# Course Description

This course explores human growth and development across the life span from infancy to old age and in multicultural contexts. The course focuses on the physical, cognitive, social, personality and emotional development. Topics will include theories of individual and family development across the life span, the family life cycle, theories of learning and personality development, human behavior, community resilience, theories of addictions, and strategies for facilitating optimum development over the lifespan.

# Course Outcomes

* **CLO1**: Explain human development in terms of a dynamic set of processes.
* **CLO2:** Explain how human development research impacts the field of counseling.
* **CLO3:** Analyze developmental issues and events from the major theoretical perspectives in developmental psychology.
* **CLO4:** Analyze how developmental theories can impact counseling practice.
* **CLO5:** Analyze the impact of physical, cognitive, and socioemotional development research on current counseling issues.

**Program Learning Outcomes (PLO)**

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

**University Learning Outcomes (ULO)**

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

**Student Expectations**

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Broderick, P. C., & Blewitt, P. (2015). *The life span: Human development for helping professionals* (4th ed.). Upper Saddle River, NJ: Pearson.

# Suggested Point Values

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| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation | 0.5 | <insert due date> |
|  | Learning Before Birth | 2 |  |
|  | Biological Beginnings | 4 |  |
|  | Development Biography | 4 |  |
| **Week 2** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Accelerating Development Case Study | 1 |  |
|  | Transmission Sequence Case Studies | 1 |  |
|  | Socialization Journal | 1 |  |
|  | Attachment and Substance Abuse | 2 |  |
|  | Infancy and Early Childhood Development | 8 |  |
| **Week 3** | |  |  |
|  | All Kinds of Minds | 0.5 | <insert due date> |
|  | Resilience and Grit | 0.5 |  |
|  | Disabilities and Development | 2 |  |
|  | Socioemotional Case Study | 2 |  |
|  | Middle and Late Childhood Development | 8 |  |
| **Week 4** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Adolescent Brain | 1 |  |
|  | Identity Development Case Study | 2 |  |
|  | Social Development Case Study | 2 |  |
|  | Adolescent Development | 8 |  |
| **Week 5** | |  |  |
|  | Participation | 0.5 | <insert due date> |
|  | Early Adulthood Journal | 1 |  |
|  | Cognitive Development Case Study | 2 |  |
|  | Socioemotional Development Case Study | 2 |  |
|  | Emerging Adulthood Development | 8 |  |
| **Week 6** | |  |  |
|  | Participation | 0.5 | <insert due date> |
|  | Stages of Grief | 0.5 |  |
|  | Annotated Bibliography | 1 |  |
|  | Middle Adulthood Case Study | 2 |  |
|  | Living Well Case Study | 2 |  |
|  | Emerging Adulthood Development | 8 |  |
| **Week 7** | |  |  |
|  | Human Development Research | 1 | <insert due date> |
|  | Course Reflection | 0.5 |  |
|  | Week Seven Reflection | 2 |  |
|  | Research Analysis Paper | 12 |  |
| **Total Points** | | **100** |  |

# Course Schedule

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| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| Week One: Characterizing Child Development |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Describe the characterization of child development. | CLO1 | |
| * 1. Describe the biological beginnings of a child, including conception, prenatal development, and birth. | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 1 and 2 in *The Life Span*. | WEEK1 |  |
| **Watch** the “Annie Murphy Paul: What We Learn Before We’re Born” video [16:43] on Ted.com (<http://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born?quote=1211>). | 1.2 | Video: Review one video = **.5 hours** |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Create** a wall on Padlet (<http://padlet.com/>) to introduce yourself to your classmates.  **Post** images that represent what you currently teach or would like to teach, your interests and hobbies, what interests you most about counseling, and your professional goals. Include a short description with each photo.  **Post** a link to your Padlet wall to the Icebreaker Activity discussion forum by Thursday.  *\*Note*. For a tutorial on how to create a Padlet Wall view the “Creating a Padlet Wall” video located at <https://vimeo.com/78189277> [3:13]. For a tutorial on how to post to your Padlet wall view the “Padlet Tutorial” video located at <https://vimeo.com/71431014> [2:38]. |  | Poster: one private post = **.5 hours** |
| **Fetal Alcohol Syndrome**  **Read** the information and resources on the Fetal Alcohol Syndrome and Educational Strategies website, hosted by the Emory University School of Medicine (<http://www.psychiatry.emory.edu/PROGRAMS/GADrug/Edfas.htm>).  **Post** any insights or questions you have after reviewing the site in the Fetal Alcohol Syndrome discussion forum. | 1.2 | Website review: Student/no instructor tour plus reflection paper = **1 hour** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week you will respond to the discussion questions with a substantive post by 11:59 pm EST of the listed due date. By the conclusion of each week, Sunday at 11:59 pm EST, you will make at least one substantive comment to three (3) of your classmates’ posts for each discussion question posted. A substantive post is at least 250-words and addresses all the prompts for each discussion question. It is recommended that you check in periodically throughout the week to meet the participation requirement. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Environmental Modifications**  **Read** the Case Study at the end of Ch. 1 of *The Life Span*.  **Respond** to the fourth discussion question at the end of the case study in the Environmental Modifications discussion forum. | 1.1 | Case Study: Analysis and posting = **1 hour** |
| **Genetic Counseling**  **Read** the Case Study at the end of Ch. 2 of *The Life Span*.  **Respond** to the first discussion question at the end of the case study in the Genetic Counseling discussion forum. | 1.2 | Case Study: Analysis and posting = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Learning Before Birth**  **Respond** to the following question by Thursday: What are some issues—such as Fetal Alcohol Syndrome and low birth weight—that can affect learning before children are born? How might these issues impact learning later in life?  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Biological Beginnings**  **Create** a Padlet wall (<http://padlet.com/>).  **Describe** the biological beginnings of a child on your wall using images and text. Include the following:   * Conception * Prenatal development * Birth   **Submit** a link to your Padlet wall to Blackboard by Friday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts by Sunday.  *\*Note*. For a tutorial on how to create a Padlet Wall view the “Creating a Padlet Wall” video located at <https://vimeo.com/78189277> [3:13]. For a tutorial on how to post to your Padlet wall view the “Padlet Tutorial” video located at <https://vimeo.com/71431014> [2:38]. | 1.2 | Padlet wall: private post, share, and comment = **1.5 hours** |
| **Development Biography**  **Write** a 500- to 600-word entry in the Development Biography journal that addresses the following:   * What shaped your development in your childhood? * What experiences can you remember that may have shaped the way that you learn and problem solve? | 1.1 | Paper: one private post = **.5 hours** |

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| Week Two: Infancy and Early Childhood Stage |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze the infancy and early childhood stages and a child’s developmental process. | CLO3 | |
| * 1. Analyze aspects of cognitive, socioemotional, and physical development in the infancy and early childhood stages. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 3–5 in *The Life Span*. | WEEK2 |  |
| **Piaget and Vygotsky**  **Watch** the “Differences between Piaget & Vygotsky's Cognitive Development Theories” video [6:25] and read the associated web page at Education Portal (<http://education-portal.com/academy/lesson/differences-between-piaget-vygotskys-cognitive-development-theories.html#lesson>).  **Complete** the associated quiz by clicking on the Quiz tab above the video.  **Post** any insights or questions you have after viewing the video in the Piaget and Vygotsky discussion forum. | 2.1 | Video: review and post response = **1 hour** |
| **Hierarchy of Needs**  **Watch** the “Real-life Example of Maslow's Hierarchy of Needs” video [4:57] on YouTube (<https://www.youtube.com/watch?v=rz6bkE6WQNs>).  **Post** any insights or questions you have after viewing the video in the Hierarchy of Needs discussion forum. | 2.2 | Video: review and post response = **1 hour** |
| **Accelerating Development Case Study**  **Read** the “Case Study” section at the end of Ch. 3 in *The Life Span.*  **Respond** to the fourth discussion question at the end of the Ch. 3 case study regarding environmental modifications.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Transmission Sequence Case Studies**  **Read** the “Case Study” section at the end of Ch. 4 in *The Life Span.*  **Respond** to the following question: How does the transmission sequence apply to this case according to the model of intergenerational transmission of attachment? How might this information be useful to a counselor?  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Socialization Journal**  **Respond** to Journal Question three at the end of Ch. 5 of *The Life Span* in the Socialization journal. | 2.2 | Journal: one private post = **.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Attachment and Substance Abuse**  **Respond** to the following questions in the Attachment and Substance Abuse forum by Thursday:   * How is the quality of maternal care and attachment related to a child's propensity for substance abuse later in life? * What are some strategies a counselor could use to mitigate this risk?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Infancy and Early Childhood Development**  **Write** a 1,050- to 1,400-word paper that analyzes development in the infancy and early childhood stages.  **Address** the following:   * Cognitive, socioemotional, and physical development in the infancy and early childhood stages and how they relate, including the following:   + Sensorimotor and preoperational stages   + Regulation of emotion   + Attachment theory   + Self-system * Major theoretical perspectives in developmental psychology related to cognitive, socioemotional, and physical development in these stages and how these perspectives can impact a counseling practice.   **Format** your paper according to APA requirements. | WEEK2 | Paper: one private post = **.5 hours** |

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| Week Three: Middle Childhood and Preadolescence |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze the middle childhood and preadolescence stages and a child’s developmental process. | CLO3 | |
| * 1. Analyze aspects of cognitive, socioemotional, and physical development in middle childhood and preadolescence. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 6–8 in *The Life Span*. | WEEK3 |  |
| **All Kinds of Minds**  **Watch** the “The world needs all kinds of minds” video [19:43] on TED (<http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds>).  **Respond** to the following questions in the All Kinds of Minds discussion forum:   * What are some characteristics of cognitive development in children with autism? * How did Temple’s experience reflect and diverge from the typical progression of cognitive and social development in middle childhood and preadolescence? * What role can technology play in the cognitive development of autistic children?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 3.2 | Video: review and post response = **1 hour** |
| **Resilience and Grit**  **Watch** the following videos:   * “Resilience in Children” video [53:21] on YouTube (<http://www.youtube.com/watch?v=-t_uzyM6fbU>). * “Angela Lee Duckworth: The key to success? Grit” video [6:12] (<http://www.youtube.com/watch?v=H14bBuluwB8>).   **Respond** to the following questions in the Resilience and Grit discussion forum:   * Why is it important for children to develop resilience in middle childhood and preadolescence? * How can you encourage resilience and build grit in children?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 3.2 | Video: review and post response = **1.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Disabilities and Development**  **Respond** to the following in the Disabilities and Development discussion forum by Thursday:   * Select a disability. How does this disability affect a child’s development and learning process? * As a professional counselor, what supports would you suggest to help facilitate optimum development?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Socioemotional Case Study**  **Review** the “Case Study” section at the end of Ch. 7 in *The Life Span.*  **Respond** to the second discussion question at the end of the case study in the Socioemotional Case Study discussion forum.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 3.2 | Case Study: Analysis and posting = **2 hours** |
| **Middle and Late Childhood Development**  **Imagine** that you have been asked to develop a presentation for teachers and parents on development in middle childhood and preadolescence and on strategies for encouraging healthy development.  **Create** a narrated presentation using Microsoft PowerPoint or an online tool of your choice that analyzes development in the middle childhood and preadolescence stages.  **Summarize** the middle childhood and preadolescence stages and a child’s developmental process.  **Address** the following:   * Cognitive, socioemotional, and physical development in the middle childhood and preadolescence stages, including the following:   + Concrete Operational Stage   + Self-Concept   + Gender Identity   + Social Learning Theory   + Executive Functioning * Major theoretical perspectives in developmental psychology related to cognitive, socioemotional, and physical development in these stages and how these perspectives can impact a counseling practice. * The role aesthetic education of children plays in the total development of a child * Strategies for conflict negotiation and resolution related to bullying   **Submit** a link to your presentation to Blackboard.  *Note.* If you used Microsoft PowerPoint, upload your completed presentation to Google Drive. | 3.1, 3.2 | Presentation: one private post = **.5 hours** |

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| Week Four: Adolescence |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze the adolescent stage and a child’s developmental process. | CLO3 | |
| * 1. Analyze aspects of cognitive, socioemotional, and physical development in adolescence. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 9 & 10 in *The Life Span*. | WEEK4 |  |
| **Adolescent Brain**  **Watch** the “Adolescent brain” video [7:13] on YouTube (<http://www.youtube.com/watch?v=GPMP68QP698>).  **Read** the “Research indicates regular pot use may harm developing brains” article on the Philadelphia Inquirer website (<http://articles.philly.com/2014-01-13/news/46116475_1_marijuana-developing-brain-memory-loss>).  **Respond** to the following questions in the Adolescent Brain discussion forum:   * How does the adolescent brain develop related to decision making, self-awareness, and risk-taking? * How does drug use impact a developing adolescent brain? * Given this information, how might you approach counseling adolescents and their parents related to these topics?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 4.2 | Video review and discussion: one post and replies to three other posts = **1.5 hours** |
| **Adolescent Girls and Aggression**  **Watch** the following videos on YouTube:   * “Relational aggression: a new name for an old problem” video [3:01] on YouTube (<http://www.youtube.com/watch?v=IMshFjr7gGM>). * “My story- Teen Bullying” video [14:21] on YouTube (<http://www.youtube.com/watch?v=zxFLcqwvKuo>).   **Post** any insights or questions you have after viewing the videos in the Adolescent Girls and Aggression discussion forum. | 4.2 | Video: review and post response = **1 hour** |
| **Topic Selection**  **Review** the instructions for the Research Analysis Paper assignment due in Week Seven.  **Select** a topic for your assignment and submit it to your instructor for feedback. | N/A | Assignment preparation: one private post = **.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Identity Development Case Study**  **Review** the “Case Study” section at the end of Ch. 9 in *The Life Span.*  **Respond** to the following questions in the Identity Development Case Study discussion forum.   * What risks and protective factors are currently present in Dean’s life? * How would these influence the psycho-educational interventions you would recommend?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 4.2 | Case Study: Analysis and posting = **2 hours** |
| **Social Development Case Study**  **Review** the “Case Study” section at the end of Ch. 10 in *The Life Span.*  **Respond** to the following questions in the Social Development Case Study discussion forum.   * What elements in Mark’s development have been influential in shaping his experience? * How would this influence the recommendations for treatment you would make for Mark and his family?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 4.2 | Case Study: Analysis and posting = **2 hours** |
| **Adolescent Development**  **Create** a brochure for adolescents and their parents that analyzes development in the adolescent stage.  **Summarize** the adolescent stage and a child’s developmental process.  **Address** the following:   * Cognitive, socioemotional, and physical development in the adolescent stage, including the following:   + Formal operational thought   + Identity development   + Autonomy   + Peer networking * Major theoretical perspectives in developmental psychology related to cognitive, socioemotional, and physical development in this stage and how these perspectives can impact a counseling practice * Strategies for mitigating increased aggression amongst teenage girls * Strategies for mitigating isolation, disconnectedness, self-medication, and self-injury.   **Submit** your brochure to Blackboard. | WEEK4 | Brochure: one private post = **.5 hours** |

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| Week Five: Emerging Adulthood |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze the emerging adulthood stage and an adult’s developmental process. | CLO3 | |
| * 1. Analyze aspects of cognitive, socioemotional, and physical development in the emerging adulthood stage. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 11–12 of *The Life Span*. | WEEK5 |  |
| **Early Adulthood Journal**  **Watch** the “Lifespan Development: Early Adulthood” video [4:01] on YouTube (<http://www.youtube.com/watch?v=yeopHvlzP9Q>).    **Respond** to the following questions in the Early Adulthood journal:   * Do you think you developed or are developing according to the process outlined in the video? Support your response with examples. * How might you apply your own experiences during this stage to a counseling practice? | WEEK5 | Video: review and post response = **0.5 hour** |
| **Maslow's Hierarchy**  **Watch** the “Maslow's Hierarchy of Needs” video on YouTube (<http://www.youtube.com/watch?v=QxdNzOVRAmA>).  **Post** any insights or questions you have after viewing the video in the Maslow's Hierarchy discussion forum. | WEEK5 | Video: review and post response = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Cognitive Development Case Study**  **Read** the “Case Study” section at the end of Ch. 11 of *The Life Span*.  **Respond** to the second discussion question at the end of the case study in the Cognitive Development Case Study discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 5.2 | Case Study: Analysis and posting = **2 hours** |
| **Socioemotional Development Case Study**  **Read** the “Case Study” section at the end of Ch. 12 of *The Life Span*.  **Respond** to the third discussion question at the end of the case study in the Socioemotional Development Case Study discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 5.2 | Case Study: Analysis and posting = **2 hours** |
| **Emerging Adulthood Development**  **Imagine** that you have been asked to give a presentation to students on a college campus about development in the emerging adulthood stage and how to encourage healthy development.  **Create** a narrated presentation using Microsoft PowerPoint or an online tool of your choice that analyzes development in the emerging adulthood stage.  **Summarize** the emerging adulthood stage and an emerging adult’s developmental process.  **Address** the following:   * Cognitive, socioemotional, and physical development in the emerging adulthood stage, including the following:   + Marker events   + Post-formal thinking   + Reflective judgment   + Intimacy and generativity * Major theoretical perspectives in developmental psychology related to cognitive, socioemotional, and physical development in this stage and how these perspectives can impact a counseling practice.   **Submit** a link to your presentation to Blackboard.  *Note.* If you used Microsoft PowerPoint, upload your completed presentation to Google Drive. | WEEK5 | Presentation: one private post = **.5 hours** |

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| Week Six: Middle and Late Adulthood |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze the middle and late adulthood stage and an adult’s developmental process. | CLO3 | |
| * 1. Analyze aspects of cognitive, socioemotional, and physical development in the middle and late adulthood stage. | CLO4 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 13–15 of *The Life Span*. | WEEK6 |  |
| **Stages of Grief**  **Watch** “The 5 Stages of Grief” video [2:06] on Vimeo (<https://vimeo.com/5419363>).  **Respond** to the following questions in the Stages of Grief discussion forum:   * How well does this video represent the stages of grief? Why? * How might a person’s response to grief vary based on their age? How might you adapt your counseling approach accordingly?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | 6.2 | Video: review and post response = **1 hour** |
| **Dementia**  **Watch** the “Alive Inside Clip of Henry” video [6:45] on Vimeo (<https://vimeo.com/40094339>).  **Post** any insights or questions you have after viewing the video in the Dementia discussion forum. | WEEK6 | Video: review and post response = **1 hour** |
| **Annotated Bibliography**  **Review** the assignment instructions for the Research Analysis Paper assignment, due in Week Seven.  **Create** an annotated bibliography for your required sources.  **Submit** your bibliography to your instructor by Friday for feedback. | N/A | Assignment preparation: one private post = **.5 hours** |
| ***Assignment: Students must complete the weekly assignment(s).*** | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Middle Adulthood Case Study**  **Read** the “Case Study” section at the end of Ch. 13 of *The Life Span*.  **Respond** to the second discussion question at the end of the case study in the Middle Adulthood Case Study discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 6.2 | Case Study: Analysis and posting = **2 hours** |
| **Living Well Case Study**  **Read** the “Case Study” section at the end of Ch. 14 of *The Life Span*.  **Respond** to the third discussion question at the end of the case study in the Living Well Case Study discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 6.2 | Case Study: Analysis and posting = **2 hours** |
| **Emerging Adulthood Development**  **Imagine** you have been tasked with developing a resource for a counseling center that explains development in middle and late adulthood.  **Create** a poster using Glogster (<http://www.glogster.com/>) that analyzes development in the middle and late adulthood stages.    **Summarize** the middle and late adulthood stages and an adult’s developmental process.  **Address** the following:     * Cognitive, socioemotional, and physical development in the middle and late adulthood stages.   + Life Span Theory   + Ego Identity   + Family Life Cycle   + Self-Determination * Major theoretical perspectives in developmental psychology related to cognitive, socioemotional, and physical development in these stages and how these perspectives can impact a counseling practice.   **Submit** a link to your poster to Blackboard. | WEEK6 | Poster: one private post = **.5 hours** |

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| Week Seven: Counseling Issue |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain how human developmental research impacts the field of counseling. | CLO2 | |
| * 1. Determine the impact of physical, cognitive, and socioemotional developmental research on current counseling issues. | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Appendix A in *The Life Span.* | WEEK7 |  |
| **Human Development Research**  **Review** one of the articles you selected for your Research Analysis Paper, due this week.  **Respond** to the following questions in the Human Development Research discussion forum:   * According to the research in the article, how has physical, cognitive, or socioemotional research affected your selected counseling issue? * How might this research affect the way counselors respond to this issue?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Course Reflection**  **Reflect** on the concepts covered in the preceding weeks of this course. Post any questions or insights you have about these concepts to the Course Reflection discussion forum.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. |  | Discussion: one post and replies to three other posts = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week Seven Reflection**  **Read** and reflect on “The Blind Men and the Elephant” allegory (<http://wordinfo.info/Blind-Men-and-Elephant-crop.html>).  **Respond** to the following in the Week Seven Reflection journal: Reflect on the allegory. What lessons can you take away from the story? Does this allegory change your perspective on how you will work with clients? Why? | COURSE | Journal: one private post = **.5 hours** |
| **Research Analysis Paper**  **Select** a current counseling issue that is of interest to you. This issue can be related to clinical counseling or educational counseling.  **Locate** at least 5 articles from the university library that detail physical, cognitive, and socioemotional developmental research related to your selected counseling issue.  *Note.* The articles must be from peer-reviewed sources and must have been published within the last 5 years.  **Write** a 1,750- to 2,100-word paper that determines the impact of physical, cognitive, and socioemotional developmental research on your selected counseling issue.  **Address** all of the following that apply to your selected issue:   * Life stages * Developmental tasks * Psychosocial crises * Cognitive processes * Developmental theories   **Explain** how this human developmental research impacts the field of counseling.  **Format** your paper according to APA requirements. | WEEK7 | Library Research paper: Independent research with instructor review = **2 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 5 |
| Supplemental |  | 2 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 6 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 6 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 7.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week5** |  |  |
| Required |  | 6 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 7 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 4.5 |
| Supplemental |  | 0 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  | 2 |
| **Total Hours** |  | 44 |