UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: FAMS
Course Title: Life Span Development in the Family

Year: 2025
Course and Section #: 1500 X01
Credits: 3

Course Description
Explores genetic and environmental influences on human development and behavior from conception and birth through old age and death. Examines typical physical, cognitive, and psychosocial changes at each developmental stage throughout the lifespan. Explores major theoretical perspectives on human development. Emphasizes how the context of family influences development of the individual.

Course Attributes
This course has the following attributes:
☒ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☐ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information
Instructor Name: Lucy Falk, LCSW, MBA

Student Learning Outcomes
Upon successful completion, students should be able to:
1. Evaluate human development research.
2. Describe typical human development across the lifespan.
3. Evaluate the influence of family in developmental processes within the three major areas: physical, cognitive, and psychosocial.
4. Explain major developmental theories and influences of biology and the environment on human development and behavior.
5. Outline the scientific process, and how it is used to study human development and behavior.
6. Assess how developmental issues may influence family life education or other family interventions.

Course Materials and Texts
Berger, K. S. (2022). *Invitation to the Life Span (5th ed.).* New York: Worth Publishing.

Course Requirements

Course Assignments, Assessments, and Grading Policy
Quizzes
You will take **eight (8) quizzes** comprised of **30 multiple choice and/or true/false questions** each*. These quizzes are will assess factual, conceptual and applied knowledge. **Each quiz covers two (2) chapters* corresponding with each developmental stage (e.g., early childhood, adolescence, etc.).** Quizzes are completed via Canvas by the due dates listed in Canvas (see course schedule below- each quiz covers the 2 chapters with the exception of quiz 6 that only covers chapter 11). If you miss the quiz submission deadline, you will lose the chance to take it. They will be timed, 45 minutes each, with one attempt only. Once you begin the quiz you must complete it (backtracking is not permitted). Quiz answers will be available only after the quiz has closed. You are encouraged not to wait until the last minute to take your quiz, to allow for unforeseen difficulties. If you face any technical difficulties please email UVU IT at helpdesk@uvu.edu or canvas_support@uvu.edu immediately (and cc me). Keep in mind that emails sent to IT after working hours will likely be answered the next working day.

*Notice: Quiz 6 **only** covers 1 chapter (chapter 11) and will therefore only have 15 questions and will need to be completed in 30 minutes.*

Written Assignments:

Canvas Discussion Boards
Students will be asked to participate in nine online discussions based on what they are learning about. On weeks with an assigned discussion, students should post to the discussion board by **Tuesday at 11:59 pm.** After the due date on Wednesday night, students should return to the discussion board and read what their classmates have posted. Students will be expected to respond to **two** posts by **Friday at 11:59 pm.** Responding to what others have said should add to the discussion in a substantive way—this should go beyond saying "good job" or "I agree." Your responses should actively stimulate and sustain further discussion by building on what your peers have said. You are expected to have meaningful insight to add to the discussion board and contribute to interactive learning. Your responses should be respectful of others' viewpoints, even if you disagree. This is an opportunity for you to demonstrate how you are connecting to course material.

These discussions will allow you to apply the knowledge you are learning about throughout the semester and reflect on what you are learning. These also occasionally require you to complete additional activities (e.g., online simulators, videos, etc.). These reactions are brief exercises that encourage you to apply the knowledge you are learning and/or provide your opinion about the impact of what you are learning in the 'real-world' (e.g., current event, policy issue, global impact, social media trend). For example, you may be asked to have a conversation with individuals from other generations (e.g., your parents, grandparents) to discuss societal influences (e.g., social media) on development across historical time. Similarly, you might be asked to watch a short video on YouTube and reflect on how it relates to what you are learning. These topic reaction assignments will help you connect what you are learning to the world around you and give you the opportunity to actively reflect as you learn.

Case Study
Students will be asked to create a hypothetical lifespan case study of an individual. It should cover the physical, cognitive, and psychosocial areas of development across the lifespan, but it will be cut into certain age groups/developmental stages. The case study is designed to outline the expected/typical course of development throughout the lifespan. You will be asked to pick the name, gender, and pronouns of a hypothetical individual, but nothing more. Then, you will chart the course of normal development for that individual. I recommend

writing this in past tense as if the individual has already lived (e.g., When Joe was born he weighed 7 pounds, 6 ounces and was 21 inches long). Be specific in the information you provide and link your hypothetical person's development directly to developmental concepts that you have learned about—and don't forget to cite throughout the case study!

You will work on this throughout the semester and will turn in a portion of this assignment at the end of each module, which corresponds to the developmental stage that you are learning about in that module. I will provide you with feedback with each submission that you <u>must use to make edits to your case study (you will turn in the full case study with all edited sections at the end of the semester).</u> This is a big assignment, but you will work on it slowly throughout the semester and will have a complete case study of a hypothetical person's development across the life span by the end of the semester that will be a wonderful addition to your FAMS portfolio.

To do this, you will write a case study with a separate section for each of the following age ranges. Each section should be between 500 – 1,000 words (approximately 2 – 4 double spaced pages). Please make sure to include all the information detailed above in each of these sections, <u>but do not write more than 4 double-spaced pages.</u> This likely means that you will need to practice writing detailed, but concise sentences.

- Prenatal: Conception - Birth
- Infancy: 0 – 2 years old
- Early Childhood: 2 – 6 years old
- Middle Childhood: 6 – 11 years old
- Adolescence: 11 – 18 years old
- Emerging Adulthood: 18 – 25 years old
- Adulthood: 25 – 65 years old
- Late Adulthood: 65+ years old

Within each section above, include the following as subheadings. Briefly summarize what is expected to happen in each of these developmental areas for that age, including family influences/factors that support development.

1. For Physical Development the case study should cover the following topics:
   1. Growth – Height and Weight
   2. Brain Development
   3. Motor Development
   4. Health issues and Illnesses
2. For Cognitive Development the case study should cover these topics:
   1. Cognitive Theories
   2. Memory and Information Processing
   3. Language
   4. Education
3. For Psychosocial Development the case study should cover these topics:
   1. Erikson's Socioemotional Theory
   2. The Development of Self and Personality
   3. Gender Roles
   4. Attachment, Family, and Social Relationships

This case study is the key assignment for this course. This must be turned in by the due date listed on Canvas and in the syllabus. **Students are required to earn at least an 80% on this assignment to include the case**

study as their seminal artifact for this core course in their FAMS portfolio on Canvas. Detailed assignment and formatting guidelines are available on Canvas.

<u>**Video Assignment:**</u>

Developmental Theory Presentation
After learning several developmental theories during the semester, you will have the opportunity to pick a theorist/theory to further explore. Research the theorist/theory using other materials outside the class (books, articles, newspapers, etc.). Create a 5-minute presentation on your topic. You may choose to use PowerPoint slides, Prezi, Google Slides, Canva, or anything else you'd like to create your presentation; then record your presentation and upload as a video or URL to a YouTube video (set as "unlisted"). Be sure to include a Reference page with at least 2-3 sources (in addition to your textbook). Turn in via Canvas by the assigned due.

<u>Choose one of the following theorists/theories:</u>
- Sigmund Freud Psychosexual Theory
- Erik Erickson Psychosocial Theory
- Jean Piaget Theory of Cognitive Development
- Abraham Maslow Theory of Hierarchy of Human Needs
- Maria Montessori Educational Theory
- Lev Vygotsky Socio-cultural Theory
- Lawrence Kohlberg Theory of Moral Development
- Charles Darwin Evolutionary Theory
- John Watson Behaviorism
- Ivan Pavlov Behaviorism

- B.F. Skinner Behaviorism
- Urie Bronfenbrenner Ecological Theory
- Virginia Apgar Apgar scale
- Mary Ainsworth Attachment Theory
- Mildred Parten Social play
- Diana Baumrind 3 parenting styles
- Howard Gardner Multiple Intelligence
- David Elkind Adolescent Egocentrism
- James Marcia Identity Status Theory
- Five Factor Model (FFM) Big Five Personality Traits
- Elisabeth Kubler-Ross Five Stages of Grief

Overall Grades

Grades for this class will be based on an average of the total points earned from work from the following assignments:

Assignment Group	Value
Quizzes	35%
Discussions	20%
Case Study*	40%
Theory Presentation	5%
SRI - Extra Credit	1%
Total	**101%**

*The Case Study is your key portfolio assignment for this course. You must turn this in and get at least 80% on this assignment.

To know where you stand at any given time, divide the total points you have earned by the total possible you could have earned to get your current percentage. Final grades are calculated based upon the percentage of the total points:

100% - 94% = A	82.9% - 80% = B-	69.9% - 66% = D+
93.9% - 90% = A-	79.9% - 76% = C+	65.9% - 63% = D
89.9% - 86% = B+	75.9% - 73% = C	62.9% - 60% = D-
85.9% - 83% = B	72.9% - 70% = C-	59.9% and below = F

Required or Recommended Reading Assignments
Chapters 1-15 in the Required Textbook

General Description of the Subject Matter of Each Lecture or Discussion
Module 1
Upon successful completion of this lesson, students will be able to:
- Define development and identify the key areas of development.
- Analyze the major controversies and perspectives regarding development.
- Explain the basics of each developmental theory discussed
- Identify the key terms and assumptions of each theory
- Evaluate the strengths and weaknesses of each theory
- Discuss the impact of nature, or genes, and nurture, or the environment, on development
- Explain the aspects of prenatal development, including cellular division, stages of development, and critical periods of development

In this module, students will gain a better understanding of the science of human development and what happens between conception and birth. Together, we will define development and discuss the scientific method to better help you understand how developmentalists and family scientists study human development across the lifespan. We will discuss the nature vs nurture debate, and learn about some of the main theories related to human development. We will also discuss what is meant by saying that development is: multidirectional, multi-contextual, multicultural, and plastic. In the second half of this module we will explore development between conception and birth, including what happens at the time of conception, genetics, and other prenatal developmental influences.

Module 2
Upon successful completion of this lesson, students will be able to:
- Introduce Piaget's 4 stages of cognitive development and forms of egocentrism for each
- Discuss Vygotsky's perception of cognition and how it differs from Piaget's
- Identify Piaget's 4 stages of cognitive development and forms of egocentrism for each
- Evaluate Vygotsky's perception of cognition and how it differs from Piaget's
- Explain Erikson's psychosocial theory
- Describe the development of attachment

In this module students will explore development during the first two years of life.

Module 3
Upon successful completion of this lesson, students will be able to:
- Outline the physical development of young children
- Describe the effects of poverty on development
- Discuss Piaget's Preoperational stage
- Explain the information processing approach to cognitive development, including its basic elements
- Explain the difference between self-concept and self-esteem
- Describe the development of personality and some ways in which it is measured
- Discuss the formation of gender, and ideas related to gender

In this module, students will learn about the developmental stage of early childhood. You will explore changes in physical development, cognitive development, and psychosocial development. You will learn about the development of emotional regulation and self-concept and other factors from the social world.

Upon successful completion of this lesson, students will be able to:
- Outline the physical development of children in middle childhood
- Describe the effects of poverty on development
- Explain the information processing approach to cognitive development, including its basic elements
- Explain Erikson's Industry vs. Inferiority stage.
- Discuss the importance of peer relationships.
- Explore the consequences of divorce and family violence in children's lives

In this module, students will learn about the period of middle childhood (ages 6 - 11). Students will learn about the theories related to development during this stage, including Piaget, Erikson, Vygotsky, and Information-Processing Theory. Students will learn about the importance of peer relations and the social context. Finally, students will explore the consequences of divorce and family violence during the period of middle childhood.

Module 5
Upon successful completion of this lesson, students will be able to:
- Outline the process of puberty and physical development in adolescence
- Explain the effect of timing of puberty on adolescent outcomes
- Explain Piaget's Formal Operations Stage.
- Discuss Perry's Post Formal Thinking and how this level may or may not exist.
- Compare Kohlberg's and other theories, such as Gilligan's Moral Development Theories, including the topics and stages of moral development

In this module students will explore the period of adolescence, including physical development and puberty, theoretical models, cognitive development, and social development, including moral development.

Module 6
Upon successful completion of this lesson, students will be able to:
- Define the developmental stage of emerging adulthood, including what ages and experiences are generally considered,
- Describe the history of the developmental stage and theory

- Outline the physical development that occurs during emerging adulthood,
- Explain cognitive development, including the development of the prefrontal cortex
- Understand psychosocial development during the period of emerging adulthood

In this module students will explore the period of emerging adulthood, including physical, cognitive, and psychosocial development. Students will gain an understanding of the history of this developmental stage, including how Jeffrey Arnett theorized on this period in the lifespan and coined the term emerging adulthood. Students will explore the dynamic nature of this period of life, including variability in terms of age at first marriage, the transition to parenthood, higher education, starting careers, gaining financial independence, and more.

Module 7
Upon successful completion of this lesson, students will be able to:
- Describe physical development across the lifespan
- Discuss physiological changes across adulthood, how the body is impacted, and what might increase longevity.
- Discuss aspects of cognitive development in adulthood, including expertise, work, and mental health
- Define intelligence and describe how it is calculated
- Describe the various approaches to IQ and what comprises intelligence in these approaches

In this module, students will learn about physical, cognitive, and psychosocial development during the 4 decades of adulthood (i.e., ages 25 - 65). Students will learn about physical changes (e.g., aging), development in the brain, and how the social world impacts adults.

Module 8
Upon successful completion of this lesson, students will be able to:
- Describe the similarities and differences among social interaction as people age.
- Identify and define the types of memory, including whether or not they are likely to decline with age
- Identify and elaborate on roles older adults fill in their families and social networks.
- Define death and other key terms related to dying.
- Identify and describe the five stages Kübler-Ross suggested individuals go through in the dying and grieving process.

In this module students will learn about aging, specific types of memory, roles, and the aging/grieving process.

Required Course Syllabus Statements

Generative AI
Artificial Intelligence: The use of artificial intelligence systems, including, chatbots, to complete any homework assignments is strictly prohibited. All submitted work must solely reflect the student's original writing and ideas in their own words. Additionally, all research incorporated into papers, essays, discussion posts, and other assignments must include in-text citations as well as a reference list adhering to proper APA formatting guidelines. Maintaining integrity through independent effort and ethical source attribution is required.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](#) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](#)

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: *Student Code of Conduct*](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.