

**James Madison University**  
**Advanced Developmental Psychology – Clinical Mental Health Counseling**

An overview of the theories, research and applications relevant to the development of behavior and mental processes throughout the life span.

***Our Focus***

This 3-credit hour course provides an advanced overview of current research and theory on life-span human development. The course will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on typical physical, cognitive, emotional and social developmental transitions as well as on issues such as diversity and socialization in relation to perceptions of human development. Professional, clinical, legal, and ethical issues will also be addressed.

***Required Texts***

Erford, B. (2017). An advanced lifespan odyssey for counseling professionals. Stamford, CT: Cengage.

Additional readings will be assigned throughout the semester and will be posted on Canvas

***Course Structure***

Our primary course learning system is through Canvas. Only students enrolled in this course will have access to the course website. Please enable notifications from Canvas to ensure you receive updates and announcements. For each week, a module will be posted where you will find links to that week's course materials and assignments. You can access Canvas through the JMU website.

In the event that we need to meet in formats other than face-to-face, we will join class via Zoom. Our Zoom link will be included on our Canvas page.

**A bit about the course**

I am excited to join you as we delve into the topic of developmental psychology. Why does it matter to engage with this topic? You'll find that developmental principles provide foundational information for your work as a counselor. For instance, What constitutes normal vs. abnormal behavior? What research and power bases have informed these determinations? What role do culture and society play in our conceptualizations? How has your own developmental trajectory influenced who you are, and who you may become? This course gives us the opportunity to explore these and related questions. Usually this course is limited to only first-year CMHC students. The relatively small size of this seminar allows for more individualized support, the opportunity to build deeper personal connections, and engaged, active learning.

**My hopes and vision for the semester**

It is my hope that all students will be well served by this course, that students' learning needs can be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender,

sexuality, disability, age, socioeconomic status, ethnicity, race, and culture generally. Your suggestions are encouraged and appreciated.

I also envision this course as a supportive and inclusive learning community where we can share experiences, engage critically with relevant texts, ask complex questions, and discuss our thoughts and ideas. This will be an interactive class that relies on your thoughtful contributions. There will be readings, a media project, creative assignments, and experiential and reflective learning experiences.

### ***Tips for success***

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

### **Attendance**

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. I expect you to practice now by offering your full and absolute attention in class; Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, I expect you to contact me as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

### **Specific Course Policies**

- No unexcused absences are allowed for successful completion of the course. More than one excused absence will result in an Incomplete for the course.
- Late assignments will be penalized.
- Exemplary professional responsibility and ethical behavior are expected during class time and onsite experiences. Confidentiality of participants must be maintained at all times. If you have any questions or concerns regarding confidentiality, ethics, or best practice please communicate with the instructor immediately. Unethical professional behavior may result in a failing grade for the course or an incomplete.

### **Academic Honesty**

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

### **Research Assistance**

If you need help completing your research assignments, you can contact our Liaison Librarian, Liz Chenevey. Email her specific questions at [chenevet@jmu.edu](mailto:chenevet@jmu.edu), schedule a one-on-one appointment at <http://events.lib.jmu.edu/appointments/>, or drop by her Office Hours on Tuesdays in Miller 1162 from 10-12, Wednesdays in Carrier Library 125F from 3-5, or Thursdays in HBS 2071 from 2-4.

### **Adding/Dropping Classes**

You must register for classes or drop classes before the scheduled add/drop deadline. For more details, please refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

### **Religious Accommodations**

Counseling faculty members are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

### **Disability Accommodations**

Your success in this class is important to me. We all learn differently and bring different strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I am also committed to providing any accommodations you may need for a disability. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Student Success Center, Suite 1202. You may call 540.568.6705 or contact the office at <https://www.jmu.edu/ods/contact/contact-us.shtml> for more information.

### **Confidentiality and Title IX**

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

### **Counseling and Mental Health**

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing mental health challenges at James Madison University, please connect with the Counseling Center (CC) located within the Student Success Center on the 3rd floor. You can learn more about available CC services by visiting the website: <https://www.jmu.edu/counselingctr/> or calling the Center (540-568-6552). Their services are free and confidential. Other available support resources to consider on campus include, but are not limited to the: Office of the Dean of Students, Health Center, Learning Strategies Instruction, & Office of Disability Services.

### **Inclement Weather**

Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. Please stay safe -- don't take unnecessary risks to make it to class.

### ***Course Objectives and Expected Learning Outcomes:***

Student competence will be measured by classroom activities, assignments, and exams. Students who successfully complete this course will demonstrate knowledge in the following core content area of the CACREP 2016 Standards:

#### **1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.

#### **2. SOCIAL AND CULTURAL DIVERSITY:**

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

#### **3. HUMAN GROWTH AND DEVELOPMENT:**

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

#### **4. CAREER DEVELOPMENT**

- a. theories and models of career development, counseling, and decision making

## **5. HELPING RELATIONSHIPS**

- b. a systems approach to conceptualizing clients
- h. developmentally relevant counseling treatment or intervention plans
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources

## **7. ASSESSMENT AND TESTING**

- d. methods of effectively preparing for and conducting initial assessment meetings
- j. use of environmental assessments and systematic behavioral observations

### **CMHC Contextual Dimensions**

- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health

### **CMHC Practice**

- e. strategies to advocate for persons with mental health issues

### **CMHC 9. JMU Counseling Program Key CMCH Standards:**

Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

## ***Course Activities***

### **1) Class Presentations and Participation**

This may surprise you, but I ask you to limit computer and cell phone use in class. Technology can be distracting and I want you to be present and engaged in class. So, please, keep your cell phones and other electronic devices out of (your) sight. Please check in with me if you need to use a laptop for class purposes, for example, for taking notes. If you do, I expect you to refrain from messaging, emails, and the use of social media.

The course will combine seminar and experiential class activities. The nature of this course requires that all students complete reading assignments as scheduled so they can meaningfully contribute to class discussions and counseling exercises. Your classmates and I rely on you to share your thoughts and questions, so plan to be prepared for every class session.

Your grade for the class participation will be based on your respectful and attentive commitment to our class discussions and assignments throughout the term. You will likely also be asked to participate in facilitating discussions and demonstrating theories and techniques in class, so be sure to complete assigned readings by the due date. You will also be asked to participate in our Discussion Board conversations from time to time.

### **Evaluation Rubric**

Excellent	Acceptable	Unacceptable
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<p>Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.</p>	<p>Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.</p>	<p>Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.</p>
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## 2) Midterm – Key Performance Indicator 3 (Introductory)

The midterm will be designed to assess your understanding of key concepts regarding human development. Questions will address the following topics:

- Theories of learning and personality
- Biological, neurological, environmental, and physiological factors that affect human development, functioning, and behavior
- Systemic and environmental factors that affect human development, functioning, and behavior
- Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- Characteristics, risk factors, and warning signs indicating risk for mental health and behavioral disorders, as well as risk for substance abuse
- Common medications that affect learning, behavior, and mood
- Systemic conceptualization
- Ethical and culturally relevant strategies for differentiated interventions, and for promoting resilience and optimum development and wellness across the lifespan

The rubric that will be used to evaluate your performance on this assignment is available [here \(Appendix A\)](#), and the CACREP Alignment is available [here in Appendix B](#).

## 3) Reflection Paper

Choose a 5-year period of your life and discuss your development by writing a critical analysis of your own physical, cognitive, emotional, and social development. Include aspects of the following theoretical considerations: individual and family development; personality and/or learning theory; and personal risk factors as well as protective factors related to your resilience and optimal development. Explain what your progress through that time period suggests about your future navigation of life events.

The rubric that will be used to evaluate your performance on this assignment is available [here \(Appendix A\)](#), and the CACREP Alignment is available [here in Appendix B](#).

#### 4) Media Synthesis

One of the best ways to ensure that theory will inform your counseling practice is to bring theory to life through observation. Please choose a specific cohort group that you feel is minoritized and/or underrepresented in our text and class discussions, and search through popular media to gather images, sounds, videos, phrases, anecdotes, and any representation that you believe captures an aspect of that group's essence as seen through the eyes of society. Consider what societal institutions are communicating to and about this group as well as what group members are communicating about themselves. Synthesize these representations in some form, such as powerpoint or video, and include your observations and hypotheses about what this montage might suggest for us as practitioners. Pay particular attention to:

- Human development and representation across the lifespan;
- Systemic and environmental factors that influence behavior;
- The role that power, privilege, and access appear or are absent in the depictions that you find; and
- Facilitation of optimal development.

Please keep in mind our class discussions related to our definitions of normal vs. abnormal behavior and how we determine the impact of what some developmentalists call *in-sync* vs. *out-of-sync* human development.

#### *Evaluation*

Students will be evaluated on their demonstrated understanding of the course material and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Percentage of Grade
1. Class Presentations and Class Participation	15 %
2. Midterm Exam	30 %
3. Reflection Paper	25 %
4. Media Synthesis	30 %

A	90 - 100
B+	85 - 89
B	80 - 84

Please note: All papers and assignments are due at the beginning of the class or at the time specified. Assignments turned in late will not receive full credit. The final score will be reduced by one grade for each day the assignment is late. All written assignments must be typed and formatted according to the following: 12-point font, double spacing, 1" margins, with your name clearly included on the front page. In addition, the paper should follow the formatting guidelines of the APA Style Manual, Seventh Edition. Copies are available in the library and bookstore.

#### APPENDIX A: KPI and ASSIGNMENT GRADING RUBRICS

KPI RUBRIC	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
	1	2	3	4

<p><b>3. Human Growth and Development:</b>          Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.</p>	<p>Does not meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.</p>	<p>Does not consistently meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.</p>	<p>Meets expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.</p>	<p>Surpasses expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.</p>
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**Midterm Rubric**

An A assignment:	A B assignment:	A C assignment:
<p>Exam responses demonstrate a comprehensive understanding of theories of individual and family development across the lifespan; theories of learning; theories of normal and abnormal personality development; theories and etiology of addictions and addictive behaviors; biological, neurological, and physiological factors that affect human development, functioning, and behavior; systemic and environmental factors that affect human development, functioning, and behavior; effects of crisis, disasters, and trauma on diverse individuals across the lifespan; differing abilities and strategies for differentiated interventions;</p>	<p>Exam responses demonstrates an adequate understanding of theories of individual and family development across the lifespan; theories of learning; theories of normal and abnormal personality development; theories and etiology of addictions and addictive behaviors; biological, neurological, and physiological factors that affect human development, functioning, and behavior; systemic and environmental factors that affect human development, functioning, and behavior; effects of crisis, disasters, and trauma on diverse individuals across the lifespan; differing abilities and strategies for differentiated interventions;</p>	<p>Exam responses do not demonstrate an adequate understanding of developmental theory and relevant considerations. Review offers only simplistic summaries of theory and strategies, offers incomplete synthesis, and does not logically lead to the paper's conclusions. APA format not followed.</p>

<p>treatment, referral, and prevention of mental and emotional disorders differing abilities and strategies for differentiated interventions; developmentally relevant counseling treatment or intervention plans; and the impact of biological and neurological mechanisms on mental health. Spelling and grammar are correct throughout the assignment. Responses are well organized and clear.</p>	<p>treatment, referral, and prevention of mental and emotional disorders differing abilities and strategies for differentiated interventions; developmentally relevant counseling treatment or intervention plans; and the impact of biological and neurological mechanisms on mental health. Follows APA format with only minor errors. Spelling and grammar are consistently correct. Generally organized and clear.</p>	
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**Reflection Paper Rubric**

An A assignment:	A B assignment:	A C assignment:
<p>Demonstrates a comprehensive understanding of theories of individual and family development across the lifespan; learning and personality development; risk factors, including effects of crises; and protective factors related to resilience, optimum development and wellness. Consistently follows APA format without errors. Spelling and grammar are correct throughout the assignment. Organized, clear, and consistent.</p>	<p>Demonstrates an adequate understanding of theories of individual and family development across the lifespan; learning and personality development; risk factors, including effects of crises; and protective factors related to resilience, optimum development and wellness. Follows APA format with only minor errors. Spelling and grammar are consistently correct. Generally organized, clear, and consistent.</p>	<p>Does not demonstrate an adequate understanding of developmental theory and relevant considerations. Review offers only simplistic summaries of models, offers incomplete reflection, and does not logically lead to the paper’s conclusions. APA format not followed.</p>

**Media Synthesis Rubric**

An A assignment:	A B assignment:	A C assignment:
<p>Demonstrates a comprehensive understanding of theories of development for a specific cohort, as influenced by systemic and environmental factors. Synthesis includes discussion and consideration regarding</p>	<p>Demonstrates an adequate understanding of theories of development for a specific cohort, as influenced by systemic and environmental factors. Synthesis includes some discussion and consideration regarding</p>	<p>Does not demonstrate an adequate understanding of theories of development for a specific cohort, as influenced by systemic and environmental factors. Synthesis includes minimal or insufficient discussion and</p>

facilitation of optimal development and potential for advocacy. Presentations are thorough, well organized, and clear. Implications are presented in detail.	facilitation of optimal development and potential for advocacy. Presentations are thorough, well organized, and clear. Implications are presented in detail. Generally organized, clear, and consistent.	consideration regarding facilitation of optimal development and potential for advocacy. Presentation is organized, inaccurate, or incomplete.
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## APPENDIX B: CACREP ASSIGNMENT ALIGNMENTS

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	3 a	3 b	3 c	3 d	3 e	3 f	3 g	3 h	3 i	5 b	5 h
<b>3. Human Growth and Development</b>	x	x	x	x	x	x	x	x	x		
<b>5. Helping Relationships</b>										x	x
<b>KPI 3 (Introductory) Midterm:</b> The midterm will be designed to assess your understanding of key concepts regarding human development. See description in syllabus for details. <b>(SEE APPENDIX FOR KPI RUBRIC)</b>	X	X	X	X	X	X	X	X	X		X
<b>Reflection Paper</b>	X	X	X						X	X	X
<b>Media Synthesis</b>	X					X			X	X	
<b>Research Paper</b>	X		X		X	X			X	X	X

CMHC STANDARDS INCLUDED IN COURSE ASSIGNMENTS	b	f	g	e	JM U 9
<b>CMHC 2. Contextual Dimensions</b>	x	x	x		
<b>CMHC 3. Practice</b>				x	
<b>9. Counseling Program Key CMHC Standards</b>					X
<b>Midterm</b>	X	X	X		X
<b>Reflection Paper</b>			X		
<b>Media Synthesis</b>	X		X	X	X

### *Midterm - CACREP Alignment*

#### **3. HUMAN GROWTH & DEVELOPMENT**

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior differentiated interventions

- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

**5. COUNSELING AND HELPING RELATIONSHIPS**

- h. developmentally relevant counseling treatment or intervention plans

**RELEVANT CLINICAL MENTAL HEALTH COUNSELING STANDARDS:  
CONTEXTUAL DIMENSIONS**

- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health

**CMHC 9. JMU Counseling Program Key CMCH Standards:**

Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

*Reflection Paper – CACREP Alignment*

**3. HUMAN GROWTH & DEVELOPMENT**

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

**5. COUNSELING AND HELPING RELATIONSHIPS**

- b. a systems approach to conceptualizing clients
- h. developmentally relevant counseling treatment or intervention plan

**RELEVANT CLINICAL MENTAL HEALTH COUNSELING STANDARDS:  
CONTEXTUAL DIMENSIONS**

- g. impact of biological and neurological mechanisms on mental health

*Media Synthesis – CACREP Alignment*

**3. HUMAN GROWTH & DEVELOPMENT**

- a. theories of individual and family development across the lifespan
- f. systemic and environmental factors that affect human development, functioning, and behavior
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

**5. COUNSELING AND HELPING RELATIONSHIPS**

- b. a systems approach to conceptualizing clients

**RELEVANT CLINICAL MENTAL HEALTH COUNSELING STANDARDS:  
PRACTICE**

e. strategies to advocate for persons with mental health issues