

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA
COURSE SYLLABUS
PC6025 – Fall 2009 – OLA and OLB

Course Title: Human Development and Learning

Course Number: PC6025

Instructor Neil Ross

Room 222

nrossausfba@comcast.net

(510) 848-5306 Preferred

(510) 217-4749

Office Hours:

Tues, & Weds 11-1

And by appointment, email, telephone

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.

Required Texts:

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

Online journal articles and website information will be assigned reading for specific modules as the course progresses.

Recommended Reading:

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

Levine, S. (1982). *Who Dies?* New York: Anchor Books/Doubleday. ISBN 0-385-26221-3

Kubler-Ross, Elisabeth. *On Death and Dying*.

Sheehy, G. (1976). *Passages: Predictable crises of adult life*. New York: Dutton & Co. ISBN 0-525-17613-6

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.

Pre-requisite Knowledge or Courses: Not applicable. Basic computer, word processing, and academic writing literacy are necessary. 2003 or later MS Word or Office required.

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): October 11, 2009

Fall Session II (7.5 week courses): December 2, 2009

Fall Full Term (15 week courses): November 14, 2009

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:

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.

Methods of Instruction: – This course will be delivered in a **online format**, including lectures, postings, and discussion activities. Students are required to participate online via the eCollege platform at <http://www.myeclassonline.com/> on a very regular basis each week during the entire semester of the course. This course begins online September 10, 2009 and ends December 19, 2009 although the course website will be available before and after those days for a short period of time.

Content Areas and Schedule:

Module One:

Introductions of students and professor; overview of course, including expectations and requirements.

Early Theories of Human Development:

Reading assignments

Chapters 1-2
Online assignments as designated.

Module Two:

Heredity and Environment. Prenatal Development and Birth.
Developmental Theories:

Reading assignments:

Chapters 3-4
Online assignments as designated.

Module Three:

The First Two Years: Infants and Toddlers, Part One
Developmental Theories:

Reading assignments:

Chapters:5-6
Online assignments as designated..

Module Four:

The First Two Years: Infants and Toddlers, Part Two
Developmental Theories:

Reading assignments:

Chapters: 7
Online assignments as designated..

Module Five:

The Play Years, Part One
Developmental Theories:

Reading assignments:

Chapters: 8-9
Online assignments as designated..

Module Six:

The Play Years, Part Two
Developmental Theories:

Reading assignments:

Chapters: 10
Online assignments as designated..

Module Seven:

The School Years.
Developmental Theories:

Reading assignments:

Chapters: 11-13
Online assignments as designated..

Module Eight:

Adolescence, Part One.

Reading assignments:

Chapters: 14
Online assignments as designated..

Module Nine:

Adolescence, Part Two.
Developmental Theories:

Reading assignments:

Chapters: 15-16
Online assignments as designated..

MIDTERM: Due Friday, November 13th (!) 5:00PM

Week Ten:
Emerging Adulthood

Reading assignments:

Chapters: 17-19
Online assignments as designated..

Module Eleven:
Adulthood
Caring for Aging Parents
Developmental Theory:

Reading assignments:

Chapters: 20-22
Online assignments as designated..

Module Twelve:
Late Adulthood and Aging, Part One and Two: Biosocial and Cognitive Development

Reading assignments:

Chapters: 23
Online assignments as designated..

Module Thirteen:
Late Adulthood and Aging, Part Three

Reading assignments:

Chapters: 24-25
Online assignments as designated..

Module Fourteen:
Death and Dying Issues, Part One and Two

Reading assignments:

Chapters: Epilogue
Online assignments as designated..

Module Fifteen:

Course Review and Final Exam

Reading assignments:

Chapters: Review Berger Text, with attention to end of chapter glossaries, summaries and exercises.

FINAL EXAM Due: Friday, , 5:00 pm. December 23rd

RESEARCH PAPER DUE : By midnight, December 23rd

Student Performance Evaluation Criteria and Procedures

Evaluation Criteria

Students will receive a letter grade in this course.

Midterm (Open Book)	25%
Final Exam (Open Book)	25%
Final Paper	25%
Class Discussion Group Participation	25%

Class Participation and Discussion:

Students will participate in the online Discussion Group at least three times weekly in a timely and thought-provoking manner.

Mid-Term and Final Examination will be “open-book” and will consist of eight to ten short essay questions. Students will have one week to complete each examination. Examinations will be graded using the criteria under **Grading**, below.

Research Paper:

Papers should be at least ten pages in length. Papers should follow APA format.

B. Students will complete one 8-10 page research paper individually or in teams -- topics selected from the list provided by the instructor Week #1 and selected during Week #3 of the course.

Papers should be approximately 8-10 pages long, (NOT including the cover and reference pages), APA style, citing references where appropriate. An abstract of the paper is not necessary. Spelling, grammar, and clear sentence and paragraph style counts! Do NOT use Wikipedia as a reference. Only peer reviewed journals may be used. Late papers are subject to grade reductions that could jeopardize your passing the class. Student will submit an electronic version directly to turnitin.com and another electronic version directly to the instructor. Directions for submitting to turnitin.com will be provided online the first week of class.

Final Research Papers are due by midnight,

Criteria for Discussion and Online Participation

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

Grading:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

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.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.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.argosy.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.