

HDFS 2200 Human Development across the Lifespan

University of Georgia

Spring 2024

Instructor: J. Maria Bermúdez, Ph.D., LMFT
Class Day: Tuesdays and Thursdays
Class Time: 12:45 - 2:00 pm
Place: 102 Miller Learning Center (MLC)

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

Teaching Assistant: Sheldon Kay Email: SheldonKay@uga.edu

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:

We have 2 books for class. Both are published by Cognella and they gave us a bundled price, which is at a much lower price than ordering them separately. Here is the link- Store: Purchase your course materials here: <https://store.cognella.com/97544>

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.

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

I. Course Requirements

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 so 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 be respectful of 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/
- 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.

4. Reflection Papers (10 points each): 3 reflection papers 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 1.5-2 pages in length, uploaded on eLC, and worth 10 points each.

5. 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- child, adolescent, young adult, middle-age or older adult.
2. Beforehand, create an interview guide with at least 5 open-ended questions such as these:
 - When considering the different aspects of your identity, such as race, social class, culture, gender, etc., what is it like being your age?
 - What do you like the most and least about being your age, especially compared to being younger?
 - What do you think you will be like when you are older?
 - 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 (how they answered your questions), and anything else you would like to add. **You must include at least 10 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 3-5 photographs, with you and your interviewee at the time of the interview. Paste the photo(s) at the end of your paper and upload to this assignment drop box. 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, paste in a copy of the interview questions you asked 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 grandparent, but it is completely your choice.

II. Grading/Grading Scale

Assignment	Points
1. Exams	150 (3 @50 points each)
3. Practice Quiz	5
2. Reflection Papers	30 (3 @10 points each)
3. Interview and paper	25

Letter Grade	Percentage	Points
A	94-100%	197-210
A-	90-93%	189-196
B+	87-89%	183-188
B	84-86%	176-182
B-	80-83%	168-175
C+	77-79%	162-167
C	74-76%	156-161
C-	70-73%	147-155
D	65-69%	137-146
F	below 65%	0-136

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, 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.

Netiquette: When posting on the discussion boards it is important to understand how to interact with one another online, netiquette. You can read more about the rules of netiquette at <http://www.albion.com/netiquette/index.html>.

March 24, 2022- last day to withdraw from course.

Incompletes: The UGA incomplete policy can be found in the UGA Undergraduate Bulletin, which states that a grade of Incomplete “indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. If an I is not satisfactorily removed after three semesters, the “I” will be changed to the grade of “F”. Circumstances leading to an incomplete will require documentation.

Managing Response to COVID-19: Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit coronavirus.uga.edu

- What do I do if I test positive for COVID-19? If you test positive for COVID-19 at any time, you are required to report it through the [DawgCheck Test Reporting Survey](#). We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation [guidance](#) and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

RESPECT FOR DIVERSITY

The topics discussed in this course are value-laden, especially when tied to human development. It is important that we all feel comfortable expressing our personal views. This requires that we respect the views of others.

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 class will follow two ground rules: (a) Everyone has a right to be heard; (b) We will respectfully agree to disagree, however, disrespect and making offensive comments will not be tolerated.

Students should avoid rude, disruptive and otherwise unprofessional behavior both in class and on eLearning Commons. Examples includes ANYTHING on line that does not involve directly what is happening in class,

non-participation in small group activities, leaving early, leaving and coming back into the classroom during class, sleeping, side discussions during class lectures and presentations, and doing other work during class sessions.

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/>.

Work prepared for this class is expected to be the result of your own personal effort. It is the instructor's responsibility to uphold the University's academic honesty policy and report any suspected incidents of academic dishonesty to the Office of the Vice President for Instruction.

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation.

If you are found to violate the academic dishonesty policy, you will fail this course and you will 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
- 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 other electronic device to look up answers to questions while taking an exam (Note: use of textbook, course slides, and your own notes taken while completing the modules is allowed).
- Having someone else write your assignments and fabricating assignments

CAMPUS RESOURCES

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.

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/>

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>.

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 form is submitted to the Registrar's Office. https://reg.uga.edu/_resources/documents/imported/FERPARequestForRestriction.pdf

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 you and can provide you with important information and resources; you can contact them at 706-542-7774.

Additionally, the student group UP at UGA works to provide peer support and resources to students who are pregnant or parenting; you can find out more about their work at <http://www.upatuga.org/>, or contact them directly at upliftingparents.uga@gmail.com.

Revised Schedule

Week	Date	Topic	Chapter in Text
1	Tue. Jan. 9	Syllabus- Introduce Course	
	Thur. Jan. 11	Intro. to the Science of Human Development	Ch. 1- main text (Lifespan- Kraus & Davis)
2	Tue. Jan. 16	Continued	
	Thur. Jan. 18	Last day to Drop course Intersectionality and Context in Human Development	Ch. 1&2 reader (Intersectionality- Bermudez)
3	Tue. Jan. 23	Conception and Prenatal Development	Ch. 2- main text
	Thur. Jan. 25	Labor, Delivery, and the Newborn	Ch. 3- main text
4	Tue. Jan 30	Pregnancy and Childbirth	Ch. 3- reader
	Thur. Feb. 1	First Two Years	Ch. 4- main text
5	Tue. Feb. 6	Continued Reflection #1 Paper opens	
	Thur. Feb. 8	Infancy, Gender and Culture	Ch. 4- reader
6	Tue. Feb. 13	Exam 1 on eLC during class time Reflection Paper #1 Due- 11:59 pm	Main Text- Ch. 1-4 Reader- Ch. 1-4
	Thur. Feb. 15	Toddler and Early Childhood	Ch. 5- main text
7	Tue. Feb. 20	Early Childhood	Ch. 5- reader
	Thur. Feb. 22	Middle Childhood- biopsychosocial perspectives	Ch. 6- main text
8	Tue. Feb. 27	Continued- intersectional and contextual perspectives	Ch. 6- reader
	Thur. Feb. 29	Preadolescence The Adolescent Years	Ch. 7- main text Ch. 7- reader
	Tue. Mar. 5	<i>NO CLASS- Spring Break</i>	-----
	Thur. Mar. 7	<i>NO CLASS- Spring Break</i>	-----
9	Tue. Mar. 12	Adolescence Reflection #2 Paper opens	Ch. 8- main text
	Thur. Mar. 14	Continued	
10	Tue. Mar. 19	Exam 2 on eLC, during class time Reflection Paper #2 Due- 11:59 pm	Main Text- Ch. 5, 6, 7, & 8 Reader- Ch. 5, 6, 7

	Thur. Mar. 21	Withdrawal Deadline Young Adulthood	Ch. 9- main text
11	Tue. Mar. 26	Continued	
	Thur. Mar. 28	Emerging and Young Adulthood	Ch. 8- reader
12	Tue. Apr. 2	Middle Adulthood and Midlife	Ch. 10- main text
	Thur. Apr. 4	Middle Adulthood	Ch. 9- reader
13	Tue. Apr. 9	Late Adulthood	Ch. 11- main text
	Thur. Apr. 11	Continued	Ch. 10- reader
14	Tue. Apr. 16	End of Life, Loss, and Bereavement	Ch. 11- reader
	Thur. Apr. 18	Successful Aging Reflection #3 Paper opens	Ch. 12- main text
15	Tue. Apr. 23	Exam 3 on eLC, during class time Reflection Paper #3 Due- 11:59 pm	Main Text- Ch. 9, 10, 11, & 12 Reader- Ch. 8, 9, 10, 11
	Thur. Apr. 25	Last Day of Class and Overview	
	Sunday, Apr. 28	Life Stage Paper Due- 11:59 pm	
	Thur. May 2, 2024	Cumulative Final Exam- on eLC 12:00-1:00 p.m.	