

CPSY 216

Psychology of Human Development

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Course Description:

This class investigates the human life cycle by examining central issues such as the impact of childhood experience on adult functioning, the impact of significant events and the nature of transition. Students will be guided through their own developmental stages of life and with this knowledge come to appreciate the sensitivity, understanding, compassion and insight needed to work with clients.

Readings, lectures, discussions, class exercises, individual exercises, class presentation or research articles on a key topic in human development and personal reflection will all be used to help facilitate student learning.

Course Requirements:

Class sessions will include some lecture to clarify and supplement reading material, there will also be a weekly focus on small and large group discussion. Students are expected to be fully prepared before coming to class by completing assigned reading. Each student is also encouraged to ask questions regarding course material and to contribute to class discussion. Attendance is required. Components of the grade include, but are not limited to, the following: coming to class regularly, and on time, and active participation in small and large group discussion.

Written assignments will include 1) weekly journal entries that cover your own developmental history 2) Life Stage presentation or Parent Interview with case write-up.

Grade Criteria:

Your course grade will be calculated as follows:

10 pt.	Class attendance
100 pts.	Personal Journal
25 pts.	Life Stage Presentation, or
25pts.	Parent Interview and paper

Required Readings: Newman & Newman (2009). Development through life (11th ed.)

SCHEDULE OF CLASSES AND TOPICS:

Week 1: *Overview of the course*

Evolution of Developmental Science
Major Issues in Developmental Psychology
Concept of Developmental Psychology
Film: "A Not So Still Life"

Week 2: *Infancy*

Chapter 5
Film: *Trauma, Brain & Relationships: Helping Children Heal*

Week 3: *Toddlerhood*

Chapter 6
Film: *Toddlerhood: Emotional Development*

Week 4: *Early School Age*

Chapter 7
Film: *Preschooler: Social and Emotional Development*

Week 5: *Middle Childhood*

Chapter 8

Week 6: *Early Adolescence*

Chapter 9

Week 7: *Late Adolescence/Early Adulthood/Middle Adulthood*

Chapter 10

Week 8: *Late Adulthood/Very Old Age*

(2) *Life Stage Presentations*
Chapter 11

Week 9: (3) *Student Presentations*

Chapter 12

Week 10: (3) *Student Presentations*

Chapter 13 and 14

Journal Dates:

Journal 1: Your Family Background, and Infancy
Due

Journal 2: Toddlerhood and Early School Age
Due:

Journal 3: Middle Childhood and Early Adolescence
Due:

Journal 4: Late Adolescence and Young Adulthood
Due:

Journal 5: Middle Adulthood and Late Adulthood

Weekly Journal Assignment

Weekly journal entries are guided by information obtained in the readings, class discussions, films, and group exercise. Your journal entries will be collected every two weeks, and be returned the following week.

The journal is designed so that you will master the class material through your personal experience. This is where you will demonstrate how you have integrated, and related the reading and lecture material to your life stage development. Please cite the pages and/or the date of the lecture that you are sourcing for each developmental topic you will be disclosing in your journal entries. I will expect 6 references with each journal entry.

Each entry must be typewritten, and be no more than five pages in length.

1. Consider what memories you have, or stories that you have heard about yourself, that relate to each life stage. You might get a sense of the developmental task and

- how you grappled with it or how you integrated the psychosocial crisis of that stage.
2. While reading the information in the text or hearing the lecture material notice what effects it has on your understanding of yourself at the time and how that might affect the way you now relate to yourself and to others.
 3. Each life stage will need to cover the following areas: Developmental Tasks, Psychosocial Crisis, Central Process, Prime Adaptive Ego, and Core Pathology.

When we come to the life stages that you have not yet entered into, write about what memories you have of those closest to you, like grandparents, parents, aunts, uncles, or close family friends and how it affected your view of getting older.

Attendance

Students who miss more than 2 class sessions will automatically be dropped from the course. Students who miss two class sessions will receive a maximum grade of B-. Consistently coming late to class or leaving class early counts towards an absence. It is the responsibility of the student to obtain missed lecture notes, and assignments.

Late assignments will not be accepted unless previously arranged clarification/guidance due to a critical emergency.

*****New APA Ethics Standard on Student Self-Disclosure:**

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are

expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/or written assignments.

We respect students' rights to confidentiality and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

***In addition, students with disabilities are advised of the catalogue requirements for reasonable accommodation:

Disability Accommodation Policy:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahnann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide