

**NIAGARA UNIVERSITY
DEPARTMENT OF EDUCATION
Summer Session May 29-July 7, 2001**

Course Instructor :

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A. Course Number and Title

EDU 655A Life-span Development and Behaviour

B. Number of Credits

Three (3) Credit Hours

C. Course Textbook With CD

Santrock, John, W. (1999) . *Life-Span Development* (7th Ed.).
Mcgraw-Hill College, New York. ISBN: 0-697-36439-9

D. Course Objectives

This course is designed to assist students to learn and demonstrate the following :

- 1) Theories of life-span development with respect to understanding physical, emotional, social and cognitive challenges of an individual throughout the life-span.
- 2) Terms and concepts such as, life-span perspective.
- 3) Insight as to the complexities of the process by which individuals develop healthy self-concepts.
- 4) Ability to Integrate the impact of socio-cultural/ environmental factors on an individuals development.
- 5) Insights as to how knowledge of life-span course content may be related to the issues and process of counseling practice.

E. Teaching Procedures

The content of the course will be examined by reference to the course text and the CD resource accompanying it. Each class session will be based upon weekly readings. Class time will be designed to discuss, integrate and apply theoretical concepts described in the text. The in-class methods of instruction will consist of a combination of the following : mini-lectures with discussion, large -group presentation by individual participants with discussions, small discussion group activities, case study analyses, simulations and role-plays. Each class session will generally contain the following: ; 1) Mini-lecture with discussion on course content theory, 1 hour; 2) Seminar 30-40 minutes/ . An in-class Quiz (20- 30) min. will be held related to specific sections of the course [see Detailed outline for dates].Course Project presentations will be held during class seminar periods.

Order and type of in-class activity may vary due to class size and group interests.

F. Conceptual Framework:

The conceptual framework of the Niagara University College of Education reflects a constructivist approach to education. A constructivist approach incorporates an active learning module and places an emphasis on developing reflective

practitioners. In addition, the NU graduate counseling programs also follow the requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the professional accreditation body for the counseling profession. This course addresses the following Eight CACREP Core Areas:

1. Professional Identity: *Addressed in this course.*
2. Social and Cultural Diversity: *Addressed in this course.*
3. Human Growth and Development: *Addressed in this course.*
4. Career Development: Not addressed in this course.
5. Helping Relationships: Not addressed in this course.
6. Goup Work: Not addressed in this course.
7. Assessment: Not addressed in this course.
8. Research and Program Evaluation: Not addressed in this course.

Note: CACREP core Areas not addressed in EDU 655 are addressed in other counseling courses.

G. Course Requirements and Evaluation

Please note that students must successfully complete all components of the evaluation in order to receive a passing grade.

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| • <i>Quiz Term & Concept Checks.</i> | 25 % |
| • <i>Course Project : Paper (Course Portfolio Piece) & Class Presentation.</i> | 35 % |
| • <i>Seminar Leader Developmental “Issues” -</i> | 25% |
| • <i>Class Participation-</i> | 15 % |
| | 100% |

1) *Quiz Term & Concept Checks.* 25 % of the Final Grade

Students will evidence self monitoring of their concrete learning of course content terms, definitions and concepts (as well as practice in preparation and test- taking for certification), by means of short quizzes consisting of 10-20 questions. Questions may be short answer, short essay and /or multiple choice. Individuals will grade their own work during class and submit it to the instructor. Assigned Readings and dates for each Quiz is attached in the Detailed Schedule Outline. Each Quiz will cover course material from the previous Section covered e.g. Early Childhood etc. Each Quiz and be worth approximately 20marks each.

NB. A list of terms and concepts are found at the end of each chapter and on the CD accompanying the text. A “Short List” of terms derived from these list by the instructor from which Quiz items will be selected will be provided to students as a study guide.

2) *Course Project : Paper (Course Portfolio Piece) & Class Presentation.* 35% of the Final Grade (Both the submitted paper and class presentation of the content are necessary to complete the requirement for this portion of the grade.)

- **Paper.** Students will select a topic to explore. You will submit the topic in writing to the instructor using the attached form by June , 2000. The project MAY include an interview and/ or observation of an individual or individuals (infant; child; adolescent; young adult; adult middle- aged; elder adult) in a community

environment of your choice but may also be a comprehensive review and discussion of a selected topic. No matter what option is selected, all papers should include a review of the literature of the main subject explored in the paper e.g. theories of play in preschoolers. Graduate students are expected to analyze theoretically, going beyond the just the textbook readings. Signed consent forms should accompany interviews or case studies. These should be obtained before any interview is completed or any systematic observation is undertaken. A copy of your paper may also be provided to the individual or his/her family.

- All graduate papers are to be written in APA style with references following that format.
- ***Class presentation*** of the course project will consist of sharing the subject of your project with the class. The presentation should be prepared to highlight key points and experiences (e.g. select video , audio -tape excerpts, relate specific examples that were important in your opinion .) “Important” should mean those parts that helped you learn about your topic and which you think will assist you in counseling practice. **The presentation should be timed to last no longer than 40 minutes allowing for a questions. In-class presentations will begin June .**
Specific presentation dates will be determined very early in the term after topics are submitted
- **DUE DATE Typed Paper of Completed Project Week # 4 June 2001 .**

3) Seminar Leader Developmental “Issues” 25% of the Final Grade.

Each person (or partner or group- depending on class size) will select a specific issue topic for seminar discussion from one area of development on the detailed course schedule (attached). This assignment will begin at week # 3. Each Seminar leader should prepare a typed overview of the topic selected . Length should be 5 -7 pages with appropriate references. The paper should contain a well developed section on the implications for counseling practice. A 1-2 page summary hand-out with some key references should be prepared for each person in the seminar group along with a set of discussion questions on the topic. Leaders should not prepare to present but briefly (10 min.) outline

the issue , present a study case etc and generate discussion using their questions. The emphasis should be on generating group discussion NOT on a lengthy individual presentation of the topic although facilitators should be well prepared to answer questions from the group on their topic. Website resources given on the CD accompanying the course text should be used to gather information in addition to journal sources from the university library.

NB -If this assignment is completed in a group or with a partner (depending upon class size) each person will share the same grade for this assignment.

- **NOTE :** The issue selected *should not* be the same subject as your course project or draw from the same references.
- **DUE DATE :** Date of Presentation (First Seminar Leader may submit typed paper the following week.)
- **Materials To Be Submitted :**
 - 1) Paper 2-5 pages with full reference section.
 - 2) Class summary hand-out.
 - 3) Seminar Questions

4) Class Participation-10 % of the grade will be determined by evidence of regular attendance; participation in class discussion as well as by observed evidence of respect and support of other group members during presentations and group exercises.

General Grade Categories and Evaluation Criteria For Typed Submissions

B = Good, acceptable work and evidence of basic understanding and learning of subject content at the graduate level . Good basic writing style and knowledge of APA .

B+ = B criteria plus evidence of extra commitment to course outcomes e.g. quality of references and analyses.

A/A+= criteria with evidence of exceptional scholarly effort in the analysis of subject-related theory as evidenced by referenced -based discussion, and evidence of an attempt to use scientific of method e.g. objective measurement techniques applied to case observation etc.

Below a B indicates unacceptable graduate level work.

DETAILED SCHEDULE SUMMER SESSION I 2001

Life-Span Development

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Reading Assignment

Text Chapter

Week 1

Chapters 1, 2, 3, 4, 5, 6 & 7

- Introductions, Portfolio ; Course Assessment;
In-class time structure; Group Organization &
Collaborative planning of seminar content; Text CD

Presentation & Discussion:

- Review of Research Methods Used In Studying
Life-Span Development
- Life-span-Perspective Concepts.
⇒ Early Development : The Beginning Of Life
⇒ Early Development : Birth-Post-partum;
Infancy-Physical & Cognitive Development;
Language Development ; Attachment.

Issues: Seminar Issues

- Early Parent-Child Interaction
- Infertility
- Prenatal Testing
- Teratogens
- Early Parenting
- Other _____

Week 2: Early -Middle Childhood

Chapters 8 ,9, 10, 11

- ⇒ Early Childhood Development : Physical &
Cognitive Development; Families-Parents &
Parenting
- ⇒ Middle-Late Childhood Development: Cognition;
Family& Peers; Self & Gender
- ⇒ Middle-Late Childhood Development: Peers;
* Self & Gender -Moral Development

* Quiz- Term and Concept Check #1

Issues WK #2 : Seminar Issues

- Child Abuse
- Divorce
- Children Without Friends
- Media Influences
- Early Substance Abuse
- Working Parents & Childcare
- Other

Week 3: Adolescence/Early Adulthood

Chapters 12, 13, 14, 15

- ⇒ Adolescence : Physical & Cognitive Development;
Parenting; Peers & Development of Groups
- ⇒ Adolescence: Identity- Family & Culture
“The Adolescent in a Multicultural Family &
Identity Development .”
- ⇒ Early Adulthood: Adulthood?; Physical; Cognitive Development;
- ⇒ Careers & Work; Relationships; Gender & Intimacy;
Love- Attraction? Diversity of Lifestyle

Quiz Term & Concept Check #2

Issues: Seminar Issues

- Early/Late Physical Development
- Gender
- Harassment
- Eating Disorders
- Culture & Identification
- Sex and Sexuality
- Substance Abuse
- Single Parenthood
- Career Consideration
- Relationships: Marriage / Co-habitation/ Choosing To Be Single?
- Other _____

Week 4 Middle Adulthood

Chapters 16 & 17

- ⇒ Middle Adulthood : Physical & Cognitive Development :
Careers-Work
- ⇒ Relationships; Gender and Culture;
Personality Theories.
- * **ALL COURSE PROJECT PAPERS DUE June 20, 2000!**
- * **Quiz Term & Concept Check # 3**

Issues: Seminar Issues

- Male Menopause?
- Women: Menopause
- Self-Concept-Body Concept?
- Sex and Sexuality
- Middle Age Crisis: Fact or Fiction ?

- Couple relationships/ Marital Crisis ?
- Second Careers
- Singles/Married Lifestyles
- Other _____

Week 5 Late Adulthood

Chapters 18, 19, 20,21

⇒ Late Adulthood “Young Old & Old Old” : Physical & Cognitive Development
Biological Theories of Aging; Cultural Attitudes & Aging; Health Risks, Cost,
Interventions; Social World of Elders ; Mental Health; Relationships.

* COURSE PROJECT PRESENTATIONS BEGIN

* **Quiz Term & Concept Check #4**

Issues: Seminar Issues

- Retirement ?
- Couple relationships
- Sex and Sexuality
- Family relationships
- Specific Health Concerns
- Care for the Elderly
- Other _____

Week 6 Death & Dying Across Life-Span

Chapter 21

⇒ Approaching the end of life: Death and Dying/ Loss
Summary discussion using the Life-span Development Model
“Contemporary Trends and the Future”

* Course Project Presentations Completed if time required.

* **Quiz Term & Concept Check #5 (Last QUIZ)**

**MAKE-UP QUIZ -Held before or at the end of class for students by
arrangement with the instructor who have 1) missed 1 quiz due to illness etc.;**
OR

2)Students who wish to substitute 1 score received during the term.

Students with missed tests are not eligible for both options!

The MAKE-UP quiz test items will cover the whole course.

Issues: Seminar Issues

- Relationships- Family or Other
- Preparation for Death & Acceptance?
- Terminally ill clients with Specific Conditions -Cancer; Aids; Other. Are the counseling issues different ?
- Other _____

EDU 655A Course Project Topic

Date:

Student Name _____

Topic: _____

Period of Development of Your Topic -Please Check ONE

- Prenatal
- Infancy
- Early Childhood
- Middle Childhood
- Adolescence
- Early Adulthood
- Middle Adulthood
- Late Adulthood
- Death and Dying

Assignment Option Selected (Check one or more if applicable)

- Case Study
- Observation
- Interview
- Research Review of Topic