

Niagara University
Department of Educational Leadership and Counseling
EDU 655 Lifespan Development and Behavior
Spring 2009
3 Credits

Lecturer: Noel Kugler M.Ed School Counseling
Classroom: Bisgrove Hall 127
Time: Mondays 7:15 pm – 10:00pm
Phone: 716-523-2684 (Verizon for txt purposes)
Office Hours: By appointment
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Course Description

This course examines the theories of development from psychology, biology, sociology and cultural anthropology. Emphasis will be placed on understanding how normal and abnormal behavior develops. This class will also address the application of current issues to developmental categories and critical thinking pertaining to developmental milestones of clients/students/personnel served by one's faculty.

Conceptual Framework

Niagara University's graduate counseling programs are aligned to Eight Core areas of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Eight CACREP Core Areas are listed below along with the particular core area this course meets. Core areas not addressed in this EDU 655 course may be addressed in other courses.

Course Objectives

Upon completion of this course students should be able to:

- Have knowledge of contemporary research on each period of the human life span.
- Have an awareness of many careers in life-span development.
- Have developed skills in applying the concepts of human development to counseling.
- Have developed skills in applying the concepts of human development to education.
- Identify important developmental processes and periods.
- Understand how development is influenced by the interplay of biological, cognitive and socio-emotional factors.
- Understand the importance of three socio-cultural contexts: culture, ethnicity and gender.
- Describe several theories of life-span development.
- Explain heredity- environment interaction.
- Understand the complexities of the process by which individuals develop healthy self-concepts.

- Compare the lives of developmental theorists in order to discover how their experiences may have contributed to their theories.
- Identify key aspects of love, attraction and close relationships.
- Explain the diversity of lifestyles.
- Identify physical changes throughout the life-span.
- Identify cognitive changes throughout the life-span.
- Identify socioemotional changes throughout the life-span.
- Evaluate issues regarding death and to identify ways to help people cope with death and dying.
- Explore the roles of religion and meaning in life during several periods in the life-span.
- Have a better understanding of where one is functioning through one's own life-span experience.

Teaching Philosophy

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking, reflection and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities and presentations by instructor and classmates.

Required Text

Santrock, J.W. (2008). *Life-span Development*. (11th Edition). Boston: Mcgraw-Hill.

Attendance

Attendance is considered an indicator of professional commitment and responsibility. Additionally, since this course consists of constant participation, practice and feedback that is crucial to all, attendance is especially critical in this class. One's relationship as a contributing group member is dependent upon one being in class. Absences may be considered only in the instance of serious illness or serious personal matters. Absences must be approved whenever possible by the instructor ahead of time. No more than two (2) approved absences will be allowed in the semester. Two (2) or less absences that have NOT been approved will result in 1 lower final letter grade. A third absence will result in a failing final grade. A phone call, e-mail message, txt message or note delivered to the instructor is required if you have to miss a class. Additionally, when absent, one is still responsible for that week's homework as listed in the syllabus, and if a group presentation is due, the absent student will instead present a chapter's related topic as an individual. All materials must be submitted to my email or put by 10:00pm on the date that the material or presentation is due, or printed out and put into my mail box the day before in the main office on the 3rd floor of Bisgrove Hall to avoid grade deductions for late work. This will allow me to give the student some kind of grade in lieu of your absence. If a student has an approved absence for a test, it is the student's responsibility to schedule a time to take the test in the instructor's presence, at the instructor's

convenience. Failure to do so, or if a student has an unexcused absence for a test, a grade of (F) will be given for that test. Absence due to dire circumstances will naturally be considered.

In the event that the school is closed or the rare event that your instructor is absent, if your cell phone number and your current email are listed on myNu and Blackboard, notification will be sent to your phone and/or email. Students will still be responsible for the work and homework due for the next week. The current group that the student is working in will remain the same for that week, and it will be the responsibility of the group to meet on their own to create their presentation. Unfortunately due to time constraints, the group will only be able to present one topic. The group may choose the topic. The topic that is not chosen as a presentation must be emailed to me so I can post it on Blackboard.

Student Disclosure

Any student eligible for and needing academic adjustments or accommodations due to a disability is requested to speak with the professor no later than the first two weeks of class. Proof of disability may be required. The instructor will accommodate to the best of his/her ability. Students should also notify the coordinator of Specialized Services located in Seton Hall of their particular situation and needs. The university will make reasonable accommodations for persons with documented disabilities.

Counseling Services

Counseling services are provided for all Niagara University students free of charge. The Office of Counseling Services is located on the lower level of Seton Hall. Ph# 716-286-8536. Counseling services are confidential.

Writing Center

Students are encouraged to make use of the NU Writing Center. The Writing Center is located on the first floor of Seton Hall. Ph# 716-286-8075. If the Writing Center hours are not reasonable for you, it would be prudent to have a trusted student, friend or relative who is knowledgeable in the area of ELA and APA Style to examine your papers.

Academic Integrity

Any student caught plagiarizing papers or cheating on exams will be subject to a grade of "F" for the assignment in question and may be brought forth for further action.

Method of Evaluation

All work will be assigned points based on numeric grades earned on each graded portion of the class and the percentage that each graded portion carries of the final course grade. As per NU's new grading policy, the following numerical/letter grades will apply:

100+ = A+	80 – 83 = B-
94 – 99 = A	77 – 79 = C+
90 – 93 = A-	74 – 76 = C
87 – 89 = B+	70 – 73 = C-
84 – 86 = B	Below 70 = F

Course grades will be based on successful completion of the following:

• Presentations	-	10 examples x 10pts each	=	100pts
• Outlines	-	10 examples x 10pts each	=	100pts
• Class Participation	-	5 examples x 10 pts each	=	50pts
• Section Tests	-	3 tests x 10 pts each	=	30pts
• Article Critiques	-	2 examples x 10 pts each	=	20pts
			=	<hr/> 300pts

Presentation

Presentations are based on topics of one's group's choice that are experienced by the developmental period population. Minimally, presentations must be in PowerPoint format so that one may include them in one's final portfolio. PowerPoint must include how the topic relates one or all of the group's member's faculties. The group has the creative freedom to enhance the group presentation through any other media or activity. Examples of these one may also elect to include in one's portfolio. Length of time for presentations will be determined by the instructor.

Outlines

Outlines are individual submissions the cover information on a developmental period. Outlines should include specification of the developmental period, key physical points, key cognitive points, key socioemotional points, relevant theorists, prevalent issues, key definitions and ways in which one's faculty encounters this developmental period.

Participation

One can demonstrate class participation through presentation feedback, participation in group discussions, Q & A sessions and Blackboard discussion groups and blogging. Class participation does NOT include what you do for your presentations.

Tests

Tests will be given at 3 intervals throughout the semester. They will cover the most recently covered chapters. Tests may include, but are not limited to multiple choice format, fill-in-the-blank, DBQs, short answer, short essay and matching.

Note* If, for whatever reason, there is no class on a test day, the test will be given the following week. All assignments and handworks will still be due (see Attendance section).

Article Critiques

Article critiques will be an individual submission of topic research. Students must have topic approved by instructor. Students must critique a journal article with strengths and weaknesses or compare/contrast 2 journal articles of opposing view points with strengths and weaknesses. Critiques must be in APA format. Journal articles must be from 2002 or newer. Journal articles should be peer reviewed.

Outline of Course Content Each class will cover stages of development through the lifespan.

Chapters 1,2		Intro & Science
Chapter 3		Biological Beginnings
Chapter 4		Prenatal & Birth
Chapters 5,6,7		Infancy
Chapters 8,9		Early Childhood
Chapters 10,11		Middle to Late Childhood
Chapters 12,13		Adolescence
Chapters 14,15		Early Adulthood
Chapters 16,17		Middle Adulthood
Chapters 18,19,20		Late Adulthood
Chapter 21		Death & Grieving
1/26	In Class	Syllabus Review Review of chapters 1-2 (Intro & Science)
	Group Work	Assigned Theorist
	Homework	Finish Assigned Theorist Read Chapters 1,2,3,4 Theorist Outline* Outline Chapter 2,3,4
2/2	In Class	Due: Theorist Outline Due: Chapter 2,3,4 Outline Presentation: Assigned Theorist
	Group Work	Topic for Chapters 2,3,4
	Homework	Read Chapters 5,6,7 Outline Chapters 5,6,7
2/9	In Class	Due: Outline 5,6,7 Presentation 2,3,4
	Group Work	Topic for Chapters 5,6,7
	Homework	Read Chapters 8,9 Outline Chapters 8,9
2/16	In Class	Due: Outline Chapters 8,9 Presentation 5,6,7
	Group Work	Topic for Chapters 8,9
	Homework	Read Chapters 10,11 Outline Chapters 10,11
2/23	In Class	Test #1 on Chapters 1-7/ Guest Speaker
	Homework	Article Critique
3/2	ON WINTER RECESS	
3/9	In Class	Due: Article Critique Due: Outline Chapters 10,11 Presentation 8,9
	Group Work	Topic for Chapters 10,11
	Homework	Read Chapters 12,13

		Outline Chapters 12,13
3/16	In Class	Due: Outline Chapters 12,13 Presentation 10,11
	Group Work	Topic for Chapters 12,13
	Homework	Read Chapters 14,15 Outline Chapters 14,15
3/23	In Class	Due: Outline Chapters 14,15 Presentation 12,13
	Group Work	Topic for Chapters 14,15
	Homework	Read Chapters 16,17 Outline Chapters 16,17
3/30	In Class	Test #2 on Chapters 8-13/ Guest Speaker
	Homework	Article Critique
4/6	In Class	Due: Article critique Due: Outline Chapters 16,17 Presentation 14,15
	Group Work	Topic for Chapters 16,17
	Homework	Read Chapters 18,19,20 Outline Chapters 18,19,20
4/13	ON EASTER RECESS	
4/20	In Class	Due: Outline Chapters 18,19,20 Presentation 16,17
	Group Work	Topic for Chapters 18,19,20
	Homework	Read Chapter 21 Outline Chapter 21
4/27	In Class	Due: Outline Chapter 21 Presentation 18,19,20
	Group Work	Topic for Chapter 21
	Homework	TBA
5/5	In Class	Due: TBA Homework Presentation 21 Test #3 Chapters 14-21 I will try to give the student a rough estimate of final grade if time permits.

***Theorist Outline**

This is the only outline that will not follow the format of the other 9 outlines. This outline should include a section for each theorist. For each theorist include biographical information, main points of theorists theory and his/her life events that sculpted the theory, pros and cons of the theory and its application to the student's faculty.

SYLLABUS IS SUBJECT TO CHANGE WITHOUT NOTICE

