PSY 611: Lifespan Human Development
University of Hawaii at Hilo
3 credits

Course Overview: This graduate seminar is a required course for the Master of Arts in Counseling Psychology (three semester hours) and fulfills the Human Growth and Development course requirement for Licensed Mental Health Counselors in the State of Hawaii. This online seminar will introduce students to theory and research in human lifespan development, including physical, cognitive, emotional, and social development from prenatal development through late adulthood. The course will provide a theoretical and empirical foundation for understanding normal and abnormal development as well as designing interventions focused on facilitating optimal development across the lifespan. In addition to the major theoretical orientations, pertinent empirical findings as well as contextual and cross-cultural issues related to human lifespan development will be explored.

The course will require a deep understanding of complex material. Thus, students are expected to have a sufficient academic background, normally acquired in undergraduate Psychology courses, such as Survey of Psychology, Developmental Psychology, and Research Methods.

Student Learning Outcomes:
1. Describe the major theories of human lifespan development.
2. Summarize the major physical, cognitive, emotional, and social developmental milestones from prenatal development through late adulthood.
3. Distinguish between normal and abnormal development as a foundation for designing interventions focused on facilitating optimal development across the lifespan.
4. Understand the principles of developmental psychopathology and apply this to counseling practice.

Required Text: Broderick, P. C., & Blewitt, P. (2020). *The Life Span: Human Development for Helping Professionals (5th. ed.).* Upper Saddle River, NJ: Pearson Education. ISBN: 9780135206171

You can get the e-text (6 month rental) version here: http://www.mypearsonstore.com/bookstore/life-span-human-development-for-helping-professionals-9780135206171

I am NOT using MyLabs for this course so you do not need to purchase the version that includes MyLab Education.

Course Structure & Expectations: This course will be taught completely in an online asynchronous format via Laulima, the University of Hawaii's distance learning technology (www.laulima.hawaii.edu). This means that all discussions, assignments, and exams will be online. It is expected that you have access to a reliable computer and internet. This class will be structured in a seminar style, thus there will not be any formal lectures. Instead, we will take a three-pronged approach to process course material at a deeper level: (1) we will engage in extensive online discussions, (2) you will complete a series of journals, applying course content to your own developmental history and (3) you will read and study assigned readings and any additional articles, videos, etc. that will supplement course readings. The hope is that by interacting with each other and by engaging in deep self reflection, you will not only develop a deeper understanding for the material but will also internalize the information and connect with it on a personal level.

Assignment due dates are reflected below in the course schedule. You are responsible for submitting your assignments, discussion posts, and exams on time. I do not accept late submissions, nor do I provide make-up exams unless there is an emergency preventing you from completing the assignment on time. If you will be unable to complete an assignment on time, please notify me as soon as possible and please include documentation of this emergency.

Please be aware that the official means of communication at UHH is through your official UH email address (http://hilo.hawaii.edu/catalog/email-policy.html). Email will be our official means of communication in this class. Please be sure to check your school email account regularly for email from me regarding the class. If you need to reach me, please send me an email (higac@hawaii.edu) and I will respond within 24 hours on weekdays.

Evaluation and Grading:

Discussions: In order to facilitate the application of developmental science to counseling practice and to deepen and expand your learning, you will participate in two online discussions about a case presented in your text. At the end of each chapter there is a case description and a series of questions. You will write a minimum 500-word response, answering one or more of the questions. Successful responses will offer thoughts that are substantive and insightful and will **integrate relevant course material**. You will also write a brief response to at least two of your classmates' posts. These responses should be at least 100 words in length and should reflect back on the content presented in the text and supplemental materials. ***Posts are due at 11:59pm on the dates noted below.***

Category	Criteria			
	Excellent (27-30 points)	**Satisfactory (23-26 points)**	**Needs Improvement (18-22 points)**	**Unsatisfactory (<18 points)**
Thoroughness and Thoughtfulness	Thoroughly and thoughtfully addresses question(s); at least 500 words	Satisfactorily addresses question(s); at least 500 words	Does not fully respond to the question(s); response lacks depth or thoughtfulness; fewer than 500 words	Poor response; significantly lacks thoughtfulness; significantly fewer than 500 words
Identifies and Defines Related Course Concepts/Terms	Accurately identifies and defines course concepts and/or terms; supplies accurate references to text	Satisfactorily identifies and/or defines concepts and terms; references to text is mostly accurate	Does not fully identify or define concepts and terms from the text; references are not all present or are not completely accurate	Completely lacking in the identification of course concepts or terms; text is not referenced
Integration of Course Material into Discussion Post	Accurately and thoroughly integrates content from the text; provides accurate examples and application of course material in response to discussion questions	Satisfactorily integrates content from the text; examples are mostly accurate and application of course material is satisfactory	Does not fully integrate content from the text or is not completely accurate in application of material in response to discussion questions	Conveys little to no information from the text when responding to discussion questions or is completely inaccurate
Organization, clarity, grammar, and spelling	Clear and concise response to the question; no grammatical or spelling errors	Mostly organized and clear with few grammatical and spelling errors	Somewhat organized/somewhat clear; moderate level of grammatical and spelling errors	Not clear/difficult to understand; large number of grammatical and spelling errors
Responses to Classmates	Very thorough responses to classmates' posts; at least 100 words	Satisfactory responses to classmates' posts; at least 100 words	Responses to classmates' posts are lacking in depth and thoroughness; fewer than 100 words	Responses to classmates' posts are very poor; significantly fewer than 100 words

Journals: As a way to integrate and apply your learning to your own developmental history, you will complete two journal assignments. At the end of each chapter in your text there are a number of journal questions. For each journal entry, select one question to respond to. Each journal entry should be at least two pages in length (double-spaced, 12-point font, 1-inch margins, about 500 words). Successful journal entries will answer the question by **integrating the assigned reading** and considering how the material you learned applies to your own development. *Journal entries are due at 11:55pm on the dates noted below in the schedule.*

Category	Criteria			
	Excellent	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**
Thoroughness and Thoughtfulness	Thoroughly and thoughtfully addresses question; at least 500 words (45-50 pts)	Satisfactorily addresses question; at least 500 words (37-44 pts)	Does not fully respond to the question; response lacks depth or thoughtfulness; fewer than 500 words (30-36 pts)	Poor response; significantly lacks thoughtfulness; significantly fewer than 500 words (<30 pts)
Accurate and Appropriate Integration of Course Material into Journal	Accurately identifies and defines course concepts and/or terms; accurately and thoroughly applies content from the text to journal questions (67-75 pts)	Satisfactorily identifies and/or defines concepts and terms; satisfactorily applies content from the text to journal questions (56-66 pts)	Does not fully identify or define concepts and terms from the text; does not fully integrate/apply content from text to journal questions (55-45 pts)	Completely lacking in the identification of course concepts or terms; conveys little to no information from the text when responding to journal questions (<45 pts)
Organization, clarity, grammar, and spelling	Clear and concise response to the question; no grammatical or spelling errors (22-25 pts)	Mostly organized and clear with few grammatical and spelling errors (18-21 pts)	Somewhat organized/somewhat clear; moderate level of grammatical and spelling errors (15-17 pts)	Not clear/difficult to understand; large number of grammatical and spelling errors (<15 pts)

Exams: To assess your comprehension of course material (text and any supplemental information); you will take two online exams. While the exams will be "open book," they will be timed so be mindful of the time once you start taking the exam (you cannot stop or "pause" once you've started). Further, while I encourage you to study with your classmates, I expect that you will be taking these exams on your own (see notes below regarding academic dishonesty). Exams include multiple choice questions and essays. Exams will only be open for a 24-hour period (opens 12am and closes 11:59pm). You are free to take it anytime during that 24-hour period. Also, be sure to **take your exams in Mozilla Firefox** to avoid technological problems.

Assignment	Points
Discussions (2 x 150pts)	300
Journal Entries (2 x 150pts)	300
Exams (2 x 200pts)	400
Total	1000

Grade	A	A-	B+	B	B-	C	D	F
Points	950-1000	900-949	870-899	830-869	800-829	700-799	600-699	<600

Technical Requirements: This course is being taught using Laulima, the University of Hawaiʻi online course management system. Listed below you will find the minimum requirements needed for a successful online course experience. **Please make sure that you meet ALL of these minimum requirements *before* class begins.**

1. You will need basic computer and Internet skills (e.g., saving and accessing files, using email, uploading/downloading files, scrolling, using backward and forward buttons, updating virus protection, backing up files on a regular basis, etc.).

2. You will need timely and frequent access to a Personal Computer (PC) or a Macintosh (Mac) system with sound capabilities. Be sure your system has sufficient resources to run Laulima and all software required for your online course. In addition to your primary computer, campus facilities may also be used to access online courses. Please check with your campus lab facility for hours of operation. **If this is your first online course, I highly recommend that you complete the UHH Online Learning Readiness Check** to determine that your computer system as well as your computer skills are online ready (http://www.hilo.hawaii.edu/academics/dl/onlinereadiness.php).

3. A reliable Internet Service Provider, or ISP is required. Broadband Cable or DSL are highly recommended. For those with dial-up connections, be sure you have at least a 56 Kbps modem. **Students with dial-up connections will experience delays when viewing lessons or downloading large files. DO NOT use dial-up or wireless connections when taking exams.** If you have a dial-up connection or use a wireless device, you must find a location with a wired broadband cable or DSL to take your exams. You can find these at your local university campus lab facility, public library, or an internet cafe.

4. Laulima was designed to be used in Mozilla Firefox. Please get in the habit of using Firefox when accessing our course site. You will experience problems taking exams if you try to use a browser other than Firefox (e.g., Internet Explorer). **DO NOT use a browser other than Mozilla Firefox when taking exams.** Mozilla Firefox is available as a free download from http://www.mozilla.org/en-US/firefox/new/

5. Documents posted on this course site will be in Portable Document Facility (PDF) format. To view these documents, the Adobe Acrobat Reader is required. Individuals with visual impairment may benefit from the font enlargement and "Read Out Loud" features of Adobe Acrobat Reader. Acrobat Reader is available as a free download from http://www.adobe.com/products/reader.html

Promoting an Effective Learning Environment & Network Etiquette: To promote an effective learning environment for you, your classmates, and your instructor, please follow these network etiquette guidelines:

- Be sensitive to the fact that there will be students in the course with various cultural, linguistic, political, and religious backgrounds that may differ from your views. This makes for a rich learning environment. Please treat everyone with utmost respect.

- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) others as this can cause hurt feelings and negatively impact the learning environment.

- Use good sense when composing your responses in Discussion Forums. Swearing and profanity should be avoided. Also consider that slang can be misunderstood or misinterpreted.

- Don't use all capital letters when composing your responses as it is regarded as impolite or aggressive.

Promoting an Effective Learning Environment: To promote an effective teaching and learning environment for you, your classmates, and your instructor, please (a) turn off cell-phones unless you have a very good reason for leaving them on, (b) do not surf the Internet, send text messages, or check your email/social media during class, and (c) do not carry on private conversations with classmates during lectures or group discussions.

In addition, out of respect for your other classmates and your instructor, please arrive to class on-time. If you are unable to attend class for a documented emergency (e.g., hospital visit), please notify me as soon as possible and provide documentation upon return to class. There will be no make-up presentations for unexcused absences.

Students having more than one unexcused absence will be dropped from the course and will receive either a W or an F for the course.

Academic Integrity: Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at
http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php

I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that someone else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else's work, or providing answers to others in any fashion during an examination. Should I have reason to suspect that academic dishonesty has occurred; I will conduct a thorough investigation and/or may refer the matter to the Dean's Office for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the Counseling Psychology Program and/or University. Such consequences could negatively affect your candidacy for graduate/professional programs and future jobs.

Support for Students: Please click on this link to download a document describing additional supports available to UHH students: http://go.hawaii.edu/zAf

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Course Schedule

Due Dates for Discussions, Journals, and Exams are noted below. ***Journals are due at 11:55pm and Discussions and Exams are due at 11:59pm on date dates indicated below.*** Make sure you are completing discussions and journals on the chapters noted in the table below.

Week	Topics	Chapters	Assignment (due 11:55pm)
1	Theories of Development Epigenesis and Prenatal Development The Developing Brain and Stress and Adaptation System	1 & 2	Discussion #1 (Ch. 1) Discussion #1 Response (Ch. 1)
2	Early Childhood: Cognitive Development Early Childhood: Social and Emotional Development Early Childhood: Self and Socialization	3, 4, 5	Journal #1 (Ch. 5)
3	Middle Childhood: Cognitive Development Middle Childhood: Self and Moral Development Middle Childhood: Gender and Peer Relationships	6, 7, 8	EXAM #1 (Chapters 1-8)
4	Adolescence: Physical, Cognitive, Identity Development Adolescence: Social Development	9 & 10	Journal #2 (Ch. 10)
5	Young Adulthood: Physical and Cognitive Development Young Adulthood: Socioemotional and Vocational Development Middle Adulthood: Cognitive, Personality and Social Development	11, 12, 13	Discussion #2 (Ch. 12) Discussion #2 Response (Ch. 12)
6	Middle Adulthood: Stress and Well-Being Late Adulthood: Gains and Losses	14 & 15	EXAM #2 (Chapters 9-15)