



**University of Massachusetts Boston
College of Education and Human Development
School for Global Inclusion and Social Development
Rehabilitation Counseling**

COUNSL 620: Life Span Human Development

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets for one hour per week online through Blackboard

Dates/Times:

COURSE DESCRIPTION:

This course provides students with a comprehensive view of life span development from childhood through adulthood from several perspectives: (1) the interaction of age with such factors as gender; cultural background, disabilities, and other significant issues encountered at particular stages of life; (2) how individuals at specific lifespan stages process information and experiences; (3) how the behavioral, emotional, cognitive and relational challenges throughout life contribute to clinical/mental health problems; (4) and how psycho-pathology and its treatment can be understood from a developmental perspective.

COURSE OBJECTIVES:

- (1) Students will demonstrate a thorough understanding of the current knowledge base in human physical, cognitive, emotional, and social development across the entire life span.
- (2) Students will demonstrate an understanding of the interaction of human development with various forms of diversity and its significance to the application to clinical practice through the analysis of case studies.
- (3) Students will demonstrate expertise in critically evaluating and synthesizing developmental scholarly research presented in traditional journals, popular psychology publications, and the Web.
- (4) Students will be able to apply their understanding of lifespan issues and challenges to the assessment and treatment of psychological adjustment difficulties and disorders.

- (5) Students will understand the cultural specificity of developmental theories.
- (6) Students will critique developmental theory as a whole from a social justice perspective.
- (7) Students will self-reflect on own developmental paths and challenge notions of developmental continuity.
- (8) Students will use developmental theory to challenge medical model assumptions about mental illness.

REQUIRED TEXTBOOK:

Note Please check with instructor before purchasing the text

Sigelman, C. K., & Rider, E. A. (2022). Life span human development (10th ed.). Cengage Learning: Boston, MA.

Course Structure: Interteaching:

This course uses Interteaching, an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Blackboard), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

Course Assessments:

1) Class Participation:

2) Discussion Board Participation:

3) Chapter Quizzes: Open book

4) Media Written Assignment:

The Media Written Assignment involves the developmental and clinical analysis of a main character of a popular media source (i.e., book OR movie and fiction OR nonfiction) that is relevant to the course content.

5) Life Story Assignment (Personal Interview):

For this assignment, you will reflect upon your own life story to date and based on what you are comfortable providing for the written portion of the assignment. This life story (personal interview) should utilize a life span human development perspective.

6) Human Development Research Paper:

You will be required to author a research paper that involves the investigation of a particular form of psychopathology and its impact on the relevant developmental trajectories. You are to identify a particular health condition (i.e., intellectual disability, autism spectrum disorder, brain injury, etc.)

COURSE REQUIREMENTS:

Class Participation = 45 points

Discussion Board Participation = 50 points

Chapter Quizzes (10 @ 10 points each) = 130 points

Media Written Assignment = 30 points

Life Story Assignment (Personal Interview) = 40 points

Human Development Research Paper = 50 points

Total Possible = 345 points

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that

the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](http://umb.edu)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.