THE UNIVERSITY OF TEXAS - SAN ANTONIO
EDP 5033-001: Human Development across the Lifespan
Spring 2010

Professor: Patricia D. Quijada, Ph.D.
Class Sessions: Tuesdays 5:30pm – 8:15pm
Meeting Place: HSS 2.01.04
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Office Hours: Mondays: 4:00 pm – 5:00pm (DT campus) and Tuesdays: 4:00pm – 5:00pm (1604 campus) or by appointment.

COURSE DESCRIPTION

This course critically examines developmental theories across the lifespan. This course consists of a combination of lectures, discussions, and films about the conceptual basis for the psychological study of human development. We will consider the role of theory as a guide for research and practice, discuss some of the classical theories, as well as focus on contemporary theories and how they are applicable in our daily interactions with individuals we work to serve. A major goal of the course is to foster critical and multiple perspectives about human development in democratic societies.

COURSE OBJECTIVES

♦ Acquaint students with classical human developmental theories, and current research ranging from early childhood to adult years (CACREP II.K.2a-d; II.K.3a-e);

♦ Enhance students’ social-scientific research skills, with an emphasis on the design and interpretation of research in the field (CACREP II.K.2a-d; II.K.3a-e);

♦ Encourage and extend the application of principles of human development to individual lives and to issues in the students’ own fields of interest (CACREP II.K.2 a-d; II.K.3a-e);

♦ Examine the intellectual, socio-cultural and socio-political perspectives of developmental theories (CACREP II.K.2 a-d; II.K.3a-e);

♦ Examine the connections between developmental psychology and socio cultural context culture (e.g., race/class/gender/sexuality) (CACREP II.K.2 a-d; II.K. 3a-e).

Specifically this course will examine theories of individual and family development and transitions across the life-span (CACREP II.K.3.a), theories of learning and personality development (CACREP II.K.3.b), a general review of human behavior including an understanding of developmental crises and how situational and environmental factors affect both normal and abnormal behavior (CACREP II.K.3.c), and an overview of strategies for facilitating optimum development over the life-span (CACREP II.K.3.d).

Class discussions will examine the nature and role of cultural and ethnic diversity including counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP II.K.2.d) as well as the role of research for enhancing the counseling profession (CACREP II.K.8.a, e).
1. **Depth is favored over breadth.** There is no attempt to “cover” all of anything. In general, we will limit our discussion of a topic to a few readings (e.g., book, chapters, and journal articles). Thus, we will read more than we can discuss in class, but students are expected to show their knowledge of all material in course projects.

2. **Ideas, not individuals are open to challenge.** The nature of the course should produce and encompass a diversity of ideas. To insure that multiple voices are heard, the course will foster a high degree of psycho-social safety. As graduate students, you are responsible for being your own advocate concerning ideas and scholarly arguments. Also, you should intellectually challenge the ideas and thinking of others. However, that challenge cannot disparage the personhood of others. We are here to learn with, from, and about each other.

3. **Questions represent an opportunity to learn.** Sometimes students feel that they should not ask questions because they may “sound dumb.” On the contrary, questions can be an indication of one’s engagement with the subject matter. Do not self-censor because your questions may lead to clearer understanding for us all.

4. **Participants assume responsibility for their own learning and success.** This is another way of articulating a somewhat trite (but true) expression, “you get out of this course what you put into it.” The expectation is that students complete all reading assignments prior to class meetings and be prepared to actively engage in critical discussions.

   This assumption also means that students need to take from this experience those things that are useful in furthering their own research and practice interests. No one course can be all things to all students. Thus, it is incumbent upon students to “mine” the course for experiences that suit their individual intellectual purposes. More specifically, this working assumption means that students must make their academic needs known.

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**CLASS STRUCTURE**

Because we meet only once a week, we will seem to rush through many of our discussions. We will need to try to develop mutually supportive working relationships that help us understand both theoretical and practical implications of what we are learning. In general, some portion of the class will involve lecture and/or Socratic dialogue, as well as small group discussions. To maintain your responsibility to the other members of the class you will need to do the assigned readings and come to class prepared to actively engage in course discussions. The first portion of our weekly meetings will involve a didactic presentation (usually provided by the instructor of the major issues and findings relevant to the topic at hand). The remainder of the class will be devoted to discussion, based primarily on assigned readings.

Obviously, the quality of class discussions will be heavily influenced by students’ familiarity with assigned readings, so these should be read and studied before our class meeting each week.

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**SPECIAL ARRANGEMENTS**

I wish to fully include persons who may have special needs in this course. Please let me know if you need any special accommodations in the curriculum, instruction or assessments in this course to enable you to fully participate. I will respect the confidentiality of the information you share with me.
Students are reminded that University policies on academic honesty will be strictly enforced in this class. Appropriate acknowledgment and references are expected in all written work for ideas and verbatim and paraphrased passages that are derived from the words or work of other individuals. Students are expected to adhere to UTSA’s principles of academic integrity. See the student catalog for an explanation of issues related to and the consequences of plagiarism, cheating, and other acts of academic dishonesty (Grad Catalog, pp. 49-50). Graduate students must demonstrate fitness to practice in the field of counseling. Please be aware that classroom behavior, discussion, professionalism, and coursework will be used to evaluate your fitness to practice. See www.utsa.edu/hop/chapter5/5-16.htm for information on fitness to practice. Be aware that acts of academic dishonesty or evidence of non-fitness to practice will be documented and maintained as part of students’ records. Be aware that your course paper may be scanned for text copied/plagiarized from online info, papers, and other resources.

Course Texts


Attendance

Attendance is essential to the success of this course. The interactive nature of this course means that your absences will be monitored. On the 2nd absence, your final grade will automatically drop one letter grade. With each subsequent absence, your grade will drop a half-letter grade. Two tardies will constitute a one half-letter grade drop. Leaving class early will drop your final grade by a half-letter grade. If you foresee a problem with your attendance or an issue arriving to class on time, please consider if this is a class you are committed to taking. It is also important to notify me of any extenuating emergency circumstances.

Participation

An important part of your academic and professional training is participation in group discussions in ways that are informative and thoughtful. To contribute to the discussions in a meaningful way, you will need to come to class with the readings completed, questions to be asked, and research propositions (e.g., “burning questions”) in hand. Minimal participation and lack of questions will result in having your course grade lowered.
EVALUATION PROCEDURES

Course grade will be based on the following three written and oral assignments:

1. **Case Study or Research Paper (40%)**: You have the option to choose to complete a case study or Research paper (12-15 pages). Your case study paper or research paper should relate to the course themes and materials discussed in class. These options are designed to further the work of students at various points in their academic trajectories.

   a. **Case Study**: Submit a written report on interviews conducted with two individuals at different points in their life span (20 year age difference). Detailed directions for this assignment will be provided in class. Case Study Protocol/Outline due March 2, 2010. The case study report is due April 27, 2010.

   b. **Research Paper**: Identify a topic that you would like to review in depth and integrate readings and discussions from class. Students who choose this option will submit a proposal detailing their proposed research topic (Proposal/Draft Outline due March 2, 2010. The final paper is due April 27, 2010.

2. **LEAD CLASS DISCUSSION (20%)**: Students will be responsible for leading a class discussion with the entire class or in small groups. The discussion will focus on the readings assigned for the week. Leading a discussion entails creating an activity that will facilitate a critical class dialogue related to the readings. Creativity is highly encouraged.

3. **BURNING QUESTIONS/CLASS PARTICIPATION (10%)**: Each week students will be responsible for bringing a question and excerpt of the articles that “spoke to them”. These questions will serve as a foundation for the discussion in class. Students will submit these at the end of the class (evaluated as part of attendance).

4. **POSITION PAPERS (30%)**: Write 2 critical papers examining an article and theory presented in class. These papers are NOT summaries of theories; rather are critical reflections of how theories are operationalized when one considers race, class, gender and sexuality. The papers should also incorporate your own philosophy of human development. That is, it is important to include your own individual perspectives on how the theory aligns itself or not with your own philosophy of human development. Your papers will be graded based on the depth and breadth of the discussion and the relationship between the philosophical statement and the model of development. Students must submit paper one week after class discussion. The first reaction paper must be submitted by February 23, 2010. Limit 3 pages.

Each student will prepare an individual class presentation related to the final paper. The schedule of presentations will be finalized during our class meeting.

***All papers must follow American Psychological Association (APA) Guidelines***
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<th>Topic</th>
<th>References</th>
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<tr>
<td>January 12</td>
<td>Introductions &amp; Course Overview</td>
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<td>March 2</td>
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<td><strong>Case Study Protocol-Outlines / Research Proposal-Outlines Due</strong>*</td>
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March 9  Ecological Theory of Development  
(CACREP II.K.2 a-d; II.K.3a-e)


March 16  Spring Break

March 23  Ecological Theory-In-Practice

March 30  Socio-cultural Developmental Theories  
(CACREP II.K.2 a-d; II.K.3a-e)


April 6  Ethnic and Racial Identity Development  
(CACREP II.K.2 a-d; II.K.3a-e)


April 13  Entering Late Adulthood – Contextualizing the life course
(CACREP II.K.2 a-d; II.K.3a-e)


April 20  Summary: Contextualizing the Life Course

April 27  Case Study/Research Paper Presentations

May 4  Finals Week