

**Department of Educational Psychology
School Counseling Program
University of Connecticut**

Syllabus: EPSY 5318:Human Growth and Development Over the Lifespan:
Implications For Counselors

Meets: Wednesday 4:00 - 6:30 P.M.
Room 226 School of Business

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Course Description:

A review of human growth and development over the lifespan using psychosocial theory with an emphasis on individual transitions, learning processes, personality, developmental crises, gender role conflicts/transitions, and strategies to optimize human potential. Special applied topics are emphasized at each of the life cycle stages.

Course Objectives: CACREP Standards (3A - 3E for the Human Development Category) are in bold at the end of each goal.

1. To list rationales for why human development and lifespan issues are critical to school counselors. **(3A)**
2. To discuss psychosocial, learning, and personality theory as a context to understand human development. **(3B)**
3. To list the 10 human developmental stages of life and the developmental tasks for each stage. **(3A)**
4. To discuss lifespan and human development issues in the context of individual, family, and marital development. **(3A)**
5. To define the concept of transition. **(3A)**
6. To define the major psychosocial and developmental crises across the stages of life. **(3C)**
7. To know ways to resolve psychosocial crises across the lifespan. **(3D)**
8. To identify the major coping behaviors, adaptive ego qualities, and pathologies across the life stages. **(3 C&D)**
9. To enumerate the major gender role conflicts and gender role transitions across the lifespan. **(3A)**
10. To identify how race, class, sex, ethnicity, and sexual orientation shape human development over the lifespan. **(3C)**
11. To discuss how oppression, discrimination, and victimization affect human development over the lifespan. **(3C)**
12. To enumerate the critical problems of children, youth, and adults across the developmental stages and tasks including but not limited to disability, psychopathology and addictive behavior and their affects on both normal and abnormal behavior. **(3C)**
13. To know how the critical developmental problems of children and youth relate to school counselor's roles and functions and the ethical and legal considerations counselors must address. **(3E)**
14. To discuss strategies for facilitating optimal development over the lifespan. **(3D)**
15. To have students explore how the human development and lifespan issues relate to their own lives in the past and present. **(3A)**
16. To understand the course concepts as they relate to psychohistories of famous celebrities. **(3C)**

Academic Course Process: Students learn psychosocial theory about human growth and development from the course readings. This includes identifying the following psychosocial concepts across 10 lifespan periods: stages of development, developmental tasks, transitions, psychosocial crises, resolution of crises, coping behaviors, adaptive ego qualities, and core pathologies. These psychosocial concepts are studied across ten lifespan periods and discussed in the context of helping students and adults maximize their human potential and growth. Optimal human development is emphasized as well as developmental crises that occur when growth is affected by individual, family, or societal discrimination.

Gender role concepts are introduced to provide another layer of understanding of human development over the life span. Gender role transitions, gender role schemas, and gender role conflicts are identified in various stages of development and in the context of the developmental tasks and psychosocial crises.

Learning units will be completed during certain weeks to help students identify developmental stages, tasks, crises, adaptations, and problems. Video biographies of at least two famous celebrities may be used to illustrate how human development can be promoted or thwarted by diversity variables related to race, class, sex, sexual orientation, ethnicity, and chance factors. Applied topics that are relevant to fostering or hindering human growth and development over the life span will be introduced each week for class reactions and comments.

How Stay on Schedule and Not Get Behind

This course has a moderate amount of work over the semester. The course requires discipline, careful planning, and considerable preparation and time outside of class.

You will need to spend time each week on the course to keep up. You can work ahead on the readings and units if you have an extra busy schedule. I would recommend that you do work ahead of the schedule if possible.

My expectations are that you come to class having read and studied the weekly readings and the five units. During the class, I will accentuate the major concepts, build on them, and take them in new directions.

Each student has to plan how to complete all assignments before the "due date". Please review the entire course in the context of the due dates so that there are no major barriers to completing the assignments. Meeting the due dates is your responsibility. My responsibility is to communicate that this course has a moderate

amount of work and a specific timetable for things to be done for credit to be assigned to each student.

Texts and Required and Recommended Readings:

Newman, B.M. & Newman, P.R. (2009). Development through life: A psychosocial approach. (10th Edition) Belmont, CA.: Thomson Wadsworth Company (ISBN 13:978-0-495-55341-0)

O'Neil, J.M. (2009) Selected readings for EPSY 5318. UCONN HUSKY CT and Electronic Reserve, University of Connecticut, Storrs, CT

Selected Readings for EPSY 5318 ON Husky CT (Electronic Reserve)

Below is the listing of required and recommended readings for the course. I would recommend downloading them all at once to avoid problems with the library's electronic reserve system.

Fagot, B.I. (2000). Theories of gender socialization. In T. Eckes & H. Trauter (Eds.) The developmental social psychology of gender. Mahwah, N.J.: Lawrence Erlbaum Associates.

Goldberg, J. & O'Neil, J.M. (1997). Marilyn Monroe's gender role journey: Promoting women's development. Journal of College Student development, 38, 543-545.

Martin, C.L. (2000) Cognitive theories of gender development. In T. Eckes & H. Trauter (Eds.) The developmental social psychology of gender. Mahwah, N.J.: Lawrence Erlbaum Associates.

O'Neil, J.M. & Egan, J. (1992a). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. Wainrib (Ed.) Gender issues across the life cycle. New York: Springer Publishing Co.

O'Neil, J.M. & Egan, J. (1992b). Men's gender role transitions over the lifespan: Transformations and fears of femininity. Journal of Mental Health Counseling, 14, 305-324.

O'Neil, J.M. (2008). Summarizing twenty-five years of research on men's gender role conflict using the Gender Role Conflict Scale: New research paradigms and clinical implications. The Counseling Psychologist. 36, 358-445.

O'Neil, J.M. (2006). Helping Jack heal his emotional wounds using the gender role conflict diagnostic schema. In M. Englar-Carlson & M.A. Stevens (Eds.) In the therapy room with men: A casebook about psychotherapeutic process and change with male clients. Washington, D.C.: American Psychological Association.

O'Neil, J.M. & Lujan, M. L. (2009). Preventing boys' problems in schools through psychoeducation programming: A call to action. *Psychology in the Schools*, 46, 257-266.

O'Neil, J. M., Egan, J., Owen, S.V., & Murry, V.M. (1993). The gender role journey measure (JRJM): Scale development and psychometric evaluations. *Sex Roles*, 28, 167-185.

Sue, D.W. (2005). Racism and the conspiracy of silence: Presidential address. *The Counseling Psychologist*, 33, 100-114.

Class Schedule

<u>Week</u>	<u>Class Date</u>	<u>Topics & Media</u>	<u>Assigned Readings & Learning Units</u>
1	Sept 2	Course Introduction, Expectancies and learning goals	
2	Sept 9	Assumption of the Text Psychosocial Approach Course Definitions Course Assumptions The Gender Role Journey The Research Process	N & N: Preface NN: chapter 1 O'Neil & Egan, 1992a N & N: Appendix - The Research Process Self Quiz 1& 2 Learning Unit 1 Applied Topic: Working With Emotional Pain and Fostering Human Development
3	Sept 16	Newman and Newman's: Psychosocial Theory Stages of Development Developmental Tasks Lifespan Transitions Psychosocial Crises Resolving Psychosocial Crises Coping Behavior Prime Adaptive Ego Qualities Core Pathologies	N & N : Chapter 2 Self Quiz 3 Learning Unit 2
			Applied Topic: Human Vulnerability and Coping With Loss Over the Lifespan
4	Sept 23	Theories of Human Development & Gender Role Conflict Theory	N & N: Chapter 3 Fagot, Rodgers, Leinback, 2000 Applied Topic: Video: Gender: The Enduring Paradox O'Neil & Egan, 1992b, O'Neil et al. 1993, Goldberg & O'Neil (1997) Self Quiz 4 Learning Unit 3

- 5 Sept 30 Pregnancy, Prenatal
Development, & Infancy
(Birth to 2 years) N & N: Chapter 4 &5
Self Quizzes 5 & 6
Learning Unit 4
- Applied Topic:**
**Effects of Oppression and
Discrimination on
Psychosocial Development Sue (2005)**
- 6 Oct 7 Toddlerhood
Ages 2 and 3) N & N: Chapter 6
O'Neil & Lujan, (2009)
Self Quiz 7
- Applied Topic: The Psychology of Boys
Boys Will be Men Video, The Culture
of Cruelty
Wounded Person Cycle
Forgiveness 1**
- Learning Unit 1-4 Due In class**
- 7 Oct 14 Early School Age
(4 - 6 Years) N & N: Chapter 7
Self Quiz 8
- Applied Topic: Forgiveness 2**
- 8 Oct 21 Middle School
(6 12 Years) N & N: Chapter 8
Goldberg & O'Neil
(1997)
Self Quiz 9
- Applied Topic: Marilyn Monroe's
Gender Role Journey**
- 9 Oct 28 **Three quarter Exam
Multiple Choice Questions**
- 10 Nov 4 Early Adolescence
(12-18 Years) N & N : Chapter 9
- Applied Topic: Puberty
Stand By Me Video Clips Self Quiz 10**

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|----|--------|--|--|
| 11 | Nov 11 | Later adolescence
(18-22 years) | N & N: Ch 10,
O'Neil (2006) |
| | | Applied Topic:
Primary Prevention In
Schools:
Michael Pritchard's
"The Power of Choice" | Recommended But Not
Required: O'Neil, 2009
Self Quiz 11
Learning Unit 5 |
| | | | Learning Unit 5 Due |
| 12 | Nov 18 | Early Adulthood
(24-34) | N & N: Ch 11,
Self Quiz 12 |
| | | Applied Topic: The Family
John Bradshaw On The Family
Part One: The Family In Crises | |
| | | Or Lecture/Discussion on Helping Jack Heal His
Emotional Wounds (O'Neil, 2006) | |
| 13 | Nov 25 | No Class Thanksgiving Break | |
| 14 | Dec 2 | Middle Adulthood
(34-60 Years) | N & N, Ch 12,
Self Quiz 13 |
| | | Later Adulthood and
Very Old Age
(60-75 and 75 to Death) | N & N, Ch 13, & Ch 14
Self Quiz 14 & 15 |
| | | Understanding Death,
Dying & Bereavement | N & N Ch 15
Self Quiz 16 |
| | | Applied Topic: Frank Sinatra's
Gender Role Journey Video and
Psychobiography | |
| 15 | Dec 9 | Final Exam | |

Optional Media Being Considered For EPSY 5318

First Part of the Semester

Four Seasons Music Video

Video: Gender: The enduring paradox, Public Broadcasting Station, Boston, MA

Video: Boys Will be Men

Video Biography: Marvin Gaye

Video Biography: Marilyn Monroe's (Produced with Julie Goldberg)

Video Biography: Frank Sinatra's (Produced with Chris Bianca)

Audio Tape: Bruce Springsteen Concert Disclosure About His

Adolescent Vulnerability and Relationship With His Father

Audio Tape Luther Vandross - "Dance With My Father"

"The River" Music Video, Bruce Springsteen

Video: Tear Soup: A Recipe For Healing After Loss

Video Clip: "What About Schmidt" with Jack Nicholson

Audio Tape: "Forgive" Rebecca Lynn Howard

Music Video: "The Heart of the Matter" Don Henley

Movie Clips: Ordinary People

Second Part of the Semester

Stand By Me Video Clips

Video Biography: John Lennon

Video Biography: Elton John (Created by Bobbie Brooks)

Music Video: I Want to Know What Love Is - The Wanderer

Video: Bradshaw On: The Family, Part 1 - The Family In Crises

Video: The Power of Choice - Michael Pritchard

Class Processes and Dynamics

I will alternate teaching methods using readings, lectures, discussions, music or video presentations, and also personal assessments, personal dialogues, and periods of reflection.

I believe in the open classroom where academic freedom and intellectual exchange is cherished. If there cannot be the natural flow of diverse opinions in the classroom at the University, then we are not doing a very good job with our instruction. So in my courses, I encourage questions, dialogue, discussions, diverse opinions, different views. What I believe about the topics in this course is somewhat

unimportant. What is important is what you believe. Getting you to think about your positions, values, and biases is what education should be about. My task is to get you to think and express your views. You are going to need these skills in your work and future lives.

The Course motto is: The mind is a terrible thing to waste.
(United Negro College Fund)

Grading and Evaluation

Student grades will be calculated using the following parameters: 1) Completion of all learning units (to be handed in twice: **October 7, 2009 (Units 1-4) and November 11, 2009 (Unit 5)**), 2) Class attendance, 3) Relevant, intelligent, and instructive class participation, 3) Class presentations if used, 4) points on midterm and final exams, 5) total points on the 16 quizzes.

Calculation of Grades

Summary of Course Requirements and Point Values

Course Component	Possible Points
Midterm	100
Final	100
16 Self Quizzes	160
Five Learning Units	50
TOTAL	410

Approximated Total Course Points Conversion to Alpha Grade

Total Course Points Earned	Alpha Grade Equivalent
390-410	A
375-389	B
360-374	C
345-359	D
345 and Below	F

MISSING ASSIGNMENT OR EXAM: There will be no routinely scheduled make-up exams for this class. If you miss an exam, you must present a written medical (or an equivalent) explanation to the instructor. Points will also be subtracted for any work turned in late without a legitimate excuse (death in the family, serious illness ect.).

Criteria for Grading All Assignments and Class Activities

- 1) Clarity of writing and thought
- 2) Factual Accuracy of writing and thought
- 3) Validation of views using current theoretical & empirical literature
- 4) Creativity of thought
- 5) Synthetic nature of thought and writing
- 6) Completion of assignments on due dates
- 7) Personalization of course content
- 8) Contribution to other class members' learning, knowledge, & growth

Quizzes

There are 16 quizzes in the course; one for each chapter plus the Appendix. The self quizzes are designed to help you digest the course material and prepare you for taking certification exams and comprehensives at the end program. After you go to Husky CT, do the following:

1. On front page of Husky CT, click quizzes for EPSY 5306
2. Go to Quizzes and click

There is no time limit when taking the quizzes. You can take the quizzes as many times as needed, but you need to get 100% correct. For each complete quiz you will receive **10 points**. **Quizzes 1-9** are available from September **2, 2009, 8:00 am** until the close date of **October 28, 2009, at 11:30 pm**. After this close date you will not be able to do the quizzes or **receive the points**. **Quizzes 10-16** are available from **October 28, 2009, 8:00 am** until the close date of **December 9, 2009, 11:30 pm**. After this close date, you will not be able to do the quizzes or receive the points. I will give you credit for the quizzes by checking my Husky CT gradebook.

Course Units

There are five course units to be completed. Unit 1 focuses on the assumptions of the text, the gender role definitions, and overview of psychosocial theory. Unit 2 focuses on the specific aspects of psychosocial theory. Unit 3 focuses on the theories of gender role development, gender role transitions, and completing the Gender Role Journey Measure. Unit 4 relates to Sue's article on the conspiracy of

silence with racism in America. Unit 5 is your analysis of the case study of Jack Smith (O'Neil, 2006) in terms of psychosocial development and male gender role roles. The fifth unit is due on **November 11, 2009**.