



LAGRANGE
COLLEGE

COUN 5011 - Life Span Development

Summer 2019

Mondays- 5pm-7:45pm

CAB 315

Justin C. Muller, PhD, LMFT

Office: CAB 305

Phone: 706 880 8159

Email: jmuller1@lagrange.edu (This is the **best** way to contact me.)

Summer Office Hours: Wednesday (3-5 PM), Thursdays (3-5 PM), or email me to set up 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.

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)
- 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.

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.

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

Write a 3-4 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.

Note: this is a Key Performance Indicator (Standard CACREP II.F.3.)

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 2-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 (100 points; 40% 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 2-3 references related to the developmental phase. Your presentation may include an audio-visual component (Power Point, YouTube Video, etc.). The presentation should be 20-30 minutes in length.

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.

Note: this is a Key Performance Indicator (Standard CACREP II.F.3.)

Assignment Point Breakdown

Attendance	10 points
Developmental Autobiography	40 points
Developmental Interview	40 points
Group Presentation	100 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
Class 1	June	3	Review of Syllabus	In-Class Meeting	
Class 2		10	Important Fundamental Principles in Life Development Theories of Human Development:	In-Class Meeting Read Chapter 1 Read Chapter 2 Read Chapter 3	
Class 3		17	Genetics, Heredity, Prenatal Development Physical and Cognitive Development in the infancy and Toddlerhood years	Read Chapter 4 Read Chapter 5	Quiz 1 due by 11:59 PM
Class 4		24	Emotional & Social Development in Infancy Preschool Years of Early Childhood	In-Class Meeting Read Chapter 6 Read Chapter 7 Read Chapter 8	
	July	1	4th of July Week – No Class	Read Chapter 9	
Class 5		8	Elementary Years of Middle Childhood Adolescent Years	In-Class Meeting Read Chapter 10 Read Chapter 11 Read Chapter 12	
Class 6		15	Young Adulthood	Read Chapter 13 Read Chapter 14	Quiz 2 due by 11:59 PM
Class 7		22	Middle Adulthood	In-Class Meeting Read Chapter 15 Read Chapter 16	-Developmental Interview Due by 11:59 PM -Group Presentations
Class 8		29	Later Adulthood	Read Chapter 17 Read Chapter 18	Quiz 3 due by 11:59 PM
Class 9	Aug	5	Human Service Workers in Crisis	In-Class Meeting Read Chapter 16	-Group Presentations
		7			-Developmental Autobiography Due by 11:59 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

	10	8	6	0
Writing	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
Research	Paper provided 4 references	Paper provided less than 4 references	Paper less than 3 references	Paper provided less than 2 references
Discussion of selected developmental phase	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
Comparison of developmental phase chosen with other developmental phases	Paper thoroughly compared selected developmental phase with other developmental phases	Paper somewhat 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

	20	16	12	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 audience and professor	Few parts of presentation were engaging to audience and professor	Presentation was not engaging at all to audience or professor