**COUN 7310 – D01**

COUNSELING APPLICATIONS OF LIFESPAN DEVELOPMENT

***SUMMER 2025***

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

**College of Education**

Instructor Information:

**Latifat O. Cabirou, PhD**

**Assistant Professor**

**2060 Haley Center**

**Loc0005@auburn.edu**

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Office Hours:

**by appointment**

College of Educaton conceptual framework: Faculty, staff, and students strive to prepare and be professionals who are competent, committed, and reflective. 

**SYLLABUS**

1. **Course Number:** COUN 7310 – D01

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

**Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Course Instructor:**  Latifat O. Cabirou, PhD

**Semester/Year:** Summer 2025

1. **Date Syllabus Prepared:**

May 2015; revised May 2016, revised May 2017, revised May 2021; revised May 2024

1. **Required Text(s):**

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

\*Additional readings may be added over the course of the semester as need.

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn….financially and academically.

**What content am I getting?**

For this course, COUN 7310, you’re getting access for the semester to The Life Span by Broderick, and is required content for the course.

**How do I find it?**

Totally easy to find….look on the lefthand side of the course page in Canvas and you’ll find the content under the RedShelf link.  If you have any trouble, check out this link:  <https://solve.redshelf.com/hc/en-us/articles/360007684453-How-to-Access-Through-Canvas>

**What does it cost?**

For the first week of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course. The discounted price you’ll be billed is $30.50. The print price used to be $105.95.

* If you want to opt out and not be charged, all you have to do is follow the instructions (see <https://www.aubookstore.com/t-txt_allaccessoptout1.aspx>). You’ll lose access at the end of the first week of class, unless you’ve purchased it on your own.

**How do I pay?**

If you’re still opted in on May 26, then we’ll send the charge to your next ebill.  This will be labeled as the course on your ebill so you’ll know. You’ll get a reminder on May 21 to remind you about the deadline.

**What if I’m on scholarship?**

We can charge All Access content to any scholarship that we charge at the Bookstore.  Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please email [MNH0016@auburn.edu](mailto:MNH0016@auburn.edu) and we can order print copies for you.  These are done as requested, and take three to five business days to arrive, and we will ship them to you. Most scholarships will not pay for All Access and a print copy of the book.

**What is the refund policy?**

After the opt out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the opt out deadline will be crucial for you to decide if you want to be charged or not.

**What if I need help?**

* RedShelf customer service is always an option at <http://solve.redshelf.com>
* For most digital content in All Access, Google Chrome works best as a browser and you’ll want to make sure it’s up to date.
* I’m always happy to help as well, especially if you have a question about All Access or something doesn’t look right.

**Russell Weldon**[**books@auburn.edu**](mailto:books@auburn.edu)**or 844-1352**

* Also, <http://aub.ie/allaccess> has more info as well.

1. **Course Description:**

*Catalog Description:* Theories and current research in development of 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. 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.

1. **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 LIFESPAN DEVELOPMENT STANDARDS**

1. Theories of individual and family development across the lifespan
2. Theories of cultural identity development
3. Theories of learning
4. Theories of personality and psychological development
5. Theories and neurobiological etiology of addictions
6. Structures for affective relationships, bonds, couples, marriages, and families
7. Models of resilience, optimal development, and wellness in individuals and families across the lifespan
8. Models of psychosocial adjustment and adaptation to illness and disability
9. The role of sexual development and sexuality related to overall wellness
10. Biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
11. Systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
12. The influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
13. Effects of crises, disasters, stress, grief, and trauma across the lifespan

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| CACREP Standard Achieved | Curriculum Experience |
| **CACREP 3.C.1.; CACREP 3.C.2.; CACREP 3.C.4.; CACREP 3.C.6.; CACREP 3.C.10.; CACREP 3.C.11.; SDE 290-3-3.50(2)(a)1; NASP 2.4.;** | * Describe the principal components of theories of life-span development, age and period stage (child, adolescent, and adult) development, and family development. |
| **CACREP 3.C.1.; CACREP 3.C.7.; CACREP 3.C.9.; CACREP 3.C.10.; CACREP 3.C.11.; CACREP 3.C.13.; 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. |
| **CACREP 3.C.2.; CACREP 3.C.6.; CACREP 3.C.8.; CACREP 3.C.10.; CACREP 3.C.11.;**  **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 3.C.1.; CACREP 3.C.2.; CACREP 3.C.12.; CACREP 3.C.7.; CACREP 3.C.9.; CACREP 3.C.13.; CACREP 3.C.11.;**  **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 3.C.2.; CACREP 3.C.3.; CACREP 3.C.5.; CACREP 3.C.10.;**  **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 3.A.8.; CACREP 3.A.10.;** | * Describe the ethical and legal issues pertaining to counseling across the lifespan |
| **CACREP 3.C.4.; CACREP 3.C.5.; CACREP 3.C.8.;** | * In response to case studies, state how developmental theories and research suggest directions for counseling practice |
| **CACREP 3.C.7.; CACREP 3.C.12.; CACREP 3.C.13.;**  **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 |

1. **Course Schedule**

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|  | **Topics** | **Readings** | **Assignments Due** |
| Week 1  5/19/25 | Course Overview  Introduction to Developmental Theories  Genes and Biological Influences  **CACREP 3.C.1.; CACREP 3.C.10.** | Chapter 1 |  |
| Week 2  5/27/25 | Prenatal Development  Early Years: Physical and Cognitive Development  **CACREP 3.C.1.; CACREP 3.C.2.; CACREP 3.C.3.; CACREP 3.C.6.; CACREP 3.C.10.** | Chapter 2  Chapter 3 |  |
| Week 3  6/2/25 | Infancy and Early Childhood: Emotional and Social Development  **CACREP 3.C.1.; CACREP 3.C.2.; CACREP 3.C.11.; CACREP 3.C.9.; CACREP 3.C.10.** | Chapter 4  Chapter 5 | (1 Early Childhood Presentation) |
| Week 4  6/9/25 | Middle Childhood: Cognition  Reciprocal Parent-Child Influences  **CACREP 3.C.4.; CACREP 3.C.6.; CACREP 3.C.7.; CACREP 3.C.11.** | Chapter 6  Woodman et al (2015) | (1 Middle Childhood Presentations) |
| Week 5  6/16/25 | Middle Childhood/Early Adolescence: Self & Moral Development + Gender & Peers  **CACREP 3.C.7.; CACREP 3.C.8.; CACREP 3.C.9.; CACREP 3.C.11.; CACREP 3.C.12.** | Chapter 7  Chapter 8 | (1 Early Adolescence Presentations) |
| Week 6  6/23/25 | **MIDTERM EXAM**  **Exam opens on Monday, 6/23 at 9am**  **Exam closes on Sunday, 6/29 at 5pm** | | |
| Week 7  6/30/25 | Adolescence: Physical, Cognitive & Identity Development + Social World  **CACREP 3.C.10.; CACREP 3.C.11.; CACREP 3.C.12.; CACREP 3.C.13.** | Chapter 9  Chapter 10 | (1 Middle and Late Adolescence Presentations)  Take-home Midterm Due |
| Week 8  7/07/25 | Young Adulthood: Physical, Cognitive Social, and Vocational Development  **CACREP 3.C.6.; CACREP 3.C.7.; CACREP 3.C.11.; CACREP 3.C.12.** | Chapter 11  Chapter 12 | (2 Young Adulthood Presentations) |
| Week 9  7/14/25 | Middle Adulthood: Cognitive, Personality, and Social Development  Health Disparities in Adulthood  **CACREP 3.C.8.; CACREP 3.C.10.; CACREP 3.C.11.; CACREP 3.C.12.** | Chapter 13  Magaña et al (2016) | (1 Middle Adulthood Presentations) |
| Week 10  7/21/25 | Late Adulthood: Gains and Losses  Final Review of Course Material/Wrap-up  **CACREP 3.C.13; CACREP 3.C.11.** | Chapter 15 | (2 Late Adulthood Presentations) |
| Week 11  7/28/25 | CATCH UP/ WRAP-UP |  | Final Writing Assignment Due |

1. **Course Requirements/Evaluation**

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

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| Course Assignment | Due Date | Points Available |
| Class Participation | Week 1 – 10 (except week 6) | 5 points per class (45) |
| Lifespan Presentation | Throughout the semester | 100 |
| Midterm Examination | 6/29/25 | 100 |
| Final Writing Assignment | 7/28/25 | 100 |
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| Total |  | 345 |

**Course Requirements:**

* 1. **Class Participation** (*5 points per class, 45 points total)* (CACREP 3.C.13)Participation points will be earned by responding to the discussion question(s) posted on the discussion board. You are expected to provide your own response to the initial question presented and then comment on at least one student’s response. Your responses must be at least one paragraph in length. Respectful comments and behavior must be demonstrated to receive full participation points. Critiques should be supported with evidence and the sources should be cited.

**Due Date:** Discussion questions should be posted by the presenter(s) by 5pmcst on Mondays. Your responses must be posted by Sunday at 5pmcst. Responses posted after this time will not be graded.

* 1. **Lifespan Presentation** *(100 points)* (CACREP 3.C.6.; CACREP 3.C.7.’ CACREP 3.C.11; CACREP 3.C.12)

**Logistics**: Students will divide into groups of 2-3 and develop a 40-45 minute presentation relevant to a developmental period covered. Presentations should include both audio and/or video recording of the presenters facilitating the presentation, and visuals of the information via PowerPoint or similar program presentation. For example, using Zoom or another video conference program, your group can record yourselves presenting your information while using the screen share feature show your PowerPoint presentation. This recording can then be posted on the discussion board.

In addition to the recording, your group will post 1-2 discussion question(s) to the discussion board. The discussion question(s) should be connected to the information you provided in your presentation and should require the class to make connections between the content of your presentation and relevant course materials. Include the group members’ names at the beginning of the discussion post.

Each member of your group should submit the same copy of the presentation slides to the Group Presentation Assignment.

**Due Date**: Recorded presentations and discussion question(s) are due on Mondays at 5pmcst on the week we cover the topic. (See the Course Schedule for date options).

**Content:** 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 on which to focus (e.g., *bullying among LGBT adolescents* for a presentation on adolescence) or they may talk about the issue more broadly for that developmental period of life (e.g., bullying in adolescence). 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***).

* 1. **Take-Home Midterm Examination** *(100 points)* (CACREP 3.C.1-12)*:* A multiple choice and short-answer midterm examination will be completed on Canvas. The exam will cover course content (lecture, discussion, assigned readings, student presentations) from the first five 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 23 and will be closed on June 29 at 5pm.
  2. **Final Writing Assignment (from content weeks 6-10)** (CACREP 3.C.11.; CACREP 3.C.12)

This assignment must be a minimum of 5 pages, not including title and references pages, and must not exceed 7 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>

1. **Class Policy Statements**

Canvas: All course assignments will be submitted via Canvas. Course related announcements will also be communicated via Canvas. Students are responding for checking Canvas regularly. Students have control of the notification settings in the Canvas accounts. It is recommended that students set up Canvas notifications to alert them when an announcement has been posted, an assignment is due, a grade is released, etc. For students new to Canvas, visit this link for a 7 minute tutorial on using Canvas [“Getting Started with Canvas” video (and transcript) (Links to an external site.)](https://vimeo.com/74677642) created by Canvas LMS.

Late Work Policy: It is expected that you have completed all assignments by the due date and time. All late assignments will receive a 10% grade reduction per day (a “day” constitutes each 24-hour period starting at the date and time the assignment was due). Assignments that are not submitted within one week of the due date and time (not including any university breaks) will not be accepted and will thus receive a score of 0. I reserve the right to make exceptions to my late work policy, for example, in the event of an emergency.

Attendance Policy: Attendance is required. Students are expected to attend all class meetings**.** You are expected to be in class and to be prepared. Seminar courses such as this one requires active participation from all participants. It is expected that you will make every effort to attend each class period in its entirety. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class. An excused absence that is not made up (as described below) will also count as an unexcused absence.

Students are granted excused absences for the following reasons: 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. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. Students must make up the presentations scheduled on the day of excused absent within one week of the absence (by the end of the next class period) or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Accommodations: Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with me about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is located in Haley Center 1228.

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (<http://www.auburn.edu/student_info/student_policies/)> will apply to this class. 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.

Professionalism: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook (Links to an external site).](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy. 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: I am available by appointment. The best way to schedule an appointment with me is via my campus email address at loc0005@auburn.edu. You can also see me after class to meet briefly. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it. **Please allow 48 hours (not including weekends and holidays) to receive responses to email messages.**

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis situation (e.g. COVID-19 or Monkey Pox outbreak), 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.

AI Policy: **Not Permitted in this Course**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.

Mental Health

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic.](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:+13348445123) to speak with someone. Additional information can be found at [http://wp.auburn.edu/scsLinks to an external site.](http://wp.auburn.edu/scs/)

Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at [https://aub.ie/basicneedsLinks to an external site.](https://aub.ie/basicneeds). Furthermore, please notify me, your course instructor, if you are comfortable in doing so as this will allow me to connect you with any other known resources.

Sexual Misconduct Resources Statement

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit [auburn.edu/safeharbor](http://auburn.edu/safeharbor).

* + - 1. **Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association. The course also includes advanced contents in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2024). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

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| **Writing Assignments Rubric**  This assignment must be a minimum of 5 pages (not including title and references pages) and no more than seven 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. 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 second half of the semester. What are some cultural nuances counselors shoulfd 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:\_\_\_/15** | 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 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\_\_\_\_\_\_/5** | 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** | | | | | |

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| **Rubric for Group Presentation**  Students will divide into groups of 2-3 and develop a 40-45 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). Presentation should also include facilitation of a brief (1-2 questions) discussion with classmates on the topic presented. A grading rubric is provided on Canvas that will provide additional guidance in meeting assignment requirements. Students should each upload their group presentation slides to the Canvas assignment no later than 1 hour before the class period of their presentation. | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Coverage of special topic**  **Score\_\_\_\_/20** | 20% | * Group articulated a relevant special topic area * Group provided relevant and thorough understanding of the specified topic and connected it to a specific population when appropriate | * Group articulated a mostly relevant demographic information * Group provided mostly relevant and thorough understanding of the specified topic and connected it to a specific population when appropriate | * Group articulated a somewhat relevant demographic information * Group provided information lacking in relevance and thoroughness | * Group articulated a relevant topic with an unclear socio-cultural context * Group provided information that was insufficient and/or irrelevant. |
| **Coverage of human development area (**cognitive/neurological, physical/physiological, social, emotional, and identity/cultural)  **Score:\_\_\_/30** | 30% | * At least 3 major topics are stated clearly * Demonstrates meaningful relevance to class content * Discussion is complex, insightful and consistent throughout * Includes multicultural considerations | * 3 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 |
| **Implications for Counseling**  **Score\_\_\_\_/30** | 30% | * Group used at least 8 peer-reviewed articles * Group demonstrated a thorough understanding of selected research * Group effectively communicated implications for counseling | * Group used at least 8 peer-reviewed articles * Group demonstrated an acceptable understanding of selected research * Group mostly effective at communicating implications for counseling | * Group used less than 8 peer-reviewed articles * Group demonstrated a lacking understanding of selected research * Group ineffective at communicating implications for counseling | * Group used less than 8 peer reviewed articles * Group demonstrated little to no understanding of selected research * Group ineffective at communicating implications for counseling |
| **Group Reflection & Discussion**  **Score\_\_\_\_/20** | 20% | * Group successfully connect project experience to counselor skill development * Group facilitated an effective class discussion relevant to topic and course content | * Group mostly connected project experience to counselor skill development * Group facilitated an acceptable class discussion relevant to topic and course content | * Group lacking in connection of project experience to counselor skill development * Group facilitated a less than effective class discussion relevant to topic and course content | * Group provided no connection of project experience to counselor skill development * Group facilitated an ineffective class discussion relevant to topic and course content |