



Lifespan Development: COUN 5022-42661 Spring Semester

CONTACT INFORMATION

Instructor: Thomas Foster

Phone number: 318-342-1298

Email address: tfoster@ulm.edu

Office location: Remote

Office hours: Students may schedule a Zoom appointment

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.

COURSE PREREQUISITES

None

COURSE OBJECTIVES

	CACREP Standards
Students will learn about:	2.F.3.
A. theories of individual and family development across the lifespan; theories of learning; theories of normal and abnormal personality development	a., b., c.
B. biological, neurological, and physiological factors that affect human development, functioning, and behavior	e.

C. systemic and environmental factors that affect human development, functioning, and behavior f.

D. effects of crisis, disasters, and trauma on diverse individuals across the lifespan g.

E. a general framework for understanding differing abilities and strategies for differentiated interventions h.

F. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan i.

G. death, dying, and griefwork

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 AND ACTIVITIES

Class Discussion Board (50pts.)

Each week be prepared to discuss the readings in the **Coffee Shop Discussion Board**. Pull out one thing out of the weekly readings, lectures, and/or extra readings each week you want to talk more about, have questions about, or want to contest. At a minimum, 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 have the option of what format they wish to engage within the Coffee Shop Discussion board. Students may submit a written or video post to the board. Students may also submit a group discussion post to the board. Students may respond to others' posts in written form or by individual or group video. Students are free to change their formats week to week.

Poster Board Presentation (50pts.)

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.

You will use Power Point to complete this assignment and will use no more than 10 slides. You will record a 5-7 minute presentation using your Power Point presentation and upload it to Moodle for discussion. Some title examples for projects that might capture all four parts is as follows:

Helping Early Midlife Mothers Coming off of a Quarter Life Crisis Using Adlerian Theory

Using Couples Narrative Therapy with Men in their 20's who have Insecure Attachment Styles

Mid-Term Exam (100 points)

The mid-term exam will include content from the text and lectures assigned up to the test. It will contain multiple choice, true-false, short answer, and a vignette with short answer.

Final Exam (100 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 F.3.

EVALUATION AND GRADE ASSIGNMENT

A total of 300 points are available for this course:

200 Examinations (2 x 100 each)

50 Weekly Moodle posts and responses (400 points; 42x10 - 20 points extra possible)

50 Poster Board Presentation

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:

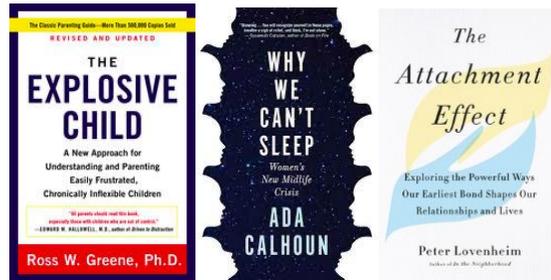
A. Required Textbook

Boyd, D., & Bee, H. (2021). *Lifespan development*. (7th 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.

- 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/studentssuccess/), 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, respectful 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	CHAPTER/ARTICLE READINGS	POWER POINTS / ASSIGNMENTS CACREP 2.F.3.
Week 1 1-9	Introductions: Philosophical Foundations of Lifespan Factors affecting Development <ul style="list-style-type: none"> • Trauma, systemic, environment 	Boyd and Bee 1	PP: 1
Week 2 1-16	Developmental Theory	Boyd and Bee 2 Heckhausen, Wrosch, & Schulz (2010) (pp. 32-41)	PP: 3 & 3.3
Week 3 1-23	Prenatal Development and Birth Infancy: Social & Personality Development' Early Childhood Developmental Disorders	Boyd and Bee 3, 6, 8	PP: 2 & 4
Week 4 1-30	Middle Childhood Adolescence	Boyd and Bee 10, 12	PP: 5 & 5.5
Week 5 2-6	Middle Childhood Adolescence Adolescent depression/risky behaviors	Boyd and Bee 10, 12	PP: 6, 6.5, & 7
Week 6 2-13	Mid-term Exam		<div style="background-color: red; color: black; padding: 2px;"> Mid-term Exam Due by Friday Feb 18 at 11:59pm CST </div>
Week 7 2-20	Early Adulthood	Boyd and Bee 13 & 14	PP: 8 & 8.5
Week 8 2-27	Midlife Development: Physical Changes	Boyd and Bee 15	PP: 9

	Midlife Development: Psychosocial Changes	Boyd and Bee 16	PP: 11
Week 9 3-6	Family Development Crisis and the Family	Ginnis et al. (2015) Hodge (2005) Lewchanin & Zubrod, (2001)	
Week 10 3-13	Older Adulthood	Boyd and Bee 17-18	
Week 11 3-20	Older Adulthood	Assessment and Diagnostic issues	PP: 10
Week 12 3-27	Death and Dying	Boyd and Bee: 19	PP: 12
			PP: 13-15
Week 13 4-3	Grief: Philosophies and Models	Humphrey 1, 2, 3	Poster Board Presentations Due by Friday April 8 at 11:59pmCST
Week 14 4-10	Lifespan and Grief Assessment, Intervention, and Legalities		PP: 16-18
Week 15 4-17	Final Exam		Final Exam: by Friday April 22 at 11:59pmCST

Lifespan Development - COUN 5022
Final Examination

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 = Exceptional: Skills and understanding significantly beyond developmental level
- 4 = Outstanding: Strong mastery of skills and thorough understanding of concepts
- 3 = Mastered Basic Skills at Developmental level: some understanding of concepts/skills evident
- 2 = Developing: Minor conceptual and skill errors; in process of developing skills
- 1 = Deficits: Significant remediation needed; deficits in knowledge/skills

Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	Description	Performance Level 1-5
	Final exam completion	
CACREP Standard 2.F.3.	Description	
a.	theories of individual development and transitions across the life	
b.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
c.	theories of normal and abnormal personality development	
e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
f.	systemic and environmental factors that affect human development, functioning, and behavior	
h.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	
i.	a general framework for understanding differing abilities and strategies for differentiated interventions	