

## **MHS 6055 - LIFE SPAN DEVELOPMENT**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

### **CATALOG DESCRIPTION**

Course addresses the major theories of human development across the life span. Presents stages and developmental tasks related to normal development, prevention, and counseling. Concerns of individuals at different life stages are addressed.

### **TEXT & SUPPLEMENTAL MATERIALS**

Readings as assigned.

You are expected to access library resources to complement the textbook

*Content Select* research database    Note: Referred to as CS in course outline.

### **COURSE OBJECTIVES**

At the end of the course, the student will:

1. Demonstrate awareness of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups.
2. Demonstrate increased awareness of attitudes, beliefs, understandings, and acculturative experiences through learning activities.
3. Understand and describe the major theories of individual and family development across the life span.
4. Understand theories of learning and personality development relevant to development across the life span.
5. Develop and understanding of human behavior including developmental crises, disability, exceptional and addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
6. Describe issues related to normal development and become aware of the major concerns of individuals at different stages including barriers that impede overall development and strategies for facilitating optimum development.
7. Describe developmental approaches to assist during key transitions across the life span.
8. Become aware of the role of systems (school, family, community) and how they effect academic and social development.

***Florida DOE Subject Area Competencies: 1.2, 1.7***

***CACREP: Gen: K2.a, K2.b, K3.a-e***

***School: A.8, C.2.d, C.2.e, C.2.g***

***Mental Health C.2***

## COURSE CONTENT/OUTLINE

<i>Date</i>	<i>Content/Assignment</i>	<i>Readings</i>
	Attitudes, beliefs, & multi-cultural trends. Theories of development. <b>Discussion group: Plans, organization, &amp; questions.</b>	Chap. 1,2,3 Handout: <i>Using the library on-line</i> <i>i</i> -Search: Part 1
	Understanding behavior: Developmental tasks, Impact of home, school & community, Developmental strategies for optimal success/functioning, Developmental transitions & approaches to assist. <b>Discussion group: Bio reflection.</b> <b>Life span biography</b> (digital drop box for instructor feedback). <i>Note: Practice tests are strongly recommended at this point to check for content knowledge (Click on Assignments)</i>	Chap. 4-16
	Situational & other issues affecting development: Identification/prevention/intervention. <b>Focus outline</b> (Digital Drop Box) <b>Discussion group: Relevance/ Impact of findings.</b> <i>Practice tests are recommended to check learning prior to proceeding with application/intervention (Click on Assignments)</i>	IC:Audio/Video/ Other links CS: Journals to support focus BB: Course Docs
	Application/intervention for school counselors/variations <b>Case studies</b> (posted to discussion group for peer/instructor review) <b>Discussion group: Review of Case Study</b>	IC, CS <i>i</i> -Search: Part 3 (log readings) BB: Course Docs
	<b>Issues to further explore</b> (posted to discussion group) Abuse, violence, eating disorders, ADHD, depression, suicide, addiction. <b>Discussion board: Resource sharing</b>	text, IC, CS (log readings)
	Late adulthood: Stages and relevant developmental tasks. <b>Issues topic shared</b> (5-7min.) <b>Final exam</b> <b>Log of readings/resources</b> (bring to class)	

### **EVALUATION CRITERIA & PROCEDURES**

Evaluation of course content/application will be based on the following components. A point total will be used to determine the letter grade assigned.

Participation in discussions/activities reflective of readings/content	50
Assignments:	
Life span biography	20
Focus outline	20
Case study/counseling app.	20
Issues for further exploration	20
Logs (readings/resources)	20
Final	50
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Total Points	200

### **FINAL GRADE COMPUTATION**

A = 186-200 (93%)	C+ = 156-159 (78%)
A- = 180-185 (90%)	C = 144-155 (72%)
B+ = 176-179 (88%)	C- = 140-143 (70%)
B = 164-175 (82%)	Below 140
B- = 160-163 (80%)	

### **ATTENDANCE**

Students are expected to attend on-site sessions and participate in all on-line activities during the course. The instructor should be notified in advance of extenuating circumstances that would result in a missed on-site class or an extended absence from on-line participation.

### **METHODS OF INSTRUCTION**

This course is taught through distance education supported by two on-site four hour workshops. Readings, audio/video clips, on-line group discussions, instructor and peer feedback, and individual work in areas of focus will be used to facilitate the teaching and application of course content

### **ASSIGNMENTS**

The following assignments were designed to organize and facilitate application of the key concepts in the on-line Life Span course. Resources and knowledge required for each assignment is cumulative. Please refer to Course Content/Outline in the syllabus for due dates and methods of transmission.

### **Life Span Biography**

Objectives:

Students will apply theories of learning and personality development to their own growth over their life span.

Students will explain how systems, issues, cultural experiences and attitudes have affected development.

Students will identify strategies/systems/issues that have promoted or impeded optimal development.

Students will complete a narrative review of their own development with a focus on cognitive, emotional, and social development. Relevant theories (such as those of Piaget, Erickson, Freud, Kohlberg, Vygotsky) and concepts should be identified and cited in the body of the paper as support for the discussion. The paper should not exceed five-seven pages/double spaced (stay focused) and will be dropped in the Digital Drop Box.

### **Outline/Area of Focus**

Objective: Students will focus on the identification of specific cognitive and social/emotional changes along with common areas of concern for the age group they are serving. Students will describe appropriate counselor interventions.

Name:

Focus: Kdg. – Grade 5 (early & middle childhood)

Grades 6,7,8 (middle childhood & adolescence)

Grades 9,10,11,12 (adolescence & young adulthood)

For your area of focus (choose two to outline), describe **changes that can be expected** and **implications for your work** with regard to cognitive and social/emotional development using the following as a guide. Information here should be brief, focused, and serve as an organizer of key concepts.

#### I. Early childhood (or middle childhood, adolescence, young adulthood)

##### A. Cognitive changes

###### 1. Intellectual abilities

- a. Attention
- b. Memory
- c. Academic and everyday knowledge
- d. Problem solving
- e. Imagination
- f. Creativity
- g. Language

###### 2. Implications for the school counselor

- a. Common concerns
- b. Intervention
- c. Cultural variations

##### B. Emotional/Social changes

###### 1. Areas of development

- a. Emotional communication
- b. Self understanding
- c. Interpersonal skills
- d. Friendships

- e. Intimate relationships
- f. Moral reasoning and behavior

2. Implications for the school counselor

- a. Common concerns
- b. Intervention
- c. Cultural variations

- II. (Choose a second area that will reflect the period of development for focus and follow the outline provided in I.)

**Case Study**

Objective: Students will demonstrate knowledge of normal development, common concerns, and specific counselor intervention by applying concepts to a specific case.

Students will discuss a case similar to one they might encounter in their current positions. The case should be reviewed with regard to cognitive and social/emotional development using the outline from the previous assignment as a guide. The write up will include reference to how “normal” this person’s development is for his/her chronological age and how development may have been effected by variations such as religion, culture, SES, family functioning, parenting style, etc. Supporting theories and concepts should be clearly identified. Areas of concern for this child should be noted. Plans for intervention in this case should also be discussed. The assignment should be in APA format, typed, double spaced, and not exceed five-seven pages. The Case Study will be brought to the final class session. Students will plan to share (5-7 minutes).

**Annotated Log of Readings/Resources**

Objective: Students will evaluate sources of information and keep track of valid sources that support the development of a knowledge base (including resources) to be used in their work.

Students should be keeping a log throughout the semester to document additional readings, Internet cite visits, and resources they have located and explored using the following format. This log may be handwritten or typed but **MUST** be legible. A minimum of 12 resources should be read, reviewed, and logged and may include those used for completion of other tasks in this course. Students will select a particularly pertinent resource to share on the discussion board and will bring the entire log to the final class period. A sample log can be found/printed from the accompanying link.

APA Reference to book, journal article, website, other resource.

Brief annotation (3-4 sentences) regarding what you have found, its relevance, and how it might be used in your work.