

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

Summer 2023

**Course #:** COUN 7310-D01

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

**Credit Hours:** 3 credit hours

**Course Location:** Distance Education

**Instructor:** Morgan Jenkins, PhD, LPC, ACS

**Email:** [mft0001@auburn.edu](mailto:mft0001@auburn.edu)

**Office hours:** By appointment only

# COURSE DESCRIPTION

This course is designed 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 mental health, clinical rehabilitation, 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 clients and consumers. Assignments will orient students to current research, interventions and applying the dynamics of a client or consumer’s given developmental period to how they conceptualize the therapeutic relationship.

# REQUIRED TEXT

Broderick, P., & Blewitt P. (2020). *The Life Span: Human Development for Helping Professionals* (5th ed.).

Pearson.

# COURSE REQUIREMENTS

## 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, Clinical Rehabilitation Counseling, and School Counseling. The program also offers a doctoral degree in Counselor Education. 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, the programs focus on the development of competencies to address biopsychosocial and environmental barriers to educational achievement and development. Students also engage in challenging educational experiences focused on enhancing their skills and knowledge with an emphasis on culturally- informed and holistic practice. Further, the department seeks to foster an egalitarian culture in which individual creativity, ethical behavior, professional identity, and scholarship are reinforced and nurtured across all programs.

A central foundation of the Counselor Education mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting this goal requires that students and faculty engage in the application of advocacy and social justice principles.

## 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 Covered (Section F.3)

* 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

# COURSE ASSIGNMENTS

## Participation/Discussion Posts (30 points)

Students are expected to participate in weekly discussion posts on Canvas. Students will earn 3 points weekly for engagement in discussion. Students are required to write an original response *and* respond to at least 1 peer’s response to receive credit. Discussion prompts and instructions will be provided on Canvas. The discussion posts will be due at the end of each week (Sundays at midnight) except on the final week, which will end on a Thursday. Students have 11 opportunities for discussion posts but only 10 will count toward their grade. This means one may be skipped or dropped for no grade penalty.

## Group Presentation – Developmental Levels

Students will be put into groups for a group presentation. These presentations will be occurring between Weeks 3 and 11. Students will be given a developmental level and chapters from the textbook to cover in their 15-20 minute video presentation. A rubric and more information about this assignment can be found on Canvas.

## Final Writing Assignment (40 points)

This assignment must be a minimum of *5 double-spaced, 1-inch margins, pages* not including title and references pages. Maximum page limit is 12 pages, not including title and references pages. Use correct APA format in writing your paper including headings, margins. Students must utilize and cite *at least 5 references* that can include 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:

1. Of the developmental concepts we have studied this semester, what developmental stage/phase stood out for you the most?
   * Briefly describe this phase and extrapolate on *two concepts* that really stood out for you within this stage.
   * Cite references to articulate the ways in which these concepts apply to your practice.
2. Consider your personal experiences and development in light of the stage and concepts you

identified. How has the course material been consistent or inconsistent with your personal experiences related to these concepts? If you have yet to experience the developmental stage you identified, describe how earlier experiences you have had may impact your future growth in the developmental stage you identified.

1. Consider the populations and issues specific to the developmental stage you chose.
   * 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 must demonstrate when utilizing a social justice lens with individuals in this developmental stage?
   * What do you need to do to develop or hone these skills from this point forward?

\*You may not choose the developmental level you presented on for your group project for this assignment. This paper is due 8/03.

## Assignment Summary & Evaluation

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| **Course Assignment** | **Due Date** | **Points Available** |
| Participation/Discussion Posts (10 total) | Weekly | 30 |
| Group Presentation | Varies based on  group topic | 30 |
| Final Writing Assignment | 8/3 | 40 |
| **Total** 100 points | | |

**Grading Scale:**

90-100% = A

80-89.9% = B

70-79.9% = C

60-69.9% = D

Below 60% = F

# CLASS POLICY STATEMENTS

1. Attendance: This is an asynchronous distance education course. Students may miss up to one class without penalty, which is indicated by lack of participation in one class period’s online

activities (i.e., discussion boards). Additional absences/missed weekly DPs will result in grade reduction, and students will be held responsible for any content covered in the event of an

absence.

1. Excused Absences: Students are granted excused absences (which case counts as a missed DP in this course) from class for the following reasons: illness of 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 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. Appropriate documentation for all excused absences is required. Please see University Policies https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information on excused absences.

1. Make-Up Policy: Arrangement to make up a missed major assignment due to properly authorized excused absences 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.
2. Course Assignments: Course assignments are due on the dates and times specified within the

course schedule. If you are concerned about your ability to complete quality work as described in the schedule, make an appointment as soon as possible so we discuss how to support your learning in our course. When assignments are turned in late, without an excused or approved

absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date.

1. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies

https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx 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.

1. Students with Disabilities Statement Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to contact the instructor within the first week of classes, or as soon as possible if accommodations are needed immediately. 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, (334) 844-2096 (V/TT).
2. 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, an addendum to your syllabus

and/or course assignments will replace the original materials.

1. 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:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

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.

1. Learning Community: In this course, we will seek to establish a community of trust and mutual respect. Please be mindful and considerate of yourself, your peers, and your instructor. Though not all people in the class will share your views, the environment requires careful listening and responding to others in a manner in which you wish to be responded to. The course design is based on the assumption that each of you is a resource person and a learner. We have a responsibility to contribute to the learning of the group and our own individual experience.
2. 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). 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>

**COURSE SCHEDULE**

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| **Week** | **Date** | **Material** | **Readings/Activities** | **CACREP Standard** |
| 1 | 5/17 | Introduction to the Course Syllabus Review | **Readings:**  *Textbook Chapter 1*  *Complete Week 1 discussion post by 5/21 at 11:59pm* | F.3.a, F.3.b., F.3.c |
| 2 | 5/22 | Genetics, Epigenetics, and the Brain: The Fundamentals of Behavioral Development  Begin Planning Group Projects | **Readings:**  *Textbooks Chapter 2*  *Complete Week 2 discussion post by 5/28 at 11:59pm* | F.3.a., F.3.b., F.3.c.,  F.3.d., F.3.e, F.3.f., F.3.g., F.3.i |

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| 3 | 5/29 | Meet with groups individually | *Focus on your group’s chapters/materials and begin planning your presentation – No week 3 DP* |  |
| 4 | 6/5 | **Early Years:** Cognitive and Emotional Development | **Readings:**  *Textbook Chapters 3 & 4*  *Complete Week 4 discussion post by 6/11 at 11:59pm*  **Assignments Due:** Group 1 Presentation submitted by 6/07 | F.3.a., F.3.b., F.3.c.,  F.3.f., F.3.h., F.3.i |
| 5 | 6/12 | **Early Years to Middle Childhood:**   * The Emerging Self and Socialization in the Early Years * Realms of Cognition in Middle Childhood | **Readings:**  *Textbook Chapters 5 & 6*  *Complete Week 5 discussion post by 6/18 at 11:59pm*  **Assignments Due:** Group 2 Presentation submitted by 6/14 | F.3.a., F.3.b., F.3.c.,  F.3.f., F.3.h., F.3.i |
| 6 | 6/19 | **Middle Childhood Through Early Adolescence:**   * Self and Moral Development * Gender and Peer Relationships | **Readings:**  *Textbook Chapters 7 & 8*  *Complete Week 6 discussion post by 6/25 at 11:59pm*  **Assignments Due:** Group 3 Presentation submitted by 6/21 | F.3.a., F.3.b., F.3.c.,  F.3.f., F.3.h., F.3.i |
| 7 | 6/26 | **Midterm Review** | *Complete Week 7 discussion board by 7/02 at 11:59pm* |  |
| 8 | 7/03 | **Adolescence:**   * Physical, Cognitive, and Identity Development * The Social World of Adolescence | **Readings:**  *Textbook Chapters 9 & 10*  *Complete Week 8 discussion post by 07/09 at 11:59pm* | F.3.a., F.3.b., F.3.c.,  F.3.f., F.3.h., F.3.i |

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|  |  |  | **Assignments Due:** Group 4 Presentation submitted by 07/05 |  |
| 9 | 7/10 | **Young Adulthood:**   * Physical, Cognitive, Social, and Vocational Development | **Readings:**  *Textbook Chapters 11 & 12*  *Complete Week 9 discussion post by 7/16 at 11:59pm*  **Assignments Due:** Group 5 Presentation submitted by 07/12 | F.3.a., F.3.b., F.3.c.,  F.3.f., F.3.h., F.3.i |
| 10 | 7/17 | **Middle Adulthood:**   * Cognitive, Personality, and Social Development * Living Well: Stress, Coping and Life Satisfaction in Adulthood | **Readings:**  *Textbook Chapters 13 & 14*  *Complete Week 10 discussion post by 7/23 at 11:59pm*  **Assignments Due:** Group 6 Presentation submitted by 07/19 | F.3.a., F.3.b., F.3.c.,  F.3.f., F.3.h., F.3.i |
| 11 | 7/24 | **Late Adulthood:**   * Gains and Losses | **Readings:**  *Textbook Chapter 15*  *Complete Week 11 discussion post by 7/30 at 11:59pm*  **Assignments Due:** Group 7 Presentation submitted by 07/26 | F.3.a., F.3.b., F.3.c.,  F.3.f., F.3.h., F.3.i |
| 12 | 7/31 | **CATCH UP/WRAP UP** | *Complete Week 12 discussion post by 8/3 at 11:59pm*  **Assignments Due:**  Final Writing Assignment  *due by 8/03 at 11:59pm* | F.3.a, b, c, e, f, g, h, i |