

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

Summer 2024

**Course #:** COUN 7310-001, 7310-002

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

**Credit Hours:** 3 credit hours

**Course Location:** Haley 3228

**Instructor:** Danielle Pester Boyd, PhD, LPC (TX), RPT, NCC

**Email:** danielle.boyd@auburn.edu

**Office:** 2008 Haley Center

**Office hours:** By appointment

**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 in 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. (2019). *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](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, 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 (50 points)**

Students are expected to participate in class and because of the importance of in-class learning, participation in each of the 10 class periods is worth 5 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 and b) submits the make-up assignment before the next class period following the missed class period (exceptions may be made in the case of a prolonged absence). Students absent for non-university approved reasons will receive 0 points for that day.

**Developmental Theory Snapshot (100 points)**

1. *Handout (50 points):*

Students will create a *1–2-page* handout summarizing an assigned developmental theory from the list below to share with the class. Students will indicate preferences and be assigned a theory. Handouts should include:

1. brief description of the theorist(s) (i.e., birth/death date, what profession did they come from, where did they work, what time period did they develop the theory)
2. fundamental concepts: including ages/stages and how change occurs, context and scope of theory development (i.e., what does the theory say about personal identity, place in time, major contextual events, etc.)
3. empirical support of the theory’s use in counseling
4. cultural considerations
5. strengths and limitations of the theory’s use in counseling
6. at least 3 *scholarly* references to support your work

See Appendix A for grading rubric.

|  |  |
| --- | --- |
| **Theorist(s)** | **Theory** |
| John B. Watson | Behavioral developmental theory |
| Jean Piaget | Constructivist (Cognitive) theory  |
| Lev Vygotsky | Cognitive sociocultural theory  |
| John Bowlby | Attachment theory  |
| Erik Erikson | Psychosocial development  |
| Albert Bandura | Social learning theory |
| Jane Loevinger | Ego development |
| Robert Kegan | Evolution of the self |
| Lawrence Kohlberg | Theory of moral development |
| Carol Gilligan | Ethics of care |
| James Marcia | Theory of Identity achievement and identity status |
| William Perry | Cognitive development during college years |
| Abraham Maslow | Self-actualization hierarchy of needs |
| Urie Bronfenbrenner | Ecological systems theory |

1. *Presentation (50 points):*

Students will also be required to provide a 15-minute presentation of the developmental theory snapshot to the class. Presentation dates will be assigned in class.

See Appendix B for grading rubric.

**Midterm Exam (50 points)**

Students will complete a midterm exam. The exam will be open-note and students are allowed to use the book or any other class materials. Students are not allowed to use each other, the internet, or other individuals.

**Final Writing Assignment (100 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.
3. 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?

See Appendix C for grading rubric.

**Assignment Summary & Evaluation**

|  |  |  |
| --- | --- | --- |
| **Course Assignment** | **Due Date** | **Points Available** |
| Participation | Weekly | 50 |
| Developmental Theory Snapshot | 6/16 | 100 |
| Midterm Exam  | 6/23  | 50 |
| Final Writing Assignment | 7/28 | 100 |
| **Total** 200 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: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.

2.   Excused Absences: Students are granted excused absences 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.

3.   Make-Up Policy: Arrangement to make up a missed major examination 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.

4. 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.

5.   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.

6.  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).

7.   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.

8.   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:

a.   Engage in responsible and ethical professional practices

b.   Contribute to collaborative learning communities

c.   Demonstrate a commitment to diversity

d.   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. The APA Publication Manual Seventh Edition contains extensive guidelines on how to write an academic paper and how to cite references. The following website may also be helpful: <http://owl.english.purdue.edu/owl/resource/560/01/>

**COURSE SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date**  | **Material** | **Readings/Activities** | **CACREP Standard** |
| 1 | 5/16 | Introduction to the CoursePresentation Topic Sign-upOrganizing Themes in Development Genetics, Epigenetics, and the Brain: The Fundamentals of Behavioral Development | **Readings:** *Broderick Chapters 1 & 2* | F.3.a, F.3.b., F.3.c |
| 2 | 5/23 | **Early Years:** * Cognitive, Social, and Emotional Development
 | **Readings:** *Broderick Chapters 3 & 4* | F.3.a., F.3.b., F.3.c., F.3.d., F.3.e, F.3.f., F.3.g., F.3.i |
| 3 | 5/30 | **Early Years to Middle Childhood:** * The Emerging Self and Socialization in the Early Years
* Realms of Cognition in Middle Childhood
 | **Readings:** *Broderick Chapter 5 & 6* | F.3.a., F.3.b., F.3.c., F.3.f., F.3.h., F.3.i |
| 4 | 6/6 | **Middle Childhood Through Early Adolescence:*** Self and Moral Development
* Gender and Peer Relationships
 | **Readings:** *Broderick Chapter 7 & 8* | F.3.a., F.3.b., F.3.c., F.3.f., F.3.h., F.3.i |
| 5 |  | NO CLASS**Developmental Theory Snapshot Handout and Presentation Files due by 6/16 at 11:59pm** |
| 6 |  | NO CLASS**Mid-Term Exam Opens 6/17 and will close on 6/23 at 11:59pm.** |
| 7 | 6/27 | **Adolescence:** * Physical, Cognitive, and Identity Development
* The Social World of Adolescence
 | **Readings:** *Broderick Chapter 9 & 10***Assignments Due:**-Presentations  | F.3.a., F.3.b., F.3.c., F.3.f., F.3.h., F.3.i |
| 8 |  | Independence Day HolidayNO CLASS**Writing Workshop for Final Writing Assignment due 7/28.** |
| 9 | 7/11 | **Young Adulthood:** * Physical, Cognitive, Social, and Vocational Development
 | **Readings:** *Broderick Chapter 11 & 12***Assignments Due:**-Presentations | F.3.a., F.3.b., F.3.c., F.3.f., F.3.h., F.3.i |
| 10 | 7/18 | **Middle Adulthood:** * Cognitive, Personality, and Social Development
* Living Well: Stress, Coping and Life Satisfaction in Adulthood
 | **Readings:** *Broderick Chapter 13 & 14***Assignments Due:** -Presentations | F.3.a., F.3.b., F.3.c., F.3.f., F.3.h., F.3.i |
| 11 | 7/25 | **Late Adulthood:** * Gains and Losses
 | **Readings:** *Broderick Chapter 15***Assignments Due:**-Presentations-Final Writing Assignment due 7/28 by 11:59pm | F.3.a, b, c, e, f, g, h, i |

**Appendix A**

Developmental Theory Snapshot Handout Rubric

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Points** |
| **Description**Provides information about the theorist(s) |  | 5 |
| **Fundamental Concepts, Context & Scope**Clear and concise coverage of fundamental concepts or constructs. Includes ages/stages/levels as well as change mechanisms. Attends to context of theory and theorist including personal identity, place in time, major contextual events. |  | 20 |
| **Empirical Support**Describes to what degree the theory has been empirically validated/used in counseling. Cites at least 3 scholarly sources.  |  | 10 |
| **Cultural Considerations**Describes cultural factors to consider when the theory is applied to human development and/or in counseling.  |  | 10 |
| **Strengths & Limitations**Describes at least 1 strength and 1 limitation of the theory’s use in counseling. |  | 5 |
| Total Points: /50Comments:  |

**Appendix B**

Developmental Theory Snapshot Presentation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | *Exceeds Expectations*(Full points) | *Meets Expectations*(Partial-Full points) | *Does not Meet Expectations*(Partial-Minimal points) | **Points** |
| Content | All content areas outlined in syllabus are discussed thoroughly.  | All content areas outlined in syllabus are discussed.  | Few content areas outlined in syllabus are discussed.  | 25 |
| Presentation Quality  | Very clear and organized. Perfect or near perfect use of APA style.  | Clear and organized. Acceptable use of APA style.  | Not clear or well organized. Many errors in APA style.  | 20 |
| Structure/Time Management | Presents within given timeframe of 15 minutes.  | Presents within 10-15 minutes.  | Presents less than 10 minutes and does not meet time minimum requirement.  | 5 |
| Total points 50 |

**Appendix C**

Final Writing Assignment Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **points** | **Exceeds Expectations****(Full credit)** | **Meet Expectations****(Full-partial credit)** | **Does not Meet Expectations****(Minimal credit)** |
| **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
* Demonstrates relevance to class content
* Discussion is complete, but somewhat inconsistent throughout
* Includes multicultural considerations
 | * Did not state 2 Major topics clearly
* Demonstrates loose relevance to class content
* Discussion is unclear and inconsistent

Multicultural considerations need work |
| **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 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
 | * Little to no relevant evidence used to support argument
* Did not utilize 5 scholarly sources

Little to no effort was made to use evidence in support of author’s insight into counseling practice  |
| **Structure and Organization****Score:\_\_\_/20** | 15 | * 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, with only a few confusing points
* Writing is sufficiently clear and concise
 | * Ideas discussed often do not relate to overall argument
* authors discussion was confusing at times

Writing lacks clarity and parsimony  |
| **APA Format****Score\_\_\_\_\_\_\_\_**  | 5 | * Double-spaced 1” margins
* 12 Times New Roman
* Correct running head Page number
* Correct Title Page

Length sufficient  | * Adheres to APA format, only lacking 1-2 elements
 | * Adheres to APA format but lacks more than 2 elements
 |
| **Total: /100****Comments:**  |