



Syllabus
Human Development Across the Life Span
PSYC 5233, 301
Summer I, 2022

Professor: Michael A. Vandehey, Ph.D.
Office Hours: By appointment only
Class Time: 8-10 a.m.
Location: OD 110

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This is a graduate level course. As such, the training that you receive will go beyond that encountered at the undergraduate level. You will be expected to work at a faster pace and to master more difficult material than you did as an undergraduate. As a graduate student in this course, you will be expected to analyze, explore, question, reconsider, and synthesize old and new knowledge and to acquire and apply advanced skills appropriate to your training and a Licensed Professional Counselor (LPC) or Licensed Psychological Associate (LPA).

Texts:

Juntunen, C. L., & Schwartz, J. P. (2016). *Counseling Across the Lifespan: Prevention and treatment* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Publication Manual of the American Psychological Association (7th Ed.). (2020).
Washington D. C.: American Psychological Association.

Goals:

1. Develop a non-DSM-5 perspective of psychological concerns.
2. Have a conception of when in the life span typical developmental concerns occur.
3. Be exposed to treatment from a developmental perspective.
4. Review major developmental phases.

Course Requirements:

Grades are based upon your performance on 2 one-hour presentations and handouts and one final exam (**100 points**) over the instructor's lectures.

- a. Each presentation (**50 points**) will be the entire second half of the class period and should include:
 1. Present the chapter in a truncated form.
 2. Description of 1-3 treatments entry points (depending upon nationally recognized research)
 - a. From the chapter
 - b. From extra sources (if needed)
- b. An electronic hand out of the chapter outline (NOT just a print out of the PowerPoint) and PowerPoint presentation should be handed out to each of the students in the class (should be thorough enough that one does not need to read the chapter). I will upload these to D2L.
- c. Classroom exercise if time permits.
- d. Submit your outline and presentation to michael.vandehey@msutexas.edu.

Grades: 90% = A, 80% = B, 70% = C, 60% = D, 59% = F

Midwestern State University Student Honor Creed

"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

Written and adopted by the 2002-2003 MSU Student Senate.

Cheating Policy: Any evidence of cheating on exams or quizzes will result in dismissal from this class with a grade of "F". To avoid questions of cheating, mark Scantrons clearly, use a No. 2 pencil, and erase completely. Errors due to a poorly marked Scantron will not result in a grade change.

Attendance: Attendance is required. A student is allowed **2** absence without penalty. The **3rd** absence results in 1 grade drop, the **4th** absence results in a grade of 'F.' Being tardy three times will count as an absence. Afterwards, every additional tardy counts as an absence.

Note Students living with disability must be registered with [Disability Support Services](#) before accommodations can be provided. Individuals requiring special accommodation should contact me and must provide documentation by Disability Support Services. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

Cell Phones and Pagers: Please turn all cell phones and pagers off (no sound) during class. DO NOT text message during class. DO NOT answer your cell phone in class. Exceptions include emergency calls (e.g., birth of child, family member in hospital). Students who are unable to comply will not be allowed to attend class.

By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and educational purposes.

Tentative Reading and Exam Schedule

Weeks of Class Reading Assignment

May 31-June 3: Chapter 1: Introduction of a Life Span model of prevention, early intervention, and treatment.
Lecture: Erikson
Lecture: Postpartum Depression
Film: Baby's First Year

June 6-9: Chapter 2: Child Identity Development
Lecture: Attachment (Bowlby; Ainsworth; Chess and Thomas)
Lecture: Developmental Red Flags
Films: The Child from 1 to 3; The Child from 4 to 6;
The Child from 7 to 12

Presentations:

Chapter 3: Fostering Resilience in Children Experiencing Developmental Disruptions
Chapter 4: Promoting Healthy and Effectiveness Relationships Among School-Aged Children in Youth
Chapter 6: Treating Common Childhood and Behavioral Health Concerns.
Chapter 7: Promoting healthy Lifestyles Among Adolescents

June 13-16 **Lecture: Piaget and Vygotsky**
Lecture: Developmental Mile Stones
Film: Precious

Presentations:

Chapter 8: Promoting Positive Identity Development During Adolescence: The Importance of Cultural Contexts
Chapter 12: Treating Common Adolescent and Behavioral Health Concerns.
Chapter 13: Preventing Adolescent and Young Adult Suicide
Chapter 14: Promoting Healthy Relationships in Young Adults

Last day for a "W"

June 16th

June 20-23

Lecture: Kohlberg and Gilligan

Presentations:

Chapter 15: Treating Young Adult Behavioral Health Challenges

Chapter 16: Positive Parenting and Child Rearing: Classic Models and Current Trends

Chapter 17: Navigating Work and Family

Connections Across the Lifespan: Preventing and Managing Role Strain and Conflicts

Chapter 18: Prevention of Intimate Partner and Family Violence

June 27-30

Lecturer: Kübler-Ross

Film: Living Old: The Modern Realities of Aging in America

Presentations:

Chapter 21: A Positive Aging Framework for Counseling Older Adults

Chapter 23: Prevention and Treatment: Working Therapeutically With Older Adults

Chapter 24: Counseling Strategies for the Dying and Their Loved Ones

Final Examination: June 30th, 8:00-9:50 a.m.