



## **Course Syllabus**

### **Course Information**

PSY 259

Lifespan Development

3 Credit Hours

Term, year, dates and times can be found in the schedule of the course

### **Preliminary Class Plan and Topics**

Please see the schedule provided in the course.

### **Communicating With the Instructor**

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions: 1. Course syllabus

2. Announcements in Canvas

3. The “Question Center” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Question Center” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

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If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance (contact information is listed below).

## **Course Catalog Description**

A study of human development from the prenatal period through death. Using a Biopsychosocial frame work the lifespan is explored with explicit consideration to cognitive, emotional, and socio-cultural development. Students who successfully complete the course will demonstrate their understanding of how physical, psychological, and social factors influence development; the research techniques used to study development; and the practical applications of lifespan development to intended profession.

## **Course Prerequisites**

None

## **Course Textbook and Materials**

### **Required**

Santrock, J. (2018) Essentials of life-span development. (5th ed.). New York, NY: McGraw-Hill Education. ISBN-13: 978-1259708794 ISBN-10: 1259708799

## **Learning Objectives**

**At the completion of this course students will be able to:**

- 1. Identify core differences between life stages, prenatal through death.**
- 2. Explain cognitive, emotional, and social development in relation to life stages.**
- 3. Distinguish the psychological, social, or physical factors that may impact an individual's development.**
- 4. Synthesize how various theories have influenced the development of lifespan research.**
- 5. Apply how lifespan development is related to student's profession.**
- 6. Evaluate current research in the field and analyze methods used to gather data.**
- 7. Assess whether proper classification was utilized during case study analysis and be able to offer suggestions for future research.**

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## **Course Requirements**

### **Online Course**

This is an online course and there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies. You must have a reliable internet connection throughout the duration of the course.

This course uses Canvas for the facilitation of communication between faculty and students,

submission of assignments, and posting of grades. The Canvas Course Site can be accessed at <https://doane.instructure.com>

Attendance in an online course means logging into the Canvas on a regular basis and participating in all of the activities that are posted in the course. In addition, check your Doane University email account regularly, as your instructor may send important information via email.

### **Attendance/Participation**

Doane University expects active participation by a student in a course, whether the course is on-ground or online. A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses.

You should plan to work on this course everyday. This is a condensed, fast-paced, course. Expect to spend approximately 18 hours a week preparing for and actively participating in this 8-week course.

### **Class Preparation**

Preparation for class means reading the assigned readings and reviewing all information required for that week.

### **Computer Requirements**

For the successful use of Canvas please refer to Doane University's [minimum computer requirements](#). This also includes:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

### **Campus Network or Canvas Outage**

When access to Canvas is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

### **Drop and Add Dates**

If you feel it is necessary to withdraw from the course, please contact your advisor for full details on the types of withdrawals that are available and their procedures.

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Federal requirements state that students must complete 75% of the course work to be eligible to receive an incomplete for the course. If students fall more than two weeks behind, they cannot meet this requirement.

\*\*Online Learning Academy Courses are not eligible for incomplete grades.

### **Academic Integrity**

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

[http://catalog.doane.edu/content.php?catoid=18&navoid=1448#Academic\\_Dishonesty](http://catalog.doane.edu/content.php?catoid=18&navoid=1448#Academic_Dishonesty)

## **Course Grading**

### **Submitting Assignments**

All assignments, unless otherwise announced by the instructor, must be submitted via Canvas. Each assignment will have a designated place to submit the assignment. All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor and review the course site regularly to learn about changes to assignments or due dates.

### **Grading Scale**

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

### **Grading Scheme**

Your final percentage will be assessed with the following criteria:

Guided notes/knowledge check- 10%  
Journal Entries/Discussion Posts - 15%  
Research Articles /Case Study Assignments- 15%  
Short answers/summaries/essays-20%  
Quiz/Exam - 20%  
Final Project - 20%  
**Total - 100%**

### **Late or Missed Assignments**

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All assignments must be completed and turned in to finish the course. Unless you discuss a late assignment with your instructor prior to the assignment due date, your assignment will lose 20% each day it is late.

### **Feedback**

Please allow 1-5 days for feedback on assignments. Please review instructor feedback for assignments and assessments, this will help you reflect on what you have learned while receiving suggestions for improvement.

**TOPIC MODULE OBJECTIVES ASSESSMENTS ACTIVITIES** Self introduction

TOPIC	MODULE OBJECTIVES	ASSESSMENTS	ACTIVITIES
			Discussion (1 hr)
			Module 1 Guided Notes (MO 1,2,3,4,5) (2 hrs)
Week/Mod 1	Biopsychosocial framework 3. Define research methods traditionally utilized to gather data	theories explain development during infancy	1,2,3) (2 hrs)
Introduction to Life-Span Development		Module 1 Research Blog (MO 3) (3 hrs)	Module 1 Discussion (MO 2) (2.5 hrs)
		Module 1 Journal Reflection (MO 2) (1 hr)	Module 1 Knowledge Check (MO 1,2,3) (2 hour)
	Recognize developmental milestones during prenatal and infancy stages	Module 1 Quiz (MO 1,2,3) (2 hr)	Research Article Overview (MO 3) (3 hrs)
	Discuss and give examples of cognitive, emotional and social factors related to prenatal and infancy stages		Module 2 Guided Notes (MO 1,5) (4 hrs)
Week/Mod 2 "Infancy"	1. Describe the Biopsychosocial framework	Module 2 Research Blog (MO 6) (3 hrs)	Module 2 Discussion (MO 1,2,3,4,5) (2.5 hrs)
	2. Recognize the influential theories and how they integrate with the	Module 2 Journal Reflection (MO 5) (2 hrs)	Module 2 Knowledge Check (MO 1,5) (2 hrs)
		Module 2 Quiz (MO	

	<p>milestones during childhood Discuss and give examples of cognitive, emotional and social factors related to childhood Explain psychological, social, or physical factors that may influence development during childhood Demonstrate the ways the influential theories explain development during childhood Illustrate developmental factors and explain how they influence an individual's stage in life</p>	<p>utilized in infant, child, and adolescent research Identify factors pertaining to adolescence; Compare and contrast the stages of</p>	
Week/Mod 3			Module 3 Guided Notes (MO 1,2,3,4,5) (4 hrs)
"Childhood"			Module 3 Discussion (MO 1,2,3,4,5) (2.5 hrs)
			Module 3 Knowledge Check (MO 1) (3 hrs)
	Recognize and recall the research methods traditionally utilized in life-span development		Module 3 Research Blog (MO 6) (3 hrs)
			Module 3 Journal Reflection (MO 5) (2 hrs)
	Recognize developmental milestones during adolescence Discuss and give examples of cognitive, emotional and social factors related to adolescence Explain psychological, social, or physical factors that may influence development during adolescence Demonstrate the ways the influential theories explain development during adolescence		Module 3 Quiz (MO 1,2,3,4,5) (2 hrs)
			Module 4 Guided Notes (MO 1,2,3,4,7) (4 hrs)
			Module 4 Discussion (MO 1,2,3,4,5) (2.5 hrs)
Week/Mod 4			Module 4 Knowledge Check (MO 1,2,3,4,5,6) (2 hrs)
"Adolescence"			
Identify factors pertaining to prenatal and infancy stages			Module 4 Case Study Blog (MO 6)(3hrs)
Recognize and recall the research methods traditionally utilized in life-span development			Module 4 Journal Reflection (MO 7) (2hrs)
Recognize developmental			Midterm (MO 1,2,3,4,5,6) (4 hrs)
	Identify methods		

Week/Mod 5	<p>“Late Adulthood” development pertaining to infants, children, and adolescents</p> <p>Discuss and give examples of cognitive, emotional and social factors related to adulthood</p> <p>Explain psychological, social, or physical factors that may influence development during early adulthood</p>	<p>Demonstrate the ways the influential theories explain development during middle adulthood</p> <p>Analyze methods used while researching adults</p> <p>Identify factors pertaining to middle adulthood; Illustrate developmental factors and how they influence an individual’s stage in life</p>	<p>Module 6 Case Study Blog (MO 5) (3 hrs)</p> <p>Module 6 Journal (MO 6) (2 hrs)</p>
“Early Adulthood”	<p>Demonstrate the ways the influential theories explain development during early adulthood</p> <p>Compare methods used in infant, child and adolescent research with those used in adulthood</p> <p>Identify factors pertaining to early adulthood</p>	<p>Identify primary characteristics of late adulthood</p> <p>Discuss and give examples of cognitive, emotional and social factors related to late adulthood</p> <p>Explain psychological, social, or physical factors that may</p>	<p>Module 6 Quiz (MO 1,2,3,4,5,6) (3 hrs)</p> <p>Module 7 Research Blog (MO 5) (3 hrs)</p> <p>Module 7 Journal (MO 6) (3 hrs)</p>
Week/Mod 6	<p>Summarize the characteristics of middle adulthood</p> <p>Discuss and give examples of</p>		<p>Module 7 Quiz (MO 6) (3 hrs)</p>
“Middle Adulthood”	<p>cognitive, emotional and social factors related to middle adulthood</p> <p>Explain psychological, social, or physical factors that may influence development during middle adulthood</p>	<p>Module 5 Research Blog (MO 4 ) (3 hrs)</p> <p>Module 5 Journal (MO 5) (2 hrs)</p> <p>Module 5 Quiz (MO 1,2,3,5) (3 hrs)</p>	<p>Module 5 Guided Notes (MO 1,2,3,5) (4 hrs)</p> <p>Module 5 Discussion (MO 1,3) (2.5 hrs)</p>
Week/Mod 7			

Module 5 Knowledge Check (MO 1,2,3,5,6) (2 hrs)		Discussion (MO 1,2,3,5,6) (2.5 hrs)	
	Module 6 Guided Notes (MO 1,2,3,4,6) (4 hrs)	Module 6 Knowledge Check (MO 1,2,3,4,6) (2 hrs)	Module 7 Guided Notes (MO 1,2,3,4,6) (4 hrs)
	Module 6		Module 7 Discussion (MO
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	the influential theories explain development during late adulthood Summarize research articles and recommend areas for future research Identify factors pertaining to late adulthood; Compare and contrast the different stages of adulthood	adulthood Interpret case study findings to determine if proper life stage was assigned	Final Project: Presentation Submission (MO 1) (2 hr) 1,2,3,6) (2.5 hrs)
			Module 7 Knowledge Check (MO 1,2,3,4,6) (2 hrs)
			Final Project: Topic Submission
Week/Mod 8 "Final Projects"	Summarize a case example of how a client/patient may be better understood by synthesizing the various influential theories Compare and contrast the different stages of	Final Exam (MO 1,2,3) (3 hrs)	Final Project: Outline Submission (MO 1) (2 hrs)
influence development during late adulthood Demonstrate the ways		Final Project: Paper Submission (MO 1) (6 hrs)	Module 8 Discussion (MO 2) (3 hrs)

## Technical Support

If you are in need of technical assistance please access the [Self Service Portal](#). You may reach the help desk at 402-826-8411 or by email at helpdesk@doane.edu.

## Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and



accommodations for qualified students with disabilities. Doane University staff coordinate student transitions from high schools and community colleges, conduct in-service training for faculty and staff, enable the resolution of accessibility issues, conduct community outreach, and facilitate collaboration among Doane University staff on disability policies, procedures, and accommodations.

## **Disability Services**

[Doane University's Disability Services Office](#) will provide guidance on accommodations and universal access. To request accommodations please complete the [Self-Identification Form](#) and visit the website for additional information.

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## **Academic Support**

Doane offers a range of academic support services for students.

For students taking courses online or for our Non-Residential students:

<https://www.doane.edu/graduate-and-adult/academic-support>

For students taking courses on our Crete campus:

<https://www.doane.edu/students/resources/academic-support>

## **Title IX Requirements: Mandatory Reporting**

At Doane, all university employees, including faculty, are considered Mandatory Reporters. As a Mandatory Reporter, I am required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell me about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, I have to share the information with the University's Title IX Coordinator. My report does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. For additional information, including confidential resources, please visit the [Campus Advocacy, Prevention, and Education \(CAPE\) Project](#).

## **Instructional Technology Accessibility and Privacy Policies**

If your course uses additional technology tools, information on the [technology's accessibility and privacy is available on our website](#).

## **Syllabus Disclaimer**

The instructor and Doane University views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email or in the course site Announcements. Please remember to check your Doane

University email and the course site Announcements often.

## **Doane Syllabus Addendum**

Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at:

<https://www.doane.edu/Syllabus>