**COUN 7316 001**

Counseling Applications of Lifespan Development (Distance Section)

***Summer 2017***

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

**College of Education**

Instructor Information:

**Marilyn A. Cornish, Ph.D.**

**Assistant Professor**

**2068 Haley Center**

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**334-844-7601**

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Office Hours:

**by appointment**



**SYLLABUS**

**1. Course Number: COUN 7316 001 (Distance)**

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

**University: Auburn University**

**Credits: 3 semester hours**

**Prerequisites: N/A**

**Instructor: Marilyn A. Cornish, PhD**

**Contact Info: 2068 Haley (mail: 2084); mac0084@auburn.edu; 334-844-7601**

**Intern Info: Elizabeth (Kelly) Mautz, MS, MPA; ekm0031@auburn.edu**

**Class Meeting: Asynchronous Distance Education class based on recordings of an on-campus section that meets Thursdays 11:00am-2:45pm**

**Office Hours: By appointment**

**2. Date Syllabus Prepared:** 5/2015; revised 5/2016, 5/2017

**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:**

Magaña, S., Parish, S., Morales, M. A., Li, Henan, & Fujiura, G. (2016). Racial and ethnic health disparities among people with intellectual and developmental disabilities. *Intellectual & Developmental Disabilities, 54*, 161-172. doi: 10.1352/1934-9556-54.3.161

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:

1. Describe the principal components of theories of life-span development, age and period stage (child, adolescent, and adult) development, and family development.
2. Describe normative and non-normative age-graded transitions of infancy, childhood, adolescence, early adulthood, middle, and late adulthood.
3. Delineate the etiology, prevention, assessment, and treatment of developmental disorders.
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, disability status, and religion/spirituality impact the course of development across the lifespan.
5. Discuss the relative contributions and interactions of genetics and environment in human development, and explain how those factors may be considered in counseling.
6. Describe the ethical and legal issues pertaining to counseling across the lifespan.
7. In response to case studies, state how developmental theories and research suggest directions for counseling practice.
8. Identify current research on lifespan development related to counseling practice.
9. Describe counseling interventions appropriate to childhood, adolescence, early adulthood, middle, and late adulthood stages of life.

**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. **In order to allow time for necessary captioning of the lecture recordings, video recordings will not typically be available on Canvas until the Monday or Tuesday following the date listed on the syllabus. However, all other materials from the class period (e.g., handouts, power point slides, case study, etc) will be available by the dates listed in the syllabus, and a transcript of the lecture will often be available the day after lecture (Friday).**

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| DATE | CLASS TOPIC | READINGS | ASSIGNMENTS DUE |
| May 25, 2017 | Course Overview  Introduction to Developmental Theories  Genes and Biological Influences | Chapter 1 |  |
| June1, 2017 | Prenatal Development  Early Years: Physical and Cognitive Development | Chapter 2  Chapter 3 |  |
| June 8, 2017 | Infancy and Early Childhood: Emotional and Social Development | Chapter 4  Chapter 5 | (2 Early Childhood Presentations) |
| June 15, 2017 | Middle Childhood: Cognition  Reciprocal Parent-Child Influences | Chapter 6  Woodman et al (2015) | Article reflection due at 11:59pm  (2 Middle Childhood Presentations) |
| June 22, 2017 | NO CLASS – UNIVERSITY STUDY DAY FOR MINI-SEMESTER I FINALS |  | Midterm Exam Opens on Canvas |
| June 29, 2017 | Middle Childhood/Early Adolescence: Self & Moral Development + Gender & Peers | Chapter 7  Chapter 8 | (Adolescence Presentation)  Take-home Midterm due at 11:59pm |
| July 6, 2017 | Adolescence: Physical, Cognitive & Identity Development + Social World | Chapter 9  Chapter 10 | (Adolescence Presentation) |
| July 13, 2017 | Young Adulthood: Physical, Cognitive Social, and Vocational Development | Chapter 11  Chapter 12 | (Young Adulthood Presentation) |
| July 20, 2017 | Middle Adulthood: Cognitive, Personality, and Social Development  Health Disparities in Adulthood | Chapter 13  Magaña et al (2016) | Article reflection due at 11:59pm  (Middle Adulthood Presentation) |
| July 27, 2017 | Late Adulthood: Gains and Losses  Final Review of Course Material/Wrap-up | Chapter 15 | (Late Adulthood Presentation)  Final Exam Opens on Canvas |
| Aug 3, 2017 | FINALS WEEK |  | Take-home Final due Thursday, August 3 by 11:59pm |

**7. Course Requirements/Evaluation:**

Course Requirements:

*A. Case Study/Class Participation* (*2 points per class, 18 points total):* Most class periods will include 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, participation in each of the 9 class periods is worth 2 points. Students enrolled in this Distance Education section will earn their participation points for each class period by 1) providing one comment about the class period’s case study and by 2) either responding/contributing to the class discussion or asking a question about the course content for the class period. Of course, students are encouraged to contribute beyond those minimums and to interact with other students on the Canvas Discussion board. Each week a new thread will be opened on Canvas 🡪 Discussions for student participation. Students will have one week following the posting of the lecture video recording to complete their discussion participation.

*B. Research Article Reflections (15 points each, 30 points total):* There are two required empirical journal article readings during 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 empirical study (i.e., Method, Results and/or Discussion section) 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 (Note: it is not expected that you fully understand the statistics or statistical findings, as the articles use advanced designs), 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 due for class that day. You should include supporting examples from the article throughout your reflection. Each reflection is due on Canvas by 11:59pm on the dates listed in the Course Schedule (June 15 and July 20). 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 (see the Course Schedule for date options). 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 more broadly for that developmental period of life. Typically, selection of a particular population is warranted if there is a large research/literature base on the selected issue/topic. The group must get the specific topic/issue approved by the instructor at least one week in advance of the presentation, but ideally as soon as possible. Presentation topics will be approved on a first-come basis – topics with substantial overlap with another group will not be approved.

Presentation 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 students may (very briefly) review some information from the textbook in this presentation, it is expected that the presentation will go significantly beyond information available in course readings (should reference at least 8 peer reviewed journal articles). A grading rubric is provided on Canvas that will provide additional guidance in meeting assignment requirements. By 2:00pm on the selected presentation date, students must (as a group) 1) upload their presentation slides to the Canvas assignment and 2) upload their Panapto recording of the presentation to the [assignments] subfolder of the Panapto Recordings tab of Canvas. The recording will then be transcribed for upload for the entire class to view.

*D. Take-Home Midterm Examination (45 points):* A multiple choice take-home midterm examination will be completed on Canvas. The exam will cover course content (lecture, discussion, assigned readings, student presentations) from the first four weeks of class. 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. Because students can use their course materials during the exam, they should expect the exam to be more challenging than would be true if the test were to be completed without the aid of course materials – students should thus anticipate that it could take them longer to complete this exam because much of the ‘studying’ will occur while the student completes the exam. The exam will be made available on Canvas on June 22 and will be due by 11:59pm on June 29.

*E. Take-Home Final Examination (55 points):* A multiple choice take-home final examination will be will be completed on Canvas. The exam will primarily cover material (lecture, discussion, assigned readings, student presentations) from June 29-July 27, but some questions will require knowledge of major concepts from the first four weeks of class as well. 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. Because students can use their course materials during the exam, they should expect the exam to be more challenging than would be true if the test were to be completed without the aid of course materials – students should thus anticipate that it could take them longer to complete this exam because much of the ‘studying’ will occur while the student completes the exam. The exam will be made available on Canvas on July 27 and will be due by 11:59pm on Thursday, August 3.

Course Evaluation:

As described above, course requirements total to 233 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 on time. I will not accept late submissions of the *Research Article Reflections* because they will be discussed in class on the day they are due; thus, it is to your benefit to submit a partially completed assignment in the event you are unable to finish it by the due date and time. Because the *Lifespan Presentation* is a group assignment, 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. 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 or who have shared answers with one another, 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 watch all recorded class periods in a timely manner (within one week of being posted unless you contact me with an excused absence request for a given week). Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. Students are granted excused absences for the following reasons (in practicality for a distance class, this means an extension of your participation requirement): 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 <http://www.auburn.edu/student_info/student_policies/> for more information on excused absences. As stated in the Course Requirements, students will lose 2 points for every class period missed because of non-participation in the class discussion.

Respect: Class periods will at times include discussion of material about which students have differing perspectives and opinions. This includes discussion about multicultural topics related to lifespan development that may cause personal or emotional reactions in students. Students are encouraged to openly share their perspectives and reactions in the class—including disagreements—while remaining respectful to their peers. Ground rules for such discussions will be reviewed on the first day of class, and students are expected to commit to them throughout the semester.

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 will apply to this class: <http://www.auburn.edu/student_info/student_policies/>. 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 (including receipt of exams from previous years) 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 (in person or on the phone) 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.