Course Information

Course Title, Number, & Section Number: Human Development in Social Context: Lifespan Counseling, COUN-530-001
Term & Year:
Number of Credits: 3 credits
Course Location: Murphy Center 418 (face to face)
Dates & Times: Thursdays, 08/30/2021-12/10/2021, 6:30pm-9:30pm

Instructor Information

Name of Instructor:
Instructor Contact Information:
Email:
Cell Phone:
Office:

Instructor Preferred Method/ Times for Student Contact: Office hours may be valuable to your learning and are available by appointment only. Please contact instructor via email to set up an appointment. Email is the best method to contact me with questions or concerns. I will return emails to students within 48 business hours.

Course Description

This course provides an overview of theory and research related to human growth and development over the lifespan. The course provides specific developmentally appropriate interventions and culturally sensitive developmental assessments supported by research that are designed to enhance the growth and development of clients who seek counseling services. Students also will engage in experiential activities designed to enhance their own growth and development.

Required Course Materials

Required:
- Wong, D. W., Hall, K., R., Justice, C. A., & Hernandez, L. W. (2021). *Counseling individuals through the lifespan* (2nd ed.). SAGE. ISBN:13: 978-1452217949

Recommended:
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Counselor Education Program Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors capable of building professional helping relationships, provide empirically supported techniques in a variety of settings and who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Course Student Learning Outcomes

Course Student Learning Outcomes: The curriculum is designed to enhance a student's professional identity as a counselor and counseling skills. The Student Learning Outcomes for this course are aligned with 2016 CACREP

standards and the Wisconsin School Counseling: Licensing Program Guidelines as explicated through specific assignments as noted below.

Alignment Table of Learning Outcomes and Course Work:

Student Learning Outcomes	2016 CACREP Standards	Assignments
Human Growth and Development: Students will compare and contrast theories of human development across the life-span and the full continuum of mental health issues to facilitate effective life transitions.	*(2.F.3.a.) Theories of individual and family development across the lifespan* *(2.F.3.b.) Theories of learning* *(2.F.3.e) Biological, neurological, and physiological factors that affect human development, functioning, and behavior* *(2.F.3.f.) Systemic and environmental factors that affect human development, functioning, and behavior* *(2.F.3.h.) A general framework for understanding differing abilities and strategies for differentiated interventions* *(2.F.3.i.) Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan*	Developmental Interview Assignment Integrative Recording Assignment(s) Exam Course readings, lectures, discussions, in-class activities, role-plays, case studies
Counseling and Helping Relationships: Students will demonstrate the foundational framework for establishing a therapeutic alliance with clients.	*(2.F.5.b.) A systems approach to conceptualizing clients* *(2.F.5.f.) Counselor characteristics and behaviors that influence helping processes* *(2.F.5.g.) Essential interviewing, counseling, and case conceptualization skills* *(2.F.5.h.) Developmentally relevant counseling treatment or intervention plans*	Developmental Interview Assignment Integrative Recording Assignment(s) Course readings, lectures, discussions, in-class activities, role-plays, case studies

Student Learning Outcomes	WI School Counseling Standards	Assignments & Activities
Compare and contrast theories of human development across the life-span and the full continuum of mental health issues to facilitate effective life transitions Prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients	1. Demonstrate an understanding of the psychological, theoretical, and sociological foundations of human development, learning, and behavior	Developmental Interview & Reaction Paper

Course Instruction Methodology

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual grades will be influenced by the level of

respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by students. Furthermore, this course will contain lectures, videos, large and small group discussions, individual evaluation reviews, and experiential activities.

TOTAL: 280

Evaluation Method

Integrative Recordings (150 Points)	Developmental Interview Signature Assignment (80 Points)	Exams (50 Points)
54%	28%	18%

Grading Scale:

A	95-100%
A/B	90-94%
B	84-89%
B/C	79-83%
C	73-78%
C/D	68-72%
D	61-67%
F	<61%

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog: https://www4.viterbo.edu/node/28556#Attendance

Missing Class

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

COVID-19 Related Statements

Face Coverings: The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the mask requirements in effect. Individuals not appropriately (i.e., covering both your mouth and nose) wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Eating in classrooms is prohibited, but briefly removing a mask to take a drink is allowed.

Attendance (for face-to-face courses): If a student is ill with COVID symptoms, they must contact health services to arrange a COVID-19 test; an Etrieve notification would then be generated to instructors. Without an Etrieve notification, the student is expected to attend class in person (unless specifically directed otherwise by the instructor. Students who have a positive COVID test will isolate in accordance with current guidelines and will be accommodated to the extent possible.

See the full policy in the academic catalog:

- **Undergraduate Catalog:** https://www.viterbo.edu/node/23866#Attendance%20Policy
- **Graduate Catalog:** https://www.viterbo.edu/node/28556#Attendance

Zoom Engagement: Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to:

- show up on time;
- be prepared for our collective work;
- and try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom:

- keep your video on;
- mute yourself when not speaking; and
- focus your attention on the speaker.

Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

Zoom Technology: This class may use Zoom, which is a web and video conferencing tool. Please be sure you have Zoom installed and are familiar with using the tool. Below are tips for participating in a Zoom session:

- join the meeting early and test speaker, microphone, and camera settings;
- keep speakers away from microphones to avoid feedback;
- use a headset with microphone if possible; and
- do not join a meeting from multiple devices.

Instructions on joining or hosting a Zoom call can be found at: https://www.viterbo.edu/sites/default/files/2020-05/Zoom%20Instructions.pdf.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors such as unsolicited talking, coming late, leaving early, and cell phone use during class will not be tolerated. Please also note that laptop computers are a privilege in this class, not a right. If I permit you to use a laptop in this class, it should only be used for note taking or to access your textbook chapters if your text is in electronic form. In addition, no audio recording or videotaping is allowed without the instructor's consent. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: https://www.viterbo.edu/counseling-services; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

(750 + 1800) *   the # of credits of a course =   the minimum number of minutes of seat time and outside work required

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Diversity and Inclusion Statement

It is my intention and hope that students in my courses feel respected and celebrated for their diverse experiences and backgrounds. My courses strive to promote multiculturalism and will encourage students to improve self-awareness and sensitivity to social justice, diversity, and multicultural issues within a nonjudgmental framework. As differing perspectives and worldviews will be presented throughout course activities and discussions, it is critical students feel as if they are heard and respected throughout their learning in this course. Please be respectful of others' emotions, be mindful of your own, and let me know if there is something discussed that requires additional attention and thoughtfulness. It is not my intent to be provocative or cause discomfort with curriculum, though topics of privilege and social justice may cause discomfort for you at times. I encourage you to take steps towards growth, lean into discomfort, and learn from one another's differences, perspectives, and strengths. It is my goal to promote a culturally sensitive and emotionally available learning environment. I am available to speak with you at any time, in or outside of class, as necessary to support you in playing an active role in this process.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of "technology issues" is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University's grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint

- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.