

Austin Peay State University
Department of Psychological Science & Counseling
COUN 5110: Lifespan Development

Term: Summer 2024	Meeting Time: online	Room #: online
Credit Hours: 3	Instructors: Dr. Eva Gibson	E-mail addresses: gibsone@apsu.edu
Telephone: (931) 221-6224	Office Hours: Zoom by appointment	Schedule an appointment: https://calendly.com/gibsone/30min

REQUIRED TEXT

Wong, D.W., Hall, K.R., & Hernandez, L. W. (2021). *Counseling individuals through the lifespan* (2nd ed.). SAGE Publishing.

SUGGESTED

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-00>

COURSE DESCRIPTION

The scientific study of human development across the life-span through examination of theoretical and empirical materials. The emphasis is on continuity and change in the physical, cognitive, and psycho-social domains of development; and the implementation of counseling practices and interventions across the life-span.

COURSE STRUCTURE

This course is co-taught by two instructors. Instructors share all responsibilities for this course. Please address any emails to both email addresses.

COURSE POLICIES

CoBHS DIVERSITY STATEMENT

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Equity, Access, and Inclusion.

DIVISIVE CONCEPTS STATEMENT

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class;

while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

STUDENTS WITH DISABILITIES

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact the Office of Student Disability Resource Center (MUC 114, phone #: 221-6230; email: sdrc@apsu.edu).

CAMPUS RESOURCES

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Health & Counseling Services	https://www.apsu.edu/health-and-counseling/

COUNSELING SERVICES

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

WRITING QUALITY, ACADEMIC HONESTY, AND PLAGIARISM

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at apsu.mywconline.com)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use as a supplement rather than replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge use of AI in submitted work.

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in “Methodology” part of a manuscript should not raise a serious ethical concern.

CHANGES TO COURSE SYLLABUS

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus must be clearly communicated to students.

EMAIL POLICY

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

REQUESTING ASSISTANCE

Communicate as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

DEMONSTRATING RESPECT

- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunities for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

STUDENT COMPLAINTS AND APPEALS PROCEDURES

FIRST discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

MINIMAL TECHNOLOGY REQUIREMENTS

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

COURSE OBJECTIVES AND REQUIREMENTS

Knowledge and Skill Outcomes: The objectives of this course align with the 2016 CACREP Standards stated below. After successful completion of this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Apply theories of individual and family development and transitions across the lifespan	F.3.a	Readings, discussion questions, Autobiographical Development Project
Relate theories of learning to developmental stages	F.3.b	Readings, discussion questions
Analyze theories of abnormal and normal personality development	F.3.c	Readings, discussion questions
Examine addictive behaviors that may impact development	F.3.d SC G.2.i CMHC C.1.d	Readings, discussion questions
Summarize biological, neurological, and physiological factors that affect human development, functioning, and behavior	F.3.e CMHC C.2.b CMHC C.2.g	Readings, discussion questions, Psychotherapy video clip
Describe systemic and environmental factors that affect human development, functioning, and behavior	F.3.f SC G.3.h	Readings, discussion questions, Conference proposal assignment
Illustrate the effects of crisis, disasters, and trauma on diverse individuals across the lifespan	F.3.g	Readings, discussion questions
Explain a general framework for understanding differing abilities and strategies for differentiated interventions	F.3.h	Readings, discussion questions
Identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	F.3.i.	Readings, discussion questions, Flipgrid Career Development assignment
Critique research to inform counseling practice	F.8.a	Readings, discussion questions, Conference Presentation assignment

METHODS OF INSTRUCTION

This class is intended to include online discussion, application exercises, and professional development activities. To enhance the learning experiences, multimedia components, reading, writing, and professional research will be utilized as appropriate.

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

The following assignments are intended to facilitate your involvement in this course and to satisfy course objectives.

- A. **Syllabus quiz (10 points):** Students will complete a quiz after reviewing the syllabus.
- B. **Introduction activity (15 points):** Students will utilize the tools in D2L to provide an introduction to peers.
- C. **Conference session proposal (25 points):** Students will create a presentation proposal geared toward professional counselors in a one-hour conference session. The session should focus on an element of development and application to the counseling profession. Examples include topics such as assisting teens with emotion regulation or assisting clients with grief and loss. The proposal should include the following components: title, category (a list will be provided), developmental considerations, intended audience, session objectives, and program summary. Students must use the form provided in D2L.
- D. **Conference presentation (75 points):** This assignment is directly linked to the previous conference proposal. Based on the previous proposal, and instructor feedback, students will create a presentation geared toward professional counselors in a one-hour session. Each presentation should utilize a Powerpoint format and begin with a title slide (with contact info) followed by an objective slide. The content should be relevant to counselors, clearly connected to a developmental issue, visually appealing, and free of errors. Scholarly citations must be included with at least one from the textbook. A rubric is provided with assignment criteria.
- E. **Flipgrid Career Development (50 points):** Students will create a short (less than 10 minute) video briefly describing their career progression in their current developmental stage, challenges, and self-care goals. Students will upload their video to the Flipgrid thread found in D2L. More resources can be found in the courseroom. A rubric is provided with assignment criteria.
- F. **Autobiographical development project (100 points) *Tevera KEY ASSIGNMENT*:** Students will choose **one** specific life event from **three** different developmental periods in their lives (e.g. Preschool: Early School Age, Middle Childhood, Early Adolescence, Late Adolescence, Early Adulthood, or Middle Adulthood). Students will choose **three** theories (see Ch. 2) to apply to the selected life events. In the preferred format, students will discuss how the aspects of the chosen theories apply to their life events. Students must specifically refer to the information presented in the text and clearly connect the course content to personal experiences through a scholarly lens. Students will upload the project to D2L and upload the Application Worksheet to Tevera. The project may be completed as a video (10-20 minutes), Powerpoint (10-20 slides), APA formatted paper expanding on the worksheet (6-8 pages including title page and reference page). Any projects outside of these options must be pre-approved. This assignment will be evaluated based on examination of fundamental aspects of development, application of theory, depth/breadth of analysis, and presentation skills. A rubric is provided with assignment criteria.

As the Tevera Key Assessment for this course, the Application Worksheet must also be submitted to Tevera by the due date. The assignment will not be graded until it is uploaded to Tevera.

- G. **Participation (10@ 10 points each):** Students will engage in online discussion forums with peers. Students must create an **original post by Wednesday** then make a **substantial** response (50 - 100 words) to at least one **peer by Sunday**. Discussion postings will be graded based on how well the student: Sufficiently responds to the entire prompt; collaborates with peers; provides connection to course content. Based on this criteria, posts will be evaluated as: Distinguished (10), Proficient (8), Basic (7), Unacceptable (5), or Absent (0). A late penalty applies to any late posts. **Note: Peer responses for the final week of class must be made on the final day (Friday instead of Sunday).**

Assignment	Points	Percent	Due Date	Week
Syllabus Quiz	10	3	6/2	1
Introduction Activity	15	4	6/2	1
Conference Session Proposal	25	6	6/9	2
Conference Presentation	50	13	6/16	3
Flipgrid Career Development	75	20	6/23	4
Autobiographical Development Project	100	27	6/28	5
Participation (10)	100	27	weekly	weekly
TOTAL	375	100		

GRADING SCALE
A = 90% +
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% -

ASSIGNMENT QUESTIONS

As we progress through this course, if you have questions that you feel comfortable asking openly, my preference is for you to post the question in “Ask Your Professor” forum, located in the Discussions. Your peers might have the same question, and this area can serve as a “How do I...?” resource.

ASSIGNMENT DUE DATES

Unless otherwise noted, assignments are due on the Sunday of each week by 11:59 PM. Exceptions include initial discussion postings (due each Wednesday; peer responses are due each Sunday) and the final assignment and peer discussion response (due on the last day of class).

LATE ASSIGNMENTS

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

LIFE HAPPENS POLICY

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to discussions (any) or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

GRADING TIMELINE

My target date for grading assignments is within 7 days, but some assignments may take longer.

STUDENT WORK ARCHIVES

Please note that exemplary student work will be archived to provide student examples in future courses.

Course Schedule

Date	Topic	Activity	
<p style="text-align: center;">Week 1 May 28-June 2</p>	<p style="text-align: center;">Foundations and Theories <i>CACREP F.3.h</i></p>	READ	<ol style="list-style-type: none"> 1) Ch. 1- Human Development Through the Lifespan 2) Ch. 2- Theories of Human Development
		REVIEW	chapter lectures
		DUE	<ol style="list-style-type: none"> 1) Syllabus quiz 2) Introduction activity 3) DQ1 + peer response 4) DQ2 + peer response
<p style="text-align: center;">Week 2 June 3-9</p>	<p style="text-align: center;">Early Years <i>CACREP F.3.b, F.3.c, F.3.f, SC G.3.h</i></p>	READ	<ol style="list-style-type: none"> 1) Ch. 3-Conception & Prenatal Development 2) Ch. 4- Infancy 3) Ch. 5- Toddlerhood
		REVIEW	<ol style="list-style-type: none"> 1) Selected parenting movie/show 2) chapter lectures
		DUE	<ol style="list-style-type: none"> 1) DQ3 + peer response 2) DQ4 + peer response 3) Conference session proposal
<p style="text-align: center;">Week 3 June 10-16</p>	<p style="text-align: center;">Youth <i>CACREP F.3.g, F.8.a.</i></p>	READ	<ol style="list-style-type: none"> 1) Ch. 6- Preschool 1) Ch. 7- Middle Childhood 2) Ch. 8- Early Adolescence
		REVIEW	<ol style="list-style-type: none"> 1) Video: <i>Coming Out</i> 2) chapter lectures
		DUE	<ol style="list-style-type: none"> 1) DQ5 + peer response 2) DQ6 + peer response 3) Conference presentation
<p style="text-align: center;">Week 4 June 17-23</p>	<p style="text-align: center;">Transitioning Through Stages <i>CACREP F.3.d, F.3.e, F.3.i, SC G.2.i.; SC G.3.h, CMCH C.1.d, C.2.b, C.2.g</i></p>	READ	<ol style="list-style-type: none"> 1) Ch. 9- Late Adolescence 2) Ch. 10- Early Emerging Adulthood
		REVIEW	<ol style="list-style-type: none"> 1) Psychotherapy video clip (3:53-26:57) 2) chapter lectures
		DUE	<ol style="list-style-type: none"> 1) DQ7 + peer response 2) DQ8 + peer response 3) Flipgrid Career Development
<p style="text-align: center;">Week 5 June 24- 28</p>	<p style="text-align: center;">Senior Development <i>CACREP F.3.a</i></p>	READ	<ol style="list-style-type: none"> 1) Ch. 11- Middle Adulthood 2) Ch. 12- Late Adulthood 3) Ch. 13- Oldest Old Elderhood
		REVIEW	1) chapter lectures
		DUE by Friday!	<ol style="list-style-type: none"> 1) DQ9 + peer response 2) DQ10 + peer response 3) Autobiographical development project

**Scoring Rubric
Conference Session Proposal**

	Highly Effective 5	Effective 4	Revisions Needed 3	Does not meet standards 2
Topic relevance and significance	Clearly addresses developmental issues in the field in significant ways that will contribute to counseling. Will be a worthwhile session across interest groups.	Addresses developmental issues in the field in important ways that contributes to counseling. Likely to be a worthwhile session, possibly across interest groups.	Superficially addresses developmental issues in the field in a way that can contribute to counseling. It's value might be limited to a narrow group of practitioners.	Does not address developmental issues in the field in a way that seems likely to contribute to counseling. Value to practitioners not evident.
Developmental considerations	Clearly connected to developmental issues.	Links to developmental issues	Developmental considerations are mentioned but not clearly connected.	No developmental considerations.
Objectives	Participant outcomes are explicitly stated and can be achieved in the proposed presentation format.	Participant outcomes are stated and can be achieved in the proposed format.	Participant outcomes are not stated, take effort to infer, and/or might not be achievable in the proposed format.	Participant outcomes are not stated, cannot be inferred, and/or are not achievable in the proposed format.
Clarity	The proposal is very well-written, with clear, detailed, organized and relevant descriptions.	The proposal is written with detailed, organized and relevant descriptions.	The proposal is written with relevant descriptions, but shows disorganization and lack of detail.	The proposal lacks detail, organization, and/or relevant descriptions.
Writing skills	Demonstrates exemplary graduate level writing skills.	Proficiently demonstrates graduate level writing skills.	Few errors in proposal.	Multiple errors in proposal.

**Scoring Rubric
Conference Presentation**

	Highly Effective 15	Effective 13	Revisions Needed 11	Does not meet standards 9
Suitability to given time duration	Appropriate for one-hour session.	Can be used for a one-hour session, but some content should be cut to adhere to time frame.	Almost enough information for a one-hour session, but more content is needed.	Amount of content falls short of professional expectations.
Format	Use of PowerPoint (or other appropriate presentation format); effective title slide with contact info; correct usage and placement of objective slide	Use of PowerPoint (or other appropriate presentation format); sufficient title slide; sufficient objective slide	Use of PowerPoint (or other appropriate presentation format); insufficient title slide or objective slide	Format falls short of professional expectations.
Relevancy to counselors and connection to development	Topic and content are relevant for professional counselors. Clearly connected to developmental issues.	Topic is relevant to the field, but application is not clear. Links to developmental issues	Topic/content is loosely connected to the field, but connections and applications are not readily discernible.	Not relevant for professional counselors and/or no developmental connections.
Appearance	The presentation is visually appealing and professional in appearance.	The presentation is text/picture heavy and visually overwhelming.	The presentation is sparse and requires more content and/or font is difficult to read.	Not suitable for professional presentations.
Writing skills	Demonstrates exemplary graduate level writing skills.	Proficiently demonstrates graduate level writing skills.	Few errors in presentation.	Multiple errors in presentation.

**Scoring Rubric
Flipgrid Career Development**

	Highly Effective 10	Effective 8	Revisions Needed 6	Does not meet standards 4
Career goal and life stage presentation	Presents career goal and life stage with a clear description	Presents career goal and life stage with a sufficient description	Description is confusing and/or 1 element is missing	Description is confusing and career goal and life stage is not displayed
Exploration of life adjustments and impact of choices	Presents a thorough description of life adjustments and explores how these choices affect loved ones	Presents a brief description of life adjustments and minimally explores how these choices affect loved ones	Presents a brief description of life adjustments but does not explore how these choices affect loved ones	This section is not addressed
Analysis of Potential Challenges	Thoroughly describes potential challenges and presents potential solutions	Briefly describes potential challenges and presents potential solutions	Briefly describes potential challenges but does not present potential solutions	This section is not addressed
Self-care	Presents a comprehensive self-care plan for their future lifespan development	Presents a brief self-care plan for their future lifespan development	Attempts to present a self-care plan for their future lifespan development	This section is not addressed
Mechanics	Video is easily viewable on Flipgrid and uploaded according to instructions.	Video is clear and accessible with some maneuvering	Video presents significant audio or visual issues.	Video presents significant audio and visual issues.

**Scoring Rubric
Autobiographical Development Project**

	Highly Effective 25	Effective 20	Revisions Needed 15	Does not meet standards 10
Fundamental Aspects of Development	Project thoroughly and comprehensively describes 3 easily identifiable life events from 3 different developmental periods.	Project satisfactorily describes 3 easily identifiable life events from 3 different developmental periods.	Project describes 2 life events from different developmental periods. Some events lack detail or are difficult to identify.	Project describes 1 life event. Event lacks detail or is difficult to identify.
Application of Theory (CACREP F.3)	Project includes a comprehensive & thorough application of 3 developmental theories.	Project includes a satisfactory application of 3 developmental theories.	Project includes some application of developmental theories but does not include theory from all 3 aspects of development (only 2 are present) and/or application lacks detail or accurate understanding of developmental theory.	Project includes the application of 1 or no developmental theories, and/or application lacks detail or no understanding of developmental theory.
Analysis	Demonstrates a completely CLEAR, ACCURATE, and IN-DEPTH understanding of the subject.	Demonstrates a CLEAR and ACCURATE understanding of the subject, but needs to FURTHER elucidate.	Demonstrates SOME understanding of the subject at a SUPERFICIAL level.	Demonstrates limited understanding of the content material.
Presentation Style	Demonstrates exemplary presentation skills.	Demonstrates sufficient presentation skills.	Presentation lacks detail or is difficult to understand.	Numerous errors in presentation.

Application Worksheet

Instructions: Review the theories presented in Chapter 2. Choose **one** specific life event from **three** different developmental periods in your life (e.g. Preschool: Early School Age, Middle Childhood, Early Adolescence, Late Adolescence, Early Adulthood, or Middle Adulthood). Choose **three** theories to apply to the different life events you selected. In your preferred format, discuss how the aspects of your chosen theories apply to your life events. Specifically refer to the information presented in the text and clearly connect the course content to your own experiences through a scholarly lens. You will upload your project to D2L and upload the application worksheet to Tevera. Your project may be completed as a video (10-20 minutes), Powerpoint (10-20 slides), or APA-formatted paper expanding on the worksheet (6-8 pages including title page and reference page). Any projects outside of these options must be pre-approved.

Name: _____

Date: _____

	Developmental Period	Significant life event (2-3 sentences)	Application of theory (5-6 sentences)
Life Event 1			
Life Event 2			
Life Event 3			