

Argosy University

Course Syllabus

PP7010

Lifespan Development

Spring 2009

Faculty Information

Faculty Name: Jon Klimo, Ph.D.

Campus: San Francisco Bay Area

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Office Hours: Tuesdays 12:30-1:30, 2:30-4:00

Wednesdays 10:30-1:30

Thursday, 10:30-12:30, 1:30-3:30

(You can just drop by, or, to guarantee instructor availability, it's a good idea to make appointments ahead of time. Email communication and phone also encouraged.)

Short Faculty Bio: With undergraduate and graduate degrees from Brown University and a doctorate in psychology (Rosebridge Graduate School of Integrative Psychology, now ASPP/Argosy, SFBA), Klimo has taught in doctoral programs for the past 34 years, including eight years as a professor at Rutgers University. He is currently in his 10th year as core faculty in Argosy/SFBA's clinical program as one of the campus's four full professors. Over the past 30 years, he has served as a research mentor and qualitative research specialist, chairing more than 200 dissertation committees. He is considered an authority in the areas of Qualitative Research, Creativity, Intuition, Mental Imagery, Transpersonal Psychology, Parapsychology, Consciousness Studies, and New Paradigm Science. He has written one book on anomalous cognition and information processing, and (co-authored) another on the transpersonal and parapsychological nature of personal suicide and terrorist 'suicide bombers. He has published numerous articles and chapters, given hundreds of public and professional presentations, and appeared on more than 120 different radio and television programs.

Course Description: This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology are considered throughout the course.

Course Purpose: The purpose of this course is to provide an overview of lifespan developmental stages, characteristics and processes studied at the doctoral level and their importance to the study of, and use by, the field of professional psychology. Major theories and current research in the field of lifespan development will be examined as they inform areas of physical, personality, psychological, cognitive, moral, and social development. Topics included will be theories and models of development; heredity, prenatal development and birth; infant and toddler development the first two years, including bonding, attachment, and parenting; the play years from 3 to the beginning of school; the school years, including adolescence; and adult development across early, middle, and late adulthood, including death and dying. The impact of lifespan development on the contextual issues of gender, ethnicity, and culture will also be considered. The course will provide a lifespan developmental perspective designed to equip the professional psychologist with more focused and in-depth awareness and empathy for the issues of development, parenting, aging, and inter-generational relations that both therapists and clients experience. Throughout, counseling and clinical diagnostic and treatment approaches for working with populations across the lifespan will also be studied.

Course Structure: The course will be conducted in a seminar lecture, presentation, and discussion format. Each week will be comprised of instructor presentation and leading of class discussion based on the required readings for that week. It is very important that as many class members as possible make an effort to make some kind of contribution to class discussion each week. Spread across the semester, there will also be 8 or more small-group 30-90-minute class presentations. Occasional videos will also be shown and discussed.

Course Pre-requisites: None

Required Textbooks:

Davies, D. (2004). *Child development: A practitioner's guide*. New York: The Guilford Press. ISBN: 1-59385-076-X

Santrock, J. W. (2007). *Essentials of lifespan development*. Boston: McGraw-Hill Education. ISBN-10: 0071283447; ISBN-a3: 978-0071283441.

Course Reader (available at Copy Central, Solano Ave., Berkeley, 510-527-5800).

Required Readings:

(Note: all of the following journal articles will either be provided full text in the Reader or students will procure them full-text from EBSCO PsycINFO.)

1. Allemand, M., et al. (2008). Age differences in five personality domains across the lifespan. *Developmental Psychology*, 44(3), 758-770.
2. Guedeney, A. (2007). Withdrawal behavior and depression in infancy. *Infant Mental Health Journal*, 28(4), 393-408.

3. Madigan, S., et al. (2007). Unresolved maternal attachment representations, disrupted maternal behavior, and disorganized attachment in infancy: Links to toddler behavior problems. *Journal of Child Psychology and Psychiatry*, 48(10), 1042-1050.
4. Pauli-Pott, U., et al. (2007). Negative emotionality, attachment quality and behavior problems in early childhood. *Infant Mental Health Journal*, 28(1), 39-53.
5. Hill, A. L., et al. (2006). Profiles of externalizing behavior problems for boys and girls across preschool: The role of emotion regulation and inattention. *Developmental Psychology*, Vol 42(5), 913-928.
6. Trautmann-Villalba, P., et al. (2006). Father-son interaction patterns as precursors of children's later externalizing problems: A longitudinal study over 11 years. *Eur Arch Psychiatry Clin Neurosci*, 256, 344-349.
7. Bradley, R. H., & Corwyn, R. F. (2007). Externalizing problems in fifth grade: Relations with productive activity, maternal sensitivity, and harsh parenting from infancy through middle childhood. *Development Psychology*, 43(6), 1390-1401.
8. Janson, H., & Mathiesen, K. S. (2008). Temperament profiles from infancy to middle childhood: Development and associations with behavior problems. *Developmental Psychology*, 44(5), 1314-1328.
9. Bohn, A., & Bernsten, D. (2008). Life story development and childhood: The development of life story abilities and the acquisition of cultural life scripts from late middle childhood to adolescence. *Development Psychology*, 44(4), 1135-1147.
10. Alberts, A. (2007). The personal fable and risk-taking in early adolescence. *Journal of Youth and Adolescence*, 36(1), 71-76.
11. Goldbeck, L., et al. (2007). Lifespan satisfaction decreases during adolescence. *Quality of Life Research: An International Journal*, Vol. 16(6), 969-979.
12. Rutter, M. (2007). Psychopathological development across adolescence. *Journal of Youth and Adolescence*, 36(1), 101-110.
13. Smetana, J.G., & Campione-Barr, N. (2006). Adolescent development in interpersonal and societal contexts. *Annual Review of Psychology*, 57, 255-284.
14. Karlsson, L. (2007). Differences in the clinical characteristics of adolescent depressive disorders. *Depression and Anxiety*, 24(6), 421-432.
15. Impett, E. A., et al. (2008). Girls' relationship authenticity and self-esteem across adolescence. *Developmental Psychology*, 44(3), 722-733.
16. Meade, C. S., et al. (2008). The intergenerational cycle of teenage motherhood: an ecological approach. *Health Psychology*, 27(4), 419-429.
17. Beeves, C. G., et al. (2007). Recovery from major depressive disorder among female adolescents. *Journal of Consulting and Clinical Psychology*, 75(6), 888-900.
18. Kelly, M. S. (2007). Faith and rebellion: Protection and risk factors for adolescent children of religiously observant Mexican-American immigrants. *Social Work & Christianity*, 34(3), 259-276.
19. Allen, J. P., et al. (2007). The relation of attachment security to adolescents' paternal and peer relationships, depression, and externalizing behavior. *Child Development*, 78(4), 1222-1239

20. Dahl, R. E., & Hairi, A. R. (2005). Lessons from G. Stanley Hall: Connecting new research in biological sciences to the study of adolescent development. *Journal of Research on Adolescence*, 15(4), 367-382.
21. Markiewicz, D. (2006). Developmental differences in adolescents and young adults use of mothers, fathers, best friends, and romantic partners to fulfill attachment needs. *Journal of Youth and Adolescence*, 35(1), 127-140.
22. Sneed, J. D., et al. (2007). The dynamic interdependence of developmental domains across emerging adulthood. *Journal of Youth and Adolescence*, 36(3), 351-362.
23. Kenny, M. E., & Sirin, S. D. (2006). Parental attachment, self-worth, and depressive symptoms among emerging adults. *Journal of Counseling and Development*, 84(1), 61-71.
24. Sherry, A., et al. (2007). Adult attachment and developmental personality styles: An empirical study. *Journal of Counseling and Development*, 85(3), 337-348.
25. The adult attachment interview and self-reports of attachment style: An empirical Rapprochement. Rosman, G.I. et al.; *Journal of Personality and Social Psychology*, Vol 92(4), April 2007. pp. 678-697.
26. Schwartz, J. P., et al. (2007). Adult attachment orientation: Relation to affiliation motivation. *Counseling Psychology Quarterly*, 20(3), 253-265.
27. Pfaffenberger, A. (2005). Optimal adult development: An inquiry into the dynamics of growth. *Journal of Humanistic Psychology*, 45(3), 279-301.
28. Magai, C. (2006). Emotion experience and expression across the adult life span: Insights from a multimodal assessment study. *Psychology and Aging*, 21(2), 303-317.
29. Chapman, B. P., & Hayship Jr., B. (2006). Emotional intelligence in young and middle adulthood: Cross-sectional analysis of latent structures and means. *Psychology and Aging*, 21(2), 411-418.
30. van Aken, M. A. G. (2006). Midlife concerns and short-term personality change in middle adulthood. *European Journal of Personality*, 20(6), 497-513.
31. Lachman, M. (2004). Development in midlife. *Annual Review of Psychology*, 55, 305-331.
32. Helson, R., & Soto, C. (2005). Up and down in middle age: Monotonic and nonmonotonic changes in roles, status, and personality. *Journal of Personality and Social Psychology*, 89(2), 194-204.
33. Pasupathi, M., Weeks, T., & Rice, C. (2006). Reflecting on life: Remembering as a major process in adult development. *Journal of language and social psychology*, 25(3), 244-263.
34. Ebner, N. C., et al. (2006). Developmental changes in personal goal orientation from young to late adulthood: From striving for gains to maintenance and prevention of losses. *Psychology and Aging*, 21(4), 664-678.
35. Schilling, O. (2006). Development of life satisfaction in old age: Another view of the 'paradox.' *Social Indicators Research*, 75(2), 241-271.
36. Von Hippel, W., et al. (2008). Aging and social satisfaction: Offsetting positive and negative effects. *Psychology of Aging*, 23(2), 435-439.

37. Westerhof, G. J. (2006). What is the problem? A taxonomy of life problems and their relation to subjective well-being in middle and late adulthood. *Social Indicators Research*, 79(1), 97-115.
38. Brennan, P. L., et al. (2006). Long-term patterns and predictors of successful stressor resolution in later life. *International Journal of Stress Management*, 13(3), 253-273.
39. Ko, K. J., et al. (2007). Profile of successful aging in middle-aged and older adult married couples. *Psychology and Aging*, 22(4), 705-718.
40. Krause, N. (2007). Longitudinal study of social support and meaning in life. *Psychology & Aging*, 22(3), 456-469.
41. Frazier, L. D., et al. (2007). Psychosocial outcomes in later life: A multivariate analysis. *Psychology & Aging*, 22(4), 676-684.
42. Toyota, Y., et al. (2007). Comparison of behavioral and psychological symptoms in early-onset and late-onset Alzheimer's diseases. *International Journal of Geriatric Psychiatry*, 22(9), 896-901.
43. Scholzel-Dorenbos, J. M. (2007). Evaluating the outcome of interventions on quality of life in dementia: Selection of the appropriate scale. *International Journal of Geriatric Psychiatry*, 22(6), 511-519.
44. Satre, D. D., et al. (2006). Cognitive behavioral interventions with older adults: Integrating clinical and gerontological research. *Professional Psychology: Research and Practice*, 37(5), 489-498.
45. Orimo, H., et al. (2006). Reviewing the definition of the 'elderly.' *Geriatrics & Gerontology International*, 6(3), 149-158.
46. Levant, R. F. (2008). The 2005 White House conference on aging: Psychology and the aging baby boomers. *Psychological Services*, 5(1), 94-96.
47. Abeles, N. (2008). Public-sector psychology in the wake of the 2005 White House conference on aging. *Psychological Services*, 5(1), 85-93.
48. Teachman, B. (2006). Aging and negative affect: The rise and fall and rise of anxiety and depression symptoms. *Psychology and Aging*, 21(1), 201-207.
49. Steverink, N. (2006). Which social needs are important for subjective well-being? What happens to them with aging? *Psychology and Aging*, 21(2), 281-290.
50. Twigg, J. (2004). The body, gender, and age: Feminist insights in social gerontology. *Journal of Aging Studies*, 18(1), 59-73.
51. Ong, A., Bergeman, C. S., Bisconti, T. L., & Wallace, K. A. (2006). Psychological resilience, positive emotions, and successful adaptation to stress in later life. *Journal of Personality and Social Psychology*, 91(4), 730-749.
52. Jopp, D., & Rott, C. (2006). Adaptation in very old age: Exploring the role of resources, beliefs, and attitudes for centenarians' happiness. *Psychology and Aging*, 21(2), 266-280.
53. Wink, P. (2006). Who is afraid of death? Religiousness, spirituality, and death anxiety in late adulthood. *Journal of Religion, Spirituality, and Aging*, 18(2-3), 93-110.

Articles related to Diversity:

1. Levesque, R.J.R. (2007). The Ethnicity of adolescent research, *J. Youth Adolescence*, 36:375-389.
2. Wainryb, C. (2004), The study of diversity in human development: Culture, urgencies, and perils. *Human Development*, 47:131-137.
3. Von Kltzing, K. (2006). Cultural Influence on Early Family Relationships. *Infant Mental Health Journal*, Vol 27(6), 618-620.

Articles related to Ethics:

1. Clarfield, M.A. et al. (2003). Ethical issues in end-of-life geriatric care: The approach of three monotheistic religions—judaism, catholicism, and islam. *Journal of the American Geriatrics Society*, 51:1149-1154.

Article on Evidence-Based Practice and Ethics:

1. Wesley, P.W. and Buysse, V. (2006). Ethics and evidence in consultation. *Topics in Early Childhood Special Education*, 26:3, 131-141.

Recommended Reading:

Zarit, S. & Knight, B. J. (1996). *A guide to psychotherapy & aging: Effective clinical interventions in a life-state context*. Washington, DC: American Psychological Association. ISBN# 1-55798-573-9

Galvan, J. L. (2005). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3rd ed). Glendale, CA: Pyczak Publishing. ISBN: 1-884585-66-3

Pan, M. I. (2008). *Preparing Literature Reviews* (3rd Edition). Los Angeles, CA: Pyczak Publishing. ISBN: 1-884585-76-0

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. ISBN 1-55798-790-4.

Course length: 15 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes, Competencies, and Objectives:

Goal 3: To prepare professionals who are able to understand and use the scientific bases of psychology to inform their practice of professional psychology and to evaluate the methods of assessment and intervention they use in practice (in the specific content area of human development).

Objective a: Students will demonstrate understanding of and competence in integrating into practice the body of knowledge in the scientific bases of human functioning (specifically the area of human development).

Competency : Students will demonstrate understanding of and competence in integrating into practice the body of knowledge in the scientific bases of human functioning... including human development.

Course Objectives:

By the conclusion of the course, students should be able to:

1. Describe and explain at least three of the leading theories and models of lifespan development.
2. Identify the chief defining characteristics and developmental expectations (milestones) for each of the main stages of lifespan development, including prenatal development, infancy, childhood, adolescence, and early, middle, and late adulthood (and dying).
3. Describe characteristics of the individual in relationship in the normal patterns of development, maturation, and aging.
4. Discuss how humans age normally with regard to physical, personality, psychological, cognitive, and moral parameters and with regard to moral and interpersonal relations and social roles.
5. Discuss how the research data provides insight and understanding of genetic, parenting, family, and cultural influences over the course of lifespan development.
6. Describe the relationship between normal and problematic/dysfunctional aspects of human development at each lifespan stage.
7. Explain how lifespan theory and research relates to one's own and other's (whom one knows) developmental processes and life issues.
8. Write a case study vignette that provides a descriptive depiction of an individual as seen through the a set of lifespan development lens.
9. Conduct a selected, exploratory survey of the literature (using PsycInfo, et al.) on some aspect of lifespan development.
10. Identify and describe selected evidence-based literature for the field of lifespan development.
11. Discuss selected diversity-oriented research perspectives and issues related to lifespan development.
12. Discuss selected ethics-related research, perspectives, and issues in the study of lifespan development.

Course Policies and Requirements:

1. **Attendance:** Attending all sessions of the class. Please inform instructor ahead of time if unable to make a class. No more than two sessions can be missed, as per Argosy policy, or failure will occur.
2. **Completing required readings & contributing to weekly test-based and other class discussion:** Evaluation of compliance with completing weekly readings will be based on student participation in in-class text-based discussion and responding to periodic class presentations. (15%)
3. **Small study-group research and presentation:** Planning, researching, and taking part in at least one of the eight small-group class presentations. Each study/presentation group can have as few as three and no more than five participants, and one can choose to be involved with more than one group, depending upon which lifespan stage one is most interested in. A sign-up sheet will be circulated by the second class meeting. The eight study group and presentation topics in chronological order will be:
 - a. prenatal to birth (incl. heredity, genetics, in utero development, potential risks and complications, problems and post-birth repercussions)
 - b. Infancy and attachment and the first two years into toddlerhood
 - c. The preschool and play years, circa 3-6
 - d. The middle-childhood school years, circa 6 to 12
 - e. Adolescence, circa 13 to 18
 - f. Young adulthood, circa 18 to 40
 - g. Middle adulthood/middle-age, circa 40-65
 - h. Later/late adulthood, circa 65-death (incl. challenges and problems of aging, dementia and Alzheimer's, facing death, and dying.

If enough interest, there could be more than one small study and presentation group for a particular topic/stage (a-h, above). Each study group will need to decide on who researches, specializes in, and does which part/aspect of the presentation. Each group will also be responsible for preparing and handing out to the class on the day of presentation a packet of selected information regarding the topic that can accompany and supplement the presentation itself. Each group, or a designated member(s) of it, will also be responsible for finding expected additional PsycInfo or other journal articles, books, dissertations, et al. relevant to the parts of the presentation that go beyond the instructor-provided materials for the course. Each group member's part of the presentation should focus on one of the following. More than one member can be involved with the same focus; but regardless of the number of participants in a group, each of the following three foci should be addressed in each group presentation:

Normal developmental information, milestones, and issues specific to this age/stage.

Draw on and provide references/citations from course readings and also from more "Additional Readings" journal articles (or ones beyond that list).

Clinical/psychopathological/problematic perspectives and issues related to this age/stage.

Draw on and provide references/citations from course readings and also from journal articles wherever possible.

Providing a single-subject case study vignette with descriptive treatment of an individual as seen through the course's lifespan development multifaceted lens for that particular

age/stage. The individual can be yourself, the presenter, or someone you know or are related to, or a client, real or fictitious (preferably real). Draw on and provide references/citations from course readings or related more recent journal article material et al. wherever possible. (20%)

4. **Short response papers/notes.** Very brief (approx. one-page) informal response papers or response notes to at least 10 of the journal articles (under “Additional Readings”), including at least one from each of the a-h topic (ages/stages). Or, instead of doing the short response papers, one may opt to do a take-home open book test comprised of multiple-choice professional psychology written licensing examination questions and based on the approx 80-page (40 Reader pages) AATBS study module at the very beginning of the Course Reader. (25%)
5. **Final paper:** A brief (8-10 pp.) review of the literature (including at least 10 journal articles different than the course’s “Required Readings” articles). You want to choose a particular topic or interest area relevant to or drawn from this course (which may include one or more research questions you might have about it that can be addressed by what you learn from your literature review), and then proceed to conduct the limited EBSCO/PsycINFO literature review and to write the descriptive narrative/documentation of what you found. Before you begin, study the Literature Review (Survey of the Literature) section of our CRP Manual (under Library on the ausfba.com website. Also skim/sample the survey-of-the-literature chapters of some of the bound dissertations/CRPs in our library (which can be supplemented with samplings from “Digital Dissertations” as close to your topic as possible) to get a better sense of how a survey of the literature generically “reads,” irrespective of the particular research topic involved. That’s what you want to be aiming for on a limited 8 to 10 page level. Also see Galvan, J. L. (2005) and/or Pan (2008), in Recommended Readings, above. (40%)

Grading and Evaluation:

Overall Rubric for Assessing Final Course Grade:

A/A- = 100-85. Final lit review paper is well organized, well researched, well written and in compliance with APA guidelines, and presents excellent coverage of the topic area using the selected journal articles. See “Rubric Used for Assessing Final Paper,” below. Test score (if opted for) 100-85%. Short response papers/notes:

demonstrate thoughtful, competently written responses (albeit informally written, emphasizing content gist more than surface form or structure, or mechanics of writing), displaying good knowledge of the essential findings, points, contributions of each particular article. Participation in group presentation: displays care in preparation, knowledge and sophistication regarding material presented, skill in presentation, providing very brief accompanying handout material, and good

Participation in text-based class discussion	15%
Individual/small-group presentation	20%
Short Response papers or Take-home exam	25%
Final lit. review paper	40%
	100%

engagement of fellow class members in discussion. See “Rubric for Assessing Individual Presentation as part of Group Presentation Collaboration”, below.
Participation in class discussion: displays good to excellent thinking and articulation on the week’s topic(s), contributing in many/most of the class sessions. See “Rubric for Assessing Text-Based Discussion/Participation,” below.

B+/B/B- = 84-68. Paper is only adequately to fairly well organized and written and presents adequate to fairly good research coverage of the topic area; shows areas of not being in compliance with APA Manual. See “Rubric Used for Assessing Final Papers,” below. Test score (if opted for) 84-68%. Short response papers/notes: demonstrates adequate to fairly good written (albeit highly informal note-form); has responded to less than 10 articles requested. Participation in Group Presentation: displays reasonable (adequate, average) knowledge and competence regarding material researched and presented, demonstrates adequate to good presentation/communication skills, solicits at least some engagement of fellow class members in discussion. See “Rubric for Assessing Individual Presentation as part of Group Presentation Collaboration,” below. Participation in class discussion: at least occasional participation in class discussion. See “Rubric for Assessing Text-Based Discussion/Participation,” below.

Below B- (i.e. Fail) = 67% and below. Final lit review paper is unacceptable in either form (organization and writing) or content or both, displaying poor understanding of the nature of a lit review and/or the nature and meaning of the articles being worked with (or no final paper submitted). Test score (if opted for) 67% and below (or never submitted). Response notes: were not submitted, or if submitted, demonstrated inadequate or unacceptably low level of involvement with or understanding of the readings. Participation in group presentation displays poor or inadequate knowledge and competence regarding material presented, and having taken very little time to prepare the presentation or unacceptable level of skill in giving presentation (or participation in presentation was not done at all). See rubric used for assessing “Group Presentation and Collaboration,” below. Class discussion: no participation in or contribution to class discussion.

Rubric for Assessing Text-Based Class Discussion/Participation Rubric

	Criteria				Points
	Exemplary, Outstanding	Good to Average	Below Average to Barely Acceptable	Poor to Unacceptable	
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	
In Text-based discussions, give evidence and makes inferences	Uses evidence in the text to create a new idea or draw connections among ideas.	Uses evidence in the text to expand on, analyze or critique an idea.	Locates evidence in support of an idea under discussion.	Able to locate factual evidence in the text with page number.	
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	
Deepening the Learning	Asks questions that connect the discussion to bigger themes or ideas. Connects ideas of several participants.	Asks questions that relate the current discussion to previous discussions.	Asks questions that provoke others to respond at deeper levels. Asks clarifying questions	Asks questions related to the current discussion.	
Preparation	Almost always prepared for class with assignments and required class materials.	Usually prepared for class with assignments and required class materials.	Rarely prepared for class with assignments and required class materials.	Almost never prepared for class with assignments required class materials.	

**Rubric for Assessing Individual Presentation as part of Group Presentation
Collaboration**

	Exemplary, Excellent	Good to Average	Fair, Below Average	Poor to Unacceptable
EVIDENCE OF TIME SPENT AND RESEARCH DONE FOR ONE'S PART OF THE PRESENTATION	Outstanding to well above average time and energy apparently spent and understanding of subject displayed	Good to average time and energy apparently spent and understanding of subject displayed	Below average to barely acceptable time and energy apparently spent and understanding of subject displayed	Unacceptable time and energy apparently spent and inadequate understanding of subject displayed
PRESENTATION AND COMMUNICATION SKILLS DEMONSTRATED	Exceptional performance; outstanding ability to present information before a group; clear, well organized, very articulate.	Good to acceptable ability to present information before a group; relatively clear, reasonably well organized.	Adequate to poor ability to present information before a group; problems with clarity, articulation, organization.	Unacceptable performance
ORGANIZATION OF PRESENTATION	Well-structured and presented in a logical sequence	Mostly structured, precise but parts may be unconnected to the rest of the presentation.	Somewhat structured but too much time spent on unimportant material. Disjointed sequence.	Unstructured, strays from the subject. Much of the presentation out of logical order.
COMPREHENSIBILITY OF PRESENTATION	Clear and easily understood.	Mostly clear but some confusion in the presentation.	Somewhat clear but leaves the listener a little lost.	Unclear and confusing. Not understood.
KNOWLEDGE OF SUBJECT	Accurate and shows depth of thought.	Mostly accurate and certain areas show depth of thought.	Some understanding of subject but little depth.	Inaccurate and shows a surface knowledge only.
COLLABORATION SKILLS	Works very well with fellow group members; shares information; well-coordinated with them; displays very good cooperative preparation.	Adequately works with fellow group members; reasonably coordinating with them; displays good to adequate cooperative preparation.	Works with fgroup members in a below average manner; problems with coordinating; displays barely adequate cooperative preparation.	Poor to unacceptable collaboration skills, problems/limits in ability to work, share, coordinate, with, or support other group members.

Rubrics for Evaluating Final Paper: Organization, Research and Writing.

Performance Element	Excellent	Good	Average	Poor	Unacceptable
Demonstration of understanding and competence in paper topic chosen and in research, organization and writing of paper on it.	In both preparation and research, submitted paper demonstrates an excellent understanding of research and writing on doctoral level, competence regarding chosen topic, and displays superior thinking and writing ability.	In both preparation and research, submitted paper demonstrates reasonably good to good understanding of research and writing on doctoral level, competence regarding chosen topic, and displays good thinking and writing ability.	In both preparation and research, submitted paper demonstrates an average/acceptable understanding of research and writing on doctoral level, or competence regarding chosen topic, and displays average/acceptable thinking and writing ability	Demonstrates poor, barely acceptable, understanding of research and writing on doctoral level, or competence regarding chosen topic, and displays poor thinking and writing ability.	Does not demonstrate acceptable understanding of, or achievement in, doctoral-level research, thinking, or writing.. Unacceptable Failing work.

Class Topics, Readings and Assignments

Week# Date	Topics	Readings	Assignments
1	Course Overview, Introductions, Syllabus Review	None	
2	Prenatal, early development, & attachment.	Santrock text, Chap 2, Biological Beginnings. Davies, Intro to Part I and Chaps. 1 and 2.	Presentation on topic a. (or for 3 rd session)
3	Risk and Protective Factors	Davies, Ch. 3 and 4.	Presentation on topic a and/or b..
4	Infant Dev. & Practice	Davies, Intro to Part II; Chaps. 5 and 6. Santrock text, chap 4; Socioemotional Dev. in Infancy Additional Journal Article Readings: 2 and 3.	<i>(For Session 4:)</i> Presentation on topic b. .
5	Toddler development: 12-36 months	Davies, Chaps 7, and 8. Additional Journal Article Readings: 2, 3, 4, 5, 6, 7.	<i>(For Session 5:)</i> Additional possible presentation on topic b.
6	Preschool & Young Childhood: 3-6 years	Davies, Ch. 9 and 10. Santrock, Chaps 5 and 6. Additional Journal Article Readings: 4, 5, 6, 7.	Presentation on topic c.
7	School-age, Middle Childhood: 6-12 years	Davies, Ch. 11, 12, 13. Santrock, Chaps 7 and 8. Additional Journal Article Readings: 8, 9.	Presentation on topic d.
8	Adolescence: 12-17 years	Santrock, Chaps 9 and 10: Development in Adolescence. Additional Journal Article Readings: 10-12	Presentation based on topic e.
9	Adolescence and Emerging Adulthood	Additional Journal Article Readings: 13-20	Presentations based on topics e and/or f.
10	Adulthood	Santrock, Chap 11: Physical and Cognitive Development in Early Adulthood. Additional Readings: 21-28	Presentation(s) based on topic f.
11	Adulthood	Santrock, Chap 12: Socioemotional Development in Early Adulthood. Additional Readings: 21-28	Presentation(s) based on topic f.

12	Middle Adulthood	Santrock, Chaps. 13 & 14: Development in Middle Adulthood. Additional Readings: 29-33	Presentations based on topic g.
13	Later/Late Adulthood Diversity, ethics, and evidence-based research	Santrock, Chap 15: Physical and Cognitive Development in Late Adulthood. Additional Readings: 34-53 Articles related to diversity, # 1, 2, and 3 (Levesque, Wainryb, and Von Kltzing). Articles related to ethics and evidence-based research (Clarfield, et al. and Wesley & Buysse).	Presentation(s) on topic h.
14	Late Adulthood	Santrock, Chap 16: Socioemotional Development in Late Adulthood. Additional Readings: 34-53	Presentation(s) on topic h.
15	Late Adulthood Death and Dying	Santrock, Chap 17: Death, Dying, and Grieving. Additional Readings: 34-53	Presentation(s) on topic h.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

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. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and

receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>
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, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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.

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.