

# Argosy University SF Bay Area

## Human Development and Learning (PC 6025)

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Office Hours Tuesdays, 2:00-4:00 p.m.

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### **Text:**

Berk, Laura (2007). *Development Through the Lifespan* (4<sup>th</sup> ed.). Boston: Allyn-Bacon  
ISBN: 0205491251

### **Description:**

This course is designed to provide a comprehensive overview of human development and learning across the lifespan. The course will emphasize the basic similarities common to all human beings. Human chronological growth and development from prenatal through the end stages of life will be traced from the perspectives of biological, environmental, social, cultural, and psychological factors. We will explore the major theories (and theorists) in the field of development (e.g., Piaget and Erikson) and how these theories explain adult psychological functioning.

The course will also explore individual and group differences including the ways in which SES, gender, race, ethnicity, sexual orientation, and cultural factors influence human development. Knowledge gained throughout the course will be applied to students' real-life experiences. We will also discuss and examine current social issues that are relevant to the field of lifespan development (e.g., childhood obesity and the rapidly growing elderly population).

### **Final Date to Drop the Class:**

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

### **Fall Full Term (15 week courses): November 12, 2007**

Fall First Session (7 ½ week courses): October 8, 2007

Fall Second Session (7 ½ week courses): November 29, 2007

**Goals:**

1. Discuss and examine the major theories and controversies in the field of lifespan development.
2. Analyze the changes in growth and development in physical, cognitive, social, emotional, moral, and personality structures and functions throughout the lifespan.
3. Understand the research on the effects of transition, change, and stress on the processes of development and learning during the lifespan.
4. Explore deviations and disorders that lead to developmental dysfunction and/or stem from developmental dysfunction.
5. Review and assess the research on the effects of cultural and social differences on development.
6. Discuss contemporary social issues and controversies relevant to the field of lifespan development.

**Program Outcomes: Master of Arts in Counseling Psychology****Program Outcome One: Professional Practice****Competency 1: Assessment and Skills**

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

**Competency 2: Theory**

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

**Competency 3: Writing**

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

**Program Outcome Two: Research**

**Competency 1:** Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

**Program Outcome Three: Interpersonal Effectiveness and Professional Development**

**Competency 1:** Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish

- empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
  - c. Solicit and utilize feedback to build and maintain interpersonal relationships.

#### **Program Outcome Four: Ethics**

**Competency 1:** Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

#### **Program Outcome Five: Diversity**

##### **Competency 1: Multicultural Skills**

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

##### **Competency 2: Multicultural Awareness**

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

##### **Competency 3: Multicultural Knowledge**

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

#### **Method of Instruction:**

This course will be delivered in a **weekday format** and will include lectures, discussion, media presentations, experiential exercises combined with outside text and article readings. The articles will supplement text readings and lectures and will be announced in class. They can be found in the library reserves the **week** that they are announced. Students are expected to complete all reading assignments before the next scheduled class.

Periodically, students will be asked to reflect on the readings and corresponding class discussion in brief written form near the end of class. Reflection papers will **not** be announced in advance. Students will be assessed on their level of class and group participation as well as the timeliness and quality of the required assignments. All assignments are expected to be completed when assigned and agreed upon by the student and the instructor. **No late assignments will be**

**accepted.** If a student fails to submit the assigned number of journal entries or present discussion questions when assigned, they will not receive credit for that assignment. **All assignments must be typed** in order to receive credit.

This class will rely heavily on class and group discussion. Students are therefore required to attend all of scheduled classes. Absences will require a doctor's note or similar evidence of emergency. This syllabus is subject to change throughout the course. Students will receive a revised copy of the syllabus when this occurs.

**Requirements:**

- 1. Major Project.** Students are required to develop and conduct a qualitative life history interview of an individual from a culture or social background different than their own. Each student will be responsible for conducting an individual interview that should be approximately one hour in length. Information gleaned from this project will be presented in two different formats: 1) as a written project turned in to the instructor, and 2) as a formal group presentation summarizing the work of several student interviews (either an oral or poster presentation). The written project will include the taped interview, as well as an 8 to 10 page narrative assessment that incorporates information and theories from developmental psychology to describe major transitions and developmental processes of the person interviewed. **(Written Project = 50%).**
  
- 2. Group lead Discussion:** Students will be divided into groups sometime after the start of the course. Each group will be assigned a topic to present and discuss with the class. Groups will meet during and outside of class to develop their class led discussion. Students will formulate a list of discussion points and be expected to lead discussion on the topic using whatever mediums they decide is appropriate (e.g., film, PowerPoint, etc). **(Discussion topic preparation = 25%)**
  
- 3. Reflection Papers** Approximately five times during the quarter, students will be asked to write a brief reflection paper. These assignments will take place either at the beginning or end of a class period and will pose a question related to the readings or discussion for that day. These assignments are meant to be spontaneous and will not be announced ahead of time. Nevertheless, you will be expected to make reference to text readings, media presentations, and additional assigned reading. **No late assignments will be accepted.** If a student is not present for an assignment, they will not receive credit for that assignment. **(Reflection Papers = 50%)**

**Extra Credit** Opportunities will be offered to earn extra credit. These opportunities will be made available throughout the semester.

## **Course Schedule:**

### **Week #1: Nature, Quality and History of the Psychology of Human Development and Learning**

Introductions by class members

Assignments of teams, topics, and due dates for group presentations. Discussion of major projects and reflection papers. Course modifications and changes.

Lecture and discussion: Why study human development and learning?

Assignment:

a. Read: Berk text: Chapter 1 (*By this class*)

### **Week #2: Human Learning: Theories and Research -- Part I**

Review of Week I

Lecture and discussion: The history of the psychology of learning

Assignments: Reading assignments TBA

### **Week #3: Nature, Nurture, Genetics, Social Ecology, Birth, and Adjustment**

Teams: Discuss and report

Lecture and discussion: Evolutionary psychology and human development and learning; and the Childbirth Movement

Assignments: Read Berk text: Chapters 2 and 3 before class meeting

### **Week #4: The Infant and Toddler: Physical and Cognitive Development.**

Review of Week 3

Teams: Discuss and report

Lecture and discussion:

Assignments: Read Berk text: Chapter 4

### **Week #5: The Infant and Toddler: Emotional and Social Development**

Teams: Discuss and report

Lecture and discussion:

Assignments: Read Berk text: Chapter 5 and 6

### **Week #6: Early Childhood: Physical and Cognitive, Development**

Teams: Discuss and report

Lecture and discussion: The School- Head Start

Assignments: Read Berk text: Chapter 7

**Week #7: Early Childhood: Emotional and Social Development**

Teams: Discuss and report

Lecture and discussion: The School- First Years

Assignments: Read Berk text: Chapter 8

**Week #8: Middle Childhood: Physical and Cognitive, Development**

Teams: Meet, discuss and report

Lecture and discussion: Learning Disabilities

Assignments: Read Berk text: Chapter 9

**Week #9: Middle Childhood: Emotional and Social Development**

Lecture and discussion: First Peers and Friends

Movie: TBA

Assignments: Read Berk text: Chapter 10

**Week #10: Adolescence: Physical and Cognitive, Development.**

Movie: TBA

Lecture and discussion: Sex, Sex, & Sex 4.

Assignments: Read Berk text: Chapter II

**Week #11: Adolescence: Emotional and Social Development**

Presentations

3. Lecture and discussion: Anomie and Alienation of Adolescence 4. Assignments:

a. Read Berk text: Chapter 12

**Week #12: Early Adulthood Settling Down: Career and Home**

Presentations

Lecture and discussion

Assignments: Read Berk text: Chapters 13 and 14

**Week #13: Late Adulthood Reflective Doubts**

Presentations

Lecture and discussion

Assignments: Read Berk text: Chapter 17

**Week #14: Aging Put to Pasture" or Usefulness?**

Presentations

Lecture and discussion:

Assignments: Read Berk text: Chapters 18 and 19

**Week #15: Death and Dying**

Movie: TBA

Lecture and discussion

Course Wrap-Up

**The End: Dignity or Isolation**

a. Assignments: Submit papers to instructor by Wednesday, December 15, 2007

**Evaluation**

**Criteria for Class Participation**

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and

	incorporated material from the assigned readings
C = 70 - 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

#### Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 - 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 - 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

#### Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 - 89	Paper is well thought out, but is missing one component of AP A format



	OR coverage of material is adequate
C = 70 - 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to AP A format, or there is evidence of plagiarism. or paper not submitted

### Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy 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 (The American Psychological Association, 5th Edition (2001))*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy 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 are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://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.

### ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

*Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.*