



Saint Cloud State University
College of Health and Wellness Professions
Department of Community Psychology,
Counseling, and Family Therapy
Master of Science in Rehabilitation Counseling

COURSE SYLLABUS
COUN 664 Counseling Across the Lifespan

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Classroom:

Class Dates:

Class Times:

Zoom Address:

Email: Checked daily. SCSU/HuskyNet e-mail will be the official means of communication for this course. You should use your Husky e-mail account for all questions about this course.

Required Textbook:

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

Additional Readings: Other readings, including web sites and journal articles, and inventories will be assigned later as appropriate to specific topics, and learning needs of the class.

Course Description:

According to the American Counseling Association, professional counselors are “dedicated to the enhancement of human development throughout the life span. This central role of the counselor requires a sound understanding and ability to apply knowledge of human development in helping others. This course provides students with an opportunity to gain such knowledge and skills.

Course Overview

This course is designed as an advanced-level, graduate course in human growth and development. Students are expected to have previous, undergraduate-level coursework in developmental psychology. The purpose of this course is to provide detailed study of the field of human growth and development. Students will explore, in-depth, theories related to human development, normal and abnormal developmental perspectives, and variations in development within and between groups/cultures.

Our Husky Compact

“As our student, we make a bond with you in Our Husky Compact to prepare you to be a global citizen of the 21st Century. As a graduate of St. Cloud State, you will be prepared for a life of intellectual, professional, and personal fulfillment with the skills to discover and apply new solutions to challenges and opportunities through risk-taking, innovation and imagination. Lifelong growth and development along the dimensions of Our Husky Compact will prepare all members of the St. Cloud State community to reconsider the world around them.”

“Protect the Pack” Statement

“St. Cloud State University (SCSU), in coordination with state and local health departments, is closely monitoring the spread of COVID-19 and following the State of Minnesota’s laws and guidelines to keep everyone safe. We have developed a list of ways all of us can participate to assure our campus is safe for living and learning. I expect all of us will honor and respect ourselves and each other by following our “Protect the Pack: Safety Protocols and Wellness” guidelines in our classroom. As a reminder:

1. You must wear a face mask/covering when the Stearns county transmission level is determined to be ‘substantial’ or ‘high’ for four consecutive days. Should this situation occur, a communication about the masking mandate will be communicated to campus using various media. During the mask/face-covering mandate, your mask should be on every time you enter an SCSU building, including entering our classroom. Keep your face covering on during class. Please note, while teaching classes, faculty may remove their face covering if they are able to maintain six-foot distancing.
2. If you are unable to wear a face mask or covering for medical reasons, please contact the Student Accessibility Services Office to discuss possible accommodations.
3. Wash your hands frequently and use the hand sanitizers available to you.
4. If you are not feeling well, be sure to call the SCSU Medical Clinic for assistance at (320) 308-3191 or email myhealthservices@stcloudstate.edu .”
- 5.

Minnesota Board of Behavioral Health Course Requirements:

1. Helping relationships, including counseling theory and practice
2. Human growth and development
3. Lifestyle and career development
4. Group dynamics, processes, counseling, and consulting
5. Assessment and appraisal
6. Social and cultural foundations, including multicultural issues
7. Principles of etiology, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior
8. Family counseling and therapy
9. Research and evaluation
10. Professional counseling orientation and ethics
11. Diagnostic assessment for child and adult mental disorders; and psychopathology, including developmental psychopathology
12. Clinical treatment planning, with measurable goals
13. Clinical intervention methods informed by research evidence and community standards of practice

14. Evaluation methodologies regarding the effectiveness of interventions
15. Professional ethics applied to clinical practice
16. Cultural diversity

SCSU Husky Compact: Goals achieved upon graduation

1. Think Creatively and Critically
 - a. Demonstrate intellectual inquiry and curiosity characterized by innovation, divergent thinking, and risk taking.
 - b. Reason analytically
 - c. Find, evaluate, and communicate quality information
 - d. Appreciate multiple perspectives
 - e. Synthesize existing ideas, images, or expertise in new combinations to achieve original solutions
2. Seek and Apply Knowledge
 - a. Develop broad knowledge and understanding of the human experience and physical and natural worlds
 - b. Pursue expertise in a discipline
 - c. Integrate and apply knowledge and experience across disciplines in both broad and specialized settings
 - d. Seek new knowledge through varied pathways of discovery
 - e. Develop ability to identify gaps in knowledge and seek out new information
3. Communicate Effectively
 - a. Use multiple channels and modes to effectively communicate information
 - b. Assess diverse contexts and understand personal, professional, and civic implications
 - c. Develop ability to communicate across systems and cultures and to adapt to diverse contexts and audiences
 - d. Recognize the ethical implications of our communication
 - e. Employ active listening techniques and be able to detect bias
4. Understand and Integrate Existing and Evolving Technologies
 - a. Effectively use and integrate general and discipline-appropriate technologies
 - b. Gain the confidence and skills to embrace and use technology now and in the future
 - c. Develop ability to critically evaluate technology and its impact on society
 - d. Recognize the ethical implications of technology
5. Act with Integrity and Responsibility
 - a. Cultivate self-awareness and personal identity
 - b. Exercise ethical action and recognize actions have consequence
 - c. Develop as a leader and collaborator
 - d. Develop a sense of empowerment through service, leadership, and participation in change
 - e. Care for community and environment
 - f. Continue to learn, grow and respond to an ever-changing world
6. Engage as a Member of a Diverse and Multi-Cultural World
 - a. Understand one's own culture and its influence on personal identity
 - b. Develop intercultural understanding and an appreciation for commonalities and differences
 - c. Acquire the ability to connect issues of power, systems, and difference in the U.S. with the world

- d. Recognize and value diverse perspectives and the interdependence among cultures
- e. Demonstrate inclusivity in thought and action
- f. Develop discipline-specific cultural and global perspectives and competencies

Rehabilitation Counseling Program Learning Outcomes

1. Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.
2. Understanding of one’s own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.
3. Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.
4. Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.
5. Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.
6. Reinforce knowledge, understanding, and a professional attitude
7. Synthesize current evidence-based practices and participate in the research process.
8. Develop self-understanding and preparation for doctoral-level training or certification.

Course Outcomes Aligned to CACREP standards

Course Objectives: At the conclusion of this course students will be able to address and understand:	CACREP Standard	MBBT Licensure	Husky Compact	Program Learning outcomes
Students will understand diverse developmental theories (attachment, learning, neurobiological, multicultural) & their implications across the lifespan	3a, 3b, 3c, RC-1b	1	2a	6,7
Students will understand the impact of situational factors (developmental crisis, resilience, disability, addiction, psychopathology) & environmental factors (social justice, economy, disasters) and how they affect behavior across the lifespan	3f, 3g, RC-2c, RC-2h	2	1a	2,6
Students will analyze contributing factors w/diverse groups across the lifespan in the context of case conceptualization	3f, 3g, RC-2c, RC-2h	2	6b	6
Students will explore how their lives have been shaped according to lifespan development theory, environmental and situational factors	1k, 3l, RC-3g	2	5a	2,8

Students will connect the complexity of lifespan development w/the practice of mental health counseling	1k, 3l, RC-3g	2	6f	6
Students will value the complexity of human development across the lifespan	1k, 3l, RC-3g	2	6d	6
Students will create a learning plan that links human development concepts to the clinical practice at their internship site.	1k, 3l, RC-3g	10	5d	6

SCSU Resources and Policies

The following are resources and policies of the university:

Counseling and Psychological Services

“College can be stressful, and it is normal for some students to struggle emotionally while balancing the demands of college and personal lives. If you are struggling, please stop by and see me during my office hours. Know that our Counseling & Psychological Services (CAPS) Department is available Monday through Friday 8-4:30 to assist students who need help. Don’t hesitate to reach out for help. We care about you and want you to be successful both personally and professionally here at St. Cloud State University (SCSU).”

How to get an appointment or make a referral to CAPS:

1. Call 320-308-3171 or Request an Appointment link on the website <https://www.stcloudstate.edu/counseling/>
2. Walk hours at the CAPS clinic Monday – Friday, any time between 8am and 4:30pm
3. Faculty/staff can call CAPS or walk over to CAPS in-person with a student for a warm hand-off (Located in Eastman Hall, 3rd floor)
 - Faculty/staff should call ahead when possible so we can be prepared for an immediate visit with the student

After hours use any of these crisis resources:

- Local crisis line at 320-253-5555 or 800-635-8008
- National Suicide Prevention Lifeline or call 1-800-273-8255
- Crisis Text Line: Text “MN” to 741-741

Classroom Conduct

“All students are encouraged to critically reflect on the course topics and to raise questions to the class and to the professor. Please be respectful to one another by not presenting your question in a hostile manner. Open dialogue on course content is encouraged, but attacks on classmates or myself are not. Please set up a time to talk with me if you have questions about this policy or if you believe this policy is being violated. You may also report hostile, biased or threatening behavior to www.stcloudstate.edu/oea/ .”

There are many offices on campus that provide additional support and/or information outside of class including:

- American Indian Center: www.stcloudstate.edu/aic

- Multicultural Student Services: www.stcloudstate.edu/mss
- Center for International Studies: www.stcloudstate.edu/internationalstudies
- Additional Student Services Offices: <https://www.stcloudstate.edu/campuslife/student-services.aspx>

LGBTQIA

“The LGBT Resource Center at St. Cloud State University promotes full inclusion of LGBT+ folk and allies and works to dismantle prejudice, discrimination, and oppression toward and within the LGBT+ community. Visit the LGBT Resource Center for more information regarding the offered support services at St. Cloud State University.”

Student Accessibility Services

“St. Cloud State University is an affirmative action, equal opportunity employer and educator. St. Cloud State University is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact Student Accessibility Services or 320-308-4080, office Centennial Hall (CH) 202 to meet and discuss reasonable and appropriate accommodations for your plan. The accommodations authorized in your plan should be discussed with your instructor. All discussions will remain confidential. This syllabus is available in alternate formats upon request.”

Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructor’s permission.

Note: Plagiarized assignments and/or cheating will receive an F, and students also run the risk of receiving an F for the entire course. If in doubt about citing a source or assignments, ASK!

Diversity

My position is that this course should be equally accessible to all students, independent of race, color, religion, national origin, sex, age, disability, gender identity/expression, and sexual orientation. Beyond accessibility to the course, I respect all students equally and strive to create an inclusive learning space where diverse perspectives are recognized, respected, and seen as a source of strength. This classroom is meant to be a safe space for all individuals, and I reserve the right to intervene when it comes to my attention that students do not feel safe. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Course Content

Readings and Class Preparation

After the first day of class, please be sure to have read each chapter in advance of class discussion. On the due date for assignments, the drobox closing time is marked in D2L.

Grade Denominator

The final course grade will be calculated from the following totals:

<u>Item Name:</u>	<u>Points:</u>
3 Exams (3@100 point each)	300pts
Chapter Quizzes (15@5pts each)	75pts
Participation	50pts
Discussion Participation	50pts
Personal Development Paper	75pts
Total Points	550pts

Grade scale

Grades will be posted and maintained in D2L. If you are not familiar with D2L and need help accessing the site, please let me know sooner rather than later!

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 or below

Participation

Participation is required in all aspects of the course regardless of modality student is attending. Some of the participation activities included:

Personal Development Paper – 75 points

For this assignment, you will be doing a personal case history and study of your own development. The purpose of this assignment is to help you better learn and be able to demonstrate how to apply the human development knowledge gained from this course to a case example (you) and to better understand who you are as a person and future helping professional.

Instructions:

Write a 15-page paper (minimum), adhering to APA guidelines, and addressing the following:

1. Introduction (2 pages): Describe yourself, the behaviors (cognition, affective, behavioral) at the core of who you are, and the strengths and weaknesses that you bring to the counselor role.
2. Developmental History (10 pages): Using key developmental theory, science, and concepts, describe your lifespan up until now that relates to how you think, how you came to be, and who you are today. You must apply a minimum of (3) developmental theorist to your own developmental history.
3. Conclusions (3 pages): Discuss the key things you learned about yourself and human development through this close examination of yourself, and how this insight may help you become a better counselor.

Tips:

- Take time to reflect before writing.
- Use your text as your primary reference.
- Edit and rewrite as 15-pages will require you to be concise, well thought out, and very well articulated.
- Strictly adhere to 15-pages of content and APA style.
- Put your name at the top of page one and include a reference page/s as needed. No abstract or title page needed.
- Because this is not counseling, if you encounter content in your history that is difficult to examine, remember you can choose not to include this in your paper. However, you are highly encouraged to seek help to address such issues as they can affect your ability to help others.
- Make an appointment with the Write Place on campus.
- Put your paper through Grammarly to check for grammar issues.
- Feel free to email with any questions or concerns that arise.

Tentative Course Schedule

The tentative course timeline is attached to this syllabus. Any necessary modifications will be announced via Huskynet e-mail. The official course timeline is kept on the instructor’s Outlook calendar. In the event of a conflict between the tentative course timeline and the official timeline, the latter will prevail. Students are strongly encouraged to request sharing access to the instructor’s Outlook calendar, to be notified of any changes.

Date	TOPIC	READINGS/ASSIGNMENTS DUE*	CACREP STANDARD**
Week 1:	Syllabus and Introduction	Ch. 1 Quiz Discussion Post Weekly Journal	1k, 3l, RC-3g
Week 2:	Organizing Themes in Development	Ch. 2 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC-2c,

Week 3:	Epigenesis and the Brain	Ch. 3 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Week 4:	Early Years: Cognitive Development	Ch. 4 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Week 5:	Early Years: Emotional Development	Ch. 5 Quiz Discussion Post Weekly Journal Exam 1	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Week 6:	Middle Years: Realms of Cognition	Ch. 6 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Week 7:	Middle Years: Self and Moral Development	Ch. 7 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Week 8:	Middle Years: Gender and Peers	Ch. 8 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c, RC-2h
Week 9:	Adolescence: Physical, Cognitive, and Identity Development	Ch. 9 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,RC-2h
Week 10:	Adolescence: The Social World	Ch. 10 Quiz Discussion Post Weekly Journal Exam 2	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Week 11:	Young Adulthood: Physical and Cognitive development	Ch. 11 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Week 12:	Young Adulthood: Socioemotional and Vocational Development	Ch. 12 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Week 13:	Middle Adulthood: Cognitive, Personality, and Social Development	Ch. 13 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Week 14:	Adulthood: Living Well, Stress, Coping and Life Satisfaction	Ch. 14 Quiz Discussion Post Weekly Journal	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Week 15:	Late Adulthood: Gains and Losses	Ch. 15 Quiz Discussion Post Weekly Journal Exam 3	1k,3A, 3B, 3c, 3f, 3g, 3i, RC-1b, RC- 2c,
Final Exam Week:		Dev. Paper Due	1k, RC-3g

*In addition to the readings herein, please refer to D2L /HuskyNet for additional and supplementary readings and content.

**Content related to CACREP standards commence and/or are primarily addressed during the indicated week. However, please note CACREP standards are integrated throughout the entirety of the course.