



# On-Campus Course Syllabus

## PSY 220 L00.A

### Developmental Psychology

### Fall 2019

#### Class Information

**Day and Time:** Monday 4:15 to 6:45pm

**Room Number:** E205

#### Contact Information

**Instructor Name:** Steve Hunter Ed.D., D.Min., LPC-S, NCC

**Instructor Email:** shunter@criswell.edu

**Instructor Phone:** 214-232-3251

**Instructor Office Hours:** Tuesdays 10-10:30am, 2 to 4pm; Thursdays 2 to 4pm

#### Course Description and Prerequisites

A survey of human development from conception to death, emphasizing biological, cognitive, personal and spiritual growth, and maturation. (Prerequisite PSY 101)

#### Course Objectives

1. Demonstrate knowledge and understanding of the Major Perspectives and Theories in the discipline of Developmental Psychology.
2. Explore how human beings change from conception through late adulthood and death in the Physical, Cognitive, Social, Spiritual, and Relational dimensions of their lives.
3. Understand how the Stages of Development throughout the Lifespan, associated theories, and concepts can contribute to greater effectiveness in serving individuals, couples, and families, from a mental health perspective.
4. Identify examples of Cultural, Ethnic, and Religious differences that influence development throughout the lifespan.
5. Discuss the various causes or reasons for Disturbances, or Hindrances in the developmental processes across the lifespan.
6. Contribute to Psychological Research in the Field of human growth and development.

#### Required Textbooks

Berger, K.S. (2016). *Invitation to the lifespan*. New York, NY: Worth Publishers. ISBN-13: 978-1-319-08403-5

#### Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's grade will depend on the completion of a Mid-Term Exam.
2. Twenty-five percent (25%) of the student's grade will depend of the completion of a Comprehensive Final Exam.
3. Twenty-five percent (25%) of the student's grade will depend on the completion of a Research Paper and associated Class Presentation. The Research Paper is due before the time of the class presentation.

No late work will be accepted. The student will write a Research Paper from a Human Growth and Developmental Perspective in one of the 5 following categories: 1) Childhood Disabilities and Their Impact on Human Growth and Development, 2) Social Media and the Impact on Adolescent Human Growth and Development, 3) Death, Dying, the Grief Process and the Impact on Those Left Behind, 4) Sexuality in Relation to Growth and Development, or 5) Mental Health Issues and their Impact on Growth and Development, 6) Ethnicity and the Impact of Growing Up in the States. Students must choose a topic from the list of options by the second week of class or a topic will be assigned to them. In addition to the textbook assigned for the class, the paper should have a minimum of 8 different quality sources—books and reputable journal articles (as opposed to “research” retrieved from the internet). The body of the paper will be approximately 10 to 12 double-spaced pages, according to APA Style and Format. Examples of APA Style and Format can be viewed at the following links:

- <https://owl.english.purdue.edu/owl/resource/560/01/> and
- <http://writershelp.bedfordstmartins.com/ebooks/helphandbook/pdfs/Hacker-APA-Format-01.pdf>.

When writing and organizing the paper, the student is to create and maintain a basic structure according to APA style. For example, some questions to keep in mind are the following:

- Introduction: \_\_\_\_ (15 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader’s attention?
- Body of the Text: \_\_\_\_ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the topic from the assigned textbooks? Are these resources cited throughout the body of the paper according to APA style? Does the student link together the author’s thoughts in a clear manner without using first person, instead using third person? Does the student use substantive research/resources to support the textbooks from at least 5 additional sources—either books or journal articles (not “research” cut and pasted from online)? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?
- Case Study: \_\_\_\_ (20 pts.) Does the student interview an individual, couple, or family that reflects the heart of the topic? Is the interview well thought out, relevant, and meaningful? Does the student protect confidentiality as one of the highest priorities for this assignment? Does the student understand and synthesize the research in a practical and insightful manner in relation to the interview?
- Conclusion and Practical Implications: \_\_\_\_ (15 pts) Does the student emphasize and summarize the key insights, principles, and practical steps according to a developmental perspective? In other words, does the student answer the “So what?” question in the concluding paragraph? What does this mean for us?
- Grammar and Style \_\_\_\_ (10 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3<sup>rd</sup> person? Is the paper according to APA style?
- Presentation \_\_\_\_ (20 Pts.) Did the student (or students) hit the highlights for the topic? Was the presentation interesting? Did the presentation finish and end in a timely fashion (i.e. 45 minutes with a time for questions)? Was there a PowerPoint and handout? Did the presenter/s handle the questions from class in an effective manner?

4. Twenty five percent (25%) of the student's grade will depend on regular class attendance, class participation, and 7 quiz grades throughout the course of the semester. At least one of the quizzes will be unannounced to encourage class attendance and to encourage students to stay up with their assigned reading requirements. In addition, a final class attendance and participation grade will be worth one quiz grade (the 7<sup>th</sup> Quiz Grade) and will be assessed at the conclusion of the semester. Hence, in order for students to receive full credit for this requirement for the course, students must not only attend class, but also participate in class.
5. Finally, it is important to note that late work will not be accepted. It is the student's responsibility to fulfill all requirements for the course in a timely fashion.

## Course/Classroom Policies and Information

Students in this class will be allowed 2 absences. A third absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade, "F" for the course. As mentioned earlier, no late work will be accepted for any reason. It is the responsibility of the student to ensure all required work is turned in on time. Scores on the Quizzes, the Midterm and Final Exam, and the Research Paper will not be accepted after the due dates in the Syllabus.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a

course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

Week	Dates	Learning Opportunities
1	Aug. 19—23 Aug. 19	Introductions, Syllabus Review An Introduction to the Course
2	Aug. 26—30 Aug. 26	The Lifespan Perspective (Chapter 1) Last Day to Drop this Course (Friday August 30) Quiz 1
2	Sept. 2—6 Sept. 2	Labor Day
4	Sept. 9—13 Sept. 9	Birth (After Labor Day)
5	Sept. 16-20 Sept. 16	Early Childhood: Peer Relations, Play, Media/Screen Time Quiz 2
6	Sept. 23—27 Sept. 23	Adolescence: The Self, Identity, and Spiritual Development
6	Sept. 30—Oct. 4 Sept. 30	Middle Adulthood: Careers, Work, and Leisure

6	Oct. 7—11 Oct. 7	Endings: Death, Dying, and Grieving Review for Mid-Term Exam
7	Oct. 14—18 Oct. 14	Mid Term Exam
8	Oct. 21—25 Oct. 21	Research Day and Writing
9	Oct. 28—Nov. 1 Oct. 28	Christian Counseling Associates (Hope Center) David Dickerson (Terminal Illness)
10	Nov. 4—8 Nov. 4	Guest Presenters Bryan and Sara Collins Race, Ethnicity and Personal Development/Marriage
11	Nov. 11—15 Nov. 11	Research and Writing Day
12	Nov. 18—22 Nov. 18	Student Presentations Quiz 3
13	Nov. 25—29	Fall Break
14	Dec. 2—6 Dec. 2	Student Presentations Review for Final Exam
14	Dec. 9-13 Dec 9	Final Exam

## Selected Bibliography

Beckett, C. and Taylor, H. (2010) *Human growth and development*. (2nd ed.). Los Angeles, CA: SAGE.

Bowlby, J. (2005) *A secure base: clinical applications of attachment theory*. London: Routledge.

Clark, C. (2012) 'From rules to encounters: Ethical decision-making as a hermeneutic process', *Journal of Social Work*, 12, 115–135.

Barker, Meg (2003) *Introductory psychology: history, themes and perspectives*. Exeter: Crucial.

Basarab-Horwath, Janet Anne (2009) *The child's world: the comprehensive guide to assessing children in need*. 2nd ed. London: Jessica Kingsley.

Corby, Brian (2012) *Child abuse : an evidence base for confident practice*. 4th ed. Maidenhead: Open University Press.

Shemmings, D. (2006) 'Using adult attachment theory to differentiate adult children's internal working models of later life filial relationships', *Journal of Aging Studies*, 20, 177–191.

Shemmings, D., Shemmings, Y. and Cook, A. (2012) 'Gaining the trust of "highly resistant" families: insights from attachment theory and research', *Child & Family Social Work*, 17, 130–137.

Sigelman, Carol K. and Rider, Elizabeth A. (2008) *Life-span human development*. 6th ed. Belmont, Calif: Wadsworth Cengage Learning.

Sugarman, Léonie (2001) *Life-span development: frameworks, accounts and strategies*. 2nd ed. Hove: Psychology.

Whitbourne, Susan Krauss (2004) *Adult development & aging: biopsychosocial perspectives*. 2nd ed. New York: Wiley.