

COUN 7310 001

Counseling Applications of Lifespan Development

Summer 2015

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Department of Special
Education, Rehabilitation,
and Counseling

College of Education

INSTRUCTOR INFORMATION:

Marilyn A. Cornish, Ph.D.
Assistant Professor
2052 Haley Center
mcornish@auburn.edu
334-844-7601

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OFFICE HOURS:

by appointment

COLLEGE OF EDUCATION



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



SYLLABUS

- 1. Course Number:** COUN 7310 001
Course Title: Counseling Applications of Lifespan Development
University: Auburn University
Credits: 3 semester hours
Prerequisites: COUN 7400
Instructor: Marilyn A. Cornish, PhD
Contact Info: 2052 Haley (mail: 2084); mcornish@auburn.edu; 334-844-7601
Class Meeting: Thursdays 4:00-7:50pm in Haley 2454
Office Hours: By appointment

- 2. Date Syllabus Prepared:** 5/2015

3. Required Textbook:

Broderick, P. C., & Blewitt, P. (2014). *The life span: Human development for helping professionals* (4th ed.). Upper Saddle River, NJ: Pearson.

Additional Required Readings:

Briley, D. A., & Tucker-Drob, E. M. (2014). Genetic and environmental continuity in personality development: A meta-analysis. *Psychological Bulletin*, 140, 1303-1331. doi: 10.1037/a0037091

Charles, S. T. (2010). Strength and vulnerability integration: A model of emotional well-being across adulthood. *Psychological Bulletin*, 136, 1068-1091. doi: 10.1037/a0021232

Vallotton, C. & Ayoub, C. (2011). Use your words: The role of language in the development of toddlers' self-regulation. *Early Childhood Research Quarterly*, 26, 169-181. doi: 10.1016/j.ecresq.2010.09.002

Woodman, A. C., Mawdsley, H. P., & Hauser-Cram, P. (2015). Parenting stress and child behavior problems within families of children with developmental disabilities: Transactional relations across 15 years. *Research in Developmental Disabilities*, 36, 264-276. doi: 10.1016/j.ridd.2014.10.011

4. Course Description:

Catalog Description: Theories and current research in development the lifespan, with emphasis on applications to counseling.

Expanded Description: Introduction to basic terminology, theories, and concepts of interest in lifespan development with an emphasis on relevance to counseling practice. Coverage of physical, cognitive, emotional, social/relational, cultural, and identity development across the lifespan. Attention to the impact of both genetics/heredity and environment/culture on development, including the complex interplay of these factors.

5. Course Objectives:

Upon successful 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. **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 B2.O2.C1**
- 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 B2.O4.C1**
- c. Delineate the etiology, prevention, assessment, and treatment 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 B2.O2.C2, B2.O3.C1**
- 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.; APA Self Study B2.O4.C1**
- 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 B2.O4.C1**
- f. Describe the ethical and legal issues pertaining to counseling across the lifespan. **CACREP 2.K.3.e.; APA Self Study B2.O5.C1**
- 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.; APA Self Study B2.O2.C1**
- 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 B2.O1.C2**
- 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 B2.O2.C2**

6. Course Schedule:

An overview of the course content and schedule is included below. This schedule may change based on the learning needs of the class or other unforeseen circumstances.

DATE	CLASS TOPIC	READINGS	ASSIGNMENTS DUE
May 21, 2015	Course Overview Introduction to Developmental Theories Genes and Biological Influences	Chapter 1 Chapter 2	
May 28, 2015	Prenatal Development Early Years: Physical and Cognitive Development	Chapter 3 Vallotton & Ayoub (2011)	Book selection due (3pm) Article reflection due
June 4, 2015	Infancy and Early Childhood: Emotional and Social Development	Chapter 4 Chapter 5	(1 Lifespan Presentation)
June 11, 2015	Middle Childhood: Cognition Reciprocal Parent-Child Influences	Chapter 6 Woodman et al (2015)	Article reflection due (1 Lifespan Presentation)
June 18, 2015	Middle Childhood/Early Adolescence: Self & Moral Development + Gender & Peers	Chapter 7 Chapter 8	(1 Lifespan Presentation) Midterm exam distributed
June 25, 2015	Adolescence: Physical, Cognitive & Identity Development + Social World	Chapter 9 Chapter 10	Take-home Midterm due (1 Lifespan Presentation)
July 2, 2015	Young Adulthood: Physical, Cognitive Social, and Vocational Development	Chapter 11 Chapter 12	(1 Lifespan Presentation)
July 9, 2015	Middle Adulthood: Cognitive, Personality, and Social Development Continuity in Personality Development	Chapter 13 Briley & Tucker-Drob (2014)	Article reflection due (1 Lifespan Presentation)
July 16, 2015	Emotional Wellbeing Across Adulthood Late Adulthood: Gains and Losses	Charles (2010) Chapter 15	Article reflection due (1 Lifespan Presentation)
July 23, 2015	Book Discussion Final Review of Course Material/Wrap-up		Book Summary due Final exam distributed
July 30, 2015	FINALS WEEK – NO CLASS		Take-home Final due by 12pm (noon)

7. Course Requirements/Evaluation:

Course Requirements:

A. Case Study and Book Discussion Participation (5 points each, 50 points total): All but the final class period will include in-class analysis and discussion of a case study relevant to the day's topic of human development. The final class period will involve discussion of the books students selected to read during the semester (see Requirement D). Students will receive 5 points per class period for participation in these discussions. It is recognized that some students will be more talkative than others, but evidence of engagement, willingness to participate, and respectful behavior must be demonstrated to receive full points for the day. Students with university-approved absences (illness of student, serious illness or death of immediate family member, trips sponsored by academic unit or university class or trips for participation in intercollegiate events, religious holidays, subpoena for court appearance) will

be given the opportunity to make up a portion of missed case study discussion points (up to 2.5 points per excused absence) if a) the student notifies the instructor of the absence per university guidelines, b) requests the case discussion for the day from the instructor, and c) submits written answers to the missed discussion questions before the next class period. Any student who is absent for the discussion for non-university approved absences will receive zero points for that day.

B. Research Article Reflections (15 points each, 60 points total): There are four required empirical journal article readings throughout the semester, as listed in the Course Schedule. For the course date indicated for each article, students are required to have read the assigned journal article and written a brief (3/4 to 1 page single-spaced, 12-point Times New Roman, 1-inch margins) reflection about the article. The reflection should demonstrate that you have read and thought about the article. Therefore, simply summarizing the findings of the article or providing vague descriptions of your reactions without mention of specifics from the article are not adequate reflections. Instead, your reaction paper might include your agreement/disagreement with the theory underlying the research, elements of the study or paper that you found particularly intriguing, components of the study design or analyses that are unclear to you, or other significant reflections. In addition, you need to include how you see the information presented in the article as complementary and/or contradictory to course materials (the textbook and previous class lectures or discussions), including the chapter reading for class that day. You should include supporting examples from the article throughout your reflection. Students will bring a hard copy of the reflection to class to use during discussion of the article, which will then be turned in for grading (see grading rubric on Canvas).

C. Lifespan Presentation (100 points): Students will divide into pairs (or trios if needed based on class size) and develop a one-hour presentation relevant to the developmental period covered on the day of the presentation. For this presentation, students will identify a specific issue or topic (e.g., bullying, miscarriage, transition to retirement) that has developmental significance for the targeted developmental period. Students may choose to select a specific population (e.g., LGBT students for a presentation on bullying) on which to focus or they may talk about the issue for that developmental period in general. Typically, selection of a particular population is warranted if there is a large research/literature base on the selected issue/topic. A grading rubric is provided on Canvas so students can fit their presentation to the grading criteria. The Lifespan Presentation consists of three components:

a) 30-minute oral presentation accompanied by PowerPoint (or similar program) slides. Students must address at least three areas of human development during their presentation (e.g., a presentation on LGBT student's experiences of bullying might address social, emotional, and identity development), as well as empirical or theoretical information on the topic (e.g., scope of the problem, important terms, etc). Finally, the presentation must address applications to counseling in some way (e.g., symptoms to look for, assessment or intervention strategies, implications for practice, etc).

b) 20-minute lifespan-appropriate counseling demonstration in which one student serves as the counselor and the other student acts as the client. In cases of trios, two students will act as clients (e.g., couple, parent/child). The counseling demonstration can consist of an intake session, continuing client session, assessment review, termination session, or other counseling scenario approved by the instructor. Students may choose to do a live demonstration or show a demonstration they have pre-taped.

c) 10-minutes of questions from the audience about the oral presentation and counseling demonstration

D. Book Summary and Review (60 points): Students will select and read a book targeted to a lay audience that is specific to a particular developmental period. The book may be self-help or educational in nature, but is not to be a book specifically written for counseling professionals. It should be a book that the student has not previously read. Books on childhood should be written for parents or other caregivers. Books on the teen years may be targeted to teens themselves or to caregivers. Students must submit two potential options to the instructor via email (including an online link to each book's content) no later than 3pm on May 28. The instructor will either approve one of the options or ask that the student select a different book; final selections must be made by June 4. Students can purchase the selected book, check it out from a library, or borrow it from someone. Students are expected to read the book in its entirety and provide a one-page (single spaced, 12-point Times New Roman, 1-inch margins) summary of the book and the reference in APA style. In addition to the one-page summary, students are to provide a one-page (single-spaced, 12-point Times New Roman, 1-inch margins) review of the book's content (e.g., how well does the information provided align with material from class, how accessible is the book to readers, etc) and provide a recommendation for specific types of clients who could benefit from reading this book. The summary and review should be emailed as one Word document to the instructor no later than the start of class on July 23. On that day, each student will provide a 5-minute overview of their book, which should cover (but not repeat verbatim) the information from the written summary and review. Each student's summary and review will be posted on Canvas to provide students with a "repository" of book recommendations for clients. See grading rubric on Canvas for help with determining how best to complete this assignment.

E. Take-Home Midterm Examination (50 points): A take-home midterm examination will be distributed at the end of class on June 18. The exam will consist of multiple choice and short answer questions, and will cover course content through June 18. Students may use their course materials (e.g., book, notes, handouts), but are required to work independently—that is, students are not to consult with one another about answers or work together to complete the exam. The exam is to be turned in by the start of class on June 25.

F. Take-Home Final Examination (80 points): A take-home final examination will be distributed on the final day of class. The exam will primarily cover material from June 25-July 23, but will also cover major concepts from the first portion of class and one question from each student presentation. The final exam will consist of multiple choice, short answer, and essay questions. The exam is to be turned in by 12pm (noon) on July 30.

Course Evaluation:

As described above, course requirements total to 400 points. Letter grades will be assigned on the following scale according to percentage of total points earned (proportions of a percentage will be rounded to the nearest whole percentage):

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

8. Class Policy Statements:

Late Work Policy: It is expected that you have completed all assignments by the start of class on the day assignments are due. I will not accept late submissions of the *Research Article Reflections* or the *Book Summary and Review*; thus, it is to your benefit to submit a partially completed assignment in the event you are unable to finish it before class begins. Because the *Lifespan Presentation* occurs during scheduled class time, make-ups of the presentation will only be allowed for serious illness or emergency. I reserve the right to make exceptions to my late work policy.

Exam Policy: Late submissions of the take-home midterm or final exams will not be accepted. If an exam is incomplete by the due date and time, the incomplete exam can still be submitted for scoring of completed questions. Students absent on the day an exam is distributed are required to contact me to request their copy of the exam. As stated above, students may use course materials to complete their exams, but they must work independently. If I become aware of students who have worked collaboratively, those students will be required to participate in a re-test (using a different version of the exam) without course materials.

Attendance and Participation: You are expected to be in class and to be prepared. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. As stated in the Course Requirements, students will lose 5 points for every class period missed because of non-participation in the case discussion for that day (but see exceptions for university-approved absences). If an absence is necessary, students should communicate them to me in advance. Missing more than one class period requires instructor approval. Students are responsible for all course material covered and assignment information communicated during a class period in which they were absent.

Respect: Your use of technology during class for non-educational purposes is disrespectful to your peers, your instructor, and the learning process. Cell phones should be turned off or silenced during class. Please do not engage in texting or other messaging during class. In addition, laptops and other devices should only be used for note-taking.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

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. Plagiarism, cheating, and sharing of exam materials may all be grounds for failure of the test, assignment, or the entire course.

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

Office Hours: Rather than having an established office hour, I will meet with students by appointment. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

9. Justification for Graduate Credit:

This course includes advanced content in graduate psychology education and counselor education, and is designed to partially meet standards for accreditation by the American Psychological Association (APA) and Council for Accreditation of Counseling and Related Educational Programs (CACREP). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a course designed to teach human development to future counseling professionals, only students enrolled in approved counseling-related masters and doctoral programs are eligible to take this course.