

University of Bridgeport
Lifespan Developmental Counseling 552
Course Syllabus

Professor: Allison Buller, Ph.D., LPC, NCC

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Semester: Spring 2023

Course: Lifespan Development

Dates and Times:

Thursday 5-7:30

Classroom: Online

Course Description:

This course provides a survey of major theories and issues in the field of human development. Topics include: the nature of human development; research methods in the field of human development; biological bases for human development; the social, emotional, and cognitive changes that occur across the lifespan; and how human development affects and is affected by family life, peer relationships, schooling, gender, values, and culture.

Course Objectives:

As the result of this course, through satisfactory performance, students will demonstrate the following:

1. Multicultural counseling competencies (CACREP.II.F.2.c.)
2. Theories of individual and family development across the lifespan (CACREP.II.F.3.a.)
3. Theories of learning (CACREP.II.F.3.b.)
4. Theories of normal and abnormal personality development (CACREP.II.F.3.c.)
5. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP.II.F.3.e.)
6. Systemic and environmental factors that affect human development, functioning, and behavior (CACREP.II.F.3.f.)
7. A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP.II.F.3.h.)
8. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP.II.F.3.i.)

CACREP Standards Matrix

UB Learning Outcomes	CACREP 2016 Standards	Curriculum Experience	Outcome Assessment
Describe and Critique various methods of inquiry into the nature of personal growth and development within a wellness context	II.F.3.b. II.F.3.c. II.F.3.i.	<ul style="list-style-type: none"> Students will engage in readings, didactic lecture, and experiential activities centered around the various stages of human development 	<ul style="list-style-type: none"> Midterm and Final Exams Module Quizzes Group presentation (see rubric) Module Reflections (see rubric)
Describe the manner in which physical, cognitive, behavioral, social, emotional, and moral functioning evolve	II.F.3.a. II.F.3.b. II.F.3.c. II.F.3.e. II.F.3.f. II.F.3.i.	<ul style="list-style-type: none"> Students will be exposed to various domains of functioning associated with human development through weekly readings, class discussion, didactic lecture 	<ul style="list-style-type: none"> Midterm and Final Exams Module Quizzes Module Reflections (see rubric)
Discuss concepts of primary, secondary and tertiary prevention with respect to mental health and substance use	II.F.3.i.	<ul style="list-style-type: none"> Students will apply developmental perspectives and prevention strategies to clinical practice through experiential class exercises, and peer group presentations 	<ul style="list-style-type: none"> Midterm and Final Exams Module Quizzes Group presentation (see rubric)
Describe and critique the biophysical, cognitive, behavioral, socio-emotional, and contextual approaches to child development	II.F.3.a. II.F.3.b. II.F.3.c. II.F.3.i.	<ul style="list-style-type: none"> Students will participate in class discussion and experiential activities that consider various approaches to child development alongside contextual factors Students will explore their own development while taking into consideration a biopsychosocial perspective 	<ul style="list-style-type: none"> Midterm and Final Exams Module Quizzes Group presentation (see rubric) Module Reflections (see rubric)
Synthesize the diverse theoretical perspectives on personal development into a clear, defensible personal perspective	II.F.3.a. II.F.3.b. II.F.3.c. II.F.3.h. II.F.3.i.	<ul style="list-style-type: none"> Students will reflect on their own and others' personal development through interactive class activities and class discussion Students will engage with multiple theoretical perspectives on development through weekly readings and 	<ul style="list-style-type: none"> Group presentation (see rubric) Module Reflections (see rubric) Supplemental Reading Response (see rubric)

		experiential class activities	
Describe the numerous social and psychological factors that affect learning and maturation	II.F.3.a. II.F.3.b.	<ul style="list-style-type: none"> Students will be introduced to the internal and external factors that affect development through course readings, class discussion, and exams 	<ul style="list-style-type: none"> Midterm and Final Exams Module Quizzes Module Reflections (see rubric)
Evaluate the reciprocal effects of family life, peer relationships, schooling and activity on individual development	II.F.3.b. II.F.3.i.	<ul style="list-style-type: none"> Students will engage in class discussions and experiential activities that focus on the social factors of human development 	<ul style="list-style-type: none"> Group presentation (see rubric) Module Reflections (see rubric)
Evaluate personal childhood experiences in developmental perspective	II.F.2.c. II.F.3.a. II.F.3.i.	<ul style="list-style-type: none"> Students will reflect on their own development in class discussion and writing assignments 	<ul style="list-style-type: none"> Module Reflections (see rubric)
Implement sound counseling practices based on principles of human development	II.F.3.h. II.F.3.c. II.F.3.i.	<ul style="list-style-type: none"> Students will examine counseling relationships and strategies alongside human development in class discussions, experiential activities, and peer group presentations 	<ul style="list-style-type: none"> Group presentation (see rubric) Module Quizzes Midterm/Final

Required Textbook(s):

OPENSOURCE TEXT WILL BE PROVIDED.

Academic Integrity & Honesty: The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect, and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty and ethical behavior, and commits to upholding these standards. These principals guide conduct both in and out of the classroom and on and off campus. This applies to interactions with all members of the community as well as the use of university resources and facilities.

In addition to the guidelines outlined in the Key to UB and the Catalog of University of Bridgeport, note that student that are found to be responsible for plagiarism may be separated from the counseling program immediately.

Minimally, university policy calls for the following:

1st offense – fail the assignment

2nd offense – fail the class

3rd offense – separation from school

A record of student plagiarism cases in the Provost's Office in order to determine 1 – 3 offensives.

Drop/Add: Please refer to the current school catalog for policy related to schedule changes, dropping and/or adding classes, dates and deadlines.

Accommodation Policy and Procedure: The University of Bridgeport is committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. Student Accessibility Services (SAS) offers a private and confidential atmosphere for students to talk about their disabilities and accommodations requests. All accommodations are determined on an individual basis. To receive services or accommodations, students are advised to provide appropriate documentation well in advance of the beginning of the semester, preferably at least two months prior to the beginning of each academic semester. While every effort will be made to arrange accommodations in a timely fashion, failure to provide sufficient advance notice may impede delivery service. In order to begin the process of requesting accommodations, students can contact Student Accessibility Services (SAS) at 203-576-4454 or email accessibilityservices@bridgeport.edu.

Students who have not yet addressed and need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If there is a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me through email. I aim to work collaboratively with students and UB Student Accessibility Services in order to ensure students are learning in an environment conducive for their success.

1. Attendance and Participation: Class attendance is required and attendance is taken daily. Class participation does not necessarily mean that you have to speak in front of the entire group or share your own experiences publicly. We

recognize a wide variety of participation including listening, helping others, bringing materials to class, completing the in-class assignments, small group interaction etc. Effective listening is especially important and often undervalued in our culture. Being on time to class is essential because late arrivals interrupt the flow of the class. There are graded in-class assignments.

2. **Quizzes:** There are quizzes based on the reading that you will complete outside of class. You may NOT work with peers on these.
3. **Self-Report Inventories:** These will teach you about psychological measurement and give you an opportunity to explore yourself. Your responses will be kept confidential to the extent possible. You will receive credit for doing the inventories if you submit them or a statement to Canvas (see below). Do not put your name on the forms. We will place all submitted responses in an Excel file without names or identifying data. We will provide the class with statistics on responses from all sections of the course. The data may also be used in the statistics course and in our evaluation of the assignments. If you object to sharing your data, you can indicate on Canvas that you did the inventory but do not wish to submit it. You must still reflect on what you learned about the concepts and inventory. **If you choose not to participate, it will NOT count against you.**
4. **Reflections:** Half of your grade in this class will be based on an initial autobiography and Reflections.
5. **CO-LEADER Presentation:**
Students will be divided into pairs/groups and develop a 20-30 min presentation relevant to a lifespan stage. For this presentation, students are asked to identify a specific population in the lifespan and share with the class updated and relevant information concerning an issue in the population (e.g., bullying, mid-life crisis, marriage trends, grief, etc.). **Once a topic is identified, please email me for approval and to reduce discussion redundancy.**
 - Please develop a PowerPoint presentation (*that can later be uploaded to Canvas so it is available to all students*) with (1) information on the identified topic, (2) details specific to the helping professions, (3) current trends, and (4) lifespan-specific considerations.
Note. A rubric will be provided for meeting requirements.

Conduct

This course follows all of the policies incorporated in the key to the University of Bridgeport, available on the university website. www.bridgeport.edu. We strive to uphold integrity, especially trust, mutual respect and personal responsibility. In the psychology and counseling programs we model our academic environment on the ethical principles that

professional psychologists and counselors use in their work, whether they are clinicians, researchers, teachers or hold other professional positions.

Credit Hour Description

Lifespan Developmental Psychology is a 3 credit course. The university and the federal government have established expectations for the amount of work and time required per credit hour. For this course, you will meet twice per week, for 75 minutes per meeting. It is also expected that for each credit of a course, you will spend 2 additional hours outside of the classroom. Since this is a 3-credit course, you should plan on spending roughly 6 hours per week, outside of classroom instruction, on work associated with the course (including activities such as reading and re-reading the textbook, reviewing your notes, completing your worksheets, watching the videos on canvas, doing out of class observations and completing homework or projects).

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

Summary/Reflection Evaluation Criteria

Criteria	Superior (>68 points)	Sufficient (58-67 points)	Minimal (49-57 points)	Unacceptable (<48 points)
Depth of Reflection (25% of TTL Points) ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. (21-20 points)	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. (15-17 points)	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant. (13-16)	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. ≤12 points
Required Components (25% of TTL Points) ___/20	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required. (21-20 points)	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required. (15-17 points)	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable. (13-16)	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. ≤12 points
Structure (7.5% of TTL Points) ___/10	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. 9 points	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. 8 points	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. 7 points	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. ≤6 points
Evidence and Practice (20% of TTL Points) ___/15	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall professional practice are thoroughly detailed, as applicable. 14-15 points	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall professional practice are presented, as applicable. 12-13 points	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for professional practice are presented. 9-11 points	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall professional practice are presented, as applicable. ≤8 points

Criteria for the Evaluation of the Presentation

	Below<80	Meets 80-90	Exceeds 90-100
Professionalism and Use of Time	Did not conduct presentation in a professional and organized manner and/or presentation was less than one hour.	Conducted presentation in a professional and organized manner but presentation was less than one hour.	Conducted presentation in a professional and organized manner and presentation was approximately one hour.
Current Trends	Students <i>inadequately</i> introduced and discussed updated and relevant information regarding population of focus. Updated and relevant information includes, but is not limited to: current trends working with population, recent literature pertaining to population, and various topics or issues (other than identified topic) facing population. Resources for information were lacking.	Students <i>adequately</i> introduced and discussed updated and relevant information regarding population of focus. Updated and relevant information includes, but is not limited to: current trends working with population, recent literature pertaining to population, and various topics or issues (other than identified topic) facing population.	Students <i>thoroughly</i> introduced and discussed updated and relevant information regarding population of focus. Updated and relevant information includes, but is not limited to: current trends working with population, recent literature pertaining to population, and various topics or issues (other than identified topic) facing population.
Information on Identified Topic	Information on lifespan-specific topic (e.g., bullying, risky behaviors, mid-life crisis, grief, etc.) was <i>inadequately/not</i> addressed during group presentation Resources for information were lacking. Identified topic was not emailed to professor for approval.	Information on lifespan-specific topic (e.g., bullying, risky behaviors, mid-life crisis, grief, etc.) was <i>adequately</i> addressed during group presentation Information provided was minimally informed by textbook and/or scholarly resources. Identified topic was not emailed to professor for approval.	Information on lifespan-specific topic (e.g., bullying, risky behaviors, mid-life crisis, grief, etc.) was addressed <i>clearly</i> and <i>thoroughly</i> during group presentation Information provided was informed by textbook and scholarly resources. Identified topic was emailed to professor for approval.
Details Specific to the Helping Profession	Details specific to the helping profession (i.e., how identified topic is applicable to work in the helping profession) were <i>inadequately/not</i> addressed during group presentation.	Details specific to the helping profession (i.e., how identified topic is applicable to work in the helping profession) were <i>adequately</i> addressed during group presentation.	Details specific to the helping profession (i.e., how identified topic is applicable to work in the helping profession) were addressed <i>clearly</i> and <i>thoroughly</i> during group presentation.
Lifespan-Specific Considerations	Lifespan-specific considerations (e.g., theories of development/learning/personality, developmental tasks, best practices, etc.) were <i>inadequately</i> addressed during presentation.	Lifespan-specific considerations (e.g., theories of development/learning/personality, developmental tasks, best practices, etc.) were <i>adequately</i> addressed during presentation.	Lifespan-specific considerations (e.g., theories of development/learning/personality, developmental tasks, best practices, etc.) were addressed <i>clearly</i> and <i>thoroughly</i> during presentation.
Demonstration of Identified Topic	Demonstration was conducted at <i>less than 5 minutes</i> and <i>was not specific</i> to presentation topic.	Demonstration was conducted at <i>approximately 10 minutes</i> and <i>was vaguely specific</i> to presentation topic.	Demonstration was conducted at <i>approximately 10-15 minutes</i> and <i>was specific</i> to presentation topic.
Peer-Rating	Please refer to peer-rating rubric form for score.	Please refer to peer-rating rubric form for score.	Please refer to peer-rating rubric form for score.

Self and Peer Evaluation of Group Project

Please assess the work of you and your colleagues by using the following criteria. We will consider your feedback in assigning the grade for the project. Please try to be as honest and fair as possible in your assessment.

5 = Excellent work; was crucial component to group's success
4 = Very strong work; contributed significantly to group
3 = Sufficient effort; contributed adequately to group
2 = Insufficient effort; met minimal standards of group
1 = Little or weak effort; was detrimental to group*

SELF Evaluation (Name: _____):

_____ Participation in developing ideas and planning project

_____ Willingness to discuss the ideas of others

_____ Cooperation with other group members

_____ Interest and enthusiasm in project

_____ Participation in leading/facilitating discussion

_____ Ease and familiarity with discussion material

PEER Evaluation (Partner 1: _____):

_____ Participation in developing ideas and planning project

_____ Willingness to discuss the ideas of others

_____ Cooperation with other group members

_____ Interest and enthusiasm in project

_____ Participation in leading/facilitating discussion

_____ Ease and familiarity with discussion material

Self-Reflection

What did you learn from the experience?

What do you think went well?

What would you have done differently, given the opportunity?

Do you have any other comments or suggestions about the project?