

**Advanced Lifespan Development Counseling****COUN 5660.51 – 3 credit hours****Tuesday 5:00 – 7:50 pm****HWH:**

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Office Hours: Mon. & Thurs/Fri 2:30 – 4:30 pm
(also by appointment)

Required Texts:

Broderick, P. C., & Blewitt, P. (2014). *The life span: Human development for helping professionals* (4th ed.). Upper Saddle River, NJ: Pearson.

Gardiner, H. W., & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development* (5th ed.). Boston, MA: Allyn & Bacon.

Supplemental reading selected from bibliography made available by the instructor in the syllabus

Course Prerequisite: COUN 5600 or 5611 or concurrent enrollment.

Course Description: Examines development and counseling across the lifespan and addresses issues that impact counseling such as ethnicity, economics, disabilities, and abuse/neglect. Introduces concepts of family development and learning theory.

Attendance Policy: Attendance for all courses is mandatory. The structure of this course and the course's importance in your development as a professional school counselor requires your attention and regular participation. Only *one* unexcused absence will be allowed. **If assignments are not submitted by the due date, your assignment will be automatically deducted by half points after the final score;** all assignments are to be submitted by hand at the beginning or end of class. Students may be dropped from the course if they do not participate in the first two weeks of class following University policy. Please note, if you are unable to meet the requirements it is your responsibility to drop this course.

ADA Policy: Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 190 (773) 995-4401. Accommodations may be requested at any time, but they are not retroactive.

Emergency Procedure Request: In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

Conceptual Framework: The College of Education and the Department of Psychology's conceptual framework serves as the model for preparing all candidates to succeed in serving urban populations. This preparation is characterized and distinguished by five core themes. (1) Partnerships with the education community, (2) assessments of teaching and learning that are consistent and frequent, (3) contextualized teaching experiences, (4) technology-integrated curricula and instructional delivery and (5) standards-based teaching and learning.

Department Mission: The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and

their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

This course draws upon the conceptual framework in that students are assessed throughout the semester with both formal and informal measures. This is implemented to engage the students in understanding the material and the application of the lessons. Technology is integrated into the curriculum to draw from external sources and become familiar with on-line technology. Cognitively challenging standards are set to motivate the students to develop an understanding of the professional responsibilities of a school counselor.

Method of Instruction: The method of instruction includes “socratic” teaching, which involves teaching by questioning more so than by telling as well as group discussion, guest lectures, review of documents and films, group activities and presentations, and individual presentations. Throughout course discussion, an emphasis on the use of a culturally sensitive pedagogy relative to all subject matter will be implemented.

Use of Technology: Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference. *When using computer during class inappropriately for anything outside of class notes and any other device that causes distraction for the instructor or colleagues during lecture, the instructor will request the student not to bring computer and/or other devices to future classes.*

Electronic Device Notice: *As a matter of courtesy to your classmates and the instructor, please turn off all electronic devices that make noise.*

Program Objectives met in this Course (*italicized*):

1. *Integrate knowledge of human growth and development into the diagnostic and counseling process.*
2. *Appropriately use counseling assessment, research, and evaluation protocols.*
3. *Use the analysis of the dynamics of the helping relationship in the counseling process.*
4. *Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.*
5. *Effectively respond to professional and ethical issues.*
6. *Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.*
7. *Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.*
8. *Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.*
9. *Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.*

Course Objectives and Assessments/Student Outcome Measures

*STANDARDS CACREP = COUNCIL FOR ACCREDITATION OF COUNSELING

CMH = CLINICAL MENTAL HEALTH

COURSE OBJECTIVES	*STANDARDS	ASSESSMENTS/OUTCOME MEASURES
Understand the theories of individual and family development across the lifespan	CACREP = 3a	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings.
Know and apply theories of learning	CACREP = 3b CMH = G1	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings.
Identify the theories of normal and abnormal personality development	CACREP = 3c	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings.
Refine your understanding of biological, neurological, and physiological factors that affect human development, functioning, and behavior	CACREP = 3e	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings.
Recognize the systemic and environmental factors that affect human development, functioning, and behavior	CACREP = 3f	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings.
Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.	CACREP = 3g	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings.
Refine and apply your critical thinking skills to understanding ethical and culturally relevant strategies for promoting resilience and optimum health.	CACREP = 3i	Comprehensive individual, group lead discussion, written weekly guided critical analysis of the readings.

Professional Standard SetsCouncil for Accreditation for Counseling and Related Educational Programs (CACREP) <http://www.cacrep.org>American School Counseling Association <http://www.schoolcounseling.org>**Grading Policy:**

- A= 90-100 points
 B= 80-89 points
 C= 70-79 points
 D= 60-69 points
 F= 59 points and below

Evaluation Criteria: Students are expected to read the weekly assigned readings and the lectures. Class discussions are based on the assigned readings and assignments listed in the syllabus. All students are expected to contribute questions, comments, observations, personal views, and relevant experiences to class and any online discussions scheduled for class. The depth and evidence of familiarity of the readings will be assessed for the class participation grade. Your overall grade for the course is determined by the following criteria.

- | | |
|-----------------------|-----------|
| 1. Journals | 30 |
| 2. Group Presentation | 25 |
| 3. Quizzes | 20 |
| 4. Final Exam | <u>25</u> |

100 Total Points

COURSE REQUIREMENTS:

1. **Six Journal Entries** on selected chapter questions out of The Life Span text for reflective writing that will encourage students to synthesize reading material and create relevance of topics to personal development. *All entries must be double spaced, 12pt font and **follow the provided rubric meeting a standard of writing.*** (5 points each)
2. **Theory to Practice Group Presentation:** Each group will conduct a media presentation representing one of the developmental theories discussed this semester. Each stage of the theory should be creatively described using any form of media (i.e. film, news, art, etc.).
First - Create a case study of a client that represents the population you are interested in working with as a future counselor. Describe your client's demographics, presenting issues for attending counseling thoroughly. (5pts)
Next - Describe inhibiting behavioral patterns, internal and external influences, and your client's needs overall from a clinical perspective. (5pts)
Third - With the theory that you have been assigned, a.) explain the basic aspects of your theory, b.) how you would apply your assigned theory in understanding your client, and c.) how you will use the theory in working with your client to assist your client in understanding themselves and future clients. (15pts)
 All work should be technologically presented in a minimum of a 30 minute presentation (i.e. PowerPoint, Prezi, or Slideshow). All sources used should be cited and appropriately referenced in APA format. *All groups are to submit a handout of presentation for grading and handouts to instructor and class members for sharing. BE CREATIVE!!!* (25 points)
3. **Two Quizzes** – Two quizzes will be administered during the semester. (before and after midterm) (10 points each)
4. **Final Exam** – Comprehensive exam on concepts, stages, and life span theories (25 pts.)

Style: The group presentation should be written and documented in the style of the American Psychological Association Publication Manual, 6th Ed. A copy of this is available in the reference section of our campus library.

Websites with information about APA style are:

<http://webster.comnet.edu/apa/index.htm>

<http://www.uwsp.edu/psych/apa4b.htm>

<http://www.wooster.edu.psychology/apa-crob.html>

The following website describes the changes in the latest edition (6th) of the Publication Style Manual, which was recently published: <http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Plagiarism and Academic Misconduct: ‘Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures” article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.’ Simply stated, plagiarism is using someone’s work without giving the appropriate credit. This can mean several things. For examples, all of the following are considered plagiarism.

Copying and pasting text from on-line media, such as encyclopedias.

Copying and pasting text from any web site.

Transcribing text from any printed material, such as books, magazines, journals, encyclopedia, and newspapers.

Simply modifying text from any of the sources is plagiarism. For example, replacing a few words, using a thesaurus does not constitute original work.

Using another students’ work and claiming it as your own, even with permission, is academically unethical and is treated as plagiarism.

Anytime you quote, summarize, or paraphrase; you must acknowledge the original source. Even if you summarize or paraphrase, you must acknowledge the original source, if you do not directly credit your sources through a citation you are plagiarizing.

Please refer to this website for more information on plagiarism.
<http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>

Academic Warnings: If students experience issues related but not limited to attendance, missing assignments and exams, and/or limited progress, which may hinder satisfactory progress for course, students should make contact with the instructor and his/her academic advisor as soon as possible.

CSU Credit Hour Definition: For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of-class assignments (homework, reports, essays, critical analysis of readings, etc.), which is in addition to studying.

Tentative Course Calendar

Week 1	Overview/Introduction to the Concept of Lifespan Counseling
Readings Due:	LAC chp. 1; TLS chp. 1
Week 2	Beginning of Human Life / Principles of Growth & Maturation
Readings:	TLS chp. 2 Assignments Due: Journal #1 on questions from chps. 1 & 2
Week 3	Influences between self & social, familial, & physical environment
Readings:	LAC chps. 3-5
Week 4	Theories of Development and the Counseling Process
Readings:	LAC chp. 2 Assignment: Quiz #1
Week 5	Stages of Development
Readings:	LAC chps. 6-8
Week 6	Prenatal Development and the Birthing Process
Readings:	TLS chps. 3 & 4 Assignments: Journal #2 on questions from chps. 3 & 4
Week 7	Development: Early Childhood through Middle Childhood
Readings:	TLS chps. 5 & 6 Assignments: Journal #3 on questions from chps. 5 & #'s 1 & 3 from chp 6;
Week 8	Development: Middle Childhood through Early Adolescence
Readings:	TLS chps. 7 & 8 Assignments: Journal #4 on questions from chp. 7 #'s 1, 3, 4 & chp.8 #'s 1 & 3 Quiz #2
Week 9	Development: Adolescence & their Social World
Readings:	TLS chps. 9 & 10 Assignments: Journal #5 on questions from chp. 9 #'s 1 & 3 & chp. 10
Week 10	Development: Young Adulthood
Readings:	TLS 11 & 12 Assignments: Journal #6 on questions from chp. 11 & #'s 2& 3 from chp. 12
Week 11	Development: Middle Adulthood
Readings:	TLS 13 Assignments: Journal #7
Week 12	Life Satisfaction in Adulthood
Readings:	TLS 14
Week 13	Aging, Death, and Bereavement
Readings:	TLS 15 Assignments: Journal #8; Presentation #
Week 14	Aging, Death, and Bereavement
Readings:	LAC 9 Assignments: Presentation #
Week 15	Implications of Lifespan Development for Counselors
Readings:	LAC 10 Assignments: Presentation #
Week 16	Final Exam

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty:* Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures”, article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.

C. *Policy on Unattended Children:* Unattended children are not allowed in Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.

D. *Classroom Civility:* Each CSU student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, interrupt class by coming in late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others will be asked to leave the class and may be subjected to disciplinary action under the *Code of Student Rights, Responsibilities and Disciplinary Procedures*.

E. *Diversity Statement:* Multiculturalism is a prominent component of life; therefore, it is inevitable that cultural differences among the instructor and students are acknowledged and cultural sensitivity is embraced in order to support the learning process we will experience together while applying learned concepts to current and futuristic situations and circumstances.

Evidence of critical thinking is also a criterion, which must be demonstrated in each assignment. Critical thinking is a unique type of purpose thinking in which standards involve the careful examination and evaluation of beliefs and actions in order to arrive at well reasoned ones. This purposeful and responsive thinking is guided by intellectual standards of relevance, clarity, depth, and breadth. Critical thinkers routinely ask the following questions:

- ✓ What is the purpose of my thinking here (goal/objective)?
- ✓ What precise question (problem) am I trying to answer?
- ✓ What point of view (perspective) am I thinking?
- ✓ What concepts or ideas are central to my thinking?
- ✓ What am I taking for granted, what assumptions am I making?
- ✓ What information am I using (data, facts, observations)?
- ✓ What conclusions am I coming to?
- ✓ If I accept the conclusions, what are the implications?
- ✓ What would the consequences be if I put my thoughts into action?

For each element, the thinker considers the standards that shed light on the **effectiveness** of their thinking. It is self-assessing (self-critical), and self-improving (self-corrective). The thinker assesses his or her thinking, using appropriate standards. If you are not assessing your thinking, you are not thinking critically.

Many students find it difficult to prepare graduate level papers. Part of the problem is simply a paucity of practice. I strongly urge you to proofread your work and then have it reviewed by an objective individual that has a good command of writing mechanics. Below are a list of some of the most common errors related to grammar, punctuation, and other sentence-level matters. It may be wise to use the items below as a checklist during the preparation of your paper.

1. Missing coma after an introductory element pronoun reference	10. Unnecessary shift in pronoun
2. Missing comma in a compound sentence	11. Sentence fragment
3. Wrong word	12. Wrong tense or verb form
4. Missing comma(s) with a nonrestrictive element	13. Lack of subject-verb agreement
5. Wrong or missing verb ending	14. Missing comma in a series
6. Wrong or missing proposition	15. Lack of agreement between pronoun and antecedent
7. Comma Splice	16. Unnecessary comma(s) with a restrictive element
8. Missing or misplaced possessive apostrophe	17. Fused sentence
9. Unnecessary shift in tense	18. Misplaced or dangling modifier
	19. Its/It's confusion

Example of Journal Format

Journal # ■ Chapter ■

1. If you can, ask your parent or a member of your family to describe you using the Big 5 personality traits. Which of your personality traits have remained stable over time? Which have changed?

This was fun for me, not only did I gain insight from my mother on how I was as a child, but I also got to see how I have changed and stayed the same now as a young adult. First, my mother said that I had three of the big five personality traits Broderick and Blewitt (2010) discuss in the chapter. Extraversion, which is defined as “outgoing, active, assertive, energetic, talkative, and enthusiastic” relates to my personality mostly (Broderick & Blewitt, 2010, p. 421). I would very much have to agree with my mother that this has been a constant in my life. I still agree that even until this day extraversion is very much still a big part of who I am. Agreeableness is described as “warm, sympathetic, generous, forgiving, kind, affectionate, and compliant” (Broderick & Blewitt, 2010, p.421). Agreeableness is still a part of my life but there are some qualities under agreeableness that I would not identify with, such as compliant. I am very head strong and I am not one to just give into certain things. Finally, openness to experience according to Broderick and Blewitt (2010) is being creative, artistic, curious, insightful, original, wide-ranging interests, and having a positive orientation to learning. This trait has always widely stayed the same for me. I have become more of some of the characteristics listed, such as, creative and artistic. I recently started selling my paintings, granted they have just been to friends, and past professors. Overall, my mother described me right on the noggin. I would go as far out as saying that these three make up 90% of my personality.

2. Do you think people normally go through a midlife crisis? Why or Why not?

Well, considering that I am only in young adulthood I cannot say yes, or no from a personal experience, but knowing my parents, and aunts and uncles I can say that I do believe that some people go through midlife crisis’, but not all. I believe that in middle adulthood people start to reevaluate their lives, and what they want leading to unfulfilled desires and wants. Broderick and Blewitt (2010) state that “desire refers to wanting to be creative, productive, or giving and accomplishment means actually feeling that you are creative, productive, or giving” (p.444). This statement, to me, sums it all up. I believe that people want to be fulfill through something other than what they’ve been living. I believe that there is some sort of desire to give back to cultures, and groups of people. Or there may be a desire to sell everything they own and travel the world for the next few years. I can say from a personal experience that I believe my mother went through a midlife crisis two years ago, when she decided she was going to embark on a journey of Gastric Bypass weight loss surgery. It came down to her wanting to live longer for us children, and for her future grandchildren. So, do I believe people normally go through a midlife crisis, yes, some, but not all people.

References

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