



Sul Ross State University – Rio Grande College
EDUC 6308, Advanced Human Growth and Development
Spring, 2016

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Course Description

This course will address human growth and development as it pertains to the total life span. This study of the life-span of human development will encompass physical, social, and emotional theories of development. The influence of diverse socio/cultural factors and learning styles will also be addressed.

Text

Dacey, J. & Travers, F. (2006). *Human Development across the Lifespan*. 7th Ed. McGraw Hill: Boston.

Instructional Objectives: Graduate students will

- understand the role of research in understanding lifespan development
- compare and contrast theoretical orientations of lifespan development
- describe the role and significance of culture in development
- developmental stages of infancy, early childhood, adolescence and adulthood
- recognize and differentiate cognitive, physical and psychosocial development of infancy, childhood, adolescence and adulthood

Instructional Online Resources

SRSU-RGC students now have access to Office 365. This service is offered to all active student free of charge and includes a range of available applications to reinforce and support instructional course goals. A student packet with information and instructions will be available on Blackboard. The nature of web-based and split-web course formats may be new to you. If at any point you feel the need to schedule a conference to discuss course expectations or review feedback, please do so. Individual conferences can be scheduled in a face-to-face format or using Collaborate for virtual conferences or advising.

Annotated Bibliography

Each student will compile an annotated bibliography based on an area of development which correlates to a specific field of interest or study. Your annotated bibliography will consist of 15 entries and is required in APA format. Each entry will include a full citation and a brief (approximately 150 words) descriptive and evaluative paragraph.

Chapter Quizzes

The Dacey text includes a companion website which contains valuable resources to supplement your learning. Key terms and websites are available for each chapter. Additionally, chapter quizzes can be taken, submitted through the website and scored for your convenience. These quizzes are appropriate practice tasks for your major exams.

Exams

There will be four major exams throughout the semester. Exams are designed to cover specific text content, as seen below. You may encounter multiple choice questions, essay responses or even personal reflection opportunities. Written responses are expected to be in your words. Information copied from the text will not be credited. All exams will be posted on Blackboard. I strongly encourage students to complete exams at the RGC computer labs. If you encounter a problem, OIT staff will be able to assist you. In the event that there is a testing error, OIT staff can alert me and I will reset the test. If you choose to take the exams at home, I have no control over the technical issues you may encounter. Exams will not be reset for those students taking the exams on home computers.

Exam 1: Part 1 & 2

Exam 2: Part 3 & 4

Exam 3: Part 5 & 6

Exam 4: Part 7, 8 & 9

Assignments

A description of chapter/topic assignments are included after the course schedule.

Academic Integrity

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Course Schedule

Date	Content	Assignment/Task
1/20	Welcome, Course Introduction, Class Format	Bandura Article
1/27	Part 1: Chapters 1 & 2 Introduction to Development Developmental Theory	Critical Review, Theory Graphic Representation Due 1/31
2/3	Part 2: Chapters 3 & 4 Biological basis of Development Pregnancy and Birth	Cystic Fibrosis Video, Reducing Risk Factors Presentation Due 2/7
2/10	Exam 1	Blackboard (8 am–11 pm)
2/17	Part 3: Chapters 5 & 6 Infancy	Video Poverty Due 2/21 , UMH visit
2/24	Part 4: Chapters 7 & 8 Early Childhood	Language Observation Due 2/28
3/2	Exam 2	Blackboard (8 am – 11 pm)
3/9	Part 5: Chapters 9 & 10 Middle School	Kohlberg & Gilligan Blog, What are They Watching? Due 3/13
3/23	Part 6: Chapters 11 & 12 Adolescence	Peer Influence Article from JAH, Due 3/27 Guest Speaker
3/30	Exam 3	Blackboard (8 am – 11 pm)
4/6	Part 7: Chapters 13 & 14 Early Adulthood	Lifestyle Diary Due 4/24
4/13	Part 8: Chapters 15 & 16 Middle Adulthood	Coping Responses to Stress DB Due 4/17
4/20	Individual Conferences	Annotated Bibliography Review
4/27	Part 9: Chapters 17, 18, 19 Late Adulthood	Erikson’s Eight Psychosocial Stages Life Story Due 5/8 Guest Speakers Adult Daycare
5/4	Exam 4	Blackboard (8 am – 11 pm)

Assignment Descriptions

Part 1:

Critical Review of a Research Report/Study

Locate, review, and critique a research article of related to a topic dealing with development. The chosen report should reflect your areas of interest or specialized study. Summarize the article briefly; the main objective of the assignment is the critical review of the elements of research, the data, the interpretation, and your own discussion of the report's content. (Refer to Chapter 1 for a review of research.)

Suggestions:

1. Choose an article published during the last ten years from a professional journal. (No magazines, please.) Select an article of interest to you and/or which is related to development and your field of interest/study.
2. The article should be a report of a study, empirical research, and should be at least five (5) pages in length. Please attach a copy of the article with your critique.
3. Submissions will require **APA Style**. (See the APA Style manual, *The Publication Manual of the American Psychological Association*, Sixth Edition (2009).

*Additional instructions regarding your submission can be found on Bb.

Theory: Graphic Representation

There are several theories/theorist discussed in relation to human development. After reviewing chapter content and/or supplemental resources, design a graphic or utilize a graphic organizer to represent the major theories covered. Post your design through the Blog function in Bb and take the time to explain your submission to your classmates...and, don't forget to make comments!

Part 2:

Cystic Fibrosis

Cystic fibrosis is a severe and deadly genetic disease affecting one in 1,200 children. Researchers identified the gene that causes cystic fibrosis, but research needs to continue. View the following video on CF and respond to the discussion question(s) on Discussion Board.

Reducing Prematurity Risk

The text identifies nine causes of prematurity. You will each be assigned one of the risk factors of which you will research and write a plan, including examples, of how an expecting parent could reduce that risk factor to ensure a full-term infant. Your plan can be manifested in various forms. For example, you may create a brochure, a short PSA (Public Service Announcement), training or workshop idea, etc...

Part 3:

The Impact of Poverty

Children born into poverty often lack adequate health care; consequently, they experience more health problems and relatively poor nutrition. View the video link and respond on Discussion Board. Include how this information directly relates to your field of interest/study.

Uvalde Memorial Hospital Visit (2/17/16)

Our class meeting will be held in the Obstetrics Department at the local community hospital.

Part 4:

Language Observation

Meaning, learning, and understanding should be considered in relation to the action of contexts. Consequently, learning is a process mediated by the child and the co-participants in a community and/or social setting. Lave and Wenger (1991) refer to this process as *legitimate peripheral participation*. They argue that learning takes place when children master knowledge and skills, moving them toward full participation in the sociocultural practices of their community. You will participate in an observation of young children between the ages of 2 and 4. Choose a community-based setting where you might frequently find children. A checklist will be provided to guide your observation. Upon completion of your observation, post this in the assignment section of Bb.

Part 5:

Moral Development: Kohlberg & Gilligan

Read the article, *Moral Development: Lawrence Kohlberg and Carol Gilligan* (posted in Blackboard). Use the Blog function to respond. Include your own personal feelings and justification regarding moral development. When possible, utilize Kohlberg and Gilligan to substantiate your POV (point of view).

What are They Watching?

Research shows parental influence is one of the single greatest influences on a child's behavior when children are 7 to 12 years of age. The changing relationships of children with their families and peers begin to reflect a lessening of parental influence and an increase in the influence of peers in this same age group. Social trends and media access are also a contributing factor in choices children make during this time. One of the most interesting aspects of television viewing is that many times we do not actively engage in analyzing or even thinking about what we watch. Programs follow one another, and often we are engaged in other activities simultaneously, or we attend to other tasks. For your assignment, mindfully explore the "hooks" that programs use to increase the likelihood of continued viewing. Choose one or two primetime television shows, for a total of one-hour viewing. It might be a program that you normally watch or one(s) that is new to you. Create a tally sheet that contains categories of **your** choosing. For example, sex (explicit

or implied); violence (directly shown or indirectly presented); language, etc. Summarize accounts of behaviors shown in programming. Discuss the purpose of the relative counts and the messages conveyed by the specific behaviors presented. Offer a summary of your viewing that draws conclusions about parental and adult supervision of common network programming.

Part 6:

Friends: The Role of Peer Influence Across Adolescent Risk Behaviors

Access the above article in the Assignment section of Bb.

Guest Speaker (3/23/16)

Our in class meeting will include a guest speaker who will discuss issues facing adolescents in our local community.

Part 7:

Lifestyle Diary

Because of the vast impact of lifestyle choices on health and longevity, studies have been conducted to determine the persistence of young adults' choices in their middle and later adult years (e.g., smoking). Your assignment is to keep a lifestyle diary for one to two weeks. Have entries include food consumed, organized exercise, alcohol consumption, personal choices (e.g., walking instead of driving to class), leisure activities, etc. At the conclusion of your documentation, evaluate your current behavior and determine areas of desired change. You will submit your entries along with your personal evaluation.

Part 8:

Coping Responses to Stress

Our reactions to stressful situations partly cause the harmful effects of long-term stress. Individual differences in temperament and life experiences contribute to our coping responses. The extent to which someone perceives control over a situation also alters the stress response. In 1959, Friedman and Rosenman identified behavior patterns that indicate differential responses to stress, one of which is more likely to lead to stress-related cardiovascular disease. A highly competitive drive, impatience, hostility, and rapid speech characterizes the Type A pattern of behavior. The Type B pattern of behavior is less competitive, less hostile, patient, tolerant, and more easygoing in general. Think about a situation that caused you stress and whether your personal behavior patterns correspond to those identified by Friedman and Rosenman. Share your story in the Journal section of Blackboard.

Part 9:

Guest Speakers: Adult Care (4/27/16)

It is not uncommon for communities to now offer options related to adult care. During our in class meeting we will be joined by professionals that represent two perspectives of local care for elderly individuals: Nursing Home Care and Adult Day Care.

Erikson's Eight Psychosocial Stages Life Story

One way to understand the meaning of aging is to look at a single life story. This approach provides a personal look at the aging process. Make arrangements to interview an elderly person. Try to incorporate Erikson's eight psychosocial stages of development into the interview. Afterward, write about the elderly person's lifetime experiences. Include how the person resolved or did not resolve each psychosocial stage in the lifespan. The paper should include a discussion of the person's current psychosocial crisis of integrity versus despair. Provide a thoughtful analysis of whether that person has reached integrity, and, if not, what life experiences prevent him or her from doing so.

Grading Policy:

Exams	4 @ 50 each	200
Annotated Bibliography		100
Assignments 8 @ 25		200
Attendance (4 class meetings)		75