

Master of Arts in Counseling

COU 635 - Human Development Across the Lifespan

3 graduate credits - Course Syllabus

The following articles are posted on Blackboard under Content. Please read one of the articles on developmental psychopathology (Article 1 or 2) and one of the articles on Psychoneuroimmunology (Articles 3, 4, or 5). Be prepared to discuss them the first night of class:

1. Sroufe, A. & Rutter, M. (1984). The domain of developmental psychopathology
2. Cicchetti, D. & Toth, S.L. (2009). The past achievements and future promises of developmental psychopathology: The coming of age of a discipline. *Child Psychology and Psychiatry* 50 (1-2).
3. Ader, R. (2001). Psychoneuroimmunology. *Center for Psychoneuroimmunology*.
4. Leonard, B.E., & Myint, A., (2009). The psychoneuroimmunology of depression. *Human Psychopharmacology*, 25.
5. Arolt, V., Rothmundt, Peters, M., & Leonard, B. (2002). Immunological research in clinical psychiatry. *Molecular Psychiatry*, 7

Course Description

This course examines human development throughout the lifespan, birth to death, with a focus on developmental psychopathology and psychoneuroimmunology. Developmental psychopathology views human development as an ongoing process and provides a framework to explore the interaction of biological, psychological, and socio-contextual aspects of both normal and abnormal development. Theories of stage development explored include: Freud's psychosexual stages of development; Erikson's psychosocial stages of development; Piaget's cognitive stages of development; Selman's stages of friendship and levels of perspective-taking skills; and Kohlberg's stages of moral development. Students will examine critical domains that serve as risk factors for psychopathology i.e. temperament, attachment, parenting style, socioeconomic status and explore current intervention strategies.

Psychoneuroimmunology (PNI) is an interdisciplinary area of research that examines the interactions between the brain, behavior and the immune system and expands our understanding of how psychosocial factors can protect or damage our health. PNI is based on a

systemic model of functioning which explores how individuals shape the environment in which their immune system operates through their thoughts, feelings and behaviors. Students will examine the interaction of psychosocial stress, contextual change and health outcomes and the implications for mental health professionals.

Learning Objectives

At the conclusion of this course, students will be able to:

1. Demonstrate knowledge of major theories of human development across the lifespan, birth to death; theories of personality development, cognitive development, moral development and life transitions.
2. Demonstrate knowledge of human behavior including an understanding of psychopathology and the biological, psychological and socio-contextual factors that affect both normal and abnormal development.
3. Demonstrate knowledge of current theories of optimal development and wellness over the life span.
4. Demonstrate the ability to read and evaluate current research in the field.

Required Text

Broderick, P.C., & Blewett.P. (2010) *The Life Span: Human Development for Helping Professionals*, 3rd ed. Boston: MA Pearson.
ISBN: 978-0-13-715247-6

Weekly synthesis and critical questions

Students are required to complete all assigned readings weekly. Some of the required reading will be research articles, which are posted on Blackboard. In addition, students will be required to find their own research article at least three weeks of the term. The article must be related to that week's assigned readings. Students will post a summary of their article on Blackboard 24 hours before class time. Students should come to class prepared to discuss how the article is linked to the chapters assigned from the textbook.

Each week, students should generate two critical questions about the readings. Some readings may have multiple concepts so it will not be feasible to cover all of them. Instead, focus on a few points that you think are particularly important, of interest, or simply not explained well or conceptually sound, and generate questions that you feel need to be answered in order to expand the issue or move the field to the next level on these topics. Provide a brief synopsis explaining why you generated the question. The questions that you generate and the synopsis providing the background for your question should provide some synthesis of the readings and how this lead to your questions. Your question should reflect your understanding of the readings and will be graded on critical thinking and integration of the information. The critical questions will be posted on Blackboard 24 hours before class each week.

Summary of Selected Topics

- Week 3 – Piaget’s Cognitive Stages of Development
- Week 4 – Friendship/ Perspective taking skills
- Week 5 –Mindfulness
- Week 6 - Gender identity/Sexual orientation
- Week 7 – influence of attachment on dating
- Week 8 - Wellness

Quizzes

There will be weekly quizzes during the term focused on the readings. Students will be allowed to drop the lowest two quiz scores. If you miss a class, you also miss the quiz. There are no “make-up” quizzes.

Final Paper

Students will select a topic of interest in the field of developmental psychopathology or psychoneuroimmunology. The paper must use APA guidelines and should be at least 10 pages in length and include a minimum of 5 sources. The paper should review the current research on the topic and summarize how this impacts mental health clinical practice. The paper subject and general idea must be e-mailed to the instructor by the third class meeting.

Grading

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| 1. Class attendance | 15% |
| 2. Participation and contribution to class discussions | 15% |
| 3. Quizzes | 10% |
| 4. Timely submission of research article reviews and generation of discussion questions | 25% |
| 5. Timely submission of paper during term | 10% |
| 6. Final paper | 25% |

Civility, Respect and Classroom Etiquette

Doane College strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of

which may represent points of view which will cause some disagreements. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view. Further, it is to be expected that the instructor will treat all students with dignity and respect—it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following:

1. Cell phones and laptop computers should be turned off and should remain out of sight during class time.
2. Refrain from text messaging during class.
3. Avoid distracting behavior.
4. Minimize side conversations
5. Maintain respectful interactions.

Academic Policy Statement

Academic honesty is one of the most important qualities influencing the character and vitality of Doane College. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating, or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the college. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard.

Grading Scale

100-97=A+
96-94=A
93-90=A-
89-87=B+
86-84=B
83-80=B-
79-77=C+
76-74=C

