HAWAI`I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus
Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: PP7010-01-7
Course Title: Lifespan Development
Department Name: Clinical Psychology PsyD
College/School/Division Name: Behavioral Sciences
Term: Spring 2020
Course Credits: 3
Class Meeting Days: Mondays
Class Meeting Hours: 9:00am-12:00 pm
Class Location: Hale Hoaloha Rm. 102

Instructor Name: Rick Trammel, Ph.D.
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Phone: 808.739-4613
Cell: 808.295-6379
Office Location: Brogan Hall 116
Office Hours: Tuesdays 1:00pm- 4:00pm; Wednesdays 12:00-4:00pm; Thursdays 10:00am-12:00pm
other times by appointment
Instructor Website:
Other Professional Contact Information (Skype, Twitter, Blog, etc.):

University Catalogue 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.

Additional Information:

Critical exploration is undertaken of the multiple contexts of lifespan development: physical, cognitive, emotional, social, and cultural. Developmental issues and major developmental theories are examined critically to understand the ways in which developmental events, clinical issues and multicultural factors shape lifespan development. Discussion draws upon theoretical and empirical literature and employs didactic and experiential learning modules to facilitate students' diverse learning styles.

Instructional Contact and Credit Hours

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 specified in the 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.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

HSPP Aims and Competencies

The Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawaiʻi School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice which includes applying and adapting social awareness for community service, justice and peace.

Learning Outcomes

By the end of our course, students will be able to:

1) The student will be able to describe development within physical, cognitive, emotional, social, and cultural contexts recognizing development as an ongoing set of processes, involving both continuity and change, citing examples from empirical literature. (Competency 4, 5, 11) [classes 1-15]
2) The student will be able to analyze developmental events and clinical issues impacting individuals across the lifespan, utilizing the major developmental theories (e.g. psychodynamic, humanistic, behavioral/learning, cognitive, biological, systems, and developmental). (Competency 5, 8) [classes 2-15]
3) The student will explore the interface between life-span developmental issues (e.g. nature vs. nurture debate, changes in work, relationships, health, and end of life) and the multicultural contexts in which they occur (e.g. racial, ethnic, national, historical, familial, background, gender, sex roles, identity, physical ability, sexual orientation, religious/spiritual traditions, and socioeconomic factors). (Competency 4, 11) [classes 2-15]
4) The student will utilize critical thinking skills, integrating knowledge of the influences of developmental stage and issues into theory and practice with diverse populations. (Competency 2,4) [classes 2-14]
5) The student will understand the role of development as a treatment moderator and mediator to intervention across the lifespan. (Competency 8) [classes 2-15]

Critical Thinking Component: The faculty of HSPP at CUH believes that the enhancement of critical, reflexive thinking is integral to our mission to train practitioners with a commitment to working with diverse and marginalized populations. Culturally competent practice must be informed not only by knowledge and skill bases, but an acknowledgment of the limits of these bases and an attunement to different voices and ways of knowing.

Ethics and Professional Behavior Component: Ethics and professional behavior are integral in the application of knowledge and skills to real world settings. During the course, specific situations or circumstances regarding lifespan and human development will be analyzed as to potential ethical implications. Additionally, classroom activities and interactions will be used in furthering the understanding of ethical principles and professional behavior within the framework of human development.

Course Prerequisites
none

Required Learning Materials

Required Textbooks

Boyd, D., & Bee, H. (2015). *Lifespan Development.* (7th ed.). Boston: Pearson.

Crain, W. (2011). *Theories of Development.* (6th ed.). Boston: Prentice Hall.

Journal Articles

Arean, P., Mackin, S., Vargas-Dwyer, E., Raue, P., Sirey, J., Kanellopoulos, D., & Alexopoulos, G. (2013). Treating depression in disabled, low-income elderly: A conceptual model and recommendations for care. *International Journal of Geriatric Psychiatry, 25,* 765-769.

Callaghan, T., Rochat, P., & Corbit, J. (2012). Young children's knowledge of the representational function of pictorial symbols: Development across the preschool years in three cultures. *Journal of Cognition and Development, 13,* 320-353.

Choi, Y., Kim, S., & Park, I. (2013). Is Asian American parenting controlling and harsh? Empirical testing of relationships between Korean American and Western Parenting. *American Journal of Psychology, 4,* 19-29.

De Monnink, H. (2019). Photo viewing after traumatic death. *Traumatology, 25*(4), 226-234.

Eagtly, A., & Wood, W. (2013). The nature—nurture debates: 25 years of challenges in understanding the psychology of gender. *Perspectives on Psychological Science, 8, 340-357.*

Frankenhuis, W., &Tiokhin, L. (2019). Bridging evolutionary biology and developmental psychology: Toward and enduring theoretical infrastructure. *Child Development, 89*(6), 2303-2306.

Halim, M., Ruble, D., & Tamis-LeMonda, C. (2013). Four-year-olds' beliefs about how others regard males and females. *British Journal of Developmental Psychology, 31,* 128-135.

Meinschmidt, G., & Tegethoff, M. (2015). How life before birth affects human health and what we can do about it. *European Psychologist, 20*2(2), 85-89.

Roos, S. (2013). The Kubler-Ross Model: An esteemed relic. *Gestalt Review, 17,* 312-315.

Shute, R. (2019). Schools, mindfulness, and metacogtion: A view from developmental psychology. *International Journal of School and Educational Psychology, 7,* 123-136*.*

Siu, T., Cheung, H., Bukowski, W., Perry, D., & Castellanos, M. (2019). Developmental progression of mental state understandings of infancy. *International Journal of Behavioral Development, 43*(4), 363-368.

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

A = 90-100%
B = 80-89%
C 70-79%
F 69% or less

Course Requirements/Methods of Evaluation

1) **Attendance/Participation:** (15 pts) Class attendance and participation are critical to this course since presentations and discussions constitute a major focus. As a courtesy to others, please be on time for all class meetings. Students must inform me ahead of time if they will be late or absent for a class. Chronic tardiness is unacceptable and will result in grade reduction. Students missing two or more class sessions may be required to repeat the course. If, for any reason, you are unable to attend, please contact me as soon as possible and schedule a meeting time where we can review the material missed and discuss make-up work. Absence on the day of a team presentation results in a reduced grade for the individual as determined by the professor. Prior to coming to class, complete all assigned readings for that day.

2) **Project/Paper Field Experience/Personal Life Span Autobiography/Book Review** (35 points), 6-8 page paper, APA Style):

Students can choose from a variety of projects:

a) Field experience observation of children-adults/interviews, of developmental issues, themes, theories from live observations in the field;
b) Write a personal life-span autobiography identifying theories of development/pertinent issues from a development standpoint of your life (using one child/adolescent theory, one adult theory, and one life-span theory;
c) Book review of a person from a life-span perspective, identifying major themes or theories of development in the person's life and family, significant others (using one child/adolescent theory, one adult theory, and one life-span theory).

Conversations and observations should be conducted naturalistically (no experiments or planned activities). Participants must give informed consent prior to being interviewed. Signed consents should be maintained by the student for documentation of appropriate ethical procedure and may be requested by the professor if needed.

3) **Exams**: **(100 pts).** Midterm and final exams covering the first half and last half of the 2 texts.

4) **Class Chapter Presentation**: (25 points): Students will lead the class in the discussion of selected chapters either chosen by the professor and on interest of the student from the text by *Crain: Theories of Human Development*. Presentations should be sufficient in length to cover the material in outline form and to lead a class discussion. This should not be a presentation that is read verbatim from a sheet of paper. This is a discussion of the material by the entire class. All students are also expected to have read the material in advance regardless of what

they are personally presenting. The class discussion of a chapter should run no more than about 30 minutes. Grades will be based on the thoroughness of the presentation of the material. Presentations will begin on the third session of class depending on topic areas.

Chapters students can choose to present:

- Early Theories – Locke & Rousseau Ch. 1
- Gesell's Maturational Theory Ch. 2
- Ethological Theories - Darwin, Bowlby, Ainsworth Ch. 3
- Piaget's Cognitive-Developmental Ch. 6
- Kohlberg's Stages of Moral Development Ch. 7
- Learning Theory – Pavlov & Skinner Ch. 8
- Bandura Social Learning Ch. 9
- Vygotsky Ch. 10
- Freud's Psychoanalytic Theory Ch. 11
- Erickson's Psychosocial Stages Ch. 12
- Chomsky's Theory of Language Development Ch. 17

5) **Journal article presentaion: (25 points):** Students will choose a journal article either indicated on the syllabus or an article of their choice and present and lead the class in a discussion of the content and research conducted in the article.

6) **Timely Submissions**: All assignments are to be turned in at the beginning of class on the date due. A 5% reduction of points will be deducted each day the assignment is late. Up to 7 days may be given to accommodate hardship as determined by the instructor.

*Note: An Incomplete Grade may be given to a student who is experiencing documented hardship (doctor's note or other documentation may be required). The student will be responsible for discussing his/her need and petitioning for an incomplete grade **at least 2 weeks prior to the last class**. The student is also responsible for submitting the necessary paperwork in a timely fashion.*

Course Policies

It is the mission of Chaminde University Hawaii to support diversity in all its many forms. As therapists-in-training, it is important that we develop an attitude of openness and respect for differing worldviews and life experiences. To that end, promotion of a safe classroom environment is everyone's responsibility.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Late Work Policy

Late work will be accepted with the discretion of the instructor.

Grades of "Incomplete"

Incomplete grades must be requested 2 weeks prior to the end of the term.

Writing Policy

The faculty at Chaminade 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.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at Ricky.Trammel@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 2 days.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting

Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy
The following attendance policy is from the 2019-20 Academic Catalogue. Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's
campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.
Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy
From the 2019-2020 Graduate Catalogue:
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:
https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf

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, 7th Edition* (2019).

Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 7th Edition* for thesis and paper format.

Scholarly writing: The faculty at the Hawaii School of Professional Psychology at Chaminade University of Honolulu 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.

Technology
The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements. For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements. 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Chaminade 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, 7th Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 7th 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.

Course Schedule and Assignment Table

Date	Module Topics	Readings	Assignments Due
1/6 (1)	• Basic Concepts • Journal Article:	Syllabus; Planning Boyd & Bee Ch. 1	**none**
1/13 (2)	• Theories of Development • Prenatal Development and Birth • Journal Article Meinschmidt, G., & Tegethoff, M. (2015). How life before birth affects human health and what we can do about it. *European Psychologist, 20*2(2), 85-89.	Boyd & Bee Ch. 2&3	**Student Presentation of Chapter**
1/27 (3)	• Physical Development in Infancy • Cognitive Development in Infancy • Crain Ch. Presentation • Journal Article: Siu, T., Cheung, H., Bukowski, W., Perry, D., & Castellanos, M. (2019). Developmental progression of mental state understandings of infancy. *International Journal of Behavioral Development, 43*(4), 363-368. •	Boyd &Bee Ch. 4&5	**Student Presentation of Chapter** _____
2/3 (4)	• Social & Personality Development in Infancy • Crain Ch. Presentation - • Journal Article: Callaghan, T., Rochat, P., & Corbit, J. (2012). Young children's knowledge of the representational function of pictorial symbols: Development across the	Boyd & Bee Ch. 6	**Student Presentation of Chapter** _____

	preschool years in three cultures. *Journal of Cognition and Development, 13,* 320-353.		
2/10 (5)	• Physical & Cognitive Development in Early Childhood • Social and Personality Development in Early Childhood • Journal Article: Choi, Y., Kim, S., & Park, I. (2013). Is Asian American parenting controlling and harsh? Empirical testing of relationships between Korean American and Western Parenting. *American Journal of Psychology, 4,* 19-29.	Boyd & Bee Ch. 7&8	• **Student Presentation of Chapter** _____
2/17 (6)	• Physical & Cognitive Development in Middle Childhood • Social and Personality Development in Middle Childhood • Crain Ch. Presentation - • Journal Articles: Halim, M., Ruble, D., & Tamis-LeMonda, C. (2013). Four-year-olds' beliefs about how others regard males and females. *British Journal of Developmental Psychology, 31,* 128-135.	Boyd & Bee Ch. 9&10	**Midterm Exam** **Student Presentation of Chapter** _____
2/24 (7)	• Physical & Cognitive Development in Adolescence • Social and Personality Development in Adolescence • Crain Ch. Presentation - • Journal Article: • Dijkstra, J., Cillessen, A., & Borch, C. (2013). Popularity and adolescent friendship networks: Selection and	Boyd & Bee Ch. 11&12	**Student Presentation of Chapter** _____

	influence dynamics. *Developmental Psychology, 49,* 1242-1252.		
3/2 (8)	• Physical & Cognitive Development in Early Adulthood • Social and Personality Development in Early Adulthood • Journal Article • Eagtly, A., & Wood, W. (2013). The nature—nurture debates: 25 years of challenges in understanding the psychology of gender. *Perspectives on Psychological Science, 8, 340-357.*	Boyd & Bee Ch. 13	**Student Presentation of Chapter** _____
3/9 (9)	• Physical & Cognitive Development in Middle Adulthood • Social and Personality Development in Middle Adulthood • Crain Ch. Presentation • Journal Article Frankenhuis, W., &Tiokhin, L. (2019). Bridging evoluntionary biology and developmental psychology: Toward and enduring theoretical infrastructure. *Child Development, 89*(6), 2303-2306.	Boyd & Bee Ch. 14	**Student Presentation of Chapter** _____
3/16 (10)	• Physical & Cognitive Development in Late Adulthood • Crain Ch. Presentation • Journal Article • Shute, R. (2019). Schools, mindfulness, and metacogtion: A view from developmental psychology. *International Journal of School and Educational Psychology, 7,* 123-136*.*	Boyd & Bee Ch. 15	**Student Presentation of Chapter** _____

3/23 (11)	• Social and Personality Development in Late Adulthood • Crain Ch. Presentation • Journal Article • Arean, P., Mackin, S., Vargas-Dwyer, E., Raue, P., Sirey, J., Kanellopoulos, D., & Alexopoulos, G. (2013). Treating depression in disabled, low-income elderly: A conceptual model and recommendations for care. *International Journal of Geriatric Psychiatry, 25,* 765-769.	Boyd & Bee Ch.16	• **Student Presentation of Chapter** **_____**
3/30 (12)	• Crain Ch. Presentation • Journal Article Roos, S. (2013). The Kubler-Ross Model: An esteemed relic. *Gestalt Review, 17,* 312-315.	Boyd & Bee Ch.17, 18	• **Project/Paper Field Experience/Personal Life Span Autobiography/Book Review Due** • **Student Presentation of Chapter** **_____**
4/6 (13)	• Death, Dying, and Bereavement • Crain Ch. Presentation • Journal Article De Monnink, H. (2019). Photo viewing after traumatic death. *Traumatology, 25*(4), 226-234. •	Boyd & Bee Ch.19	**Student Presentation of Chapter**
4/16 (14)	•		**Final Exam**

4/20	**Final Exam**