**COUN 7310 (Section 002)**

**Counseling Applications of Lifespan Development**

**Summer 2014**

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

**College of Education**

Instructor Information:

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**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** COUN 7310-002

 **Course Title:** Counseling Applications of Lifespan Development

 **Credit Hours:** 3 semester hours

 **Prerequisites:** COUN 7400

 **Corequisites:** None

**Instructor:** Starla Dallesasse, Ph.D.

**Instructor Email:** Sla0004@auburn.edu

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**Telephone:** 334-727-0550, Ext. 5441

**Office Hours:** Please contact me to schedule an appointment as I do not have scheduled office hours as an adjunct faculty member.

1. **Syllabus Revised:** May 2014
2. **Required Materials:**

**Textbook:** Santrock, J.W. (2012). *A Topical Approach to Life-Span Development (*6th ed*.).*New York: McGraw Hill.

**Software:** MyDevelopmentLab (Course ID: dallesasse21776)

* MyVirtualLife (Course ID: 3934)

 **Course Description:**

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

**Expanded Course Description:**

This course provides an examination of major theories of human development, including those from physical, psychological, cognitive, social, and moral perspectives. Development is viewed across the human lifespan in each of these areas. The course is designed to encourage an integrated concept of these theoretical perspectives, which serves as a developmental framework for the counseling process.

1. **Course Objectives:**

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

1. Describe the principal components of theories of life-span development, age and period stage (child, adolescent, and adult) development, and family development. **CREP 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**
2. 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**
3. 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**
4. 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;**
5. 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**
6. Describe the ethical and legal issues pertaining to counseling across the lifespan. **CACREP 2.K.3.e.; D; T**
7. 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**
8. 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**
9. 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**
10. **Course Content and Schedule:**

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| --- | --- | --- | --- |
| **Date:** | **Class Topic:** | **Reading Due:** | **Assignment Due:** |
| **5/22** | Syllabus ReviewIntroduction to & Theories of Lifespan Development  |  |  |
| **5/29** | No Class – Memorial Day | Chapters 1-5 |  |
| **6/5** | Cognitive Processes & Development | Chapters 6-9  |  |
| **6/12** | Cognitive Processes & Development | Chapters 6-9  |  |
| **6/19** | Socioemotional Processes & Development  | Chapters 10-13  | Take-Home Midterm Distributed |
| **6/26** | Socioemotional Processes & Development  | Chapters 10-13 | MyVirtualChild Assignments DueMidterm Due |
| **7/3** | No Class – 4th of July |  |  |
| **7/10** | Social Contexts of Development | Chapters 14-16 |  |
| **7/17** | Social Contexts of Development | Chapters 14-16 | Take-Home Final Distributed |
| **7/24** | Endings | Chapter 17 | MyVirtualLife Assignments DueFinal Due |

1. **MyVirtualLife Assignments**

To encourage direction application of material reviewed in this course, students will raise a virtual child and live a virtual adult life through the program, *MyVirtualLife*. Instructions for signing-up/accessing the program are included in Appendix A.

Completion of the program (i.e., raising your virtual child and living your adult virtual life) takes approximately 16 hours to complete. **You are expected to fully participate in and complete all components of the virtual programming** (e.g.,reading vignettes, answering questions after purposeful reflection, watching ALL videos, reviewing all feedback from the program regarding your virtual child/virtual adult life).

While raising your virtual child and living your virtual adult life, you will be prompted to complete 20 brief, written assignments, which are included in Appendix B. Each paper is worth 10 points (200 points total). Although there are no page requirements for these written assignments, it is expected that answers be comprehensive, supported by scholarly research, and consistent with APA guidelines. All written assignments should be e-mailed to the instructor on the dates identified in the syllabus schedule.

**Take-Home Mid-Term and Final Examinations**

50-question (multiple-choice) midterm and final examinations are scheduled for this course. Questions for the exams will be reflective of lifespan development content covered on the EPPP, as well as the NCE.

1. **Rubric and Grading Scale:** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

 **Assignment Points \_\_\_**

 MyVirtualLife Papers 200

 Mid-Term Examination 100

Final Examination 100

 TOTAL 400

 **Grade Evaluation**

A = 90%-100%

 B = 80%-89%

 C = 70-79%

 D = 60-69%

 F = 0%-59%

1. **Class Policy Statements:**
2. **Participation:** Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. 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. Students must satisfy all course objectives to pass the course.
3. **Excused Absences:**  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
4. **Make-Up Policy:** Arrangement to make up missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
5. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. **Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
7. **Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
8. **Professionalism:** 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
1. **Justification for Graduate Credit (for Graduate Credit Only)**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**Appendix A**

**MYLAB & MASTERING STUDENT REGISTRATION INSTRUCTIONS**

**To register for Counseling Applications of Lifespan Development:**

1. Go to pearsonmylabandmastering.com

2. Under Register, click **Student**.

3. Enter your instructor’s course ID: **dallesasse21776** and click **Continue**.

4. Sign in with an existing Pearson account or create an account:

* If you have used a Pearson website (e.g., MyPsychLab), enter your Pearson username and password.

 Click **Sign in**.

* If you do not have a Pearson account, click **Create**. Write down your new

 Pearson username and password to help you remember them.

5. Select an option to access your instructor’s online course:

* Because I am not using the textbook that accompanies the software, you will need to **purchase an access code (direct access)** using a credit card or PayPal.
* After purchasing an access code, you will have direct access to the course.

6. Click **Go To Your Course** on the Confirmation page. Under MyLab & Mastering

New Design on the left, click **Counseling Applications of Lifespan Development** to start your work.

**To sign in later:**

1. Go to pearsonmylabandmastering.com

2. Click **Sign in**.

3. Enter your Pearson account username and password. Click **Sign in**.

4. Under MyLab & Mastering New Design on the left, click **Counseling Applications of Lifespan Development** to start your work.

**Appendix B**

**MY VIRTUAL CHILD ASSIGNMENTS**

You will raise a virtual child and live a virtual adult life through the program, *MyVirtualLife*. Instructions for signing-up/accessing the program are included in Appendix A.

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While raising your virtual child and living your virtual adult life, you will be prompted to complete 20 brief, written assignments, outlined below. Although there are no page requirements for these written assignments, it is expected that answers are comprehensive, supported by scholarly research, and consistent with APA guidelines. All written assignments should be e-mailed to the instructor on the dates identified in the syllabus schedule.

**8 Months**

* At 8 months of age, was your child an "easy," "slow-to-warm-up," or "difficult" baby in terms of Thomas and Chess' classic temperamental categories? On what do you base this judgment?
* What attachment style would you characterize your child as displaying? Provide evidence for this judgment. What is happening at the 3-month and 8-month periods that might affect attachment security?

**4 Years**

* How would you characterize your parenting style? How have your specific parenting techniques changed since infancy? In what ways do you think your parenting style, or any other aspect of your parenting, has been influenced by your cultural background or other experiences?
* How would you characterize your child's personality? Would you say that your child is primarily overcontrolled, undercontrolled or resilient? Support your argument.

**8.11 Years**

* Describe some examples of your child's behavior or thinking that you think are due to typical American gender role socialization and explain why you think so. Several examples can be found at ages 6 and 8. How closely does your attitude toward gender roles correspond to “typical” American attitudes, and if there is a discrepancy, to what do you attribute this (e.g., cultural background, attitudes of your own parents)?

**10.11 Years**

* Some children will begin puberty as early (or earlier) than age 11. Are there factors that may suggest early puberty for your child? What are the risks of early sexual maturation for a child of your child's gender?

**12.11 Years**

* Your virtual child wants a smart phone. Will you give one to him/her? Why or why not? Will you allow him/her to use social media (e.g., Facebook, Instagram, Twitter)? How much daily "screen time" do you feel is appropriate for a child at this age? How will you as a parent set limits? Please use scholarly references to inform your decision(s)/response.
* Describe any physical or behavioral signs of incipient puberty. What are you most worried about at this stage of development? Will you discuss issues related to reproductive health (i.e., sex) with your child or will you ask someone else to do it on your behalf? Why or why not? What information would you most want your child to know?

**16.11 Years**

* This section explores how well your teen managed adolescent issues such as risk-taking, drugs, alcohol, and sexual interests. Provide one example that your teen encountered from the list above. Citing information from the textbook and/or other scholarly resources, do you think your teen's behavior was typical (i.e., usual for adolescents) OR problematic (i.e., went too far - with concerning consequences for your child's development)? How did you respond to your teen in this situation? Explain whether you think your response was appropriate and why.

**18.1 Years**

* As the program ends, what pathways does your child appear to be on in terms of physical, cognitive, social, emotional and moral development? To what extent could you have predicted these pathways based on what you knew of your child's earlier development? Describe some specific ways in which you think your parenting mattered for your child's development, based on evidence from the course regarding the contributions of parents to child development.

**MY VIRTUAL LIFE ASSIGNMENTS**

**36.6 Years**

* Think of the various aspects of development (e.g., cognitive, personality, social) that may change and stay the same as you grow older. Do you expect more influence of nature/genetics or nurture/experience in these areas of your development? How would one know whether nature or nurture plays more of a role in these aspects of change over time?
* Many young adults find themselves in what is commonly referred to as the "sandwich generation." They are responsible for raising their own children, while managing the increased needs of aging parents. List three sandwich-generation issues that you might face as you reach your 30s and 40s and give one reputable resource that might help you (or your patients) handle each one.

**40 Years**

* How could the timing of becoming a parent in your life influence the sorts of possible outcomes you might experience later in life? What if you had had your children when you were younger? Or, how might your life be different from peers who have young children later in life? If you could choose the age at which you have children, what sorts of variables within your control would you take into consideration?

**42 Years**

* Overall, divorce rates have declined in the last 20 years, but among middle-aged couples, the rates are rising. Research what current statistics are available for different groups of individuals. Describe three factors that contribute to contemporary rises in middle-aged divorce rates.

**43 Years**

* Describe advantages of experiencing divorce in midlife (e.g., more income, stable job, identity) versus disadvantages (e.g., shared "stuff," more contentious, mutual friends, investments).

**47 Years**

* How do you see your attitudes about cultural stereotypes being shaped by generational or cohort effects? Name some unique aspects of your generation that may have shaped your views of gender, sexual orientation, politics, or other categories of individual differences?

**55 Years**

* How would you describe a “midlife crisis” to someone in your family who explains their unpredictable or sudden change in behavior, based upon the theory and research described in your textbook?

**60 Years**

* Currently, national trends indicate that more middle aged adults are caring for others than ever before. Take the occurrence of Boomerang Children as an example - what are some likely reasons for increases in parents having Boomerang Children at home?

**80 Years**

* At the end of your life, do you feel a sense of connection with others? OR Are you contending with despair at having made “wrong” decisions in life, wasted time; like Ebenezer Scrooge, you despise those around you-especially those you are most like? If you could live your virtual life over, what would you perhaps do differently?
* What model would you use to describe your coping with death and dying? Use your textbook to identify the model and describe how the stages you confront might be played out in your late adult years; comment on previous experiences in your life (in childhood or adolescence, or earlier adulthood ages), which might also contribute to such a response.