FAMR 230: Human Development
3 credits
WWW
Online Course available in Laulima
FALL 2012

INSTRUCTOR: Barbara A. Briscoe, MA
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EFFECTIVE DATE: 8/20-12/14

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawaiʻi and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide Oʻahu’s Koʻolau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

This course provides students with theories of biological, cognitive, and psycho-social development from infancy to adulthood and with similarities and differences among individuals and their cultures.
Recommended Preparation: PSY 100

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1) Compare and contrast the various theories of human development and behavior
2) Describe biological, cognitive, and psychosocial development for each life-span period
3) Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their culture
4) Apply human development theories and concepts to personal, social, educational, and occupational experiences
COURSE CONTENT/COURSE TASKS

Course Requirements
- Reading assigned texts
- Taking Sides Debates (Discussion Board)
- Article Reviews
- Text Quizzes

Assignment Points
- Discussion Debates (10 with two posts each @ 10pts per post=200pts)
- Article Reviews (3 at 50pts each=150pts)
- Quizzes (5@10pts each=50)

400 pts

LEARNING RESOURCES

Readings (Required):
(These texts are the same other than a few edition changes in the 2011 version. So, either is okay with me, but you will find some new research ideas and format changes in the latest version.) Your bookstore only carries the latest edition.

2) FAMR 230 Barbara Briscoe Custom Taking Sides Text (available in Windward bookstore only)
Helpful web link for writing in APA format and other psychology info:
http://www.vanguard.edu/faculty/ddegelman/amoebaweb/

CODE OF CONDUCT

Academic dishonesty: Academic dishonesty including cheating and plagiarism will not be condoned in the University of Hawaii System. Students should be aware of the University of Hawaii Student Conduct Code to further understand policies and consequences to dishonest academic behaviors. Evidence of any forms of academic dishonesty will result in an “F” in this course and recommendation of disciplinary action.

Course Policies

a. All assignments and quizzes must be completed on time. There will be no make-up quizzes or assignments (unless you have a doctor’s medical excuse or receive instructor permission prior to exam or assignment due date.)

b. Academic dishonesty: Academic dishonesty including cheating and plagiarism will not be condoned in the University of Hawaii System. Students should be aware of the University of Hawaii Student Conduct Code to further understand policies and consequences to dishonest academic behaviors. Evidence of any forms of academic dishonesty will result in an “F” in this course and recommendation of disciplinary action.
Assignment Descriptions

SCHEDULE

1.) **Email:** Please email only through Laulima for this course. Do not use your hawaii.edu account for this course. Other email providers (e.g., Yahoo, AOL) may be blocked by spam filters resulting in lost messages. Again, it is very important that you only use the Laulima Email function for this course. This tool is available on the left side of your home screen on our course site.

2.) **Quizzes:** There will be 5 open book quizzes at .5 pt. per question= 10 point quizzes (see course calendar in Laulima for quiz schedule). **If you do not take the quiz by the quiz deadline you will miss the opportunity to earn these points. There are not late or makeup quiz opportunities!**

3.) **Taking Sides Topic Debates: (Discussion Posts)**
10 debate topics: Two posts per topic: 40pts total per due date.

Debate topics will be chosen from our required course book: *FAMR 230 Barbara Briscoe Custom Taking Sides Text* (available in Windward bookstore only)
ISBN: 9780390196064. If you are not on the island of Oahu, you must contact The Windward CC bookstore and order a book via shipment from Oahu. This text is required and is not available anywhere outside of the Windward CC bookstore because it is a custom made text for my course only.

The *Taking Sides* approach involves bringing together the arguments of leading social, political and behavioral scientists, educators and contemporary commentators. Each debate or issue discussed in the book presents the pros and cons of current controversies within the field of human development. An issue introduction that provides students with proper context and historical background to each debate precedes the two opposing viewpoints. After reading the debate, students are given other viewpoints to consider in the Issue Postscript, which also offers recommendations for further reading. Through this combination—the issue introduction, the Yes side to the issue, the No side to the issue, and the Issue Postscript—Taking Sides fosters critical thinking in students and encourages them to develop a concern for serious issues surrounding human growth and development. During this course, we will have 10 issue discussions with two posts per discussion. You must first leave a post in the discussion board under the assigned topic area before the final due date and time. This first post is a summary of the argument side that you align with. You will write a **minimum of 3 paragraphs** summarizing the author’s argument for the side you chose. Then in your second post, you will respond to a peers post. This second post must also be 3 paragraphs at a minimum. You must use the “quote feature” to show the instructor the post you are responding to in your second post. This second response might be an argument against the peer response or more evidence of support for your peer’s response if you agree with the argument. The idea is to make the discussion board on these developmental topics much like a traditional classroom discussion. So, you may use text support, outside resources and personal experience in your discussions. Please use proper grammar, punctuation and appropriate language. Be careful in judging the opinions of others. The goal is to think critically about sensitive topics and to use knowledge from your course study to guide your thoughts. We are not out to win an argument, but to express our views based on evidence. Both posts are due by a date listed in both the syllabus and on the discussion board. **NO LATE POSTS. YOU MUST LEAVE TWO POSTS IN THE FORMAT DESCRIBED ABOVE TO RECEIVE CREDIT. (20 points total per debate topic/10 per post.)**
4.) **Article Reviews:**

The three article review assignments fulfill 100 class points. The expectation for the assignment is for the student to locate a peer reviewed journal article relevant to a topic related to human development. This is an opportunity for the student to explore further an area of personal and occupational interest. The article must contain original research. You will know you have the correct type of article if you find individual sections for *research design, findings or results, and discussion or conclusion*. The article will come from a scholarly peer reviewed journal source. Because this class is multidisciplinary, and students are preparing for a variety of careers such as nursing, social work, psychology, biology and education. The articles are retrieved from the Windward library database. Please follow the link below and then choose Ebsco Host as a search engine. **If you are unfamiliar with library research, please see a librarian at Windward CC or any of the UH system libraries for a face to face tutorial on library research.** Also, I have included a model paper for you to use as a guide. This paper is located at the end of this syllabus document. Please use this format to receive full assignment credit!

Library Link: [http://library.wcc.hawaii.edu/](http://library.wcc.hawaii.edu/)

**Windward Community College Library Assignment Description:**

- Locate article from source such as PsychInfo/Ebsco Host
- Write a minimum of two pages in your double spaced 12 font summary of the research article.
  - Please include the following sections:
    a. Purpose (include hypothesis)
    b. Method and Results
    c. Relevance to 230 (include what you learned)
- On the assignment due dates

Note: The review should include a reference line in APA format.

Please see sample paper on final page of syllabus.

The reference line is to alert reader to source of document. Please see [www.apastyle.org](http://www.apastyle.org) for further explanation of APA reference citation format.

Cut and paste link from Ebsco Host (library database) of your article with your completed paper to the discussion board. All students will gain the benefit of reading each article review posted. The discussion page has a section for each article review. Please submit the article in the correct due date section.

**Please see Course Calendar at end of syllabus for paper due dates.**

“Net”iquette: All students are expected to follow the UH system Code of Student Conduct. In particular, when using the discussion board, note the following: “UH regards disruptive behavior as speech or action which intentionally: 1. is disrespectful, offensive, and/or threatening, 2. interferes with the learning activities of other students, 3. impedes the delivery of college services, (or) 4 contains a negative impact in any learning environment…” in other words, please show respect for your fellow students and the instructor during the class and refrain from offensive language or offending statements. The instructor will act as a moderator in regards to judging inappropriate statements. Students offending will be warned and if engage in further disruptive problems may be blocked from access to the board and potentially removed from the class.
IMPORTANT DUE DATE REMINDER: In Laulima, all assignments, posts and exams are CLOSED at 12:59pm on the date listed on syllabus. This is an afternoon closing time. Literally, 1 minute before 1pm. So, do not make the mistake of thinking you have until the close on each due date. 12:59am would be the very early morning of that date. You may turn in anything as soon as the assignment is unlocked. Students who wait until the closing hour and dates do not tend to score as highly as students who complete assignments before final due dates. Do not ask to turn in late work. This is not an option.

UH Policy on Email Communication:
The electronic communications policy adopted in December 2005 established the University of Hawai‘i Internet service as an official medium for communication among students, faculty, and staff. Every member of the system has a hawaii.edu address, and the associated username and password provide access to essential Web announcements and email. You are hereby informed of the need to regularly log in to UH email and Web services for announcements and personal mail. Failing to do so will mean missing critical information from academic and program advisor, instructors, registration and business office staff, classmates, student organizations, and others.

Syllabus Disclaimer: This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change as class needs change.

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<tr>
<th>Lecture</th>
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<tr>
<td>Week 1 8/20-8/24</td>
<td>Introduction to course</td>
<td>Ch. 1 Complete introductions and begin preparing for quiz #1 and the first discussion debate. DO NOT FALL BEHIND!</td>
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<tr>
<td>Week 2 8/27-8/31</td>
<td>Theories of Development Infancy</td>
<td>Ch. 1 and 2 Discussion Debate: Is there a “Myth of the first three years”? Due: 8/31</td>
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<td>Week 3 9/3-9/7 Labor Day 9/3</td>
<td>The Preschool Years</td>
<td>Ch. 3 Discussion Debate: Is it ever appropriate to spank a child? Due: 9/7 Quiz #1 (Ch. 1 and 2) 9/6</td>
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<td>Week 4 9/10-9/14</td>
<td>The Preschool Years</td>
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<td>Week 5 9/17-9/21</td>
<td>Middle Childhood</td>
<td>Ch. 4 Quiz #2 (Ch. 3 and 4) 9/17 Discussion Debate: Does emphasizing academic skills help at-risk preschool children? Due 9/21</td>
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<td>Week 6 9/24-9/28</td>
<td>Middle Childhood</td>
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<td>Ch. 5 Discussion Debate: IS ADD/ADHD a legitimate medical condition that affects childhood behavior? Due 10/5</td>
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<td>Week 8 10/8-10/12</td>
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<td>Ch. 5 Quiz #3 (Ch. 5) Due: 10/8</td>
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<td>Week 9 10/15-10/19</td>
<td>Early Adulthood</td>
<td>Ch. 6 Discussion Debate: Are efforts to improve self-esteem misguided? Due 10/19</td>
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<tr>
<td>Week 10</td>
<td>10/22-10/26</td>
<td>Early Adulthood</td>
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<td>Week 11</td>
<td>10/29-11/2</td>
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<td>Week 14</td>
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<td>Wk 15</td>
<td>11/26-11/30</td>
<td>Death and Dying</td>
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<td>Week 16</td>
<td>12/2-12/6</td>
<td>LAST DISCUSSION DEBATE! Congratulations on course completion</td>
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<td>Week 17</td>
<td>12/10-12/14</td>
<td>FINALS WEEK/Grading Complete</td>
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Hypothesis and Purpose of Study:

Chu and Dill's (1990) hypothesis was that psychiatric patients who had been abused as children would show more dissociative symptoms than patients who had not been abused. Prior studies have suggested that a high percentage of patients with dissociative disorders (such as multiple personality disorder) have a history of childhood physical or sexual abuse. The study described in this paper was designed to determine the prevalence of dissociative symptoms in the population and to replicate previous studies which suggested that a history of physical and sexual abuse is found commonly among people who are hospitalized for psychological or psychiatric problems.

Methods

The subjects consisted of 98 inpatients (counting only those who completed the study) ranging in age from 18-60 years who were "consecutively admitted to all units of a psychiatric teaching hospital, excluding admissions to the chemical dependency unit" (Chu & Dill, 1990, p. 887). Patients completed three self-report instruments. The Dissociative Experiences Scale (DES) was used to measure dissociative symptoms. The Symptom Check List- 90- R (SCL-90-R, Derogatis, Rickels, & Rock, 1976; cited in Chu & Dill, 1990) was used to assess general psychiatric symptoms. The Life Experiences Questionnaire (LEQ), which asks questions about childhood trauma, was used to assess the extent of childhood physical and sexual abuse. Diagnoses, presenting symptoms, and treatment history data were also obtained for each subject. A correlation was then conducted to look for relationships between history of abuse and levels of dissociation. This study, therefore combines elements of psychological testing, survey, case history
methods, and uses correlations.

**Results/Findings**

Fifty-one percent of the subjects had suffered physical abuse. Thirty-six percent of the subjects had suffered sexual abuse. Roughly 36% of the subjects reported no history of abuse. (The numbers do not add up to 100% because some subjects were abused both physically and sexually.) The vast majority of abused patients had been abused by members of their own families. Eighty-one of the 98 subjects had scores on the DES which were higher than the median score for normal adults. Interestingly, scores on the DES did not correlate well with the actual established diagnoses for the patients.

Patients who had a history of physical or sexual abuse (or both) obtained the highest scores on the DES. Scores on the DES tended to be higher if the abuse occurred at the hands of a family member, rather than an outsider. Childhood physical abuse, but not childhood sexual abuse, was also related to occurrence and severity of general psychiatric symptoms, as measured on the SCL-90-R.

**Conclusions**

The data suggest that history of childhood physical or sexual abuse is very common among female psychiatric inpatients. The finding that there was a high correlation between childhood abuse experiences (as indicated by high scores on the LEQ), and dissociative symptoms (as indicated by high scores on the DES) supports the authors' hypothesis and suggests that these traumatic experiences are linked to later occurrence of symptoms of dissociative disorders.

It is also noteworthy that unusually high scores on the DES occurred frequently in this population, while actual diagnoses of dissociative disorders occurred infrequently. The authors suggest that in many cases, women with dissociative disorders may be misdiagnosed as schizophrenic because voices of a "split-off" personality may be
mistaken for the auditory delusions of schizophrenia.

**Relevance to FAMR 230:** Here you inform reader of the topic within the text which is relevant to the particular study you reviewed. Think critically about how the article relates to the text and include text chapter in your relevance section

Reference


Ebsco host link to article submitted here (this is for instructor access to your article)

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DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.