

San José State University
Department of Psychology
Psyc 212: Lifespan Development
Spring 2022

Instructor:	Matthew Capriotti, Ph.D.
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Office Hours:	T 3:00-4:00, R 12:00-1:15
Class Days/Time:	Tuesdays 9:00-11:45
Classroom:	DMH 308
Prerequisites:	Admission to MS Clinical Program and student in good standing

Course Description

Emphasizes research and theory from conception through old age, and integrates important developmental issues within a lifespan approach, with a focus on middle and older adulthood.

Program & Licensure Learning Outcomes: See Appendix A

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will:

CLO1: Describe the basic research findings, terminology, principles, and theories important in lifespan developmental psychology, including how social, cognitive, and developmental factors may influence clinical presentation.

CLO2: Gain an understanding of the interaction between genetic and environmental influences on development, and how to apply these influences to clinical case conceptualization. This CLO will be assessed primarily through weekly reading quizzes.

CLO3: Identify various facets of cognitive and social development across the lifespan. This CLO will be assessed primarily through the weekly reading quizzes.

CLO4: Describe how developmental theories extend into adulthood and late life development, and how to apply these theories to case conceptualization.

CLO5: Explain changes in human sexuality across the lifespan and treatment approaches for treating sexual problems. This CLO will be assessed primarily through weekly reading quizzes and exams.

Required Texts/Readings

Textbook

Burke-Harris, N. (2018). *The Deepest Well: Healing the Lifelong Effects of Childhood Trauma and Adversity*. Houghton Mifflin Harcourt. ISBN: 978-1328502667

Morris, M. W. (2016). *Pushout: The Criminalization of Black Girls in Schools*. The New Press. ISBN 978-1-62097-342-4

Articles

We will be reading a relevant peer-reviewed journal article each week. Check the calendar at the end of the syllabus and Canvas for links to the articles.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

The assignments for this class are as follows:

1) Weekly Reading Quizzes (n=12; addresses CLOs 3 and 5)

At the beginning of most classes, you will complete a timed (20 minute) open notes reading quiz, which will ask about concepts from the assigned journal article or from one of the book chapters assigned that week. Your responses should be about 100-150 words long and show evidence of having read the assigned material. The response should not be based on your opinion; it needs to be informed by the readings and you need to use your own words to describe concepts discussed in the article. Responses that discuss generally accurate interpretations of the reading material will be considered passing. Those that do not accurately discuss at least two significant points from the reading, or are based mostly on opinion or outside information, will not be considered passing.

2) Article Discussion Questions (n=3, CLOs 1, 4, and 5)

Each week by Sunday 3 PM, you will be expected to turn in two discussion points or questions related to the article reading. You will post these to discussion boards on Canvas.

The questions should either ask clarification on something you are confused about, or pose a question to the class for an issue where you would like to hear other opinions. One of these questions may be primarily about how to apply what you read in a clinical setting. These questions will be turned in by Sunday at 3 PM before that week's class, so that the discussion leader can prepare materials for our class. Your grade will be based on evidence of reading and integrating the material. Class leaders do not need to turn in questions on their assigned leader day, but should incorporate their own questions in the class discussion.

4) Class Leader (n=1)

For each class session, one student will sign up to facilitate the course content on that day. You must do all of the following:

- Pull the discussion questions from Canvas once posted, collate other students' questions, and have them ready in a Google Doc by the start of class
- Moderate a discussion among class members about these questions.
- Add at least 2 of your own questions or discussion topics of your own, to be integrated when you lead the class
- If you are leading on a day with a small-group book discussion, include a discussion guide with at least 4 questions specific to the reading (i.e., that prompt classmates to discuss a particular section, theme, etc. from that week's reading).
- If you are leading on a day WITHOUT a book discussion, prepare a brief discussion-based activity with a media clip (e.g., a brief youtube video), short popular press article, blog post, etc. that you pose to the class as a discussion prompt. This can be anything related to the week's topic. If you get stuck on finding one related to the topic, it can be something more broadly about human development that interests you.

5) Integrative Reflection (n=1).

You will complete a reflection that discusses the three most significant ways this course changed your mind on issues related to human development. Approximately 40%-60% of this discussion should be focused on application to clinical practice as a psychotherapist. You may complete this in **any** of the following formats.

- 5-page (double spaced) paper
- 10-min recorded voice-over Powerpoint
- 15-min conversation with the professor during office hours over the last 2 weeks of the semester (10 mins informal presentation, 5 mins Q&A)

6) Optional: Elective book reports (n=0-3)

To earn an A in the class, you may read popular press parenting or developmental psychology books and prepare reports about the material (about 8 pages per report). Possible book options are presented at the end of the syllabus. The individual paper will include a summary and critique of the book. It is expected that you will connect the material presented in the book to what we've discussed and read in class. Papers will be graded as passing if they do all of the following: (a) summarizing the book, touching on all major sections (about 3 pages), (b) discuss the integration of the book and 2-3 major theories/topics presented in the course (about 5 pages total), and © employ a scholarly tone without significant grammatical errors and generally adhere to APA style.

Final Examination or Evaluation

The culminating experience for this class will be the Final Vignette assignment, as described above.

Grading Policy

Determination of Grades

This class uses a grading contract, rather than a point-based grading scheme. This means that you will earn a baseline grade of B+ for passing the following assignments:

- 10 of 12 reading quizzes
- 11 of 13 weekly article discussion questions
- Final reflection
- Class leader
- Participate actively in 13 of 15 class meetings (i.e., actively contribute to small group discussions, contribute at least once to whole-group discussion)

Your grade will **increase** by a half-letter grade (e.g., B+ to A-) for each one of the following you do:

- Write an optional report on a book about one of the elective books

Your grade will **decrease** by a half-letter grade (e.g., B+ to B) for each of the following:

- Passing fewer than 9 reading quizzes
- Passing fewer than 10 article discussion questions
- Failing to leading your assigned class with minimal effectiveness (see assignment description)
- Participating in less than 13 of 15 class meetings (regardless of number less than 13)

In sum...

- You can get an A in the class by doing the core assignments and writing 2 elective book reports.
- You can get an A- in the class by doing the core assignments and writing 1 elective book report.
- You can get a B+ in the class by doing the core assignments and choosing not to write an elective book report

Extra credit is not available.

Late work. Is it critical that you complete work on time in this class. Usually, assignments are due at the start of a class period, and then we will discuss those during the class period. Because of this, missed deadlines create challenges in the teaching of the class and learning of material itself. Please make every effort to complete all work on time. I will give extensions in cases where a student is ill; I will also consider extensions for student emergencies, though this is on a case-by-case basis, and I reserve the right to request documentation supporting said emergency. If you're requesting an extension, you must contact me at least 24 hours in advance of the assignment deadline, briefly stating the reason why you need an extension and letting me know how long of an extension you are requesting. If you experience an emergency that makes it impossible for you to reach out in advance, please contact me about the situation ASAP. I reserve the right to decline extensions requested based on foreseeable circumstances (e.g., I had other papers also due this week).

Classroom Protocol

Class Structure

Time in each class will be divided approximately as follows:

9:00-9:20: Reading quiz

9:20-10:00: Announcements and lecture

10:00-10:15: Break

10:15-11:00: Student-led article discussion

11:00-11:30: Small-group book discussion *or* small-group activity
11:30-11:40: Wrapup

This is a graduate seminar, so I expect you to be attentive in class, participate in discussions, and limit other distractions. Please place cell phones on silent mode during class. Please do not multitask by browsing the web or responding to messages. Most importantly, please be respectful of your classmates' opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss client-related content in class, please be sure to protect that person's confidentiality. Students are asked not to share these discussions outside of class.

In terms of attendance, I expect you to come to every class unless you've contacted me ahead of time about a missed class. If you have to miss more than one class, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Appendix A: Program and Licensure Learning

Program Learning Outcomes (PLO)

Upon successful completion of the Master of Science in Clinical Psychology program...

- 1.1: Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
- 1.2: Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
- 2.1: Students will demonstrate effective integration and communication of clinical case material
- 2.2: Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
- 2.3: Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
- 2.4: Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
- 3.1: Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
- 4.1: Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
- 5.1: Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course meets PLOs 2.2, 2.4, 4.1, and 5.1

Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category (B): Human growth and development across the lifespan, including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

This course will also cover aspects of the additional LPCC requirements of: (1) Aging and long-term care, including biological, social, cognitive and psychological aspects of aging; (2) Human sexuality, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction; and (3) An understanding of the effects of socioeconomic status on treatment and available resources.

LLO2: For the MFT requirements, this course includes instruction in developmental issues from infancy to old age and all areas of study specified in BPC Section 4980.36(d)(2)(B).

(B) Developmental issues from infancy to old age, including instruction in all of the following areas:

- (i) The effects of developmental issues on individuals, couples, and family relationships.
- (ii) The psychological, psychotherapeutic, and health implications of developmental issues and their effects.
- (iii) Aging and its biological, social, cognitive, and psychological aspects.
- (iv) A variety of cultural understandings of human development.
- (v) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.
- (vi) The understanding of human behavior within the social context of a representative variety of the cultures found within California.
- (vii) The understanding of the impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development.

This course will also cover aspects of the MFT requirements regarding Human sexuality, including the study of physiological, psychological, and social cultural variables associated with sexual behavior and gender identity and the assessment and treatment of psychosexual dysfunction (as specified in BPC Section 4980.36(d)(2)(H)), and the effects of socioeconomic status on treatment and available resources (as specified in BPC Section 4980.36(d)(2)(F)).

Psyc 212 / Lifespan Development, Spring 2022, Course Schedule

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email.

Due Dates: Reading quizzes occur in class; discussion questions are due by Sunday 3 PM.

Week	Date	Topic	Article(s)	Book	Assignments
1	2/1	Introduction, Syllabus and Course Overview	Causadias et al. (2018); Dangerous Playgrounds Article (<i>The Atlantic</i>) Matthews (<i>Vox</i>)	none	none
2	2/8	Insomnia treatment; Erika Hishiro, MS AMFT Guest lecture about First 5	Kuhn (2014); Perlis Ch. 2 and 3 (CBT-I)	none	Reading Quiz 1 Discussion Questions 1 Class Leader: Matt
3	2/15	Biological Beginnings; Historical Influences	Brody et al. (2016); NY Times Video	none	Reading Quiz 2 Discussion Questions 2 Class Leader: Beatrice
4	2/22	Cognitive Developmental and Sociocultural Approaches	Sosa (2016);	The Deepest Well: I. Discovery.	Reading Quiz 3 Discussion Questions 3 Class Leader: Savannah
5	3/1	Information Processing and Decision Making	Senju (2012)	The Deepest Well: II. Diagnosis. The drive-by and the bear	Reading Quiz 4 Discussion Questions 4 Class Leader: Marco
6	3/8	Intelligence & Language Development	Jackson et al. (2016)	The Deepest Well: III: Prescription. The ACE antidote	Reading Quiz 5 Discussion Questions 5 Class Leader: Zennia

7	3/15	Social and Emotional Development	Brownell et al (2013)	The Deepest Well: IV: Revolution	Reading Quiz 6 Discussion Questions 6 Class Leader: Patricia
8	3/22	Development of the Self; Moral Development	Baumeister et al. (2005); Brummelman et al. (2017)	none	Reading Quiz 7 Discussion Questions 7 Class Leader: Royson
	3/29	SPRING BREAK			
9	4/5	Death and Dying; Guest Lecture: Erin Woodhead, PhD & Jen Gregg, PhD	Panagiotaki et al. (2018);	none	Discussion Questions 8 Class Leaders: Elaine & Bre
10	4/12	Gender and Sexuality I: Early development through adulthood	TBA	none	[Nothing due] Matt= class leader
11	4/19	Gender and Sexuality II: Treatment of sexual problems	Hyde (2005)	Pushout I	Reading Quiz 8 Discussion Questions 9 Class Leader: Ernesto
12	4/26	Dating and Romantic Relationships	Hammack et al., 2019	Pushout II	Reading Quiz 9 Discussion Questions 10 Class Leader: Diana Book Report Selection Due
13	5/3	Friends and Family	Garcia & Serra (2019)	Pushout III	Reading Quiz 10 Discussion Questions 12 Class Leader: Sam
14	5/10	School and Aggression/ Violence	Pouwels et al. (2016)	Pushout IV	Reading Quiz 12 Discussion Questions 13 Class Leader : Victoria
Final Reflections and Book Report Papers due M 5/23 9 AM					

Potential book options for the elective book report project:

Parenting:

1-2-3 Magic (Thomas Phelan)

Parenting with love and logic (Cline and Fay)

No bad kids: Toddler discipline without shame (Janet Lansbury)

How to talk so kids will listen and listen so kids will talk (Faber and Mazlish)

Unconditional parenting or The myth of the spoiled child (Alfie Kohn)

No drama discipline (Siegel and Bryson)

The Kazdin method for parenting the defiant child (Alan Kazdin)

Aging:

A Long Bright Future (Laura Carstensen)

Lifespan – Why We Age and Why We Don't Have To (David Sinclair)

Other possible topics: Books on raising boys/girls, books on grief/the grieving process, books on exploring sexuality with children (30 Days of Sex Talks series)