



COLORADO STATE UNIVERSITY
— GLOBAL —

PSY520: LIFESPAN DEVELOPMENT AND GENERATIONAL ISSUES

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course is designed to familiarize students with major concepts, theories, and research related to normal lifespan development (infancy, childhood, adolescence, adulthood). Additionally, students will focus on impactful generational experiences and cultural norms that may reflect how individuals function in the world and in the workplace. Rank structure in the military and in police and fire agencies often leads to conflicts related to generational norms and ensuring that those providing mental health support services to these populations can understand, appreciate, and articulate the link between rank and generational experiences is essential.

Course Overview:

In this course, students will develop essential knowledge of human development. The course will review historical theories of human development required for counselors working with children, adolescents, and adults. Students will explore the developmental issues and generational norms that affect military members and emergency responders. Students will create recommendations based on their research and will evaluate current science to shape their learning. Because this is a graduate course, a certain amount of critical thinking, analysis, and evaluation is expected. There may not be direct answers to your research questions in the scientific literature, but it is expected that you will be able to take the information that is available, synthesize that information in a logical way, and be able to answer your research questions using the scientific literature as evidence to back up your thinking.

Course Learning Outcomes:

1. Examine human development and learned bases of behavior across the lifespan.
2. Develop understanding of the principles and theories of lifespan development including their effects on individuals as well as both personal and professional relationships.
3. Differentiate generational zeitgeists and the impact of these on responder norms and culture.

4. Describe development appropriate wellness activities.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Lally, M., & Valentine-French, S. (2019). *Lifespan development: A psychological perspective* (2nd ed.). Minneapolis, MN: Open Textbook Library. Retrieved from <http://dept.clillinois.edu/psy/LifespanDevelopment.pdf>

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1 & 2 in *Human Development: A Psychological Perspective*
- Bravo, I., & Noya, M. (2014). Culture in prenatal development: Parental attitudes, availability of care, expectations, values, and nutrition. *Child & Youth Care Forum, 43*(4), 521.
- DeSocio, J. E. (2018). Epigenetics, maternal prenatal psychosocial stress, and infant mental health. *Archives of Psychiatric Nursing, 32*(6), 901-906.

Discussion (25 points)

Critical Thinking (90 points)

Option 1: Nature vs. Nurture

Choose a personality characteristic (e.g., optimism) or a skillset (e.g., strength in math) and research the topic attempting to determine how nature and nurture lead to this characteristic or skill. Write a paper evaluating the current research on this topic and make a recommendation based on your research if there are policy changes that the military or emergency responder organizations should enact to screen, recruit, and/or hire people with or without this characteristic.

Your paper should be 4-6 pages in length and conform to the *CSU Global Guide to Writing and APA*. Include 4-6 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Option 2: Disorder Etiology

Pick a mental health diagnosis found in the DSM-5. Write a paper on the etiology (cause) of that disorder based on current research. Based on your research, discuss whether or not people with this diagnosis should be screened out of military and emergency responder careers. Does it matter if they have sought treatment or not?

Your paper should be 4-6 pages in length and conform to the *CSU Global Guide to Writing and APA*. Include 4-6 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Module 2

Readings

- Chapters 3 & 4 in *Human Development: A Psychological Perspective*
- CDC's Developmental Milestones. https://www.cdc.gov/ncbddd/actearly/pdf/checklists/Checklists-with-Tips_Reader_508.pdf
- Gupta, S. (2019). Walk this way. *Science News*, 196(5), 16.
- Pinar, Y., Ünal, F., & Kubilay Pinar, N. (2018). Impact of excessive screen-based media use on early childhood development: A short review. *Online Submission*, 2(4), 297-305.

Discussion (25 points)

Portfolio Milestone (50 points)

Option 1: Traumatic Event Research Paper

Identify the traumatic event and developmental stages your paper will focus on. Also, provide a preliminary reference list with at least five of the scholarly articles you will use in your paper.

Option 2: Typical Struggles Research Paper

Identify the age group and the developmental struggle your paper will focus on. Also, provide a preliminary reference list with at least five of the scholarly articles you will use in your paper.

Module 3

Readings

- Chapters 5 & 6 in *Human Development: A Psychological Perspective*
- Cabrera, A. F., Peralta, A. M., & Kurban, E. R. (2018). The invisible 1%: A comparison of attaining stepping stones toward college between military and civilian children. *Journal of Higher Education, 89*(2), 208-235.
- Galván, A. (2020). The need for sleep in the adolescent brain. *Trends in Cognitive Sciences, 24*(1), 79-89.
- Richardson, E., Mallette, J., O'Neal, C., & Mancini, J. (2016). Do youth development programs matter? An examination of transitions and well-being among military youth. *Journal of Child & Family Studies, 25*(6), 1765-1776.

Discussion (25 points)

Critical Thinking (90 points)

Option 1: Factsheet/Infographic

Create a factsheet/advice sheet/pamphlet/infographic for parents or teens related to an issue faced by typically developing children or adolescents who are the children of military members or emergency responders that would be helpful to this population. Include with your factsheet a paper in APA format summarizing the research that informed your factsheet and how you specifically applied research that was not about military members or emergency responders to this population.

Your factsheet should be 1-2 pages and formatted in a way to be visually interesting, clear, and appropriate for your chosen audience. Your research summary paper should be 4-5 pages in length, including a required reference page, and conform to the *CSU Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Option 2: Cultural Interview

Conduct interviews with two individuals who have different cultural backgrounds than your own (using a broad definition of culture). Write a paper discussing the similarities and differences between childrearing attitudes and practices in each of your lives. Some questions you might consider asking:

- What are some of the things your parents did that you will and will not repeat?
- What did you like and not like about how you were raised?
- What were your parents' parenting influences (if you know)?
- What other parenting influences will you look to?
- How were you disciplined?
- How do you discipline? Is this different from what you planned before you were a parent?

- What were your parents' values as parents?
- What are your values as a parent?
- What were the most important rules in your household?

These questions are just some ideas. You need to create your own interview guide prior to your interviews.

Your paper should be 4-6 pages in length and conform to the *CSU Global Guide to Writing and APA*. Include your interview guide with your completed paper.

Module 4

Readings

- Chapter 7 in *Human Development: A Psychological Perspective*
- Wells, T. S., Ryan, M. A. K., Jones, K. A., Hooper, T. I., Boyko, E. J., Jacobson, I. G., & Gackstetter, G. D. (2012). A comparison of mental health outcomes in persons entering U.S. military service before and after September 11, 2001. *Journal of Traumatic Stress, 25*(1), 17-24.
- Williamson, V., Diehle, J., Dunn, R., Jones, N., & Greenberg, N. (2019). Impact of military service on health and well-being. *Occupational Medicine, 69*(1), 64-70.

Discussion (25 points)

Critical Thinking (90 points)

Option 1: Personality and Military Members or Emergency Responders

Research the personality factors that make someone successful in a career in the military or as an emergency responder (you may choose a specific career if you wish). Address in your paper what an ideal candidate for these jobs would be, how the military or agencies might recruit these ideal candidates, and people who should not be allowed to enter these professions.

Your paper should be 4-6 pages in length and conform to the *CSU Global Guide to Writing and APA*. Include 4-6 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Option 2: Early Career Wellness

Write a lesson plan to help people who are entering the military or an emergency response profession. This course should be designed to improve the emotional/ psychological health and wellness of the young adults entering these professions and could be delivered during a law enforcement academy, during a fire academy, or following basic training. What information would be beneficial to help mentally prepare them for their chosen career?

Your paper should be 4-6 pages in length and conform to the *CSU Global Guide to Writing and APA*. Include 4-6 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Module 5

Readings

- Chapter 8 in *Human Development: A Psychological Perspective*
- Arnett, J. J. (2018). Happily stressed: The complexity of well-being in midlife. *Journal of Adult Development, 25*(4), 270-278.
- Killewald, A., & Bryan, B. (2018). Falling behind: The role of inter- and intragenerational processes in widening racial and ethnic wealth gaps through early and middle adulthood. *Social Forces, 97*(2), 705-740.

Discussion (25 points)

Critical Thinking (90 points)

Option 1: Wellness Best Practices

Write a paper for the leaders of a military group (you may pick the specific group) or a first responder agency detailing the best practices that the group or agency should be taking related to providing one area of wellness and resiliency to their people (wellness training, access to counseling, etc.). Be sure to include coping skills and self-help interventions that have an evidence base in the research connected to the area of wellness that you chose that could be used for members of this military group or first responder agency.

Your paper should be 4-6 pages in length and conform to the *CSU Global Guide to Writing and APA*. Include 4-6 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Option 2: Coping Skills PowerPoint

Create a PowerPoint training about coping skills and self-help interventions designed to build wellness and resiliency that have an evidence base in the research and that could be used for mid-career members of the military or mid-career members of first responder agencies.

Requirements:

- Your presentation should be at least 8-12 slides in length including a required title slide and reference slide.
- The presentation should be formatted for a formal presentation including headings per slide, major points per slide, and presentation notes to supplement each slide provided, as if you were doing the actual presentation.
- For tips on presentations, use this site as a resource: [Visual Presentations](#). The presentation should be formatted according to the *CSU Global Guide to Writing and APA*.
- The presentation should include 4-6 scholarly references in addition to the course textbook.

- In addition to the slides, include notes to support each slide or a separate word document with notes for the slides.
- The CSU Global Library is a good place to find these references. Submit your presentation as a PowerPoint file; *do not submit your presentation as a PDF file.*
- Be sure to include presentation notes for each slide to support the slide content. These may be a part of the PowerPoint or in a separate Word document.

Module 6

Readings

- Dietrich, K. (2018). Managing a changing workforce. *FBI Law Enforcement Bulletin*, 11-7.
- Jones, S., Chauhan, P., & Torabian, A. (2019). Working with different generations at the workplace: Challenges for leaders. *Effective Executive*, 22(4), 64.
- Schroth, H. (2019). Are you ready for Gen Z in the workplace? *California Management Review*, 61(3), 5-18.
- Zemke, R., Filipczak, B., & Raines, C. (2013). Generations at work: Managing the clash of boomers, Gen Xers, and Gen Yers in the workplace (2nd ed.). New York, NY: AMACOM.

Discussion (25 points)

Critical Thinking (90 points)

Option 1: Generational Training

Create a PowerPoint presentation for leaders of first responder agencies that talk about generational issues in the workplace. Be sure to talk specifically about the uniqueness of these issues in first responder agencies compared to other workplaces.

Requirements:

- Your presentation should be at least 8-12 slides in length including a required title slide and reference slide.
- The presentation should be formatted for a formal presentation including headings per slide, major points per slide, and presentation notes to supplement each slide provided, as if you were doing the actual presentation.
- For tips on presentations, use this site as a resource: Visual Presentations. The presentation should be formatted according to the *CSU Global Guide to Writing and APA*.
- The presentation should include 4-6 scholarly references in addition to the course textbook.
- In addition to the slides, include notes to support each slide or a separate word document with notes for the slides.
- The CSU Global Library is a good place to find these references. Submit your presentation as a PowerPoint file; *do not submit your presentation as a PDF file.*

Be sure to include presentation notes for each slide to support the slide content. These may be a part of the PowerPoint or in a separate Word document.

Option 2: Generations Paper

Write a research paper discussing how having multiple generations in the workforce is affecting the military and/or emergency responder organizations. Be sure to make at least three recommendations for military leaders or leaders of emergency responder organizations about how to manage some of the issues detailed in your paper.

Your paper should be 4-6 pages in length and conform to the *CSU Global Guide to Writing and APA*. Include 4-6 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Module 7

Readings

- Chapter 9 in *Human Development: A Psychological Perspective*
- Patton, G. L. (2011). Coping with the career a review of acquired life patterns of veteran officers. *FBI Law Enforcement Bulletin*, 80(6), 16.
- Symanyuk, E., Borisov, G., Berdnikova, D., Tomberg, O., & Ryabukhina, A. (2019). Profession loss crisis at an old age: Specific features, factors, and mechanisms of coping. *Behavioral Sciences* (2076-328X), 9(12), 152.

Discussion (25 points)

Module 8

Readings

- Chapter 10 in *Human Development: A Psychological Perspective*
- Breen, L. J., Karangoda, M. D., Kane, R. T., Howting, D. A., & Aoun, S. M. (2018). Differences in meanings made according to prolonged grief symptomatology. *Death Studies*, 42(2), 69.
- Koopmans, E., Wagner, S. L., Schmidt, G., & Harder, H. (2017). Emergency response services suicide: A crisis in Canada? *Journal of Loss & Trauma*, 22(7), 527-539.
- Martin, T. K., & Martin, R. H. (2017). Police suicide and PTSD: Connection, prevention, and trends. *Law Enforcement Executive Forum*, 17(2), 27-42.
- Zuromski, K. L., Bernecker, S. L., Chu, C., Wilks, C. R., Gutierrez, P. M., Joiner, T. E., & Kessler, R. C. (2020). Pre-deployment predictors of suicide attempt during and after combat deployment: Results from the Army study to assess risk and resilience in servicemembers. *Journal of Psychiatric Research*, 121, 214-221.

Discussion (25 points)

Portfolio Project (300 points)

Option 1: Traumatic Event Research Paper

Write a research paper about the effect a very traumatic life event might have on a person if that traumatic event occurs at three different stages of lifespan development.

- You may pick the type of traumatic event and the stages of lifespan development.
- Compare and contrast the different stages and the effects of the traumatic event on the individual during that stage and over the course of their lifespan.
- Please include what effect clinical interventions might have on your individual at different stages.
- In addition to your paper, please include a 1-2-page factsheet/advice sheet/pamphlet/infographic to give to someone who might be coping with such an event (or for their parents, if more appropriate).

Your paper should be 10-12 pages in length and conform to the *CSU Global Guide to Writing and APA*. Include 10-12 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Option 2: Typical Struggles Research Paper

Write a research paper about a struggle that typically occurs in a particular developmental stage (e.g., conflict with parents during adolescence or grief during late adulthood), determining what is normal development and what might be outside of typical responses.

Be sure to include how you would determine if the person in question is responding in a way that would require clinical intervention and, if they do, what clinical intervention you would recommend.

In addition to your paper, please include a 1-2-page factsheet/advice sheet/pamphlet/infographic to give to someone who might be wondering if what they (or their child) is experiencing is typical development or not.

Your paper should be 10-12 pages in length and conform to the *CSU Global Guide to Writing and APA*. Include 10-12 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.