
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course;

-Additional information incorporated from at least three academic journal articles that provide material pertaining to the developmental theory/theories that have been selected.

Again, this paper will be 8-10 pages, double-spaced, in APA format (please pay special attention to spelling, grammar, and syntax). References should be cited where appropriate, and the page length of 8-10 pages includes a reference page at the end of the paper. This paper will be due by midnight (PST) on 12/17, and late papers will not be accepted.

The grading of this paper will be based upon the following:

- degree to which student addressed the three topics (as listed above)
- clarity of content
- following of APA style in writing/formatting/citing/referencing
- grammar/punctuation/syntax/spelling

4. Final Exam (choice between this and final paper): 30%

This exam will be distributed on 12/05, and will be due by midnight (PST) on 12/17.
No late exams will be accepted.

Both course exams will be open book and comprised of a combination of short answer and long answer essay questions. These questions will come from your assigned readings. Both the content of responses and the quality of student writing will influence grading decisions on exams.

Assignments, paper, exams and the course final grade will be graded upon a scale comprised of the following percentages:

93-100 = A
90-92 = A-
88-89 = B+
83-87 = B
80-82 = B-
70-79 = C
60-69 = D
Below 59 = F

***Please Note:** All writing for this course must adhere to the *Publication Manual of the American Psychological Association, 5th Edition* (2001). This includes in-text citations, references, gender-neutral writing, etc. Additionally, the quality of student writing will be closely monitored with regard to grading decisions—please pay particular attention to grammar, syntax, and spelling, as errors in any of these areas may reduce a grade on any assignment.

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.

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.

Course Syllabus Subject to Change with Notification:

This course syllabus may be subject to change due to extenuating circumstances. If any such circumstances should occur, students will be notified as soon as possible with a revised syllabus and instructions regarding changes in assignments/course content. This course follows AU's policies regarding such changes as are references in the AU Catalog. Students are welcomed and encouraged to contact the professor with questions and comments regarding course content and/or assignments.

Academic Policies:

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.

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 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.

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 classroom.

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.