



COUN 5011 - Life Span Development
INT 2021
Thursdays 5:15 PM
Online Connect and Teams

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Summer Office Hours: By Appointment

Course Description

This course will explore various theoretical frameworks for the understanding of human development from birth to late adulthood. Students will explore definitions of normal development and factors that may cause normal development to go awry. 3 hours (pre- or co-requisites: COUN 5000, 5001)

Methods of Instruction

The content of this course will be delivered online through assigned readings, lectures, seminar discussions, multimedia presentations, and case presentations delivered in asynchronous and synchronous formats.

Program Objectives

1. Develop the knowledge and skills necessary for competent professional practice, while cultivating a strong personal identity.
 - F. Work with a wide spectrum of biopsychosocial behaviors found in individuals, families, couples, and groups across the lifespan.

Course Objectives

Students will:

- 1) Theories of individual and family development and transitions across the lifespan (CACREP II.F.3.a)
- 2) Theories of learning; theories of normal and abnormal personality development; theories and etiology of addictions and addictive behaviors (CACREP II.F.3.b, II.F.3.c; II.F.3.d)
- 3) Biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP II.F.3.e) key performance indicator
- 4) Systemic and environmental factors that affect human development, functioning, and behavior (CACREP II.F.3.f)
- 5) Effects of crises, disasters, and other trauma causing events on persons of all ages (CACREP II.F.3.g)
- 6) A general framework for understanding exceptional abilities and strategies for differentiated interventions (CACREP II.F.3.h)
- 7) Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP II.F.3.i)

Required Textbook:

Erford, B. (2017). *An advanced lifespan odyssey for counseling professionals* (1st ed.). Boston, MA: Cengage Learning.

Student Expectations

Expectations for this class include the following:

- 1. Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by **reading all assigned material** and by bringing any written or electronic assignments required for class.
- 2. Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardiness. Grades may also naturally suffer when students are not present for class.
- 3. Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Any extenuating circumstances must be discussed with the professor **before** the due date. How these circumstances are handled is solely at the discretion of the professor.
- 4. Submit Electronically:** All written assignments are to be submitted electronically as email attachments or within Moodle on or before the due date.
- 5. Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
- 6. Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic the internet. Please **silence all phones** and keep them **out of sight** during class time; they should be kept in purses, pockets, or book bags.
- 7. APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.
- 8. Have Fun:** Students are expected to have fun learning about the subject matter.

Digitally Delivered Policies

Students who attend the virtual track must watch all recorded classes within a 7-day period to get full credit for the class. Students understand that information is embedded into the recorded classes and lectures that evaluate student attendance.

All courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences

from class, or not watching class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.

Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.

Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: "The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research."

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

Proctoring Software is required for all Counseling courses

In this class, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, \$15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.

These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.

If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements.

Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

Assignments

A. Attendance, Participation, and Professionalism (10 points; 4% of final grade)

Each week students will be expected to participate in classroom discussions, small groups, or other activities. It will be

necessary to have read all assignments prior to coming to class. Attendance and participation points are factored in for each class. Absences and tardies have the potential to affect your final grade negatively. If you have more than two (2) unexcused absences the final grade will drop by one letter. Attendance will be assessed by forum responses embedded in the recordings.

B. Developmental Autobiography (100 points; 40% of final grade) (Course Objective 1, 2, 3, & 4)

Write a 6-7 double spaced page paper (APA format - 6th edition) describing your experience in a specific developmental stage. For example, you may choose the young adulthood phase and discuss your experiences in this particular phase and how it differs from earlier or later stages in your life. For this paper, you will need 4 sources (only 1 can be the textbook). The other three sources must be peer reviewed journal articles. Please review the rubric for this assignment.

Note: this is a Key Performance Indicator (Standard CACREP II.F.3.) and must be uploaded to shared One Drive Folder.

C. Developmental Interview (40 points; 16% of final grade) (Course Objective 1, 2, 3, 4, & 6)

Students will conduct an interview of a volunteer within a specific developmental phase of life that is different than their current developmental phase. After interview, students will write a 4-page reflection paper discussing the interview. Students will address the following in the paper:

- 1.) Provide a description of the individual being interviewed
- 2.) Discuss the developmental phase the individual is currently in; in your description reference key components of the phase that we discussed in class
- 3.) Compare and contrast you and your volunteers experiences in this phase; if you interview someone who is in a developmental phase you have yet to reach, then compare your volunteers experience with others you know personally who have been in the developmental phase

D. Group Presentation (40 points; 16% of final grade) (Course Objective 1, 3, 5, 6, & 7)

Students will choose a specific developmental phase to research and discuss. Students will work together to develop a presentation that covers the specifics of the developmental phase. The presentation should include 5-6 references related to the developmental phase. Your presentation may include an audio-visual component (Power Point, YouTube Video, etc.). Creativity is encouraged! The presentation should be 20-30 minutes in length. You will present this to the class on Thursday, January 28th at 5:15 PM. Groups will be assigned via Connect.

E. Quizzes (worth 20 points each, 60 total points; 24% of final grade) (Course Objective 1, 2, 3, 4, 5, 6, & 7)

Students will have three quizzes on Connect based on the material covered both in class and in the textbook. Each quiz will have 20 questions and students will have 50 minutes to complete each quiz. If student is experiencing issues with Connect, notify professor prior to the quiz completion deadline. Some of the questions on the quizzes will come directly from the recorded lectures. Please make sure watch all recorded lectures.

Assignment Point Breakdown

Attendance	10 points
Developmental Autobiography	100 points
Developmental Interview	40 points
Group Presentation	40 points
Quizzes	60 points
Total Points	250 points

Grading Scale	
A	225-250
B	200-224
C	175-199

D	150-174
F	<150

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work. Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedures

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the College to provide reasonable accommodations of the disability during this course, please notify **Brandi Cameron** at the Counseling Center located in Smith Hall (X8177).

Tentative Schedule

Date			Topic	Assignment	Due
Week 1	Jan	4-9	Review of Syllabus	Watch recording of the syllabus on Connect.	
			Important Fundamental Principles in Life Development Theories of Human Development:	Watch recordings for Chapters 1, 2, 3 on Connect. Read Chapter 1, 2, 3	
			Genetics, Heredity, Prenatal Development Physical and Cognitive Development in the infancy and Toddlerhood years	Watch recordings for Chapters 4 and 5 Read Chapter 4 Read Chapter 5	Quiz 1 due by 11:59 PM on Jan 9th.
Week 2	Jan	10-16	Emotional & Social Development in Infancy	Watch recordings for Chapters 6,7, 8 Read Chapter 6 and 7	Developmental Interview Due by 11:59 PM on Jan 16th in Connect
			Preschool and Early Childhood Elementary/Adolescent	Watch recordings for Chapters 9 and 10 Read chapters 9 and 10	
Week 3	Jan	17-23	Adolescent Years	Watch recording for Chapter 11 Read Chapter 11 Watch recording for Chapter 12 Read Chapter 12	
			Young Adulthood	Watch recordings for Chapter 13 and 14 Read chapter 13 and 14	Quiz 2 Due by 11:59 PM & Developmental Autobiography Due by 11:59 PM on Jan 23rd in Connect
Week 4	Jan	24-28	Middle Adulthood	Read Chapter 15 and 16 Watch recordings for Chapter 15 and 16	
			Later Adulthood	Read Chapter 17 and 18	

				Watch recordings for Chapter 17 and 18	
			Final Quiz Due	<i>Group Presentations via Teams and Final Quiz Due by 11:59 PM on Jan 28th</i>	Quiz 3 Due by 11:59 PM, Group Presentations on Teams on Jan. 28 th 5:15 PM

The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.

Current Course Related Research

- Goldschmidt, A. B., Wall, M. M., Zhang, J., Loth, K. A., & Neumark-Sztainer, D. (2016). Overeating and Binge Eating in Emerging Adulthood: 10-Year Stability and Risk Factors. *Developmental Psychology, 52*(3), 475–483.
- Lopez, F. G., Ramos, K., & Kim, M. (2018). Development and initial validation of a measure of attachment security in late adulthood. *Psychological Assessment, 30*(9), 1214–1225. <https://doi.org/10.1037/pas0000568>
- Lorber, M. F., Del Vecchio, T., & Slep, A. M. S. (2018). The development of individual physically aggressive behaviors from infancy to toddlerhood. *Developmental Psychology, 54*(4), 601–612. <https://doi.org/10.1037/dev0000450>.supp (Supplemental)
- Khatib, M. N., Gaidhane, A., Ahmed, M., Saxena, D., & Syed, Z. Q. (2020). Early Childhood Development Programs in Low Middle-Income Countries for Rearing Healthy Children: A Systematic Review. *Journal of Clinical & Diagnostic Research, 14*(1), 1–7. <https://doi.org/10.7860/JCDR/2020/42134.13445>
- Knight, K. E., Ellis, C., Roark, J., Henry, K. L., & Huizinga, D. (2017). Testing the Role of Aspirations, Future Expectations, and Strain on the Development of Problem Behaviors across Young and Middle Adulthood. *Deviant Behavior, 38*(12), 1456–1473. <https://doi.org/10.1080/01639625.2016.1206716>

Assignment	Points Poss.	Course Objectives
Attendance/Participation/Professionalism	10	
Developmental Autobiography	40	CO 1, 2, 3, & 4
Quizzes (3*20)	60	CO 1, 2, 3, 4, 5, 6, & 7
Developmental Interview	40	CO 1, 2, 3, 4, & 6
Group Presentation	100	CO 1, 3, 5, 6, & 7
TOTAL	250	

Developmental Autobiography Rubric

CACREP Standards

Theories of individual and family development across the lifespan (2.F.3.a.)

Biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e.) key performance indicator

Systemic and environmental factors that affected your human development, functioning, and behavior during that developmental phase (2.F.3.f)

	15-20 points	10-14	<10 points	0
1. Writing -10 points. Paper was well written, had few errors, was clear and concise, and was at least 6 pages in length (15 points)	Paper was well written, had very few grammatical errors, paper was clear and concise, paper was at least 3 pages in length	Paper was well written but had some grammatical errors and/or paper 2 pages in length	Paper was not clear and concise and had many grammatical errors, paper was 2 pages in length	Paper was not well written, was not clear and concise and had grammatical errors throughout; paper was less than 2 pages in length
2. Research -at least 4 references were included, APA format (15 points)	Paper provided 4 references	Paper provided less than 4 references	Paper less than 3 references	Paper provided less than 2 references
3 Discussion of selected developmental phase with a theoretical application (2.F.3.a.) (15 points)	Paper thoroughly discussed selected developmental phase	Paper provided somewhat discussed selected developmental phase	Paper provided a minor discussion of selected developmental phase	Paper provided no discussion of selected developmental phase
4 biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e) during this phase of development (worth 20 points) Key Performance Indicator	Thoroughly discussed the biological, neurological, and physiological factors that affect human development, functioning, and behavior	Moderately discussed the biological, neurological, and physiological factors that affect human development.	Briefly discussed the biological, neurological, and physiological factors that affect human development, functioning, and behavior	Paper did not discuss the biological, neurological, and physiological factors that affect human development, functioning, and behavior
5. systemic and environmental factors that affected your human	Thoroughly discussed systematic and	Moderately discussed systematic and environmental factors	Briefly discussed systematic and environmental factors	systematic and environmental factors that affect

development, functioning, and behavior during that developmental phase (worth 20 points) (2.F.3.f)	environmental factors that affect human development, functioning and behavior.	that affect human development, functioning and behavior.	that affect human development, functioning and behavior.	human development, functioning and behavior were not addressed in the paper
6. Comparison of developmental phase with another developmental phase (2.F.3.a.) (15 points)	Paper thoroughly compared selected developmental phase with other developmental phases	Moderately compared selected developmental phase with other developmental phases	Paper briefly compared developmental phase with other developmental phases	Paper provided no comparison of selected developmental phase with other developmental phases

Group Presentation

	8	6	<6	0
Length of Presentation/Professionalism	Presenters were professional and presentation was at least 20 minutes long	Presentation was somewhat professional and/or less than 20 minutes long	Presenters lacked professionalism and or 10-15 minutes long	Presentation was not professional and/or presentation was less than 10 minutes long
Discussion of key targets in developmental phase	Presenters provided a thorough overview of the key targets during developmental phase	Presenters provided somewhat of an overview of the key targets during developmental phase	Presenters briefly mentioned the key targets during developmental phase	Presenters did not mention key targets during developmental phase
Discussion of Physical and Cognitive development during phase	Presenter thoroughly discussed both physical and cognitive development during phase	Presenter somewhat discussed both physical and cognitive development during phase	Presenter vaguely mentioned physical and cognitive development during phase	Presenter did not discuss physical or cognitive development during phase
Discussion of Social and Psychological development in phase	Presenter thoroughly discussed both social and psychological development during phase	Presenter somewhat discussed both social and psychological development during phase	Presenter vaguely mentioned social and psychological development during phase	Presenter did not discuss social or psychological development during phase
Engagement of Class	Presenter was engaging to audience and professor	Most but not all parts of presentation were engaging to	Few parts of presentation were engaging to	Presentation was not engaging at all to audience or professor

		audience and professor	audience and professor	
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