**WAYLAND BAPTIST UNIVERSITY**

**Virtual Campus**

**School of Behavioral and Social Sciences**

**University Mission:**  Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

Course No and Title: CNSL 5301 Lifespan Development

**Term: Fall, 2018**

Professor: Mee-Gaik Lim, Ph. D

### Phone: 830-620-7142

Email: mee-gaik.lim@wayland.wbu.edu

**Office Hours**: Mon-Thurs 9:00-1:00pm

Class Time and Location: Online

Term Dates: Aug 20 – Nov 3, 2018

**Catalog Description**: Examines how the physical, cognitive, emotional and social changes that occur from conception until death apply to the process of counseling.

**Prerequisites:**  Graduate status. The student should be aware that this is a course requiring strict adherence to attendance, proper behavior, class preparation and presentations according to adult, Christian standards.

**Textbook**: Robert V. Kail & John C. Cavanaugh (2013). Human Development: A Life Span View (6th ed). Cengage: 9781111834111

**Course Goals:**

1. Prepare students for the LPC licensing exam section on development.

2. Guide students toward a deeper understanding of the nature of human development.

3. Allow students to think about how developmental issues are important in counseling.

**Course Objectives:**

1. Demonstrate knowledge of the major people and theories in developmental psychology.

2. Describe the typical characteristics of individuals across the lifespan.

3. Understand the normal variation across individuals at each point in the lifespan.

4. Apply developmental principles to situations associated with counseling.

**Attendance**: Students are expected to submit class assignments with punctuality and are expected to check the online class weekly and complete weekly assignments. They include weekly reading assignments and complete all online assignments. I will be viewing the discussion area regularly and will post responses to you each week. Students are to respond to three of these activities each week. Be sure to **POST YOUR RESPONSES BY NOON OF EACH FRIDAY.**

**Service for the Disabled**: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements:**

**Online discussions (20 pts each wk)**

Students will complete online discussions each week. Students are expected to check the online class at least three to four times each week and complete weekly assignments. This averages out to be about 5-7 hrs per week of online activities, navigating and conducting research over the web. All initial posts have to be submitted by noon each Friday and responses to other students be submitted by noon each Sunday.

**Power Point Presentation (100 points)**

Select a topic of interest from the list below. Put together a power point that will help educate a community group or non-profit organization or high school students about the selected topic. Ensure that there are at least 20 slides in the power point. Remember to give credit to sources used.

(Note: You are not required to present the ppt to any group unless you want to do so)

Topic List:

* Building blocks to nurture children’s questions about sex and sexuality
* Ways to nurture healthy emotional development of children
* Effective ways to build effective parent-teen communication
* ABCs to setting healthy sibling relationships
* Keys to building strong communication between young couples
* Adjustment issues in career transitions
* Survival tips for the sandwich generation
* Roadmaps to maintaining healthy self-care for surviving seniors
* Optimize your retirement years
* Strategies to bring closure in senior years
* Topic of choice………………

**Stage development paper (100 points)**

Generate two questions for each stage of Erikson’s theory. Thereafter, provide at least FIVE guidelines or solutions to address your own question. Think of these solutions as possible ways to educate parents about proactive ways to strengthen healthy child development. Ensure that guidelines and solutions offered are based on journal articles, online searches, peer review articles, etc. (see sample paper in discussion board)

Note: 2 questions per stage (total of 16 questions)

There are eight stages of development:

Stage 1: Basic Trust Versus Basic Mistrust
Stage 2: Autonomy Versus Shame and Doubt
Stage 3: Initiative Versus Guilt
Stage 4: Industry Versus Inferiority
Stage 5: Identity and Repudiation Versus Identity Diffusion
Stage 6: Intimacy and Solidarity Versus Isolation
Stage 7: Generativity Versus Stagnation and Self-Absorption
Stage 8: Integrity Versus Despair

Sample questions to address for each stage:

* What are factors that strengthen parent/child bonding in the early years?
* What are effective ways to strengthen communication during the adolescent years?
* What are some healthy ways to stimulate creativity in preteens?
* Identify effective ways to motivate learning in teens?

**Self-reflection Paper (50 pts)**

Students will write a self-reflection paper. The length of the paper may range from 2-3 pages. These papers should focus on your personal lifespan journey. Focus on areas of transition through various stages in life and healthy coping strategies utilized during these transition periods.

**Final Exam (100 pts)**

The final is an open book exam and will cover major learning blocks of materials from the course. Provide comprehensive and thorough responses to each of the question. Ensure that your answers are supported by course readings and journal articles.

**Course Outline and Grading Structure:**

Weekly online discussion board assignments 120 pts

Power point presentation 100 pts

Stage development paper 100 pts

Self-reflection paper 50 pts

Final exam 100 pts

Total 470 pts

**University Grading System:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | 90-100% |  | Cr | For Credit\* |
| B | 80-89% |  | NCR | No Credit |
| C | 70-79% |  | I | Incomplete\*\* |
| D | 60-69% |  | W | Withdrawal |
| F | Below 60 |  | X | No grade given |
|  |  |  | IP | In Progress |

\* A grade of CR indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*\*A grade of incomplete is changed if the deficiency is made up by the end of the next regular semester; otherwise, it becomes F. This grade is given only if circumstances beyond the student’s control prevented completion of work during the semester enrolled and attendance requirements have been met.

**Academic Honesty:** Wayland “expects students to be honest in all of their academic work. By enrolling, students agree to adhere to the high standards of academic honesty and integrity and understand that failure to comply with this pledge may result in academic and disciplinary action.”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**Plagiarism:**

“Plagiarism: The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Examples include:

1. Quoting another person's actual words.
2. Using another person's idea, opinion, or theory, even if it is completely paraphrased in one's own words.
3. Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
4. Submitting a paper purchased from a term paper service as one's own work.
5. Failing to accurately document information or wording obtained on the World Wide Web.
6. Submitting anyone else's paper as one's own work.
7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**Schedule:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Readings** | **Assignment Due** |
| 1 Aug 20-26 | 2. Biological Foundations: Heredity, Prenatal Development, and Birth3. Tools for Exploring the World: Physical, Perceptual, and Motor Development in Infancy and Early Childhood |  |
| 2 Aug 27-Sept 2 | 4. The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood5. Entering the Social World: Socioemotional Development in Infancy and Early  |  |
| 3 Sept 3-9 | 6. Off to School: Cognitive and Physical Development in Middle Childhood7. Expanding Social Horizons: Socioemotional Development in Middle Childhood |  |
| 4Sept 10-16 | Self-Reflection Paper | Self-Reflection Paper |
| 5 Sept 17-23 | 8. Rites of Passage: Physical and Cognitive Development in Adolescence9. Moving into the Adult Social World: Socioemotional Development in Adolescence |   |
| 6Sept 24-30 | Power Point Presentation | Power Point Presentation |
| 7 Oct 1-7 | 10. Becoming an Adult: Physical, Cognitive & Personality Development in Early Adulthood11. Being With Others: Forming Relationships in Young & Middle Adulthood |  |
| 8Oct 8-14 | 13. Making It in Midlife: The Unique Challenges of Middle Adulthood15. Social Aspects of Later Life: Psycho-social, Retirement, Relationship, and Societal Issues |  |
| 9Oct 15-21 | Stage Development Paper  | Stage Development Paper |
| 10Oct 22-28 | Final Exam | Final Exam |
| 11Oct 29 | Personal Reflection |  |