INSTRUCTOR: Mixalis Poulakis, Psy.D
CLASS TIMES: Monday 5:45 pm - 8:45 pm
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CELL PHONE #: 317-529-7714
OFFICE HOURS: TBA and by appointment
SOPS PHONE #: 317-788-3353
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ADDITIONAL LECTURE RESOURCES: Selected Readings will be posted on the ACE-LMS.

COURSE DESCRIPTION: This course will be conducted as a graduate discussion seminar. The course explores the norms, transitions, and crises in the development of individuals from birth to old age. Theories and research findings involving cognitive, emotional, social, and personality development are covered. Emphasis is given to the interaction of the person and the environment while covering topics such as attachment care giving, gender, and cognition. Comparisons across cultures, races, and socio-economic statuses will be included.

COURSE OBJECTIVES: This course is designed to provide you with the opportunity to:

1. Examine ontogenesis and how we learn to adopt.
2. Define and describe lifespan development.
3. Discuss and analyze major developmental theories.
4. Discuss if development is qualitative or quantitative.
5. Examine how nature and nurture contribute to development.
6. Examine physical and cognitive development in all developmental stages.
7. Examine and discuss the process of psychosocial development in all developmental stages.
8. Critically examine how culture and the ecological factors influence identity development.
9. Examine the significance of work in life span development.
10. Enhance our understanding of aging, immigration, and threats to physical and mental health. Discuss the impact of acculturation and stress.
11. To integrate normative and non-normative changes in the life cycle, as integrated in the two constructs of aging-older adults and being outside of a person’s nationality; being immigrants and refugees.
13. Creating a personal narrative of your personal life span development.

DIVERSITY ISSUES: This course will address how issues of development deal with individuals of diverse racial, ethnic, gender, sexual orientation, physical status, age, SES, and religious backgrounds. This course will also address how different developmental theories address diversity and if diversity is included in their theoretical and/or research propositions. We will examine the literature regarding aging in first and second-generation immigrants as well as the acculturation processes in these individuals. There is a growing effort in the field of life span and aging to study the effects of immigration, acculturation, and how to best address the various needs of immigrants. For students with disabilities, please inform the professor of any particular needs you may have. Please contact the Services for Students with Disabilities Office http://www.uindy.edu/ssd/ of how to secure the appropriate services and accommodations.

ACE: This course is assisted by ACE, our new Learning Management System. To enter ACE go to https://ace.uindy.edu/xsl-portal, enter your username and password, and click on the course name. You will find the syllabus on ACE, announcements, information about the course, and your grades. It is your responsibility to check ACE regularly for course related information. Please contact Computing Services immediately if you have difficulty accessing ACE. The Help Desk is located in Sease Wing 103 and their phone number is 788-4919. You can also find a list of all public computer labs in this link: http://is.uindy.edu/clientservices/labs/
CELL PHONES: In order to create a non-disruptive environment, cell phones need to be turned to silent or vibrate mode prior to entering the classroom. It is my expectation that you do not answer your phone or engage in text messaging during class.

COURSE REQUIREMENTS: The course will be based on a seminar discussion format. I expect all of you to participate in class discussions, have an open mind, complete assigned readings and homework assignments, and master testable information. Since the course will be taught in a seminar format, I am requiring that you will read all the required readings prior to the assigned date and you will actively participate in the discussions. We will utilize a very active discussion format where discussions will take place and be complimented by clinical examples. Lack of participation will have a significant impact in your grade. I want you to bring to class your diversity, your experiences, and your own unique perspective about human development. It is important to engage in dialogue regarding diversity and how that influences our own views regarding development.

COURSE GRADES: Grades will be given for homework assignments, course examinations and active participation. The composite grade for the semester will be figured by applying the points shown below. The grading policy will be consistent with that established by the University. Incompletes will be given only under the condition spelled out in the Academic Guide. These conditions usually involve an emergency, a health or other unavoidable problem during the semester, which makes it impossible to complete assignments. Incompletes are given only after consultation with the instructor. See the “Course Schedule” for scheduling information on assignments and examinations. I will not accept assignments after the beginning of the class and all assignments need to be stapled and typed.

CLASS EXERCISES/HOMEWORK: You will be asked to complete the following written assignments:

1. Chart your own lifespan: Please read “Life Markers in Biographical Narratives of People from Three Cohorts: A Life Span Perspective in its Historical Context” by Grob, Krons & Bangerter (2001). Please write a biographical paper regarding your life up to this date. The paper should cover the physical, cognitive, psychosocial and other ecological variables of your life. You can use an eclectic perspective and apply principles from the major developmental theories to explain your life. I want you to explain and conceptualize your life in detail. These are examples of questions that I would like you to answer in your paper. Approach this list as a starting point and develop other questions that may be more relevant to your life:

   What are the peaks and the valleys of your life up to this point? What have been the defining experiences of your life?
   How do you conceptualize your personality?
   How your lifespan journey has influenced your decision to study clinical psychology?
   How does your lifespan journey influence your clinical identity?
   How family experiences influence your clinical intuition?
   How life events influence your career choice?
   Do you find yourself changing since you enrolled either in the masters or the doctorate program?

   The paper has a minimum requirement of 20 pages (double spaced) and feel free to be creative. Feel Free to add pictures, family photos, drawings, songs and poetry.

2. Reaction Papers: You are required to turn in 10 reaction papers throughout the semester. For these reaction papers you should summarize all the readings and then write your reaction to the readings. Please share with us things that both make and don’t make sense. Do you have questions that have not been answered? Please discuss what was most helpful or thought-provoking in the readings, as well as most unclear. The comments should show that you have considered and “digested” all the material. For example, you can make connections to what you have previously learned, your previous experiences, or consider for which populations the described models might work or not work. Expect to share your reaction paper in class as a potential source of discussion. Papers must be typed and be at least three pages in length (double-spaced). You will be able to upload your reaction papers on ACE.

PARTICIPATION: This course relies on an interactive style of teaching. The class will be conducted in a seminar format so class participation is strongly encouraged and expected. Participation grades are based on whether or not required readings are completed prior to class and the frequency in which students talk in class about the required readings. The class will be more beneficial and fun if the students engage in dialectic conversations related to developmental issues.
EXAMINATIONS: We will have one comprehensive midterm and one comprehensive final exam. Exams will be completed in class and will consist mainly of multiple-choice questions. If you miss an exam, you cannot reschedule it. The only exception to this policy would be family emergencies and health related issues that are supported by doctor/medical notes.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm &amp; Final * 150</td>
<td>300</td>
</tr>
<tr>
<td>Personal Lifespan Paper</td>
<td>150</td>
</tr>
<tr>
<td>10 Reaction Papers</td>
<td>150</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>700</td>
</tr>
</tbody>
</table>

Grades will be assigned according to the following scale:

- A 95%-100%
- A- 90%-94%
- B+ 87%-89%
- B 83%-86%
- B- 80%-82%
- C+ 77%-79%
- C 73%-76%
- C- 70%-72%
- F <69%

ATTENDANCE POLICY: It is very important to avoid absences. A significant number of absences could result in a non passing grade. Examinations or assignments that are missed due to an unexcused absence cannot be made up. Excused absences usually involve a health or other unavoidable problem during the semester, which makes it impossible to attend class. You need to contact me as soon as possible if you will miss an exam. If you are unable to turn in an assignment on time, ten percent will be deducted automatically each day. All withdrawals from the course are the sole responsibility of the student.

SCHOLASTIC DISHONESTY: Scholastic dishonesty includes, but is not limited to, cheating on tests, plagiarism, and collusion. I will not hesitate to apply the appropriate instructor options in the case of scholastic dishonesty. However, I expect the application of this provision will be unnecessary.

COURSE SCHEDULE

Session 1 January 12
Introduction to course; syllabus overview, class experiences with life span development issues, goals and expectations.

Session 2 January 19 - MLK Day
Chapter 1: Organizing themes in development
Chapter 2: Epigenesis and the Brain


Reaction Paper 1

Session 3 January 26
Chapter 3: Cognitive Development in the Early Years.


**Reaction Paper 2**

Session 4
February 2 - The Night after the Colts win the SuperBowl :) 


Guest Speaker: Dr. Elesia Hines, PsyD


**Reaction Paper 3**

Session 5

February 9


Reaction Paper 4

Session 6 February 16
Chapter 6: Realms of cognition in middle childhood
Chapter 7: Self and moral development: middle childhood through early adolescence


Reaction Paper 5

Session 7 February 23 Midterm
Session 8 March 2
Chapter 8: Gender and peer relationships: middle childhood through early adolescence

Guest Speaker: Dr. Tom Christenberry, PhD


among hispanic high school students. *Applied Psychology in Criminal Justice, 5*(2), 139-164.

**Reaction Paper 6**

**Session 9**
March 9
Spring Break 😊 aka time to catch up with netflix, hulu and dvr.......  

**Session 10**
March 16

Chapter 9: Physical, cognitive and identity development in adolescence  
Chapter 10: The social world of adolescence


**Reaction Paper 7**

**Session 11**
March 23

Chapter 11: Physical and cognitive development in young adulthood


**Personal Life Span Paper Due**

**Session 12**
March 30

Chapter 12: Socioemotional and vocational development in young adulthood


Reaction Paper 8

Session 13
April 6

Chapter 13: Middle adulthood: cognitive, personality and social development


Reaction Paper 9

Session 14
April 13

Chapter 14: Living well: stress, coping, and life satisfaction in adulthood

Guest Speaker: Dr. Kyle Olesek, PsyD


Reaction Paper 10

Session 15
April 20

Chapter 15: Gains and losses in late adulthood

spirituality throughout the life cycle. *Journal of Adult Development, 9*(1), 71-78.


Session 16    April 27    Comprehensive Final Exam

On a Personal Note: *This syllabus represents a “best case scenario” plan for the course, but, as with most plans, it is subject to changes made necessary by time, space, weather and other personal constraints. The content of the sessions, as well as exam and assignment dates, may change as the course progresses. Students should attend all class meetings and/or check ACE to learn of any schedule changes.*

LET'S HAVE A GREAT SEMESTER