

San José State University
Department of Counselor Education

**EDCO/GERO 268: Lifespan Development Theory
Fall 2009**

Instructor:	Dr. Dolores Mena
Telephone:	(408) 924-3627
Email (preferred contact):	Dolores.Mena@sjsu.edu
Office Location:	Sweeney Hall 418
Office Hours:	Mondays 2:00 – 3:30pm, Tuesdays 4:00 - 6:30pm, & by appointment
Class Days/Time:	Tuesdays 7:00 - 9:45pm
Classroom:	Sweeney Hall 435

Course Description

The focus of this course is on lifespan and career development across cultures and ages. Emphasis is placed on the holistic integration of cognitive, affective, and physiological aspects of development over the lifespan. This development is considered in the context of diverse cultural and ethnic perspectives.

Student Learning Objectives

Upon successful completion of this course, students shall be able to:

- Have a general understanding of development across the lifespan
- Understand developmental events from the perspectives of various theoretical perspectives
- Describe how research contributes to the understanding of human development
- Identify different life stages and describe the relevant developmental tasks of each stage
- Recall important developmental concepts and be able to recognize and apply these concepts in various situations
- Understand different research methods used to study human development and their benefits and limitations to counseling and other helping professions
- Read, analyze, summarize, and critique developmental research studies
- Formulate relevant questions about developmental processes and events and use standardized techniques for gathering objective answers to these questions
- Describe issues related to human development and become aware of the major concerns of individuals at different stages and how prevention and counseling can intervene

Required Textbook

Belsky, J. (2007). *Experiencing the Lifespan*. New York: Worth Publishers.

Department of Counselor Education Professional Dispositions

Disposition 1 – Respect for all Forms of Diversity: Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally-appropriate communications, and demonstrates best practices in his/her field.

Disposition 2 – Equity & Excellence for all Students: Believes that all students can learn and holds high expectations for all students.

Disposition 3 – Life-Long Learning: Demonstrates a commitment to continuous self-directed learning, critical thinking, and reflection in order to deepen knowledge in the counseling field/profession.

Disposition 4 – Ethical & Professional Practice: Demonstrates ethical and professional behavior in the education profession, with integrity, by participating in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.

Disposition 5 – Democratic & Reflective Practice: Demonstrates the use of democratic values and a commitment to creating a learning environment that fosters active engagement in learning, and encourages positive social interactions.

Library Liaison

San José State University Library (408) 924-2823, <http://library.sjsu.edu>

Bernd Becker, Reference Librarian and liaison for the Counselor Education Department, (408) 808-2348, bernd.becker@sjsu.edu

University Policies:

Academic Integrity

The University's Academic Integrity Policy is available at

http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf.

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. Instances of academic dishonesty will not be tolerated. Cheating or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. If you would like to include in your assignments any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires instructor approval.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. The Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists. The writing specialists are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is <http://www.sjsu.edu/writingcenter>

Grading Policy

All assignments are due at the beginning of class on the listed due dates unless otherwise indicated by the instructor. Late assignments will be marked down unless prior arrangements are made with the instructor.

Grades will be awarded using the following scale:

Points Earned	Percentage	Grade
189 – 200	95% - 100%	A
179 – 188	90% - 94%	A-
173 – 178	87% - 89%	B+
167 – 172	84% - 86%	B
159 – 166	80% - 83%	B-
153 – 158	77% - 79%	C+
145 – 152	74% - 76%	C
140 – 144	70% - 73%	C-
Below 140	Below 70%	Not considered a passing grade.

<u>Course Requirements and Evaluation</u>	<u>%</u>	<u>Points</u>	<u>Your Points</u>
I. Class Participation	15%	30	_____
II. Textbook Discussion Questions	15%	30	_____
III. Research Article Write-Ups (3)	15%	30	_____
IV. Group Presentation	25%	50	_____
V. “Life-Story” Paper & Presentation	30%	60	_____
	100%	200	_____ Total

I. Class Participation - (30 points - 15%):

Class time will be divided between lectures and whole class and small group discussions. Students may also be assigned individual or small group activities to complete during class time. From time to time, students may be asked to complete out-of-class assignments and bring them to class for discussion. Participation in these discussions and activities is a crucial part of each student’s learning and development in this class. Students are expected to attend every class, on time, and actively engage in class discussions and exercises relevant to the content of the course. Active engagement includes listening attentively to the instructor and classmates, asking thought-provoking questions, making connections to readings and other relevant experiences, exploring and discussing multiple perspectives, and building off others’ ideas. *Please turn off laptops and cell phones during class time.*

II. Textbook Discussion Questions - (30 point - 15%)

Each student will submit a minimum of one question/comment/reflection for each textbook chapter. The questions/comments/reflections need to be submitted (electronically) by Sunday (at 8pm) for readings to be discussed during the following Tuesday.

III. Three Research Article Write-Ups - (30 points - 15%): Due 10/6/09

You will submit three research article write-ups and each will be worth 5%. The purpose of this assignment is to provide you with an opportunity to familiarize yourself with published research and research methodology. For each research article:

1. Choose a scholarly journal article, published within the last 5-10 years, on a topic that is of interest to you and that relates to some aspect of counseling or your particular career interest.
2. Identify your journal article by including the full reference in APA style at the top of your assignment.
3. Briefly summarize the journal article in 1-2 typed, double-spaced, pages. **Do not merely copy the abstract; you need to summarize the article in your own words.**
 - Include the theoretical perspective(s) used (if any) to inform the research.
 - Identify the participants, research methodology (e.g., observation, case study, etc.),

- research type (e.g., correlational, experimental, etc.), and research design (e.g., longitudinal, cross-sectional, cross-sequential) employed, if any.
- Include any concepts, research, or viewpoints contained in the journal article that relate to class discussions and/or textbook material. (*Make sure to cite the page and paragraph number of any textbook material that you make reference to.*)
 - Explain whether the information/data presented in the journal article is consistent or inconsistent with information presented in the textbook and with your own perspective.
 - Provide your interpretation of the information presented in the journal article and any implications it may have for counseling or other helping professions.
4. Include a full copy of each journal article, including the abstract, with your assignment.

IV. Group Presentation – (50 points - 25%)

Option 1:

As a group (of 3-4 students), you will conduct a “mini” research study on a specific topic related to human development and present your results to the class. The topic should be geared towards a specific developmental stage (e.g., infancy, early childhood, middle childhood, adolescence, early adulthood, late adulthood, etc.) and be presented from at least one theoretical perspective (e.g., psychoanalytic, social learning, behavior genetics, etc.). Your study needs to include original data collected by the group. This can be done using any of the research methods (e.g., observations, surveys, interviews, experiments) discussed in class.

- As a group, select a topic that you would like to delve into deeper and get it approved by the instructor.
- Determine the stage of development your study will focus on.
- Determine who your target population will be. This will help you determine who your participants should be. (*A convenience sample is acceptable for this class assignment.*)
- Conduct a literature review on your topic. Include 8-10 scholarly journal articles. (*You will use the literature review to develop your research questions and research methodology.*) A question to consider while conducting the literature review is, *what is already known about this topic and what is not?*
- Based on your literature review, develop 2-3 research questions for your study.
- Determine the methodology you will use to address your research questions. For example, you could conduct naturalistic observations of 3-year-old and 6-year-old children’s interactions at a public park to examine cross-gender peer interactions at different childhood stages or you could conduct face-to-face interviews with high school students to identify factors that high school students attribute to “good” and “bad” counselors.
- Collect and analyze your data. *What did you find? Were your findings consistent with what you expected based on your literature review? What recommendations can you make based on your findings? What implications do your findings have for the counseling profession or for other helping professions? What were some limitations of your study?*
- Report your findings to the class in the form of a 20-30-minute group presentation.
- A detailed, typed outline of the presentation, including references in APA style, and each group member’s role in the development and presentation of the “mini” research study, must be submitted to the instructor one week prior to the group’s presentation.

OR

Option 2:

As a group (of 3-4 students), you will select one of the textbook chapters and present on material related to information covered in that chapter.

- After selecting a chapter, choose a topic or two that you would like to delve into deeper and get it approved by the instructor.
- Research the topic(s), paying special attention on exploring aspects of the topic(s) that were not covered in depth in the textbook.
- Address the following questions in your presentation:
 1. Why did your group select this particular topic?
 2. What does the latest research show on this topic?
 3. What theoretical perspective(s), if any, have been used to address this topic?
 4. What is still not known about this topic?
 5. What did you find the most interesting or surprising about this topic?
 6. What value do you think this information has for counselors or for others working in the helping professions?
 7. What five resources (e.g., books, journal articles, websites, videos, community agencies, etc.) would you recommend that we look at further that relate to this topic? Briefly describe each resource and provide a handout with these resources to the class.
- Be creative with your presentation and make it engaging for your classmates.
- A detailed, typed outline of the presentation materials/activities, including references in APA style, and each group member's role in the development and presentation of the materials/activities, must be submitted to the instructor one week prior to the group's presentation.
- The presentation/activities should be as interactive as possible, engaging the other students in the discussion/activities.

Potential Group Presentation Topics:

Many of the topics could fit under different lifespan development stages/age groups; these are just suggested topics.

- Childhood: Effects of Gender Role Stereotyping; Effects of Physical Abuse and/or Neglect; Developing Self-esteem in Children; Learning Disabilities & Attention Deficit Disorder; Effects of Divorce on Children; School Achievement
- Adolescence: Relationships with Parents; Substance Abuse; Teenage Pregnancy; Sexual Abuse/Incest; Adolescent Suicide; Eating Disorders; Gay/Lesbian Issues; Peer Relations or Friendship; Gangs & Teenage Violence.
- Young Adulthood: Intimacy, Love & Marriage; Parenting Skills Training; Sexually Transmitted Diseases & AIDS; Spouse Abuse & Family Violence; Effects of Disabilities on Work and Lifestyle.
- Middle Adulthood: Divorce; Remarriage & Blended Families; Singlehood; Menopause; Men's Issues at Mid-Life; "Sandwich" Generation; Alcoholism; Poverty & Homelessness.
- Late Adulthood: Retirement; Widowhood & Bereavement; Assessing Dementia; Alzheimer's Disease; Suicide in the Elderly; Hospice; Death & Dying Issues; Spirituality & Values

V. **Life-Story Paper and Presentation** - (60 points - 30%):

A. Paper: You will submit a typed, double-spaced “life-story” paper (12 pages maximum, including a cover page and references in APA style) based on aspects of your own lifespan development to date. (*Use your textbook and other resources for reference.*)

- Include at least three stages (e.g., infancy, early childhood, adolescence) of your life.
- Address different aspects (e.g., biological, psychological, social, cognitive, career, etc.) of your development.
- Include any major milestones/turning points in your development.
- In describing your own development, compare and contrast your experiences with the developmental issues, themes, and theories addressed in the course readings and discussions. Describe aspects of your development using at least three theoretical frameworks covered in the course.
- Include insights you have gained from your early years, cultural background, family relationships, schooling experiences and friendships, motivations, choice of career, role models, and hopes for the future. (***Only include information you are comfortable sharing.***)
- To facilitate writing your “life-story” paper, it is recommended that you keep a journal (in written or electronic format) in which you make weekly journal entries that reflect on aspects of your life experiences and development that relate to the course readings and discussions. That is, rather than waiting until the end of the semester to write your entire “life-story,” you can use the weekly journal entries as a way to “collect” your thoughts throughout the semester and use them to write your paper. (*Previous students have found this process very useful.*)
- **Your “life-story” paper is due 11/24/09.**

B. Presentation: During the last few weeks of class, each student will provide a brief (10 minute) oral presentation of their “life-story.”

- The “life-story” presentation can be presented using pictures, video, music, poetry, etc. Creativity is encouraged.
- A 1-page outline needs to be turned in to the instructor on the day of the presentation.

WK#	DATE	WEEKLY CLASS SCHEDULE
1	8/25/09	<ul style="list-style-type: none"> • Class Overview – review syllabus, course expectations, and course requirements • Form Presentation Groups
2	9/01/09	<ul style="list-style-type: none"> • <i>Group Presentation Sign-Ups</i> • Chapter 1: The People and the Field
3	9/8/09	<ul style="list-style-type: none"> • Chapter 2: Prenatal Development, Pregnancy, and Birth
4	9/15/09	<ul style="list-style-type: none"> • <i>Group Presentation</i> • Chapter 3: Infancy - Physical and Cognitive Development • Chapter 4: Infancy - Socioemotional Development
5	9/22/09	<ul style="list-style-type: none"> • NO CLASS – Faculty Furlough Day
6	9/29/09	<ul style="list-style-type: none"> • <i>Group Presentation</i> • Chapter 5: Childhood - Physical and Cognitive Development • Chapter 6: Childhood - Socioemotional Development
7	10/6/09	<ul style="list-style-type: none"> • <i>Research Article Write-Ups Due</i> • <i>Group Presentation</i> • Chapter 7: Childhood - Settings for Development: Home and School
8	10/13/09	<ul style="list-style-type: none"> • <i>Group Presentation</i> • Chapter 8: Adolescence - Physical Development • Chapter 9: Adolescence - Cognitive and Socioemotional Development • <i>Mid-Semester Feedback</i>
9	10/20/09	<ul style="list-style-type: none"> • <i>Review Mid-Semester Feedback</i> • <i>Group Presentation</i> • Chapter 10: Adolescence - Constructing an Adult Life
10	10/27/09	<ul style="list-style-type: none"> • <i>Group Presentation</i> • Chapter 11: Early & Middle Adulthood - Relationships and Roles • Chapter 12: Early and Middle Adulthood - Midlife
11	11/3/09	<ul style="list-style-type: none"> • <i>Group Presentation</i> • Chapter 13: Later Life - Cognitive and Socioemotional Development • Chapter 14: Later Life - The Physical Challenges of Old Age
12	11/10/09	<ul style="list-style-type: none"> • <i>Group Presentation</i> • Chapter 15: Death & Dying
13	11/17/09	<ul style="list-style-type: none"> • <i>No in-class meeting</i> - Work on your Life-Story paper
14	11/24/09	<ul style="list-style-type: none"> • <i>“Life-Story” Paper Due</i> • <i>“Life-Story” Presentations</i>
15	12/1/09	<ul style="list-style-type: none"> • <i>“Life-Story” Presentations</i>
16	12/8/09	<ul style="list-style-type: none"> • <i>“Life-Story” Presentations</i> • Course Review and Wrap-up
Finals	12/15/08	<ul style="list-style-type: none"> • <i>“Life-Story” Evaluations</i>

(PLEASE NOTE THAT THE COURSE CALENDAR IS “SUBJECT TO CHANGE WITH FAIR NOTICE.”)