

CPSY 216: PSYCHOLOGY OF HUMAN DEVELOPMENT

WINTER QUARTER 2020

SANTA CLARA UNIVERSITY

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Office Hours: Tuesdays, 1:00 – 3:00 PM; Thursdays, 4:15 – 5:15 PM, or by appointment.

Classes will meet in Guadalupe 148: Thursdays 5:30 – 8:30 PM.

COURSE DESCRIPTION AND GOALS:

This course will explore the biological, cognitive, and especially the psychosocial aspects of the human life cycle from the perspective of the practicing clinician. Central issues such as the effects of childhood experience on adult functioning, the nature of transition and change, and the impact of significant events on the individual's life and development will be studied with a view to deepening one's understanding of clients and their experiences. Students will have the opportunity to review the developmental milestones and events of special significance in their own lives, in order to be sensitized to personal areas of potential countertransference as well as for continuing personal growth. Reading, lecture, discussion, class exercises, personal reflection and research will all be used to help familiarize students with both the basic content and process of developmental psychology.

Course goals include:

- The ability to define human development in psychological terms
- The ability to read and interpret research on human development
- The ability to apply knowledge about human development to understand, conceptualize, and influence developmental issues presented in a counseling setting
- Basic familiarity with major theoretical models that summarize and organize our understanding of the course of development and the differing contributions of these models

METHODOLOGY AND REQUIREMENTS:

1. **Class attendance and active participation.** Because of the highly interactive nature of class meetings, consistent attendance is expected. Students should come to class having completed all reading assignments, and ready to actively engage the material. While class sessions will frequently include some lecture to clarify and/or supplement assigned readings, there will be a very strong focus on group discussion. Lack of participation and/or poor preparation for engaging the material under discussion will negatively impact a student's grade.

2. Required texts:

Newman, Barbara M., and Newman, Philip R. *Development Through Life: A Psychosocial Approach*, (13th Edition). Wadsworth Publishing Co., 2017.
Please note that this is a NEW edition.

3. **Weekly Autobiographical Journal/Written Reflection:** (Cf. Appendix I)

4. **Developmental History Interview** (Cf. Appendix II) **or** **Research Paper:** (Cf. Appendix III)

5. Course Grading:

Grades will be assigned on the basis of percentage totals.

95 - 100	A
90 - 94	A-
87 - 89	B+
84 - 86	B
80 - 83	B-
70 - 79	C

30% *Class Participation*

35% *Autobiographical Journal* (Cf. Appendix I)

35% *Developmental History Interview* (Cf. Appendix II)

or

Research Paper on Selected Topic (Cf. Appendix III)

Please note: All written assignments should, of course, reflect graduate level writing. This means, at the very least, no spelling errors, correct grammatical constructions, proper use of punctuation, and a discussion of the topic that is characterized by *unity, coherence, and emphasis*. Please carefully proofread all written assignments. Students who need additional help with writing skills should seek appropriate from University resources *before* submitting assignments for grading. Contact Andres Laso alaso@scu.edu at CPSY's Writing Assistance Program.

SCHEDULE OF CLASSES

Class #1: *Course Overview, Intro to Developmental Psychology*

01/09/20

Ch. 1

Introductions
Evolution of Developmental Science
Major Issues in Developmental Psychology
Concept of Developmental Tasks
Impact of CONTEXT: cohort, SES, culture, gender
Review of Syllabus

Class #2: *Theories of Development*

01/16/20

Chs. 2, 3

Freud's Psychosexual Theory
Cognitive Developmental Theories
Theories of Learning
Cultural Theory
Social Role Theory
Systems Theory
Erikson's Psychosocial Theory

Class #3: *Pregnancy and Prenatal Development*

01/23/20

Ch. 4

Genes and Environment
Prenatal Development and Birth
Psychosocial and Cultural Influences
Abortion, Infertility and Assisted Reproduction

Class #4: *Infancy and Toddlerhood*

01/30/20 Chs. 5, 6

Trust vs. Mistrust (Infancy)
Attachment
Temperament
Child Care
Autonomy vs. Shame/Doubt (Toddler)

Class #5: *Childhood*

02/06/20 Chs. 7, 8

Development of Emotional Regulation
Contexts of Development: Family, School
Parenting Styles
Initiative vs. Guilt (Early Childhood)
Industry vs. Inferiority (Middle Childhood)

Class #6: *Adolescence*

02/13/20 Chs. 9, 10

Puberty and Sexuality
Cognitive Development: Adolescent Egocentrism
Delinquency
College and Autonomy
Emerging Adulthood
Group Identity vs. Alienation (Early Adolescence)
Identity vs. Identity Confusion (Late Adolescence)

Class #7: *Early Adulthood*

02/20/20 Ch. 11

Exploring Intimate Relationships
Partnership, Marriage and Divorce
Decisions about Starting a Family
Career Development
Intimacy vs. Isolation

Class #8: *Middle Adulthood*

02/27/20 Ch. 12

Balancing Family and Career
Physical Changes at Midlife
Expanding Caring Relationships
Generativity vs. Stagnation

[Developmental History Interview/Research Paper Due]

Class #9: *Late Adulthood/Elderhood*

03/05/20 Chs. 13, 14

Living Longer
Retirement
Integrity vs. Despair
The Longevity Revolution
Immortality vs. Extinction

Class #10: *Death, Dying, and Bereavement; Course*

03/12/20 Ch. 15

What is Death?
Bereavement and Grief

Psychosocial Growth Through Bereavement

Conclusions

WRITTEN ASSIGNMENTS SCHEDULE

DATE DUE:

ASSIGNMENT:

Class #2:
01/16/20

“SETTING THE STAGE”

Class #3:
01/23/20

Newman and Newman, p. 57. Review the Case Study on Erik Erikson, and write a brief reflection based on Case Analysis questions. A paragraph or two for each of the five questions should suffice.

Class #4:
01/30/20

Journal: Infancy and Toddlerhood

Class #5:
02/06/20

Journal: Early and Middle Childhood

Class #6:
02/13/20

Journal: Early and Late Adolescence

Class #7:
02/20/20

Journal: Early Adulthood

Class #8:
02/27/20

DEVELOPMENTAL HISTORY INTERVIEW DUE
(No regular journal due)

Class #9:
03/05/20

Journal: Middle Adulthood

Class #10:
03/12/20

Journal: Late Adulthood and Elderhood

APPENDIX I: AUTOBIOGRAPHICAL JOURNAL

Your journal is expected to be a seriously reflective look at your life thus far, illuminated by the material we are studying. The format is optional. (You may use illustrations or photographs, a lifeline, a genogram, or any other descriptive components which will enhance the telling of your story.) The length is open-ended: write as much as you need to in order to tell your story well.

The journal is also where you will demonstrate how you have integrated the course material, and how you have related the readings, lecture materials, and discussions to your personal life stage development. Please cite the pages of the text and/or the date of the lecture/discussion that you are referencing for each developmental topic you discuss in your journal entries. **(There should be a minimum of six references with each journal entry.)**

Each life stage discussed in your journal should address the following areas: **Developmental Tasks, Psychosocial Crisis, Central Process, Prime Adaptive Ego Quality, and Core Pathology.**

For life stages you have not yet experienced, write about your memories and experiences of those closest to you, such as parents, grandparents, family members, close family friends, etc. How have these relationships shaped your views of growing older?

Some suggestions:

- For each life stage, consider your memories, or stories that you have heard about yourself. From these you might get a sense of the developmental task and how you grappled with it, or how you have integrated the psychosocial crisis of that stage.
- As you read the text or listen to the lecture material and class discussions, notice what is happening within you: what are you thinking and feeling? What connections are you making? How do these class elements impact your understanding of yourself at the time of that particular life stage, and how might that affect how you relate now to self and to others? What might be the implications for your clinical work?

APPENDIX II: DEVELOPMENTAL HISTORY INTERVIEW

Parent Interview: The Developmental History of a Child

[Due on Class #8]

The purpose of this assignment is for you to gain experience gathering information about the developmental history of a child (12 or older) in a family.

Before starting the interview, you will need to get consent from the parent or guardian you have asked to interview. Please remember that interviews are intrusive. You need to protect the rights of your informants, and help them feel comfortable with the process. You should explicitly tell them that they do not have to answer any questions they don't want to answer.

Pseudonyms should be used in the write-up, and you should take care to remove all identifying information (e.g., "shortstop on the SCU baseball team"; "works the morning shift at Starbucks on El Camino").

Please note that this is not a diagnostic interview. There is no presenting problem. Your task is to report the developmental history of the child including significant life events, successes, challenges, and relevant features related to psychosocial functioning in a coherent and concise narrative. The developmental history interview should not take more than an hour to complete.

The write-up should be no more than 5 pages, double-spaced. The first 2-3 pages should summarize **the developmental history of the child you are discussing**, and the final section should focus on **your reflections on the process and how it impacted you**. Try to honestly report what the interview process was like for you. (E.g., What were the challenges for you personally in the process? What points in the interview elicited feelings or memories for you as the interviewer? What did you learn about yourself and the interview process from this exercise?)

This assignment will be evaluated in terms of the depth of your analysis of this experience, your self-awareness as a future clinician, and your ability to effectively communicate such self-awareness.

APPENDIX III: RESEARCH PAPER

In lieu of a developmental history interview, students may choose to write a ten-page research paper on a topic selected in collaboration with the professor. This is an opportunity to explore more deeply a particular issue of personal interest, with a specific focus on how it relates to a developmental stage.

Your paper should:

- Clearly define the topic as an issue of clinical relevance and explain any special personal relevance it may have for you
- Define the scope of your exploration by limiting the discussion of your topic to the context of one (at most two) developmental stage(s)
- Illustrate how the Eriksonian elements (Developmental Tasks, Psychosocial Crisis, Central Process, Prime Adaptive Ego Quality, Core Pathology) are displayed in the topic

Some possible examples:

- An adolescent struggling with issues of sexual orientation
- A young adult couple facing the possibility of giving birth to a child with genetic abnormalities
- Alcoholism and/or other addictive processes at any stage of the life cycle
- First generation children of immigrant parents and the challenges of living in two cultures
- The impact of poverty, racism, and other forms of discrimination on an adolescent's or young adult's psychosocial development
- Challenges facing non-traditional families
- The impact of cultural and/or religious beliefs/practices in attaining adult identity (or integrity in late adulthood)

APA GUIDELINES 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 experiences in courses and program related activities, in oral and/or written assignment.

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 specific information (except as mandated by ethics codes or law).

It is our experience that this philosophy and related formats in our classes provide 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.

DISABILITY ACCOMMODATION POLICY

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible.) Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

ACCOMMODATIONS FOR PREGNANCY AND PARENTING

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disabilities Resources.

DISCRIMINATION AND SEXUAL MISCONDUCT (TITLE IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment, and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <http://www/scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>.

CPSY DEPARTMENTAL GRADING GUIDELINES

- It is customary in graduate programs that final course grades of B, B+, A-, and A are acceptable for graduate study. Grades of B- and below indicate that a student has done inferior work at a sub-graduate school level. A student with an average of lower than 3.0 is on probation and if that GPA is maintained, the student is disqualified.
- The grading policy in CPSY is that students earn As through consistent and high quality work. We do *not* have a system where everyone begins with an A and then loses points to lower grades.
- In a normal class the range of final course grades is from B to A with a mean in the A-/B+ range. The range may be quite a bit wider on individual papers, exams or projects that make up the final grade.
- Professors may give grades of C for inferior work. A grade of C in any class, except CPSY 200, CPSY 227, must be balanced by higher grades to yield a 3.0 or better GPA. Grades of D or F, or a B- or below in CPSY 200 or CPSY 227, automatically disqualify a student from continuing in the program.
- In some specialty and advanced classes, there are a greater percentage of A grades. Grades of Incomplete are to be given for extraordinary circumstances. Incompletes must be made up within four weeks of the succeeding term, (except Summer) or they revert automatically to a grade of F, and the student is disqualified. The four week period must allow sufficient time for the Professor to grade and record the submitted work. Extensions to an Incomplete are rare, must be in writing, and contracted with the Professor.

ATTENDANCE POLICY

It is expected that students attend all classes in a given quarter. Should circumstances arise such that a student will need to miss a class due to illness or emergency, the student should discuss this with the instructor. Missing two classes will adversely affect your grade. Under no circumstances will a student be allowed to miss three classes and receive credit for that class. The course will have to be taken again.

**CLASSROOM PROTOCOL FOR CELL PHONES, PAGERS, TEXT MESSAGING,
INTERNET BROWSING**

Please be sure to TURN OFF cell phones, pagers, notepads, etc. when you are in class. It is definitely not appropriate to text message, tweet, internet browse or to engage in any other form of non-class related cyber interactions during class.

Students engaging in these practices will be identified as not ready to pursue serious graduate study. Any student discovered engaging in such behaviors will be asked to leave the room, and the student's grade for the course will be lowered a full letter.

BTW—It is obvious from the front of the room!