

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**San Antonio Campus**

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.VC01- Lifespan Development

Term:Fall, 2019

Instructor:Mee-Gaik Lim, Ph.D, LPC-S

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Office Hours, Building, and Location:Mon-Thurs 9:00-1:00pm, New Braunfels campus

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): Robert V. Kail & John C. Cavanaugh (2019). Human Development: A Life Span View (8th ed). Cengage: 9781337554831

Optional Materials: NA

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 (WBUonline)

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 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.

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.

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

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 Vice President of Academic Affairs 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 19-25 | 2. Biological Foundations: Heredity, Prenatal Development, and Birth 3. Tools for Exploring the World: Physical, Perceptual, and Motor Development in Infancy and Early Childhood |  |
| 2 Aug 26-Sept 1 | 4. The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood 5. Entering the Social World: Socioemotional Development in Infancy and Early |  |
| 3 Sept 2-8 | 6. Off to School: Cognitive and Physical Development in Middle Childhood 7. Expanding Social Horizons: Socioemotional Development in Middle Childhood |  |
| 4Sept 9-15 | Self-Reflection Paper | Self-Reflection Paper |
| 5 Sept 16-22 | 8. Rites of Passage: Physical and Cognitive Development in Adolescence 9. Moving into the Adult Social World: Socioemotional Development in Adolescence |  |
| 6Sept 23-29 | Power Point Presentation | Power Point Presentation |
| 7 Sept 30-Oct 6 | 10. Becoming an Adult: Physical, Cognitive & Personality Development in Early Adulthood 11. Being With Others: Forming Relationships in Young & Middle Adulthood |  |
| 8Oct 7-13 | 13. Making It in Midlife: The Unique Challenges of Middle Adulthood  15. Social Aspects of Later Life: Psycho-social, Retirement, Relationship, and Societal Issues |  |
| 9Oct 14-20 | Stage Development Paper | Stage Development Paper |
| 10Oct 21-27 | Final Exam | Final Exam |
| 11Oct 28 | Personal Reflection |  |

Additional Information:

<http://catalog.wbu.edu>