

## **Lifespan Development: COUN 5022 Spring Semester**

### **CONTACT INFORMATION**

**Instructor: Ruoxi Chen**

**Phone number:**

**Email address: chen@ulm.edu**

**Office location: Remote**

**Preferred mode of communication with instructor: email**

**Webpage link: <https://moodle.ulm.edu>**

**Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).**

### **COURSE DESCRIPTION**

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The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. [here](#).

**Special circumstances.** Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

## **COURSE PREREQUISITES**

None

## **COURSE OBJECTIVES**

### **Content Areas**

**This course is designed to enable students to:**

Conceptualize clients using multiple lifespan



## **Instructional Methods**

### **Student Performance Evaluation: Criteria and Procedures**

#### **1) Class Discussion Board (20 points)**

There will be five discussion boards. For each discussion board (4 points), as related to the materials in the corresponding week, please post about:

- How these things relate to you on a personal level (please disclose appropriately)?
- How these things will make you a better clinical mental health or school counselor?

in written form or by individual video. Students are free to change their formats week to week.

#### **2) Zoom Coffee Shop Meeting**

There will also be five Zoom coffee shop meetings throughout the semester on Wednesday at 2pm, CT of the corresponding weeks. *You are required to either attend or watch the recording of the first meeting, as we will discuss and address any questions you may have regarding the course structure or expectations.*

#### **3) Poster Board Presentation (20 points)**

You will create a brief poster board presentation that will serve as the beginning of a presentation for a conference. The purpose of this assignment is for your conference.

For this assignment, I expect you to synthesize new ideas using the three dimensions above in order to see new ways of looking at your topic of interest. Please note that this is not a PowerPoint presentation - all of the required information should fit on a one-page poster. Two title examples for projects that might capture all four parts is as follows:

- 1). *Helping Early Midlife Mothers Coming off of a Quarter Life Crisis Using Adlerian Theory*
- 2). *Using Couples Narrative Therapy with Men in their 20's who have Insecure Attachment Styles*

#### **4) Mid-Term Exam (25 points)**

The mid-term exam will include content from the text and lectures assigned up to the time of the test. It will contain multiple choice and true-false questions.

#### **5) Final Exam (35 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 3.C. This exam will serve as the Key Performance Indicator #1 for the CACREP Standards Core 3.C. Lifespan Development. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

#### **6) Extra Credit Opportunity (5 points)**

You have the option to earn five extra points for this class if you attend a webinar directly from the ACA or branch/divisions of counseling associations that are recognized by ACA. This webinar must be related to a lifespan development issue in which you are interested. Once you attend the webinar, send me a screenshot of registration and provide a 3-4 minutes video summary of the webinar in the corresponding discussion board. The summary must review the content of the webinar and relate it to the content of the class, and be posted by 4/30/24, 11:59pm, CT to earn the points.

#### **Evaluation And Grade Avaluation An the**



and students are required to check their ULM e-mails daily.

**C. Make-up Policy:** There will be no make-up assignments. No exceptions will be made without proof of an emergency thun7nr







		Zoom Meeting Voluntary Attendance	
Week 9 3/11-3/17	Midlife Development: Physical Changes	3.C.10	Boyd and Bee 15 PP: 9
	Midlife Development: Psychosocial Changes		Discussion Board
	Family Development		Boyd and Bee 16
	Crisis and the Family		Ginnis et al. (2015)
Week 10 3/18-3/24		3.C.7	



**KPI Assessment COUN 5022 Grading Rubric**  
**This will be assessed in your Tevera account**

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 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

NA: Not Applicable

**Assignment Specific Requirements and Professional Identity 2024 CACREP Standards**

<b>Assignment Specific</b>	<b>CACREP Standard</b>	<b>Performance Level 1-5</b>
	<b>Core</b>	
theories of individual and family development across the lifespan	3.C.1	
theories of cultural identity development	3.C.2	
theories of learning	3.C.3	
theories of personality and psychological development	3.C.4	
theories and neurobiological etiology of addictions	3.C.5	