

COUN 7310 (section 004)
Counseling Application of
Lifespan Development

Summer 2011

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**Department of Special Education,
Rehabilitation, and Counseling**

College of Education

INSTRUCTOR INFORMATION:

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OFFICE HOURS:
Tuesdays and Wednesdays on-
campus and by appointment

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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SYLLABUS**

1. **Course Number:** COUN 7310-004
 Course Title: Counseling Applications of Lifespan Development
 Credit Hours: 3 semester hours
 Prerequisites: COUN 7400
 Corequisites: None
 Place and Time: HC 2346, Tuesdays, 12:00 – 3:50 p.m. (CST) (May 24 – July 26th, 2011)

Instructor: Chippewa M. Thomas, Ph.D., LPC, NCC
 Associate Professor and CMHC Program Coordinator
 2084 Haley Center
 844-2895
 thoma07@auburn.edu

2. **Date Syllabus Prepared:** Fall 2003; reviewed and updated May 2009, May 2011

3. **Texts or Major Resources:**

Juntunen, C. L., & Atkinson, D. R. (2002). *Counseling across the lifespan: Prevention and treatment*. Thousand Oaks, CA: Sage.

An advanced undergraduate or graduate level textbook on developmental psychology/human development as well as journal articles on theories identified for coverage in the course. This will supplement the use of the required textbook. You may purchase a text, borrow one from a peer, or use library resources to obtain this text. Instructor will provide recommendations as needed.

Primary web resources:

<http://www.srcd.org> [Society for Research in Child Development]
<http://www.nichd.nih.gov> [National Institute for Child Health & Human Development]
<http://www.aecf.org/kidscount> [Kids Count]
<http://child.cornell.edu/> [Child Abuse Prevention Network]
<http://www.adultdevelopment.org/booklist.html> [Society for Research in Adult Development]
<http://www.who.int/child-adolescent-health/> [Child and Adolescent Health Development]
<http://apadiv20.phhp.ufl.edu/> [APA Division 20 Adult Development and Aging]
<http://www.aadaweb.org/> [ACA Association for Adult Development and Aging]

4. **Course Description:**

Theories and current research in development across the lifespan with emphasis on applications to counseling.

Expanded Course Description:

Introduction to basic terminology and current topics of interest in lifespan development with emphasis on methods of (rehabilitation) counseling practice; theoretical frameworks for understanding human behavior, specifically stages of development in physical, cognitive, emotional, social, cultural, and identity contexts.

5. Course Objectives:

Upon completion of this course, students will demonstrate the following:

- a. Describe the principal components of theories of life-span development, age and period stage (child, adolescent, and adult) development, and family development. **CAREP 2.K.3.a.; CACREP 2.K.3.b.; CACREP CC 2.4; CACREP SC c.2.d.; SDE 290-3-3.50(2)(a)1; NASP 2.4.; APA Self Study B3.b.; D; CORE**
- b. Describe normative and non-normative age-graded transitions of infancy, childhood, adolescence, early adulthood, middle, and late adulthood. **CACREP 2.K.3.a.; CACREP CC 2.4; SDE 290-3-3.50(2)(a)1 NASP 2.4.; APA Self Study B3.b.;D; CORE**
- c. Delineate the etiology, prevention, assessment, treatment and of developmental disorders. **CREP 2.K.3.c.; CACREP CC 2.4; CACREP SC c.2.d.; 2.4;SDE 290-3-3.50(2)(a)1;NASP 2.4; NASP 2.7.; APA Self Study B3.b & c; D; T; CORE**
- d. Describe how differences in culture (e.g., heritage, environment and lived experiences), race, social class, gender, sexual orientation, family structure, nationality, occupation, socioeconomic status, and religion/ spirituality impact the course of development across the lifespan. **CACREP 2.K.3.b.; CACREP 2.K.3.c.; CACREP 2.K.3.d.; CACREP 2.K.2.c.; SDE 290-3-3.50(2)(a)1; NASP 2.4; NASP 2.7.; D; T; CORE**
- e. Discuss the relative contributions and interactions of genetics and environment in human development, and explain how those factors may be considered in counseling. **CACREP 2.K.3.c. SDE 290-3-3.50(2)(a)1.; APA Self Study B3.c.; D; CORE**
- f. Describe the ethical and legal issues pertaining to counseling across the lifespan. **CACREP 2.K.3.e.; D; T; CORE**
- g. In response to case studies, state how developmental theories and research suggest directions for counseling practice. **CACREP 2.K.3.d.; CACREP CC 2.4.; D; T; CORE**
- h. Identify current research on lifespan development related to counseling practice. **CACREP 2.K.3.d.; CACREP 2.K.2.c.; CACREP CC 2.4; CACREP SC c.2.d. APA Self Study B3.c.; D; T; CORE**
- i. Describe counseling interventions appropriate to childhood, adolescence, early adulthood, middle, and late adulthood stages of life. **CACREP 2.K.3.a.; CACREP**

2.K.2.c.; CACREP CC 2.4; CACREP SC c.2.d.; SDE 290-3-3.50(2)(a)1; NASP 2.7.; APA Self Study B3.c.; D; T; CORE

6. Course Content and Schedule:

Date:	Class Topic:	Reading Due:	Assignment Due:
05/24	Course Introduction: Syllabus, Overview, and Questions, Lifespan Theory Knowledge Test, Learning styles Questionnaire	None	None
05/31	Syllabus Questions, Course Overview Human Development for Counseling and Rehabilitation Counseling Theories	Chapters 1& 2	None
06/07	Development in the Early Years: Counseling Children	Chapters 3,4 & 5	Lifespan Counseling Approach Presentation
06/14	Adolescent Developmental Issues: Service Concepts	Chapters 6,7,8,9 &10 (Select Two)	Lifespan Counseling Approach Presentation Interview due via Blackboard mail
06/21	Mid-Semester Early Adulthood Issues: Applications for Individuals with Disabilities Midterm Examination in Blackboard	Chapters 11,12,13,14 &15 (Select Two)	Lifespan Counseling Approach Presentation
06/28	Mid-Adulthood Issues: Counseling Adults	Chapters 16 &17	Lifespan Counseling Approach Presentation
07/05	Older Adulthood Issues: Counseling Adults	Chapter 18	Lifespan Counseling Approach Presentation Critical Reflection of Practice Paper due via Blackboard mail
07/12	Developing Identity/Identity Development: Diversity and Disability Considerations	Chapter 19	Lifespan Counseling Approach Presentation *Schedule time to prepare for final examination
07/19	Death and Dying: Counseling Considerations Course Evaluation	Chapter 20	Lifespan Counseling Approach Presentation *Schedule time to prepare for final examination
07/26	Final Examination in Blackboard	None	None

7. Course Requirements/Evaluation:

The course will be facilitated by assignments, reading, and lecture, and group discussion/activity, examination of content and application of content. Lecture power point presentations will be posted on Blackboard after each class session.

a) Reading

Class Preparation and Participation - 50 pts: Because this course relies heavily upon the content, every effort should be made to complete assigned readings in preparation for each class, attend all class sessions, and to reflect on learning. Because theory may only become useful to the extent that it is put into practice, students are encouraged to engage in class discussions as well as those assigned via the discussion board. All students should be prepared to participate in each type of class activity (e.g., polls, discussions, assignments). Active participation is essential.

Excellent (45-50 pts) - Proactive participation: leading, originating, informing, challenging discussions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

Satisfactory (35-45 pts) - Reactive participation: supportive, follow-up discussions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimally Acceptable (30-35 pts) - Passive participation: a one sentence discussion indicating that one is present, aware of discussion feed, but not actively involved in discussions.

Unsatisfactory (0-29 pts) - Uninvolved: no indication of a presence in the discussion feed, or contributing irrelevant discussion content that inhibits or impedes the progress of a student, students or the entire class.

b) Assignments:

Lifespan Interview (Mock Clinical Interview) - 50 pts: Students will complete a personal interview of one person situated in one of the following points of the lifespan: a preteen (they may use a parent/legal guardian to assist in this interview), an adolescent to early adulthood aged individual (ages 13 through 29), and a mid (ages 30 through 44) to late adulthood aged individual (ages 45 and beyond). The interviews will be conducted to obtain an understanding of the current developmental issues the person is facing and place the information within the context of theories from the course. The interviews will be documented and turned in

using the interview template provided. It is expected that you will adequately disguise the identity of the individuals you interviewed by providing alias names and changing details (you would not want to change any that would affect your application of theory but you can often change where a person is from, their date of birth, or current living location without making substantial changes to cases; do not include information that is specific enough to identify an individual such as if you would interview someone who has a condition that has resulted in public attention on the individual). An interview guide for each age group will be provided. Students' should use this as a guide but also follow up when there is relevant content that will help in the understanding of the individual's development.

Lifespan Counseling Approach Presentation - 60 pts: Students will be grouped or work on their own to develop and deliver a presentation featuring a counseling approach that is an application of the students' knowledge of effective counseling with a client that has an identified developmental concern (e.g., specific topic or population). The presenter or presenters will present a case conceptualization of a client discussing lifespan dimensions (physical, cognitive, social emotional and cultural, developmental issues) a counselor would encounter with the client that relates directly to the counseling approach (intervention or prevention strategy).

A brief description (conceptualization) of the client (including family background) will be developed and submitted. Students will submit the topic of the presentation two weeks prior to the presentation date. Using power point to present research findings and empirical support for the approach, students should submit the power point in Blackboard mail to the instructor one week prior to the presentation (see Appendix A: Lifespan Counseling Approach Presentation Outline and Guidelines). The total presentation time is **60-70 minutes** (due the assigned class date). Each group/individual presenter will integrate discussion questions grounded in course content to facilitate class discussion *throughout* the presentation.

Creativity is encouraged (e.g. counseling session role play, a song, dramatic interpretation, video clips from YouTube, games that will facilitate discussion, and use of the class board as an interactive tool, etc.) Each group/individual presenter will be evaluated on content, clarity, creativity, impact of diversity, logistics and contribution merit (for groups, *individually* - 10 pts.) for evidence of contribution to the group effort (see Appendix C: Contribution Evaluation Form), and leadership/facilitation role in the presentation. *Individual points will be deducted if evaluation forms (paper) are not turned in on or before the day of the presentation.*

Critical Reflection of Practice Paper - 40 pts: Students will be responsible for identifying one counseling strategy or approaches increase their familiarity with several key developmental theories as applied to service provision with clients. As outlined on the course schedule, students will submit a critical reflection of what is the most appropriate and effective service provision approach for a client at a certain point along the lifespan (as applied to a critical developmental/disability/vocational issue).

The reflection should demonstrate that the student has the ability to conceptualize a client's life stance and condition in order to recommend (based on empirical support) an intervention/prevention strategy that could be conveyed using counseling and other supports. The reflection should contain the following content components: 1) introduction of who the approach or strategy would be appropriate to use with; 2) research that support the use of the approach or strategy; 3) a description of the mechanics of the approach or strategy; 4) the student's reflection on the efficacy of the approach or strategy for practice in their own work setting.

The reflection should follow APA 6th Ed. Format which includes a title page and reference list; no abstract is required. The critical reflective content should be no less than 2 pages double spaced; therefore the entire paper should not be longer than 4 pages.

c) Examination:

Two examinations will be administered in the class. A midterm examination and (**50 pts.**) and a final examination (**50 pts.**) will be administered via Blackboard. All examinations will likely consist of multiple-choice questions. Both the midterm and the final examination will test students' knowledge of content covered in the course, as well as students' ability to apply content knowledge of counseling.

d) Evaluation:

Requirement:

Reading and Participation	50	255-300	A
Interview	50	209-254	B
Midterm Examination	50	163-208	C
Lifespan Counseling Presentation	60	117-162	D
Critical Reflection Paper	40	under 117	F
Final Examination	<u>50</u>		
Total	300		

8. Class Policy Statements:

- a. *Active, cooperative, and collaborative learning* is a strongly emphasized in this course. Learning often takes place when students are open to self-awareness and exploration, to becoming knowledgeable of diverse perspectives, and to being reflective about what is learned. Students are encouraged to participate in all discussions and complete all assignments. This class is an opportunity to strengthen counseling and cultural competence skill and ability. Course planning, instruction and evaluation will emphasize person-centered language, cultural inclusiveness and responsiveness, and will draw from multicultural counseling, cross-cultural, social justice theoretical frameworks.
- b. *Attendance*: It is difficult to successfully complete the course without reading and attending the class lecture. The instructor requests that if a student cannot attend class for any reason (such as to attend a professional conference, workshop or training), notify the instructor in advance. Given that students are asked to turn in assignments via Blackboard email, assignments are always due on the day indicated on the course schedule even if the student is able to attend class. Only one excused absence is given to each student without penalty. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. If an assignment or an exam is missed, make-ups will be given only for University-approved excuses as outlined in the Tiger Cub.
- c. *Written work*. Written assignments should be *typed*, in 12-point, Times New Roman font, in APA (6th ed.) format. All assignments should include the students' name, the course identifier, and semester date on a title page. A reference page is not required unless citations are referenced in the body of the assignment. Assignments will only be accepted by the instructor via Blackboard mail. Since email accounts have misbehaved from time to time, I encourage you to use the instructor's Auburn University email address, to send a copy of the assignment as a back-up. Assignments that do not meet the aforementioned guidelines will not be graded. Late assignments **will not** be accepted unless the instructor has prior knowledge or in cases of genuine emergency.
- d. There will be no unannounced quizzes and examinations.
- e. Students who need accommodations are asked to schedule an appointment with the instructor or arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
- f. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

- g. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
- Engage in responsible and ethical professional practices
 - Contribute to collaborative learning communities
 - Demonstrate a commitment to diversity
 - Model and nurture intellectual vitality

9. Justification for Graduate Credit (for Graduate Credit Only)

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.

APPENDIX A

COUN 7310 Lifespan Counseling Approach Presentation Outline/ Guide Summer 2011

1. Case Description (conceptualization)
 - Client and clients (in group) affected
 - Stage/ Phase of the lifespan infancy, childhood, adolescence, early adulthood, middle, and late adulthood.
 - Dimensions (physical, cognitive, emotional, social, cultural) of impact (e.g. developmental milestones, language/literacy, socio-economic considerations, etc.)
 - Critical issue (as described by the case). Based on the need(s) identified what specific services will you be providing?
 - Primary
 - Modality of direct services:
 - Secondary
 - Preventive Components (e.g. recourses)
 - Educational Components
 - Relapse or Aftercare Components
 - Social Service or Outreach Components
2. Treatment Goals and Objectives
 - Goals and Objectives should be written in terms that are observable or measurable in clients progress (consider methods of evaluation).
 - Goals should be written to consider long-term or overall desired outcomes
 - Objectives break down goals into the components or “action” aspects of the counseling intervention.
 - Demonstrate client participation in the development of treatment goals and objectives (ethical considerations).
 - Goals and objectives need to be able to be accomplished within the parameters of the treatment plan, services provided, resources, and costs.
 - Duration of Treatment (Short and long term)
 - In what ways will the client’s needs or requirements be addressed needs (clinical, environmental/cultural)?
3. Description of Interventions
 - Counseling interventions should relate to the overall goal and specific objectives listed in the treatment plan.

- Intervention/Treatment Components (e.g. group individual, theoretical orientation/approach, strategies for change, etc.)
4. Rationale
 - Theory or theories drawn upon
 - Treatment approaches grounded by the literature (including the course textbook)
 - References
 5. Logistics
 - Treatment evaluation methods (barriers and clients participation in evaluation of treatment)
 - Potential use of evaluation information
 - Location of counseling services
 - Other materials
 6. Facilitate Small Group Discussion
 - Class needs to apply model presented to the client(s) in group they've developed.
 - Facilitate a discussion of nuances by addressing critical issues in counseling different clients at similar stage/phases of development.
 - What other factors should be considered?

APPENDIX B

COUN 7310 **Examples of Previous Presentation Topics** **Summer 2011**

Examples of previous intervention topics address by previous student presentations:

- Depression and Bipolar disorder in children
- Prevention and Treatment of Family Violence
- Gender Identity Development at Young Adulthood
- Suicidality in Adolescence
- Developing Health Relationships in Adulthood
- Becoming a Spouse in Late Adulthood
- Becoming a Parent in Middle Adulthood
- Career Development and Career Change in Later life
- Sexuality in Older Adulthood
- Body Image in Adolescent and Young Adult Females
- Hormonal Changes Accompanying Aging
- Minority Adults and Disability Identity Development

Approved Web Resources

<http://www.srcd.org/> [Society for Research in Child Development]

<http://www.adultdevelopment.org/booklist.html> [Society for Research in Adult Development]

<http://www.nichd.nih.gov/> [National Institute for Child Development & Human Development]

<http://www.aecf.org/kidscount/> [Kids Count]

<http://www.who.int/child-adolescent-health/> [Child and Adolescent Health Development]

<http://apadiv20.phhp.ufl.edu/> [APA Division 20 Adult Development and Aging]

<http://www.aadaweb.org/> [ACA Association for Adult Development and Aging]

Approved Journals

Children

- Child Development
- Developmental Psychology
- British Journal of Developmental Psychology

Adolescence

- Journal of Adolescence Research

Adulthood

- Journal of Adulthood
- Journal of Career Development

Late Adulthood

- Experimental Aging Research
- Journal of Gerontology
- Psychology and Aging
- International Journal of Aging and Human Development

General

- American Psychologist
- Annual Review of Psychology
- Applied Developmental Science
- Counseling and Values
- Developmental Review
- Developmental Science
- Journal Counseling Development
- Journal of Counseling Psychology
- Journal of Family Psychology
- Journal of Humanistic Counseling, Education & Development.
- Journal Multicultural Counseling and Development
- Journal of Personality and Social Psychology
- Human Development
- Personality and Individual Differences
- Psychology Bulletin
- Psychology Review
- Psychological Science
- The Family Journal

APPENDIX C

COUN 7310 Contribution Evaluation Form for Student Dyads Summer 2011

Please remember responses to this form are confidential and are not shared with other group members. This form helps the course instructor determine the level of contribution among group members.

Group Identifier - Lifestage/Phase:

Group Participation: All group members may contribute to different parts of the overall project to varying degrees. It is also possible that one or two members may carry a larger percentage of the work but it is expected that overall all members contribute *similar* if not equal amounts. Considering that 100% is the total percentage of contribution to the whole project:

1. What was your percentage of contribution?

Name:

Contribution:

2. What was the percentage of contribution of other members (please identify group members by name)?

1.

2.

3.

3. Did you experience any difficulties in participating in this group project?

COUN 7310
In-Class Lifespan Exercise
Summer 2011

Name: _____

Name to call you in class: _____

Degree Area: _____

Contact information: _____

Self Identified Learning Style (at present): _____

How do you think your learning style developed?

Childhood: _____

Adolescence: _____

Adulthood: _____
