

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**MHS 6482
LIFE SPAN DEVELOPMENT**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

Course addresses the major theories of human development across the life span. Presents stages and developmental tasks related to normal development, prevention, and counseling. Concerns of individuals at different life stages are addressed.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Berk, L. E. (2010). *Development through the lifespan* (5th ed.). Boston: Allyn & Bacon.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: *K2.a, K2.b, K3.a-e*

CACREP: Mental Health: *C.2*

CACREP: School: *A.9, C.2.d, C.2.e, C.2.g*

2010 FEAPs: 4.1, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2, 12.1, 12.2; **FEAP Competency Assessment:** 7.2

2010 Subject Area Competencies & Skills (SAC&S): 1.2, 1.8

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

COURSE OBJECTIVES

At the end of the course, the student will:

1. Demonstrate awareness of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups.
2. Demonstrate increased awareness of attitudes, beliefs, understandings, and acculturative experiences through learning activities.
3. Understand and describe the major theories of individual and family development across the life span.
4. Understand theories of learning and personality development relevant to development across the life span.
5. Develop an understanding of human behavior including developmental crises, disability, exceptional and addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
6. Describe issues related to normal development and become aware of the major concerns of individuals at different stages including barriers that impede overall development and strategies for facilitating optimum development.
7. Describe developmental approaches to assist during key transitions across the life span.
8. Become aware of the role of systems (school, family, community) and how they effect academic and social development.

COURSE REQUIREMENTS

1. Participation on Discussion Board
2. Interview of Licensed Counseling
3. Final Paper

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignment	CACREP	FEAP Indicators	SAC&S	Points
Discussion Board				60
Developmental Case Conceptualization		7.2		20
Final Exam			1.2, 1.8	20
TOTAL				100

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 62 – 0
A - = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and

individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

This course is taught through distance education. Readings, assignments, on-line group discussions, Internet exploration, and a companion website as well as instructor and peer feedback will be used to facilitate the teaching and application of course content that will allow further exploration and application of issues facing students/clients across the life span.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word) for Windows or Mac.
6. Student assignments should be submitted to the designated location on the **scheduled due date** (see course content and outline).
7. Students are expected to fulfill their discussion board/group responsibilities on the days designated on the course syllabus and should respond to peers by due date.
8. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
9. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
10. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1 if you experience login or connection issues.

11. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

REFERENCES

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- Becvar, D. S. (2001). *In the presence of grief: Helping family members resolve death, dying and bereavement issues*. New York: Guilford.
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- Massey, D. S., Lundy, G., Charles, C. Z., & Fischer, M. J. (2003). *The source of the river: The social origins of freshman at America's selective colleges and universities*. Princeton University Press.
- Miller, M. A., Alberts, J. K., Hecht, M. L., Trost, M. R., & Krizek, R. L. (2000). *Adolescent relationships and drug use*. Mahwah, NJ: Lawrence Erlbaum Associates.
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- Schindley, W. (2002). *A survival guide for nontraditional students*. Mt. Pleasant, TX: Dallas Publishing.
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- Tan, R. S. (2001). *Unraveling truths about the male menopause*. Houston, TX: Amred Publishing.

Tracey, N. (Ed). (2000). *Parents of premature infants: Their emotional world*. London: Whurr Publishers, Ltd.

Wasserman, S. (2001). *How to stay close to distant grandchildren*. Vancouver: Hartley & Marks, Inc.

Webb, N.B. (Ed.) (2002). *Helping bereaved children: A handbook for practitioners*. New York: Guilford.

Whaley, L. J. (2001). *The aging brain*. Columbia University Press.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

WEEK	TOPICS	READINGS	ASSIGNMENTS DUE
1	Confirmation of course log on to instructor	Gain familiarity with course website.	Email professor within Blackboard to confirm that you have read the syllabus. Introduction Discussion: Post and respond to peers for 5 points*
2	Discussion Board. Each week, Responses to the posted questions. Also, read how others have responded and provide feedback to at least two other peers. Discussion questions posted for developmental theories	Chapter 1	Post to question and respond to at least two peers for 5 points
3	Discussion questions posted for biological and environmental foundations	Chapter 2	5 points
4	Discussion questions posted for prenatal development, birth, and newborns	Chapter 3	5 points
5	Discussion questions posted for toddlerhood	Chapters 4, 5, 6	5 points
6	Discussion questions responses posted for early childhood	Chapters 7, 8	5 points
7	Discussion question responses posted for middle childhood	Chapters 9, 10	5 points
8	Discussion question responses posted for adolescence	Chapters 11, 12	5 points
9	Discussion question responses posted for early adulthood	Chapters 13, 14	5 points
10	Discussion question responses posted for middle-late adulthood	Chapters 15, 16	5 points
11	Discussion question responses posted for late adulthood	Chapters 17, 18	5 points
12	Discussion question responses posted for the end of life	Chapter 19	5 points
13	Prepare and Conduct Interview	Instructions provided in website—"Assignments"	Contact professor if questions
14	Write Developmental Conceptualization paper		20 points
15	Discussion Board: Post your paper. Read two other classmates' papers and post comments.		5 points
16	Final Exam	Instructions provided	20 points

*Participation in the Group Discussion is required for 12 weeks. Discussion Board will be open for 13 weeks, so students may miss one week without loss of full points for this assignment.

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COMPETENCY ASSESSMENTS of FEAP

Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. Students should refer to the provided Competency Assessment rubric for evaluation criteria on each required assignment.

Standard	Indicator	Detailed description of assignment or activity	Instrument
FEAP 7 Human Development and Learning	7.2 Demonstrates knowledge of activities to accommodate students learning styles, developmental levels, and cultural backgrounds and/or experiential backgrounds.	Lifespan Case Study: The school counselor candidate will prepare a 5-7 page case study focusing on cognitive, social/emotional development of a school aged individual. The case presentation should include a discussion of how "typical" this person's development is for his/her chronological age and how development may have been effected by factors such as religion, cultural, SES, family functioning, parenting style, etc.	Assignment Rubric