

James Madison University
Advanced Developmental Psychology – School Counseling
PSYC 614
Fall 2018, Tuesdays 9:30 – Noon, Madison Hotel 267

Course Description:

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:

Santrock, J.W. (2017). *A topical approach to life-span development (16th ed)*. New York: McGraw Hill.

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:

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

5. COUNSELING AND 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

School Counseling Contextual Dimensions

- g. characteristics, risk factors, and warning signs, of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs
- k. community resources and referral source

School Counseling Practice Dimensions

- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- m. strategies for implementing and coordinating peer intervention programs

SCHOOL COUNSELING PROGRAM

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|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| CACREP CORE STANDARDS INCLUDED IN COURSE ASSIGNMENTS | 2 a | 2 g | 2 h | 3 a | 3 b | 3 c | 3 d | 3 e | 3 f | 3 g | 3 h | 3 i | 5 b | 5 h | 5 j | 5 k |
| 3. Human Growth and Development | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| KPI 3 (Introductory) Research Paper | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

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|--|---------------------------------|--------|--------|--------|--------|--------------------|--------|--------|
| CACREP SCHOOL COUNSELING INCLUDED IN COURSE ASSIGNMENTS | SC Contextual Dimensions | 2 g | 2 h | 2 i | 2 k | SC Practice | 3 h | 3 m |
| 3. Human Growth and Development | | x | x | x | x | | x | x |
| KPI 3 (Introductory) Research Paper | | X | X | X | X | | X | X |

| KPI RUBRIC | Below Standard | Approaching Standard | Meets Standard | Exceeds Standard |
|---|--|--|--|--|
| | 1 | 2 | 3 | 4 |
| Human Growth and Development: 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. | 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 | Does not consistently meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal | Meets expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling | Surpasses expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling |

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|--|---|---|--|--|
| | grounded in these beliefs. Does not apply developmentally appropriate strategies for K-12 students and clients. | philosophy of counseling grounded in these beliefs. Does not consistently apply developmentally appropriate strategies for K-12 students and clients. | grounded in these beliefs. Applies developmentally appropriate strategies for K-12 students and clients. | grounded in these beliefs. Surpasses expectations for level of training and experience in the application of developmentally appropriate strategies for K-12 students and clients. |
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Methods of Instruction:

The course will combine lecture 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 attend every class session.

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.
- Cell phone use during class time is not permitted. Please turn off ringers and alerts and put your phone/iPod, etc., out of sight unless you have specific permission from the instructor. Recent research has revealed that taking notes by hand is better for long-term retention and allows more idiosyncratic memory and comprehension aids than taking notes on a computer. Therefore, please keep your laptops closed as well.
- 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.

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 | Points |
|---|---------------|
| Developmentally Considerate Guidance or School-Wide Program | 40 |
| Individual Lifespan Presentation | 100 |
| Midterm Exam (KA1) | 100 |
| Reflection Paper (KA2) | 100 |
| Research Paper (KA3) | 100 |

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|--------------|------------|
| TOTAL | 440 |
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|----|---------|----|---------|
| A | 306-340 | C | 238-254 |
| B+ | 289-306 | D+ | 221-237 |
| B | 272-288 | D | 204-220 |
| C+ | 255-271 | F | 0-203 |

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, Times New Roman, 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, Sixth Edition. Copies are available in the library and bookstore.

Class Presentations and Participation:

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
- h. general framework for understanding differing abilities and strategies for differentiated interventions

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 sometimes 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. If the opportunity arises, we may take a field trip during class time in order to engage in field observations. You will be notified well in advance of these trips, and we'll make sure everyone has easy access to the site(s). We will then discuss our observations together in class.

A. Developmentally Considerate Guidance or School-Wide Program (recognized as developmental program on your syllabus) (40pts)

Each student will be required to select and present on a self-selected guidance or school-wide program that is relevant to the population discussed in class. For this assignment, students will be required to select a guidance program or school-wide counseling program that coincides with the week's topic (e.g., 21 Days of Kindness). This assignment will be presented in front of the class in a format that incorporates the important elements of lifespan development. A rubric is posted on *Canvas* to assist with organizing your presentation. **This assignment is listed as Developmental Program under the schedule of classes section.**

B. Individual Lifespan Presentation (100pts).

Students will present a forty-five-minute presentation relevant to the week's life-span stage. For this presentation, students are asked to identify a specific population in the lifespan and share with the class updated and relevant information concerning the population (for example: bullying, sensory-processing disorder, transitioning to college). **Once a topic is identified, please email the instructor for approval and to reduce discussion redundancy.** The purpose of this presentation is further our class readings and presentations should not include a chapter review. Please develop a PowerPoint presentation (that

can later be uploaded to Canvas so that it is available to all students) with information on the identified topic, details specific to school counselors, current trends and life-span specific considerations. **This assignment is listed as Individual Presentation under the schedule of classes section.**

Midterm Exam – Key Performance Indicator

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
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- 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

5. COUNSELING AND HELPING RELATIONSHIPS

- b. a systems approach to conceptualizing clients
- h. developmentally relevant counseling treatment or intervention plans
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School Counseling Contextual Dimensions

- g. characteristics, risk factors, and warning signs, of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs
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School Counseling Practice Dimensions

- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- m. strategies for implementing and coordinating peer intervention programs

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

Reflection Paper

3. HUMAN GROWTH & DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
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5. COUNSELING AND HELPING RELATIONSHIPS

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

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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.

Media Synthesis

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

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, 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 this group is communicating about itself. Synthesize these representations in some form, such as powerpoint or prezi, and include your observations and hypotheses about what this montage might suggest for this group. Pay particular attention to development across the lifespan; systemic and environmental factors that influence human behavior; and facilitation of optimal development. Present your synthesis for us, and be prepared to discuss it in class.

Research Paper

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
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- m. strategies for implementing and coordinating peer intervention programs

Write a 10- to 12-page research paper on a topic relevant to developmental issues as relevant to school counseling. Explore a particular developmental stage or milestone and present a summary of recent research regarding that topic, including implications and guidelines for counseling intervention. Include in your paper discussion of theories and models of individual and/or family development; biological, neurological, and physiological factors as relevant; systemic and environmental, and preventive factors as relevant; and ethical and culturally relevant strategies for promoting resilience. Make note of any relevant CACREP school counseling contextual and practice dimensions as related to your topic. Discuss appropriate social and cultural diversity issues, as related to your developmental topic, as well as appropriate ways of intervening with clients at this developmental stage and use of community resource and referral sources as a part of developmentally appropriate interventions.

Please note that all written assignments must be typed and formatted according to the following: 12-point font, Times New Roman, 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, Sixth Edition. Copies are available in the library and bookstore.

Counseling Programs Academic Policies for Syllabi

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. When you are granted the sacred trust of entering into someone else’s pain, you must honor that invitation with your full and absolute attention. 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, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Class Participation 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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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>.

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather

By the way, 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>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we 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

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> 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, 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>

| Course Schedule | Topics | Readings/Assignments |
|------------------------|--|---|
| Week 1 – 8/28 | Life-Span Perspective Biological Beginnings | Chapter 1 & 2 |
| Week 2 – 9/4 | Infancy: Prenatal Development and Physical Development | Chapter 3 & 4 |
| Week 3 – 9/11 | Infancy: Cognitive Development and Socioemotional Development | Chapter 5 & 6 Individual Presentation Developmental Program |
| Week 4 – 9/18 | Early Childhood: Physical and Cognitive Development | Chapter 7 <i>Ghosts in the Nursery</i> Individual Presentation Developmental Program |
| Week 5 – 9/25 | Early Childhood: Socioemotional Development | Chapter 8 Individual Presentation Developmental Program |
| Week 6 – 10/2 | Middle/Late Childhood: Physical and Cognitive Development | Chapter 9 Individual Presentation Developmental Program |
| Week 7 – 10/9 | Middle/Late Childhood: Socioemotional Development | Chapter 10 Individual Presentation Developmental Program |
| Week 8 – 10/16 | Adolescence: Physical and Cognitive Development | Chapter 11 Individual Presentation Developmental Program |
| Week 9 – 10/23 | Adolescence: Socioemotional Development | Chapter 12 Reflection Paper |
| Week 10 – 10/30 | Early Adulthood: Physical, Cognitive, and Socioemotional | Chapter 13 & 14 Midterm Evaluation |

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| Week 11 – 11/6 | Class Reconvene: Course Review | Chapter 12-14 <i>Individual Presentation Developmental Program</i> |
| Week 12 – 11/13 | Middle Adulthood: Physical, Cognitive, and Socioemotional | Chapter 15-16 <i>Individual Presentation Developmental Program</i> |
| Week 13 – 11/20 | <i>University Break</i> | |
| Week 14 – 11/27 | Late Adulthood: Physical, Cognitive, and Socioemotional | Chapter 17-19 <i>Individual Presentation Developmental Program</i> |
| Week 15 – 12/4 | Death, Dying and Grieving | Chapter 20 <i>Individual Presentation Developmental Program Research Paper Due</i> |

Notes: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances. Weekly topics and reading assignments will follow in the general order listed above, although some topics may be explored for several weeks.