

**COUN 7316-001**  
**Counseling Applications of Life**  
**Span Development**

*Summer 2015*

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

**INSTRUCTOR INFORMATION:**

**Sherrionda H. Crawford, Ph.D., LPC,  
NCC**

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**OFFICE HOURS:**

**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*



**AUBURN UNIVERSITY  
SYLLABUS**

1. **Course Number:** COUN 7310-001  
**Course Title:** Advanced Assessment and Diagnosis  
**Credit Hours:** 3 Semester hours (Lecture 3)  
**Prerequisites:** COUN 7400  
**Course Instructor:** Sherrionda H. Crawford, PhD, LPC, NCC  
**Semester/Year:** Summer 2015  
**Class/Day/Time:** DE- TBA
2. **Date Syllabus Prepared:** December 2014
3. **Text(s):**  
**Required:**  
Santrock, J.W. (2014). *Life Span Development* (15<sup>th</sup> ed.,). New York: McGraw Hill.  
  
**Recommended:**  
Diessner, R. (2008). *Classic Edition Sources: Human Development* (3<sup>rd</sup> ed.,).  
Dubuque, IA: McGraw Hill.
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 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. **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**
  - 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**
  - 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;**

- 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;**
- 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**
- f. Describe the ethical and legal issues pertaining to counseling across the lifespan. **CACREP 2.K.3.e.; D; T**
- 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**
- 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**
- 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; T290-3-3.50(2)(a)1; NASP 2.7.; APA Self Study B3.c.; D; T**

## 6. Course Content Outline

Date	Topic	Assigned Reading/Assignments
5/18 Week 1	Syllabus/Class Overview Introduction to the History of Life Span Counseling	Syllabus Chapters 1 (Santrock) <b>Discussion Board Response</b>
5/25 Week 2	<b>Memorial Day Holiday</b>	
6/1 Week 3	Biological Beginnings  Prenatal Development and Birth	Chapters 2 & 3 (Santrock) <b>Discussion Board Response</b>
6/8 Week 4	Physical, Cognitive & Socioemotional Development in	Chapters 4, 5 & 6 (Santrock)

	Infancy	<b>Discussion Board Response</b>
6/15 Week 5	Physical, Cognitive & Socioemotional Development in Early Childhood	Chapters 7 & 8 (Santrock) <b>Discussion Board Response</b>
6/22 Week 6	<b>No recorded Lecture</b>	<b>Mid-term Chapters 1-8</b>
6/29 Week 7	Physical, Cognitive & Socioemotional Development in Middle and Late Childhood	Chapters 9 & 10 (Santrock) <b>Discussion Board Response</b>
7/6 Week 8	Physical, Cognitive & Socioemotional Development in Adolescence	Chapters 11 & 12 (Santrock) <b>Discussion Board Response</b>
7/13 Week 9	Physical, Cognitive & Socioemotional Development in Early Adulthood	Chapters 13 & 14 (Santrock) <b>Discussion Board Response</b> <b>Intervention and Theoretical Paper Due</b>
7/20 Week 10	Physical, Cognitive & Socioemotional Development in Middle Adulthood	Chapters 15 & 16 (Santrock) <b>Discussion Board Response</b>
7/27 Week 11	Physical, Cognitive & Socioemotional Development in Late Adulthood  Death, Dying and Grieving	Chapters 17, 18, 19 & 20 (Santrock) <b>Discussion Board Response</b>
<b>7/29 Final Exam Period</b>	<b>Final</b>	<b>Chapters 9-20</b>

## 7. Assignments/Projects:

### 1. Discussion Board (90 points):

This course is being provided via distance education; however it is important that we maintain a dialogue for the content to be discussed. The purpose of the discussion board is to facilitate in depth learning and understanding of the developmental life stages and its relationship to the counseling process. You will be responsible for posting 1 response per week (9 weeks) that documents your understanding of the week's assignments or readings, as well as any valid questions related to the reading assignments. Each week I will post a question or statement for your response. Each post is worth 10 points. **Simply posting I agree is unacceptable.**

### 2. Intervention and Theoretical Paper

Write a paper detailing an intervention for the population that your specialty serves (e.g., school counseling—kindergarten aged children; vocational rehabilitation—adult MR clients in a sheltered workshop; student affairs—freshmen living in residence halls; community counseling—adults in group home for the chronically mentally ill). You will also include theory, lifespan issues, developmental issues, crisis, trauma, pathology environmental situations, and other issues related to the population described in the paper in this paper:

1. Identify the “normal” developmental issues faced by this population including a summary of the physical, cognitive, and socioemotional behaviors. CACREP Section II.G.3.a.b.h.; Alabama State Department of Education School Psychometry 290-3-3-.51 (2) (a) 1
2. Identify and describe in detail a particular intervention based on developmental and specialty literature (e.g., workshop for parents of kindergarten aged children, behavioral contracts for adult rehabilitation clients in a sheltered workshop; structured group for freshmen living in residence halls; daily living skills workshop for adults in group home for chronically mentally ill). Be sure to identify whether the intervention targets groups such as a seminar, workshop, or targets individuals such as individual behavior contracts. Also specify the amount of time your intervention will take (e.g., one three hour presentation, six weeks for 1 ½ hours per week, three months of meeting one on one for an hour per week, etc.) Make sure that you accurately cite at least 3 other professional sources other than your text. CACREP Section C.II.G.3.e.f.g., Alabama State Department of Education School Psychometry 290-3-3-.51 (2) (a) 1
3. Identify and describe in detail the necessary individual, couple, group and family interventions and cultural considerations, given a crisis, disaster or other- trauma causing event. CACREP C.II.G.3.c.d. Alabama State Department of Education School Psychometry 290-3-3-.51 (2) (a) 1
4. Include the following in the paper with additional reference citations:
  - a. Theories of individual and family development and transitions across the lifespan – impact on population writing about in paper.
  - b. Theories of learning and personality development including current understandings about neurobiological behavior - matching population written about in paper.
  - c. Theories and models of individual, cultural, couple, family and community resilience related to population.
  - d. Effects of crisis, disasters, and other trauma-causing events on the population you are writing about.
  - e. A general framework for understanding exceptional abilities and strategies for different or alternative interventions.

### **Mid-term (100 pts)**

The mid-term will consist of a series of multiple choice and short answer essay questions. The exam will be open book, please note that all questions will be related to application.

**Final (100 pts)**

The final will consist of a series of short answer essay questions. The exam will be open book, please note that all questions will be related to application.

8. **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:

Intervention and Theoretical Paper	100
Discussion Board Participation	90
Mid-term	100
Final	100
<b>Total</b>	<b>390</b>

*All late assignments will receive a 5% grade reduction per day*

**The Following Grading Scale will be used:**

90-100%	=A
80-89%	=B
70-79%	=C
60-69%	=D
Below 60%	=F

*All late assignments will receive a 5% grade reduction per day.*

9. **Class Policy Statements:**

- a. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade will be lowered **5** points for each absence.
- b. Excused Absences: Students are granted excused absences from class for the following reasons: illness or the student or serious illness 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 excused absences from class for any other reason must contact the instructor in advance or 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 notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.

- c. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- d. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* will apply to university courses. 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.
- e. Disability Accommodations: Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, Office of Accessibility at <https://fp.auburn.edu/disability/> at 1228 Haley Center, 844-2096 (V/TT). Telephone: (334)844-2096 (Voice T/O).
- f. 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.
- g. 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

## **10. Justification for Graduate Credit:**

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.