

**Austin Peay State University**  
 Department of Psychological Science & Counseling  
**COUN 5110: Lifespan Development**

<b>Term:</b> Summer 2022	<b>Meeting Time:</b> online	<b>Room #:</b> online
<b>Credit Hours:</b> 3	<b>Instructors:</b> Dr. Eva Gibson Mr. Tyler Tims	<b>E-mail addresses:</b> <a href="mailto:gibsone@apsu.edu">gibsone@apsu.edu</a> <a href="mailto:dtims@my.apsu.edu">dtims@my.apsu.edu</a>
<b>Telephone:</b> (931) 221-6224	<b>Office Hours:</b> Zoom by appointment	<b>Office:</b> CL 303B <b>Schedule an appointment:</b> <a href="https://calendly.com/gibsone/30min">https://calendly.com/gibsone/30min</a>

**REQUIRED TEXT**

Wong, D.W., Hall, K.R., Justice, C.A., & Hernandez, L. W. (2015). *Counseling individuals through the lifespan*. SAGE Publishing.

**SUGGESTED**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-00>

**COURSE DESCRIPTION**

The scientific study of human development across the life-span through examination of theoretical and empirical materials. The emphasis is on continuity and change in the physical, cognitive, and psycho-social domains of development; and the implementation of counseling practices and interventions across the life-span.

**COURSE STRUCTURE**

This course is co-taught by two instructors. Instructors share all responsibilities for this course. Please address any emails to both email addresses.

**COURSE POLICIES**

**Students with Disabilities**

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (MUC 114, phone #: 221-6230; email: [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu))

**Campus Resources:**

Resource	Website
Adult, Nontraditional & Transfer Student Center	<a href="https://www.apsu.edu/student-life/ants/antsresources.php">https://www.apsu.edu/student-life/ants/antsresources.php</a>
S.O.S. Food Pantry	<a href="https://www.apsu.edu/volunteer/sos-food-pantry/index.php">https://www.apsu.edu/volunteer/sos-food-pantry/index.php</a>
Heath & Counseling Services	<a href="https://www.apsu.edu/health-and-counseling/">https://www.apsu.edu/health-and-counseling/</a>

**Counseling Services**

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

### **Academic and Classroom Misconduct:**

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the "Code of Conduct" in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

### **Plagiarism Policy:**

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

### **Writing Quality and Academic Honesty:**

It is important that all written work meets the academic standards of graduate students using APA 7<sup>th</sup> edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.

If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

### **Changes to Course Syllabus**

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus must be clearly communicated to students.

### **Life Happens Policy**

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to discussions (any) or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

### **Email Policy:**

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

### **Requesting Assistance:**

**Communicate** as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

### **CoBHS Diversity Statement:**

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

### **Curricular Materials:**

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any specific theory.

### **Demonstrating Respect:**

- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunities for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

### **Confidentiality:**

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current *ACA Code of Ethics* will be followed.

### **Class Grievances:**

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

## **Course Objectives and Requirements**

**Knowledge and Skill Outcomes:** The objectives of this course align with the 2016 CACREP Standards stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

<b>Course Objectives</b>	<b>CACREP Standards</b>	<b>Course Activities</b>
Understanding theories of individual and family development and transitions across the lifespan	F.3.a	Readings, discussion questions, Autobiographical Development Project
Understanding theories of learning	F.3.b	Readings, discussion questions

Understanding theories of abnormal and normal personality development	F.3.c	Readings, discussion questions
Understanding theories of etiology of addictions and addictive behaviors	F.3.d SC G.2.i CMHC C.1.d	Readings, discussion questions
Understanding biological, neurological, and physiological factors that affect human development, functioning, and behavior	F.3.e CMHC C.2.b CMHC C.2.g	Readings, discussion questions, Psychotherapy video clip
Understanding systemic and environmental factors that affect human development, functioning, and behavior	F.3.f. SC G.3.h	Readings, discussion questions, Flipgrid Career Development assignment
Understanding the effects of crisis, disasters, and trauma on diverse individuals across the lifespan	F.3.g	Readings, discussion questions
Understanding a general framework for understanding differing abilities and strategies for differentiated interventions	F.3.h	Readings, discussion questions
Understanding ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	F.3.i.	Readings, discussion questions, Conference proposal assignment, Conference Presentation assignment
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	F.8.a	Readings, discussion questions, Conference proposal assignment, Conference Presentation assignment

## STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

*The following assignments are intended to facilitate your involvement in this course and to satisfy course objectives.*

- A. **Syllabus quiz (10 points):** Students will complete a quiz after reviewing the syllabus.
- B. **Introduction activity (15 points):** Students will utilize the tools in D2L to provide an introduction to peers.
- C. **Conference session proposal (25 points):** Students will create a presentation proposal geared toward professional counselors in a one-hour conference session. The session should focus on an element of development and application to the counseling profession. Examples include topics such as assisting teens with emotion regulation or assisting clients with grief and loss. The proposal should include the following components: title, category (a list will be provided), developmental considerations, intended audience, session objectives, and program summary. Students must use the form provided in D2L.
- D. **Conference presentation (75 points):** This assignment is directly linked to the previous conference proposal. Based on the previous proposal, and instructor feedback, students will create a presentation geared toward professional counselors in a one-hour session. Each presentation should utilize a Powerpoint format and begin with a title slide (with contact info) followed by an objective slide. The content should be relevant to counselors, clearly connected to a developmental issue, visually appealing, and free of errors. Scholarly citations must be included with at least one from the textbook. A rubric is provided with assignment criteria.
- E. **Flipgrid Career Development (50 points):** Students will create a short (less than 10 minute) video briefly describing their career progression in their current developmental stage, challenges, and self-care goals. Students will upload their video to the Flipgrid thread found in D2L. More resources can be found in the courseroom. A rubric is provided with assignment criteria.
- F. **Autobiographical development project (100 points) \*LiveText KEY ASSIGNMENT\*:** Students will choose **one** specific life event from **three** different developmental periods in their lives (e.g. Preschool: Early School Age, Middle Childhood, Early Adolescence, Late Adolescence, Early Adulthood, or Middle Adulthood). Students will choose **three** theories (see Ch. 2) to apply to the selected life events. In the preferred format, students will discuss how the aspects of the chosen theories apply to their life events. Students must specifically refer to the information presented in the text and clearly connect the course content to personal experiences through a

scholarly lens. Students will upload the project to D2L and upload the Application Worksheet to LiveText. The project may be completed as a video (10-20 minutes), Powerpoint (10-20 slides), APA formatted paper expanding on the worksheet (6-8 pages including title page and reference page). Any projects outside of these options must be pre-approved. This assignment will be evaluated based on examination of fundamental aspects of development, application of theory, depth/breadth of analysis, and presentation skills. A rubric is provided with assignment criteria.

As the LiveText Key Assessment for this course, the Application Worksheet must also be submitted to LiveText by the due date. The assignment will not be graded until it is uploaded to LiveText.

- G. **Participation (10@ 10 points each):** Students will engage in online discussion forums with peers and/or weekly Zoom sessions. An **optional** Zoom session will be offered each **Wednesday** from **4:30-5:30 PM**. Students who elect to participate via Zoom are exempt from the online discussions for that week. Students selecting this option **must have cameras on** during the entire period and offer meaningful contributions to the discussion to receive full credit. Students who choose to participate via the online discussion board must create an **original post by Wednesday** then make a **substantial** response (50 - 100 words) to at least **one peer by Sunday**. Discussion postings will be graded based on how well the student: Sufficiently responds to the entire prompt; collaborates with peers; provides connection to course content. Based on this criteria, posts will be evaluated as: Distinguished (10), Proficient (8), Basic (7), Unacceptable (5), or Absent (0). A late penalty applies to any late posts. **Note: Peer responses for the final week of class must be made on the final day (Friday instead of Sunday).**

**ASSIGNMENT QUESTIONS:** As we progress through this course, if you have questions that you feel comfortable asking openly, my preference is for you to post the question in “Ask Your Professor” forum, located in the Discussions. Your peers might have the same question, and this area can serve as a “How do I...?” resource.

**ASSIGNMENT DUE DATES:** Unless otherwise noted, assignments are due on the Sunday of each week by 11:59 PM. Exceptions include initial discussion postings (due each Wednesday; peer responses are due each Sunday) and the final assignment and peer discussion response (due on the last day of class).

**LATE ASSIGNMENTS:** Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

**METHODS OF INSTRUCTION:**

This class is intended to include online discussion, application exercises, and professional development activities. To enhance the learning experiences, multimedia components, reading, writing, and professional research will be utilized as appropriate.

Assignment	Points	Percent	Due Date	Week
Syllabus Quiz	10	3	6/5	1
Introduction Activity	15	4	6/5	1
Conference Session Proposal	25	6	6/12	2
Conference Presentation	50	13	6/19	3
Flipgrid Career Development	75	20	6/26	4
Autobiographical Development Project	100	27	7/1	5
Participation (10)	100	27	weekly	weekly
<b>TOTAL</b>	375	100		

GRADING SCALE
A = 90% +
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% -

## **MINIMAL TECHNOLOGY REQUIREMENTS**

**Hardware:** We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

**Web Browser:** Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

**Software:** You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

## Course Schedule

Date	Topic	Activity	
<p style="text-align: center;">Week 1 May 31-June 5</p>	<p style="text-align: center;">Foundations and Theories <i>CACREP F.3.a</i></p>	<b>READ</b>	1) Ch. 1- Human Development Through the Lifespan 2) Ch. 2- Theories of Human Development
		<b>REVIEW</b>	chapter lectures
		<b>DUE</b>	1) Syllabus quiz 2) Introduction activity 3) DQ1 + peer response (or Wed. Zoom session) 4) DQ2 + peer response (or Wed. Zoom session)
<p style="text-align: center;">Week 2 June 6-12</p>	<p style="text-align: center;">Early Years <i>CACREP F.3.b, F.3.c, F.3.i, F.8.a</i></p>	<b>READ</b>	1) Ch. 3-Conception & Prenatal Development 2) Ch. 4- Infancy 3) Ch. 5- Toddlerhood
		<b>REVIEW</b>	1) Selected movie/show portraying an expectant parent(s) 2) chapter lectures
		<b>DUE</b>	1) DQ3 + peer response (or Wed. Zoom session) 2) DQ4 + peer response (or Wed. Zoom session) 3) Conference session proposal
<p style="text-align: center;">Week 3 June 13-19</p>	<p style="text-align: center;">Youth <i>CACREP F.3.f, F.3.g</i> <i>SC G.3.h</i></p>	<b>READ</b>	1) Ch. 6- Preschool 1) Ch. 7- Middle Childhood 2) Ch. 8- Early Adolescence
		<b>REVIEW</b>	1) Video: <i>Coming Out</i> 2) chapter lectures
		<b>DUE</b>	1) DQ5 + peer response (or Wed. Zoom session) 2) DQ6 + peer response (or Wed. Zoom session) 3) Conference presentation
<p style="text-align: center;">Week 4 June 20-26</p>	<p style="text-align: center;">Transitioning Through Stages <i>CACREP F.3.d, F.3.e, F.3.h, F.3.i, F.8.a; SC G.2.i.; CMCH C.1.6, C.2.b, C.2.g</i></p>	<b>READ</b>	1) Ch. 9- Late Adolescence 2) Ch. 10- Early Adulthood
		<b>REVIEW</b>	1) Psychotherapy video clip (3:53-26:57) 2) chapter lectures
		<b>DUE</b>	1) DQ7 + peer response (or Wed. Zoom session) 2) DQ8 + peer response (or Wed. Zoom session) 3) Flipgrid Career Development
<p style="text-align: center;">Week 5 June 27-July 1</p>	<p style="text-align: center;">Senior Development <i>CACREP F.3.a</i></p> <p style="color: red; text-align: center;"><i>NOTE: All submissions must be made by Friday!</i></p>	<b>READ</b>	1) Ch. 11- Middle Adulthood 2) Ch. 12- Late Adulthood 3) Ch. 13- Oldest Elderhood
		<b>REVIEW</b>	1) chapter lectures
		<b>DUE</b>	1) DQ9 + peer response (or Wed. Zoom session) 2) DQ10 + peer response (or Wed. Zoom session) 3) Autobiographical development project

## Scoring Rubric Conference Session Proposal

	<b>Highly Effective</b> 5	<b>Effective</b> 4	<b>Revisions Needed</b> 3	<b>Does not meet standards</b> 2
<b>Topic relevance and significance</b>	Clearly addresses developmental issues in the field in significant ways that will contribute to counseling. Will be a worthwhile session across interest groups.	Addresses developmental issues in the field in important ways that contributes to counseling. Likely to be a worthwhile session, possibly across interest groups.	Superficially addresses developmental issues in the field in a way that can contribute to counseling. It's value might be limited to a narrow group of practitioners.	Does not address developmental issues in the field in a way that seems likely to contribute to counseling. Value to practitioners not evident.
<b>Developmental considerations</b>	Clearly connected to developmental issues.	Links to developmental issues	Developmental considerations are mentioned but not clearly connected.	No developmental considerations.
<b>Objectives</b>	Participant outcomes are explicitly stated and can be achieved in the proposed presentation format.	Participant outcomes are stated and can be achieved in the proposed format.	Participant outcomes are not stated, take effort to infer, and/or might not be achievable in the proposed format.	Participant outcomes are not stated, cannot be inferred, and/or are not achievable in the proposed format.
<b>Clarity</b>	The proposal is very well-written, with clear, detailed, organized and relevant descriptions.	The proposal is written with detailed, organized and relevant descriptions.	The proposal is written with relevant descriptions, but shows disorganization and lack of detail.	The proposal lacks detail, organization, and/or relevant descriptions.
<b>Writing skills</b>	Demonstrates exemplary graduate level writing skills.	Proficiently demonstrates graduate level writing skills.	Few errors in proposal.	Multiple errors in proposal.



## Scoring Rubric Conference Presentation

	<b>Highly Effective</b>  <b>15</b>	<b>Effective</b>  <b>13</b>	<b>Revisions Needed</b>  <b>11</b>	<b>Does not meet standards</b>  <b>9</b>
<b>Suitability to given time duration</b>	Appropriate for one-hour session.	Can be used for a one-hour session, but some content should be cut to adhere to time frame.	Almost enough information for a one-hour session, but more content is needed.	Amount of content falls short of professional expectations.
<b>Format</b>	Use of PowerPoint (or other appropriate presentation format); effective title slide with contact info; correct usage and placement of objective slide	Use of PowerPoint (or other appropriate presentation format); sufficient title slide; sufficient objective slide	Use of PowerPoint (or other appropriate presentation format); insufficient title slide or objective slide	Format falls short of professional expectations.
<b>Relevancy to counselors and connection to development</b>	Topic and content are relevant for professional counselors. Clearly connected to developmental issues.	Topic is relevant to the field, but application is not clear. Links to developmental issues	Topic/content is loosely connected to the field, but connections and applications are not readily discernible.	Not relevant for professional counselors and/or no developmental connections.
<b>Appearance</b>	The presentation is visually appealing and professional in appearance.	The presentation is text/picture heavy and visually overwhelming.	The presentation is sparse and requires more content and/or font is difficult to read.	Not suitable for professional presentations.
<b>Writing skills</b>	Demonstrates exemplary graduate level writing skills.	Proficiently demonstrates graduate level writing skills.	Few errors in presentation.	Multiple errors in presentation.

## Scoring Rubric Flipgrid Career Development

	<b>Highly Effective</b> <b>10</b>	<b>Effective</b> <b>8</b>	<b>Revisions Needed</b> <b>6</b>	<b>Does not meet standards</b> <b>4</b>
<b>Career goal and life stage presentation</b>	Presents career goal and life stage with a clear description	Presents career goal and life stage with a sufficient description	Description is confusing and/or 1 element is missing	Description is confusing and career goal and life stage is not displayed
<b>Exploration of life adjustments and impact of choices</b>	Presents a thorough description of life adjustments and explores how these choices affect loved ones	Presents a brief description of life adjustments and minimally explores how these choices affect loved ones	Presents a brief description of life adjustments but does not explore how these choices affect loved ones	This section is not addressed
<b>Analysis of Potential Challenges</b>	Thoroughly describes potential challenges and presents potential solutions	Briefly describes potential challenges and presents potential solutions	Briefly describes potential challenges but does not present potential solutions	This section is not addressed
<b>Self-care</b>	Presents a comprehensive self-care plan for their future lifespan development	Presents a brief self-care plan for their future lifespan development	Attempts to present a self-care plan for their future lifespan development	This section is not addressed
<b>Mechanics</b>	Video is easily viewable on Flipgrid and uploaded according to instructions.	Video is clear and accessible with some maneuvering	Video presents significant audio or visual issues.	Video presents significant audio and visual issues.

## Scoring Rubric Autobiographical Development Project

	<b>Highly Effective</b>  25	<b>Effective</b>  20	<b>Revisions Needed</b>  15	<b>Does not meet standards</b>  10
<b>Fundamental Aspects of Development</b>	Project thoroughly and comprehensively describes 3 easily identifiable life events from 3 different developmental periods.	Project satisfactorily describes 3 easily identifiable life events from 3 different developmental periods.	Project describes 2 life events from different developmental periods. Some events lack detail or are difficult to identify.	Project describes 1 life event. Event lacks detail or is difficult to identify.
<b>Application of Theory</b> (CACREP F.3)	Project includes a comprehensive & thorough application of 3 developmental theories.	Project includes a satisfactory application of 3 developmental theories.	Project includes some application of developmental theories but does not include theory from all 3 aspects of development (only 2 are present) and/or application lacks detail or accurate understanding of developmental theory.	Project includes the application of 1 or no developmental theories, and/or application lacks detail or no understanding of developmental theory.
<b>Analysis</b>	Demonstrates a completely CLEAR, ACCURATE, and IN-DEPTH understanding of the subject.	Demonstrates a CLEAR and ACCURATE understanding of the subject, but needs to FURTHER elucidate.	Demonstrates SOME understanding of the subject at a SUPERFICIAL level.	Demonstrates limited understanding of the content material.
<b>Presentation Style</b>	Demonstrates exemplary presentation skills.	Demonstrates sufficient presentation skills.	Presentation lacks detail or is difficult to understand.	Numerous errors in presentation.

## Application Worksheet

**Instructions:** Review the theories presented in Chapter 2. Choose **one** specific life event from **three** different developmental periods in your life (e.g. Preschool: Early School Age, Middle Childhood, Early Adolescence, Late Adolescence, Early Adulthood, or Middle Adulthood). Choose **three** theories to apply to the different life events you selected. In your preferred format, discuss how the aspects of your chosen theories apply to your life events. Specifically refer to the information presented in the text and clearly connect the course content to your own experiences through a scholarly lens. You will upload your project to D2L and upload the application worksheet to LiveText. Your project may be completed as a video (10-20 minutes), Powerpoint (10-20 slides), or APA-formatted paper expanding on the worksheet (6-8 pages including title page and reference page). Any projects outside of these options must be pre-approved.

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

	Developmental Period	Significant life event (2-3 sentences)	Application of theory (5-6 sentences)
<b>Life Event 1</b>			
<b>Life Event 2</b>			
<b>Life Event 3</b>			