EDCP789X Lifespan Development
Fall 2009

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Life Span Development
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1. COURSE INSTRUCTOR

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TEACHING ASSISTANT

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2. COURSE TIME, LOCATION, & OFFICE HOURS

Thursdays, 4:15-7:00 pm, Room 1210B Benjamin Building
Office Hours: Tuesday & Thursday, 1:00-4:00 pm, & by Appointment

3. COURSE APPROACH

• Lifespan development courses & textbooks focus on normal development (e.g., stages, milestones, deviation from the norm)
• No textbook focuses on development & disability
• A single course on lifespan development from birth to death is a “mile long & an inch deep”
• Focus on major life transitions caused by unexpected & powerful events
• We survive, cope, adjust, develop, & grow in the face of adversity
• In looking at how people (e.g., individuals, families, communities, nations) manage adversity, we learn about maturing, identity formation & change, empowerment, resilience
• At present, in the US & abroad, we are witnessing the most rapid change in life demands in world history, demanding unprecedented lifespan development

4. COURSE OBJECTIVES

• Articulate a working knowledge of social, psychological, spiritual, cultural, and learning needs of persons facing major life transitions from adolescence to old age
• Understand concepts related to learning and (a) personality development; (b) gender, racial, cultural, and sexual identity; (c) vocational and career identity; (d) addictive behavior and mental disorder; (e) poverty, trauma, and limited opportunities for advancement; and (f) these concepts can be applied in rehabilitation practice to aid clients and their support networks

• Assist clients in developing active transition strategies for successfully managing rehabilitation processes in efforts to overcome marginalization and to return to full participation in their communities

• Develop ways for facilitating enhancement of clients’ personal; development, decision-making strategies; balancing reliance on others and themselves; and overall quality of life

5. COURSE FORMAT

• Lectures
• Class member presentations
• Open discussion of weekly topics as well as start-of-the-art issues

6. REQUIRED READINGS

• Textbook: None
• Peer-Reviewed Journal Articles: jointly selected by class members & instructor
• Other Sources (e.g., newspaper articles, audio/video materials, conference/briefing materials): TBD – jointly selected by class members & instructor
• Posted on Blackboard by Week # (Date) under “Course Documents”

OPTIONAL READINGS: Posted on Blackboard by Transition Topic Area under “Resources”

7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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| 1    | 09/03/2009 | • Course Vision, Content & Approach
         |              | • Course Logistics
         |              |   o Course Schedule, Assignments, & Grading
         |              |   o Instructor & Student Responsibilities
         |              |   o Class Member Evaluations of Instructor |
| 2    | 09/10/2009 | • Introduction to “Learning Support Group” format & tasks
         |              | • Job Loss, Consequences, & Adjustment |
| 3    | 09/17/2009 | • Background/Context of Lifespan Developmental Theories & Life Transitions |
| 4    | 09/24/2009 | • Traditional Theories of Lifespan Development: Freud, Erikson, Marcia
         |              | • Class Members’ Professional Experience & Course Content Preferences |
| 5    | 10/01/2009 | • Traditional Theories of Cognitive & Moral Development: Piaget/Vygotsky, Kohlberg
         |              | • Taoistic concepts & rehab counseling (Shengli) |
| 6    | 10/08/2009 | • Lifespan Development in Context: Social Ecology Theory
<pre><code>     |              | • Identity Development: Gender |
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<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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| 7 10/15/2009 | **Youth Psychopathology/Disabilities:** Mental & Addictive Disorders & Associated Disabilities  
  - Mental & Addictive Disorders (Paul)  
  - Transition Youth with Disabilities (Shengli) |
| 8 10/22/2009 | **Identity Development:** Racial/Ethnic; Immigration, Culture, Acculturation  
  - Learning Support Group Meeting & Discussion  
  - Class Member Presentations (number of presentations)  
    - Racial/Ethnic Identity: 2  
    - Immigration, Cultural, Acculturation: 1 |
| 9 10/29/2009 | **Identity Development:** Career & School-to-Work Transitions  
  - Learning Support Group Meeting & Discussion  
  - Class Member Presentations (number of presentations)  
    - Career Identity: 2  
    - School-to-Work Transitions: 2  
  - Assignment #1 Due: Life Transition Interview |
| 10 11/05/2009 | **Intimate Relationships:** Marriage/Parenting; Lesbian & Gay Men; Grief & Loss  
  - Class Member Presentations (number of presentations)  
    - Marriage/Parenting: 1  
    - Grief & Loss: 1  
    - Close Relationships of Lesbian & Gay Men: 1 |
| 11 11/12/2009 | **Religious/Spiritual Development:** Fowler & Batson Models; Asian Perspectives (Shengli)  
  - Class Member Presentations (number of presentations)  
    - Fowler’s Model: 1  
    - Batson’s Model: 1  
    - Asian Perspectives: Shengli |
| 12 11/19/2009 | **Developmental Challenges for Veterans:** PTSD, TBI, Integration into Civilian Life  
  - Learning Support Group Meeting & Discussion  
  - Class Member Presentations (number of presentations)  
    - Posttraumatic Stress Disorder (PTSD): 1  
    - Traumatic Brain Injury (TBI): 1  
    - Adjustment from Combat to Civilian Life: 1  
    - Transition Resources Available to Veterans: 1 |
| 13 11/26/2009 | NO CLASS—THANKSGIVING |
| 14 12/03/2009 | **Development in Middle & Old Age**  
  - Class Member Presentations (number of presentations)  
    - Lachman & Baltes perspectives: 1  
    - Late Life Transitions & Anxiety (Shengli) |
| 15 12/10/2009 | **Professional Development**  
  - Class Member Presentations (number of presentations)  
    - School Counseling: 1  
    - Rehabilitation Counseling: 1  
  - Wrap-Up |
8. COURSE REQUIREMENTS & GRADING

I am always happy and “frequently available” to meeting with class members to select topics & strategize on identifying the important questions to answer about major life transitions spurring growth

1. Learning Support Groups (10%)

- The group is greater than the sum of the parts in learning & producing knowledge & skills, especially when the group is highly diverse (Adult learners shows you will learn as much from each other as from the instructor).
- Group Membership—each group will:
  - o Include 4 class members (total of 5 groups)
  - o Include at least 2 Rehab Counselors & 2 School Counselor class members
  - o Include at least 1 woman & 1 man
  - o Include at 1 person who self-identifies as an ethnic minority and/or from outside of US
  - o See Appendix 1 for group membership
- Group Meetings
  - o Meet for 30 minutes during each class period & discuss topics
  - o Select one member to present 3 key concepts from discussion
- Instructor Role—will sit in on 2 group discussions during each class period
- Discussion Content—Instructor will provide three questions for consideration based on required & optional readings

2. Assignment #1: Life-Changing Transition Interview (25%, Due 10/29/2009)

- Purpose: In an interview, explore how a person dealt with an extremely challenging life-changing transition that accelerated and/or slowed his/her development
- See Appendix 2 for instructions

3. Assignment #2: Life Transitions at National Level (10% Presentation; 20% Paper; 30% Total)

- Due Date for Presentations: See Presentation Schedule (10/08 thru 12/10/2009)
- Due Date for Papers: End of semester (sooner, if possible, to give time for rewrites, if needed and/or desired)
- Purpose: Extends the goals of the first assignment (Life Transition Interview) by expanding attention to major lifespan developmental/transitions faced by large numbers of persons in the US and/or elsewhere in the world
- See Appendix 3 for instructions
4. **Assignment #3: Essay on Any Developmental Transition of Key Interest to You**  
   (35%; Due 12/15/2009)
   
   - Follow the general approach of Assignment #2

   **Grades will be based on evaluations of the following activities described above:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Per Cent of Total Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1 Learning Support Groups</td>
<td>10%</td>
<td>Each class meeting</td>
</tr>
<tr>
<td>2 Assignment #1: Life-Changing Transition Interview</td>
<td>25%</td>
<td>10/29/2009</td>
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</tbody>
</table>
   | 3 Assignment #2: Life-Changing Transitions faced by Large Numbers of People  
     A. 10% presentation  
     B. 20% paper       | 30%                     | A. 10/08 thru 12/10/2009  
                        |             | B. End of Semester |
   | 4 Assignment #3: Essay on Any Developmental Transition of Key Interest to You | 35% | 12/15/2009 |

   | Grand Total | 100% |

9. **INSTRUCTOR’S RESPONSIBILITIES** (see [http://www.faculty.umd.edu/teach/reasonable.html](http://www.faculty.umd.edu/teach/reasonable.html))

   1. The instructor will ensure that students are treated equitably and not discouraged or devalued based on their differences. He will be particularly sensitive to equitably offering opportunities to class members to answer questions in class, to contribute their own ideas, and to participate fully in projects in and outside of the classroom.

   2. The instructor will avoid devaluing students by stereotyping any group and/or overlooking the contributions of a particular group to the topic under discussion.

   3. The instructor will behave in a professional manner consistent with University policies, with the ethical principles of the American Psychological Association, and his licensure as a Psychologist.

   4. A syllabus will describe in general terms the content and nature of assignments, examination procedures, and the basis for determining final grades. In cases where all or some of this information cannot be provided at the beginning of the course, a clear explanation of the delay and the basis of course development shall be provided.

   5. The instructor will provide reasonable notice of major papers in the course and will meet with class members to permit evaluation of student progress throughout the course.

   6. The instructor will provide a reasonable opportunity to review papers and examinations after evaluation by the instructor, while materials are reasonably current.
7. The instructor will facilitate discussions aiding class members in considering different points of view about important issues in psychiatric rehabilitation.

8. The instructor will be available for meetings during regular office hours or by appointment.

9. The instructor will be present at all class meetings except when prevented by circumstances beyond the control of the faculty member (e.g., jury duty, illness).

10. Reasonable confidentiality of information gained through class member-faculty contact shall be maintained. The instructor will publicly acknowledge significant assistance provided by class members in preparing class materials, articles, books, devices and the like.

11. The instructor will assign materials to which all class members can reasonably expect to have access.

10. CLASS MEMBERS’ EVALUATION OF INSTRUCTOR

CourseEvalUM Fall 2009

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Why should I fill out the evaluations?

• If you fill out all of the evaluations in your dashboard, the next semester you can view a summary of submitted evaluations for ALL classes with a 70% or higher response rate for their evaluations

• Your evaluations help instructors improve their courses

• Your evaluations help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions

• Your evaluations will help current and future students decide on classes

11. CLASS MEMBERS’ RESPONSIBILITIES:
• Class members will be expected to respect the confidentiality of any personal and sensitive information shared in class meetings. Class members are expected to ask questions, and raise issues and express opinions about “topics on the table” for discussion.

• Class members will arrive on time for class meetings and inform the instructor in advance of absences and lateness. Class members will contact the instructor about difficulties completing assignments prior to class assignment due dates.

• Class members will inform the instructor about reasonable accommodations necessary for class participation and completion of assignments (see Section #16 below).

12. ATTENDANCE POLICIES

• Attendance Guidelines

University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation, e.g., medical documentation. Course syllabi should specify the nature of the in-class participation expected and the effects of absences on the student's grade. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student.

• Inclement Weather

Faculty should clarify their policy on handling official schedule adjustments (closings and delays) including associated rescheduling of examinations and assignments due to inclement weather and campus emergencies. If necessary, they should make arrangements to communicate with students directly if weather conditions preclude meeting with students for a normally scheduled class. Official closures and delays are announced on the campus website and snow phone line (301-405-SNOW) as well as local radio and TV stations. If bad weather forces a faculty member to cancel a class even though the University is open, the faculty member must notify the department chair in advance.

• Religious Observances

The University of Maryland policy on religious observance states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they should be allowed to makeup academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time. Instructors should take the validity of these
requests at face value. For your reference, an extensive list of religious holidays appears at [http://www.interfaithcalendar.org](http://www.interfaithcalendar.org). The university specifically requires that no assignments and/or tests are to be completed and submitted during the following two holidays during the Fall 2009 semester.

- **Rosh Hashanah**  Sundown, Fri., Sept. 18 - Sundown, Sun., Sept 20, 2009
- **Yom Kippur**  Sundown, Sun., Sept. 27 - Sundown, Mon., Sept. 28, 2009

The University of Maryland makes it the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Accordingly, faculty should make every feasible effort to accommodate students' requests based on attendance of religious observances.

- **Excused absences** (instructor & class member will handle on a case-by-case basis)

- **University of Maryland H1N1 Flu Preparations for Fall 2009**

The University of Maryland has developed a response strategy to the H1N1 flu. The University’s Incident Response Team (IRT), convened by Linda Clement, Vice President for Student Affairs, is a coordinating body that responds critical campus H1N1 flu incidents. The IRT will provide guidance in accord with the CDC Guidance for Responses to Influenza for Institutions of Higher Education during the 2009-2010 Academic Year. See [http://www.umd.edu/umnews/h1n1fall09.cfm](http://www.umd.edu/umnews/h1n1fall09.cfm) for more information.

The campus will rely on the University homepage to post regular updates on campus conditions. Targeted e-mails will be sent as needed. The University has existing communications resources that can be mobilized for quick response as necessary. Media relations and use of campus media outlets (UMTV, 1640 AM, WMUC, Terrapin TV) are additional assets that can be used.

Faculty and staff have been specifically encouraged to take precautions to stay well, but also have been advised to have back-up plans for covering their classes/essential job duties should they become ill, and consider how they can adapt their courses if they have students who are sick. This may require adjusting attendance policies and appropriate ways how students can make up missed classes, assignments, and exams.

Have faculty establish class e-mail listservs so they can communicate consistent messages. Online teaching platforms, alternate forms of instruction and contact (e.g., Blackboard, blogs, podcasts, conference calls, etc.) should be pursued where feasible. Special workshops will be offered to faculty about the use of this technology.

13. **ACADEMIC INTEGRITY & HONORS PLEDGE** (from the Student Honor Council - [http://www.shc.umd.edu](http://www.shc.umd.edu))

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic
integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

14. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the department chair and Dr. Jo Ann Hutchinson at Disability Support Services (314-7682, email Dissup@umd.edu). She will make arrangements with the student to determine and implement appropriate academic accommodations. In addition, sometimes students will encounter psychological problems that hamper their life on campus and you may wish to refer them to the Counseling Center (314-7651) or the Mental Health Service in the Health Center (314-8106). Note that the Disability Support Service (Rm. 4155) and the Counseling Center have moved to temporary locations in Susquehanna Hall. In cases of violent or potentially violent behavior, you should contact the Campus Police (405-3333) or Dr. Jonathan Kandell (314-7658) or other members of the BETA group.

15. APPENDICES: contained in separate document, “EDCP789X Appendices.doc”

- **Appendix 1:** Learning Support Group Membership
- **Appendix 2:** Assignment #1: Life-Changing Transition Interview Instructions
- **Appendix 3:** Assignment #2: Life Transitions at National Level Instructions
APPENDIX 1: Learning Support Groups

Group 1:
Group 2:
Group 3:
Group 4:
Group 5:
APPENDIX #2

Assignment #1

Assignment #1 Life-Changing Transition Interview (25%, Due 10/29/2009)

- **Purpose**: In an interview, explore how a person dealt with an extremely challenging life-changing transition that accelerated and/or slowed his/her development.

- **Whom to Interview**: (a) family member, or (b) another person (e.g., friend, mentor)

- **Transitions may include, for example, coping with**:
  - Obstacles in accessing viable educational and employment opportunities (e.g., discrimination, disabilities, poverty, geographic isolation (rural))
  - Job loss & its impact on income (ability to pay for basic necessities [home, utilities, food], mental health, family functioning, work/career identity)
  - Illness or injury leading to persisting impairments and/or disability, which interrupt and/or make impossible fulfilling life hopes/dreams
  - Transition from prison to community
  - Growing up in a single-parent household, in foster care, in circumstances in which parent (caregiver) frequently relocates
  - Involuntarily relocating from one place to another due to job loss
  - Transitions from military combat to civilian life
  - Demands of adapting and acculturating in immigrating to another country
  - Death of loved one
  - Any other major life event

- **Areas to Cover in the Interview**
  - What were the interviewee’s attitudes, priorities, “identity,” and major activities before the transition?
  - What events and/or other persons caused and drove the interviewee’s transition?
  - How did the interviewee develop, mature, adjust, cope, “recover,” and/or redefine his/her identity and life purpose from dealing with the transition?
  - What new forms of resilience, problem-solving skills, etc., did the interviewee develop?
  - How did the interviewee’s moral, ethical, spiritual/religious, and/or other perspectives about life and other people change over time?
Assignment #1 Life-Changing Transition Interview

• **Write-Up**

  • Summarize the interviewee’s pre-transition circumstances: 2-3 pages

  • Select one of the developmental theories we covered in class (or another one of interest to you), and show how well (or not) the theory “describes” and/or “explains” ways the interviewee handled the transition: 2-3 pages

  • From this assignment, what did you learn about yourself? How did you respond/change as a result of this project?
APPENDIX #3

Assignment #2

Life-Changing Transitions at National Level (US and/or other Nations)

Class Presentation (10%)
Accompanying Paper (20%)
Total (30%)

Purpose

This assignment extends the goals of Assignment #1, “Life-Changing Transition Interview,” by expanding attention to major lifespan developmental/transitions faced by large numbers of persons in the US and/or elsewhere in the world. Undertaking this task will require consulting published formal research, and other “lay” sources, such as biographies, reports, newspaper articles.

• **Task A: Class Presentation** (Due Date: See Presentation Schedule)
  
  • Prepare a 30-minute formal class presentation about a difficult, and unplanned transition faced by many people in the US and/or abroad

  • **Topic Area** is open. You may select from:
    
    o Suggestions you made in your responses to “Specific Topics You Would Like to See Covered in this Course” in the “Class Member Questionnaire”
    o An area related to your master’s program research requirement (e.g., research equivalency papers; theses)
    o An area related to your future professional plans

  • **Presentation Structure**
    
    o Be very brief—there is no need to “tell the whole story” in these short presentations
    o Plan to talk for 20-25 minutes and leave 5-10 minutes for questions & answers
    o Summarize the transition/developmental problem and address the following issues
    o Who is most likely to face the transition/developmental problem?
    o *Example #1*, at the present time, some subpopulations of persons may be highest risk of confronting long periods of unemployment, crippling financial problems,
and possible loss of housing due to one or more of many factors, such as:

- Low levels of formal education
- Work in shrinking sectors of the labor market
- Come from impoverished, single-parent and/or foster homes
- Suffer from mental/addictive/learning/medical disorders resulting in disabilities
- Face discrimination in access to education, employment, health & human services
- Have immigrated to the country but struggle with acculturating and improving English language skills

**Example #2: Returning from Armed Conflict to Civilian Life**

- Military personnel (veterans) struggle to adjust their identity from a “warrior” to a civilian
- If one returns with PTSD and/or TBI, he/she may be suffering from psychological and cognitive impairments, making it very difficult to continue developing as a worker, parent, friend, etc
- Many military personnel return to civilian life confronting divorces, loss of jobs held before deployment, and loss of custody of children
- Many military personnel have to cope with loss of camaraderie formed on the battlefield, and find it extremely difficult to share experiences with those who never fought in war. As a result, for some, risk of severe depression and suicide increase markedly.

- Using one of the developmental theories, describe how a person’s development may have been stopped, reversed, or, in the end, increased.

- How can school and/or rehabilitation counselors help persons cope with the severe transition/developmental problem you have selected?

- What external/“macro” factors causing this severe transition/developmental problem may be beyond the control of the person and the counselor?

**Dates for Presenting**

- See Schedule in Course Syllabus (Appendix 4)
- Two to three class members will present during each class meeting
- Presentations will start on 10/08/2009 (Week #7) and end on the last day of class 12/10/2009 (Week #15)
- For those presenting on 10/08/2009, which is on short notice, I will provide sources and logistical support for you to prepare.
• Task B: Accompanying Paper (Due Date: End of Semester, Sooner if Possible)
  • Elaborate on your presentation in a 6 to 8 page paper
  • In addition to scholarly sources, draw upon a variety of other sources to provide a rich background for your topic, such as:
    o Biographies, novels, feature articles in national newspapers, and respected periodicals
    o Audio/Video sources (e.g., documentaries, podcasts, C-Span, YouTube)
    o I have an extensive library of sources that I can provide to you