

**San José State University  
Department of Psychology  
Psyc 212: Lifespan Development  
Spring 2025**

<b>Instructor:</b>	Matthew Capriotti, Ph.D.
<b>Office Location:</b>	DMH 318
<b>Telephone:</b>	408-924-5641
<b>Email:</b>	matthew.capriotti@sjsu.edu
<b>Office Hours:</b>	Tues 10:15 AM - 11:45 AM
<b>Class Days/Time:</b>	Tues 12:00 PM -2:45 PM
<b>Classroom:</b>	DMH 353
<b>Prerequisites:</b>	Admission to MS Clinical Program and student in good standing

**Course Description**

Emphasizes research and theory from conception through old age, and integrates important developmental issues within a lifespan approach, with a focus on middle and older adulthood.

**Program & Licensure Learning Outcomes: See Appendix A**

**Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will:

CLO1: Describe the basic research findings, terminology, principles, and theories important in lifespan developmental psychology, including how social, cognitive, and developmental factors may influence clinical presentation.

CLO2: Gain an understanding of the interaction between genetic and environmental influences on development, and how to apply these influences to clinical case conceptualization.

CLO3: Identify various facets of cognitive and social development across the lifespan.

CLO4: Describe how developmental theories extend into adulthood and late life development, and how to apply these theories to case conceptualization.

CLO5: Explain changes in human sexuality across the lifespan and treatment approaches for treating sexual problems.

## **Required Texts/Readings**

### **Textbook**

Burke-Harris, N. (2018). *The Deepest Well: Healing the Lifelong Effects of Childhood Trauma and Adversity*. Houghton Mifflin Harcourt. ISBN: 978-1328502667

Santrock, J.W. (2020). *A topical approach to life-span development* (10th ed.). New York, NY: McGraw-Hill.

**NOTE: Santrock has authored multiple different developmental psychology books with similar titles. Please make sure you obtain the right one.**

### **Articles**

In addition to the assigned textbooks, we will read some articles and chapters from other works. Check the calendar at the end of the syllabus and Canvas for links to the articles.

### **Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

The assignments for this class are as follows:

1) Integration Papers (n=12; addresses CLOs 1-5)

Each week (by Weds 1159 PM), you will submit a 250-300 word paper that relates the content discussed this week to applied topics and/or clinical examples. The purpose of this assignment is to show how you are integrating what you have learned that week into the broader context of your clinical training. As a default, I expect you to discuss and apply two topics in each paper, though you may choose to explore one topic in greater depth if you wish.

For each topic you discuss, you should:

- (a) summarize, in your own words, the concept being discussed,
- (b) discuss what you found interesting, surprising, or novel about this topic (i.e., what it added to your existing knowledge as a psychotherapist in training),
- (c) discuss *your own* example of how this could play out in an individual's everyday life, and,
- (d) using the same example from ©, discuss why it would be important for you to be aware of this developmental process to do therapy effectively with this individual. Or, on the converse, discuss what could go wrong in therapy if you did not consider this developmental factor.

Responses that discuss generally accurate interpretations of the reading material and clear extensions to real-world scenarios will be considered passing. Those that do not accurately discuss at least two significant points from the reading, or are based mostly on opinion or outside information, will not be considered passing.

## 2) Reading Discussion Questions (n=3, CLOs 1, 4, and 5)

Each week, by Monday at 9 AM, you will submit two discussion points or questions related to the article reading. You will post these to discussion boards on Canvas.

The questions should either ask clarification on something you are confused about, or pose a question to the class for an issue where you would like to hear other opinions. The discussion leader will use some of these questions to guide class discussion. Submissions will pass if they:

- (a) Show evidence of having read and reflected on the material.
- (b) Include questions that cover multiple parts of the assigned readings. If 2 chapters are assigned, one question should be related to each chapter. If 2 different readings are assigned, one question should relate to each reading
- (c) Each question should reference a specific page number or passage of the reading.

Note: Class leaders do not need to turn in questions on their assigned leader day, but should incorporate their own questions in the class discussion.

3) Reading quizzes (n=10, CLOs 1,4, and 5). On six occasions throughout the semester, there will be a reading quiz administered in the first 10 minutes of the class period. Students will provide a brief response to a multi-part content-based question about the readings assigned for that class (e.g., fill-in-the-blank and short answer). Students must earn 80% to pass the quiz. Responses will be scored on accuracy (not on writing quality). Students may use *their own hard-copy* notes, either handwritten or printed. Electronic notes may not be used, and the instructor reserves the right to collect students' notes to ensure they are distinct from peers.'

#### 4) Class Leader (n=1)

For many class sessions, two students will be assigned to facilitate the course content on that day. You must do all of the following:

- Pull the discussion questions from Canvas once posted, collate other students' questions according to topic or theme, and have them shared to the class in a Google Doc.
- Moderate a discussion among class members about these questions.

#### 5) Book report (n= 1)

You will read a popular press parenting or developmental psychology book and prepare a report about the material (about 8 double-spaced pages per report). Possible book options are presented at the end of the syllabus. The individual paper will include a summary and critique of the book. It is expected that you will connect the material presented in the book to what we've discussed and read in class. Papers will be graded as passing if they do all of the following: (a) summarizing the book, touching on all major sections (about 3-4 pages), (b) discuss the integration of the book and 2-3 major theories/topics presented in the course (about 5-6 pages total), and © employ a scholarly tone without significant grammatical errors and generally adhere to APA style.

#### 6) Holistic Reflection (n=1).

You will complete a reflection that discusses the three most significant ways this course changed your mind on issues related to human development. Approximately 40%-60% of this discussion should be focused on application to clinical practice as a psychotherapist. You may complete this *either* as a 5-page (double spaced) paper *or* as a 10-min presentation in office hours.

### **Final Examination or Evaluation**

The culminating experience for this class will be the Final Vignette assignment, as described above.

### **Grading Policy**

#### **Determination of Grades**

This class uses a grading contract, rather than a point-based grading scheme. This means that you will earn an A for passing the following assignments:

- 9 of 11 integrations
- 10 of 12 weekly discussion questions

- 10 of 12 reading quizzes
- 2 book reports
- Final reflection
- Class leader
- Participate actively in 13 of 15 class meetings (i.e., actively contribute to small group discussions, contribute at least once to whole-group discussion)

For each assignment you do not pass below these thresholds, your final grade will be lowered by one third of a letter grade (e.g., from A to A-). For example, passing only 8 integrations would drop a student from an A to an A-, while passing only 7 integrations would drop that student to a B+. These include:

- Passing fewer than 9 integrations
- Passing fewer than 10 weekly discussion questions
- Passing fewer than 10 reading quizzes
- Failing to lead your assigned class with minimal effectiveness
- Participating in fewer than 13 of 15 class meetings
- Failing the final reflection assignment

Because the book report is a longer and more substantive assignment, the deduction for not passing this will be 2/3 of a letter grade (e.g., from A to B+).

Extra credit is not available.

Late work. Late work is not accepted in this class. The flexibility in grading policy is designed to minimize the need for extensions. For example, if you come down with a cold and cannot submit an integration paper, you are expected to use one of your 2 “freebies.”

In very unusual circumstances where students have prolonged absences (e.g., due to an extended illness), the instructor will meet with the student and may grant extensions based on these individual circumstances. Such cases will be handled in accordance with the program-level *Policy Regarding Missing Classes in MS Clinical Program*.

## **Classroom Protocol**

### Class Structure

Time in each class will be divided approximately as follows:

9:00-9:10: Announcements

9:10-10:15: Class discussion or lecture

10:15-10:30: Break

10:30-11:30: Clinical skill practice or book discussion

11:30-11:40: Wrapup

This is a graduate seminar, so I expect you to be attentive in class, participate in discussions, and limit other distractions. Please do not multitask on your laptops, phone,

or otherwise. Please be respectful of your classmates' opinions during class discussions. Also, if you discuss client-related content in class, please be sure to protect that person's confidentiality. Students are asked not to share these discussions outside of class.

*I expect you to attend every class session, and this is also program policy.* If you know you will miss a class due to circumstances beyond your control, please contact me ahead of time about a missed class. If you have to miss more than one class, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class; note that missing more than one class will also trigger a program-level discussion and process, per [program policy](#).

### **Academic Integrity**

Students in this course are subject to University-wide and program-level policies regarding academic integrity. Here are some additional specifications related to this class.

- The use of AI assistive technologies (e.g., ChatGPT, Grammarly) for writing is *only* allowed for proofreading content to improve grammar, syntax, and clarity. That is, you may run drafts of your papers through these tools to see how you can improve your writing. If you do this, I highly recommend that you prompt the tool to show you where it recommends changes, so you can make use of this feedback for your own writing in the future. *Using these tools for other purposes in the course (e.g., generating content for an assignment) will be considered academic dishonesty and penalized accordingly.*
- The notes you use on reading quizzes, must be your own (i.e., generated by you alone, for the purposes of this course). Using collaborative sets of notes is prohibited. If students are discovered to be using the same set of notes for a quiz, that will be considered academic dishonesty; students will receive a 0 for that quiz and may be subject to additional penalties.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

# Psyc 212 / Lifespan Development, Spring 2025, Course Schedule

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email.

**Due Dates: Discussion Questions are due Monday 9 AM. Integrations are due Weds 1159 PM.**

Week	Date	Developmental Topic	Clinical Topic	Readings	Assignments
1	1/28	Introduction, Syllabus and Course Overview		Dangerous Playgrounds Article ( <i>The Atlantic</i> ) Matthews ( <i>Vox</i> )	none
2	2/4	Biological Beginnings	Biopsychosocial interviewing	Santrock, Chs. 2-3, DBT agreements and assumptions	Discussion Qs 1 Reading Quiz 0 (not graded) Class Leader: Matt
3	2/11	Motor, Sensory, Perceptual & Cognitive Developmental Approaches	Psychoeducation	Santrock Chs. 5-6	Discussion Qs 2 Integration 1 Reading Quiz 1 Class Leaders Anna & Tanvi
4	2/18	Information Processing & Intelligence	Reward Programs & Goal Setting	Santrock Chs. 7-8	Discussion Qs 3 Integration 2 Reading Quiz 2 Class Leaders: Hannah and George
5	2/25	Language Development & Bilingualism	DBT Mindfulness	Santrock Ch. 9; Roseberry-Mckibbin, DBT ch. on mindfulness	Discussion Qs 4 Integration 3 Reading Quiz 3 Class Leaders: Arden & David
6	3/4	Development of the Self & Moral Development	DBT Emotion Regulation	Santrock Ch 11 & 13, DBT ch.	Discussion Qs 5 Integration 4 Reading Quiz 4 Class Leaders: Gurikat & Margot
7	3/11	Behavioral Pediatrics I:	DBT Interpersonal Effectiveness	Friman & Christopherson Chs 2-4, DBT	Discussion Qs 6 Integration 5 Reading Quiz 5

Week	Date	Developmental Topic	Clinical Topic	Readings	Assignments
		Enuresis, Encopresis		Interpersonal Effectiveness- focus on DEARMAN,	Class Leader: Matt
8	3/18	Behavioral Pediatrics II: Tics, hairpulling, skinpicking	Habit Reversal	Walther et al trichotillomania chapter  Capriotti, Espil, & Woods (2014)  <a href="#">CBIT Demo Video</a>	Discussion Qs 7 Integration 6 Reading Quiz 6 Class Leader: Matt
9	3/25	Gender and Sexuality I: Early development through adulthood	Deepest Well Discussion	Ch. 12, Deepest Well I	Discussion Qs 8 Integration 7 Reading Quiz 7 Class Leader: Matt
<b>4/1- SPRING BREAK</b>					
10	4/8	Gender and Sexuality II: Treatment of sexual problems	Deepest Well Discussion	<a href="#">The Trevor Project, 2022</a>  Deepest Well II	Discussion Qs 9 Integration 8 Reading Quiz 8 Class Leader: Matt
11	4/15	Dating and Romantic Relationships	Deepest Well Discussion	Santrock Ch 14 (part I, stop at parenting)  Hammack et al., 2019  Deepest Well III	Discussion Qs 10 Integration 9 Reading Quiz 9 Class Leaders: Caroline & Isela
12	4/22	Family & Friends	Deepest Well Discussion	Santrock Chs. 14 (rest) & 15  Deepest Well IV	Discussion Qs 11 Integration 10 Reading Quiz 10 Class Leaders Maram, Michelle, & Daniela
13	4/29	Aging & Sleep	Pediatric insomnia	Kuhn (2014)	Discussion Qs 12 Integration 11 Reading Quiz 11 Class Leader: TBD
14	5/6	Death, Dying, & Grief	Deepest Well critique discussion	Santrock Ch. 17, Winninghoff 2020; Turner, 2019;	Reading Quiz 12 <b>Book Report due M 5/19 9 AM</b>



Week	Date	Developmental Topic	Clinical Topic	Readings	Assignments
<b>Final reflection due T 5/20 10:45 AM (start of final exam period)</b>					

## **Appendix A: Book report project options**

Note: If you want to do a report that is not one of the specific ones listed below, please contact the instructor for approval in advance. This should be a popular press book that conveys scholarly information about child/adolescent/young adult development and/or healthy aging and gives practical recommendations. Memoirs and other such works are not allowed.

### **Generational Differences**

Generations (Jean Twenge)

Generation Me (Jean Twenge)

iGen (Jean Twenge)

### **Parenting**

1-2-3 Magic (Thomas Phelan)

Parenting with love and logic (Cline and Fay)

No bad kids: Toddler discipline without shame (Janet Lansbury)

How to talk so kids will listen and listen so kids will talk (Faber and Mazlish)

Unconditional parenting or The myth of the spoiled child (Alfie Kohn)

No drama discipline (Siegel and Bryson)

The Kazdin method for parenting the defiant child (Alan Kazdin)

### **Social-cultural differences in child rearing**

Unequal Childhoods (Annette Lareau)

### **Neurodiversity**

Neurotribes (Steve Silberman)

Unmaking Autism (Devon Price)

### **Aging:**

A Long Bright Future (Laura Carstensen)

Lifespan – Why We Age and Why We Don't Have To (David Sinclair)

Other possible topics: Books on raising children, books on grief/the grieving process, books on healthy aging, books for parents, books about friendship, books on exploring sexuality with children (30 Days of Sex Talks series)

# Appendix B: Program and Licensure Learning

## Program Learning Outcomes (PLO)

Upon successful completion of the Master of Science in Clinical Psychology program...

- 1.1: Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
- 1.2: Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
- 2.1: Students will demonstrate effective integration and communication of clinical case material
- 2.2: Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
- 2.3: Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
- 2.4: Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
- 3.1: Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
- 4.1: Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
- 5.1: Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course meets PLOs 2.2, 2.4, 4.1, and 5.1

## Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category (B): Human growth and development across the lifespan, including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

This course will also cover aspects of the additional LPCC requirements of: (1) Aging and long-term care, including biological, social, cognitive and psychological aspects of aging; (2) Human sexuality, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction; and (3) An understanding of the effects of socioeconomic status on treatment and available resources.

LLO2: For the MFT requirements, this course includes instruction in developmental issues from infancy to old age and all areas of study specified in BPC Section 4980.36(d)(2)(B).

(B) Developmental issues from infancy to old age, including instruction in all of the following areas:

- (i) The effects of developmental issues on individuals, couples, and family relationships.
- (ii) The psychological, psychotherapeutic, and health implications of developmental issues and their effects.
- (iii) Aging and its biological, social, cognitive, and psychological aspects.
- (iv) A variety of cultural understandings of human development.
- (v) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.
- (vi) The understanding of human behavior within the social context of a representative variety of the cultures found within California.
- (vii) The understanding of the impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development.

This course will also cover aspects of the MFT requirements regarding Human sexuality, including the study of physiological, psychological, and social cultural variables associated with sexual behavior and gender identity and the assessment and treatment of psychosexual dysfunction (as specified in BPC Section 4980.36(d)(2)(H)), and the effects of socioeconomic status on treatment and available resources (as specified in BPC Section 4980.36(d)(2)(F)).