

## HDFS 2200 Human Development across the Lifespan

### University of Georgia- Spring 2023

Instructor: J. Maria Bermúdez, Ph.D., LMFT  
Class Day: Monday, Wednesday, Friday  
Class Time: 8:00-8:50 am  
Place: 430 Chemistry Building

Office: House A- 207, Family Science Center 1  
Office Hours: By appointment  
E-mail: [maria.bermudez@uga.edu](mailto:maria.bermudez@uga.edu) (please use this address to contact me, not through eLC)

Teaching Assistant: Shelley Barth, M.S  
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Office Hours: By Appointment

#### Course Objectives:

1. Identify major developmental changes and issues during infancy, childhood, adolescence, adulthood, and later life.
2. Explain how individual and social factors influence development and how family, community, societal, and historical contexts contribute to developmental outcomes.
3. Think critically about the knowledge gained in class to address societal issues, your own development, and the development of those around you.

#### Required Reading Materials:

1. Whitbourne, S. K. & Davis, C. R. (2021). Lifespan Development: Biopsychosocial Perspectives. Cognella Publishing.
2. Bermudez, J. M. (2021). *Intersectionality and Context across the Lifespan: Readings for Human Development*. San Diego: Cognella Publishing.

For the bundled price, see <https://store.cognella.com/96604>

#### Required Technology:

1. Access to a computer with a camera and *reliable* online access to eLC.
2. Download Respondus Lockdown Browser and Monitor for Exams (no cost).

## Course Requirements and Grading

**1. Attendance / Participation:** Attendance and thoughtful and engaging class participation is expected! Please be ON TIME and remain until the end of the class, unless you have made prior arrangements with the professor. If you need to leave early, please talk to me before the class starts.

You do not need to notify me if you need to miss class, but you are responsible for getting the class notes from a classmate.

Turn off your cell phones during class. I do not provide lecture notes to students, therefore you are responsible for getting class notes from a classmate if you cannot attend. You are also responsible for the content of any videos, guest speakers or other material presented during class time. If you must miss class, it is your responsibility to find out from a classmate what you missed. You may only use your computer in class to take class notes. PLEASE refrain from using your technology in class, unless it is for class purposes. I will ask you to leave if you are disrupting or distracting others.

**2. Reading Assignments:** You have 2 required books for this course. It is optimal for all reading assignments to be completed before coming to class. You are expected to read all of the readings carefully and make regular contributions to class discussions, demonstrating that the reading assignments have been completed. Students will be expected to introduce relevant issues into class discussion.

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are prohibited from using cell phones, making offensive remarks, reading or engaging in unrelated conversation with classmates, or sleeping. More importantly, you are expected to respect each other and the opinions expressed in class.

**3. Exams (50 points each):**

- There will be 3 exams, and 1 optional cumulative final exam. Each are worth 50 points (50 multiple choice questions worth 1 point each).
- The final exam will be cumulative and cover much of the same content as the exams. This exam serves to evaluate your comprehension of the course material.
- If you choose to take the cumulative final exam, your lowest exam score will be dropped. If you choose not to take the final exam, only the first 3 exams will count toward your grade. You must complete all 4 exams in order to drop your lowest score. The final exam will be on the UGA designated exam time and day.
- All Exams will be administered on eLC using Lockdown Browser and Monitor. The exams will be taken on eLC, on your computer that has a camera and the lockdown monitor.
- You may take the exam in our classroom or wherever you choose, as long as you are in a quiet and still place. The Monitor will flag you if you move or look around.
- You must download the program.  
[https://help.elc.uga.edu/for\\_students/respondus\\_monitor\\_for\\_students/](https://help.elc.uga.edu/for_students/respondus_monitor_for_students/)
- The format for exams will include multiple choice and true/false questions. Questions will be weighted toward material presented during class time; therefore, poor attendance in class will undoubtedly be reflected in your performance on the exam. Exam dates are on the class schedule.
- The only exceptions to this policy are an official University activity or a documented illness or hardship absence. In those cases, you can make up the exam when you return to campus. Contact me immediately about such situations. You must have submitted appropriate documentation and have had it approved prior to taking a make-up exam.

**1. Reflection Papers (15 points each):** 3 reflection papers (45 points total), will be assigned throughout the course. The reflection papers are designed to help you use the terms and concepts from the class to be reflexive about your thoughts, feelings, and reactions to the material being covered. The papers will be at least 2-3 pages in length, using 6-8 terms from the specific module, uploaded on eLC- BOLD or underline the terms from class.

**4. Life Stage Interview Paper (25 points):** For this assignment, you will include 5 steps.

1. You will conduct at least a 20 minute (or longer) **developmentally appropriate interview** with someone who represents a specific life stage (i.e. a child, adolescent, young adult, middle-aged or older adult). You must modify your word choice accordingly.
2. Beforehand, create an interview guide with at least 5 open-ended questions such as these:
  - What do you like the most and least about being your age now?
  - What was it like for you when you were younger (physically, how you thought, acted, etc.)
  - What do you think you will be like when you are older (both ways that are good as well as challenging)?
  - When considering the different aspects of your identity, such as race, social class, culture, gender, etc., what is it like being your age?
  - What is the most important thing for you right now?
  - What has helped be your very best, in your mind and body?

Please feel free to add to or modify these questions. Also, note that if you are interviewing someone under the age of 16, please be sure to have another adult present for the interview.

3. Then you will write at least a 3 page paper (double spaced) that summarizes your interview process (where the interview was conducted, with whom, length of interview, and what it was like for you), what they said (interpreting how they answered your questions), and anything else you would like to add.

You must include at least 10 nuanced terms from the class (bold them in the text) to describe aspects of their development. Use 12 font, New Times Roman, 1 inch margins and double spaced. The interview guide and pictures are not included in the page length of your written work.

4. Please take and upload at least 3 photographs, with you and your interviewee at the time of the interview (in person, facetime, or Zoom). Attach the photos at the end of your paper and upload to this assignment to our eLC. If you would like to record and upload the video, that would also be a great addition to this assignment; although not required.
5. Finally, include your interview guide at the end of your document.

You may interview your participant for as long as you like, asking as many questions as you like, taking as many pictures as you like! The above criteria are the minimal standards required for the assignment. My hope is that this experience is positive and meaningful for you and your participant. I especially encourage you to interview a great grandparent or grandparent, but it is completely your choice. If you interview a child, you must get consent from their parent or caregiver, especially to upload their picture for this assignment. Assure them that your paper and the photos will only be used for this purpose.

## Grading/Grading Scale

<u>Assignment</u>	<u>Points</u>	
1. Exams	150	(3 @50 points each)
2. Reflection Papers	45	(3 @15 points each)
3. Interview and paper	25	

Letter Grade	Percentage	Points
A	94-100%	207-220
A-	90-93%	198-206
B+	87-89%	191-197
B	84-86%	185-190
B-	80-83%	176-184
C+	77-79%	169-175
C	74-76%	163-168
C-	70-73%	154-162
D	65-69%	143-153
F	below 65%	0-142

## Course Information and Policies

**Announcements:** Announcements and updates will be posted through the Announcements section of eLC and in class regularly. Please be sure to check the announcements daily. They will contain important information about assignments, due dates, or other pieces of key information.

**Email:** Please email me any time, directly to my UGA email address at [maria.bermudez@uga.edu](mailto:maria.bermudez@uga.edu), not through eLC. You are welcome to email me for clarification or questions regarding content, assignments, or other topics, however, I encourage you to use the Miscellaneous Discussion Boards first, especially for issues related to the syllabus, due dates, or formatting issues.

Please allow 24 hours for a response to an email during the week (Monday–Friday), and 48 hours for an email sent on Saturday or Sunday. If you have a question over the weekend, try posting to a discussion board. It's likely that a classmate will be able to help you. Please avoid emailing me about questions that can be asked before, during, or after class.

**Diversity:** Diversity encompasses acceptance and respect. The term "diversity" encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status.

The College of Family and Consumer Sciences at the University of Georgia embraces a commitment to diversity by modeling for the state and nation, a community of individuals and programs which seek to reduce prejudice, disparities, and discrimination and build a supportive environment for all. [More about diversity.](#)

**Academic honesty:** "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. All academic work must meet the standards outlined in "A Culture of Honesty" found at: <http://honesty.uga.edu/>.

If you are suspected, with sound evidence, of violating the academic dishonesty policy, you might receive one of the following consequences- a 0 on the exam or assignment, fail this course, and/or be reported to the Office of Academic Honesty at UGA.

The following are examples of behaviors that would be considered academic dishonesty in this class. (This is not intended to be a complete listing.)

### Academic Dishonesty During Exams and assignments

- Taking an exam for someone else, or having someone else take an exam for you
- Sharing exam questions, answers, content, topics, or format with a student who has not taken the exam- this includes sharing information on "group me" or other forms of information sharing.

- Using exam questions and/or answers obtained from any other person (currently or formerly in the class)
- Working with anyone else (including another student, friend, professor, academic advisor, family member, family friend, coach, neighbor, enemy...) at any time while taking an exam
- Working with or helping anyone else (see list above) at any time while they are taking an exam
- Using a computer, tablet, phone, or another electronic device to look up answers to questions while taking an exam (use of textbook, course slides, and your own notes taken while completing the modules is NOT allowed).
- Having someone else complete your written assignment or exam.

**Course Plans:** The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**Accommodations due to disability:** If you plan to request accommodations for a disability, please register with the Disability Resource Center (DRC). The DRC can be reached by visiting Clark Howell Hall, by calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

**Mental Health and Wellness Resources:** If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>). If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

**FERPA Notice:** The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless a <https://reg.uga.edu/resources/documents/imported/FERPARequestForRestriction.pdf> is submitted to the Registrar's Office.

**Resources for Student-Parents:** If you or someone you know is in a phase of life that involves parenting (or the expectation of parenting), there are resources available to assist you. Student Care and Outreach within the Office of the Dean of Students is available to provide you with important information and resources; you can contact them at 706-542-7774.

**COVID-19- Please do not come to class if you are sick.** For the latest on UGA policy, you can visit [coronavirus.uga.edu](https://coronavirus.uga.edu).

### **Well-being, Mental Health, and Student Support**

If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources to support your well-being and mental health: <https://wellbeing.uga.edu/>

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

## Tentative Class Schedule

Week	Date	Topic	Reading from Text
1	Mon 1-9-23	Introduction of Course	
	Wed. 1-11-23	Introduction to Human Development	<b>Ch. 1- of main text</b> (Lifespan- Kraus and Davis)
	Fri. 1-13-23	continued <b>Last day to Drop course</b>	
2	Mon. 1-16-23	NO CLASS- Dr. Martin Luther King Jr. Day	
	Wed. 1-18-23	Intersectionality and Context in Human	<b>Ch. 1 of reader</b> (Intersectionality- Bermudez)
	Fri. 1-20-23	Defining Self across Time and Space	Ch. 2 of reader
3	Mon. 1-23-23	Conception and Prenatal Development	<b>Ch. 2- main text</b>
	Wed. 1-25-23	Labor, Delivery, and the Newborn	Ch. 3- main text
	Fri. 1-27-23	Pregnancy and Childbirth	<b>Ch. 3- reader</b>
4	Mon. 1-30-2023	continued	
	Wed. 2-1-2023	First two years- Psychosocial Development	<b>Ch. 4- main text</b>
	Fri. 2-3-2023	Infancy, Gender and Culture	<b>Ch. 4- reader</b>
5	Mon. . 2-6-2023	No Class- catch up on readings	
	Wed. . 2-8-2023	Review for Exam	
	Fri. . 2-10-2023	<b>EXAM 1</b> (on eLC during class time) <b>Reflection Paper 1 DUE- 11:59 pm</b>	Main Text- Ch. 1-4 Reader- Ch. 1-4
6	Mon. . 2-13-2023	Toddler and Early Childhood	<b>Ch. 5 - main text</b>
	Wed. . 2-15-2023	continued	
	Fri. . 2-17-2023	<b>Early Childhood</b>	Ch. 5 - reader
7	Mon. . 2-20-2023	continued	
	Wed. . 2-22-2023	<b>Middle Childhood-</b> biopsychosocial perspectives	<b>Ch. 6- main text</b>
	Fri. . 2-24-2023	continued	
8	Mon. . 2-27-2023	Middle Childhood- intersectional and contextual perspectives	Ch. 6- reader
	Wed. 3-1-2023	continued	

	Fri. 3-3-2023	continued	
9	Mon-Friday March 6-10	<b>NO Class- Spring Break</b>	
10	Mon. 3-13-2023	<b>Preadolescence</b>	<b>Ch. 7- main text</b>
	Wed. 3-15-2023	<b>EXAM 2</b> (on eLC during class time) <b>Reflection Paper 2 DUE- 11:59 pm</b>	Main Text- Ch. 5-7 Reader- Ch. 5 and 6
	Fri. 3-17-2023	<b>Adolescence</b>	<b>Ch. 8 – main text</b>
11	Mon. 3-20-2023	continued	
	Wed. 3-22-23	Adolescence	<b>Ch. 7- reader</b>
	Fri. 3-24-2023	<b>Young Adulthood</b>	<b>Ch. 9 – main text</b>
12	Mon. 3-27-2023	continued	
	Wed. 3-29-2023	<b>Emerging and Young Adulthood</b>	<b>Ch. 8- reader</b>
	Fri. 3-31-2023	continued	
13	Mon. 4-3-2023	<b>Middle Adulthood and Midlife</b>	<b>Ch. 10 – main text</b>
	Wed. 4-5-2023	continued	
	Fri. 4-7-2023	Middle Adulthood	<b>Ch. 9- reader</b>
14	Mon. 4-10-2023	continued	
	Wed. 4-12-2023	<b>Later Life</b>	<b>Ch. 11 – main text</b>
	Fri. 4-14-2023	Late Adulthood	<b>Ch. 10- reader</b>
15	Mon. 4-17-2023	continued	
	Wed. 4-19-2023	<b>End of Life, Loss, and Bereavement</b>	<b>Ch. 11- reader</b>
	Fri. 4-21-2023	continued	
16	Mon. 4-24-2023	<b>Successful Aging</b>	<b>Ch. 12 – main text</b>
	Wed. 4-26-2023	continued	
	<b>Fri. 4-28-2023</b>	<b>Exam 3 on eLC (during class time)</b> <b>Reflection Paper 3 DUE- 11:59 pm</b>	
17	Mon. 5-1-23	<b>Last Day of Class- Summary and Review</b>	
	<b>Wed. May 3<sup>rd</sup></b>	<b>Final Exam (open from 8-11 am)</b>	
	<b>Friday, May 5<sup>th</sup></b>	<b>Life stage Interview Project Due</b>	