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C. systemic and environmental factors that affect human development, functioning, and behavior f.

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D. effects of crisis, disasters, and trauma on diverse individuals across the lifespan g.

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E. a general framework for understanding differing abilities and strategies for differentiated interventions h.

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F. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan i.

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G. death, dying, and griefwork

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## **COURSE TOPICS**

Understanding Life-Span Human Development  
Theories of Human Development  
Genes, Environment, and Development  
Prenatal Development and Birth  
Biopsychosocial dimensions of human development  
Death,

## **INSTRUCTIONAL METHODS AND ACTIVITIES**

### **Class Discussion Board (50pts.)**

Each week be prepared to discuss the readings in the **Coffee Shop Discussion Board**. Pull out one thing out of the weekly readings, lectures, and/or extra readings each week you want to talk more about, have questions about, or want to contest. At a minimum,

### **Mid-Term Exam (100 points)**

The mid-term exam will include content from the text and lectures assigned up to the test. It will contain multiple choice, true-false, short answer, and a vignette with short answer.

### **Final Exam (100 points)**

### **KEY PERFORMANCE INDICATOR**

The final exam will be cumulative of everything covered in class and serves as a key performance indicator for several of the CACREP assessment standards under section F.3.

## **EVALUATION AND GRADE ASSIGNMENT**

A total of 300 points are available for this course:

200 Examinations (2 x 100 each)

50 Weekly Moodle posts and responses (400 points; 42x10 - 20 points extra possible)

50 Poster Board Presentation

Grades will be assigned as follows:

A = 100-90%

B = 89 80%

C = 79 70%

D = 69 60%

F = 59-0%

## **CLASS POLICIES AND PROCEDURES**

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see [catalog.ulm.edu/index.php?catoid=24](http://catalog.ulm.edu/index.php?catoid=24)). Additional class policies include:

### **A. Required Textbook**

Boyd, D., & Bee, H. (2021). *Lifespan development*. (7th ed.). Boston: Allyn and Bacon.









## Tentative Schedule

<b>CLASS DATE</b>	<b>TOPIC</b>	<b>CHAPTER/ARTICLE READINGS</b>	<b>POWER POINTS / ASSIGNMENTS CACREP 2.F.3.</b>
<b>Week 1 1-9</b>	<b>Introductions: Philosophical Foundations of Lifespan  Factors affecting Development Trauma, systemic, environment</b>	<b>B</b>	



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	<b>Midlife Development: Psychosocial Changes</b>	<b>Boyd and Bee 16</b>	<b>PP: 11</b>
<b>Week 9</b> <b>3-6</b>	<b>Family Development</b> <b>Crisis and the Family</b>	<b>Ginnis et al. (2015)</b> <b>Hodge (2005)</b> <b>Lewchanin &amp; Zubrod,</b> <b>(2001)</b>	
<b>Week 10</b> <b>3-13</b>	<b>Older Adulthood</b>	<b>Boyd and Bee 17-18</b>	
<b>Week 11</b> <b>3-20</b>	<b>Older Adulthood</b>	<b>Assessment and</b> <b>Diagnostic issues</b>	<b>PP: 10</b>
<b>Week 12</b> <b>3-27</b>			

**Lifespan Development - COUN 5022  
Final Examination**

Pass: as evidenced by receiving a performance level of a 3 on a 5 point scale on each requirement/standard assessed through the assignment

- 5 = Exceptional: Skills and understanding significantly beyond developmental level
- 4 = Outstanding: Strong mastery of skills and thorough understanding of concepts
- 3 = Mastered Basic Skills at Developmental level: some understanding of concepts/skills evident
- 2 = Developing: Minor conceptual and skill errors; in process of developing skills
- 1 = Deficits: Significant remediation needed; deficits in knowledge/skills

**Assignment Specific Requirements and Professional Identity CACREP Standards**

Assignment Specific	Description	Performance Level 1-5
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Final exam completion

CACREP Standard 2.F.3.	Description
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a. theories of individual development and transitions across the life

b. biological, neurological, and physiological factors that affect human development, functioning, and behavior

c. theories of normal and abnormal personality development

e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

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