



Lifespan Development: COUN 5022 Spring Semester

CONTACT INFORMATION

Instructor: Ruoxi Chen

Phone number:

Email address: chen@ulm.edu

Office location: Remote

Preferred mode of communication with instructor: email

Webpage link: <https://moodle.ulm.edu>

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

COURSE DESCRIPTION

A 100% online course studying human growth and development over the life span.

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

COURSE PREREQUISITES

None

COURSE OBJECTIVES

Content Areas

This course is designed to enable students to:

Conceptualize clients using multiple lifespan theories and research.

Objectives

Program Objective related to CACREP Core 3.C. Lifespan Development

Students will learn counseling developmental approaches related to their concentration that will be measured at two points in time with a success rate at or above 70%.

CACREP Standards

From the objective above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the Core 3.C.

**Standards
Core**

theories of individual and family development across the lifespan	3.C.1
theories of cultural identity development	3.C.2
theories of learning	3.C.3
theories of personality and psychological development	3.C.4
theories and neurobiological etiology of addictions	3.C.5
structures for affective relationships, bonds, couples, marriages, and families	3.C.6
models of resilience, optimal development, and wellness in individuals and families across the lifespan	3.C.7
models of psychosocial adjustment and adaptation to illness and disability	3.C.8
the role of sexual development and sexuality related to overall wellness	3.C.9
biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	3.C.10
systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	3.C.11
the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	3.C.12
effects of crises, disasters, stress, grief, and trauma across the lifespan	3.C.13

COURSE TOPICS

- Understanding Life-Span Human Development
- Theories of Human Development
- Genes, Environment, and Development
- Prenatal Development and Birth
- Biopsychosocial dimensions of human development
- Death, Dying, and Grief

Instructional Methods

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, and assigned readings. Students are required to engage in a discussion board through asynchronous formats. Asynchronously, students create recorded video discussion posts individually or in groups and provide written feedback to others' posts. Synchronously, students can participate in a live discussion board held weekly, where they can interact with the professor and other students over Zoom.

Student Performance Evaluation: Criteria and Procedures

1) Class Discussion Board (20 points)

There will be five discussion boards. For each discussion board (4 points), as related to the materials in the corresponding week, please post about:

- How these things relate to you on a personal level (please disclose appropriately)?
- How these things will make you a better clinical mental health or school counselor?

Students will respond to at least two others' posts each week to receive full credit.

Students may submit a written or video post to the board. Students may respond to others' posts in written form or by individual video. Students are free to change their formats week to week.

2) Zoom Coffee Shop Meeting

There will also be five Zoom coffee shop meetings throughout the semester on Wednesday at 2pm, CT of the corresponding weeks. *You are required to either attend or watch the recording of the first meeting, as we will discuss and address any questions you may have regarding the course structure or expectations.*

3) Poster Board Presentation (20 points)

You will create a brief poster board presentation that will serve as the beginning of a presentation for a conference. The purpose of this assignment is for you to learn more about a point on the lifespan that interests you. Three dimensions must exist within this assignment. First, you must choose a specific point on the lifespan (e.g., adolescence, early adulthood, older adulthood, etc.). Second, choose a specific issue or developmental task people struggle with during that time (e.g., risky behaviors, career development, retirement, etc.). Third, use a specific developmental and counseling theory that conceptualizes the problem, conceptualizes the group culturally, and can serve as an ethical and competent intervention strategy that can treat the problem and promote development and wellness. Last, intersect the content/themes of book you chose to read for class into the project.

For this assignment, I expect you to synthesize new ideas using the three dimensions above in order to see new ways of looking at your topic of interest. Please note that this is not a PowerPoint presentation - all of the required information should fit on a one-page poster. Two title examples for projects that might capture all four parts is as follows:

- 1). *Helping Early Midlife Mothers Coming off of a Quarter Life Crisis Using Adlerian Theory*
- 2). *Using Couples Narrative Therapy with Men in their 20's who have Insecure Attachment Styles*

4) Mid-Term Exam (25 points)

The mid-term exam will include content from the text and lectures assigned up to the time of the test. It will contain multiple choice and true-false questions.

5) Final Exam (35 points) - KEY PERFORMANCE INDICATOR

The final exam will be cumulative of everything covered in class and serves as a key performance indicator for several of the CACREP assessment standards under section 3.C. This exam will serve as the Key Performance Indicator #1 for the CACREP Standards Core 3.C. Lifespan Development. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

6) Extra Credit Opportunity (5 points)

You have the option to earn five extra points for this class if you attend a webinar directly from the ACA or branch/divisions of counseling associations that are recognized by ACA. This webinar must be related to a lifespan development issue in which you are interested. Once you attend the webinar, send me a screenshot of registration and provide a 3-4 minutes video summary of the webinar in the corresponding discussion board. The summary must review the content of the webinar and relate it to the content of the class, and be posted by 4/30/24, 11:59pm, CT to earn the points.

Evaluation And Grade Assignment

Grades will be assigned as follows:

- A = 100-90%
- B = 89 – 80%
- C = 79 –70%
- D = 69 – 60%
- F = 59-0%

Class Policies and Procedures

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see catalog.ulm.edu/index.php?catoid=24). Additional class policies include:

A. Required Textbook

Boyd, D., & Bee, H. (2021). *Lifespan development*. (8th ed.). Boston: Allyn and Bacon.

Students will choose one of the three following books to read over the semester:

- Calhoun, A. (2020). *Why we can't sleep: Women's new midlife crisis*. Grove Press.
- Greene, R. W. (2014). *The explosive child*. Harper.
- Lovenheim, P. (2018). *The attachment effect*. Penguin.

Required Journal Articles

Ginnis, K. B., White, E. M., Ross, A. M., & Wharff, E. A. (2015). Family-based crisis intervention in the emergency department: A new model of care. *Journal of Child and Family Studies, 24*, 172-179.

Heckhausen, J., Wrosch, C., & Schulz, R. (2010). A motivational theory of lifespan Development. *Psychological Review, 117*, 32-60.

Hodge, D.R. (2005). Spiritual lifemaps: A client centered pictorial instrument for spiritual assessment, planning, and intervention. *Social Work, 50*, 77-87.

Lewchanin, S, & Zubrod, L.A. (2001). Choices in life: A clinical tool for facilitating review. *Journal of Adult Development, 8*, 193-196.

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students bare responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

B. Attendance Policy: This is an online class so Moodle assignments are required weekly

and students are required to check their ULM e-mails daily.

- C. Make-up Policy:** There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)
- D. Academic Integrity:** Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed and it will be reported. All papers will be checked for plagiarism.
- E. Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.
- F. Student Services:** Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.
- G. Emergency Procedures:** (N/A for online courses.)
- H. Discipline/Course Specific Policies:** Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Graded and emailing: Instructor will have assignments graded within days after the due date. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services: The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions. Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website: www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone: [318-342-5220](tel:318-342-5220)

Fax: [318-342-5228](tel:318-342-5228)

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: [318-342-5220](tel:318-342-5220)

The Marriage & Family Therapy Clinic: [318-342-5678](tel:318-342-5678)

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX

Coordinator at [318-342-1004](tel:318-342-1004); you may also file a complaint online, 24 hours a day, at:

www.ulm.edu/titleix

Tentative Schedule

CLASS DATE	TOPIC	CACREP	READINGS POWER POINTS / ASSIGNMENTS
Week 1 1/16-1/21	<p>Introductions: Philosophical Foundations of Lifespan</p> <p>Factors affecting Development</p> <ul style="list-style-type: none"> • Trauma, systemic, environment 	3.C.1	<p>Boyd and Bee 1</p> <p>PP: 1</p>
Week 2 1/22-1/28	Developmental Theory	3.C.10	<p>Boyd and Bee 2</p> <p>Heckhausen, Wrosch, & Schulz. (2010) (pp. 32-41)</p> <p>PP: 3 & 3.3</p> <p style="background-color: yellow;">Zoom Meeting – Mandatory Attendance or Review</p>
Week 3 1/29-2/4	<p>Prenatal Development and Birth</p> <p>Infancy: Social & Personality Development'</p> <p>Early Childhood</p> <p>Developmental Disorders</p>	3.C.8	<p>Boyd and Bee 3, 6, 8</p> <p>PP: 2 & 4</p> <p style="background-color: yellow;">Discussion Board</p>
Week 4 2/5-2/11	<p>Middle Childhood</p> <p>Adolescence</p>	3.C.3	<p>Boyd and Bee 10, 11</p> <p>PP: 5, 5.5, & 6</p> <p style="background-color: yellow;">Zoom Meeting – Voluntary Attendance</p>
Week 5 2/12-2/18	Mardi Gras		
Week 6 2/19-2/25	Mid-term Exam	<p>3.C.1</p> <p>3.C.3</p> <p>3.C.8</p> <p>3.C.10</p>	<p style="background-color: yellow;">Mid-Term Exam</p> <p style="background-color: yellow;">Open: 2/19/24, 8am, CT - 2/25/24, 11:59pm CT</p>
Week 7 2/26-3/3	Adolescent depression/risky behaviors	<p>3.C.4</p> <p>3.C.5</p>	<p>Boyd and Bee 12</p> <p>PP: 6.5, & 7</p> <p style="background-color: yellow;">Discussion Board</p>
Week 8 3/4-3/10	Early Adulthood	3.C.9	<p>Boyd and Bee 13 & 14</p> <p>PP: 8 & 8.5</p>

			Zoom Meeting – Voluntary Attendance
Week 9 3/11-3/17	Midlife Development: Physical Changes	3.C.10	Boyd and Bee 15 PP: 9 Discussion Board
Week 10 3/18-3/24	Midlife Development: Psychosocial Changes Family Development Crisis and the Family	3.C.7	Boyd and Bee 16 Ginnis et al. (2015) Hodge (2005) Lewchanin & Zubrod, (2001) PP: 11 Discussion Board
Week 11 3/25-3/31	Older Adulthood	3.C.6 3.C.7	Boyd and Bee 17-18 Zoom Meeting – Voluntary Attendance
Week 12 4/1-4/7	Spring Break		
Week 13 4/8-4/14	Older Adulthood Assessment and Diagnostic issues	3.C.11	PP: 10 Poster Board Presentations Open: 4/8/24, 8am, CT - 4/14/24, 11:59pm, CT
Week 14 4/15-4/21	Death and Dying	3.C.13	Boyd and Bee: 19 PP: 12 Discussion Board
Week 15 4/22-4/28	Lifespan and Grief Assessment, Intervention, and Legalities Conceptualization and Intervention on the Lifespan	3.C.12	PP: 16-18, 20 Zoom Meeting – Voluntary Attendance
Week 16 4/29-5/5	Final Exam	3.C.1-13	Final Exam Open: 4/29/24, 8am, CT - 5/3/24, 11:59pm, CT

** The instructor reserves the right to adjust course schedule and content as deemed appropriate.*



KPI Assessment COUN 5022 Grading Rubric
This will be assessed in your Tevera account

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

NA: Not Applicable

Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
Core		
theories of individual and family development across the lifespan	3.C.1	
theories of cultural identity development	3.C.2	
theories of learning	3.C.3	
theories of personality and psychological development	3.C.4	
theories and neurobiological etiology of addictions	3.C.5	
structures for affective relationships, bonds, couples, marriages, and families	3.C.6	
models of resilience, optimal development, and wellness in individuals and families across the lifespan	3.C.7	
models of psychosocial adjustment and adaptation to illness and disability	3.C.8	
the role of sexual development and sexuality related to overall wellness	3.C.9	
biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	3.C.10	
systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	3.C.11	
the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	3.C.12	
effects of crises, disasters, stress, grief, and trauma across the lifespan	3.C.13	