

Lifespan Human Development

COUN-5314

22/FR Section Temporary 08/22/2022 to 12/15/2022 Modified 02/16/2023

Meeting Times

Contact Information

Course Description

An advanced study in developmental psychology with emphasis on physical, cognitive, social, emotional, sexual, personality, and spiritual development from conception to death within the context of basic theories of development, as they relate to counseling processes and strategies. Terms Offered: Fall, Spring, Summer, Online periodically.

Requisites

None.

Learner-Centered Outcomes

Student Learning Outcomes: By the end of this course (COUN 5314) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Demonstrate an understanding of lifespan development through historical, theoretical, and cultural perspectives (II.F.3.a, II.F.3.i).	Lifespan Portfolio Lifespan Story Quizzes Discussion Boards Exam Site Visit Class Participation
2.	Evaluate current strategies for personal development and self-care and develop strategies for continued development and self-care (II.F.3.i).	Lifespan Portfolio Lifespan Story Discussion Boards Class Participation
3.	Evaluate normal and abnormal patterns of development at various stages across the lifespan (II.F.3.c).	Lifespan Story Quizzes Discussion Boards Site Visit
4.	Apply knowledge of the major developmental milestones from conception to death (II.F.3.a).	Lifespan Portfolio Discussion Board Quizzes Site visit Class Participation
5.	Explain the major theories of development and learning (II.F.3.a, II.F.3.b).	Lifespan Portfolio Discussion Board Quizzes Site visit Class Participation

6.	Examine the influences of culture, heredity, environment, and social setting on development across the life span (II.F.3.e, II.F.3.f, II.F.3.i).	Lifespan Portfolio Discussion Board Quizzes Site visit Class Participation Exams
7.	Demonstrate an understanding of a view of lifespan human development compatible with biblical principles.	Lifespan Story Site Visit Discussion Board Class Participation

Materials

Understanding Human Development

Author: Wendy L. Dunn and Grace J. Craig

Publisher: Pearson

Edition: 4th edition

ISBN: 978-0-134-47897-5

Availability: Campus bookstore/Amazon

Assignments

The Lifespan Story and the Lifespan Portfolio should be written using APA format, 12-point font, and double-spaced. Each paper should be 4-5 pages (no longer than 5 pages) in length utilizing relevant scholarly articles from academic journals and appropriate developmental theories.

1. Lifespan Portfolio (100 pts.):

Choose one period of development and one issue associated primarily with this developmental period (i.e., Alzheimers disease and old age; eating disorders and adolescent girls).

Explain how developmental issues, cultural experiences, and societal attitudes have affected this issue.

Use 4-6 relevant scholarly articles regarding this developmental issue as references. T

he paper should be approximately 4-5 pages in length (no longer than 5 pages), APA format, 12-point font, double-spaced.

Submit the paper as an attachment through the Blackboard email on or before the due date listed in the Course Schedule.

Two points will be deducted for each day, including weekends, the paper is late beyond the due date.

2. Narrative Review/Lifespan Story- Self or family member (100 pts.):

Apply theories of learning and development to your own (or family member's) life story.

Focus on cognitive, emotional, and social development and how societal and cultural experiences, attitudes, and expectations impacted development.

Cite relevant concepts of theorists studied in this course, such as Vyogtsky, Bandura, Piaget, Erikson, and Kohlberg, throughout the paper.

The paper should be approximately 4-5 pages in length (no longer than 5 pages), APA format, 12-point font, double-spaced.

Submit the paper as an attachment through the Blackboard email on or before the due date listed in the Course Schedule.

Two points will be deducted for each day, including weekends, the paper is late beyond the due date.

3. Site Visit (100 pts.):

Visit a social service agency providing services to a specific developmental age group (i.e., day care facility, afterschool program, nursing home, rehab center, assisted living facility, Pregnancy Resources Centers).

A written summary of the visit should include:

- Name and address
- Date of visit
- Contact person
- Population served
- Method of payment for services
- Source of funding
- How agency deals with developmental differences
- Address any opportunity for improvement based on your observations, if applicable
- The paper should be approximately 2 pages in length, APA format, 12-point font, double-spaced.

Submit the paper as an attachment through the Blackboard email on or before the due date listed in the Course Schedule.

Two points will be deducted for each day, including weekends, the paper is late beyond the due date.

4. **Quick Quizzes** (100 pts. each) will be utilized as a means of documenting course requirements and accountability for the required reading.

5. Discussion Boards, Rubric and Class Participation: (100 pts.)

The nature of an online course is for you to be actively engaged with the course material during each week.

To fulfill this requirement, the student will interact with the material and other classmates through Discussion Board Forums.

The student will complete ten (10) Discussion Board Forums in this course.

Each forum will test the student's ability to think critically and synthesize information related to the topic of that week/session.

Discussion Board Forums will be completed in 2 parts: an initial post and at least one reply.

Each initial post must be 300–350 words and each reply to at least one other student(s) must be 150–200 words.

There must be at least three (3) citations for the initial post (one of them being the text) and at least one citation (1) for each reply.

Students must reference a minimum of one journal article that relates to the discussion (include citation of the article in your post).

Please use articles which have been written in the last 5 years and are from scholarly peer-reviewed journals (not websites or internet pages).

The purpose of this assignment is to give students an opportunity to interact with fellow students in a collaborative manner.

Students must read the assigned textbook readings and respond in-depth to selected topics in a group discussion board.

Students are expected to demonstrate the following:

ability to integrate the information from the chapters, scholarly readings, and course materials; assimilation of new information, and application of such information during the interaction with at least two classmates.

Students are expected to make postings to the discussion boards **IN A TIMELY MANNER**.

The first response is due before midnight on Wednesday of each week. Should a student miss this deadline, the student will be marked absent and the discussion board grade will be zero.

Initial posts should be from 300-350 words in length.

The student is also required to dialogue with the other students. The student is to respond to the posts of at least two classmates.

The deadline for responding to student postings will be the Saturday of that session week at midnight.

Response posts should be 100 to 150 words in length.

One of the purposes of Discussion Boards is the interaction of students with the topic and each other throughout the week. Please DO NOT wait until the due date to post your contributions, try to interact throughout the week. It is your responsibility to make sure you respond to the blackboard discussion during the week the session is open.

Discussions will be graded for critical thinking, integration of text and scholarly reading, engagement, ability to synthesize, grammar, and insight. Please do not exceed the word limits for the posts.

LATE POSTS WILL NOT BE ACCEPTED, AND THE STUDENT WILL RECEIVE A GRADE OF 0 IF THE POST IS LATE. YOU MUST POST A TOTAL OF 3 TIMES TO EARN FULL CREDIT.

The grading rubric will be posted under the Course Materials heading.

Requirements for Credit

Institutional Policies

Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, students are expected to attend and participate in classes, and absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

NOTE: Students verified by the professor(s) as never attending, for each of the classes in which they are enrolled, will be subject to an automatic drop from these classes, which will result in the cancellation and return of any financial aid received.

GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+ 4.00	A 4.00	A- 3.67
B+ 3.33	B 3.00	B- 2.67
C+ 2.33	C 2.00	C- 1.67
D+ 1.33	D 1.00	D- 0.67
F 0.00		

** No grades of D are awarded for graduate courses

Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

University Honor Code/Academic Appeal and Academic Misconduct Procedure

University Honor Code/Academic Appeal and Academic Misconduct Procedure:

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism are not tolerated at Dallas Baptist University and may result in expulsion.

Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from

the professor or are designated accommodations for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

Schedule

All courses taught in a classroom include at least one online session.

(May change during the semester)

When	Topic	Notes
Session 1	Foundations of Human Growth and Development	<p>Read Craig and Dunn Chapter 1</p> <p>Read through all the materials and access all the links provided in Session One under Course Materials.</p> <p>Introduce yourself through the first Discussion Board.</p>
Session 2	Heredity & Environment, Prenatal Development & Childbirth	<p>Read Craig and Dunn Chapters 2 & 3.</p> <p>Access the posted links and read the lecture materials.</p> <p>Take the Quick Quiz.</p> <p>Please complete the Personal Wellness Assessment.</p>
Session 3	Comparison of Major Theories of Human Development	<p>Reread Craig and Dunn Chapters 1-3.</p> <p>Watch the video and review the Powerpoint.</p> <p>Respond to the Discussion Board.</p>
Session 4	Infancy & Toddlerhood	<p>Read Craig and Dunn Chapters 4 & 5.</p> <p>Read the lecture and watch the video.</p> <p>Take the Quick Quiz.</p>
Session 5	Infancy & Toddlerhood, cont.	<p>Review the Powerpoints and Craig and Dunn Chapters 4-5, as needed.</p> <p>Watch the videos and read the lecture.</p> <p>Respond to the Discussion Board.</p> <p>Submit your Lifespan Story.</p>
Session 6	Early Childhood	<p>Read Craig and Dunn Chapters 6-7.</p> <p>Read through the lecture materials and watch the video.</p> <p>Take the Quick Quiz.</p>
Fall Break		
Session 7	Early Childhood, cont.	<p>Reread Dunn and Craig Chapters 6 & 7.</p> <p>Review the PowerPoints for Session 6 and 7 and watch the videos.</p> <p>Respond to the Discussion Boards.</p>

When	Topic	Notes
Session 8	Middle Childhood	<p>Read Craig and Dunn chapter 8 & 9.</p> <p>Review the power points for chapters 8-9.</p> <p>Respond to the discussion board.</p>
Session 9	Middle Childhood contd.	<p>ReRead Craig and Dunn Chapters 8 & 9.</p> <p>View the posted videos and read the lectures and articles.</p> <p>Take the Quick Quiz.</p>
Session 10	The Psychology of Human Development	<p>Complete the Mid-Term Exam.</p> <p>Read Chapter 10, 11, 12, & 13 for next week.</p>
Session 11	Adolescence and Young Adulthood.	<p>Read the posted lecture and watch the videos.</p> <p>Review Chapters 10, 11, 12, & 13.</p> <p>Review the PowerPoints for Chapters 10, 11, 12, & 13</p> <p>Take the Quick Quiz in Session 11.</p>
Session 12	Middle Adulthood	<p>Read Craig and Dunn Chapters 14 & 15.</p> <p>Read the lecture and watch the videos.</p> <p>Review the PowerPoint Presentations.</p> <p>Participate in the Discussion Boards.</p> <p>Please submit your Lifespan Portfolio.</p>
Session 13	Older Adults, Dying	<p>Read Craig and Dunn Chapters 16, 17, & 18.</p> <p>Read the lecture and watch the videos.</p> <p>Take the Quick Quiz.</p> <p>Submit your Site Visit report through the Blackboard.</p>
Session 14	Summary of Course Content	<p>Reread Craig and Dunn Chapters 16, 17, & 18.</p> <p>Read the lectures, watch the videos, and review the PowerPoints.</p> <p>Participate in the Discussion Board.</p> <p>Please turn in your site visit.</p>
Session 15	Course Wrap Up/Final Exam	<p>Read the Craig and Dunn summaries.</p> <p>Read the lecture materials.</p> <p>Participate in the Discussion Boards.</p> <p>Complete the Final Exam.</p>

When	Topic	Notes
Session 16	Final Week	Complete the final exam.