

COUN 7310 001

Counseling Applications of Lifespan Development

Summer 2016

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Department of Special
Education, Rehabilitation,
and Counseling

College of Education

INSTRUCTOR INFORMATION:

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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); mac0084@auburn.edu; 334-844-7601
Class Meeting: Thursdays 11:00am-2:50pm in Haley 3238
Office Hours: By appointment

- 2. Date Syllabus Prepared:** 5/2015, revised 5/2016

3. Required Textbook:

Broderick, P. C., & Blewitt, P. (2015). *The life span: Human development for helping professionals* (4th ed.). Upper Saddle River, NJ: Pearson.

Additional Required Readings:

Hicks, A. M., & Diamond, L. M. (2011). Don't go to bed angry: Attachment, conflict and affective and physiological reactivity. *Personal Relationships*, 18, 266-284. doi: 10.1111/j.1475-6811.2011.01355.x

Moody, D. L. B., Waldstein, S. R., Tobin, J. N., Cassells, A., Schwartz, J. C., & Brondolo, E. (2016). Lifetime racial/ethnic discrimination and ambulatory blood pressure: The moderating effect of age. *Health Psychology*, 35, 333-342. doi: <http://dx.doi.org/10.1037/hea0000270>

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 19, 2016 | Course Overview Introduction to Developmental Theories Genes and Biological Influences | Chapter 1 Chapter 2 | |
| May 26, 2016 | Prenatal Development Early Years: Physical and Cognitive Development | Chapter 3 Vallotton & Ayoub (2011) | Article reflection due |
| June 2, 2016 | Infancy and Early Childhood: Emotional and Social Development | Chapter 4 Chapter 5 | (Early Childhood Presentation) |
| June 9, 2016 | Middle Childhood: Cognition Reciprocal Parent-Child Influences | Chapter 6 Woodman et al (2015) | Article reflection due (Middle Childhood Presentation) |
| June 16, 2016 | Middle Childhood/Early Adolescence: Self & Moral Development + Gender & Peers | Chapter 7 Chapter 8 | (Middle Childhood or Adolescence Presentation) Midterm exam distributed |
| June 23, 2016 | Adolescence: Physical, Cognitive & Identity Development + Social World | Chapter 9 Chapter 10 | Take-home Midterm due at 11am (Adolescence Presentation) |
| June 30, 2016 | Young Adulthood: Physical, Cognitive Social, and Vocational Development | Chapter 11 Chapter 12 | (Young Adulthood Presentation) |
| July 7, 2016 | Middle Adulthood: Cognitive, Personality, and Social Development | Chapter 13 Hicks & Diamond (2011) | Article reflection due (Middle Adulthood Presentation) |
| July 14, 2016 | Emotional Wellbeing Across Adulthood Physical Health in Adulthood | Chapter 14 Moody et al (2016) | Article reflection due (Middle or Late Adulthood Presentation) |
| July 21, 2016 | Late Adulthood: Gains and Losses Final Review of Course Material/Wrap-up | Chapter 15 | (Late Adulthood Presentation) Final exam distributed |
| July 28, 2016 | NO CLASS – Turn in final by 8:00PM | | Take-home Final due by 8pm |

7. Course Requirements/Evaluation:

Course Requirements:

A. Case Study/Class Participation (3 points per class, 30 points total): Each class period will include in-class analysis and discussion of a case study relevant to the day's topic of human development. Other parts of class will also include active participation/discussion. Because of the importance of in-class learning, each of the 10 class periods is worth 3 points. 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. In the event of an excused absence (see Attendance section), students will be given the opportunity to make up the missed points if a) the student notifies the instructor of the absence per university guidelines, b) requests the case study for the day from the instructor, and c) submits written answers to the missed case study before the next

class period immediately after the missed class period (exceptions may be made in the case of a prolonged absence). Students absent for non-university approved reasons 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. Each reflection is due on Canvas by the start of the class period listed in the Course Schedule. Students may also want to bring a copy to class to aide in the discussion of the article. A grading rubric is provided on Canvas.

C. Lifespan Presentation (85 points): Students will divide into groups of 2-3 and develop a 30-35 minute presentation (including PowerPoint or similar slides) 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. Coverage of the topic must include at least three of the following areas of human development: cognitive/neurological, physical/physiological, social, emotional, and identity/cultural. The presentation must also address implications for counseling in some way (e.g., symptoms to look for, assessment or intervention strategies, implications for practice, etc). Although student may (very briefly) review some information from course readings in this presentation, it is expected that the presentation will go significantly beyond information available in the course readings. A grading rubric is provided on Canvas that will provide additional guidance in meeting assignment requirements. Students should (as a group) upload their presentation slides no later than 1 hour before the class period of their presentation.

D. Take-Home Midterm Examination (50 points): A take-home midterm examination will be distributed at the end of class on June 16. The exam will consist of multiple choice and short answer questions, and will cover course content through June 16. 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 on Canvas by the start of class on June 23.

E. Take-Home Final Examination (65 points): A take-home final examination will be distributed on July 21. The exam will primarily cover material from June 23-July 21 (including student presentations), but some questions will require knowledge of major concepts from the first portion of class as well. The final exam will consist of multiple choice, short answer, and essay questions. The exam is to be turned in on Canvas by 8:00pm on July 28.

Course Evaluation:

As described above, course requirements total to 290 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):

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|---|---------|
| 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 on time. I will not accept late submissions of the *Research Article Reflections*; 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 should contact me immediately if they need assistance accessing 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. If I become aware that students attempted to or did access previous years' versions of course exams, the offending student(s) will receive a failing grade on the exam and/or the course.

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. If an absence from a class period is necessary,

students should communicate them to me in advance. Students are responsible for all course material covered and assignment information communicated during a class period in which they were absent. Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student's immediate family, 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 excused absences from 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 notification occur more than one week after the absence (and only when the reason for the absence is prolonged). Appropriate documentation for excused absences may be required. Please see the *Student Policy eHandbook* at www.auburn.edu/studentpolicies for more information on excused absences. As stated in the Course Requirements, students will lose 3 points for every class period missed because of non-participation in the case discussion for that day (but see exceptions for university-approved absences).

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 exam, 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.

Course Contingency: If normal class activities are disrupted due to serious 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, an addendum to your syllabus and/or course assignments will replace the original materials.

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.