PSY 602 Life Span Development

Instructor: Katrina Moss, Psy D   **Room: Henry Hall 102**
Contact Number: **Time: Wednesday 5:30-9 pm**
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Catalog Course Description

This course is an in-depth study of the biosocial, cognitive, and psychosocial aspects of development across the span of life, beginning with prenatal growth and ending with death. The life-span perspective will focus on relevant counseling issues and concerns, discussing how development and counseling interrelate.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of human growth and development. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

Course Description

This course will explore the biosocial, cognitive and psychosocial issues of the life span, beginning with prenatal stages and conclude with death and dying. We will examine how our cultural views set the stage for our biases, opinions and values and compare these concepts with issues and concerns of diverse cultures. We will explore our personal growth and development in relation to our family and culture and become aware of how these concepts set the stage for how we see development through life. This course will focus on typical life stages of growth with an emphasis on how these developmental issues will affect our counseling framework.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Student Learning Outcomes

Students will demonstrate an understanding of:
- The biosocial, cognitive, and psychosocial stages of development as related to school counseling, community counseling and marriage and family therapy
- Lifespan development and research on life span counseling
- Empirical science as related to growth and development within the context of counseling marriage and family therapy
- Cultural diversity and life span development in relation to school, community, and marriage and family therapy
- The scientific method and the referral process in relation to development and the relationship to counseling

- Personal and professional growth in relation to life span theories and the relationship to counseling
- Ethics as related to developmental issues in the counseling perspective

Assessment
1. Quizzes: over readings
2. Papers:
(All papers will be typed, single-spaced, 1 ½ pages in length)
>-Week 4 Middle Childhood paper: page 337, #3, under application or page 337
>-Week 6 Emerging Adulthood paper: individuals ages 18-25 years old have or have not developed into a distinct developmental stage. Discuss why/how.
>-Week 8 Adulthood paper: What makes this stage so distinct in the lives of individuals? How will this knowledge affect your progress through this stage? What understandings about yourself might you have as you go through this stage?
>-Week 9 Late Adulthood and Epilogue paper; #3 p. 758 under applications

**All papers demonstrate an understanding of ethics, diversity, scientific method, and research.

3. Presentation- the student will complete a presentation that includes theories and understanding regarding a stage of life. This presentation will include a power point or other media with appropriate bibliography of sources.
4. Final

NO LATE ASSIGNMENTS ACCEPTED

GRADING	GRADE CRITERIA
225- 250 A	- Knowledge
200 -224 B	- Creativity
	- Writing Ability
	- Critical thinking

GRADE BREAKDOWN
Quizzes (5)	(10 points each)	50
Papers (4)	(10 points each)	40
Final		100
Presentation		50
Attendance		10
		250

Academic Honesty
Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

Scientific Method Definitions
The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

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Research Design And Counseling
Heppner, Kivlighan, and Wampold

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A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

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Research Method In Social Relations
Kidder

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THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.
                        http://allpsych.com/researchmethods/replication.html

Attendance
If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy) The policy on tardiness is as follows: From 1 minute to 10 minutes **once** or **twice** will not be viewed as an absence. Being 10 minutes late to a 3rd class will impact your grade, as you will not be allowed to take a quiz counted as 20 points. Be advised that extreme tardiness, specifically more than 15 minutes late on 3 or more occasions, will be viewed as an absence by this instructor. **If you are 45 minutes or more late to one class THIS IS VIEWED AS AN ABSENCE BY THIS INSTRUCTOR and your grade will be lowered by one letter grade.**

Students with Disabilities
Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values
Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. **Educate for Formation in Faith**
   Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. **Provide an Excellent Education**
   In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to

education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. **Educate in Family Spirit**
   Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. **Educate for Service, Justice, and Peace**
   The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. **Educate for Adaptation to Change**
   In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

> Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

Date	*Topic*	*Readings*
Week 1	Introduction/ Review of syllabus Ch. 1-4	Beginnings
Week 2	Ch. 5-7 Paper due Brain storm presentation and schedule dates	First Two Years
Week 3	Ch. 8-10 Quiz	Early Childhood
Week 4	Ch. 11-13 Paper due	Middle Childhood
Week 5	Ch. 14-16 Quiz	Adolescence
Week 6	Ch. 17-19 Paper due	Emerging Adulthood
Week 7	Ch. 20-22 Quiz	Adulthood Adulthood
Week 8	Ch. 20-22 Paper due Quiz	Adulthood
Week 9	 Ch. 23-25 Epilogue Quiz	Late Adulthood Death/Dying
Week 10	Final	