

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual**

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

**Course Title, Number, and Section:** CNSL 5301 VC03 - Lifespan Development

**Term:** Fall 2018

**Instructor: Jeremy J. Berry, PhD, LPC-S, NCC**

**Office Phone Number and WBU Email Address:** 806-281-8400 jeremy.berry@wayland.wbu.edu

**Office Hours, Building, and Location:** Online

**Class Meeting Time and Location:** Online

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

This course is designed to emphasize Human Growth and Development by providing an understanding of the nature and needs of individuals at all developmental levels, including the following: Theories of individual and family development and transitions across the life-span; theories of learning and personality development; and Strategies for facilitating optimum development over the life-span.

**There is no prerequisite for this course**

**Required Textbook(s) and/or Required Material(s):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Human Development: A Life Span View | Kail | Cengage | 6th/7th |  |  |

**Optional Materials:**

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

* Explain the 3 domains of development and the meaning of a “lifespan perspective”.
* Demonstrate knowledge of the major theoretical perspectives in developmental psychology.
* Explain the basic methods of research in developmental psychology.
* Describe the typical characteristics of individuals across the lifespan.
* Understand the normal variation across individuals at each point in the lifespan.
* Apply developmental principles to situations associated with counseling.

**Attendance Requirements:**

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** 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 and Grading Criteria:**

**Online discussions (20%)**

Students will complete online discussions when they are assigned and listed. In the weeks with discussions, the initial posts have to be submitted by noon each Friday and responses to other students be submitted by noon each Sunday.

**Power Point Presentation (20%)**

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.

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 (20%)**

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, 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?

**Final Exam and Midterm (40% total (20% each))**

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.

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule:**

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| **Week** | **Readings** | **Assignment Due** |
| 1 Aug 20-26 | 1. The study of human development.2. Biological Foundations: Heredity, Prenatal Development, and Birth |  |
| 2 Aug 27-Sept. 2 | 3. Tools for Exploring the World: Physical, Perceptual, and Motor Development in Infancy and Early Childhood4. The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood |  |
| 3 Sept. 3 - Sept 09 | 5. Entering the Social World: Socioemotional Development in Infancy and Early |  |
| 4 Sept 10-16 | 6. Off to School: Cognitive and Physical Development in Middle Childhood7. Expanding Social Horizons: Socioemotional Development in Middle Childhood |  |
| 5 Sept 17-23 | 8. Rites of Passage: Physical and Cognitive Development in Adolescence |   |
| 6 Sept 24 - 30 | 9. Moving into the Adult Social World: Socioemotional Development in Adolescence | Midterm Exam |
| 7 Oct. 1 - 7  | 10. Becoming an Adult: Physical, Cognitive & Personality Development in Early Adulthood11. Being With Others: Forming Relationships in Young & Middle Adulthood | Power Point Presentation |
| 8 Oct 8-14 | 13. Making It in Midlife: The Unique Challenges of Middle Adulthood14. The personal context of late life. |  |
| 9 Oct 15-21 | 15. Social Aspects of Later Life: Psycho-social, Retirement, Relationship, and Societal Issues | Stage Development Paper |
| 10 Oct 22-28 | 16. The Final Passage: Dying and Bereavement |  |
| 11 Oct 29  |  | Final Exam |

**Additional Information:**

<http://catalog.wbu.edu>