



Professional Counseling Program
 Middle Tennessee State University
 1301 East Main Street
 Murfreesboro, TN 37132
http://www.mtsu.edu/edu_leadership/professional_counseling/

COUN 6410
DEVELOPMENT ACROSS THE LIFESPAN
SEMESTER



Instructor:
 Office:
 Office Number:
 Cell Number:

Email:
 Office Hours: By appointment
 Class: Online
 Class Time:

Course Description: A broad survey of the biological and environmental factors influencing physical, cognitive, and social development from conception until death. There will be an emphasis on practical uses of current research and theory.

Textbook:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Broderick & Blewitt (2014). *Life Span, The: Human Development for Helping Professionals with Video-Enhanced Pearson eText*

Objectives:

- ✓ To identify and explain the major theories of human development.
- ✓ To describe several developmental milestones or challenges for each of the life stages.
- ✓ To examine various research findings, and discuss these in terms of personal experience or evidence.
- ✓ To apply theories to real world situations that may be present in the helping profession.

Evaluation	
Exams (4)	400 points
Case Study Assignments (6)	300 points
Conceptualization Paper	200 points
Attendance & Participation (Discussion Board and Outline included)	100 points
TOTAL POINTS	1000 POINTS

COUN 6410 Introduction to Professional Counseling 2009 CACREP Standards			
Standard #	Core Curricular Category	Standard	Learning Activities And Experiences (LAEs)
II- G-2-a	Human Growth and Development	Theories of individual and family development and transitions across the life span	Course Readings; Journal Discussion Boards, Case Study Assignments; Exams
II- G-2-b	Human Growth and Development	Theories of learning and personality development, including current understandings about neurobiological behavior	Course Readings; Exams; Practical Applications, Exams
II- G-2-c	Human Growth and Development	Effects of crises, disasters, and other trauma-causing events on persons of all ages;	Course Readings; Exams; Journal Discussion Boards, Case Study Assignments; Case conceptualization and treatment plan
II- G-2-d	Human Growth and Development	Theories and models of individual, cultural, couple, family, and community resilience;	Course Readings; Conceptualization Paper discussion questions, ; Journal Discussion Boards, Case Study Assignments;
II- G-2-e	Human Growth and Development	A general framework for understanding exceptional abilities and strategies for differentiated interventions;	Course Readings; Exams
II- G-2-f	Human Growth and Development	Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior	Course Readings; Exams, discussion questions, ; Journal Discussion Boards, Case Study Assignments;, Conceptualization paper
II- G-2-h	Human Growth and Development	Theories for facilitating optimal development and wellness over the life span.	Course Readings; discussion questions, ; Journal Discussion Boards, Case Study Assignments; Case conceptualization and Treatment plan ; Exams
Standard #	Clinical Mental Health Counseling	Standard	Learning Activities & Experiences
CMHC-G:1	Assessment-Knowledge	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans	Course readings; Discussion board questions (human development); Exam
Standard #	School Counseling	Standard	Learning Activities & Experiences
SCCO A:6	Foundations-Knowledge	Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development	Course Readings; Exam

SCCO D:3	Counseling, Prevention, And Intervention	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development	Lecture & course readings; Discussion board questions;; Exam
SCCO G:1	Assessment- Knowledge	Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students	Course Readings; Exam

1. Attendance and Participation Points-

- **Prompt Submission of Work -**
- **Introduction Discussion Board -**
- **Case Conceptualization Paper Outline-**

2. Exams-

3. Case study assignments-

4. Conceptualization Paper-

- Case Conceptualization Paper (100pts)
- Treatment Plan (100pts)

Communication Guidelines

Email:

- Per the [Family Educational Rights and Privacy Act \(FERPA\)](#), **all course communication will be conducted using D2L email.** Faculty will not respond to student emails via a non-institutional assigned email account. After the term, please communicate via your MTSU assigned MTMAIL account.
- Always include a subject line.
- Remember that without facial expressions some comments may be misinterpreted. Choose your words carefully when writing your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

Discussion Groups:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.

- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Chat:

- Introduce yourself to the other learners in the chat session.
- Be polite. Choose your words carefully. Do not use derogatory statements.
- Be concise in responding to others in the chat session.
- Be prepared to open the chat session at the scheduled time.
- Be constructive in your comments and suggestion

Student Resources

[Frequently Used Student Resources](#)

Technical Support

Students who experience problems logging into their course, timing out of their course, using the course web site tools or experience other technical problems, should be encouraged to contact the [MTSU Help Desk](#) online (24/7) or at 1-615/898-5345.

Students With Disabilities

Reasonable Accommodations for Students with Disabilities: "ADA accommodation requests (temporary or permanent) are determined only by the [Office of Disabled Student Services](#) (DSS). Students are responsible for contacting the Disabled Student Services Office at 615-898-2783 to obtain ADA accommodations and for providing the instructor with the Accommodation Letter from Disabled Student Services".

Academic Misconduct

The use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs.

Students should be familiar with the "[MTSU Students Rights and Responsibilities](#)" handbook which **outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act.** The Handbook also **provides a statement of community standards of civil behavior and code of computer use.**

Hope (Lottery) Scholarship Information

Do you have a lottery scholarship? To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. You may qualify with a 2.75 cumulative GPA after 72

attempted hours (and subsequent semesters), if you are enrolled full-time and maintain a semester GPA of at least 3.0. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility. Dropping or stopping attendance in a class after 14 days may also impact eligibility; if you withdraw from or stop attending this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. Lottery recipients are eligible to receive the scholarship for a maximum of five years from the date of initial enrollment, or until reaching 120 TELS attempted hours or earning a bachelor degree. For additional Lottery rules, please refer to your Lottery Statement of Understanding form <http://mtsu.edu/financialaid/forms/Lottery%20Statement%20of%20Understanding%202013-14.pdf> or contact the Financial Aid Office at 898-2830.

The True Blue Pledge

I am True Blue.

As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. **True Blue!**

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