

COLLEGE OF EDUCATION
Seattle University
901 - 12th Avenue
PO Box 222000
Seattle, WA 98122-1090

The College of Education's Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION

COUN 5070-02: Counseling across the Lifespan
4 Credits-via Zoom
Wednesdays, 4:00-7:40pm PT
Spring 2022

INSTRUCTOR

John McCarthy, Ph.D.

Office Hours:

12:00-1:30pm PT Tues

12:00-1:30pm PT Thurs

Also by appointment via Zoom. Please see Zoom link in Canvas.

Email:

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Office hours: If we are meeting over Zoom, please use my [Personal Meeting ID](#). I have set up a waiting room to ensure you receive my full attention during your time slot and to maintain your privacy.

REQUIRED TEXTS AND/OR READINGS

Required Text (s):

1. Wong, D.W., Hall, K.R., Justice, C.A., & Hernandez, L.W. (2021). *Counseling individuals through the lifespan* (2nd ed.). Sage. (required)

ISBN: 9781544343242

2. Additional readings and videos provided on Canvas

Optional Text:

1. American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: Author.

ISBN-10:1433832178

ISBN-13:978-1433832178

Course Description: Provides an overview of major developmental theories with emphasis on their application to counseling across the lifespan from birth to death. Both prevention and intervention will be discussed as it relates to the specific developmental needs of individuals throughout the lifespan, with special consideration to the impact of multicultural and social justice influences on development. In addition, the course explores the effects of personal and parental use of psychoactive substances on human development.

Course Purpose: This course will help students consider clients from a developmental perspective with the understanding that development does not take place in isolation; rather human development is deeply embedded within and is inseparable from the context of various systems. This course is intended to help students recognize the importance of individual and systemic influences on human growth and development. The course also explores the influence of addition on human development across the lifespan.

Course Rationale:

CACREP Standards:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

COUNSELING CURRICULUM

E. Current counseling-related research is infused in the curriculum.

F.2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

F.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

Washington State Administrative Code (WAC)

Chapter 246-811 WAC

CHEMICAL DEPENDENCY PROFESSIONALS AND CHEMICAL DEPENDENCY PROFESSIONALS TRAINEES WAC 246-811-030

- 2(o) Developmental Psychology

KNOWLEDGE AND SKILLS OUTCOMES

COURSE OBJECTIVES:

- Understand human growth and development theories to improve client understanding, well-being, and enhance resiliency from a multicultural and social justice framework.
- Gain knowledge of current counseling research in human growth and development in counseling.
- Demonstrate an understanding of various theories of development and transitions across the lifespan, including theories of personality development and learning.
- Critically analyze the developmental theories in terms of their applicability or lack of applicability to multicultural populations.
- Recognize the various characteristics of human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect behavior.

Definitions of Social Justice

“*Social justice* is defined as awareness of systemic oppression plus commitment to social action and is visible in counselors’ efforts to ensure that all clients have equitable access to resources, opportunities, and life outcomes that are enjoyed by members of the dominant society. (Sue & Sue, 2013).” (Dollarhide, Hale, & Sabali, 2020, p. 104)

“Social justice means people from all identity groups have the same rights, opportunities, access to resources, and benefits. It acknowledges that historical inequalities exist and must be addressed and remedied through specific measures including advocacy to confront discrimination, oppression, and institutional inequalities, with a recognition that this process should be participatory, collaborative, inclusive of difference, and affirming of personal agency.”
Ash, 2020 (<https://socialwork.du.edu/news/defining-social-justice>)

COURSE INSTRUCTIONAL METHODS

This course is designed to include a variety of instructional methods which appeal to different learning styles. These instructional methods may include in-class discussions, oral presentations, role-playing, small group work, videos, and written assignments.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Course Requirements:

A. Assignments

Assignment	CACREP Standard	Points Possible
Class Attendance and Participation: Reading, discussing, integrating ideas and information are central to this course. Students are expected to be present in every class, to read all assigned readings prior to class, and to be prepared to discuss. See course schedule for dates.	E, F2 & F3	1 point per synchronous (Zoom) class = 10 total
Essays: Two essays will be assigned throughout the quarter. Directions will be posted in Canvas, and the rubric can be found at the end of this syllabus. See course schedule for due dates.	E, F2 & F3	15 points each (2) = 30 total
Quizzes (online): These assessments are designed to measure participants’ knowledge level related to course objectives. See “Schedule of Course Activities” for specific point breakdown and dates for each quiz.	E, F2 & F3	5 or 10 points each = 25 points total
Exercise: One written exercise (week #3) is required. Instructions will be provided in Canvas, and the rubric may be found at the conclusion of this syllabus.	E, F2 & F3	5 points total

Assignment	CACREP Standard	Points Possible
Final Paper Summative Assignment: Students will complete a paper designed to help make connections between course content, personal experiences, and current research in the field. The rubric for the assignment is posted below. See the course schedule for due time/date.	E, F2 & F3	30 points total
Total Points Possible		100

Instructor note: Please be mindful of target/maximum length of your papers. They refer to text only and do not include the reference sections. Depth (target length) is an important component. At the same time, please do not exceed the maximum length. In fairness to all, I stop my evaluation of the content of a paper at the maximum-page length.

Attendance and participation:

Due to the experiential nature of counseling courses attendance is required for all classes. Attendance is critical because students depend on each other for observation, feedback and consultation. In non-clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. **Students who miss two classes in a course will be required to repeat the course.** Repeating a course may delay a student’s program of study. Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class during each class session.

Participation means preparing for class by reading the required texts/materials, entering into class discussions with informed and relevant comments or questions, and participating in class activities. Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance.

Assignment: Exercise and Essays

Directions will be posted in Canvas. See the “Schedule of Course Activities” for due dates. The rubric for this assignment can be found at the end of the syllabus.

Assignment: Final Paper Summative Assignment

The Final Paper Reflection summative assignment is used to determine student knowledge and skills in the Human Growth and Development CACREP core area. **Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty.** Such students are either placed on a developmental plan or dismissed from the program.

Final Reflection Paper Assignment and Rubric

Assignment: You will complete a five-page (**maximum/target length—this does not include references**) paper that is designed to help you reflect on the connections between course content, your personal experiences, and your Developmental Service Learning Project.

Due Date: See “Schedule of Course Activities”

Guidelines: Use correct APA format in writing your paper including headings, margins, and language that reduces bias. Utilize and cite references from your text, class lectures, and other articles to support your statements. In a paper reflective of graduate level writing, consider and answer the following questions:

1. Of the developmental concepts we have studied in the second half of the quarter, what are two concepts that have really stood out for you? Describe them.
2. Consider your personal experiences and development in light of these concepts. Have the content in the book and lectures in class been consistent or inconsistent with your personal experiences related to these concepts?
3. How do these concepts apply/not apply for the people you intend to work with at your internship site?
4. What is your definition of social justice within a counseling context? What do you think are the important characteristics or skills a counselor who uses a social justice lens demonstrates? What do you need to do to develop or hone these skills from this point forward?

Grading Criterion	Points Available	Points Awarded
Question 1 -Accurate description of concepts -Relevant and accurate use of reference to support points	5	
Question 2 -Thoughtful analysis of concepts in light of own experiences -Description of consistencies/inconsistencies between concepts with own experiences	5	
Question 3 -Thoughtful analysis of concepts in the light of experiences at SL site -Description of consistencies/inconsistencies between experiences at SL site and class content	5	
Question 4 -Personal definition of SJ in practice -Explanation of SJ skills/ characteristics -Thoughtful analysis of self in relation to said skills	5	
Graduate Level Writing -Accurate use of APA format -Well organized and clearly written -Few errors	10	

Total	30	
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Evaluation Process

The instructor will complete the following rubric to assess student human growth and development knowledge and skills. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
27-30	Mastery	4	Able to perform at a high level without supervision on a consistent basis
24-26	Proficient	3	Able to perform without supervision on a consistent basis
21-23	Developing	2	Able to perform with supervision on a consistent basis
18-22	Beginning	1	Able to perform with supervision on an inconsistent basis
17 and below	Inadequate	0	Unable to perform with supervision

B. Grading Scale: According to the Seattle University 2021-2022 Graduate Catalog, a grade of “A” is considered “superior performance.” (Please see the [Catalog](#) for more information.) **Note:** I round to the nearest point with final grades. (Example: 89.5=90; 79.5=80; 89.4=89; 79.4=79.)

94-100 %	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

A grade of B or better is required to pass the course. Students who earn less than a B will be required to repeat the course. Repeating a course may delay a student’s program of study.

C. Course Expectations:

APA Style 7th Edition

For all papers, including reflection papers, independent studies, and graduate projects, students are expected to follow the style presented in the 7th edition of the *Publication Manual of the American Psychological Association* unless otherwise instructed by the instructor.

NOTE regarding papers: *Professional* graduate-level writing skills are critical in this course. These skills include structure of a paper; paragraph development; sentence structure and clarity; and proper use of APA style. The due time/date can be found in Canvas. The late submission policy applies to any papers submitted after the respective due time/date. Papers are generally evaluated on graduate-level writing (including APA style), clarity of ideas, integration of course material, and potentially the inclusion of outside resources. (See rubrics.) Please do not exceed maximum page lengths. In fairness to all students, I stop reading/evaluating at the end of the maximum page length. **All papers must be done in APA style format and in 12-point font Times New Roman font with one-inch margins around the page.** *Please remember that excellent graduate-level papers begin with excellent writing.* I **strongly** encourage you to use the “writing suggestions” handout found on the Canvas coursepage.

Participation, Attendance, and Late Work:

You are a graduate student training to be a professional counselor. The faculty will evaluate your readiness to enter the profession through your interactions in the program during your time with us. As such, you will need to demonstrate to program faculty your professionalism and your ability to attend to career responsibilities. These qualities are demonstrated, in part, through your attendance and participation in class sessions.

Professional Counselor Dispositions:

Professional dispositions are used to determine a student's fit for the profession. CACREP defines dispositions as "commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student's attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. *Self-Expression*: Expresses self effectively and appropriately
2. *Listening*: Listens to others
3. *Cooperativeness*: Cooperates with others
4. *Feedback*: Able to receive and integrate feedback
5. *Respect*: Demonstrates respect for others in a non-judgmental way.
6. *Self-awareness*: Awareness of own impact on others
7. *Conflict*: Appropriately handles conflict with others
8. *Personal responsibility*: Takes personal responsibility
9. *Professional*: Attitudes and behaviors are professional and aligns with *ACA Code of Ethics*
10. *Motivation*: Takes initiative to complete tasks
11. *Multiculturalism*: Accepting of social and cultural diversity
12. *Social Justice*: Attitudes and behaviors promote a just world

Device Usage Policy:

To participate in this class students will need to use a device. To demonstrate respect for classmates, the instructor, and the learning environment, devices outside of the computer you are using to participate are expected to be silenced during class and activity time. No device usage, including texting, is acceptable during class time. If you are in an emergency situation and may need to use your cell phone during class time, please let the instructor know before class begins.

Using your devices for other tasks (Facebook, email, etc.) during class is disrespectful to classmates and to the professor and is considered unprofessional behavior. Please use computers only for appropriate class-related tasks. Please make sure your devices are muted when appropriate.

Zoom Behavior Policy:

To be considered an active participant, it is expected that students have their zoom cameras on at all times. Brief breaks for necessary interruptions are expected to be brief and uncommon. While I understand that we are all trying to work from home with a multitude of distractions, I also have high expectations that you work to place yourself in an environment where being in an online classroom can be successful. Please notify professor of any potential needs for interruptions in advance for full participation credit.

Be aware of your surroundings and nonverbal body language/facial expressions while on camera. Please avoid being excessively distracting, checking your cell phone, or having outside conversations during class time. These kinds of consistent issues will reflect in your participation grade.

Participants are expected to utilize the mute button when not speaking. This keeps distracting background noise to a minimum. Headphone can also assist with this, if available. To some extent, a group dynamic of who

speaks when will emerge, however it is expected that overall students not talk over each other, accommodate for any lag as needed in conversation, and work to equitably distribute time in conversations. As an instructor, I view student participant as essential to any class, online or in person, and want to encourage students to work on how they best can engage in the online format.

Attendance and participation in this class are required. I understand life happens outside of class and issues with Internet may arise. Please inform me as soon as you know you will miss class through email or my phone number. You are expected to attend to every class. *Missing two or more classes will result in an "F" in the course.*

It is expected that students will come to class prepared – having completed readings and assignments, Canvas discussion posts (not for every week though), and ready to participate in discussion. You will be held accountable for the information in the texts whether it is discussed in class or not. Absence does not relieve a student from the responsibility of completing all assignments prior to the due date, or for material presented in a missed class session. Furthermore, students are expected to be fully present during class, just as you would be fully present for your students and clients in the future. Therefore, please reserve the sending and receiving of information through texting, e-mailing, etc. for break time or before and after class. You will be expected to have your camera on at all times during class. Please notify me if, for some reason, this is not possible. Please notify me if, for some reason, this is not possible. If you are having technical difficulties during a Zoom class, send me a message. After class, we can try to figure out what's going on with your connection. Remember to check out the [SU Orientation to Distance Learning](#) (takes 30–45 minutes) to see what tech requirements you might need.

Students should practice thoughtful, considerate, and respectful communication in all interactions with your fellow students and faculty members. I ask that personal information shared in class, or within the course Canvas site, be kept confidential. Given my professional gatekeeping role, please be aware that I cannot guarantee confidentiality.

In communicating professionally, I strongly encourage you to read this [article](#):

My Mission Statement

I teach to help course participants to become successful professional counselors and make the world more socially just, humanistic, and empathetic.

My Teaching Philosophy

Before deciding to officially enroll in this course, I believe that it is important for you, the participant, to have some understanding of my teaching philosophy.

I have two goals for each course I teach. I want this course a) to be one of the best courses you have ever taken and b) for you to get your every penny out of the investment that you have made in choosing this course. Of course I say both facetiously, but only partly so.

My professional goal is to become an outstanding educator. I am a believer that how much you, the participant, invest in this course influences whether this will be a first-rate course for you. I bring energy to the classroom, and I expect both you and other participants to do just that: participate! You are welcome to "pass" or simply say "I don't know" when appropriate (those are, incidentally, the three most important words in counseling). I endeavor to bring you the up-to-date information on topics in an interesting, interactive fashion. My academic expectations of this graduate course are solid, and I take my teaching seriously. I am responsible to you, the participant, in offering you training to help you to be the best possible counselor; to the Counseling program, in training quality graduates-to-be from SU; and to the ACA ethical standards in ensuring that you will be more

than competent in your counseling in the process of becoming a strong asset to our field. I value and welcome your questions, input, and humor throughout this course, for in shared dialogue, everyone (including me) has the opportunity to grow and learn.

Course policies and guidelines

I realize that social connection is important at this time, and continued flexibility may be important throughout the period of this course.

1. Attendance and participation are expected.
2. Some assignments and roleplays may be introspective in nature; that is, they are designed for you to apply course materials to yourselves as a way for you to refine your counselor identity. In doing so, however, please do not believe that you are required to discuss matters that are personal in nature. *Only share what you would like.*
3. Assignments submitted late will have points deducted on the following basis: 1 minute-6 hours late=.5 points; 6.1-12 hours late=1 point; 12.1-24 hours late=2 points; and 24.1-48 hours late=3 points. For each 24-hour increment after 48 hours, two additional points will be deducted.

Assignments are due by the respective date/time even when the student is absent from class. The late policy applies in this situation.

Extensions on assignments will *only* be considered in times when a) a student is in the hospital or b) a death has occurred in the family/close loved one. Only one extension is permitted. The request for an extension must come before the due time/date of the assignment. Extensions made after the assignment is due will not be considered. If more than one extension is requested, I encourage students to consult with their Academic Advisor about possible course withdrawal.

Please note that extensions are not granted for quizzes.

4. Questions are honored from everyone.
5. Out of fairness to all students, selective extra credit assignments will not be permitted.
6. Those who receive a "C" or below on any assignment are strongly encouraged to talk with me about ways to improve remaining assignments.
7. It is incumbent on students in the course to understand academic integrity regarding assignments. Please see this [webpage](#) for more information.
8. Take care of yourself! This point of encouragement also applies to you as a counselor-in-training. The Counseling and Psychological Services website for Seattle University can be found at <https://www.seattleu.edu/caps/>
9. Participants are expected to maintain confidentiality regarding any client-related information discussed in class. Also, when a class member describes personal experiences or perspectives, either in class or on a discussion board, the other members of the class are expected to keep such disclosures private within the class. Each student is responsible for treating classmates with integrity and respect.
10. Please be sure to view/listen to Canvas activities individually.
11. Please be aware that this class may be recorded at times and all uses of said recordings are limited to academic purposes for this class only.

12. As you likely know, your professional and personal development throughout this graduate program are of great importance to the faculty. I hope that I can be of help to you in this process, and I will be giving you feedback along this journey. I hope that you are open to this.
13. I reserve the right to change this syllabus during the quarter (only when necessary) and to share changes with you.
14. The [webpage](#) for Information Technology Services can also be helpful.
15. Please be aware that, given my gatekeeping role, communication (both oral and written) with students is not confidential.
16. Students should take careful note of drop and withdrawal dates if they choose not to take this course. It is the students' responsibility to drop/withdraw if they choose to do so.
17. Please be sure to use your Seattle University account when emailing me.
18. Please be checking the "announcements" section of the Canvas coursepage, as I will be posting any important items there.
19. Diversity statement: I encourage your participation during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, I ask that you offer respect for classmates' views.
20. Finally, a reminder: You are enrolled in a course in professional graduate program. As such, professional behavior is expected.

Bibliography (for your reference only)

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D. Schedule of Course Activities

Class/Date	Topics	Readings	CACREP Standard	Evaluation Method & Assignments [Note: All due times are PST.]
#1 3/30/22	Fundamentals and Theories of Lifespan	Chapters 1 & 2 See Canvas for supplemental required content	E, F2 & F3	Class attendance and participation
#2 4/6/22	Prenatal development and infancy	Chapters 3 & 4 See Canvas for supplemental required content	E, F2 & F3	Class attendance and participation
#3 4/13/22	Toddlerhood and Preschool	Chapters 5 & 6 See Canvas for supplemental required content	E, F2 & F3	Class attendance and participation Quiz #1 (10 points) on chapters 3 & 4 is due by 4pm on April 13 Exercise assignment (Week #2 materials) is due by 4pm on April 13
#4 4/20/22	Middle Childhood	Chapter 7 See Canvas for supplemental required content	E, F2 & F3	Quiz #2 (5 points) on chapter 7 due by 4pm on April 20
#5 4/27/22	Adolescence (early)	Chapter 8 See Canvas for supplemental required content	E, F2 & F3	Class attendance and participation Essay #1 (Week #4 materials)

Class/Date	Topics	Readings	CACREP Standard	Evaluation Method & Assignments [Note: All due times are PST.]
				due by 4pm on April 27
#6 5/4/22	Adolescence (late)	Chapter 9 See Canvas for supplemental required content	E, F2 & F3	Quiz #3 (5 points) on chapter 9 is due by 4pm on May 4
#7 5/11/22	Early emerging adulthood	Chapter 10 See Canvas for supplemental required content	E, F2 & F3	Class attendance and participation [Suggestion: Use time from this week for your summative assignment.]
#8 5/18/22	Middle Adulthood	Chapters 11 See Canvas for supplemental required content	E, F2 & F3	Class attendance and participation Essay #2 (Week #7 materials) is due by 4pm on May 18
#9 5/25/22	Late Adulthood	Chapter 12 See Canvas for supplemental required content	E, F2 & F3	Class attendance and participation Summative paper due by

Class/Date	Topics	Readings	CACREP Standard	Evaluation Method & Assignments [Note: All due times are PST.]
				4:00pm on May 25
#10 6/1/22	Oldest-old Elderhood Wellness throughout the lifespan	Chapter 13 See Canvas for supplemental required content	E, F2 & F3	Quiz #4 (5 points) on chapter 13 by 4:00pm on June 1

Academic Policies

Seattle University Academic Policies and Forms

Applicable academic policies can be found at the following link: <https://www.seattleu.edu/redhawk-service-center/academic-policies/>. Relevant forms can be found at the following link: <https://www.seattleu.edu/redhawk-service-center/forms/>.

Support for Students with Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through [Disability Services](#) located in Loyola 100, (206) 296-5740, ds@seattleu.edu. The Associate Dean for Academic and Student Services, serves as the college’s Americans with Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](#) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and will be addressed according to the [Academic Integrity Policy](#). The [Academic Integrity Tutorial](#) is a learning aid to help you understand the “do’s and don’ts” of academic life.

Academic Grading Grievance Policy

The [Academic Grading Grievance Policy](#) governs the process for challenging course grades. A student seeking to grieve a grade carries the burden of proof to establish that the faculty member acted arbitrarily or capriciously in assigning the course grade.

Professional Conduct Policy

The [Professional Conduct Policy](#) applies to all students situated in field experiences, who must at all times conform to conduct that demonstrates the appropriate ethical, professional and social attributes expected of professionals in that practice. The professional standards that govern field experiences in this course are the [American Counseling Association’s Code of Ethics](#).

Student Concerns & Complaints

The [Concerns & Complaints](#) webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the [COE Student Complaint Process](#). Students with academic concerns regarding instruction or advising should first attempt to resolve the issue with the faculty member involved.

Student Resources

Library, Research, & McGoldrick Learning Commons Resources

- [Lemieux Library](#) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](#) includes a variety of learning assistance programs.
- [College of Education – Student Resources Webpage](#) includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.
- [Campus Ministry](#) supports the religious and spiritual lives of students through daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.
- [Commuter Resources](#) The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the [Collegia Program](#).
- [Counseling & Psychological Services \(CAPS\)](#) CAPS offers a range of confidential therapeutic, educational, and consultation support services.
- [Office of Multicultural Affairs \(OMA\)](#) OMA provides resources to support students of color, queer students, and trans students.
- [Writing Center](#) Writing Center consultants help students with organizing, revising, and editing drafts.

Rubrics for assignments

	Average/poor	Good/Very good	Excellent
Exercise	3.9 and below	4-4.4	4.5-5
	No integration is evident; Inadequate depth (1/2 page or more shorter than target length); Course material is not integrated at all or integrated to a minimal level; Several (5+) writing-related/APA style errors are evident; Less than minimum number of references.	Good depth (1/4 page less than target/maximum length); Content is largely accurate and is of good quality; Integration is good; Depth of discussion is acceptable; Acceptable graduate-level/APA style writing, though errors (3-4) are evident; Minimum number of references.	Excellent depth (maximum/target page length); Content is excellent and rich in depth/integration and discussion that is wholly accurate and pertinent to the assignment; Excellent graduate-level/APA style writing (0-2 errors); More than the minimum number of references.

Points	Below avg/Poor 11.9 and below	Acceptable/Good 12-13.4	Exemplary 13.5-15
Essay #1 and #2	No integration is evident; Inadequate depth (more than 1/2 page less below target/maximum); Content is largely inaccurate as related to the theory; Several (8+) writing-related errors are evident; and/or 1+ section is missing	Good depth (1/2 page less than target/maximum length); Content is largely accurate and is of good quality; Integration is good; Depth of discussion is acceptable; Acceptable graduate-level writing, though errors (4-7) are evident; and/or All sections present	Excellent depth (maximum/target page length); Content is excellent and rich in depth/integration and discussion that is wholly accurate and pertinent to the theory/theories; Excellent graduate-level writing (0-3 errors); All sections present