San José State University  
College of Social Sciences  
Department of Psychology  

PSYC 105 - Special Topics in Developmental Psychology, Fall 2016

Course and Contact Information

Instructor:                Shani Robins, Ph.D.
Office Location:           AA, BB, CC, DD, and #42 are clustered in the same area of CL 140
Telephone:                650.490.0069
Email:                    shani@wisdomtherapy.com
Office Hours:             After class or by appointment
Class Days/Time:          Mondays, Wednesdays 1:30-2:45
Classroom:               Sweeney Hall 120
Prerequisites:            Psych 102

General Course Description

SJSU Course Catalog Description: “Intensive examination of current research and theory in a specialized area of developmental psychology. Course is repeatable for credit when course content changes. Prerequisite: PSYC 102 (Child Psychology).”

Specific Course Description

Throughout our lifespan, we develop cognitively, emotionally socially, neurologically, and physiologically. Wisdom is a concept that is typically associated with late lifespan development. Being wise makes us happier, more successful, and increases our well-being. Our relationships, health, school, and our work can be either stressful or fulfilling. Wisdom skills are effective in these areas, and one can learn how to apply them sooner rather than later and make wiser decisions in everyday life.

In recent years, empirical psychological research has demonstrated that wisdom related skills such as emotional intelligence, mindfulness, empathy, compassion, humility, realism, and gratitude, are not restricted to our senior years but can also be learned by children and adolescents as well. This course will review the scientific literature on the development of wisdom across the lifespan. Systems Theory and Evolutionary Psychology will provide grounding principles for development.
Course Goals & Learning Outcomes

- Understand, describe, and discuss normative cognitive, social, physiological, and neurological development and compare and contrast that with the development of wisdom from early to late lifespan development
- Describe and apply the best known psychological theories and concepts relevant to the study of development in infancy, childhood, adolescents, adulthood, and late lifespan.
- Review, outline, and summarize the empirical research in the field of wisdom and related development
- Develop an appreciation of the variety of factors that may influence the process of development, including the potential impact of such factors as genetics, ethnicity, culture, gender, and socioeconomic status
- Apply the components of wisdom to everyday life situations.
- Identify the conceptual bridges between wisdom and practical goals and decisions regarding fulfilling relationships, career plans, effective performance, happiness, and wellness, and apply the wisdom skills to these domains.
- Understand development from broad, conceptually grounding frameworks such as Evolutionary Psychology and Systems Theory.
- In addition to class discussions, brief exercises a few minutes per week will enable you to practice hands-on-methods of applying and practicing these wisdom components in everyday situations at home, school, and at work, and bringing your experience into class for discussion and feedback.
- Entertaining video clips, quotes, stories, and jokes will supplement our discussions.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements:

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
Course Format

Faculty Web Page and MYSJSU Messaging

Syllabus and links to download readings will be emailed throughout the quarter. It is optional but a good idea to exchange emails with your peer students in class and confirm reading links when I email those out. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/shani.robins and/or on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Required Texts/Readings

Readings will include journal articles and individual chapters from multiple textbooks. Links to download readings will be emailed and posted on Canvas. Readings will also be emailed so look for those.

Students are expected to have read material before the class section for which it is assigned, as listed in the course calendar in this syllabus below. Additional reading materials may be distributed in class. Even if not explicitly discussed, lectures, discussion, and class exercises may assume your knowledge of reading material.

Readings for PSYC 105 - Special Topics in Developmental Psychology, Fall 2016

The schedule is subject to change with fair notice; changes will be announced in lecture and via electronic communication. It is your responsibility to stay informed of the course schedule and announcements. A reader with chapters and papers from multiple volumes will be provided.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics:</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24 Wed</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td>8/29 Mon</td>
<td>Wisdom &amp; Lifespan Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Psychology (L &amp; S)</td>
<td></td>
</tr>
<tr>
<td>8/31 Wed</td>
<td>Evolutionary Psychology 1 (overview)</td>
<td>Genetics, Heredity, Environment</td>
</tr>
<tr>
<td></td>
<td>Paper (Robins),</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapters 1-3 p. 3-24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oxford Handbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Buss</td>
<td>Chapters 1, 2, 3</td>
</tr>
<tr>
<td>9/5 Mon</td>
<td>Labor Day – No class</td>
<td></td>
</tr>
<tr>
<td>9/7 Wed</td>
<td>Evolutionary Psychology 2 Mate Selection</td>
<td>Buss Chapters 4,5,6</td>
</tr>
<tr>
<td>9/12 Mon</td>
<td>Systems Conceptualization of Anger</td>
<td>Paper (Robins)</td>
</tr>
<tr>
<td>9/14 Wed</td>
<td>Applications of Systems Theory</td>
<td>Discussion</td>
</tr>
<tr>
<td>9/19 Mon</td>
<td>Wisdom Models &amp; Research</td>
<td></td>
</tr>
<tr>
<td>9/21 Wed</td>
<td>Wisdom Models Applications</td>
<td>L&amp;S Pos Psych</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9/26 Mon</td>
<td>Resilience in early development</td>
<td>Chapters 12,13,14</td>
</tr>
<tr>
<td>9/28 Wed</td>
<td>Aging Well</td>
<td>Chapters 15, 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L&amp;S Pos Psych</td>
</tr>
<tr>
<td>10/3 Mon</td>
<td>Clinical Applications – CBT, Ellis, Beck</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>10/5 Wed</td>
<td>CBT &amp; Thought Records</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W&amp;C Current Psychotherapies</td>
</tr>
<tr>
<td>10/10 Mon</td>
<td>Emotional Development &amp; Regulation</td>
<td>Chapter 4, 7 Siegel</td>
</tr>
<tr>
<td>10/12 Wed</td>
<td>Cognition/Emotion Interactions</td>
<td>Chapter 6 Siegel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Developing Mind</td>
</tr>
<tr>
<td>10/17 Mon</td>
<td>Emotional Intelligence – models &amp; development</td>
<td>Paper (Robins, 1999)</td>
</tr>
<tr>
<td>10/19 Wed</td>
<td>Emotional Intelligence – assessments</td>
<td>EQi-2 Assessments</td>
</tr>
<tr>
<td>10/24 Mon</td>
<td>Mindfulness – models &amp; research</td>
<td>Handbook of Mindfulness</td>
</tr>
<tr>
<td>10/26 Wed</td>
<td>Mindfulness – in development clinical, organizational applications</td>
<td>- Chapters 13, 14, 15</td>
</tr>
<tr>
<td>10/31 Mon</td>
<td>Empathy, Altruism models &amp; development</td>
<td>Chapter 39 L &amp; S</td>
</tr>
<tr>
<td>11/2 Wed</td>
<td>Compassion models &amp; development</td>
<td>Chapter 37 L &amp; S</td>
</tr>
<tr>
<td>11/7 Mon</td>
<td>Gratitude models, research, &amp; develop.</td>
<td>Emmons (2003)</td>
</tr>
<tr>
<td>11/14 Mon</td>
<td>Humility models &amp; development</td>
<td>Chapter 46 L &amp; S</td>
</tr>
<tr>
<td>11/16 Wed</td>
<td>Humility applications</td>
<td>Discussion</td>
</tr>
<tr>
<td>11/23 Wed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/30 Wed</td>
<td>Optimism &amp; Courage in Development</td>
<td>Chs. 28 &amp; 35 L&amp;S</td>
</tr>
<tr>
<td>12/5 Mon</td>
<td>Positive Schools &amp; Education Research on related Concepts such as</td>
<td>Chs. 52 &amp; 53 L&amp;S</td>
</tr>
<tr>
<td>12/7 Wed</td>
<td>forgiveness, courage, humor, etc.</td>
<td>Discussion of selected research</td>
</tr>
<tr>
<td>12/12 Mon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/15 Thursday</td>
<td><strong>Review for the Final Exam</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam 12:15 – 2:30</td>
<td>12:15 – 2:30</td>
</tr>
</tbody>
</table>

**Readings:**


**Other equipment / material requirements**

You will need to purchase 2 Scantron forms for the midterm and final exams. **Only a standard #2 pencil can be used on these forms.** Because there may not be a working pencil sharpener in the classroom, please bring additional sharpened pencils.

**Course Requirements and Assignments**

Reflection Application Papers:

One of the most important (and fun!) parts of psychology is being able to see the concepts you’re learning in your real life experiences. Actively applying the material in everyday life and bringing that into class discussion is an integral part of the course. These exercises will help you think critically and develop your own views on the current issues regarding development in your own life. In between class meetings, your assignment is to apply the concepts and research we reviewed and ‘test it’ yourself in your everyday life and you will turn in 5 short (2-page) application papers of your concrete applications of course concepts to your everyday life. The structure and content of these reflection papers will be discussed in more detail in the first week of class. Each application paper will be worth 5% of your grade for a total of 25% for all three.

**Exams:**

1. MIDTERM (30%): This will be a multiple choice midterm exam, covering information from the readings and class discussions.
2. **FINAL EXAM (30%)**: The Final Exam will be multiple-choice questions and will be cumulative – it will cover material presented throughout the semester.

3. **Attendance & Class Participation (15%)**: Learning about psychology (or anything else) is not simply a matter of passively absorbing information. Your presence and engagement with the class content and discussion is crucial to your own learning, and pivotal to the creation of an enriching classroom community. Regular attendance is expected and required. You must arrive at every class meeting on time and prepared to engage in lecture and discussion. You are allowed one absence in class. After that, for each absence, 1% point will be deducted from your overall grade. Only medical emergencies with a formal physician’s note will prevent a deduction.

### Grade scale

- A+ = 100-97%
- A = 96-93%
- A- = 92-90%
- B+ = 89-87%
- B = 86-83%
- B- = 82-80%
- C+ = 79-77%
- C = 76-73%
- C- = 72-70%
- D+ = 69-67%
- D = 66-63%
- D- = 62-60%
- F = 59-0% Unsatisfactory

### Determination of

“This course must be passed with a C or better as a CSU graduation requirement.”

### Classroom Protocol

You are expected to arrive on time for all class meetings and be responsible for all class content regardless of whether you are present. In the event you cannot attend the full class, please make a conscious effort to enter/exit the room with minimal disruption. **Important Note:** On the days when an assignment is due or test is given, you may not be allowed to complete the activity if you are late.

The use of electronic devices (e.g., laptop, tablet, cell phone) is restricted to note-taking or other instructional activities explicitly permitted by the instructor. Unauthorized uses of electronic devices are disruptive to the class, and you may lose the privilege to use them in the future or be asked to leave the class. Please mute all electronic devices before the beginning of class.

Student participation is an essential part of this course, and to facilitate open discussion you are asked to be respectful of others’ views.
University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

• “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

• It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

• In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams 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. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have
submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for
more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

![QR Code](image)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling).