San José State University  
Department of Psychology  
Psyc 212: Life Span Development  
Spring 2016

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: 408-924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Wednesdays 9:30-11:30am and by appointment
Class Days/Time: Wednesdays 12:00-2:45pm
Classroom: DMH 308
Prerequisites: Admission to MS Clinical Program and student in good standing

Course Description
Emphasizes research and theory from conception through old age, and integrates important developmental issues within a lifespan approach, with a focus on middle and older adulthood.

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will:

  CLO1: Describe the basic research findings, terminology, principles, and theories important in lifespan developmental psychology, including how social, cognitive, and developmental factors may influence clinical presentation. This CLO will be assessed primarily through the psychoeducation handout project and the final paper.

  CLO2: Gain an understanding of the interaction between genetic and environmental influences on development, and how to apply these influences to clinical case conceptualization. This CLO will be assessed primarily through exams and the final paper.
CLO3: Identify various facets of cognitive and social development across the lifespan. This CLO will be assessed primarily through the weekly reading quizzes.

CLO4: Describe how developmental theories extend into older adulthood and late life development, and how to apply these theories to case conceptualization. This CLO will be assessed primarily through exams.

CLO5: Explain changes in human sexuality across the lifespan and treatment approaches for treating psychosexual dysfunction. This CLO will be assessed primarily through weekly reading quizzes and exams.

Program Learning Outcomes (PLO)

Upon successful completion of the Master of Science in Clinical Psychology program…

- 1.1: Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention

- 1.2: Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature

- 2.1: Students will demonstrate effective integration and communication of clinical case material

- 2.2: Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

- 2.3: Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

- 2.4: Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases

- 3.1: Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches

- 4.1: Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases

- 5.1: Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences
This course meets PLOs 2.2, 2.4, 4.1, and 5.1

**Licensure Learning Outcomes (LLO)**

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

**LLO1:** For the LPCC requirements, this course is designed to fulfill category (B): Human growth and development across the lifespan, including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

This course will also cover aspects of the additional LPCC requirements of: (1) Aging and long-term care, including biological, social, cognitive and psychological aspects of aging; (2) Human sexuality, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction; and (3) An understanding of the effects of socioeconomic status on treatment and available resources.

**LLO2:** For the MFT requirements, this course includes instruction in developmental issues from infancy to old age and all areas of study specified in BPC Section 4980.36(d)(2)(B).

(B) Developmental issues from infancy to old age, including instruction in all of the following areas:

(i) The effects of developmental issues on individuals, couples, and family relationships.

(ii) The psychological, psychotherapeutic, and health implications of developmental issues and their effects.

(iii) Aging and its biological, social, cognitive, and psychological aspects.

(iv) A variety of cultural understandings of human development.

(v) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.

(vi) The understanding of human behavior within the social context of a representative variety of the cultures found within California.

(vii) The understanding of the impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development.

This course will also cover aspects of the MFT requirements regarding Human sexuality, including the study of physiological, psychological, and social cultural variables associated with sexual behavior and gender identity and the assessment and treatment of psychosexual dysfunction (as specified in BPC Section 4980.36(d)(2)(H)), and the effects of socioeconomic status on treatment and available resources (as specified in BPC Section 4980.36(d)(2)(F)).
Required Texts/Readings

Textbook

Articles
We will be reading a relevant peer-reviewed journal article each week to complement our readings from the Santrock textbook. Check the calendar at the end of the syllabus and Canvas for links to the articles.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

This class has a total of 290 points:

1) Two Exams = 50 points each (addresses CLOs 2, 4, and 5)

The midterm will be six short answer items worth 5 points each and 20 multiple choice items worth 1 point each. The midterm will be given during our scheduled class time. The final exam will be given online and will include 10 case scenarios worth 5 points each. Each exam will cover the assigned readings, including the Santrock text and assigned journal articles. The final exam will not be cumulative.

2) 10 Weekly Reading Quizzes (10 points each; addresses CLOs 3 and 5)

Most class sessions (see syllabus) will start with a reading quiz, which will ask about concepts from the assigned readings. Your responses should be about a paragraph long and show evidence of having read the assigned Santrock chapter.

3) Psychoeducation Handout and Presentation (15 points for the handout and 15 points for the presentation; addresses CLO 1)
Each student will pick one class period during which to present a typed psychoeducation handout relevant to the topics of that class. This should be something that you would give to clients who had questions about “normal” development or issues relevant to child or adult development. It should include at least one source (cited at the bottom of the handout) and should be written with limited research jargon. I have created a list of ideas for topics from each chapter (see the end of the syllabus), or you can propose your own topic. You must email your handout to the class by Monday before midnight. Your presentation should include a discussion of why the topic is important, if there are any controversies surrounding the topic, and what information you chose to cover in the handout. It is expected that the presentation will be informal and will lead to additional class discussion that you can incorporate into your discussion leader questions (see next assignment).

4) Discussion Leader = 15 points (addresses CLOs 1-4)

You will be asked to be the discussion leader for the class period during which you present your psychoeducation handout. Discussion leaders are expected to add to the lecture/class discussion by raising questions or interesting points about the readings, especially the articles. You should come prepared to class with questions, though your grade will be based on evidence of reading and integrating the material (5 points), facilitating discussion among students (5 points), and overall preparedness/presentation skills for the discussion (5 points). It’s not expected that you turn in your questions as discussion leader. You will not be able to make up discussion leader points if you’re unable to attend class on the day you’ve signed up for.

5) Annotated Bibliography = 45 points (40 points for bibliography, 5 points for outline of idea; addresses CLOs 1 and 2)

You will complete an annotated bibliography with 6 peer-reviewed articles published in the last 5 years. The topic is of your choice but must be relevant to some aspect of lifespan development. One suggestion is to expand your psychoeducation handout into the annotated bibliography. You will include a short introduction of why you chose your topic and a short conclusion about what you learned from reading your chosen articles. Your introduction and conclusion should include discussion of the clinical relevance of your topic. The goal of an annotated bibliography is to provide your own summary of an article. You cannot copy the abstract from the article. The paper will be graded as follows: 5 points for each article summary (30 points), 5 points for the introduction and conclusion, and 5 points for APA formatting and writing style. The paper will be submitted via a dropbox on Canvas. Please note that peer-reviewed articles do not include websites of any type. No abstract is required for the paper but you must include an APA style title page and references page. You must follow the APA formatting for an annotated bibliography as detailed here: https://owl.english.purdue.edu/owl/resource/614/01/
**Late policy for this paper:** Papers are due in Canvas by midnight on the due date (May 11th). A paper is considered late if it is not turned in by that time. Papers that are up to 24 hours late will automatically lose 10 points. Papers that are more than 24 hours late will receive no points.

**Grading Policy**

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) for more details.

Final Grades: Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course (290 points). I will use the following grading rubric. Please note that I do not round your grades:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.0-100%</td>
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<tr>
<td>A</td>
<td>93.0-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9%</td>
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<tr>
<td>C+</td>
<td>77.0-79.9%</td>
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<tr>
<td>C</td>
<td>73.0-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.9%</td>
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<tr>
<td>D+</td>
<td>67.0-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63.0-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.9%</td>
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<tr>
<td>F</td>
<td>59.9% or less</td>
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</table>

**Classroom Protocol**

This is a graduate seminar, so I expect you to be attentive in class, participate in discussions, and limit other distractions. Please place cell phones on silent mode during class. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the web during class. Most importantly, please be respectful of your classmates’ opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss patient-related content in class, please be sure to protect that person’s confidentiality. Students are asked not to share these discussions outside of class.

Attendance is not required, but it is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. If you have to miss a class, please let me know ahead of time. If you have to miss a few classes, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class.

**University Policies**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures
to follow if and when questions or concerns about a class arise. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

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.”
- If you need/want to record my lecture, please ask me prior to class in order to obtain my consent.
- If you need/want to record the class at a time when active participation of students or guests may be on the recording, permission of those students or guests also needs to be obtained.
- 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.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the
instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

**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/.

**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 their disability.

**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’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please 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 at 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.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. 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 at http://www.sjsu.edu/counseling.
**Psyc 212 / Lifespan Development, Spring 2016, Course Schedule**

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Unit 1: Foundations of Lifespan Development</strong></td>
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<tr>
<td>1</td>
<td>2/3</td>
<td>Introduction, Syllabus and Course Overview</td>
<td>Santrock Ch. 1; Cooper et al. (2011)</td>
<td>none</td>
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<tr>
<td>2</td>
<td>2/10</td>
<td>Biological Beginnings; Historical Influences</td>
<td>Santrock Ch. 2; Talge et al. (2007)</td>
<td>Reading Quiz 1 Presenter:</td>
</tr>
<tr>
<td>3</td>
<td>2/17</td>
<td>Physical Development and Health</td>
<td>Santrock Ch. 4; Danner et al. (2001)</td>
<td>Reading Quiz 2 Presenter:</td>
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<tr>
<td><strong>Unit 2: Cognitive Development</strong></td>
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<td>4</td>
<td>2/24</td>
<td>Motor Development; Cognitive Development Approaches</td>
<td>Santrock Ch. 6; Davis &amp; Moon (1998)</td>
<td>Reading Quiz 3 Presenter:</td>
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<td>5</td>
<td>3/2</td>
<td>Information Processing and Decision Making</td>
<td>Santrock Ch. 7; Senju (2012)</td>
<td>Reading Quiz 4 Presenter:</td>
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<td>6</td>
<td>3/9</td>
<td>Intelligence &amp; Language Development</td>
<td>Santrock Ch. 8; Schaie (1994)</td>
<td>Reading Quiz 5 Presenter:</td>
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<tr>
<td>7</td>
<td>3/16</td>
<td>Midterm</td>
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<tr>
<td><strong>Unit 3: Emotions, Personality, and Gender</strong></td>
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<td>8</td>
<td>3/23</td>
<td>Emotional Development</td>
<td>Santrock Ch. 10; Brownell et al (2013)</td>
<td>Reading Quiz 6 Presenter:</td>
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<tr>
<td>9</td>
<td>SPRING BREAK (3/30)</td>
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<tr>
<td>10</td>
<td>4/6</td>
<td>The Self, Identity, and Personality; Moral Development</td>
<td>Santrock Ch. 11; Steiger et al. (2012)</td>
<td>Reading Quiz 7 Presenter: Annotated Bibliography Idea Due</td>
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<tr>
<td>11</td>
<td>4/13</td>
<td>Gender and Sexuality; Treatment of psychosexual disorders</td>
<td>Santrock Ch. 12; Hyde, 2005</td>
<td>Reading Quiz 8 Presenter:</td>
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<tr>
<td><strong>Unit 4: Social Development; Death and Grieving</strong></td>
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<tr>
<td>12</td>
<td>4/20</td>
<td>Families, Lifestyles,</td>
<td>Santrock Ch. 14;</td>
<td>Reading Quiz 9</td>
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<td>13</td>
<td>4/27</td>
<td>Video and Discussion Day</td>
<td>Ferguson (2013)</td>
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<tr>
<td>14</td>
<td>5/4</td>
<td>Peers and the Sociocultural World (ONLINE MODULE)</td>
<td>Santrock Ch. 15</td>
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<tr>
<td>15</td>
<td>5/11</td>
<td>Death and Dying (ONLINE MODULE)</td>
<td>Santrock Ch. 17</td>
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**Final Exam:** Take home exam available via Canvas and due on Thursday May 19 by midnight.

Potential Topics by Chapter for the Psychoeducation Handouts and Presentation:

Chapter 2: The genetics of mental health disorders, Genetic testing for parents and fetuses, Healthy prenatal behaviors, Adjustment during the postpartum period

Chapter 4: Breast vs. bottle feeding, Helping overweight children, Encouraging physical activity at different ages (strategies, etc.), Substance use among children, adolescents, or older adults

Chapter 6: How to support your child’s cognitive development (scaffolding and Vygotsky’s theories), Understanding your child’s cognitive development (Piaget)

Chapter 7: Attentional development in children, Memory strategies for children, Critical thinking and problem solving in childhood, Use it or Lose it for older adults, Theory of Mind in children

Chapter 8: Intelligence testing in young children, Problems with intelligence testing, Stability of intelligence throughout the lifespan, Wisdom, Gifted children, Facilitating creativity

Chapter 10: Emotion-coaching parenting, Managing emotions in adolescence, Emotions and aging, Your child’s temperament, Your child’s attachment style, Finding the best child care for your family

Chapter 11: How children come to understand themselves and others, Self-esteem, Identity development in adolescence, The midlife crisis: Does it exist?

Chapter 12: Similarities and differences between boys and girls, Gender development in childhood and adolescence, Sexuality among adolescents, emerging adults, or older adults
Chapter 14: Making marriage work (Gottman’s research), Parental monitoring, Parenting styles, Influence of divorce on children, Sibling relationships