

**San José State University  
Department of Psychology  
Psyc 212: Lifespan Development  
Spring 2024**

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<b>Office Hours:</b>	Tues 8:30-9:00 & 11:45-12:30
<b>Class Days/Time:</b>	Tues 9:00-11:45
<b>Classroom:</b>	DMH 308
<b>Prerequisites:</b>	Admission to MS Clinical Program and student in good standing

**Course Description**

Emphasizes research and theory from conception through old age, and integrates important developmental issues within a lifespan approach, with a focus on middle and older adulthood.

**Program & Licensure Learning Outcomes: See Appendix A**

**Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will:

CLO1: Describe the basic research findings, terminology, principles, and theories important in lifespan developmental psychology, including how social, cognitive, and developmental factors may influence clinical presentation.

CLO2: Gain an understanding of the interaction between genetic and environmental influences on development, and how to apply these influences to clinical case conceptualization.

CLO3: Identify various facets of cognitive and social development across the lifespan.

CLO4: Describe how developmental theories extend into adulthood and late life development, and how to apply these theories to case conceptualization.

CLO5: Explain changes in human sexuality across the lifespan and treatment approaches for treating sexual problems.

## Required Texts/Readings

### Textbook

Burke-Harris, N. (2018). *The Deepest Well: Healing the Lifelong Effects of Childhood Trauma and Adversity*. Houghton Mifflin Harcourt. ISBN: 978-1328502667

Santrock, J.W. (2020). *A topical approach to life-span development* (10th ed.). New York, NY: McGraw-Hill.

**NOTE: Santrock has authored multiple different developmental psychology books with similar titles. Please make sure you obtain the right one.**

### Articles

We will be reading a relevant peer-reviewed journal article each week. Check the calendar at the end of the syllabus and Canvas for links to the articles.

### Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

The assignments for this class are as follows:

#### 1) Integration Papers (n=12; addresses CLOs 1-5)

Each week (by Weds 1159 PM), you will submit a 250-300 word paper that relates the content discussed this week to applied topics and/or clinical examples. The purpose of this assignment is to show how you are integrating what you have learned that week into the broader context of your clinical training. As a default, I expect you to discuss and apply two topics in each paper, though you may choose to explore one topic in greater depth if you wish. For each topic you discuss, you should:

- (a) summarize, in your own words, the concept being discussed,
- (b) discuss what you found interesting, surprising, or novel about this topic (i.e., what it added to your existing knowledge as a psychotherapist in training),

(c) discuss *your own* example of how this could play out in an individual's everyday life, and

(d) using the same example from ©, discuss why it would be important for you to be aware of this developmental process to do therapy effectively with this individual. Or, on the converse, discuss what could go wrong in therapy if you did not consider this developmental factor.

Responses that discuss generally accurate interpretations of the reading material and clear extensions to real-world scenarios will be considered passing. Those that do not accurately discuss at least two significant points from the reading, or are based mostly on opinion or outside information, will not be considered passing.

## 2) Reading Discussion Questions (n=3, CLOs 1, 4, and 5)

Each week, by Monday at 9 AM, you will submit two discussion points or questions related to the article reading. You will post these to discussion boards on Canvas.

The questions should either ask clarification on something you are confused about, or pose a question to the class for an issue where you would like to hear other opinions. The discussion leader will use some of these questions to guide class discussion. Submissions will pass if they:

- (a) Show evidence of having read and reflected on the material.
- (b) Include questions that cover multiple parts of the assigned readings. If 2 chapters are assigned, one question should be related to each chapter. If 2 different readings are assigned, one question should relate to each reading
- (c) Each question should reference a specific page number or passage of the reading.

Note: Class leaders do not need to turn in questions on their assigned leader day, but should incorporate their own questions in the class discussion.

## 4) Class Leader (n=1)

For many class sessions, two students will be assigned to facilitate the course content on that day. You must do all of the following:

- Pull the discussion questions from Canvas once posted, collate other students' questions according to topic or theme, and have them shared to the class in a Google Doc.
- Moderate a discussion among class members about these questions.

## 5) Adolescent wellness workshop and reflection (n=1)

You will design and lead a 50-min wellness workshop at a local high school, in partnership with the SJSU Healthy Development Community Clinic ([sjsu.edu/hdcc](https://sjsu.edu/hdcc)). The

goal of this project is to further your skills in providing developmentally attenuated psychoeducation in dynamic and engaging ways. A topic and date will be assigned to you on the first day of class. Presentations should include ~5 minutes of didactic content, and devote most of the time to activities and discussion. You will complete a 4-page reflection paper within one week of the workshop. In this paper, you will reflect on your experience in the context of your training (written individually) and discuss how you intentionally tailored content to be developmentally relevant (written with your partner). Detailed instructions and a rubric will be provided on Canvas, and you will have an opportunity to practice in class.

#### 6) Book report (n= 1)

To earn an A in the class, you are expected to read a popular press parenting or developmental psychology book and prepare a report about the material (about 8 double-spaced pages per report). Possible book options are presented at the end of the syllabus. The individual paper will include a summary and critique of the book. It is expected that you will connect the material presented in the book to what we've discussed and read in class. Papers will be graded as passing if they do all of the following: (a) summarizing the book, touching on all major sections (about 3-4 pages), (b) discuss the integration of the book and 2-3 major theories/topics presented in the course (about 5-6 pages total), and © employ a scholarly tone without significant grammatical errors and generally adhere to APA style.

#### 7) Holistic Reflection (n=1).

You will complete a reflection that discusses the three most significant ways this course changed your mind on issues related to human development. Approximately 40%-60% of this discussion should be focused on application to clinical practice as a psychotherapist. Complete this *either* as a 5-page (double spaced) paper *or* as a 10-min recorded audiovisual presentation.

## Final Examination or Evaluation

The culminating experience for this class will be the Final Vignette assignment, as described above.

## Grading Policy

### Determination of Grades

This class uses a grading contract, rather than a point-based grading scheme. This means that you will earn an A for passing the following assignments:

- 9 of 11 integrations
- 10 of 12 weekly discussion questions
- 1 book report
- Adolescent wellness workshop
- Final reflection
- Class leader
- Participate actively in 13 of 15 class meetings (i.e., actively contribute to small group discussions, contribute at least once to whole-group discussion)

Your grade will **increase** by a one-third of a letter grade (e.g., B+ to A-) for each additional book report you complete to a passing level.

Your grade will **decrease** by a half-letter grade (e.g., B+ to B) for each of the following:

- Passing fewer than 9 integrations
- Passing fewer than 10 weekly discussion questions
- Passing fewer than 2 book reports (one half-letter decrease for each book report under 2)
- Failing to leading your assigned class with minimal effectiveness (see assignment description)
- Participating in less than 13 of 15 class meetings (regardless of number less than 13)

Extra credit is not available.

Late work. Late work is not accepted in this class under normal circumstances. The flexibility in grading policy is designed to minimize the need for extensions. For example, if you come down with a cold and cannot submit an integration paper, you are expected to use one of your 2 “freebies.” In unusual circumstances where students have prolonged absences (e.g., due to an extended illness), the instructor will meet with the student and may grant extensions based on these individual circumstances.

## **Classroom Protocol**

### Class Structure

Time in each class will be divided approximately as follows:

9:00-9:10: Announcements

9:10-10:15: Class discussion or lecture

10:15-10:30: Break

10:30-11:30: Clinical skill practice or book discussion

11:30-11:40: Wrapup

This is a graduate seminar, so I expect you to be attentive in class, participate in discussions, and limit other distractions. Please place cell phones on silent mode during class. Please do not multitask by browsing the internet or responding to messages. Most importantly, please be respectful of your classmates' opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss client-related content in class, please be sure to protect that person's confidentiality. Students are asked not to share these discussions outside of class.

In terms of attendance, I expect you to come to every class unless you've contacted me ahead of time about a missed class. If you have to miss more than one class, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class; note that missing more than one class will also will trigger a program-level discussion and process, per [program policy](#).

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

# Psyc 212 / Lifespan Development, Spring 2024, Course Schedule

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email.

**Due Dates: Discussion Questions are due Monday 9 AM. Integrations are due Weds 1159 PM.**

Week	Date	Developmental Topic	Clinical Topic	Readings	Assignments
1	1/30	Introduction, Syllabus and Course Overview		Dangerous Playgrounds Article ( <i>The Atlantic</i> ) Matthews ( <i>Vox</i> )	none
2	2/6	Biological Beginnings	Biopsychosocial interviewing	Santrock, Chs. 2-3, DBT agreements and assumptions	Discussion Qs 1 Class Leader: Matt
3	2/13	Cognitive Developmental Approaches		Santrock Ch. 6	Discussion Qs 2 Integration 1 Class Leader: Jocelyn & Gaby
4	2/20	Information Processing & Intelligence	Reward Programs & Goal Setting	Santrock Chs. 7-8	Discussion Qs 3 Integration 2 Class Leader: Sylvia & Daniela D.
5	2/27	Language Development & Bilingualism	DBT Mindfulness	Santrock Ch. 9; Amemaya et al. (2020), DBT ch. on mindfulness	Discussion Qs 4 Integration 3 Class Leader: Kate & Ana
6	3/5	Development of the Self & Moral Development:	DBT Emotion Regulation	Santrock Ch 11 & 13, DBT ch.	Discussion Qs 5 Integration 4 Class Leaders: Sam & Emily
7	3/12	Behavioral Pediatrics I: Enuresis, Encopresis	DBT Interpersonal Effectiveness	Friman & Christopherson Chs 2-4, DBT Interpersonal Effectiveness- focus on DEARMAN,	Discussion Qs 6 Integration 5 Class Leader: Matt

8	3/19	Behavioral Pediatrics II: Tics, hairpulling, skinpicking	Habit Reversal	Walther et al trichotillomania chapter  Capriotti, Espil, & Woods (2014)  <a href="#">CBIT Demo Video</a>	Discussion Qs 7 Integration 6 Class Leader: Matt
9	3/26	Gender and Sexuality I: Early development through adulthood	Deepest Well Discussion	Ch. 12, Deepest Well I	Discussion Qs 8 Integration 7 Class Leader: Matt
	4/2	<b>SPRING BREAK</b>			
10	4/9	Gender and Sexuality II: Treatment of sexual problems	Deepest Well Discussion	<a href="#">The Trevor Project, 2022</a>  Deepest Well II	Discussion Qs 9 Integration 8 Class Leader: Matt <b>Book Report 1 Due</b>
11	4/16	Dating and Romantic Relationships	Deepest Well Discussion	Santrock Ch 14 (part I, stop at parenting)  Hammack et al., 2019  Deepest Well III	Discussion Qs 10 Integration 9 Class Leaders: Shaw & Ruth
12	4/23	Family & Friends	Deepest Well Discussion	Santrock Chs. 14 (rest) & 15  Deepest Well IV	Discussion Qs 11 Integration 10 Class Leaders: Niki, Daniela T., Izzy
13	4/30	Aging	Psychoeducation	Winninghoff 2020; Turner, 2019	Discussion Qs 12 Integration 11 Class Leader: Erin Woodhead, PhD (guest lecture)
14	5/7	Death, Dying, & Grief  Class feedback chat	Pediatric insomnia	Santrock Ch. 17, Kuhn (2014)	<b>Book Reports 2 due M 5/13 1159 PM</b>



## **Appendix A: Book report project options**

Note: If you want to do a report that is not one of the specific ones listed below, please contact the instructor for approval in advance.

### **Generational Differences**

Generations (Jean Twenge)

Generation Me (Jean Twenge)

iGen (Jean Twenge)

### **Parenting**

1-2-3 Magic (Thomas Phelan)

Parenting with love and logic (Cline and Fay)

No bad kids: Toddler discipline without shame (Janet Lansbury)

How to talk so kids will listen and listen so kids will talk (Faber and Mazlish)

Unconditional parenting or The myth of the spoiled child (Alfie Kohn)

No drama discipline (Siegel and Bryson)

The Kazdin method for parenting the defiant child (Alan Kazdin)

### **Social-cultural differences in child rearing**

Unequal Childhoods (Annette Lareau)

### **Neurodiversity**

Neurotribes (Steve Silberman)

Unmaking Autism (Devon Price)

### **Aging:**

A Long Bright Future (Laura Carstensen)

Lifespan – Why We Age and Why We Don't Have To (David Sinclair)

Other possible topics: Books on raising children, books on grief/the grieving process, books on healthy aging, books for parents, books about friendship, books on exploring sexuality with children (30 Days of Sex Talks series)

# Appendix B: Program and Licensure Learning

## Program Learning Outcomes (PLO)

Upon successful completion of the Master of Science in Clinical Psychology program...

- 1.1: Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
- 1.2: Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
- 2.1: Students will demonstrate effective integration and communication of clinical case material
- 2.2: Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
- 2.3: Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
- 2.4: Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
- 3.1: Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
- 4.1: Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
- 5.1: Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course meets PLOs 2.2, 2.4, 4.1, and 5.1

## Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category (B): Human growth and development across the lifespan, including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

This course will also cover aspects of the additional LPCC requirements of: (1) Aging and long-term care, including biological, social, cognitive and psychological aspects of aging; (2) Human sexuality, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction; and (3) An understanding of the effects of socioeconomic status on treatment and available resources.

LLO2: For the MFT requirements, this course includes instruction in developmental issues from infancy to old age and all areas of study specified in BPC Section 4980.36(d)(2)(B).

(B) Developmental issues from infancy to old age, including instruction in all of the following areas:

- (i) The effects of developmental issues on individuals, couples, and family relationships.
- (ii) The psychological, psychotherapeutic, and health implications of developmental issues and their effects.
- (iii) Aging and its biological, social, cognitive, and psychological aspects.
- (iv) A variety of cultural understandings of human development.
- (v) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.
- (vi) The understanding of human behavior within the social context of a representative variety of the cultures found within California.
- (vii) The understanding of the impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development.

This course will also cover aspects of the MFT requirements regarding Human sexuality, including the study of physiological, psychological, and social cultural variables associated with sexual behavior and gender identity and the assessment and treatment of psychosexual dysfunction (as specified in BPC Section 4980.36(d)(2)(H)), and the effects of socioeconomic status on treatment and available resources (as specified in BPC Section 4980.36(d)(2)(F)).