

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**COUN 7310-001 Counseling Application of Lifespan Development**

**Summer 2019**

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| **Time:** | Thursday 11:00AM-2:45PM | **Class Location:** Haley Center 3224 |
| **Instructor:** | Alfredo F. Palacios, PhD LPC NCC | **Email:** afp0020@auburn.edu |
| **TA:** | Marina Green, M. Ed. LPC NCC |  |

**DESCRIPTION:**

This course is intended to engage human development across the lifespan as related to helping relationships. This course will draw upon reputable biological and neuropsychological dynamics of aging and developmental stages as presented on clinical and school settings. This course will give attention to research on culture, ethnicity, effect of poverty and adverse childhood experiences on cognitive and emotional outcomes for our clients. We will also cover philosophical implications of the self as continued through time and experience. Assignments will orient students to current research, interventions and applying the dynamics of a client’s given developmental period to how they conceptualize the therapeutic relationship.

This course is designed for students to be successful by way of classroom participation, academic etiquette and thorough effort in assignments that represents the work of master’s level professionals.

**REQUIRED TEXTS:**

Broderick, P., Blewitt P., (2015). *The Life Span: Human Development for Helping Professionals* (4th ed.)

Upper Saddle River, NJ:Pearson

**COURSE ASSIGNMENTS / REQUIREMENTS / EXPECTATIONS**

**Mission Statement**

The Counselor Education (CED) programs at Auburn University offer high quality graduate education programs for counselors and counselor educators. The program includes Master’s level counseling degrees in [Clinical Mental Health Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-mental-health-counseling-m-ed), [Clinical Rehabilitation Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-rehabilitation-counseling-m-ed-m-s/), and [School Counseling](http://www.education.auburn.edu/graduate-degree-cert/school-counseling-m-ed/). The program also offers a doctoral degree in [Counselor Education](http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/). The primary mission of the program is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.

To accomplish this mission, the program focuses on the development of competencies necessary to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. Students are provided the opportunity to engage in rigorous and challenging educational experiences focused on enhancing their skills and knowledge. Integrated into these experiences is an emphasis on ethical and legal principles, as well as the enhancement of technological competence. Further, the department seeks to foster a culture in which individual creativity, professional identity, and scholarship are reinforced and nurtured.

A central foundation of the Counselor Education mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. This mission parallels the diversity and inclusion mission of Auburn University. To meet this goal the program focuses on the development of the skills and knowledge needed to work with individuals from diverse backgrounds and abilities. The program believes that meeting this goal requires students and faculty engage in the application of advocacy and social justice principles as counseling professionals within the program, University, communities and schools.

**Student Learning Objectives & CACREP Standards Covered**

*Students will apply their understanding of human growth and development theories in culturally appropriate ways to improve client understanding, well--being, and enhance resiliency from a multicultural and social justice framework.*

Demonstrate an understanding of the various theories of individual and family development and transitions across the lifespan, including theories of personality development and learning.

Critically analyze the developmental theories in terms of their applicability or lack of applicability to multicultural populations.

Demonstrate an understanding of multicultural and pluralistic trends of individuals at all developmental levels, including characteristics and concerns between and within diverse groups nationally and internationally.

Articulate the intersections between human development and a social justice perspective.

Recognize the various characteristics of human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors the affect both normal and abnormal behavior.

Demonstrate knowledge gained from both lay and professional groups concerning strategies for facilitating optimum development over the lifespan for all members of a pluralistic society.

Critically evaluate ethical and legal issues that relate to lifespan development.

Express and demonstrate increased self-awareness of the developmental processes relevant to your own life and personal development.

CACREP HUMAN GROWTH AND DEVELOPMENT STANDARDS

* 1. theories of individual and family development across the lifespan
  2. theories of learning
  3. theories of normal and abnormal personality development
  4. theories and etiology of addictions and addictive behaviors
  5. biological, neurological, and physiological factors that affect human development, functioning, and behavior
  6. systemic and environmental factors that affect human development, functioning, and behavior
  7. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
  8. a general framework for understanding differing abilities and strategies for differentiated interventions
  9. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

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| CACREP Standard Achieved | Curriculum Experience |
| **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** | * Describe the principal components of theories of life-span development, age and period stage (child, adolescent, and adult) development, and family development. |
| **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** | * Describe normative and non-normative age-graded transitions of infancy, childhood, adolescence, early adulthood, middle, and late adulthood. |
| **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** | * Delineate the etiology, prevention, assessment, treatment and of developmental disorders. |
| **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;** | * 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.c. SDE 290-3-3.50(2)(a)1.; APA Self Study B3.c.; D** | 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.e.; D; T** | Describe the ethical and legal issues pertaining to counseling across the lifespan |
| **CACREP 2.K.3.d.; CACREP CC 2.4.; D; T** | In response to case studies, state how developmental theories and research suggest directions for counseling practice |
| **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** | Identify current research on lifespan development related to counseling practice. Describe counseling interventions appropriate to childhood, adolescence, early adulthood, middle, and late adulthood stages of life |

**Assignments and Instruction Rationale**

One essential pillar of learning is that different people learn best in different modalities The evaluation and assignments in this course are meant to be dynamic and flexible for all learners (hooks,1994). Research indicates that higher levels of learning occur when students are highly participatory (Grunert, 1997). Through group dialogue and debate student more likely to apply, analyze and evaluate newly-learned constructs (Bloom et al., 1956).

All classroom activities will involve action cognition and emotion, and when they are accompanied by reflection they often result in knowledge that can be transferred across different settings (Kolb 1984). Class time will primarily be spent in lecture and seminar format. This process pronounces the notion that a shared commitment to one another often results in self enhancement and movement toward a liberation from habitual thinking (Beauvior,1949).

Your final grade will represent your success on assignments, attendance, and in-class participation. .

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| **Course Assignment** | **Due Date** | **Points Available** |
| Individual Article Presentation | 5/30/19 & 6/6/19 | 50 |
| Group Presentation | Various | 100 |
| Midterm Writing Assignment | 6/13/10 | 100 |
| Final Writing Assignment | 7/18/19 | 100 |
| Class Participation | End of Semester | 50 |
| **Total** |  | 400 |

**Individual Research Article Presentation (50 Points)**

Each student will select and present a research article. Students are required to select an article from a peer-reviewed, empirical or theory-based sources that is relevant to developmental stages of the human lifespan. Student will summarize the article and the value there within.

This presentation is 10-15 minutes and will take place in a seminar format.

Student will provide a handout with a short summary (5-10 sentences) of the article and three take away points for practicing counselors.

**Lifespan Presentation**

(100 pts.) – Students will divide into groups of 4 and develop a 45 minute presentation relevant to a particular population at a certain point in the lifespan. For this presentation, students are asked to identify a specific issue facing clients at a particular point in the lifespan and share with the class updated and relevant information concerning the population (for example: social media health in adolescents, early childhood trauma, vocational issues in late adulthood).

Topics will be determined on the first day of class

For topics that concern school-aged children, please include implications for school counselors.

If applicable to topic and population provide information for counselors working with clients with disabilities

Please develop a PowerPoint presentation (that can later be uploaded to Canvas so that it is available to all students) with information on the identified topic, details specific to the helping professions, current trends and life-span specific considerations.

Include a 15-minute, life span appropriate, counseling demonstration where one student serves as the counselor and the other student as the client. This can include an intake session, continuing client session, assessment review, termination session, et cetera. Please be sure to keep this demonstration specific to the presentation topic.

**Midterm Writing Assignment (from content weeks 1-5)**

This assignment must be a minimum of 5 pages not including title and references pages. Use correct APA format in writing your paper including headings, margins. Students must utilize and cite references from your text, class lectures, and other *scholarly* articles to support your statements. In a paper reflective of graduate level writing, consider and answer the following questions:

Of the developmental concepts we have studied in the first half of the semester, what are two concepts that have really stood out for you? Describe them and cite references to articulate ways these concepts apply to your practice.

Consider your personal experiences and development in light of these concepts. Have the content in the book and lectures in class been consistent or inconsistent with your personal experiences related to these concepts?

Consider the populations and issues specific to any developmental stage discussed in the first half of the semester. What are some cultural nuances counselors should consider when working within this developmental range? What do you think are the important characteristics or skills a counselor who uses a social justice lens demonstrates? What do you need to do to develop or hone these skills from this point forward?

**Final Writing Assignment (from content weeks 6-10)**

This assignment must be a minimum of 5 pages not including title and references pages. Use correct APA format in writing your paper including headings, margins. Students must utilize and cite references from your text, class lectures, and other *scholarly* articles to support your statements. In a paper reflective of graduate level writing, consider and answer the following questions:

Of the developmental concepts we have studied in the second half of the semester, what are two concepts that have really stood out for you? Describe them and cite references to articulate ways these concepts apply to your practice.

Consider your personal experiences and development in light of these concepts. Have the content in the book and lectures in class been consistent or inconsistent with your personal experiences related to these concepts?

Consider the populations and issues specific to any developmental stage discussed in the second half of the semester. What are some cultural nuances counselors should consider when working within this developmental range? What do you think are the important characteristics or skills a counselor who uses a social justice lens demonstrates? What do you need to do to develop or hone these skills from this point forward?

**Writing Expectations**

Writing assignments need to be typed, double spaced, on 8.5 X 11 paper with 1-inch margins, printed in Times New Roman 12-point font. All citations need to be in APA Style. It is assumed that all students taking this course are familiar with the American Psychological Association

(APA) writing guide and APA style. If not, I will help you. The APA Publication Manual contains extensive guidelines on how to write an academic paper and how to cite references.

American Psychological Association (2010). Publication Manual of the American Psychological Association (Sixth Edition). Washington, DC: American Psychological Association.

The following websites may also be helpful:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa>

**Participation**

You are a graduate student training to be a professional counselor. The faculty will evaluate your readiness to enter the profession through your interactions in the program during your time with us. As such, you will need to demonstrate to program faculty your professionalism and your ability to attend to career responsibilities. These qualities are demonstrated, in part, through your attendance and participation in class sessions.

Participation and attendance constitute a portion of your class grades. Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class during each class session. Participation means preparing for class by reading the required texts/materials, entering into class discussions with informed and relevant comments or questions, and participating in class activities.

**Excused Absences**

Please email if you must miss class or arrive late (i.e., due to an emergency or serious illness.)

**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. If a student requires deadline accommodations

**Academic Dishonesty**

Plagiarism is representing someone else’s work as your own and is not acceptable. Plagiarism generally will result in course failure. Students are required to comply with the Auburn University’s Policy on Academic Dishonesty.

**Student Accessibility Services**

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. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me 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).

**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.

**Professionalism**

Students are encouraged to share intellectual views and freely discuss the principles and applications of the course materials. This course operates under the Auburn University’s student code of conduct. It is important for each person to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of other students and the professor. Diversity means the fair representation of all groups of individuals, the inclusion of diverse perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain a classroom atmosphere that is free from discrimination, harassment, exploitation, or intimidation; however, this is not possible without students also working toward this goal.

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| **Week** | **Date** | **Material** | **Readings/Assignments Due** |
| 1 | 5/16/19 | Introduction to the Course  Personal Identity Over Time  What Makes You, You? | Groups will be assigned and meet to determine presentation topics |
| 2 | 5/23/19 | Death  Gains and losses in late adulthood | Broderick Chapter 15  Yalom “Staring at the Sun”  Finding scholarly work |
| 3 | 5/30/19 | Organizing Themes in Development  Epigenesis and the Brain: Fundamentals of Behavioral Development | Broderick Chapter 1 & 2  \*Self-Selected Research Article Presentation Seminar\* |
| 4 | 6/6/19 | Cognitive Development in the Early Years  Emotional Development in the Early Years  Kid Logic | Broderick Chapter 3 & 4  \*Self-Selected Research Article Presentation Seminar\* |
| 5 | 6/13/19 | The Emerging Self and Socialization in the Early Years  Realms of Cognition in Middle Childhood  Mindfulness with young people | Broderick Chapter 5 & 6  \*Group 1 Presentation\*  \*Midterm Writing assignment due tonight by midnight\* |
| 6 | 6/20/19 | Self and Moral Development Middle Childhood Through Early Adolescence  Gender and Peer Relationships: Middle Childhood Through Early Adolescence | Broderick Chapter 7 & 8  \*Group 2 Presentation\* |
| 7 | 6/27/19 | Physical, Cognitive, and Identity Development in Adolescence  The Social World of Adolescence | Broderick Chapter 9 & 10  \*Group 3 Presentation\* |
| 8 | 7/4/19 | **No Class University Observance of Independence Day** | |
| 9 | 7/11/19 | Physical and Cognitive Development in You Adulthood  Socioemotional and Vocational Development in Young Adulthood | Broderick Chapter 11 & 12  \*Group 4 Presentation\* |
| 10 | 7/18/19 | Middle Adulthood: Cognitive, Personality, and Social Development  Living Well: Stress, Coping and Life Satisfaction in Adulthood | Broderick Chapter 13 & 14  \*Final Writing assignment due tonight by midnight\* |