San José State University  
Department of Psychology  
Psyc 212: Life Span Development  
Spring 2018

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: 408-924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Tuesdays 2-3pm and Thursdays 1:45-2:45pm
Class Days/Time: Thursdays 9:00-11:45am
Classroom: CCB 100
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 project.

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 project.
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 Feldman textbook. Check the calendar at the end of the syllabus and Canvas for links to the articles.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. 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.

This class has a total of 305 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 10 short answer questions worth 5 points each and will be given during the scheduled final exam time for the class. Each exam will cover the assigned readings, including the Feldman text and assigned journal articles. The final exam will not be cumulative.

2) 11 Weekly Reading Quizzes (10 points each; addresses CLOs 3 and 5)

   Most class sessions (see syllabus) will start with a reading quiz, which will be ask about concepts from the assigned journal article. Your responses should be about a paragraph long and show evidence of having read the assigned material. The response should not be based on your opinion; they need to be informed by the readings and/or class discussions.

3) Class Leader (30 points)

   For each class session, one or two students will sign up to facilitate the course content on that day. You will be responsible for the following assignments:

   a) Psychoeducational handout and presentation (15 points; addresses CLO 1): You will present a typed psychoeducation handout relevant to the
topics of that class. This should be something that you would give to clients who have 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 Tuesday 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).

b) Discussion Leader (15 points): Discussion leaders are expected to add to the lecture/class discussion by raising questions or interesting points about the readings. You should come prepared to class with questions that should be asked/integrated throughout the lecture. Your grade will be based on facilitating discussion among students (5 points), overall preparedness/presentation skills for the discussion (5 points), and the questions that you’ve prepared and turned in (5 points). Your questions should show evidence of critical thinking and application to practice. 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.

4) Book Report Presentation and Paper = 65 points (40 points for final paper, 25 points for presentation; addresses CLOs 1 and 2)

The final project for this class is to read a popular press parenting book and prepare a group presentation and individual paper about the material. Possible book options are presented at the end of the syllabus. The presentation will be with your group and you will be asked to present the main points of the book as if you were presenting to a group of parents. The presentation should be scientifically informed and provide concrete recommendations for parents based on the principles presented in the book. The individual paper will include a summary and critique of the book. It is expected that you will connect the material presented in the book to what we’ve discussed and read in class. The paper will be graded as follows: 10 points for summarizing the book, 15 points for connecting it to class content and the major theories presented in class, 10 points for overall writing style (clarity, grammar), and 5 points for APA formatting. The paper will be submitted via a dropbox on Canvas. No abstract is required for the paper but you must include an APA style title page and references page. I will provide a rubric for the group presentation during the semester.

Late policy for this paper: Papers are due in Canvas by midnight on the due date (May 3rd). 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 at 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 (305 points). I will use the following grading rubric. Please note that I do not round your grades:

<table>
<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>
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<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>
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<tr>
<td>D</td>
<td>63.0-66.9%</td>
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<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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</tbody>
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**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**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/’
Psyc 212 / Lifespan Development, Spring 2018, 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></td>
<td></td>
<td><strong>Unit 1: Foundations of Lifespan Development</strong></td>
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<tr>
<td>1</td>
<td>1/25</td>
<td>Introduction, Syllabus and Course Overview</td>
<td>Feldman Ch. 1; Cooper et al. (2011)</td>
<td>none</td>
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<tr>
<td>2</td>
<td>2/1</td>
<td>Biological Beginnings; Historical Influences</td>
<td>Feldman Ch. 2; Talge et al. (2007)</td>
<td>Reading Quiz 1 Class Leader:</td>
</tr>
<tr>
<td>3</td>
<td>2/8</td>
<td>Health and Wellness; Physical Development</td>
<td>Feldman Ch. 4; Danner et al. (2001)</td>
<td>Reading Quiz 2 Class Leader:</td>
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<td><strong>Unit 2: Cognitive Development</strong></td>
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<td>4</td>
<td>2/15</td>
<td>Cognitive Development Approaches; Motor Development</td>
<td>Feldman Ch. 5; Vygotsky (2016)</td>
<td>Reading Quiz 3 Class Leader:</td>
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<tr>
<td>5</td>
<td>2/22</td>
<td>Information Processing and Decision Making</td>
<td>Feldman Ch. 6; Senju (2012)</td>
<td>Reading Quiz 4 Class Leader:</td>
</tr>
<tr>
<td>6</td>
<td>3/1</td>
<td>Intelligence &amp; Language Development</td>
<td>Feldman Ch. 8; Schaie (1994)</td>
<td>Reading Quiz 5 Class Leader:</td>
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<td>7</td>
<td>3/8</td>
<td>Midterm</td>
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<td><strong>Book Report Selection Due</strong></td>
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<td><strong>Unit 3: Emotions, Personality, and Gender</strong></td>
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<td>8</td>
<td>3/15</td>
<td>Social and Emotional Development</td>
<td>Feldman Ch. 9; Brownell et al (2013)</td>
<td>Reading Quiz 6 Class Leaders:</td>
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<tr>
<td>9</td>
<td>3/22</td>
<td>Development of the Self; Moral Development</td>
<td>Feldman Ch. 10 (only modules 10.1 and 10.2) and Ch. 11 (only module 11.1); Steiger et al. (2012)</td>
<td>Reading Quiz 7 Class Leader:</td>
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<td>10</td>
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<td><strong>SPRING BREAK (3/29)</strong></td>
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<tr>
<td>11</td>
<td>4/5</td>
<td>Gender and Sexuality; Treatment of sexual disorders</td>
<td>Feldman Ch. 12; Hyde (2005)</td>
<td>Reading Quiz 8 Class Leader:</td>
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12  4/12  Friends and Family  Feldman Ch. 13; Pouwels et al. (2016)  Reading Quiz 9  

Unit 4: Social Development; Death and Grieving

13  4/19  School and Aggression/Violence  Feldman Ch. 11 (module 11.3 only) and Ch. 14  (module 14.1 only); Ferguson (2013)  Reading Quiz 10  

14  4/26  Death and Dying  Feldman Ch. 15; Bamonti et al., 2014)  Reading Quiz 11  

15  5/3  Video and catch-up day  Book Report Paper Due by 11:59pm  

16  5/10  Group Presentations  none  

Final Exam: May 16, 7:15 – 9:30am  

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

Chapter 6: 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 (discussed more in Ch. 9)

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

Chapter 9: 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, The midlife crisis: Does it exist?

Chapters 10 and 11: How children come to understand themselves and others, Self-esteem, Identity development in adolescence, Aggression on TV or in videogames
Chapter 12: Similarities and differences between boys and girls, Gender development in childhood and adolescence, Sexuality among adolescents, emerging adults, or older adults

Chapter 13: Making marriage work (Gottman’s research), Parental monitoring, Parenting styles, Influence of divorce on children, Sibling relationships

Chapters 11 and 14: Bullying (in-person or cyberbullying), peer status (rejected/neglected/popular kids), peer pressure, importance of play for young children, screen time

Chapter 15: Advance care planning/living wills, childrens’ understanding of death, suicide, grief

Potential book options for the book report project:

1-2-3 Magic (Thomas Phelan)
Parenting with love and logic (Cline and Fay)
No bad kids: Toddler discipline without shame (Janet Lansbury)
How to talk so kids will listen and listen so kids will talk (Faber and Mazlish)
Unconditional parenting or The myth of the spoiled child (Alfie Kohn)
No drama discipline (Siegel and Bryson)
The Kazdin method for parenting the defiant child (Alan Kazdin)