

**COURSE SYLLABUS**  
**HUMAN DEVELOPMENT: ACROSS THE LIFE SPAN**  
 1131-EDP6277VC1131-16085

GENERAL INFORMATION \* IMPORTANT INFORMATION \* COURSE DETAIL \* COURSE CALENDAR

**GENERAL INFORMATION**

**PROFESSOR INFORMATION**



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**Office:** ZEB 244A (MMC)    **Office Hours:** Wed. 3-4:30 PM  
 Thur. 9:50-10:50 am; 2:30- 5 PM, By appointment  
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**COURSE DESCRIPTION**

This course provides students with an advanced survey of life span human development. Demographic, physiological, sociological factors contributing to optimal functioning through childhood, adulthood and aging are discussed, with applications to counseling and education. The course will provide students with an integrated view of how theoretical frameworks, developmental research, and knowledge about typical age-related experiences can inform interventions. Emphasis is given to how developmental understanding can:

1. prevent human problems,
2. relieve or remediate problems and symptoms, and
3. enhance positive potentials across the lifespan.

**COURSE OBJECTIVES**

The objectives for this course are organized by knowledge and skills. Each is aligned with the professional principles and standards.

OBJECTIVES	PRINCIPLE/STANDARDS
<b>Knowledge</b>	
1. Describe key aspects of theories of individual learning and personality development, family development, and transitions across the lifespan.	FEAP 7 CACREP 3a, b
2. Describe issues related to normal development at all life stages, including problems that often develop at various life stages, barriers that impede overall development, and strategies for facilitating optimum development.	FEAP 7, 8 CACREP 3a, b, c, d, f, h, SC A6; MH C7, D3
3. Identify the impact that crises, disasters, and trauma-causing events have on persons at each life stage.	FEAP 7 CACREP 3 c, SC A6; MH G1
4. Describe theories and models of individual, couple, family, and community resilience.	FEAP 7, 8 CACREP 3d
5. Identify ways in which contextual factors influence both normal and abnormal behavioral development.	FEAP 7 CACREP 3f
<b>Skills</b>	
1. Use theories of human development to understand, describe, and interpret individual developmental life histories.	FEAP 7 CACREP 3a, b, c, d, f, h; SC A6, H1; MH C7
2. Practice professional writing skills for applied settings, e.g., a developmental case conceptualization.	FEAP 8
3. Apply knowledge about age-appropriate cognitive, emotional, social, physical, and moral development to assess clients and target goals for growth and wellness.	FEAP 7 & 8 CACREP 3a, b, c, d, f, h; SC A6, H1; MH D3, G1

**MISSION OF THE COLLEGE OF EDUCATION AT FIU**

The College of Education exists in an urban, multicultural setting and has a three-part mission:

- To prepare professionals who have the abilities and dispositions to facilitate and enhance learning and development within diverse settings.
- To promote and facilitate the discovery and dissemination of knowledge related to learning, teaching and development.
- To develop professional partnerships that promote meaningful educational, social, economic and political change.

#### THE COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional-learning community. The College, therefore, strives to facilitate diverse learning environments where knowledge becomes the means to foster goal attainment for all those involved in the learning process. This process necessitates the highest ethical standards, while emphasizing inquiry as the means-ends connection to enhancing reflective intelligence in a changing social, political, cultural and technological world.

The College of Education is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Consequently, the college promotes and facilitates the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning by developing professional partnerships in the larger community that foster significant educational, social, economic and political change.

#### STUDENT LEARNING OUTCOMES

The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College of Education.

- Unit Content Outcome: Stewards of the Discipline (Knowledge)
- Unit Process Outcome: Reflective Inquirer (Skills)
- Unit Dispositions Outcome: Mindful Educator (Dispositions)

This course contributes to the mission of the COE by providing the following outcomes which are related to **Stewards of the Discipline**: The counseling student will have the necessary concepts, knowledge and understandings in their field of study. The student is also able to become a **Reflective Inquirer** as he or she uses knowledge gained in the class to apply to ethical decision making.

#### METHODS OF TEACHING AND LEARNING

Readings, discussion board, class surveys, audio visual materials, handouts, and reading of assigned text. Interaction with the course website is necessary to complete the requirements for this class.

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#### IMPORTANT INFORMATION

##### POLICIES

Please review the [policies page](#) as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses.

##### TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" page to find out more information on this subject.

For detailed information about the technical requirements, please [click here](#).

##### ACCESSIBILITY AND ACCOMMODATION

For detailed information about the specific limitations with the technologies used in this course, please [click here](#).

For more information about Blackboard's Accessibility Commitment, [click here](#).

For additional assistance please contact our [Disability Resource Center](#).

##### COURSE PREREQUISITES

There are no prerequisites for this course.

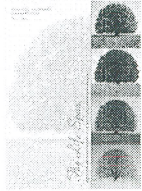
##### PROCTORED EXAM POLICY

Please note that the information contained in this section applies only if your course requires a proctored exam.



It is the student's responsibility to determine whether this online course requires proctored exams by carefully reviewing this syllabus. For detailed instructions please visit our [Proctored Exam Resources](#) page on the FIU Online website.

#### TEXTBOOK



***The life span: Human development for the helping professional (Required)***

Broderick, P., & Blewett, P.  
Pearson, 3rd Edition, 2010

ISBN 13: 9780137152476

[Click here](#) to buy your textbook online at the FIU Bookstore.

#### EXPECTATIONS OF THIS COURSE

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

#### Students are expected to:

- Review the **how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar

#### COURSE DETAIL

##### COURSE COMMUNICATION

Communication in this course will take place via [Messages](#).

Messages are a private and secure text-based communication that occurs within a Course and among Course members. Users must log on to Blackboard to send/receive/read messages. The Messages tool is located on the left side Course Menu (Blackboard user interface). It is recommended that students check their messages routinely to ensure up-to-date communication.

##### DISCUSSION FORUMS

Weekly Discussion Board posts are required in this course. Please see "Course Requirements" for more information about postings. Keep in mind that forum discussions are public, and care should be taken when determining what to post.

##### QUIZZES

Weekly Quizzes are required in this course. Please see "Course Requirements" for more information about quizzes.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Please note assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

##### COURSE REQUIREMENTS

1. **Participation in Weekly Discussions.** You will be posting two weekly discussions in groups. Please post your discussions in the "Group" Discussion area. The initial post is due on Thursday of each week and replies are due Sunday of each week. The discussion topics will be found in the group discussion area. Additionally, please read the "Expectations Message" found in Welcome section of the course content for more discussion requirements. Also, please see the below rubric for discussion board scoring. **CACREP 3a, b, c, d, f, h; SC A6; FEAP 7**

##### Discussion Scoring Rubric

Criteria	Levels of Achievement			
	0	.75	1.5	2
Applies relevant course concepts, theories, and materials correctly.	0 Points Does not apply or explain course materials, etc.	0.25 Points Explains relevant materials, etc.	0.5 Points Explains and applies relevant materials.	0.67 Points Analyzes course concepts, theories, materials correctly, using examples/supporting evidence.
Interacts with classmates to discuss the course concepts.	0 Points Does not interact with classmates.	0.25 Points Interacts with classmates without relating discussion topic to course concepts.	0.5 Points Interacts with classmates while mentioning relevant course concepts.	0.67 Points Interacts with classmates (minimum 2x), relating the discussion to relevant course concepts and extending the dialogue.
Applies course concepts to relevant professional, personal, or other experiences/items.	0 Points Does not contribute professional, personal, or other experiences/items.	0.25 Points Contributes experiences/items, but they lack relevance.	0.5 Points Contribute relevant experiences and items.	0.66 Points Applies course concepts by adding relevant professional personal or other experiences/items in a way that extends the discussion.

- 2. Developmental Case Conceptualization.** See Taskstream Scoring Rubric later in syllabus and specific instructions provided in the course. **SC H1; MH C7, D3, G1; FEAP 8**
- 3. Weekly Quizzes.** Each week you will take a multiple choice quiz on the assigned chapter. **CACREP 3a, b, c, d, f, h; SC A6, H1; MH C7, D3, G1**

#### ADOBE CONNECT PRO MEETING

The Adobe Connect Pro Meeting is an online meeting room in which you can interact with your Professor and fellow students by sharing your computer, screens or files, chat, broadcast live audio and take part in other interactive online activities.

#### Requirements for using Adobe Connect Pro Meeting:

- Disable any window pop-up blocker.
- [Adobe Flash Player](#) is required to successfully run your Connect Pro meeting. You can [test your computer](#) to make sure that you are set up with all of the tools you will need to participate in the meeting.
- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.
- Please [click here](#) for additional information on Adobe Connect (Tutorials & Help).

#### GRADING

COURSE REQUIREMENTS	POINTS
Introduce Yourself Discussion	2
Developmental Case Conceptualization	30
Weekly Discussions	38
Chapter Quizzes	30
<b>Total</b>	<b>100</b>

LETTER GRADE	RANGE	LETTER GRADE	RANGE	LETTER GRADE	RANGE
A	Above 93	B-	81-83	D+	67 - 70
A-	91 - 92	C+	77 - 80	D	64 - 66
B+	87 - 90	C	74 - 76	D-	61 - 63
B	84 - 86	C-	71 - 73	F	< 61

#### TASK STREAM ASSIGNMENT



This course requires you to use a *TaskStream* account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your *TaskStream* account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use. The self enrollment code for this course is **EDP6277-RVCSP13**

The College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions.

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course.

**Please sign up for an account in the first week of the class.**

**For help, go to:**

TaskStream 800-311-5656 <a href="mailto:help@taskstream.com">help@taskstream.com</a> (Monday – Friday, 8:00 am – 7:00 pm ET)	COE IT Department ZEB 269 305-348-6305	<a href="mailto:coesupport@fiu.edu">coesupport@fiu.edu</a> COE Computer Lab ZEB 165 305-348-6134
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**Task.** The **Developmental Case Conceptualization** serves as the Task Stream requirement for this course.

**Task Description.** Students must prepare a Developmental Case Conceptualization using Erikson's Theory of Development that provides a complete developmental assessment of an individual using a developmental theory as a lens for observation and interpretation, with recommendations for future adjustment and enhanced wellbeing.

**Task Submission.** Students must upload their Developmental Case Conceptualization in a timely manner so that a final grade can be assigned for this course. Students who fail to upload the artifact will be given an incomplete in this course until the artifact is uploaded.

**Task Scoring.** The **scoring rubric** for the artifact aspect of this assignment is used to rate how thoroughly your paper covered the parameters for this project. You will receive points based on the following grading criteria.

#### SCORING RUBRIC FOR THE TASKSTREAM ASSIGNMENT

CRITERIA	The <b>Developmental Case Conceptualization</b> provides a complete developmental assessment of an individual using a developmental theory as a lens for observation and interpretation, with recommendations for future positive adjustment and enhanced wellbeing. <b>CACREP MH C7, D3, G1; FEAP 7&amp; 8</b>
NOT ACCEPTABLE	<b>Papers that receive &lt;79% of the total points.</b> The paper identifies and applies a developmental theory in a limited manner, with little or no critical analysis of the case. Theory and research are not used to discuss the case's history and current functioning. The paper identifies inappropriate or no interventions that can be used to prevent and treat developmental problems, with no or obscure rationale for interventions. The paper is poorly written, lacks organization, omits transitions between sections. Grammar, punctuation and syntax and APA style are unsatisfactory.
ACCEPTABLE	<b>Papers that receive &gt;80% and &lt; 90% of total points.</b> The paper adequately identifies and applies a developmental theory to analyze the case. The paper presents theory and current research and applies them to a discussion of an individual's history and current functioning. The paper identifies some interventions that can be used to prevent and treat apparent developmental problems, providing a rationale for interventions suggested. The paper is fairly well-written, organized, has transitions between sections, uses mostly correct grammar, punctuation, and syntax and follows APA style.
TARGET	<b>Papers that receive &gt; 90% of the total points.</b> The paper identifies and thoroughly applies a developmental theory by critically analyzing the case. The paper integrates theory and current research and uses acquired knowledge to conceptualize and analyze an individual's history and current functioning. The paper suggests appropriate interventions that can be used to prevent or treat developmental problems, providing a theoretically grounded and/or research-based rationale for interventions suggested. The paper is very well-written, well organized, has appropriate transitions between sections, uses correct grammar, punctuation, and syntax and follows APA.

#### COURSE CALENDAR

##### WEEKLY SCHEDULE

WEEK	TOPICS / COURSE CONTENT	READ	DUE
1	<b>Organizing Themes in Development</b> <i>CACREP 3a, 3b, 3f; SC A6; MH G1</i>	Explore Blackboard; Ch 1	Introductory Discussion Week 1- Group Discussion
2	<b>Heredity, Environment, and the Beginning of Life</b> <i>CACREP 3a, 3b; SC A6; MH G1</i>	Ch 2	Quiz Week 2 - Group Discussion

3	<b>Neural and Cognitive Development in Early Years</b> <i>CACREP 3b, 3c, 3d, 3f, SC A6; MH G1</i>	Ch 3	Quiz Week 3 - Group Discussion
4	<b>Emotional Development in Early Years</b> <i>CACREP 3b, 3c, 3d, 3f, 3h, SC A6; MH G1</i>	Ch 4	Quiz Week 4 - Group Discussion
5	<b>Emerging Self and Socialization in the Early Years</b> <i>CACREP 3b, 3c, 3d, 3f, 3h, SC A6; MH G1</i>	Ch 5	Quiz Week 5 - Group Discussion
6	<b>Cognition in Middle Childhood</b> <i>CACREP 3b, 3c, 3d, 3f, 3h; SC A6; MH G1</i>	Ch 6	Quiz Week 6 - Group Discussion
7	<b>Self and Moral Development in Middle Childhood through Early Adolescence</b> <i>CACREP 3a, 3b, 3c, 3d, 3f, 3h; SC A6; MH G1</i>	Ch 7	Quiz Week 7 - Group Discussion
8	<b>Gender &amp; Peer Relations in Middle Childhood through Early Adolescence</b> <i>CACREP 3a, 3b, 3c, 3d, 3f, 3h; SC A6; MH G1</i>	Ch 8	Quiz Week 8 - Group Discussion
9	<b>Physical, Cognitive, and Identity Development in Adolescence</b> <i>CACREP 3a, 3b, 3c, 3d, 3f, 3h; SC A6; MH G1</i>	Ch 9	Quiz Developmental Case Conceptualization Week 9 - Group Discussion
10	<b>The Social World of Adolescence</b> <i>CACREP 3a, 3b, 3c, 3d, 3f, 3h; SC A6; MH G1</i>	Ch 10	Quiz Week 10 - Group Discussion
11	<b>Physical and Cognitive Development in Young Adulthood</b> <i>CACREP 3a, 3b, 3c, 3d, 3f, 3h; SC A6; MH G1</i>	Ch 11	Quiz Week 11 - Group Discussion
12	<b>Socio-emotional and Vocational Development in Young Adulthood</b> <i>CACREP 3a, 3b, 3c, 3d, 3f, 3h; SC A6; MH G1</i>	Ch 12	Quiz Week 12 - Group Discussion
13	<b>Middle Adulthood</b> <i>CACREP 3a, 3b, 3c, 3d, 3f, 3h; SC A6; MH G1</i>	Ch 13	Quiz Week 13 - Group Discussion
14	<b>Living Well: Stress, Coping, and Life Satisfaction in Adulthood</b> <i>CACREP 3a, 3b, 3c, 3d, 3f, 3h; SC A6; MH C7, G1,</i>	Ch 14	Quiz Week 14 - Group Discussion
15	<b>Gains and Losses in Late Adulthood</b> <i>CACREP 3a, 3b, 3c, 3d, 3f, 3h; SC A6, H1 MH C7, G1</i>	Ch 15	Quiz Week 15 - Discussion



