Chapter 1

Developing the Course

Because you are reading this book, you have probably agreed to teach a course on one of the most fascinating fields in psychology —lifespan developmental psychology. The job of teaching lifespan development to undergraduates can be daunting: A large number of non-psychology disciplines (e.g., biology, education, sociology, and medicine) and psychology subfields (e.g., experimental psychology, clinical psychology, health psychology, gerontology) relate to human development. However, it is our hope that this book will help you to organize your course and plan a semester that will be rewarding for both you and your undergraduates. We have written the book with the novice developmental psychology instructor in mind, but we hope that seasoned developmental psychology instructors will also find it helpful.

The overall purpose of this book is to focus on the critical aspects of teaching developmental psychology. We share ideas, tips, and strategies for effectively teaching lifespan development for under-graduate psychology majors and non-majors. Additionally, this book offers you advice on how to develop class presentations, lectures, and quizzes; how to teach potentially challenging topics; and how to link developmental psychology concepts to everyday student experi-ences. Because we focus solely on teaching lifespan development, you may be interested in learning more about the process of teaching by

consulting such resources as *The Handbook of the Teaching of Psychology* (Buskist & Davis, 2006), *McKeachie's Teaching Tips* (McKeachie & Svinicki, 2006) or *Voices of Experience: Memorable Talks from the National Institute on the Teaching of Psychology* (Perlman, McCann, & Buskist, 2005). These books provide insight into topics that are beyond the immediate scope of this book, such as the basic mechanics of classroom management, how to present your subject matter passionately, how to build rapport with students, and how to deal with academic dishonesty.

In this chapter we highlight the relevant aspects to consider when planning a developmental psychology course. We begin by presenting a brief history of developmental psychology as a discipline. Next, we address typical course organization for a developmental psychology course with a lifespan perspective, offer some viable alternatives to the traditional course structure, and provide a blueprint for beginning the course. Finally, we focus on the characteristics of students who typically enroll in lifespan development courses.

History of Developmental Psychology

Developmental psychology has changed over the years but the discipline has been present since the early 1700s, as evidenced by the early work of Tetens (Dixon & Lerner, 1992). Early interest in developmental psychology was rooted in, and heavily influenced by, the evolutionary perspective. Various researchers, including Charles Darwin, made comparisons between humans and animals with the view that evolution was a developmental process and that distinct animal species were at different developmental stages of evolution (White, 2003). From human to animal comparisons emerged an interest in the comparison of adult and child forms of various species, including humans. Researchers were interested in describing which aspects change and which aspects remain the same during the transition from child to adult form (Dixon & Lerner, 1992). Thus, the evolutionary perspective was instrumental in the advancement of developmental psychology and remains an important influence (Dixon & Lerner, 1992; White, 2003). The evolutionary perspective currently describes development as a continuous process in which the present form of organisms developed from earlier forms. Additionally, modern evolutionary theory predicts that organisms will continue to develop into future forms (Dixon & Lerner, 1992).

However, developmental psychology did not become a psychology mainstay until the late 19th and early 20th centuries. In fact, the developmental psychology with which we are now familiar has been described as occurring in three waves (White, 2003). The first wave, from 1894–1904, has been called the Child Study Movement and is recognized for its emphasis on naturalistic observation and description of infant and child development (Hogan & Sussner, 2000; White, 2003). The second wave, from 1917–1950, has been coined the Child Development Movement and is distinguished by its normative and psychometric studies and the creation of catalogs of norms and standards for child development (Hogan & Sussner, 2000; White, 2003). The third wave, from 1960 to the present, has been called Developmental Psychology. This most current wave has involved research that is aligned with theory and is explanatory, rather than descriptive, in nature (Dixon & Lerner, 1992; White, 2003). The third wave encompasses all contemporary developmental psychology, and entails myriad theories and perspectives.

The lifespan perspective is the most recent advancement in developmental psychology. This perspective gained prominence in the late 1960s; however, Tetens' work in 1777 was a precursor to our modern emphasis on lifespan development (Dixon & Lerner, 1992). The lifespan perspective views the changes that people display from conception through to death as developmental in nature (Dixon & Lerner, 1992). This perspective also takes into account that human life and all of its variables exist at multiple levels—and that those variables multi-directionally influence one another (Dixon & Lerner, 1992). It also emphasizes the need for interdisciplinary research on human development (Dixon & Lerner, 1992). This dual emphasis on lifespan development and interdisciplinary research has influenced the training curricula of many professional disciplines outside psychology to include a developmental psychology course.

Part of the appeal of learning how to teach courses in developmental psychology well is that it has become a requirement for a broad range of undergraduate majors in most four-year colleges, universities, and two-year colleges in the United States. In addition to psychology, these students represent a variety of disciplines such as nursing, communication disorders, elementary education, social work, criminology, and health sciences. This assortment of majors results in a diverse group of enrolled students in developmental psychology courses. Their past experiences and future career aspirations vary widely but you can draw upon these differences in class to

illustrate developmental concepts. Often students have experiences that relate directly to the developmental psychology coursework and by asking them a few well-selected open-ended questions, they are generally very willing to discuss these experiences with the class. For example, nursing students may share their experiences of working in an infant labor and delivery hospital unit; early education majors may discuss their internship at a daycare or local elementary school; communication disorders majors may have additional insights about language acquisition to share. Although some students may view this information as tangential (you will never please everyone!) most students enjoy thinking about how these "real life" examples relate to the theory covered in lecture or the text.

Typical Course Organization

There are several approaches and many goals for teaching developmental psychology. Thus, new course instructors must consider "What sort of course am I teaching?" Are you preparing students for graduate study or for a university-specific graduation exam? Is your charge to teach a small course module for psychology majors or a larger, university-wide service course? Are you teaching a basic course or a capstone course at the end of the psychology curriculum (American Psychological Association (APA) Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Sciences, 2006)?

Your answer to these questions will help to determine the type of developmental psychology course that you will teach. In fact, the developmental psychology tradition in your department may also dictate the parameters of your course. The way that you choose to structure your course may be defined by something as simple as the course title. Courses usually have a short description in the undergraduate catalog and these descriptions may be in place because they fill a gap in the curriculum of your psychology department—as well as major areas of study across campus. For example, one of us (EB) "inherited" a course called Lifespan Development when she was a brand new assistant professor. In her case, the title of the course dictated the perspective used for each subsequent semester. This course is considered a service course that our department provides for the university and, as such, has attracted a wide range of majors and students. If Lifespan Development is a "new prep" for you, we

recommend that you talk to your department chair about the specific needs that your department may have for your course.

Developmental psychology is usually taught from one of three different perspectives: the lifespan development approach, particular age ranges, or thematic/topical areas. The lifespan development perspective follows a chronological time line, usually from conception through to death. There are discrete age ranges that fall within this time frame that most texts divide into stages corresponding to the prenatal period, infancy, the preschool period, the school-aged child period, adolescence, young adulthood, middle adulthood, late adulthood, death and dying. A developmental psychology course that specializes on a particular age range may focus solely on one stage (e.g., infant and child development, adolescent development, or gerontology). Thematic/topical courses in developmental psychology focus on one aspect of development such as cognitive development, physical development, personality development, or social development.

Regardless of the perspective that you choose for your developmental psychology course, it is important to examine the influence that your training and personal biases may have on your instruction. In light of our training as clinical child psychologists in the cognitive-behavioral tradition, we are always clear with students at the beginning of the semester that our perspective is the "lens" that we use to address lifespan development in our courses. We mention that there are five major theoretical perspectives (psychodynamic, behavioral, cognitive, humanistic, and evolutionary) and that in our courses we primarily emphasize the behavioral and cognitive perspectives. We point out to the class when alternative perspectives are available in the text but acknowledge that our bias as clinical child psychologists underscores the cognitive-behavioral perspective.

Although there are advantages and disadvantages to each perspective, the focus that we have chosen for our course is the lifespan development perspective. The advantage of using a linear approach to teaching developmental psychology is that students are exposed to a sampling of the individual changes that can occur over an entire lifetime. As a result, students leave the course with an appreciation for the perspective that development does not end after adolescence. In fact, this idea is one of the core themes that we believe students should learn in a lifespan development course. An additional advantage of teaching development in a linear format is the sense of closure that comes from studying the trajectory of an entire life! This focus can be rewarding for instructor and students alike. Many students

have noted in their end-of-semester course evaluations that the lin-ear, lifespan approach helped them to understand the concepts pre-sented and the developmental stages of their own family members that they have observed.

One disadvantage of teaching a linear course such as lifespan devel-opment is the difficulty linking together topics corresponding to seven distinct life stages. Without careful planning, the course may seem disjointed because concepts related to several areas of functioning (physical, cognitive, social, personality) vary greatly with each life stage. For example, it may be difficult for students to appreciate the progression between the cognitive development of infancy and adolescence when a great deal of physical, social, and personality information must be consolidated along the way as well. As such, it is important to explain how development is linked from one stage to another during the course.

Related to the difficulty of integrating information about all of the life stages is the tremendous amount of information available for discussion and lecture in a lifespan development course. Because there is not enough time in any psychology course for every import-ant topic, you need to be selective (Suddreth & Galloway, 2006). Throughout this text we have attempted to highlight key concepts for each life stage. At some point, however, you need to decide when to include breadth and when to include depth in your course. Simi-lar to any psychology course that you might teach, it is best to teach to your strengths and interests. If you have research, clinical, or personal experience relating to some of the topics in the chapter but not others, choosing the area with which you are most familiar will serve you and the students well. In short, students will mirror your interest in these topics. If you are unsure of the material that you are presenting, students may be less interested it. However, if you are extremely enthusiastic about a topic and can pepper your lecture with related anecdotes or provide a context for how this material fits into the "big picture" of psychological theory, research, and applica-tion, students will respond to your enthusiasm and their learning is likely to be influenced positively.

Although covering relevant material in one semester is challenging when teaching development from a linear approach, it is not an impossible task. For example, a 50-minute, Monday-Wednesday-Friday course across a typical 15-week semester can typically cover selections from 19 chapters of material if two lectures are set aside for each chapter. We have found that lecture time can be redistributed

easily in order to include the same amount of material in a Tuesday-Thursday schedule. One drawback to the Tuesday-Thursday schedule, however, is that it is harder for us to learn the students' names! At the end of this chapter we have provided a sample syllabus for a 75-minute Tuesday-Thursday course that may be used as a guide when planning a lifespan development course.

The challenge of covering material related to lifespan development becomes even greater when the course is taught as an abbreviated summer course. During a 5-week mini-semester in which the class meets daily for 90 minutes, we typically drop two chapters from the syllabus for brevity's sake. In our experience, providing less detail on the physical and cognitive development of young and middle adulthood (or bypassing this material entirely) does not detract demonstrably from the course. In this situation, we attempt to highlight the physical and cognitive aspects of the later adulthood period and how it is different from younger life stages. Additionally, although we typically assign a research paper during the fall and spring semesters, this requirement is dropped during the summer semester. Our rationale for this choice is that the pace of an abbreviated summer course is too fast for students to choose a topic and have adequate time to run a study or conduct an interview. The other, admittedly more selfish, rationale for dropping the paper requirement in the summer is that it would be difficult to grade papers for the entire class in a 5-week semester. Part of being a successful instructor is insuring that you are not an overly stressed instructor!

Choosing a Textbook

A vast array of textbooks and supplementary materials are available for lifespan development courses. The most common-sense method for narrowing the field of potential textbooks is to select a text that mirrors the perspective of the course that you plan to teach. Lifespan development texts often follow a chronological time line from conception through to death. We have organized the chapters of this book to be consistent with the order of these stages of life: prenatal and infant development, early childhood development, middle childhood development, adolescent development, young adult development, older adult development, and death and dying. Lifespan development texts typically cover the aspects of physical development, cognitive

development, social development, and personality development corresponding to each stage of life.

A good place to start your search for a textbook is the syllabus from a previous lifespan development instructor in your department. Senior colleagues often have a sense for the level of difficulty that is appropriate for your institution, so the text that they selected will likely be appropriate for your own course (Christopher, 2006). If you do not like the text that was used previously, you should contact your local publishing representatives. They are often very eager to send materials related to your course once you indicate that you are looking for a text. Two texts that we have used successfully are Laura E. Berk's *Development Through the Lifespan* (2006) and Robert S. Feldman's *Development Across the Life Span* (2006). Both texts are currently in their fourth edition and are popular choices for undergraduate lifespan development courses. Berk's text has a higher level of difficulty than Feldman's book. While both texts are appropriate for middle-level undergraduate courses, there are a number of excellent texts available for lifespan development courses. You can acquire instructor's copies of the textbooks by contacting your local publisher's representative; both have a variety of pedagogical tools available such as supplementary instructor's manuals, test-item banks, and companion CD-ROMs.

Elements of the Syllabus

Most lifespan developmental courses include, at a minimum, lectures on core developmental concepts and theories, reading assignments, and, of course, quizzes and exams. Other lifespan developmental courses include papers, group projects, class discussion, videos, or in-class experiential activities. We have used all these pedagogical techniques in our lifespan development courses and most are listed in the sample syllabus at the end of this chapter.

Lecture schedule

Including a class schedule for the lectures in the syllabus is good policy when teaching any undergraduate course (Suddreth & Galloway, 2006). We have found that undergraduates respond well to structure and having a well-developed plan for lectures is an important ingredient of this structure. We rarely alter the lecture schedule;

however, occasionally we switch lecture topics to accommodate guest speakers' schedules. In the following chapters we provide guidelines for choosing class lecture material for each developmental stage as well as sample lecture outlines.

Reading quizzes

Lifespan development courses are busy courses simply because there is so much information to cover. For this reason, students find it helpful to have regularly scheduled reading quizzes throughout the semester. These quizzes help students to stay current with their class reading. It also motivates many students to attend class regularly. Our quizzes are generated from the review sections of each chapter to ensure that the questions reflect important concepts from the text. Our quizzes have five multiple choice questions. We also typically add one bonus question based on something notable from a previous class (e.g., a student's comment that was relevant to the lecture material). We include sample reading quizzes in subsequent chapters.

Exams

Because it is important to provide students with frequent feedback regarding their progress towards the learning goals of any course (APA Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Sciences, 2006; Suddreth & Galloway, 2006), we also frequently test our students (the sample syllabus in the Appendix lists four exams). We tend to use multiple-choice and short answer exams because we frequently teach large sections of the course (130 or more students). However, the material in the course lends itself well to essay exams and the instructor resources that accompany most lifespan developmental texts may assist you in writing excellent essay questions.

Short-project papers

Although students often dread having to write class papers, the short-project paper can be a valuable exercise in teaching students to think critically. This assignment works best during a full 15-week semester because the students have enough time to choose and research their topics for the paper. Most students have no problem deciding on a topic because there are so many interesting aspects of development

in the course from which to choose. For the paper we assign, students have the option of conducting a "mini-experiment" that illustrates an aspect of developmental theory or conducting a developmentally-focused interview with an anonymous participant. We include guidelines for the short-project paper to help explain to students how to write papers in a psychology journal article format. In our experience, most non-majors are able to write a paper in APA-style if given a summary sheet and an explanation of how to cite material.

After hearing about research in class, most students relish the chance to conduct their own "experiment." Popular topics include Piaget's tasks of conservation, Kohlberg's theory of moral development, or short surveys related to mate selection. Because these projects are conducted within the context of class, and to avoid the IRB process, we urge students to include only two or three participants in their experiment (surprisingly, this advice did not stop one industrious undergraduate from developing her own anorexia questionnaire and surveying 40 sorority sisters about their eating habits). Our students report that they enjoy conducting their own research projects—and that these projects enhance their understanding of the course content.

Instead of conducting an experiment, some students choose to conduct an interview with someone who has experienced a life-changing event. The key to these interviews is for students to relate their subject's experience to lifespan development in some way. Each semester we receive a number of papers containing interviews with individuals who have experienced divorce, being fired from a job, or the death of a loved one. Rather than simply reporting on these difficult life events, students must inquire how the individual coped with the stressful life event and then relate the individual's coping to one of the coping styles described in the text. Typically, we do not accept clinical interviews that students conduct on themselves because it is awkward to give a student a letter grade on their own experience and because we would like them to have the experience of interviewing another person. However, one of our favorite papers was a self-study on stress and coping that a student wrote regarding his reaction to developing a topic and writing the short project paper itself!

Class attendance

Due to the size of our lifespan developmental courses, in the fall and spring semesters we do not provide grades for class discussion and

class attendance. However, we substitute the short-project paper with a class attendance grade during the summer mini-semester because the class is usually much smaller (50 students) and there is not enough time for students to develop a short-project paper in a five-week summer mini-semester.

In-class activities

Although they are not listed on the syllabus in the appendix, we incorporate several in-class activities and videos throughout the semester. These activities are used to increase student learning and critical thinking about the topics we discuss in the course. Throughout the following chapters we provide ideas for in-class activities and appropriate videos. These in-class activities vary depending on the lecture material. For example, one successful in-class activity that we have used for infant development is to have students use a simple behavioral observation coding system to code a videotape of a 4-month-old infant. This activity gives students a flavor of what it is like to collect observational data for infant behavior. Another in-class activity that we use each semester involves bringing child visitors to class. Bringing children to class helps to demonstrate Piaget's theory of cognitive development and the motor abilities associated with the preschool age range. These child guests can be a very powerful demonstration tool. We do not grade students on the activities themselves but we consider material associated with in-class activities and videos as "fair game" for exam questions (e.g., what aspect of Piaget's tasks of conservation did our child guest have difficulty understanding?). When using a video in class, we have found it helpful to provide the class with "Swiss cheese notes" (i.e., part of the video transcript with key concepts/key words missing) to help guide their viewing of the video. The students enjoy having these notes to help them study for exams.

Extra credit

Our psychology department has three graduate programs, which translates into dozens of graduate students scouring undergraduate classes for thesis and dissertation research participants every semester. In the name of science, we typically allow our students the opportunity to participate in this research for extra credit. The extra credit arrangement serves mutually beneficial functions in that the graduate

students are able to complete their research and our undergraduate students experience research participation first-hand and receive a few points to offset whatever difficulties they might have encountered on the last exam.

Some students are unable to attend extra credit sessions due to work or athletic schedules. For this reason, we allow students the opportunity to turn in reaction papers for extra credit. These papers require students to summarize a recent developmental psychology journal article. A typical grading rubric for the extra credit reaction papers is 1 point for using an appropriate journal article, 1 point for a description of the participants, 1 point for describing the data collection method, 1 point for a well-described reaction to the article, and 1 point for including a copy of the journal article and submitting a paper that is at least two to three pages in length.

Alternative Formats for the Course

In addition to the standard teaching practices that we have already outlined, a number of innovative teaching techniques can also be used to promote student learning in an undergraduate lifespan development course. These teaching practices have gained prominence over the last several years and include Problem Based Learning, Focused Interactive Learning, Interteaching, and Service Learning.

Problem-based learning

Problem-based learning (PBL) is a student-directed learning exercise that has been found to be an effective teaching technique (Connor-Greene, 2006). PBL is a form of laboratory-based instruction that provides students with first-hand experience of solving applied problems (Coppola, 2002). Instructors often precede the PBL activity by lecturing on concepts that will be important to PBL activities. After the lecture, the instructor then presents students with a case example to solve either individually or by working in small groups. Because the exercise is self directed, instructors may facilitate working groups but students must decide what information they need to solve the problem and when they have completed the exercise. An example of a PBL exercise that would lend itself well to a Lifespan Development course could include some of the following activities: design your own daycare using a lifespan development perspective, describe how

parenting may be different depending on a family's income level or racial/ethnic background, or design a bedroom for an adolescent and explain the pros and cons of including a computer in this bedroom.

Focused interactive learning

Focused interactive learning (FIL) is an active learning technique that uses the principles of dynamic social impact theory to facilitate student participation in class discussion (Harton, Green, Jackson, & Latané, 1998). FIL centers on teaching fundamental concepts via focused discussions with other students (Harton, Richardson, Barreras, Rockloff, & Latané, 2002). FIL has demonstrated increases in student test performance, rapport with other students in class, and students report participation and interest in the material (Harton et al., 2002). Instructors generally give students approximately six multiple-choice questions to answer on their own at the beginning of the class period. Once the students have answered the questions, they discuss each item in small groups (usually the students sitting next to them) for one or two minutes per question. Instructors expect students to discuss each answer's alternative and provide arguments for why that is or is not the correct answer. Following the discussion, the students answer the questions again. The instructor then leads a short discussion of the items. FIL can be conducted in as little as 10 minutes and has been argued to enhance learning by involving students and allowing them to process information (Johnson & Johnson, 1994). FIL also allows students access to immediate feedback on their level of understanding of the material (Harton et al., 2002). Questions that are viable options for FIL include multiple-choice items that are complex and thought provoking, multiple-choice opinion questions with no single correct answer (e.g., choosing a research method to study a developmental concept or stage); or having students give their opinion on a Likert type scale (Harton et al., 2002).

Interteaching

Interteaching (Boyce & Hineline, 2002) is an instructional method based on behavior-analytic principles and includes elements of other behaviorally based methods such as Personalized System of Instruction (Keller, 1968), reciprocal peer tutoring, and cooperative learning (Saville & Zinn, 2005; Saville, Zinn, Neef, Van Norman, & Ferreri,

2006). Interteaching engages students in discussions with each other that are both probing and informative. Typically, instructors assemble "preparation guides" that provide structure for what material will be discussed in the next class period and contain questions that assess factual knowledge as well as a student's ability to apply and synthesize the material.

During the following class period, students work in pairs or small groups to discuss the questions in the preparation guide. The discussion generally uses approximately three-quarters of the class time (Saville & Zinn, 2005). The instructor (and teaching assistants, if available) monitor and facilitate the discussions, clarify concepts and assess students' understanding of the material. Following the discussion, students complete a record that gives the instructor feedback about which questions they found difficult, which concepts they would like reviewed during lecture, and any other information that the instructor believes would be useful in evaluating student performance (e.g., quality of discussion with partner, partner's preparedness). The instructor uses the students' feedback to design the lecture for the next class. The class begins with a lecture that clarifies the concepts from the preceding interteaching session and then may progress to another interteaching session. For a more complete discussion of interteaching readers are directed to Boyce and Hineline (2002).

Service learning

Service learning is another viable alternative to traditional lecture-based courses in psychology (Osborne & Renick, 2006). Students enroll in a psychology class for course credit and learn course content as directed by an instructor. In addition, they concurrently engage in an applied outreach activity designed to provide them with opportunities for experiential learning that is related to the course content. Students then reflect on their experiences through graded assignments such as a mock grant proposal that would describe the perceived needs of the agency or an essay in which students are asked to relate in-class material to outreach experiences.

The ultimate goal for a service learning course is to establish a mutually beneficial venture in which students gain intellectually from opportunities to apply course content to the community placement while the community simultaneously benefits from services provided by the students. It is important to include graded "reflection activities" in the course structure so that students have a chance to describe

what they have learned from the application of course content to the "real world" problem they are engaged in during the semester. (For a detailed summary of best practices for service-learning courses and best practices for service-learning programs, see Osborne & Resnick (2006)).

The lifespan development course lends itself well to the service-learning paradigm. For example, students who enroll in a service-learning oriented lifespan development course could volunteer at a local Child Advocacy Center (CAC). CACs can be found in most communities throughout the United States (as well as many other countries) and their focus is to prevent and respond to child abuse and neglect (www.nationalcac.org). Most CACs are non-profit organizations that rely on donations and volunteer assistance to maintain operations. Service-learning students could provide a valuable service to the community by helping in the day-to-day operations of such an agency. As students learn about child, adolescent, and adult development in the classroom, they can apply their knowledge to various CAC activities (e.g., the link between cognitive development and understanding the procedures of a forensic interview, the link between social development and the benefits of a support group for the children and non-offending parents, physical development across the lifespan and how caregivers physically respond to abuse).

Because child maltreatment involves several disciplines (law enforcement, the legal system, medical personnel, school officials, social services, and psychotherapists) and individuals from different stages of the lifespan, this type of service-learning course could be attractive to a variety of undergraduate majors. Additional examples of service learning activities could include working in a Head Start center, tutoring school children with reading or math or other school-based problems, volunteering at a domestic violence shelter, or spending time in an assisted-living facility or nursing home. Should you decide to use a service-learning component for your course, Baird (2005) provides a comprehensive guide for undergraduates who are engaged in field placements.

Infusing Diversity into Lifespan Development

The United States is becoming an increasingly more culturally diverse context within which to live. It is predicted that by the year 2050, half of the US population will consist of "people of color" (Hall,

1997). Given this prediction, it is no longer practical to ignore the influence of cultural factors on lifespan development. We suggest that undergraduate instructors continue to increase their multicultural competency by attending conference workshops on teaching courses with a diversity perspective and reading material related to this topic (e.g., Constantine & Sue, 2005).

Discussion regarding how to incorporate multiculturalism into an undergraduate psychology curriculum has received increased attention in the past decade (Balls Organista, Chun, & Marin, 2000; Hackney, 2005; Hill, 2000; Ocampo et al., 2003; Warren, 2006). Fortunately, there are several chapters (Freeman, 2006; Goldstein, 2005; Lloyd, 2006), books (Balls Organista, Chun, & Marin, 1998; Whittelsey, 2001), and internet resources (Society for the Teaching of Psychology's (STP) Office of Teaching Resources [www.lemoyne.edu/OTRP/index.html]) available on the topic should you choose to include a diversity focus in your class. We would argue, in fact, that it is difficult to teach a class on developmental psychology without including some coverage of a diversity-related topic. In our view, teaching lifespan development is a chance to infuse diversity into a specific content course that is not typically perceived as a multicultural course. For this reason, we have identified key lifespan development topics that can be discussed from a diversity perspective throughout the following chapters in this book. We have also included a list of multicultural resources at the end of this chapter.

Although college professors recognize the importance of including diversity in the undergraduate psychology curriculum, such recognition does not always translate into practice. A survey conducted by STP Task Force on Diversity found that STP members reported the importance of including cultural diversity education in their courses, but only 13% reported including discussion about diversity throughout "most of their course" and 20% reported spending a "couple of weeks" of class time on diversity issues (Simoni, Sexton-Radek, Yescavage, Richard, Lundquist, 1999). Survey participants cited their lack of comfort with diversity issues as a primary barrier to including diversity-related topics in psychology courses (Simoni et al., 1999). This lack of comfort with diversity probably includes the instructor's self-perception that he or she is not "expert" enough to include these issues in class or fears about the emergence of their own personal assumptions and biases (Gloria, Rieckmann, & Rush, 2000).

Another challenge to teaching topics that touch on diversity is that students are at different levels of ethnic/cultural identity development and have differing levels of tolerance for diversity-related topics (Gloria, et al., 2000). In fact, if you assume that the entire class has an equally developed understanding of diversity, you are in danger of losing your connection with students who are not tolerant of diversity differences (Bennett, 2005). A lack of student appreciation for diversity-related influences on development, or "tunnel vision" for their own perspective, can be especially challenging for even seasoned course instructors. This lack of appreciation for diversity may be a by-product of the type of students that enroll in your class. For example, your students' understanding of socio-cultural influences on development may be limited if your institution does not have many students of color, students from varying economic backgrounds, or returning adult students.

One recommendation for infusing diversity into your lifespan development course is to start small. For example, a presentation or lecture on language development in infancy is a good place to engage students in a discussion of how and why regional accents occur. This topic is a non-threatening way to introduce individual differences among your students, which can easily lead to discussions about how an important behavioral process like language can be shaped by region of the country, education, social class, and historical influences. We have found that if we start our lifespan developmental course by acknowledging that we are all different or diverse in some way and provide non-judgmental encouragement about sharing "differences" for smaller issues, students are willing to share examples throughout the semester when we discuss more controversial topics such as mate selection, gender and the workplace, or death and dying.

Despite possible pitfalls to including a diversity focus, there are many benefits associated with integrating this perspective into lifespan development. For successful infusion of diversity into your courses we offer the following suggestions:

- Maintain perspective regarding your students' level of cultural identity (Gloria et al., 2000). Much like abstract reasoning, cultural identity is a developmental phenomenon that takes time to mature.
- Include guest speakers to expand student perspectives towards diversity beyond that which the instructor can provide (Santos de Barona & Reid, 1992). For example, you might invite a guest to

speak to your class about how having a physical disability affected his or her social or emotional development.

- During lectures, avoid taking the Caucasian, middle-class stance as "normative" for development. This point is especially important to remember when reviewing research findings (e.g., Kohlberg developed his moral development theory with exclusively Caucasian, male participants).

- Finally, remember that there is a wide diversity among your students even if you can't "see" it (e.g., religion and sexual orientation).

We encourage interested instructors to join a listserv that provides a forum for discussion relevant to the teaching of diversity. The APA Division 2 listserv for the Teaching of Diversity (DIVTEACH; diversity-teach-l@listserv.bsu.edu) has helped us to develop as instructors in that comments relevant to pertinent diversity issues (e.g., "how do I work with students who are resistant to the notion of racial privilege?") are frequently posted.

Effective Use of Teaching Assistants

You may have a graduate student or upper level undergraduate student assigned to work with you as a Teaching Assistant (TA). Working with a TA can be very helpful for you in terms of course management, providing assistance with lectures, and meeting with students. Students often benefit from having a TA assigned to their lifespan development course because this individual can double the available office hours for the course and provide another perspective about course content. Some students feel more comfortable approaching a TA with problems in the course because TAs are typically closer in age to the students and may be perceived as more of a "peer" than the course instructor. TAs are generally graduate students who can answer questions about how to gain admission into graduate school in psychology. Finally, TAs can enhance their professional development through their position by honing their public speaking skills, learning to edit papers, and mastering the art of course management with computerized systems such as WebCT or Blackboard. As an aside, most undergraduate and graduate students enjoy working as a TA for lifespan development for the same reasons that the course appeals to undergraduate students. Because this

course will apply to their own lives in some way, we have found that TAs are rarely at a loss for examples to illustrate class material.

Your experience with TAs will vary depending on their strengths and weaknesses for the TA job skills set. However, you can maximize the potential for a positive collaboration with your TAs by meeting with them before the semester begins to discuss your expectations (Kipp & Wilson, 2006). We recommend providing your TAs with a class syllabus, a course schedule indicating whether the TAs or instructor is responsible for specific lectures, and a TA syllabus that outlines their duties for the semester. Samples of all three of these documents can be found at the end of this chapter.

Generally, graduate student TAs will be able to perform more duties than undergraduate TAs. Typical duties that you may ask of an undergraduate TA would be to facilitate discussion groups focusing on specific age ranges, tutor students who are having problems in the course, provide study sessions, manage grade information, monitor class attendance, photocopy exam papers and handouts, and conduct office hours. Most graduate TAs will be able to handle all the tasks that you would ask of undergraduate TAs and they can participate in more complex tasks such as providing class lectures, generating handouts, grading papers, and writing and grading exams (Kipp & Wilson, 2006).

If you would like your TAs to be in charge of downloading documents to your computerized course management system or walking scantron exams to the university testing center, be specific about these duties and explain how they are done. To maximize the learning experience for your TA, it is important to assess the comfort level and skills set that he or she has at the beginning of the academic term and use this information to determine their assigned duties throughout the remainder of the academic term. Experienced TAs will likely become frustrated if their only job is entering grades; inexperienced TAs would not be qualified to prepare a majority of the class lectures. In other words, use Vygotsky for your inspiration and check in regularly with your TAs during the semester to assess how they are performing and to provide "scaffolding" as needed.

Teaching Psychology Majors vs. Non-Majors

There are a few things to consider when teaching developmental psychology to psychology majors. In some departments developmental

psychology is open to students soon after they have taken an introductory psychology course but in other departments, developmental psychology students may not have any experience with psychology. Even within a class full of psychology majors, it is important to assess whether everyone in the class has had exposure to topics before proceeding if for no other reason that different introductory psychology teachers in your department may cover different content in their courses. For example, some teachers of this course may omit developmental psychology from their coverage.

Some adaptations to your course are necessary to teach developmental psychology to non-psychology majors. We often ask questions of the class to see if anyone who has taken introductory psychology before might be able to explain the concept of developmental psychology to the rest of the class (an early example in our course is the "nature vs. nurture" debate). We find that this question fosters an atmosphere that encourages engaging class participation. It allows psychology majors a chance to show what they have learned, and it keeps the class fresh because we are not droning on in "lecture mode" for the entire class period. We tend to teach to the lowest common denominator of psychological knowledge—especially when we cover statistics and research design. Those students who have learned the material in class before often benefit from hearing the information again.

Teaching Today's Developmental Psychology Students

Psychology courses are more popular that ever (Brewer, 2006) and developmental psychology probably appeals to many students because it involves an examination of their own lives. Although not all students are in the business of learning how to "analyze" their friends and families, most students do choose courses based on whether (a) they fill a graduation requirement and (b) they are interesting. Certainly reputation of the instructor, perceived workload, the time of day that the course is offered, and the day scheduled for the final exam *(sigh)* have some bearing on their decision to enroll in any particular developmental psychology course. Some students are interested in the prenatal and infancy periods because they either hope to be parents in the future or they will be parents in the very near future (in our courses, we average one pregnant student a semester).

Some students prefer to study the young adult period because it applies to their everyday efforts to establish an identity separate from their family of origin, establish intimate relationships, and determine which career path to follow. Many students will enroll in your course simply because they have an interest in working with children in their future careers.

Teaching today's developmental psychology students can be both rewarding and challenging. In some respects, teaching lifespan development is rewarding for the instructor simply because the topic area is intrinsically interesting for most students, which makes it an extremely enjoyable course to teach. Lifespan development courses are often offered early in the psychology major curriculum sequence. For this reason, many motivated first and second year students enroll in the course. Many students are fresh from completing an introductory Psychology course and they are eager to learn more about psychology. It is our experience that our lifespan developmental course has helped some students determine whether they prefer to work with children or adults following graduation. (Of course, those of us in the helping professions know that working with children means that you will necessarily also work with adults and vice versa!)

Nonetheless, teaching lifespan developmental psychology has its challenges. One challenge to teaching this course is the increased demand for coursework that stimulates the class through multimedia effects and demonstration. For this reason alone, the pace of your lectures is an important consideration when preparing your lectures. For example, video clips can be especially helpful when covering the early sections of the course such as prenatal development, infant reflexes, early language development, and stranger anxiety. All of these topics are easy to understand when observed rather than just writing lecture notes about them. We find it helpful to lecture on material, show examples of the material through video clips, and then discuss the video clips with the class. This sequence provides some natural breaks for the class so that they are not spending the entire class taking copious notes or absently watching a video.

Many of your students will be technologically savvy and will expect to be "entertained" by technological aspects of the course. Fortunately, developmental psychology lends itself quite well to the use of technology as there are numerous videos that can be used to illustrate the concepts of the course. We have included references for a selection of video resources throughout this text.

Another challenge to teaching lifespan development is that you will have students with varied learning styles in your course. As a product of our training as clinical child psychologists, we tend to think about children with learning disabilities when deciding how to present information to undergraduate students. Many younger children with auditory processing problems can understand material better when they *read* information. Others with reading difficulties understand material better when they *hear* about it. Much like school-aged children, there is a continuum of learning styles in the typical undergraduate class. To help make the material accessible to for all students, we recommend presenting important topics through a few modalities (straight lecture, class examples, video clips, and textbook reading). Of course, this point is true for all undergraduate courses.

Culturally inclusive teaching has become an important goal for most undergraduate psychology instructors (Hill, 2000). One way to promote culturally inclusive teaching is to include a variety of examples to illustrate lecture material. Some of these examples can include topics that would be familiar to majority culture students, but you should also include examples that are relevant to the experience of minority culture students as well. Carefully selecting video clips that include diverse participants is another way to promote cultural inclusion in your classroom. We find it helpful to allow students to share personal experiences with pre-established ground rules regarding classroom acceptance for all perspectives. A final common-sense guideline is to avoid calling on any one student to speak for an entire group simply because they are—or appear to be—representative of the group being discussed.

Beginning the Course

Any effective public speaker will tell you that to capture the attention of your audience you must understand them and what they are hoping to learn from your presentation. The same is true for teaching a course on lifespan development. To understand development and its myriad nuances and complications, teachers must consider the context of their courses; in particular, the experiences and perspectives that your students bring with them to the classroom.

On the first day of class we discuss the syllabus and then tell the students some basic biographical information about ourselves (e.g.,

our hometown, where we went to school and a few of our hobbies). We then distribute index cards to the class and ask them to "write your name and something about you." Most students include their major area of study, their year in school, and some information about their hobbies and/or future career choices. We have found this "ice breaker" activity to be a valuable tool for learning more about our "audience" for the upcoming semester. The comments we receive each semester generally include a wide range of interests and experiences and we read them with curiosity. As you will note from the selection of comments below, our students have unique life experiences and expectations about lifespan development! We try to integrate these interests and future career goals into our lecture whenever possible. For example, if someone in the class had experience working in a labor and delivery unit, we would ask them for any insights they might have during our lecture on labor and delivery. We have found that including students in the teaching process can be a very engaging technique for undergraduates.

- "I am an early childhood special education major. I love it and hope to use some of the information that I learn here with my kids."
- "I want to work with kids but I am not really sure what ages yet."
- "I really enjoyed my Intro to Psychology course last summer and I am looking forward to this course."
- "I am from South Carolina and have traveled and lived all around the world. I am ready to learn what you have to teach me."
- "One day I would like to be a missionary and go to Africa."
- "I enjoy reality shows, 'Red Stripe' beer, and classic rock."
- "I don't have a life. I work, sleep, and go to school."

An additional activity to conduct at the beginning of the course is to set the context for the course. For example, giving students a brief history of the field of developmental psychology helps connect the subject matter to our society. Because students have an intrinsic interest in human development, it is relatively simple to combine a brief history of the field with relevant sociopolitical events to set the stage for drawing similar links throughout the semester.

For example, your lecture on the history of developmental psychology can provide a time line that follows the progression and

overlap of the various theoretical perspectives related to developmental psychology. This time line will allow you to highlight the perspective from which you will teach the remainder of the course. In addition, a fun activity to use to engage the students in this material would be either for you to provide (or have the students generate) a list of social policies or programs with which they are familiar (or of which they have at least heard). Select one or two of these suggestions and briefly discuss how developmental psychology has influenced them. Let the students know that most, if not all, of the remaining programs have been influenced in some way by developmental psychology. Some examples with which students are likely familiar are Head Start, Medicaid, Women Infants and Children (WIC). Throughout the remaining chapters we offer tips and ideas on how to infuse information about prominent historical players in developmental psychology and their contributions to current social policies within the course content.

Appendix A

Sample Syllabus for Lifespan Development (PSY 2120)

2:00 pm–3:15 pm Tuesdays and Thursdays, Thach 112

Elizabeth Brestan Knight, Ph.D., Course Instructor
Office Hours: Tuesdays at 3:30pm or by appointment
Phone: 844–6486; office: 208C Thach; E-mail: brestev@auburn.edu
"Bright Student," Graduate Teaching Assistant
Office Hours: Tuesdays at 1:00pm or by appointment
Office: Thach 210; E-mail: bright@auburn.edu

Course objectives:

This course is intended to familiarize students with the psychologically important physical, cognitive, personality, and social changes that individuals experience from conception through to old age. In examining these changes, students will be introduced to the methods through which psychological development is studied and to the major theoretical perspectives used to make sense of developmental change. The impact of social and cultural variables on psychological development will also be considered.

Textbook

Feldman, R. S. (2006). Development Across the Lifespan. Upper Saddle River, NJ: Pearson/Prentice Hall.

Lecture, assignment, and examination schedule

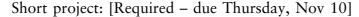| Date	Lecture topic	Quiz/examination
Thursday, Aug 18	Chapter 1	
Tuesday, Aug 23	Chapters 1 and 2	Quiz 1 [Chapters 1and 2]
Thursday, Aug 25	Chapters 2 and 3	
Tuesday, Aug 30	Chapter 3	
Thursday, Sep 1	Chapter 4	Quiz 2 [Chapters 3 and 4]
Tuesday, Sep 6	Chapters 4 and 5	
Thursday, Sep 8	Chapters 5 and 6	Quiz 3 [Chapters 5 and 6]
Tuesday, Sep 13	Chapter 6 and review	
Thursday, Sep 15		*Examination 1 [Chapters 1, 2, 3, 4, 5, 6]*

Date	Lecture topic	Quiz/examination
Tuesday, Sep 20	Chapter 7	
Thursday, Sep 22	Chapters 7 and 8	Quiz 4 [Chapters 7 and 8]
Tuesday, Sep 27	Chapters 8 and 9	
Thursday, Sep 29	Chapter 9	Quiz 5 [Chapters 9 and 10]
Tuesday, Oct 4	Chapter 10 and review	
Thursday, Oct 6		*Examination 2 [Chapters 7, 8, 9, 10]*
Tuesday, Oct 11	Chapter 11	
Thursday, Oct 13	Chapters 11and 12	Quiz 6 [Chapters 11 and 12]
Tuesday, Oct 18	Chapter 12	
Thursday, Oct 20	Chapter 13	
Tuesday, Oct 25	Chapters13 and 14	Quiz 7 [Chapters 13 and 14]
Thursday, Oct 27	Chapter 14 and review	
Tuesday, Nov 1		*Examination 3 [Chapters 11, 12, 13, 14]*
Thursday, Nov 3	Chapter 15	Quiz 8 [Chapters 15 and 16]
Tuesday, Nov 8	*NO CLASS*	
Thursday, Nov 10	Chapter 16	Short project due [See below – may be turned in early]
Tuesday, Nov 15	Chapter 17	
Thursday, Nov 17	Chapters 17 and 18	Quiz 9 [Chapters 17 and 18]
Tuesday, Nov 22	*NO CLASS*	*THANKSGIVING*
Thursday, Nov 24	*NO CLASS*	*THANKSGIVING*
Tuesday, Nov 29	Chapter 18	
Thursday, Dec 1	Chapter 19	
Tuesday, Dec 6	Chapter 19 and evaluations	Quiz 10 [Chapter 19]
Monday, Dec 12	*5:00pm – 7:30pm*	*Examination 4 [Chapters 15, 16, 17, 18, 19]*

Reading quizzes: [Required]

There will be 10 reading quizzes, each consisting of 5 questions earning 1 point each (5 points per quiz). The quizzes will cover the "Looking Back" summary at the end of the assigned chapters and also any "From Research to Practice," "Review and Rethink," and "Developmental Diversity" sections contained in the assigned chapters. A sixth "bonus question" may be added to the reading quizzes.

Short project: [Required – due Thursday, Nov 10]

You may earn a maximum of 50 points by writing a report of a "project" satisfying the following criteria:

1. Summarize the material in the course/text that relates to your topic [background].
2. Indicate what you did [method].
3. Indicate what you found [results].
4. Indicate what *you* conclude from the results [conclusions].
5. *Include proper references for the material you cite from the text or other materials.*
6. *Include headings for each section (background, method, etc.).*

Please type your report and limit the length to between three and four pages, double-spaced. Note that *plagiarism of any sort will not be tolerated.*

Report options

1. Ask a child from two different age groups "What are you like as a person?" Record their answers and provide an analysis of their responses.
2. Administer Piaget's conservation tasks to a 3 or 4 year old and a 7 or 9 year old. Compare your findings to those of Piaget.
3. Interview an adolescent about the moral choices they face in their life. Next ask him/her how they go about deciding what to do. Relate their responses to Kohlberg's theory of moral decision-making.
4. Interview an adult who has experienced a major life change (divorce, death, job change, empty nest, etc.) Ask him/her to tell you how they have tried to cope and relate their responses to the text material on coping and stress.
5. Visit a hospice (there is one at 665, Opelika Road in Auburn) and interview a staff member about the hospice philosophy. Briefly indicate that philosophy and your personal reactions to your visit.
6. Propose a relevant project to the instructor or GTA and follow their guidance.

We will provide more detailed guidelines for the short project later in class.

Extra credit: [Optional]

Ten points can be earned by either or both of the following:

1. *Research subject participation*: Participate as a research subject in projects conducted by faculty or students in the Department of Psychology.

Each hour of participation will earn 5 points up to a maximum of 2 hours (10 points). Many of these opportunities are posted on a bulletin board in the Psychology Department; others will be announced in class. *No extra credit slips will be accepted after 5pm on Tuesday, December 6th (our last day of class).*

2. *Reaction papers to articles about human development*: Write a reaction paper to an article about some aspect of human development published in 2003, 2004, or 2005. Provide a complete reference, a brief summary of the article, and your critical reaction to the article. *Include a copy of the article with your paper.* Please type and double-space each paper; 2–3 pages each. *No reaction papers will be accepted after 5pm on Tuesday, December 6th (our last day of class).*

Each reaction paper can earn a maximum of 5 extra credit points, and no more than 10 extra credit points can be earned in total. Reviews of magazine articles are *not* permitted. The reaction paper must present a full description of who the subjects were and how the data were collected. You must use an article from one of the journals presented below:

Child Development
Journal of Gerontology
Journal of Applied Developmental Psychology
Monographs of the Society for Research in Child Development
Developmental Psychology
Infant Behavior and Development
Merrill-Palmer Quarterly
Journal of Marriage and the Family
Developmental Psychobiology
Human Development
Development

Special needs

Students needing accommodations must be formally registered with the Program for Students with Disabilities located in 1244 Haley Center (phone 844–2096).

You must see the instructor or GTA at the beginning of the semester to make necessary arrangements.

Attendance policy

The instructor does not take attendance. However, students should be aware that the instructor and GTA do lecture on topics not covered in the textbook. Examination questions will reflect this additional material. Lectures

are intended to elaborate material that is likely to be on exams and is intended to provide a deeper understanding of *some* of the topics that are covered in the textbook. However, students should understand that they are responsible for *all* textbook material, even when that material is not elaborated in class. Although the instructor does not take attendance, you *must be seated in class in order to take the in-class reading quizzes*. No quiz will be given to anyone who arrives after the quiz has already been administered to the class.

Exam/Quiz make up policy

Exams and quizzes can be made up when the student documents a University sanctioned absence (see the "Rules" section of the Tiger Cub under "Class Attendance"; can also be found at the following web address: www.auburn.edu/academic/provost/handbook instruction.html#class). Note: All missed exams and quizzes must be made up within two weeks (10 class days) of the day of the exam or quiz was scheduled, unless the sanctioned absence covered a period of more than 5 class days, in which case the students will have 10 class days from the end of the extended absence to make up the exam or quiz. Any student who does not show for a scheduled make up exam will be given a zero mark for that exam unless he or she can document a University sanctioned absence for the make up exam. *If you miss class due to an illness, you need to present a note from the doctor excusing you from class for that day in particular.* Exams and quizzes may be made up without a University sanctioned excuse, but a deduction of 15% will be taken.

Grading

A total of 500 points can be earned in the course (extra credit points will be added to your total for a maximum of 510). Course grades will be assigned based on the following point totals:

A: 450–500   *B*: 400–449   *C*: 350–399   *D*: 300–349   *F*: <299

Points

Examinations 1, 2, 3, and 4 [100 points each]	(400)
Reading Quizzes [5 points each]	(50)
Short Project [50 points maximum]	(50)
	Total Possible = (500)
Extra Credit [5pts/research hour;	
10pts/reaction paper]	+10

Please note that Exam 4 is not a cumulative exam. This final exam will cover material from Chapters 15, 16, 17, 18, & 19.

All final grades are based on total points. NO grade will be rounded up (even if you are one point away from an A), so it is in your best interest to participate in the extra credit activities and attend class regularly.

Appendix B

Sample Short Project Guidelines

The short project is required of all PSYC 2120 students and is due *on Thursday, Nov 10th*.

  You may earn a maximum of 50 points by writing a report of a "project" satisfying the following criteria.

Report organization

The report should be organized into the following five distinct, ordered, *and labeled* sections:

1. *Background:* This section will include information from the textbook (and other sources as applicable) that describes, explains, and justifies/ makes obvious the significance of the project topic you have chosen.
    a. Introduce the topic on which you conducted your project and indicate how what you did relates to material in the course. (e.g., "This relates to the material in Chapter X (Feldman, 2003). . . .)
    b. Summarize the theories and/or research relevant to your project.
    c. Elaborate. Not just one or two sentences.
    d. Include proper references where appropriate.
2. *Method:* This section will be a straight-forward account of *precisely* what you did. Your method should be so explicit that a reader could exactly replicate your project by reading the method section alone.
    a. Indicate what you did.
        i.   (e.g., "I administered Piaget's conservation of liquid task to a 6-year-old female and a 12-year-old male . . .")
        ii. (e.g., "I conducted an interview with a 46-year-old female . . .")
    b. Include the actual questions you asked, detailed descriptions of the tests/tasks you administered, etc.
    c. If you develop a long questionnaire, you might include it as an Appendix at the end of your paper rather than in the body of the paper, but you should refer to the appendix in the text.
3. *Results:* This section will be a straight-forward account of precisely what you found, that is, what happened, how your participant(s) responded.
    a. Indicate what you found.
        i.   (e.g., "The female participants were able to solve the conservation task . . .")
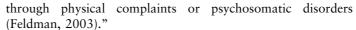
         ii. (e.g., "Ms. X reported that the death of her husband has been a very difficult event . . .")
- b. Report what your participants' answers to your questions were, the scores they received on any tasks you administered, etc.
- c. *Keep opinions and conclusions out of the results section*; simply report what you found/what happened. Your conclusions and opinions are for the next section . . .

4. *Conclusions:* This section should pull the project together. It will include a brief summary of the main results and what conclusions *you* draw from your findings in relation to what you know about the topic from the text and any other sources (if you choose to use other sources).
   - a. Indicate what *you* conclude from the results. What do the results mean to you?
     - i. (e.g., "I was able to replicate Piaget's conservation task and his view of child intellectual functioning was well supported by my project.")
     - ii. (e.g., "The death of a spouse is a very traumatic event. It seems that family support is crucial for the grieving process.")
   - b. How do your findings "fit" with the theory or previously reported research (which you discussed in your background section)? What doesn't fit?
   - c. Include your opinions and conclusions in this section. What do *you* think about it? (e.g., does it change or how does it influence your perspective on the topic?)
   - d. Do you have remaining questions or "hindsight" realizations of how you could have improved your project?

5. *References:* Include proper references for the material you cite. This includes any material you cite from the text or other outside materials. You are *required* to use the *textbook* as a source, but you may use any other additional resources you choose as well.
   - a. You <u>must</u> include proper citations in the body of your paper whenever you are quoting, summarizing, or otherwise using information or ideas that are not your own. There essentially are two ways of doing in-text citations.
     - i. If you are using a direct quotation (no matter how large or small the amount you're quoting), the in-text citation must include the author, year, and page number, *along with quotation marks*. For example:
       "Feldman (2003) writes, 'stress may also lead to psychosomatic disorders, medical problems caused by the interaction of psychological, emotional, and physical difficulties' (p. 452)."
     - ii. If you are paraphrasing or summarizing information in your own words, the in-text citation must include the author and publication year. For example: "Stress also can be expressed

through physical complaints or psychosomatic disorders (Feldman, 2003)."

b. You also *must* include a reference page at the end of your project that includes the full reference citation for *each and every* source you have used and cited in the text of your project. A full citation includes: author (date of publication). *Italicize title*. City of publication: Publisher. Example of a reference page, using two sources:

References

Bornstein, M. H. & Lamb, M. E. (1992). *Developmental psychology: An advanced textbook* (3rd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Maccoby, E. E. (1998). *The two sexes: Growing up apart, coming together*. Cambridge, MA: Harvard University Press.

c. You will not receive full credit for a paper that includes plagiarism. Plagiarism can be loosely defined as passing off someone else's words or ideas as your own. This includes copying something from the book (or another source) word for word without providing a proper reference, including proper quotations. This also includes turning in a paper that you did not write: turning in someone else's work will result in a grade of zero for the paper.

The report should be typed, double-spaced, and 3–4 pages in length. The reports will be graded on their readability, clarity of content, and the overall quality of the project. *Please note that any paper originally written for another class and only loosely resembling a topic in lifespan development will receive no points.*
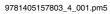
Report options

Please note that you can do your project on anything that relates to the readings—even if we have not yet covered the material.

1. Ask a child from two different age groups "What are you like as a person?" Record their answers and provide an analysis of their responses.
2. Administer Piaget's conservation tasks to a 3 or 4 year old and a 7 or 9 year old. Compare your findings to those of Piaget.
3. Interview an adolescent about the moral choices they face in their life. Next ask him/her how they go about deciding what to do. Relate their responses to Kohlberg's and/or Gilligan's theory of moral decision-making.
4. Interview an adult who has experienced a major life change (divorce, death, job change, empty nest, etc.) Ask him/her to tell you how they have tried to cope.

5.   Visit a hospice (there is one at 665 Opelika Road in Auburn) and interview a staff member about the hospice philosophy. Briefly indicate that philosophy and your personal reactions to your visit.
6.   Propose a relevant project to the instructor or GTA and follow their guidance.
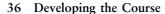
Appendix C

Sample lifespan development schedule for a summer semester

Date	Lecture topic	Topic	Quiz/examination
Monday, May 23	Chapter 1	Intro, Nature vs. Nurture	
Tuesday, May 24	Chapter 1	Research Methods	
Wednesday, May 25	Chapter 2	Genetics, Pediatric Psychology, Prenatal Growth	Quiz 1 [Chapters 1 and 2]
Thursday, May 26	Chapter 3	Stages of Labor	
Friday, May 27	Chapter 4	Infant Development, Reflexes, Senses	Quiz 2 [Chapters 3 and 4]
Monday, May 30	*NO CLASS*		
Tuesday, May 31	Chapter 5	Piaget, Language Development	
Wednesday, June 1	Chapter 6	Attachment, Temperament	Quiz 3 [Chapters 5 and 6]
Thursday, June 2			Examination 1 [Chapters 1, 2, 3, 4, 5, 6]
Friday, June 3	*NO CLASS*		
Monday, June 6	Chapter 7	Piaget, Vygotsky	Quiz 4 [Chapters 7 and 8]
Tuesday, June 7	Chapter 8	Child Maltreatment	
Wednesday, June 8	Chapter 9	ADHD	
Thursday, June 9	Chapter 10	Kohlberg, Gilligan, Self Esteem	Quiz 5 [Chapters 9 and 10]
Friday, June 10			Examination 2 [Chapters 7, 8, 9, 10]
Monday, June 13	Chapter 11	Adolescent Cognition Video Body Image	
Tuesday, June 14	Chapter 11/ Chapter 12	Anorexia Video	Quiz 6 [Chapters 11 and 12]
Wednesday, June 15	Chapter 12	Depression/Suicide	
Thursday, June 16	Chapter 14	Mate Selection	Quiz 7 [Chapter 14]
Friday, June 17	*NO CLASS*		
Monday, June 20			Examination 3 [Chapters 11, 12, 14]

Date	Lecture topic	Topic	Quiz/examination
Tuesday, June 21	Chapter 16	Personality Development in Middle Adulthood	Quiz 8 [Chapter 16]
Wednesday, June 22	Chapter 17		
Thursday, June 23	Chapter 18		Quiz 9 [Chapters 17 and 18]
Friday, June 24	Chapter 19		Quiz 10 [Chapter 19]
Monday, June 27			Examination 4 [Chapters 16, 17, 18, 19]

Helpful resources for Teaching Lifespan Developmental Psychology

Brislin, R. (2000). *Understanding culture's influence on behavior*. South Melbourne, Australia: Wadsworth/Thompson Learning.

Eisler, R. M. & Hersen, M. (Eds.). (2000). *Handbook of gender, culture, and health*. Mahwah, N.J.: Lawrence Erlbaum.

Goldberger, N. R., & Veroff, J. B. (Eds.). (1995). *The culture and psychology reader*. New York: New York University Press.

Mio, J. S., Barker-Hackett, L., & Tumambing, J. (2006). *Multicultural psychology: Understanding our diverse communities*. Boston: McGraw Hill.

Paludi, M. (Ed.). (2002). *Human development in multicultural contexts: A book of readings*. Upper Saddle River, N.J.: Prentice Hall.

Shiraev, E., & Levy, D. (2007). *Cross-cultural psychology: Critical thinking and contemporary applications*. Boston: Pearson.

Smith, T. B. (Ed.). (2004). *Practicing multiculturalism*. Boston: Pearson.

Squire, C. (Ed.). (2000). *Culture in psychology*. London: Routledge.

The Office of Teaching Resources Web page has many resources devoted to diversity issues in psychology at the following website: www.lemoyne.edu/OTRP/teachingresources.html#diversity