

# **Lifespan Developmental Psychology**

**The University of Toledo  
College of Arts and Letters  
Department of Psychology**

**PSY 2510 003**

**Spring, 2019**

**Bowman-Oddy Laboratories 1059**

**2:30 pm - 3:50 pm Monday and Wednesday**

## **Contact Information**

Instructor: Peter G. Mezo, Ph.D.

Email:

## **Course Goals**

By the end of the semester, you should be better able to:

Comprehend the complexity of development including physical, cognitive, social, and emotional development at varying stages of life

Understand the strengths and weaknesses of research contributing to knowledge about human development

Be aware of the influence of diversity and culture on development

Know the core features of various stages of development over the lifespan

Reflect on the personal and societal examples of development in action

## **Learning Outcomes**

Based on these course goals, the desired learning outcomes include:

Explain the ways in which different types of development unfold and interact with each other over time



**Life Plan and Life Plan Revision:** The life plan is worth 15 points and the life plan revision is worth an additional 20 points. At the beginning of the course, you will be asked to complete your tentative “life plan”. That is, how would you like to see your life develop in the domains of *occupation/work*, *relationships*, and *societal involvement*? This narrative should be approximately 1 to 2 double-spaced pages. The first version of the life plan will be graded in terms of how you have addressed each of the three domains in a coherent and thoughtful manner. At the end of the course, you will be asked to revise your life plan by applying information you have learned in the course. This revision may include corrections, clarifications, and additions/deletions. The life plan revision will be graded in terms of how well you have integrated the course material throughout your original life plan.

**Short Paper Proposal:**

The different research perspectives don't have to disagree, they just have to be different takes on the issue you selected. Your discussion is a synthesis and summary of these different perspectives, complete with your final critical analysis of the issue.

**Reflective Journaling:** There will be 4 journal entries, each worth 10 points. The journal entries will be one paragraph in length, and will be based on a current event or personal experie

mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources:

<http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at:  
<http://www.utoledo.edu/title-ix/policies.html>.

## Student Support Services

### Counseling Center

Completing a course in psychology may result in more awareness of mental health issues. [The Counseling Center](#) is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

### The Writing Center

Your successful completion of this course includes a short paper, as well as journaling, and you may benefit from additional academic writing support. [The Writing Center](#) provides face-to-face tutoring for writers in all disciplines working on various types of writing projects.

## Course Schedule

Week	Date	Reading to be completed prior to class	Exam/Paper/Journaling Dates
1	1/14		Syllabus
	1/16		Life plan due during class time – no class
2	1/21		MLK – no class
	1/23	Chapter 1	
3	1/28	Chapter 2	
	1/30	Chapter 3	
4	2/4		
	2/6	Chapter 4	
5	2/11		
	2/13	Review	
6	2/18		Exam 1 Chapters 1-4
	2/20	Chapter 5	
7	2/25	Chapte	

10	3/18	Chapter 8	
	3/20		
11	3/25	Review	
	3/27		Exam 2 Chapters 5-8
12	4/1	Chapter 9	
	4/3	Chapter 10	Short Paper due
13	4/8	Chapter 11	