

# FRESNO STATE

## Kremen School of Education and Human Development

Department of Counselor Education & Rehabilitation

Fall 2020 - Syllabus

COUN 206 • Counseling Through the Lifespan (3 units)

SYLLABUS FOR COUNSELING THROUGH THE LIFESPAN (COUN 206)	
Fall 2020	Counseling Education and Rehabilitation California State University, Fresno
Counseling 206	Instructor Name: Dr. Jeff Crane
Units: 3 credits	Office Location: ED 457
Time: Thursday 4-6:50pm	E-Mail: <a href="mailto:Jcrane@mail.fresnostate.edu">Jcrane@mail.fresnostate.edu</a>
Location: Zoom and Google Classroom	Telephone: 925-588-1878
Website	Office Hours: Tuesday 1-3, Friday 11-1pm

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

[ Dr. Janelle Pitt, Counselor Education and Rehabilitation, [jepitt@mail.fresnostate.edu](mailto:jepitt@mail.fresnostate.edu), (559) 278-0340]

**Course description:** This course provides an overview of various developmental concepts and principles as they relate to the practice of counseling. Topics related to different aspects of development (i.e. social, emotional, moral, cognitive, physical, and other forces of development) will be explored. Counseling issues will be applied to these

aspects of development. Elements of the life cycle process, including the family life cycle, will be examined. Students will understand how individual, familial, and social developmental forces interact to create both health and dysfunction. Students will be able to apply interventions to meet developmental clinical needs of individuals, couples, and families. (Meets CACREP 2016 Accreditation Standards Section II – F3a-i) ***It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3unit class, you should expect to study an average of 6 hours outside of class each week.***

**REQUIRED COURSE MATERIALS**

In place of our standard text book, you will be required to watch a series of lectures that covers the material that we would find in our course text book: Santrock, J.W. (2009). *Life-span Development*, 12<sup>th</sup> ed., Boston: McGraw-Hill.(Designated S). These lectures are found on ItunesU. Each of you will need to have an Itunes account in order to access the material. Here is a quick link to help you identify the material:

<https://itunes.apple.com/us/course/lecture-2-key-terms-and-concepts-ii-and-theories/id655614473?i=1000160203312&mt=2>

Open Itunes→ Itunes U→Search bar “Principles of human development”→ Select “CFD 155 Principles of human development” by Jim Meyer→ subscribe.

Additional course materials will be posted to our google classroom

**COURSE SPECIFICS**

**Course objectives:** This course is designed to enable students to do the following. Students will:

Description of Standard	Standard number	Readings that cover	Assignments associated with it.
Understand and apply theories of individual and family development across the lifespan (including models of resilience and wellness)	CACREP 3A	Video Lectures 2, 3 & 8	Midterm  Final: developmental history paper
Understand theories of learning	CACREP 3B	Video Lectures 2, 3 & 8	Midterm

Understand theories of normal and abnormal personality development	CACREP 3C	Video lectures 2, 3 & 8	Midterm Final presentation
Understand and discuss various developmental models relative to the counseling process	CACREP 3E	Video Lectures 2,3, and 8	Midterm
Understand systemic and environmental factors that affect human development, functioning, and behavior	CACREP 3F	Video Lectures 7, 14,18,19, 21, 22, 23, 26, 27, 30, 31, 32, 34, 35, 36, 37, 38	Final: developmental history paper
Learn and examine how effects of crisis, disasters, and trauma have on diverse individuals across the lifespan	CACREP 3G	CACREP	Final: developmental history paper
Understand a general framework for understanding differing abilities and strategies for differentiated interventions across the lifespan.	CACREP 3H	General Class Discussion	Final Presentation
Understand ethical and culturally relevant strategies for promoting resilience and optimum development and	CACREP 3I	General Class Discussion	Final presentation

wellness across the lifespan			
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Links: [General Education](#), [Service Learning](#), and [Writing](#)

**Course Objectives:** This course is designed to enable students to do the following:

- Understand and discuss various developmental models relative to the counseling process. CTC 21
- Students will become better acquainted with research literature regarding development and be able to relate to discussions regarding the etiology of normal and dysfunctional behavior. CTC 2, 11, 23, 30
- The students will identify the effects of family dynamics, family life cycle events, and socioeconomic factors on development, well-being, and learning at different stages. CTC 2, 3, 5, 7, 11, 27
- Identify the limitations of traditional developmental models with respect to ethnic, cultural and special populations.
- Apply ethical principles to developmental counseling. CTC 6, 18
- Identify the effects of family dynamics, family life cycle events, and socioeconomic factors on development, well-being, and learning at different stages

## Class Assignments

### Module Questions/interactions (CTC 2, 11, 23, 30, 21, 6, 18 Practice):

In each module you will find a prompt that asks you to engage in a particular task or to submit questions. The questions are ones that come to you as you watch the video lectures. These questions can really be anything that you are curious about or anything that does not make sense to you from the lectures. Once you have posted your two questions and hit “submit”, you will then be able to see your fellow classmates questions. You will need to respond to 2 question from a classmate.

### Video lecture response paper (CTC 3, 5, 7, 27 Practice):

On a weekly basis (with the exception of four “bye” weeks of your choosing), you will be asked to write a *one*-page response to the video lectures from ItunesU. Thus you must submit **five** précis assignments from the possible weekly lecture assignments. This is **NOT** to be an exhaustive summary of the video lectures (I’ve seen the videos and don’t need a summary). Rather, your response will include the following:

- 1) **Important points:** these should include any points or quotes that you might want to use again or remember for a later paper or application. They can be short and bulleted
- 2) **Critical Reaction:** what did you think of the video content? Again, this can be brief.
- 3) **Discussion Questions:** From the video lectures, write down one or two questions that you could ask the class to discuss together. Come prepared to lead this discussion.

### Child Observation:

It is vital that you not only learn about development but that you also see and experience what it looks like. For this assignment, you will be required to conduct a total of 2 hours of observations of children (not of your own immediate family). You will be required to submit a 5 to 10-minute video response to your observations. Your video needs to include a synopsis of your observations which also illustrate specific developmental behaviors that you were able to notice. The last minute of your video needs to address your overall experience of observing children objectively in their natural habitat. Videos will be submitted online via the google classroom platform.

### Midterm (CTC 3, 5, 6, 7, 18, 27, 21 Assessment):

The Midterm exam consists of a clinical vignette component. The clinical vignette will require you to respond to one clinical vignette in an essay format. You will be expected to demonstrate competency with the **relevant material** taught to that point in the course. Specifically, you will need to be able to connect developmental theory to a case example

as well as identify normative and non-normative developmental factors that impact the individual(s) behavior (CACREP 3a, 3c). You will be asked to discuss how developmental models across lifespan development explain the behavior seen in the vignette (CACREP 3e). Additional instructions will be made available on the vignette as well as a grading rubric. Please complete the vignette and upload it to google classroom by the due date (see Calendar). Please do not coordinate with others in the course. Since this is a “take home” exam, you may consult the notes, books, and other class materials – but not your classmates! Please follow standards of honesty, ethics, and professionalism by doing your own work. You will receive more specific instruction about the length and content of the midterm in the instructions section of the midterm.

### **Final Paper (Graduate Writing Requirement) (CTC 2, 11, 23, 30, 21 Assessment):**

**Theory of Change Paper-** Students will write a **5 to 6-page** APA style paper describing their current theory of change (papers that exceed the 6-page limit will be subject to a points deduction). Apart from succinctly describing the nature of change in humans, students will choose a counseling theoretical model that most closely fits with their personal style of counseling and preference. Students will also describe why they have chosen that particular model and how it fits with them. This paper will fulfill the Graduate Writing Requirement (GWR). Late submissions subject to course policy. Please utilize the following prompts to get you thinking about the information that you should include in your paper:

1. What is the problem that someone would bring to you or that you would be seeing in your counseling practice? **What is the pathology of the issue?** What are the factors contributing to the development of the problem (i.e. mental, behavioral, emotional, physiological, biological, academic, relational, etc.)? The factors that you choose should be connected closely to the theoretical assumptions for what leads to the dysfunction or issue. Take note that most theories and models for change typically address one primary factor when making change. What are healthy/ unhealthy characteristics of those specific factors chosen (ex. What does an unhealthy relationship look like)? What theory of development best aligns with the pathology or can be used to best explain the pathology?
2. How do you enact or facilitate change?  
Describe the specific ways in which you enact change. What model of counseling (or application of theory) best fits the treatment of the issue, based upon your description of pathology? What interventions, from your model, would you use? Describe how change occurs, don't just give a list of interventions or describe the interventions. **NOTE: must go beyond regular core conditions!**
3. Describe your rationale for choosing the factors of change you focus on. This can refer to any type of empirical evidence you have come by to support your theory of change. If there is no empirical evidence for your model, then you can include

personal anecdotal knowledge or experiences that may support your use of this particular model for healing.

4. Describe the counselors' role within your particular model. Describe how the specific model fits your counseling style. Describe how you use yourself in counseling. What personal characteristics of yours do you use in your counseling and how does who you are affect change in your clients?

The paper will be ***graded*** based on the following rubric:

<b>Category</b>	<b>For Full Points</b>	<b>Level of Mastery</b>
Follow Instructions (1pt)	follows directions as written, includes all requirements	Good (5pt) Mediocre (3pt) Poor
<b>Writing mechanics</b>	rare, minor errors in punctuation, grammar, or sentence structure, clear flow of language	same
<b>Organization</b>	clear thesis statement, transitions, division of sections; coherent flow of thought	same
<b>Scholarly content</b>	<b>use outside references in APA format (at least 5 DIFFERENT sources)</b> , clearly highlights key principles from your theory	same
<b>Quality</b>	Clear thought process demonstrated, points are well supported by references and explanation, visible effort in organizing thoughts about each prompt, quality answers to the prompts	same

This paper must also pass through the requirements of the GWR as stated by the University, which are found in Appendix A.

#### **Common Pitfalls for Writing this Paper:**

1. **Paper is not written in APA formatting.** APA Formatting should include a title page with running head, page numbers, title of the paper (example of an unacceptable title would be "Theory of Change"), headings (level 1 and 2 headings minimum), a proper introduction with a thesis statement, main body paragraphs, a conclusion, properly cited research (in text) and a references page (only peer-reviewed primary sources will be accepted).

2. **Not proof reading the paper:** This does not just mean you personally. You will really need a couple of other people to proof read your paper for run-on sentences, APA issues, spelling, grammar and other general editing.
3. **Not asking questions until the end of the semester:** This is not the kind of paper that you can write at midnight the day before it is due. You will need the length of the semester to research and develop your ideas. What you are writing is not a regurgitation of something you read in a book. It is best practice to ask questions in class or meet with me in my office hours.
4. **Not taking the rough draft seriously:** You are given an opportunity midway in the semester to submit a rough draft of your GWR. Those who take it seriously and submit a meaningful rough draft, do better in the end than those who do not.

### **Individual Presentations:**

You will be asked to present your theory of change to your classmates. As part of your presentation you should explain major points of your theory on how people change. This presentation should model a professional presentation, as if you were presenting at a conference in your field. Your presentation is not just a regurgitation of your paper, rather it is an opportunity to share a more concise version of your paper. The presentation should be done in a PowerPoint type presentation but reading directly off of the PowerPoint should not take place. Presentations will last approximately 10-15 minutes. As sample slide outline might look as follows:

1. Topic- Title slide
2. Overview of presentation
3. Introduction to the topic (why it matters)
4. Your Theory (major concepts, don't get lost in all the detail here)
5. Connection between topic and Theory
6. The model
7. How it facilitates healing
8. Counselor Role
9. Conclusion
10. Works Cited

### **Attendance, Participation, & Readings:**

You will notice that 25% of your grade for this class will be based upon your attendance and participation. Your presence in this class alone will not earn you full points in this class. Participation is key! Stephen Covey once said "that to learn and not to



do is really not to learn, and to know and not to do is really not to know.” As a result, it is essential that you participate frequently by asking questions and making meaningful comments in class. Your participation should reflect that you have read the material and are prepared to participate. Because the readings assignments are extensive greater weight was given to this component of the course. Merely tuning into the online synchronous class lectures will not merit you full participation points. You will need to interact and engage.

Excused absences under the university’s policies for excused absences will be honored. Please call or notify the professor *in advance* of an excused absence. Unexcused absences will adversely affect your grade. Each unexcused absence will cost 5 points from your grade. After three unexcused absences, you will not be able to complete the course. Additionally, you are expected to come to each class session with questions and comments from the materials.

**Grading policy:** A=90%-100%; B=80%-89%; C=70%-79%; D=60%-69%; F=59% and below

**Assignment and examination schedule**

Assignment	Points/Percent
Child Observation	10%
5 Reaction Papers	10%
Midterm	15%
Individual Presentation	10%
Theory of Change Paper (GWR)	25%
Attendance and Participation	25%
Course Module Interactions	10%

You should also provide assignment completion due dates in a table as shown above, or you can ask students to refer to your course calendar if you give due days there.

## **COURSE POLICIES & SAFETY ISSUES**

**Cell phones:** The use of cell phones will **not be permitted during synchronous class** learning. Phones must be placed on vibrate or silenced mode and put it away. Special accommodations will be made for students whose work situation requires them to be on call. In such situations, the student must notify the instructor of their “on call” status before the class begins.

**Students who are in violation of this policy and have been previously warned are considered to be in violation of the University Policy on Disruptive Classroom Behavior and will be subject to disciplinary action.**

### **Classroom Conduct:**

It is expected that the classroom will be a safe place for learning and the free sharing of intellectual pursuits. Additionally, common courtesy is required so that *everyone* may participate and enjoy the scholarly pursuit of the educational endeavors of the course. Disruptive behavior will not be tolerated and the university policy regarding classroom conduct will be followed (APM419).

### ***Online Classroom Etiquette:***

***From Dr. Marisol Clark-Ibanez, Associate Professor, CSUSM***

Welcome to the world of online, Web-based courses. If you're like many people, this is your first experience with an online course. You may have taken some courses before, and you may also have had experience with some form of electronic communication, but a Web-based course is a newer area of social interaction, and as such it has its own rules for interacting with others.

### ***Disembodied Discussions***

A key distinguishing feature of an online course is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

**Tone Down Your Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to

write it first as a draft and then to review it, before posting it, in order to remove any strong language.

**Keep A Straight Face:** In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

**Be Forgiving:** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and is best cleared up by the instructor.

**The Recorder Is On:** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

**Test For Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

**Netspeak:** Although electronic communication is still young, many conventions have already been established. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read. This class is academic and so refrain from using “texting” language or acronyms in formal forum discussions and your papers.

### **Writing Format:**

It is expected that all written work will contain appropriate grammar, spelling, punctuation, and format in APA style. Normal fonts and margins should be applied. Assistance with writing is available at the writing center located on the first floor of the Education Building or in the English Department (278-2553). Additionally, students must avoid cheating and plagiarism. The consequences for plagiarism (either a direct quote or paraphrase that is plagiarized) may include failing the course and/or disciplinary action (e.g. probation; suspension; and/or dismissal from the class, program, or CSUF).

### **Disability Accommodations:**

Reasonable accommodations are available for students who have documented disabilities. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the University's Services for Students with Disabilities – 278-2811.

### **University Syllabus Policy Statement:**

**Late work and make-up work policy.** Students will be allowed to submit late work during the course of the semester for 5% reduction in grade for each day it is late. Work that is over 1 week past due, will not be accepted.

**Adding and Dropping Classes:** Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

### **UNIVERSITY POLICIES AND SERVICES**

**Intellectual Property provision** - To be placed in the section on University Policies

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

**COVID-19 related provisions** - Please note that the language below is to be placed **at the top of the syllabus** and link to the safety assessment.

### **Health Screening:**

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

**Safety Measures:** Consistent with the Governor’s order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: [www.fresnostate.edu/coronavirus](http://www.fresnostate.edu/coronavirus)

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

**Honor Code:** “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

**Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.fresnostate.edu/technology>) or the University Bookstore (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <https://library.fresnostate.edu/info/copyright-policy>

Canvas or Google Classroom course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, republished, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**For free tutoring on campus, contact the Learning Center**

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

**Our campus has developed SupportNet**

(<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

**SUBJECT TO CHANGE STATEMENT**

This syllabus and schedule are subject to change in the event of extenuating circumstances.

**STUDENT HANDBOOK**

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:  
<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

**COURSE CALENDAR**

The calendar should include projected dates, topics covered, deadlines, and/or periods of time for readings, field trips, projects, exam dates (including the date and time of the final exam) and assignment due dates. The following statement is suggested to footnote the calendar: *“The course schedule is subject to change in the event of extenuating circumstances.”*

If you plan to give your exam online or not to meet in class on the final exam day, please explicitly inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.





## TENTATIVE COURSE SCHEDULE

**Fall 2020**

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
1	Thurs., Aug 20	First Day of Class- Introduction, syllabus review and individual appointments.	Module 0  <b>Synchronous Virtual Class</b>
2	Thurs., Aug 27	GWR paper discussion and consultation day	<b>Synchronous Virtual Class 5-7 PM</b>
3	Thurs., Sep 3	Intro to Developmental Theories- Psychoanalytic, Behavioral, Attachment, Socioemotional, ecological	Module 1  Lecture 2: Key Terms and Concepts II and Theories  Lecture 3: Theories II  <b>Module work 4-5 PM</b>  <b>Synchronous Virtual Class 5-7 PM</b>
4	Thurs., Sep 10	Beginnings and Infancy	Module 2  Lecture 7: Cognitive Development: Sensorimotor stage  Lecture 8: Attachment  <b>Asynchronous Google Work</b>
5	Thurs., Sep 17	Early, Middle and Late Childhood	<b>Observation video due</b>  Module 3  Lecture 14: Early Childhood: Social Dev. II/Social Development  Lecture 18: Mid Childhood Emotional Dev./ Social Development  Lecture 19:Mid. Childhood Dev II  <b>Module work 4-5 PM</b>  <b>Synchronous Virtual Class 5-7 PM</b>
6	Thurs., Sep 24	Model Exploration Day #1	See online day #1 folder on Google Classroom  <b>Asynchronous Google Work</b>
7	Thurs., Oct 1	Adolescence	Module 4  Lecture 21: Adolescence Physical Dev. II/Cognitive Development

			<p>Lecture 22: Adolescence Cognitive Dev. II/Identity/Self-esteem</p> <p>Lecture 23: Adolescence Self-esteem II/ Peer Relationships</p> <p><b>Module work 4-5 PM</b></p> <p><b>Synchronous Virtual Class</b></p>
8	Thurs., Oct 8	<b>Midterm Due-</b> No class instruction	Midterm Due by 7pm
9	Thurs., Oct 15	Emerging adulthood  Early Adulthood	<p>Module 5</p> <p>Lecture: 26: Young Adult Physical Dev II/ Cognitive Development</p> <p>Lecture 27: Young Adult Cognitive Development II/ Marriage</p> <p><b>GWR Rough Draft(option) due: Turn in online.</b></p> <p><b>Module work 4-5 PM</b></p> <p><b>Synchronous Virtual Class 5-7 PM</b></p>
10	Thurs., Oct 22	Model Exploration Day 2	<b>Asynchronous Google Work</b>
11	Thurs., Oct 29	Middle Adulthood	<p>Module 6</p> <p>Lecture 30: Mid Adulthood physical dev. II/ Social Development</p> <p>Lecture 31: Mid Adulthood Social Dev. II</p> <p>Lecture 32: Middle Adulthood Emotional Development</p> <p><b>Module work 4-5 PM</b></p> <p><b>Asynchronous Google Work</b></p>
12	Thurs., Nov 5	Late Adulthood	<p>Module 7</p> <p>Lecture 34: Late Adulthood Overview/Dev. Tasks/ Myths/ Physical Development</p> <p>Lecture 35: Late Adulthood emotional Dev.II/Social Development</p> <p>Lecture 36: Late Adulthood Emotional Dev. II/ Social Development</p> <p><b>Asynchronous Google Work</b></p>
13	Thurs, Nov 12	Death and Dying	Module 8

			Lecture 37: Late Adulthood Social Dev. II/ Successful aging  Lecture 38: Death and Dying  <b>Module work 4-5 PM</b>  <b>Synchronous Virtual Class 5-7 PM</b>
14	Thurs., Nov 19	Individual presentations	<b>Synchronous Virtual Class 5-7 PM</b>
15	Thurs., Nov 26	Thanksgiving Holliday- No Class	Final Paper Due
16	Thurs., Dec 3	Individual Presentations	Last day of class <b>5-7 PM</b>  <b>Synchronous Virtual Class</b>
<b>Finals week</b>			<b>Days</b>
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday
Final Semester Examinations			Monday – Thursday
Final Exam in this course- Pick up Paper			Thursday Dec 17th
			<b>Dates</b>
			Dec 7 & 8
			Dec 14-17
			4 to 5 pm

#### Appendix A: GWR Rubric

### ***GRADUATE WRITING SKILLS REQUIREMENT RUBRIC***

*Assessment will be based on the following criteria:*

Scholarly Merit: This category speaks to the viability of the project, the clarity and focus of the thesis, and the development of an argument. It seeks to ensure that the ideas and interpretations expressed are relevant to important issues or ideas circulating in contemporary discussions of the same topic.

Organization and Structure: This category looks to ensure that arguments are conducted as logical, progressive developments of an idea through coherent, well-organized paragraphs. The essay has an effective introduction, and a thoughtful conclusion.

Complexity of Evidence and Analysis: This category speaks to use of apt sources and ability to explain their significance. The quality and quantity of evidence matters here, but so does the fairness with which the arguments of others are represented and discussed.

Professionalism: This category addresses the formal and mechanical elements of producing an academic argument. Essays should display appropriate academic conventions, format, and style, including citations. Diction level should be appropriate to audience.

### ***RUBRIC***

A writing sample should receive *two* evaluations of accomplished to satisfy the GWSR.

#### **ACCOMPLISHED:**

Scholarly Merit: The topic is timely and carefully focused. While it does not have to make an original argument, it would serve as a good basis for further research on the subject. Discussion does a creditable job summarizing related literature. The thesis is sufficiently limited in scope; usually stated early on and present throughout the essay as a *controlling* (not repeated) idea.

Organization and Structure: Major points raised are relevant to the topic and are logically arranged to provide a coherent argument. Transitions and organizational structures such as topic sentences and sub-headings are used which help the reader move from point to point.

Complexity of Evidence and Analysis: Sources are well-chosen and deployed in a range of ways (to motivate the argument, provide key terms). The writer invites complications and considers counterarguments. Analysis is insightful and fresh, more than summary or paraphrase; shows how evidence supports thesis; it should dwell in depth on one or more key examples.

Professionalism: Style and conventions are academically appropriate and consistently used. Nor do errors in mechanics interfere with comprehensibility. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty finding citations.

#### **DEVELOPING:**

Scholarly Merit: Although the essay has a focus, it does not participate in a critical conversation. It may be too broadly conceived, without enough specifics and nuances to distinguish a real problem and to address that problem. The essay may be a largely ‘interpretive summary’ of the text, but will feature some insightful moments. OR it could be an essay that is chiefly a personal reaction to something, well-written but with scant intellectual content—mostly opinion.

Organization and Structure: Writing does not progressively develop an argument. Structure: generally logical, but either confusing in places (big jumps, missing links) or overly predictable and undeveloped; few complications or considerations of counter-arguments; some disorganized paragraphs (either bloated or skimpy). References may be unclear; arguments may be tangential in some places.

Complexity of Evidence and Analysis: Essay uses a limited range of sources without an awareness of larger array of criticism and/or theory. Evidence builds up a list rather than an articulation of cause-and-effect relationships among ideas. OR works may be quoted and cited correctly, for the most part, but deployed in limited ways, i.e., oversimplifying others’ arguments or manipulating research to affirm of the writer’s point of view.

Professionalism: Paper lacks consistency of style, format. Frequent mechanical errors make reading difficult and interfere with comprehensibility. Thoroughness and competence at documenting sources may need strengthening.

## BEGINNING:

Scholarly Merit: Essay reveals superficial job of research. Argument depends too heavily on plot summary or paraphrase. The reader is left with very little new understanding of the problem or topic. Thesis can exhibit one of several problems: vague, descriptive, or confusing; parts unintegrated (e.g., three unrelated prongs); only implied or not stated early on; not argued throughout, disappears in places. No clear explanation of literary, cultural and intellectual contexts appears.

Organization and Structure: Reading and comprehensibility are problematic. Writing demonstrates lack of logical development and focus, causing problems with reading and comprehension.

Complexity of Evidence and Analysis: Use of existing scholarly/professional literature on the topic is inadequate. Sources used are dated or irrelevant. Interpretation of sources may present some misreadings.



## Appendix B: GWR Grading Rubric

	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>
<b>Scholarly Merit</b>	The topic is timely and carefully focused. While it does not have to make an original argument, it would serve as a good basis for further research on the subject. Discussion does a creditable job summarizing related literature. The thesis is sufficiently limited in scope; usually stated early on and present throughout the essay as a <i>controlling</i> (not repeated) idea	Although the essay has a focus, it does not participate in a critical conversation. It may be too broadly conceived, without enough specifics and nuances to distinguish a real problem and to address that problem. The essay may be a largely 'interpretive summary' of the text, but will feature some insightful moments. OR it could be an essay that is chiefly a personal reaction to something, well-written but with scant intellectual content—mostly opinion.	Essay reveals superficial job of research. Argument depends too heavily on plot summary or paraphrase. The reader is left with very little new understanding of the problem or topic. Thesis can exhibit one of several problems: vague, descriptive, or confusing; parts unintegrated (e.g., three unrelated prongs); only implied or not stated early on; not argued throughout, disappears in places. No clear explanation of literary, cultural and intellectual contexts appears.
<b>Organization and Structure</b>	Major points raised are relevant to the topic and are logically arranged to provide a coherent argument. Transitions and organizational structures such as topic sentences and sub-headings are used which help the reader move from point to point.	Writing does not progressively develop an argument. Structure: generally logical, but either confusing in places (big jumps, missing links) or overly predictable and undeveloped; few complications or considerations of counter-arguments; some disorganized paragraphs (either bloated or skimpy). References may be unclear; arguments may be tangential in some places.	Reading and comprehensibility are problematic. Writing demonstrates lack of logical development and focus, causing problems with reading and comprehension
<b>Complexity of Evidence and Analysis</b>	Sources are well-chosen and deployed in a range of ways (to motivate the argument, provide key terms). The writer invites complications and considers counterarguments. Analysis is insightful and fresh, more than summary or paraphrase; shows how evidence supports thesis; it should dwell in depth on one or more key examples.	Essay uses a limited range of sources without an awareness of larger array of criticism and/or theory. Evidence builds up a list rather than an articulation of cause-and-effect relationships among ideas. OR works may be quoted and cited correctly, for the most part, but deployed in limited ways, i.e., oversimplifying others' arguments or manipulating research to affirm of the writer's point of view.	Use of existing scholarly/professional literature on the topic is inadequate. Sources used are dated or irrelevant. Interpretation of sources may present some misreadings.
<b>Professionalism</b>	Style and conventions are academically appropriate and consistently used. Nor do errors in mechanics interfere with comprehensibility. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty finding citations.	Paper lacks consistency of style, format. Frequent mechanical errors make reading difficult and interfere with comprehensibility. Thoroughness and competence at documenting sources may need strengthening.	Conventions of style and documentation are not followed. Mechanical problems abound.

### Appendix C: Midterm Grading Rubric

	4	3	2	1
<b>Description and understanding of theory (CACREP 3A)</b>	Demonstrates an exception understanding of the theory. Discussing each of the major points of the theory in detail.	Demonstrates adequate understanding of the theory. Describes all major parts of theory but fails to mention each piece in detail.	Demonstrates sub-par knowledge of the theory. Is unable to address each of the major tenants of the theory and neglects to include major portions of the theory.	Fails to address most major tenants of the theory, those that are mentioned are not discussed in a thorough manner.
<b>Description of normative development (CACREP 3C)</b>	Demonstrates an exception understanding of aspects related to normative development. Discussing each of the major points in detail.	Demonstrates adequate understanding of normative development. Describes all major parts points but fails to mention each piece in detail.	Demonstrates sub-par knowledge of normative development. Is unable to address each of the major aspects and neglects to include major portions of the theory.	Fails to address most major aspects of normative development, those that are mentioned are not discussed in a thorough manner.
<b>Identification of non-normative development as it pertains to the vignette (CACREP 3C)</b>	Demonstrates an exception understanding of aspects related to non-normative development. Discussing each of the major points in detail.	Demonstrates adequate understanding of non-normative development. Describes all major parts points but fails to mention each piece in detail.	Demonstrates sub-par knowledge of non-normative development. Is unable to address each of the major aspects and neglects to include major portions of the theory.	Fails to address most major aspects of non-normative development, those that are mentioned are not discussed in a thorough manner.
<b>Application of theory to the current vignette for counseling (CACREP 3E)</b>	Demonstrates an exception understanding of the theory as it is applied to a real situation. Discussing each of the major points of the theory in detail and applying them to the vignette.	Demonstrates adequate understanding of the theory. Describes all major parts of theory but fails to make proper application of the theory for the vignette.	Demonstrates sub-par knowledge of the theory. Is unable to apply each of the major tenants of the theory and neglects to include major portions of the theory.	Fails to apply most major tenants of the theory, those that are mentioned are not discussed in a thorough manner.
<b>Fluency</b>	The paper flows well and contains introduction, body, conclusion with accompanying titles that guide the reader.	The paper has some flow to it but concepts in the paper are disconnected and confusing at times for the reader. Missing an element of titles that guide the reader	Fluency is poor. The majority of the paper is hard to follow. Paragraphs are excessively long and drawn out. It is missing a coherent introduction, body or conclusion	The writer fails to guide to reader. Large portions of the introduction, body or conclusion are confusing and/or do not support the major tenants of the paper itself.
<b>APA formatting</b>	Completed with minor errors	5-10 minor errors	2-3 majors errors and 10+ minor errors	The majority of the paper is not APA formatted.