

**Department of Educational Psychology  
School Counseling & Counseling Program  
University of Connecticut**

Syllabus: EPSY 5318: Human Growth and Development Over the Lifespan:  
Implications For Counselors (Fall, 2024)

Meets: **Online and In Person (225 Gentry) on August 28, September  
18, October 16, and November 20: 4:40 –  
7:10 PM**

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**Course Description:**

A review of human growth and development over the lifespan using psychosocial theory with an emphasis on individual transitions, learning processes, maturity crises, developmental tasks, gender role conflicts/transitions, core pathologies, and strategies to cope that optimize human potential. Lectures, video lectures, and psychoeducation are the primary pedagogical processes that drive the teaching and learning that emphasizes applying human development concepts to practice in schools and all mental health settings. Special psychoeducational topics are emphasized at many of the life cycle stages.

**CACREP Standards (2a–2h for the Human Development Category) are in bold at the end of each goal, assignment, and discussion. CACREP Curricular Content (2016) Standards are found in Appendix A.**

**Overall Course Goals:**

1. To explain how human growth and development over the lifespan is relevant to counselors and other human service providers. **CACREP Standard 2.F.3.e,f,g,h,i**

2. To know the developmental stages, tasks, core pathologies, coping processes, and psychosocial crises across the lifespan. **CACREP Standard 2.F. 3. a,c,d,h**
3. To know how diversity affects human development over the lifespan in terms of sex, age, race, class, ethnicity, gender role stereotypes, gender identity, white privilege, sexual orientation, and other diversity indices **CACREP Standard 2.F.3. f,g,i**
4. To understand how human oppression, discrimination, and victimization affects human development. **CACREP Standard 2.F.3 c,f,g,i**
5. To discuss how to better foster human development. **CACREP Standard 2.F.3.i**
6. To have students complete 10 psychoeducational assignments/activities that focus on fostering their own human development during the semester. **CACREP Standard 2.F.3.i**

### **Overall Course Objectives:**

1. To list rationales for why human development and lifespan issues are critical to school counselors and other professionals. **CACREP Standard 2.F.3. a**
2. To discuss psychosocial, learning, and personality theory as a context to understand human development. **CACREP Standard 2.F.3. a,b**
3. To list the 10 human developmental stages of life and the developmental tasks for each stage. **CACREP Standard 2.F.3.a**
4. To discuss lifespan and human development issues in the context of individual, family, and marital development. **CACREP Standard 2.F.3. a**
5. To define the concept of transition. **CACREP Standard 2.F.3. a**
6. To define the major psychosocial and developmental crises across the stages of life. **CACREP Standard 2.F.3.c,d**
7. To know ways to resolve psychosocial crises across the lifespan. **CACREP Standard 2.F.3 h,i**
8. To identify the major coping behaviors, adaptive ego qualities, and pathologies across the life stages. **CACREP Standard 2.F.3. c,d,f,i**
9. To enumerate the major gender role conflicts and gender role transitions across the lifespan. **CACREP Standard 2.F.3.a,f**
10. To identify how race, class, sex, ethnicity, gender identity, and sexual orientation shape human development over the lifespan. **CACREP Standard 2.F.3.c,f**
11. To discuss how oppression racism, discrimination, and victimization affect human development over the lifespan. **CACREP Standard 2.F.3. c,f**
12. To enumerate the critical problems of children, youth, and adults across the developmental stages and tasks including but not limited to disability, psychopathology and addictive behavior and their affects on both normal and abnormal behavior. **CACREP Standard 2.F.3. c,d,f**
13. To know how the critical developmental problems of children and youth relate to school counselor's roles and functions and the ethical and legal considerations counselors must address. **CACREP Standard 2.F.3. h,i**
14. To discuss strategies for facilitating optimal development over the lifespan. **CACREP Standard 2.F.3. i**
15. To have students explore how the human development and lifespan issues relate to their own lives in the past and present. **CACREP Standard 2.F.3. a,i**
16. To understand the course concepts as they relate to psychohistories of famous celebrities. **CACREP Standard 2.F.3. a,i**

17. To understand how psychoeducation can be used to promote human development in counseling and other helping professions. **CACREP Standard 2.F.3. i**
18. To personally study 9 psychoeducational concepts in the context of your life and your career including vulnerability; gender role journey, working with pain; working with loss and grief; dealing with racism, other oppressions, and white privilege; forgiveness concepts and process; metaphors for healing **CACREP Standard 2.F.3.i**

### **Psychoeducational Course Objectives**

- To explain the role of human vulnerability in psychosocial growth and development. **CACREP Standard 2.F.3. h,i**
- To understand how gender roles, gender role conflict, and the gender role journey affect the psychosocial process. **CACREP Standard 2.F.3. h,i**
- To assist students in assessing the status of their gender role journey. **CACREP Standard 2.F.3. h,i**
- To assess the degree that psychological violence has occurred in students' live past and present. **CACREP Standard 2.F.3. h,i**
- To stimulate ideas about the human soul. **CACREP Standard 2.F.3. h,i**
- To assess students' views of their emotional pain. **CACREP Standard 2.F.3. h,i**
- To review concepts related to loss, grief, and bereavement. **CACREP Standard 2.F.3. h,i**
- To expose students to issues related to diversity, multiculturalism, oppression, and white privilege. **CACREP Standard 2.F.3. h,i**
- To review the wounded person cycle. **CACREP Standard 2.F.3. h,i**
- To help students use the forgiveness concepts and processes. **CACREP Standard 2.F.3. h,i**
- To know what metaphors for healing are. **CACREP Standard 2.F.3. h,i**

### **Teaching Philosophy**

My philosophy of teaching is based on my own education in the 1960's and 1970's and what I have learned from my mentors over the years. My philosophy represents what I have discerned to be my life's work. More information and videos about my philosophy of teaching are found on my personal web page: <http://web.uconn.edu/joneil/>.

I seek to do the following in the classroom:

1. To promote the development of a commitment to the shared quest for the truth and the expansion of the horizons of both teacher and student in the process.
2. To elicit in all students, no matter what their talents as individuals, full development as human beings.
3. To prepare the student to participate intelligently, morally and effectively in the public arena.
4. To develop students to be conscientious, compassionate and committed "to seek a newer world" and be agents of transformation for good, now and in the future

**Academic Course Process:** Students learn psychosocial theory in the context of human growth and development from the course readings. This includes identifying the following psychosocial concepts across 10 lifespan periods: stages of development, developmental tasks, transitions, psychosocial crises,

resolution of crises, coping behaviors, adaptive ego qualities, and core pathologies. These psychosocial concepts are studied across ten lifespan periods and discussed in the context of helping students and adults maximize their human potential and growth. Optimal human development is emphasized as well as developmental crises that occur when growth is affected by individual, family, or societal discrimination. Gender role concepts are introduced to provide another layer of understanding of human development over the life span.

Readings, video lectures, assignments, discussions, assessments, and quizzes are completed to help students identify developmental stages, tasks, crises, adaptations, and problems. Video biographies of celebrities may be used to illustrate how human development can be promoted or thwarted by diversity variables related to race, age, class, sex, sexual orientation, ethnicity, and gender identity.

Psychoeducation will be employed to teach important applied topics related to human development. Psychoeducational topics that are relevant to fostering or hindering human growth and development over the life span will be introduced for class reactions and comments. These applied areas include working with emotional pain, psychological violence and abuse, human vulnerability, wounded person cycle, loss and grieving, forgiveness, journeying with gender roles, soul development, confronting racism, white privilege, and oppression, and metaphors for healing. Psychoeducation is defined at end of the syllabus.

### **Text and Required and Recommended Readings:**

Newman, B.M. & Newman, P.R. (2018). Development through life: A psychosocial approach. (13<sup>th</sup> Edition) Boston, MA: Cengage Learning (ISBN 978-1-337-09814-4)

### **Online Media for EPSY 5318**

Gender: The Enduring paradox DVD, Smithsonian Institute, Washington, D.C. (Currently Unavailable)

Tear Soup: A recipe for healing after loss DVD, Portland, OR: Grief Watch.

Butler, S. (2006) *Mirrors of Privilege: Making whiteness visible* DVD, World Trust Educational Services. Oakland, CA.

Weidlinger, T. ( 2006). *Boys Will be Men, A Documentary About Growing Up Male in America* DVD , Bull Frog Productions.

O’Neil, J.M. & McCann, L. (1990) Audio convention presentation “Working with Emotional Pain & Befriending Darkness and Pain” Presented at the 1990 American Counseling Association’s annual meeting, Cincinnati Ohio.

### **Selected Readings for EPSY 5318**

O’Neil,(2015). A developmental model of masculinity: Gender role transitions and men’s psychosocial growth. In J. M. O’Neil’s *Men’s Gender role conflict: Psychological costs*,

*consequences, and an agenda for change.* Washington, D.C. APA Books.

O'Neil, J.M. & Egan, J. (1992a). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. Wainrib (Ed.) Gender issues across the life cycle. New York: Springer Publishing Co.

O'Neil, J.M. (2015) Teaching psychoeducation online at UCONN's Neag School of Education. *Educational Practice and Innovation*, ISSN (Print) : 2372 ISSN (Online): 2372-3106. DOI: 10.15764/EPI.2015.01002, vol. 2, 1, 8-13.

O'Neil, J.M. (2006). Helping Jack heal his emotional wounds using the gender role conflict diagnostic schema . In M. Englar-Carlson & M.A. Stevens (Eds.) *In the therapy room with men: A casebook about psychotherapeutic process and change with male clients*. Washington, D.C.: American Psychological Association.

O'Neil, J. M., Egan, J., Owen, S.V., & Murry, V.M. (1993). The gender role journey measure (JRJM): Scale development and psychometric evaluations. Sex Roles, 28, 167-185.

O'Neil, J.M. & Lujan, M. L. (2009). Preventing boys' problems in schools through psychoeducation programming: A call to action. *Psychology in the Schools*. 46, 257-266.

Enright, R.D. (2001). What forgiveness is... And what it is not. In *Forgiveness is a Choice: A Step-by-Step Process for Resolving Anger and Restoring Hope* . Washington , D.C. : American Psychological Association, pp. 23-44.

O'Neil, J.M., Davison, D., Mutchler, M. & Trachtenberg, J. (2005). Process evaluation of teaching forgiveness in a workshop and classroom setting. *Marriage and Family Review*, 38, 59-77.

O'Neil, J.M. Britner, P.A., Brown, I. Q., Holgerson, K., & Rohner, R.P. (2005). Psychological abuse in Family Studies: A psychoeducational and preventive approach. *Marriage and Family Review*, 38, 41-58.

O'Neil, J.M., Challenger, C., Renzulli, S., Crapser, B., & Webster, E. (2013). The Boys's Forum: An evaluation of a brief intervention to empower middle school urban boys. *Journal of Men's Studies*. 21, 191-205.

O'Neil, J.M. (2016). Gender Role Conflict, Toxic Masculinity, the Presidential Debates: Electing the Next President. Unpublished Op Ed. Paper. Department of Educational Psychology, UCONN, Storrs, CT

Jayatunge, R.M. (2014) Joseph Stalin – Psychopathology of a dictator. Unpublished manuscript, Toronto, Canada.

Sue, D.W. (2005). Racism and the conspiracy of silence: Presidential address. *The Counseling Psychologist*, 33, 100-114.

### **Caveats: Problems With My Binary Language**

Binary means something made up of two parts. Gender binary as a noun is a view of gender whereby people are categorized as either male or female, often basing gender on biological sex (Wikipedia, 2021). Gender binary is also the classification of gender into two distinct, opposite forms of masculine and feminine, whether by the social system or cultural belief. In this binary model, sex, gender, and sexuality may be assumed by default to names or pronouns, preferred rest rooms, or other qualities. These expectations may reinforce negative stereotypes, attitudes, bias, and discrimination towards people who display expressions of gender variance or nonconformity or whose gender identity is incongruent with their birth sex.

I am in the process of altering my language usage because binary language excludes the diversity of gender identities and sexual orientation and can promote discrimination and oppression of non-binary human beings. Much of my writing on gender role conflict needs to be reconsidered based on non-binary insights, but I currently do not have a fully operative, non-binary vocabulary. I wanted to make these caveats about my problems with my language early in the course, so no student is negatively impacted during the class.

### **Psychological Appropriateness of the Course**

This course has psychological and affective dimensions. Students are encouraged to engage the course content and process at their “optimal comfort level”. This means that students have control over the degree that they personalize the course content and process.

The course may be inappropriate for students who are in a serious crises or recovering from a serious illness or life experiences. If you think the course may be inappropriate for you, please discuss your situation with the professor early in the semester before the drop /add period expires.

Over the 30 years that I have taught this course, only two students decided that the time was not right for them to take the course. Many students who are struggling with emotional/life problems have found the course to be useful and empowering.

### **Assignments**

**For all assignments do not attach your assignment as a file. Either type the assignment into the text submission box or cut and paste your word document into the text submission box.**

**Assignment 1 (Module 2) - Assumptions of Text, Psychosocial Theory, Psychoeducation, Class Expectancies - CACREP Standard 2.F.3. a  
(Due September 4, 2024)**

1. What are the assumptions of Newman and Newman's text?
2. What systems make up the psychosocial approach? What are the implications of the psychosocial approach for your work as a counselor or parent?
3. Define the psychosocial approach (pp. 10-11 of the text). What are the implications of the psychosocial approach for your work as a counselor, parenting, or your chosen professional role?
4. Give an operational definition of psychoeducation. Have you ever done any psychoeducation or personally experienced it in any other classes or workshops? How open are you to psychoeducation in this class? Will psychoeducation become part of your skills as a school counselor or your chosen professional role?
5. What are your expectancies of this course? What are you hoping to obtain from this course. What do you need to do to be successful in this course?

**Assignment 2 (Module 3) - Psychosocial Theory - CACREP Standard 2.F.3. a  
(Due September 11, 2024)**

**Instructions: Answer the following questions after reading the assigned reading for this week.**

1. Define the terms stages of development and enumerate the 10 cited in Newman and Newman.
2. Define developmental tasks. Study Figure 2.1 which enumerates 42 developmental tasks. Do any of these have implications for gender role development?
3. Define a psychosocial crises. Study Table 2.2. Do any of these crises have implications for gender role development?
4. Define central process as a means of resolving the psychosocial crises. Study Table 2.3 in the context of gender role development.
5. Define the radius of significant relationships. Are men and women socialized differently in terms of their relationships at different developmental periods?
6. Define coping behavior. How does gender role socialization affect men and women's coping styles?
7. Define prime adaptive ego qualities. Are there any gender role implications of these qualities?
8. Define core pathologies. How would you assess sex differences in these pathologies?

**Assignment 3 (Module 4) - Gender Role Conflict & Gender Role Journey Theory -  
(Due September 18, 2024) - CACREP Standard 2.F.3. a,f**

**Instructions: Answer the following questions after doing the assigned reading for this week and the video lectures.**

1. After reading O’Neil and Egan (1992a) and the book chapter O’Neil (2015), write a brief summary of O’Neil (2015) on the developmental aspects of gender role conflict and gender role transitions. What are the major points of this chapter? Describe Figure 1 in your own words.
2. Take the Gender Role Journey Measure (GRJM) (O’Neil, Egan, et al., 1993) online and receive automatic feedback on your scores.  
You can access the GRJM on the front page or in assignment section of HuskyCT.

**The Gender Role Journey Measure:** [http://itlweb.uconn.edu/oneil\\_hdfs/](http://itlweb.uconn.edu/oneil_hdfs/)

Write a one page (minimum) summary of your results by answering the following questions:

- a. What phase(s) of the gender role journey did the GRJM feedback indicate and do your results surprise you? What new insights, if any, do have from this assessment?
- b. How do you think gender roles have affected your psychosocial development? a) Describe any gender role issues across the life stages,
- c. Have gender roles played any part with any of your developmental tasks, your psychosocial crises, and with any central processes or core pathologies that you have experienced?
- d. What questions do you have about how restricted gender roles affect human development?

The best way to understand how gender roles have affected your psychosocial development is to open the first two pages of your text (Newman & Newman, (2015) to “The Organization of the text”. This provides an excellent visual for answering the questions above.

**Assignment 4 (Module 5) - Working With Emotional Pain - CACREP Standard 2.F.3.h,i (Due September 25, 2024)**

After completing Module 5, respond to the following questions: Which phase of working with pain do you feel you need to learn more about and make more effective? Select one of more of the following phases and briefly explain your issues. What do you think or feel about working with emotional pain? Where are you with your pain? Do you have any from the past? How about the present? If you know, what are your next steps with your pain? Write a one page (or more) response to the four phases of working with pain described in the videos lecture and readings:

1 Embracing pain - Labeling pain, telling the truth about pain, letting pain be pain



2. Journeying with pain - Doing something positive with the pain
3. Letting go of pain - Releasing the negative emotions permanently using any nonviolent method possible
4. Deriving the benefits of pain - new energy, vitality, a new positive way of experiencing life

You are also asked in this module to post your assignment (or parts of it) as a discussion submission

**Assignment 5 – (Module 9) Racism & the Conspiracy of Silence in America & White Privilege - CACREP Standard 2.F.3. c,f,g (Due October 16, 2024)**

After Sue's introduction, there are 6 headings or sections. Briefly summarize each section. What does Sue mean when he indicates that there has been a conspiracy of silence with racism?

1. What are your ideas and reactions to Sue's position on the conspiracy of silence on racism in America?
2. Summarize your thoughts and feeling about the DVD "Mirrors of Privilege: Making Whiteness Visible". Be specific about how this documentary personally affected you.

**Assignment 6 (Module 12) - Psychosocial Analysis of the Case Study of Jack - CACREP Standard 2.F.3.g,h (Due November 20, 2024)**

Based on the case study, describe Jack's psychosocial development using the course concepts. Include in your analysis the following: problems with developmental tasks, psychosocial crises, central processes, prime adaptive ego qualities, core pathologies, and his gender role conflicts.

Answer the following questions after reading the assigned reading.

1. What developmental tasks did Jack fail to complete (or that he significantly struggled with) during his childhood and throughout his adult life?
2. Speculate on what psychosocial crises Jack failed to resolve that caused his psychological and interpersonal problems.
3. What were Jack's core pathologies, gender role conflicts, and other psychological problems reflected in his psychosocial history?
4. How did Jack begin to overcome his emotional wounds and heal himself?

5. Provide a comment on the therapeutic processes described in the chapter.
6. What comments or questions do you have about the therapist's approach to helping Jack heal his emotional wounds?

### **Discussions**

1. (Module 1) Now that you are more acquainted with HuskyCT, introduce yourself to the class by indicating the degree program you are in, your past or present work, and why you are taking this class. Finally, state what your expectancies and hopes are for this course. What do you want to get out of this course and what can you contribute to it? Please make your post of these questions and react to one other student's posting. **Due: Sept. 4, 2024 - CACREP Standard 2.F.3. h,i**
2. (Module 4) After reading O'Neil and Egan (1992), O'Neil (2015), and taking the [Gender Role Journey Measure \(GRJM\)](#), answer the following questions: 1) What are the major points of the chapter and describe Figure 1 in your own words, 2) Describe the results of the Gender Role Journey Measure assessment. What phase of the gender role journey did the GRJM feedback indicate you most closely identify with? Is this what you expected and do you agree with the results? Finally, how do you think restricted gender roles have affected your psychosocial development? React to one other student's posting. **Due Sept. 18, 2024 - CACREP Standard 2.F.3.h,i**
3. (Module 5) What do you think and feel about working with your own emotional pain? Use your working with emotional pain assignment, write a one page summary of where you are with your pain. Do you have pain from the past? How about the present? What are your next steps with your pain? Post your summary and read and respond to at least one of your fellow student's posts. **Due Sept. 25, 2024 - CACREP Standard 2.F.3. h,i**
4. (Module 6 & 7) Post your reaction to the Soul Development lecture and taking the Psychological Violence Checklist. Answer some of the following questions: a) Was thinking about your soul a new experience and if so how? If the topic is not new, what are your personal ideas about the soul, b) Discuss the effects of psychological violence in your life both from the past and present? Read and react to at least one other student's post on the soul and psychological violence. **Due Oct. 2, 2024 - CACREP Standard 2.F.3. h,i**
5. (Module 9) Using your assignment in Module 9, what does Sue mean when he indicates that there has been a conspiracy of silence about racism in America? Do you agree that this conspiracy has existed and have you been involved in this conspiracy? How did Sue's journal article make you feel? Second, using your assignment in Module 9, summarize your thoughts and feelings about the DVD "Mirrors of Privilege: Making Whiteness Visible". After reading

other students' comments on Sue and the topic of white privilege, make comment on at least one other student's point of view. **Due Oct. 16, 2024 - CACREP Standard 2.F.3. h,i**

6. (Module 10, 11, & 12) The topics of the Wounded Person Cycle, forgiveness, and metaphors of healing were presented in these modules. Discuss your views on the wounded person cycle, the role of forgiveness in your life, and the potential for creating metaphors for healing in your or someone's else life. React to one other student's post. **Due Nov. 20, 2024 - CACREP Standard 2.F.3. h,i**

### **Discussion Guidelines**

One of the advantages of taking your course online is that you may be able to engage in online discussions with your instructor and fellow students at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics--but it's up to you to make this happen.

Post your message and in many of the discussions you are required to post your reaction to another student's post to receive full credit. There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one. Each contribution should be well written and interesting to read, with evidence of originality and considerable reflection. It should also demonstrate that you have read the relevant course materials.

Here are some guidelines for participating in an online discussion:

1. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.
2. Do the appropriate preparation, such as reading and lesson activity work, before you join the discussion.
3. Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer--a short story, for example.
4. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
5. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("Piggy-back" on other people's ideas).
6. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
7. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the course.
8. Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable.

**Class Schedule Fall 2024**

<b><u>Modules</u></b>	<b><u>Due Date</u></b>	<b><u>Topics</u></b>
First class (Aug. 28)	Aug. 28	Course Orientation, Husky CT, Syllabus, UCONN's Academic Policies
1	Sept 4	Introduction, Course Expectancies, Processes Parameters, & Instructions. The role of psychoeducation in the course
2	Sept 4	Psychosocial assumptions, systems, & research
3	Sept 11	Psychosocial theory, Human development theories, Human Vulnerability; Overview of gender role development
4	Sept. 18	Gender role conflict theories and the gender role journey
5	Sept 25	Prenatal development, pregnancy, & working with emotional pain
6	Oct 2	Infancy (1-2 years), Soul Development
7	Oct 2	Toddlerhood (2-4 years) Working with psychological violence
8	Oct 9	Early School Age (4-6 years), Working with loss and grief
9	Oct 16	Middle Childhood (6 to 12 years), Diversity, Multiculturalism, oppression, & white privilege
	<b>October 23</b>	<b>Midterm Exam Online</b>
10	Oct. 30	Early Adolescence (12-18 years), Wounded person cycle
11	Nov 6	Later Adolescence (18-24 years), forgiveness concepts and processes
12	Nov 20	Early Adulthood (24-34 years) metaphors for healing
13	Dec 4	Middle adulthood (34-60)
	<b>November 20- 24</b>	<b>Thanksgiving Holiday (Give Thanks)</b>
14	Dec 4	Later Adulthood (60-75)
15	Dec 4	Elderhood (75 to Death)
16	Dec 4	Death, dying, & bereavement; class closure
17	Dec 4	Class Closure
	<b>December 4</b>	<b>Final Exam Online</b>

### Calendar Dates

(Unless otherwise noted, all learning activities are due for submission on the module close date.)

Modules, Exams, and Unique Assignments	Open Date	Close Date
<b>Module 1:</b> Introduction to Course Expectancies, Processes Parameters, & Instructions. The role of psychoeducation in the course.	August 26, 2024	Sept. 4, 2024
<b>Module 2:</b> Psychosocial assumptions, systems, & research	August 26, 2024	Sept. 4, 2024
<b>Module 3:</b> Psychosocial theory, Human development theories, Human Vulnerability; Overview of gender role development	August 26, 2024	Sept. 11, 2024
<b>Module 4:</b> Gender role conflict theories and the gender role journey	August 26, 2024	Sept. 18, 2024
<b>Module 5:</b> Prenatal development, pregnancy, & working with emotional pain	August 26, 2024	Sept. 25, 2024
<b>Module 6:</b> Infancy (1-2 years), Soul Development	August 26, 2024	Oct. 2, 2024
<b>Module 7:</b> Toddlerhood (2-4 years) Working with psychological violence	August 26, 2024	Oct. 2, 2024
<b>Module 8:</b> Early School Age (4-6 years), Working with loss and grief	August 26, 2024	Oct. 9, 2024
<b>Module 9:</b> Middle Childhood (6 to 12 years), Diversity, multiculturalism, oppression, & white privilege	August 26, 2024	Oct. 16, 2024
<b>Midterm Exam</b>	Oct. 23, 2024	Oct. 23, 2024
<b>Module 10:</b> Early Adolescence (12-18 years), Wounded person cycle	Oct. 23, 2024	Oct. 30, 2024
<b>Module 11:</b> Later Adolescence (18-24 years), forgiveness concepts and processes	Oct. 23, 2024	Nov. 6, 2024
<b>Module 12</b> Early Adulthood (24-34), middle adulthood (34-60 years) metaphors for healing	Oct. 23, 2024	Nov. 20, 2024
<b>THANKSGIVING BREAK NOV. 21-25 (GIVE THANKS!)</b>		
<b>Module 13:</b> Middle Adulthood (34-60 years)	Oct. 23, 2024	Dec. 4, 2024
<b>Module 14:</b> Later Adulthood (60-75)	Oct. 23, 2024	Dec 4, 2024

<b>Module 15:</b> Elderhood (75 to Death)	Oct. 23, 2024	Dec 4, 2024
<b>Module 16:</b> Understanding Death, Dying, & Bereavement	Oct. 23, 2024	Dec 4, 2024
<b>Module 17:</b> Class Closure	Oct. 23, 2024	Dec. 4, 2024
<b>Final Exam</b>	Dec. 4, 2024	Dec. 4, 2024

### **Class Processes and Dynamics**

I will alternate teaching methods using readings, lectures, discussions, music or video presentations, and also personal assessments, personal dialogues, and periods of reflection.

I believe in the open classroom where academic freedom and intellectual exchange is cherished. If there cannot be the natural flow of diverse opinions in the classroom at the University, then we are not doing a very good job with our instruction. So in my courses, I encourage questions, dialogue, discussions, diverse opinions, and different views. What I believe about the topics in this course is somewhat unimportant. What is important is what you believe. Having you think about your positions, values, and biases is what education should be about. My task is to get you to think and express your views. You are going to need these skills in your work and future lives.

**The Course motto is:** The mind is a terrible thing to waste. (United Negro College Fund)

### **Grading and Evaluation**

Student grades will be calculated using the following parameters: 1) Completion of all learning assignments and discussions, 2) Class attendance (if relevant), 3) Relevant, intelligent, and instructive class participation, 3), 4) points on online midterm and final exams, 5) total points on the 16 quizzes.

### **Calculation of Grades Summary of Course Requirements and Point Values**

<b>Course Component</b>	<b>Possible Points</b>
1 Midterm exam	100
1 Final exam	100
6 Discussions	90
16 Self Quizzes	160
6 Assignments	90
<b>TOTAL</b>	<b>540</b>

### **Approximated Total Course Points Conversion to Alpha Grade**

<b>Total Course Points Earned</b>	<b>Alpha Grade Equivalent</b>
515-540	A
489-514	B
463-488	C
437-462	D
436 and Below	F

**MISSING ASSIGNMENT OR EXAM:** There will be no routinely scheduled make-up exams for this class. If you miss an exam, you must present a written medical (or an equivalent) explanation to the instructor. Points will also be subtracted for any work turned in late without a legitimate excuse (death in the family, serious illness ect.).

### **Criteria for Grading All Assignments and Class Activities**

- 1) Clarity of writing and thought
- 2) Factual Accuracy of writing and thought
- 3) Validation of views using current theoretical & empirical literature
- 4) Creativity of thought
- 5) Synthetic nature of thought and writing
- 6) Completion of assignments on due dates
- 7) Personalization of course content
- 8) Contribution to other class members' learning, knowledge, & growth

### **Quizzes**

There are 16 quizzes in the course; one for each chapter plus the Appendix. The self quizzes are designed to help you digest the course material and prepare you for taking certification exams and comprehensives at the end program. After you go to Husky CT, do the following:

There is no time limit when taking the quizzes. You can take the quizzes as many times as needed, but you need to get 100% correct. For each complete quiz you will receive 10 points. Each quiz has a close date. After this close date you will not be able to do the quizzes or receive the points. I will give you credit for the quizzes by checking my Husky CT grade book.

### **Exams**

There will be two multiple choice exams taken online. Each exam will have 100 items. A **study guide** has been prepared to focus your study of the course material. You will have 2 hours to take the exam. You will have 24 hour period to take the exams. There are no make up exams. You are responsible for having your computer ready to take the exams. See information at the end of the syllabus about how to use Husky CT and prepare your computer for all quizzes and exams.

### **Technology In The Classroom**

Computer and cell phone are now critical issues in the classroom and therefore norms for their use are necessary.

You can use a computer in class to take notes or in some minor cases to locate information related to the topic being discussed in class. Other web searches are not allowed.

There is no texting, emailing, or web searching that is unrelated to the class during the actual class.

Before class and during our breaks, computers and cell phones may be used.

If you are texting or misusing the computer during class, I will know because I know the difference being taking notes and other electronic activity in the classroom. If you misuse your computer or cell phone I will ask you to turn it off, until we can discuss your situation.

If you have an emergency situation on a certain day and need to have your cell phone on during class, let me know your situation before class so I can accommodate your need.

The misuse of electronic device during class shows disrespect for other students, the professor, and the supportive learning environment we try to create. I ask for your cooperation with these important issues.

### **How To Stay on Schedule and Not Get Behind**

This course has a moderate amount of work over the semester, requires discipline, careful planning, and requires considerable amount preparation and time outside of class.

You will need to spend time each week on the course to keep up. You can work ahead on the readings and assignments if you have an extra busy schedule. I would recommend that you do work ahead of the schedule if possible.

My expectations are that when we have classes that you come prepared having completed the weekly readings and completed the assignments and quizzes. During the class, I will accentuate the major concepts, build on them, and take them in new directions.

Each student has to plan how to complete all assignments, quizzes, and discussions before the “due date”. Please review the entire course in the context of the due dates so that there are no major barriers to completing the assignments, discussions, exams, and quizzes. Meeting the due dates is your responsibility. My responsibility is to communicate that this course has a moderate amount of work and a specific timetable for things to be done for credit to be assigned to each student.

### **Student Code**

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Scholarly Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:



- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

### **Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

### **Netiquette and Communication**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

### **Adding or Dropping a Course**

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Registration Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

### **Academic Calendar**

The University's [Academic Calendar](#) contains important semester dates.

### **Academic Support Resources**

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

### **Students with Disabilities**

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing [csd@uconn.edu](mailto:csd@uconn.edu). If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from [Blackboard's Accessibility Information](#))

### **What is Psychoeducation?**

One dimension to the course is what I call psychoeducation. Psychoeducation is defined as a pedagogical approach that uses psychological principles and processes to facilitate students' personal and intellectual development in classroom, group, or an online setting. Psychoeducation focuses on both the cognitive and affective domains of learning. With psychoeducation, feelings and emotions have equal weight with conceptual and factual knowledge. Emotional intelligence (Goleman, 1995) and academic knowledge are true partners in the psychoeducational process.

With the psychoeducational approach, students both think and feel while learning. The teacher is interactive, personal, and strategic.

What does psychoeducational mean operationally? First, the psychoeducator provides multiple course contexts, allowing students to understand the content personally, professionally, and politically. This psychoeducational approach also establishes norms that promote the sharing of feelings and thoughts as the course develops. The psychoeducator is also an active assessor of student needs and the entire learning process. This assessment helps the instructor to actually know students individually and collectively. Psychoeducation teaching invites students to be involved in the course intellectually and emotionally at their optimal comfort level. The option of intellectual and emotional processing is presented to students as a free choice. There are no judgments about these choices, but encouragement is given to take risks and explore new dimensions of self. Furthermore, this kind of teaching sets positive expectancies for learning. One of the most critical expectancies is helping students view learning, not just as content, but personal growth. This means helping students personalize the course as much as possible by experiencing both the thoughts and feelings simultaneously.

With an emphasis on emotion in the learning process, the psychoeducator is sensitive to student defenses and resistance to learning. Numerous teaching methods are used to mediate defensiveness and resistance to learning. Stimulating media (slides, overheads, music, music videos, movie clips) are integrated with the teaching to accentuate course concepts and promote personal exploration. The psychoeducator uses stimulus diversity techniques to keep student attention high. This means using multiple teaching modalities to enhance student thinking and feeling.

Psychoeducation also includes interactive teaching and experiential learning that promotes focused discussions. These discussions may activate interpersonal-intrapersonal conflict with students and raise questions about instructor student biases and political correctness. Psychoeducation also implies using self-assessment checklists and groups to help students personalize the course. Furthermore, this approach encourages faculty and students to be real, self-disclosing, and honest about how the course is affecting them. This implies that students and the instructor may fluctuate between personal and professional roles. This makes role flexibility very important for both students and the instructor. From this kind of learning, the psychoeducator helps students understand how the learning dynamics relate to the course content. By connecting the learning dynamics to the course content, the concepts can come to life for students, sometimes right before their very eyes. Psychoeducation also involves helping students work through any painful memories or events that are activated by the course. This implies being personally available to students, not as a therapist per se, but as a supporter of their healing and growth.


Psychoeducation also relates to how the instructor prepares for the course and develops the interventions. The assumptions made about students are critical to successful psychoeducational interventions. In other words, instructors' knowledge of students' developmental stage, cognitive development, attitudes toward learning, and worldviews are critical to implementing psychoeducational interventions. This kind of teaching also means having positive expectancies for student learning, articulated teaching goals, and energy in the classroom.

**Where to Get Help During the Course**

Sometimes student who are taking psychoeducational courses want to know where they can get therapeutic help with personal and career problems. There are counseling resources available to you at UConn. The [UConn Counseling and Mental Health Services](#) clinic is one resource and can be reached by calling (860) 486-4705. For career related problems, you may contact the [Department of Career Services](#) by calling (860) 486-3013.

There are also resources outside the University. A good referral source is [INFO LINE](#) (211), and emergency and crises services are available at Manchester Hospital Hotline by calling (860) 647-4766. Please contact your instructor if additional resources or specific referrals are needed.

**Technology Help Resources - HuskyCT**

HuskyCT Courses, Training, and Tools Examples	Department Contact Information
 <ul style="list-style-type: none"> <li>• Course Content Not Viewable</li> <li>• Course Tools Not Working (i.e., tests, assignments, discussions, etc.)</li> <li>• Course Tech, Plug-Ins, and Software</li> </ul>	<p>For support in online courses contact:</p> <p>UITS HuskyTech Help Center</p> <p>Location Math Sciences Building, Ground Floor, Room M037</p> <p>Phone (860) 486-HELP (4357)</p> <p>Email <a href="mailto:HelpCenter@uconn.edu">HelpCenter@uconn.edu</a></p> <p>For assistance outside normal business hours and holidays, please visit <a href="http://learn24x7.uconn.edu">http://learn24x7.uconn.edu</a> or <a href="http://huskyct24x7.uconn.edu">http://huskyct24x7.uconn.edu</a></p>

**Biography of Instructor**

**James M. O’Neil, Ph.D.** is Professor of Educational Psychology at the University of Connecticut and a licensed psychologist in private practice in South Windsor, Connecticut. In 1975, he received his doctorate from the Department of Counseling and Personnel Services at the University of Maryland. He is a fellow of the American Psychological Association in Divisions 17, 35, 43, 51, 52,

& 56. He is one of the founding members of the Society for the Psychological Study of Men and Masculinity (SPSMM), Division 51 of the American Psychological Association. SPSMM named him Researcher of the Year in 1997 for his 20-year research program on men's gender role conflict. His research programs relate to men and masculinity, gender role conflict, psychology of men and women, and violence and victimization. He has published over 130 journal articles and books chapters and is the author of the Gender Role Conflict Scale (GRCS), a widely used measure of men's conflict with their gender roles. Over 600 studies have used the GRCS with over 250 of the studies being published in psychological journals. He published (with Michele Harway) *What Causes Men's Violence Against Women?* in 1999 (Sage Publications) and his last book, *Men's Gender Role Conflict: Psychological Costs, Consequences, and an Agenda for Change* was published in 2015 by APA Books. In 1991, he was awarded a Fulbright Teaching Scholarship by the Council for International Exchange of Scholars, to lecture in the former Soviet Union. He lectured at Moscow State Pedagogical University from February through April, 1992, on such topics as psychological counseling, psychology of gender roles, men & masculinity, violence, and victimization. In 1995, he was awarded Teaching Fellow status by the University of Connecticut for his outstanding excellence and dedication to the university teaching profession. In August, 2008, he received the Distinguished Professional Service Award from Division 51 of the American Psychological Association for his 25 year research program on men's gender role conflict and his advocacy for teaching of the psychology of men in the United States. He has advocated for professional activism with gender role and social justice issues throughout his 50 years as a counseling psychologist.

**Appendix A**

**EPSY 5318 - Human Growth and Development Over the Lifespan: Implications For Counselors**

<b>CACREP Curricular Content</b>	<b>2016 STANDARD</b>
Theories of individual and family development across the lifespan	2.F.3.a
Theories of learning	2.F.3.b
Theories of normal and abnormal personality development	2.F.3.c
Theories and etiology of addictions and addictive behaviors	2.F.3.d
Biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e
Systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g
A general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i

**Course Objectives**

<b>COURSE OBJECTIVE</b>	<b>STANDARD</b>	<b>EVALUATION</b>
To list rationales for why human development and lifespan issues are critical to school counselors and other professionals	2.F.3.a	Midterm & Final Exam Quizzes, Assignment 1
To discuss psychosocial, learning, and personality theory as a context to understand human development	2.F.3. a, b	Midterm & Final Exam, Quizzes, Assignment 2
To list the 10 human developmental stages of life and the developmental tasks for each stage	2.F.3.a	Midterm & Final Exam Quizzes, Assignment 2
To discuss lifespan and human development issues in the context of individual, family, and marital development	2.F.3.a	Midterm & Final Exam Quizzes, Assignment 1
To define the concept of transition	2.F.3.a	Midterm & Final Exam
To define the major psychosocial and developmental crises across the stages of life	2.F.3.c, d	Midterm & Final Exam Quizzes, Assignment 2
To know ways to resolve psychosocial crises across the lifespan	2.F.3.h, i	Midterm & Final Exam Quizzes, Assignment 6 Midterm & Final Exam

To identify the major coping behaviors, adaptive ego qualities, and pathologies across the life stages	2.F.3.c, d ,f ,i	Quizzes, Assignment 2
To enumerate the major gender role conflicts and gender role transitions across the lifespan	2.F.3.a, f	Midterm & Final Exam Quizzes, Assignment 3, Discussion 2
To identify how race, class, sex, ethnicity, gender identity, and sexual orientation shape human development over the lifespan	2.F.3.c, f	Midterm & Final Exam Quizzes, Assignment 5
To discuss how oppression, racism, discrimination, and victimization affect human development over the lifespan	2.F.3.c, f	Midterm & Final Exam Quizzes, Assignment 5
To enumerate the critical problems of children, youth, and adults across the developmental stages and tasks including but not limited to disability, psychopathology and addictive behavior and their affects on both normal and abnormal behavior	2.F.3.c, d, f	Midterm & Final Exam Quizzes, Assignment 1 & 2
To know how the critical developmental problems of children and youth relate to school counselor's roles and functions and the ethical and legal considerations counselors must address	2.F.3. h, i	Midterm & Final Exam Quizzes, Assignment 1
To discuss strategies for facilitating optimal development over the lifespan	2.F.3 .i	Midterm & Final Exam Quizzes, Assignment 1
To have students explore how the human development and lifespan issues relate to their own lives in the past and present	2.F.3.a, i	Discussion 3
To understand the course concepts as they relate to psychohistories of famous celebrities	2.F.3.c	Midterm & Final Exam Quizzes

