PSY 302 - 004  Lifespan Development

This course provides “A multidisciplinary examination of the social, cultural, emotional, and physical development of the human being. It shows how research and theories relate to and assist individuals in their own self-development.” Satisfies upper-division GE, category E (The Integrated Person). Breadth Area: Development

**Class Hours:** Fall 2017. Thursdays, 1:00pm -3:40pm.

**Instructor:** Mary Schindler, Psy.D. PSY 23962

**Contact Info:** schindlm@sonoma.edu

**Office Hours:** Mondays, 11:00am-1:00 pm

Office: STEV 3057

Also available by phone and e-mail.

**Text:** Visualizing The Lifespan


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24/17</td>
<td>What is Lifespan Development? Review Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/31/17</td>
<td>Understanding Human Development: Theories &amp; Approaches Discussion Groups</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>9/07/17</td>
<td>Prenatal Development &amp; Birth Discussion Groups</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>9/14/17</td>
<td>Infancy Discussion Groups</td>
<td>3 &amp; 4</td>
</tr>
<tr>
<td>5</td>
<td>9/21/17</td>
<td>Early Childhood Discussion Groups</td>
<td>5 &amp; 6</td>
</tr>
<tr>
<td>6</td>
<td>9/28/17</td>
<td>Pregnancy Panel Infancy Panel Childhood Panel</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/05/17</td>
<td>Test 1</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Discussion Groups</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>8</td>
<td>10/12/17</td>
<td>Middle &amp; Late Childhood Discussion Groups</td>
<td>7 &amp; 8</td>
</tr>
<tr>
<td>9</td>
<td>10/19/17</td>
<td>Adolescence Discussion Groups</td>
<td>9 &amp; 10</td>
</tr>
<tr>
<td>10</td>
<td>10/26/17</td>
<td>Emerging &amp; Young Adulthood Discussion Groups</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>11</td>
<td>11/02/17</td>
<td>Test 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adolescence/Early Adulthood Panel</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/09/17</td>
<td>Middle Adulthood Discussion Groups</td>
<td>13 &amp; 14</td>
</tr>
<tr>
<td>13</td>
<td>11/16/17</td>
<td>Late Adulthood Discussion Groups</td>
<td>15 &amp; 16</td>
</tr>
<tr>
<td>14</td>
<td>11/23/17</td>
<td>Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>11/30/17</td>
<td>Death &amp; Dying Discussion Groups</td>
<td>17</td>
</tr>
<tr>
<td>16</td>
<td>12/07/17</td>
<td>Adult Panel</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>12/14/17</td>
<td>Discussion Groups</td>
<td>Test 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2:00-3:50pm</td>
</tr>
</tbody>
</table>
Course Requirements:

1. **Tests:** There will be 3 multiple choice tests spread throughout the semester. Each test will consist of 50 multiple choice questions. Each question is worth 4 points. The tests are based on specific chapters and are not cumulative. You will need a green scantron.

   Please plan to take each test when it is administered during class. Make-up tests are only available under extreme circumstances and when the instructor is provided with the proper documentation such as a hospital note. All make-up tests must be taken through the School of Social Sciences. There are two make-up test dates during the semester that are scheduled for Saturday mornings. This semester the dates are October 14 and December 9 at 10:00 in Stevenson 200.

2. **Discussion Groups:** Students will be assigned to discussion groups which will meet during 11 class sessions. You will discuss the weekly films shown in class. You are expected to participate in your group by discussing the topic. At the end of each discussion session students will be given 5 minutes to write a reflection paper based on the film and discussion. This is called a Quick Write. Grading will be based on your reflection paper as well as appropriate participation in the group, having a good attitude, and respectfully listing to your peers. Cell phones, laptops, or other electronic devices should not be out during the discussion groups and usage during this time will result in a lower grade on the Quick Write. The instructor and the TA’s reserve the right to deduct points from this area for improper conduct, disruptive behavior, late arrival, or lack of appropriate participation. You can drop your lowest score.

3. **Panel Project:** Students will be assigned to groups to complete this project. Each group will be assigned one of the guest panel days (infants, children, adolescents/young adults or adults). It is the group’s responsibility to prepare questions and activities for the guests. Following each panel, every student will write a one page reflection about what they learned from the panel guests. Each paper is worth 50 points. When your group is facilitating the panel, you must also write about what you personally did to contribute to the panel. Please plan to attend class on panel days, as this is an in-class experience that cannot be made-up or recreated.
**Extra Credit:** Not everyone performs well on tests. Students who wish to improve their standing in this class may choose to complete extra credit in order to improve their grade. Students can earn up to a maximum of 80 points of extra credit.

a. **Bring a Guest:** Sign-up to bring a guest to the panel discussions. Slots are available on a first-come basis. We are looking for pregnant women, infants, children, adolescents, young adults, adults and older adults to visit our class on different assigned days during the semester. Guest under the age of 18 are worth 80 points and guests over the age of 18 are worth 40 points.

b. **Virtual Child OR Research Paper:** Students can choose to raise a “virtual child” on the computer or to write a 20 page research paper.

**Virtual Child:** You will need to purchase this program for $38.00 at [http://www.myvirtualchild.com/#!/registration/student](http://www.myvirtualchild.com/#!/registration/student). It takes between 18-20 hours to raise the virtual child. You will need to work on it throughout the semester. Grading for this assignment will be based on the pass/fail system. You must finish this assignment in full in order to receive credit. The instructor will access the system to check your progress. Credit will be entered in the grade book at the end of the semester. This assignment is worth 40 points.

**Research Paper:** You can select a topic of interest to you that is related to lifespan development. Papers must be 20 pages long and written in APA format using 12 point font and double spacing. Your bibliography must include 10 professional sources. You must clear your topic with the instructor in advance. Grading will be based on the pass/fail system. You must finish this assignment in full, follow all of the directions and submit a well-written paper in order to receive credit. This assignment is worth 40 points.

c. **Personal Presentation:** Students can arrange with the instructor in advance to share with the class about a topic relevant to lifespan development. The topic needs to be something that you have personally experienced (for example giving birth, working with pre-school children, raising a teenager, caring for a parent, being part of the sandwich generation, cognitive decline, death or any other topic covered in the textbook). Think about any unique life experiences you may have, related work experiences or related family situations. Presentations must be 5 minutes and relate to the course material. Presentations must include a PowerPoint with pictures. Following the presentation we will offer a brief question and answer session. Presentations must coincide with the topic of the day. Slots are available on a first-come basis. This assignment is worth 20 points.

d. **Complete an SSU experiment or survey:** 10 points each. Can do multiple. Must be SSU research.
**Grading:**
This class is based on 1,000 points for the semester.

1. **Tests:** 600 (200 points each)
2. **Discussion Group and Quick Write Papers:** 200 (20 points each)
3. **Panel Project:** 200 (50 points each paper)
4. **Extra Credit:** Panel Guest (Pregnancy/Infant/Child/Adolescent) 80
5. **Extra Credit:** Panel Guest (Adult 18+) 40
6. **Extra Credit:** Virtual Child OR Research Paper 40
7. **Extra Credit:** Personal Presentation 20
8. **Extra Credit:** Experiment or Survey (can do multiple) 10

*Maximum of 80 points of extra credit per student*

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

**Class Meetings:**
The class time will include lectures, presentations, experiential activities, class discussions, videos, and PowerPoint presentations. Be prepared to stay for the entire class meeting. Please plan to arrive to class on time, as late arrivals cause disruption for the entire class. Arriving late may result in points being deducted from your weekly discussion group score. Put away all electronic devices during class. Attending class meetings is important because there is information that cannot be made-up if class is missed.

**Class Theme and Panel Project:**
The theme for this semester is looking at lifespan development through film. To incorporate this into our class we will have a weekly film or film clips that will be shown in class. We will also have 4 panel discussion sessions which involve observing and interacting with people who are in various stages of development. Students will be asked to apply what they have learned in class to the panel discussions.

**Class Goals:**
1. To provide an overview of Lifespan Development from birth to death.
2. For each student to be able to identify major developmental milestones upon completion of the class.
3. To create an enriching environment where students can expand their knowledge of topics related to Lifespan Development through interactive lectures and discussions.
4. To apply class material to relevant real life experiences.
5. To encourage students to research areas of interest to them and apply it to real
people during the panel discussions.
6. To sustain a positive classroom environment where students know one another, support each other, and encourage one another to further their knowledge.
6. For each student to develop a love of psychology!

**FYI:**

1. Please allow 24 hours for an e-mail response on weekdays and 48 hours on weekends. Please e-mail your individual TA when appropriate.
2. Please allow 1 week for your Quick Write papers to be returned.
3. Panel Project grades will be available the week following your presentation.
4. Please read the syllabus and be responsible for knowing important dates and when your assignments are due. The syllabus contains essential information to help you be successful in this class.
5. Students seeking additional work may see the instructor for additional assignments.
6. Students displaying disruptive behavior during class will be referred to the Dean of Social Sciences.
7. Issues related to cheating in the course will be taken very seriously. Please do your own work, do your own tests and do not do Quick Write assignments for other students. Instances of cheating will result in a 0 grade on the assignment and a referral to the Dean of Social Sciences. A second instance of cheating will result in the student receiving a grade of “F” for the class.
8. Put away all electronic devices during class.
9. Please inform the instructor in advance if you will be bringing any animals to class. Failure to do so will result in disciplinary action.
10. Please discuss any issues of concern with the instructor.

**Sonoma State University Policy on Cheating:**
“It is the policy of Sonoma State University to be pro-active in dealing with issues of cheating and plagiarism. Faculty members are encouraged to discuss with students’ academic ethics and the formulation of one’s own intellectual material. It is also the policy of Sonoma State University to impose sanctions on students who cheat or plagiarize. Students are expected to be honest in meeting the requirements of courses in which they are enrolled. Cheating or plagiarism is dishonest, undermines the necessary trust upon which relations between students and faculty are based, and is unacceptable conduct. Students who engage in cheating or plagiarism will be subject to academic sanctions, including a lowered or failing grade in a course; and the possibility of an additional administrative sanction, including probation, suspension, or expulsion.”

**Sonoma State University Policy on Distruptive Student Behavior:**
It is the policy of the university to create learning environments that support civil and respectful discourse. It is also the policy of Sonoma State University to impose sanctions on students who regularly disrupt educational activities.
“Disruption” applied to the academic setting means behavior that a reasonable individual would view as interfering with normal academic functions. Examples include but are not limited to: Speaking out without being recognized, interrupting other speakers, engaging in erratic or irrational behavior, behaving in a manner that distracts the class from the subject matter or discussion, engaging in harassing or threatening behavior or personal insults (includes via email, phone, text, etc.), and refusing to comply with directions from faculty members.

**Department Learning Goals:**
1. Be familiar with the major concepts, theories, and perspectives in psychology.
2. Be able to apply psychological theories, concepts and principles to individual experience as well as to broader social issues and social systems.
3. Be able to reflect on personal experience in the light of psychological knowledge.
4. Be able to recognize and understand the complexity of cultural diversity, in light of psychological knowledge.
5. Be able to understand and apply basic research methods in psychology and the social sciences.
6. Be able to demonstrate skills that promote behavioral change at the individual, organizational, and community levels.

**Students with Special Needs:**
If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services.

Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. Direct link: [http://www.sonoma.edu/uaaffairs/policies/disabilitypolicy.htm](http://www.sonoma.edu/uaaffairs/policies/disabilitypolicy.htm).