

BRIERCREST

PSY 606 Lifespan Development Spring 2023

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Course Dates: May 15-19, 2023
Online Modular Course

3 Credit Hours

***NOTE:** This is an updated syllabus that replaces the version posted prior to February 24, 2023. Please follow this syllabus for assignment specifics; all course textbooks remain the same.

COURSE DESCRIPTION

This course surveys the psychological models for understanding human development. Emphasis is given to personality, social, intellectual, spiritual and physical development, and the major theories used to describe how people change throughout their life span.

COURSE INTEGRATION

This course provides an understanding of development that is foundational for any work with children, adolescents, or adults. It aims to create an awareness of the maturation processes in the context of attachment, from how we connect and relate to ourselves, our family system, our community and our God, throughout the lifespan. It provides a body of knowledge and thought that lays the bedrock for understanding people, problems and how people change.

COURSE TEXTS

Crain, William. *Theories of development: Concepts and application*. NJ: Prentice Hall
(note that the 6th Edition (2010) is the most recent).

*You can use any edition for the purposes of this course.

Bjorklund, B. (2019). *The journey of adulthood (9th ed.)*. Upper Saddle River, NJ: Prentice Hall. *Previous two editions can be purchased for this course.

MacNamara, D. (2016). *Rest play grow: Making sense of preschoolers (or anyone who acts like one)*. Vancouver, BC: Aona Books.

Hagberg, Janet & Robert Guelich (2005). *The critical journey: Stages in the life of faith*. Salem, WI: Sheffield Publishing Company.

Recommended:

Neufeld, G. & Mate, G. (2013; updated version). *Hold onto your kids*. Toronto, ON: Vintage Canada (352 pages)

Viorst, Judith (1998). *Necessary losses*. New York: Fireside

Arnett, J. (2000). *Emerging adulthood: A theory of development from the late teens through the twenties*. *American Psychologist*, Vol. 55, 5, 469-480.

Koslow, S. (2012). *Slouching toward adulthood*. Toronto: Penguin Group.

Settersten, R. & Ray, B. (2010). *Not quite adults*. New York: Bantam Books.

Whitehead, E. E. & Whitehead, J. D. (1992). *Christian life patterns: The psychological challenges and religious invitations of adult life*. New York: Crossroads.

Students are expected to refer to Briercrest Seminary's APA Format and Style Guide available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

By the end of this course, each student should:

- 1) learn an integrative developmental paradigm;
- 2) have a working knowledge of the factors of attachment, vulnerability, and maturation, especially as they apply to children, adolescents and adults;
- 3) recognize significant transitional experiences across the lifespan along with risks and opportunities for the individual;
- 4) understand human development as a continuous series of changes and psychological processes;
- 5) think and write critically about theoretical or empirical research in lifespan development and link their ideas to their own experiences and clinical practice.

COURSE OUTLINE AND CONTENT

- A. Understanding attachment, maturation, and vulnerability
- B. Understanding the role of emotion in development throughout the lifespan

- C. Understanding the science of social connection and physiological safety throughout the lifespan
- D. Understanding transition as a *process* rather than a series of stages

ASSIGNMENTS

Please submit all written assignments to Canvas.

- 1.) Self-reflection on Crain's text – 10%
- 2.) Adult development questions on Bjorklund's text – 15 %
- 3.) Movie & Group Presentation – 25%
- 5.) Sexual Development Papers –5 X 10% each = 50%

Pre-Course assignments (due one week before class begins)

Self-reflection on Crain's text of developmental theories through the lens of your own cultural background, traditions, and/or experiences

This assignment is to be taken as a process of inner reflection looking at your own identity, personality, family history, experiences, cultural dynamics, traditions, practices, etc. Choose three theories that resonate with you. Briefly describe each theory and how each one intersects with your experience. Then, turn your attention to the world around you and consider the cultural limitations of each. Complete this assignment in 7 pages including a title page and reference page.

Due Date: May 08, 2023

***The Journey of Adulthood* Questions**

After reading *The Journey of Adulthood*, answer the 12 questions in the appendix below. Please complete the reading and responses one week before the first day of class. Clearly state the question number and chapter title and then your response below. Each set of chapter questions should be answered in half a page (minimum) to one page (maximum), single spaced.

Due Date: May 08, 2023

Reading

Read *Rest Play Grow* and *The Critical Journey: Stages in the Life of Faith* by the first day of class. Students will integrate the learnings in discussions and the mid-course group presentations.

Mid-Course Assignments:

***Short Term 12* (2013) & Group Presentations**

Students will individually watch the film *Short Term 12* (2013), outside of class time, and analyze the movie's characters and dynamics of development through the lifespan. The movie can be accessed on streaming services or for purchase on YouTube. Students will be assigned to groups and time will be given during the week to prepare for presentations. Group presentations will take place on Friday

morning. *See Canvas for further instruction. **Please be advised that aspects of the film, including self-harm scars, sexual content, and coarse language, may be triggering for some.*

Post-Course Assignments:

5 Sexual Development Papers

Visualize a hypothetical young boy or girl. Give them a name. You are going to imagine them growing older as you write five separate papers about question(s) they might have about their sexuality/sexual development. What is/are the most pressing sexual development question(s) that may arise for them as they age? Describe what the named individual may experience cognitively, psychologically, socially, spiritually, and biologically that leads them to their question(s). What question(s) may arise for them when they are a child? Teenager? Young Adult? Middle-Aged Adult? Older Adult? Devise and present a thesis for each life stage based on those questions and respond to your thesis with a foundation of solid academic research.

Paper #1 – Childhood sexual development

Paper #2 – Adolescent sexual development

Paper #3 – Young Adult sexual development

Paper #4 – Middle-Aged sexual development

Paper #5 – Older Adult sexual development

Each paper should be 3-4 pages, double spaced, not including bibliography and should use APA formatting.

Due Date: July 14, 2023

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email (ntooke@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

Appendix

1) Intro to Adult Development

What are some personal traits of yours that have remained stable over time? What has changed? How has adulthood, gender, and your faith played a role in altering/maintaining these characteristics? What is your opinion regarding the level of flexibility an adult has in altering personality traits such as agreeableness, neuroticism, or sociability.

2) Physical Changes

Several researchers argue that there is a generalized “slowing” with age. Describe relevant research and give your personal view on this phenomenon.

3) Health and Health Disorders

Picture yourself growing older and being impacted by some form of age-related disease listed within this chapter. Describe the disease and how it will affect you. Be sure to describe preventative measures you can take to prevent or remain resilient toward this disease.

4) Cognitive Abilities

Use a real or imagined individual, male or female, and compare and contrast that individual's memory functions at age fifty and eighty. Please be thorough and include explanations of the causes for the changes in function. What could you suggest to support the eighty year old to retain or reclaim memory functions?

5.) Social Roles

People who are off-time with the social clock of their culture are more likely to have difficulty in their roles and less likely to report high levels of life satisfaction. Using an example from television sitcom, movies, or novel, highlight a similar-themed fictional situation, whereby an individual is off-time with his or her social clock and struggles with his or her social roles. In your example, identify any strengths the individual also possesses.

6.) Social Relationships

Of the four theories of social relationship (attachment, convoy, socioemotional selectivity, and evolutionary) which do you like the most and why? What are some of the shortfalls of this model?

7.) Work and Retirement

Our jobs occupy a large portion of our time, thoughts, and emotions. They determine in large part where we live, how well we live, and with whom we spend time—even after working hours. In your chosen field, what do you find to be the most satisfying aspect and why? What are some of the deficits of your chosen field? If you could change one aspect of work in North America, what would it be and provide a rationale for your choice.

8.) Personality

Which theory of adult development in your view is most consistent with the evidence on personality change in adulthood? Give examples from personal experience (self or others).

9.) The Quest for Meaning

How has your understanding of what is meaningful changed over the course of your adult life? How has your culture, faith, and family influenced your development of meaning in your life?

10.) Stress Coping and Resilience

In the counselling office, you may encounter clients who experience a short-term life event or one chronic stressor. How do these two stressors differ in terms of how an individual might cope and the physical and emotional effects on an individual? In your response, consider individual differences and resilience factors.

11.) Death and Bereavement

In your family of origin, what attitudes and messages do you recall receiving about death, rituals, and grieving? How does this inform your current attitudes or experiences related to grief? What is your current relationship to death anxiety?

12.) The Successful Journey

What are some of the main contributors to successful aging according to the course text? To what extent do your personal experiences and worldview align/oppose these contributors? How do you define a well lived life?