

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**COUN 7310-002 Counseling Application of Lifespan Development**

**Summer 2019**

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| **Time:** | Thursday 4:00PM-7:45PM | **Class Location:** Online |
| **Instructor:** | Alfredo F. Palacios, PhD LPC NCC | **Email:** afp0020@auburn.edu |

**DESCRIPTION:**

Provides an overview of major developmental theories with emphasis on their application to counseling across the lifespan from birth to death. Both prevention and intervention will be discussed as it relates to the specific developmental needs of individuals throughout the lifespan, with special consideration to the impact of multicultural and social justice influences on development.

**REQUIRED TEXTS:**

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

Upper Saddle River, NJ:Pearson

**REQUIRED ARTICLES:**

Hall, J., (2019). Child-Centered Play Therapy as a Means of Healing Children Exposed to Domestic Violence. *International Journal of Play Therapy* 28 (2) 98-106.

Post, P., Phipps, C., Camp, A., Grybush, A. (2019). Effectiveness of Child-Centered Play Therapy Among Marginalized Children. *International Journal of Play Therapy*. 28 (2) 88-97.

**COURSE EXPECTATIONS AND OBJECTIVES**

A fundamental core assumption of this course is that no two people develop in exactly the same way. We are all part of a larger system of socio-cultural influences that effect development. Knowing that human development is both an individual and collective processes *simultaneously.* The developmental stages discussed in the course are embedded and inseparable from biological and social context of the individual.This course is intended to engage human development across the lifespan from the perspective of 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. Giving attention to the complexities of aging, changing, and the mind-body relationship allow professional counselors to employ a nuanced view of clients in relationship to developmental benchmarks. 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 class participation, academic etiquette and thorough engagement of ideas that represents the rigor of master’s level professionals.

**Course Learning Objectives**

*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 |

**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.

**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, and in-class participation.

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| **Course Assignment** | **Due Date** | **Points Available** |
| Scholarly Article Discussion | 6/5/20 | 100 |
| Midterm Writing Assignment | 6/19/20 | 100 |
| Final Writing Assignment | 7/24/20 | 100 |
| Class Participation | Weekly | 200 (20 Points Weekly) |
| **Total** |  | 500 |

**Individual Research Article Presentation (100 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.

Student will provide a discussion board post with the article citation, a short summary (5-10 sentences) of the article and discuss three take away points for practicing counselors.

**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.

Promptness, and active participation are requirements for the course. You are expected to participate in weekly discussion boards by contributing a two paragraph post and responding to two peers and responses to your posts.

**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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|  | **Topics** | **Readings/Assignments** |
| Week 1  5/20/20 | Introduction to the Course  Personal Identity Over Time  “What Makes You, You?” Audio File (link in discussion) | Course Syllabus  Audio Supplement |
| Week 2  5/25/20 | Death & Death Anxiety  Gains and losses in late adulthood  The Thrill of Being Alive Audio File (link in discussion) | Broderick Chapter 15  Yalom “Staring at the Sun”  Audio Supplement |
| Week 3  6/1/20 | Organizing Themes in Development  Epigenesis and the Brain: Fundamentals of Behavioral Development | Broderick Chapter 1 & 2  **Scholarly Article Discussion Board Due 6/5** |
| Week 4  6/8/20 | Cognitive Development in the Early Years  Emotional Development in the Early Years    “The Tattle Phone” Audio File (link in discussion) | Broderick Chapter 3 & 4  Audio Supplement |
| Week 5  6/15/20 | The Emerging Self and Socialization in the Early Years  Realms of Cognition in Middle Childhood  Kid Logic Audio File (link in discussion) | Broderick Chapter 5 & 6  Audio Supplement  **Midterm Writing Assignment Due 6/19** |
| Week 6  6/22/20 | Self and Moral Development Middle Childhood Through Early Adolescence  Child-Centered Play Therapy as a means of healing children exposed to domestic violence  Effectiveness of Child-Centered Play Therapy among marginalized children  Play Therapy Audio File (link in discussion) | Broderick Chapter 7  Articles Hall (2019) & Post (2019)  Audio Supplement |
| Week 7  6/29/20 | Gender and Peer Relationships: Middle Childhood Through Early Adolescence  Physical, Cognitive, and Identity Development in Adolescence | Broderick Chapter 8 & 9 |
| Week 8  7/6/20 | The Social World of Adolescence  Brain Storm Audio File With Dan Seigel (link in discussion) | Broderick Chapter 10  Audio Supplement |
| Week 9  7/13/20 | Physical and Cognitive Development in Young Adulthood  Socioemotional and Vocational Development in Young Adulthood | Broderick Chapter 11 & 12 |
| Week 10  7/20/20 | Middle Adulthood: Cognitive, Personality, and Social Development  Living Well: Stress, Coping and Life Satisfaction in Adulthood | Broderick Chapter 13 & 14  **Final Writing Assignment Due 7/24** |

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| **Writing Assignments Rubric**  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. Has 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? | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Self-Selected Topics Discussion**  **Score:\_\_\_/30** | 30% | * 2 Major topics are stated clearly * Demonstrates meaningful relevance to class content * Discussion is complex, insightful and consistent throughout * Includes multicultural considerations | * 2 Major topics are stated clearly * Mostly demonstrates relevance to class content * Discussion is complete and somewhat inconsistent throughout * Includes multicultural considerations | * 2 Major topics are stated somewhat clearly * Demonstrates loose relevance to class content * Discussion is somewhat unclear and inconsistent * Multicultural considerations need work | * Did not state 2 Major topics clearly * Does not demonstrate relevance to class content * Discussion is unclear and inconsistent * Did not include multicultural considerations |
| **Reflection counseling skill development**  **Score:\_\_\_/30** | 30% | * Demonstrated strong awareness of self in relation to developing skills * Student connected self to course content | * Demonstrated awareness of self in relation to developing skills * Student connected self to course content | * Lacking self awareness in relation to developing counseling skills * Student connected self to course content | * Little awareness to developing counseling skills * Student made little connections to course content |
| **Evidence and Analysis**  **Score:\_\_\_/20** | 20% | * Most relevant evidence used to support argument * Utilized 5 scholarly sources * Evidence is used to support author’s insight into counseling practice | * Relevant evidence used to support argument * Utilized 5 scholarly sources * Sufficient evidence is used in support author’s insight into counseling practice | * Somewhat relevant evidence used to support argument * Did not utilize 5 scholarly sources * Some effort was made to use evidence in support of author’s insight into counseling practice | * Did not use relevant evidence used to support argument * Did not utilize 5 scholarly sources * No effort was made to explore subtleties and nuances in the material |
| **Structure and Organization**  **Score:\_\_\_/20** | 20% | * Ideas discussed are well organized * Discussion follows clear and logical path * Writing is clear and concise | * Ideas discussed early on develop over the course of the paper * Argument follows a logical path although confusing at few points * Writing is sufficiently clear and concise | * Ideas discussed often do not relate to overall argument * authors discussion was confusing at times * Writing is somewhat clear and concise | * Ideas discussed to not relate to thesis * Authors discussion was confusing and disorganized * Writing unclear |
| **APA Format**  **Score\_\_\_\_\_\_\_\_** | 15% | * Double-spaced 1” margins * 12 Times New Roman * Correct running head Page number * Correct Title Page   Length sufficient | * Adheres to APA format but lacks 1-2 elements | * Adheres to APA format but lacks more than 2 elements | * Does not adhere to APA format |
| **Comments** | | | | | |