



Master of Science in Counseling (MSC)

Syllabus

MSC 529- Development Across the Lifespan

University of Providence

Master of Science in Counseling (MSC)

Fall Semester 2021

3 Credit Hours

I.

Dates:	August 30 – December 17, 2021
Settings:	Online/Distance Learning Asynchronous - Moodle Classroom
Instructor:	Dr. Sachin Jain Program Director, Associate Professor of Counseling
Contact:	Email: sachin.jain@uprovidence.edu , Phone: 406-791-5381 Fax: 406-791-5990
Office:	Library Building, Office 105
Office Hours:	Available by appointment (on Collaborate)
Website:	https://www.uprovidence.edu/academics/explore-programs/clinical-mental-health-counseling/

II. Course Description

“Study of various theories of human development over the life span, with attention to the roles of biological and environmental factors that may affect normal development.”

III. Methods of Instruction

Development Across the Lifespan will be taught in an online format using discussion forums, in-depth analysis of assigned readings, self reflection papers interviews and research writing. It is expected that students will have read all readings and be prepared to engage in a discussion forums regarding major points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thinking, integrating information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

IV. Program Student Learning Objectives

HUMAN GROWTH AND DEVELOPMENT

By the end of this course, students will be able to:

Understand and critique theories of individual and family development across the lifespan.

Describe and analyze factors that affect human development, functioning, and behavior.

V. Behavioral Objectives of Course/ Anticipated Student Competencies

In journal assignments, case studies, and class discussion students will demonstrate:

- Demonstrate an understanding of how developmental history influences individual behaviors, attitudes and emotional states (S2.F.3.f)
- Be familiar with accepted frameworks/theories for understanding learning (S2.F.3.b.) and lifespan human development (S2.F.3.a)
- Critically analyze the contexts of family, social network, and culture in human development (S2.F.3.i.)

CACREP Standards addressed in this course

- a. theories of individual and family development across the lifespan (S2.F.3.a.)
- b. theories of learning (S2.F.3.b.)
- c. theories of normal and abnormal personality development (S2.F.3.c.)
- d. theories and etiology of addictions and addictive behaviors (S2.F.3.d.)
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior (S2.F.3.e.)
- f. systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f.)
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g.)
- h. a general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h.)
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (S2.F.3.i.).

VI. Prerequisites to this Course and/or Requirements this Course Fulfills

- MSC 500 (Minimum Grade of C)
- MSC 512 (Minimum Grade of B)
- MSC 517 (Minimum Grade of B)

VII. Required and/or Recommended Texts and Course Materials

Required:

Martha L., Suzanne V. (2017). *Lifespan Development: A Psychological Perspective*. Minneapolis, MN: The Open Textbook Library.

Recommended:

American Psychological Association. (2020). *Publication manual* (7th ed.). Washington, DC: Publisher

VIII. Course Requirements

A. Professional Disposition

Students will be evaluated on their ability to demonstrate and **progress** in the following professional dispositions in this course and throughout the program:

- Mindfulness. Active, open attention on the present; observing one's thoughts and feelings without judgment
- Engagement. Involvement and commitment to one's own and other's personal and professional development
- Reflexivity. An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others
- Curiosity. Eagerness to know, discover, and generate; interest leading to inquiry
- Integrity. Consistent commitment to professional ethics and values of the counseling profession; holding steadfastly true to one's commitments
- Empathy. The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
- Professionalism. Maintaining conduct and qualities that characterize a counseling professional

All students will be expected to model these dispositions during the course of the semester and

B. Reading Course Material

C. Moodle Discussion Forum Posts (350 points, 14 discussions, 25 points each)

Students are expected to complete all readings before responding to discussion topics.

Students will answer each of the discussion questions provided in their initial discussion post. While students are welcome, and encouraged, to include insights from their own experience the main focus is to demonstrate your mastery of the chapter material.

Points are based on the depth of thought demonstrated, the effective use of text and outside references in support of your answers, and answering all questions completely. Grammar and writing will only be graded if errors interfere with communication of your ideas.

D. Observation Report: (150 Points) Due Sept. 27th, 11:55PM

Students will pick a specific developmental demographic to observe (Infancy, first two years, early childhood, middle childhood, adolescence, emerging adulthood, Middle adulthood, late adulthood).

Attend a local public place (i.e. mall, park, etc.) where your chosen group interacts and observe for a minimum of 30 minutes. Pay attention to:

- (1) What they wear
- (2) How they interact
- (3) What they do
- (4) How they speak to each other
- (5) Cultural similarities and differences among members of the developmental group
- (6) Gender similarities and differences among members of the developmental group

Based on your observations write a 5 page paper, describing your developmental group. You should include discussions of the following issues:

- (1) What do they want the world to know?
- (2) What motivates them?
- (3) What do they want or what are they seeking?
- (4) How might your observations inform counseling interventions with your specific developmental group?
- (5) How do your observations align with the information presented in your text – In what ways do your observations support the research in the text and are there ways in which your observations may contradict what you have read in the text?

You should not interact with your observation group. This is purely an observational exercise! Make extensive and specific notes that are pertinent to the questions above that can be referred to while you write.

E. Interview Paper: (150 Points) Due Nov. 1, 11:55PM

Conduct a 30-45 minute interview with an adult who is at least 60 years of age. Your interviewee may be a friend, family member or just someone you know who might be willing to share some of their life story with you. Confidentiality is a must and your interviewee should be assured that their personal identifying information will not be divulged without their permission

Write a 5 page paper regarding the key developmental influences in your interviewee's life. Important questions to address include the following:

1. How does the interviewee describe themselves? Provide basic demographic information, age, gender, ethnicity etc. (no names) and then take the discussion further and address issues like personality traits, strengths, weaknesses and world view.
2. What are the critical life events that shaped the interviewee's development? Describe both the events and specifically how those events impacted the individual's thinking, behavior and or emotional states. Think long-term impacts (how did the events fundamentally change the interviewee not just a description of their immediate responses).

3. How did/do culture, ethnicity and SES affect the interviewee's behavior, thinking and emotions?

4. What are two to three take away lessons regarding human development and mental health you learned from your interviewee. Be specific and use examples from the interview to support your analysis.

Grading: You will be specifically graded using the rubric please include:

Responsiveness – all aspects of the assignment are completed and each question is thoroughly addressed.

Depth of thought and analysis – Take away lessons demonstrate an awareness of key developmental issues and are meaningfully linked to your future role as a therapist.

Writing style and grammar – ideas are clearly communicated using appropriate sentence and paragraph structure and the paper is well edited.

F. Human Growth & Development Final Paper: (350 Points) Due Nov 15th, 11:55PM

1. Each student will write a final paper on the importance of maintaining a developmental perspective in the counseling profession. Papers will be written in APA style (including a cover page, abstract, conclusion, and reference page)
2. The Paper should specifically address how your knowledge of developmental theories, and research can and will inform your practice as a Mental Health Professional. You should keep in mind and demonstrate knowledge of the following:
 - a. theories of individual and family development across the lifespan (S2.F.3.a.)
 - b. theories of learning (S2.F.3.b.),
 - c. theories of normal and abnormal personality development (S2.F.3.c.),
 - d. theories and etiology of addictions and addictive behaviors (S2.F.3.d.),
 - e. biological, neurological, and physiological factors that affect human development, functioning, and behavior (S2.F.3.e.),
 - f. systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f.),
 - g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g.),
 - h. a general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h.),
 - i. ethical and culturally relevant strategies for promoting

resilience and optimum development and wellness across the lifespan (S2.F.3.i.).

3. It is understood that many of the above topics will be embedded in your paper and you do not need to address each one separately or in its own paragraph as has been the case with other final papers. You will be specifically graded using the rubric please include:

a. demonstrated knowledge of developmental theory and research at least 8 quality references including the text are expected as support for you analyses.

b. a clear and well-developed analysis of how developmental theory and research will inform your practice as a mental health counselor

– you may want to address the types of clients you expect to work with, developmental issues and concerns that are common in your client population, developmental theories that may help you to understand and work with your client population, research on how challenging life experiences may affect your population and an analysis of how developmental research may inform treatment approaches with your clients.

c. a well-developed summary of your conclusions

d. APA style including both in-text citations and a complete reference list.

e. professional writing – well edited, well developed paragraphs, well organized with strong transitions between main ideas.

IX. Grading

The Grading Rubric for all written work is included in the syllabus.

Assignment	Points	Percentage of total
Disposition assessment	N/A	
Moodle Discussion Analyses:	350	35%
Observation report:	150	15%
Interview paper:	150	15%
Final Paper	350	35%
TOTAL	1000	100%

Grading Policy: Grades in the course will not be curved. Students will receive the grade they earn based on points as described below.

- A: 100-90%
- B: 89-80%
- C: 79-70%
- D: 69-60%
- F: 59-0%

Late Assignment Policy

Ten percent will be deducted for each day an assignment is late.

VII. Attendance Policy

A. UP Policy:

“Students are expected to attend all classes and complete all assigned work. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving family or medical emergencies, student are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies.” (*UGF Catalog: “Academic Policies”*)

VIII. Academic Misconduct

UP Policy:

“Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include:

Cheating: Use or attempted use of unauthorized material or the work of another student in any academic assignment, paper or examination.

Plagiarism: representation of another’s work as one’s own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both.

The course instructor is the initial judge of whether a student is guilty of academic misconduct. Should a student disagree with an instructor’s judgment, the student may appeal the instructor’s decision by following the "Academic Related Appeals Process" on page xxix of the UP Catalog.

The minimum penalty for an act of academic misconduct shall be a grade of “F” (failure) on the paper, assignment or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of “F” (failure) for the course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion.” (*UP Catalog: “Academic Policies”*)

IX. Provision for Special Needs

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit with Kay Seilstad, Disability Counselor, in the Center for Academic Excellence or call Kay at 406-791-5212.

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers at the YWCA to provide mental health counseling for any MSC students regardless of their ability to pay for services. Counseling services can be access by calling (406) 252-1315. You can also email to Academic Success Center at asc@uprovidence.edu to schedule sessions with the university counseling center.

X. Rubrics

Rubric (Weekly Reflections, Moodle Discussion Discussions, Observation, & Interview)				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
RESPONSIVENESS TO A PAPER OR WRITING ASSIGNMENT (AS ASSIGNED OR AS SELECTED BY THE STUDENT IF INSTRUCTIONS ALLOW) (Did the student respond adequately to the paper or writing assignment?) – 25%	Paper or writing assignment is responsive to and exceeds the requirements given in the instructions; Responds to assigned or selected topic; Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated, etc.); Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the learning resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.	Paper or writing assignment is responsive to and meets the requirements given in the instructions. The paper responds to the assigned or selected topic; Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.	Paper or writing assignment is somewhat responsive to the requirements given in the instructions. Content: Somewhat misses the point of the assigned or selected topic; and/or lacks in substance, relying more on anecdotal than scholarly evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted by the due date.	Paper or writing assignment is unresponsive to the requirements given in the instructions. Content: Misses the point of the assigned or selected topic; and/or relies primarily on anecdotal evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted past the late deadline.
CONTENT KNOWLEDGE	Paper or writing assignment demonstrates/provides: In-depth understanding	Paper or writing assignment demonstrates/provides: Understanding and	Paper or writing assignment demonstrates/provides: Minimal understanding of concepts and issues	Paper or writing assignment demonstrates/provides: A lack of understanding of the concepts and issues

Rubric (Weekly Reflections, Moodle Discussion Discussions, Observation, & Interview)				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
(Does the content in the paper or writing assignment demonstrate an understanding of the important knowledge the paper/assignment is intended to demonstrate?) - 25%	and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; rich and relevant examples; thought-provoking ideas and interpretations, original thinking, new perspectives; original and critical thinking; and mastery and thoughtful/accurate application of knowledge and skills or strategies presented in the course.	application of the concepts and issues presented in the course, demonstrating that the student has absorbed the general principles and ideas presented; relevant examples; thought-provoking ideas and interpretations, some original thinking; and critical thinking; and mastery and application of knowledge and skills or strategies presented in the course.	presented in the course, and, while generally accurate, displays some omissions and/or errors; and/or few and/or irrelevant examples; and/or few if any thought-provoking ideas, little original thinking; and/or “regurgitated” knowledge rather than critical thinking; little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.	presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or no examples or irrelevant examples; and/or no thought-provoking ideas or original thinking; and/or no critical thinking; and/or many critical errors when applying knowledge, skills, or strategies presented in the course.

Rubric (Weekly Reflections, Moodle Discussion Discussions, Observation, & Interview)				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
QUALITY OF WRITING – 25%	Writing is scholarly and exceeds graduate-level writing expectations. The paper: Uses language that is clear, concise, and appropriate; has few if any errors in spelling, grammar, and syntax; is extremely well organized, logical, clear, and never confuses the reader; uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.	Writing is scholarly and meets graduate-level writing expectations. The paper: Uses language that is clear; has a few errors in spelling, grammar, and syntax; is well organized, logical, and clear; uses original language and uses direct quotes when necessary and/or appropriate; provides information about a source when citing or paraphrasing.	Writing is somewhat below graduate-level writing expectations: The paper: Uses language that is unclear and/or inappropriate; and/or has more than occasional errors in spelling, grammar, and syntax; and/or is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or sometimes lacks information about a source when citing or paraphrasing it.	Writing is well below graduate-level writing expectations: The paper: Uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax; and/or lacks organization in a way that creates confusion for the reader; and/or contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or lacks information about a source when citing or paraphrasing it.
RESEARCH, SCHOLARSHIP, AND PROFESSIONAL STYLE – 25%	The paper represents exceptional research, scholarship, and professional style. Paper content: Significantly contributes to the knowledge in the field; is well supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where	The paper meets graduate-level expectations for research, scholarship, and professional style. Paper content: Contributes to knowledge in the field; is supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where	The paper is somewhat below graduate-level expectations for research, scholarship, and professional style. Paper content: does little to contribute to knowledge in the field; is often supported by research older than 5 years, secondary sources (textbooks and websites), and sources that lack in variety; and/or uses APA form and style (including citations,	The paper is substantially below graduate-level expectations for research, scholarship, and professional style. Paper content: Does not contribute to knowledge in the field; is, for the most part, unsupported by current (within the past 5 years), primary, and pertinent research/evidence from a variety of peer-reviewed

Rubric (Weekly Reflections, Moodle Discussion Discussions, Observation, & Interview)				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
	appropriate) from a variety of primarily primary, peer-reviewed sources (rather than textbooks and websites); and consistently uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with very few or no errors.	appropriate) from a variety of peer-reviewed books and journals (rather than textbooks and websites); uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with only a few errors.	references, use of nonbiased language, clear organization, good editorial style, etc.), but has frequent errors.	books and journals; and/or does not use or contains pervasive errors in APA style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.).
100%				

Written Assignment Rubric (Human Growth & Development Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing Criteria	Emerging Criteria
RESPONSIVENESS TO A PAPER OR WRITING ASSIGNMENT - Did the student respond adequately to the paper or writing assignment? – 25%	Paper or writing assignment is responsive to and exceeds the requirements given in the instructions; Responds to assigned or selected topic; Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the learning resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.	Paper or writing assignment is responsive to and meets the requirements given in the instructions. The paper responds to the assigned or selected topic; Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.	Paper or writing assignment is somewhat responsive to the requirements given in the instructions. Content: Somewhat misses the point of the assigned or selected topic; and/or lacks in substance, relying more on anecdotal than scholarly evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted by the due date	Paper or writing assignment is unresponsive to the requirements given in the instructions. Content: Misses the point of the assigned or selected topic; and/or relies primarily on anecdotal evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted past the late deadline.
CONTENT KNOWLEDGE - Does the content in the paper or	Paper /writing assignment demonstrates/provides: In-depth understanding	Paper or writing assignment demonstrates/provides: Understanding	Paper or writing assignment demonstrates/provides: Minimal understanding of	Paper or writing assignment demonstrates/provides: A lack of understanding of

Written Assignment Rubric (Human Growth & Development Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing Criteria	Emerging Criteria
demonstrate understanding of each of the following:	and application of concepts and issues presented in the course (insightful interpretations/ analyses; accurate & perceptive ideas, opinions, & conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; rich and relevant examples; thought-provoking ideas and interpretations, original thinking, new ideas; original and critical thinking; and mastery & thoughtful/ accurate app. of knowledge and	and application of the concepts and issues presented in the course, demonstrating that the student has absorbed the general principles and ideas presented; relevant examples; thought-provoking ideas and interpretations, some original thinking; and critical thinking; and mastery and application of knowledge and skills or strategies presented in the course.	concepts and issues presented in the course, and, while generally accurate, displays some omissions and/or errors; and/or few and/or irrelevant examples; and/or few if any thought-provoking ideas, little original thinking; and/or “regurgitated” knowledge rather than critical thinking; little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.	the concepts and issues presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or no examples or irrelevant examples; and/or no thought-provoking ideas or original thinking; and/or no critical thinking; and/or many critical errors when applying knowledge, skills, or strategies presented in the course.

Written Assignment Rubric (Human Growth & Development Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing Criteria	Emerging Criteria
	skills presented in the course.			
Theories of individual and family development across the lifespan (S2.F.3.a.) – 10%	Paper meets exemplary criteria theories of individual and family development across the lifespan (S2.F.3.a.)	Paper meets proficient criteria for theories of individual and family development across the lifespan (S2.F.3.a.)	Paper meets progressing criteria for theories of individual and family development across the lifespan (S2.F.3.a.)	Paper meets emerging criteria for theories of individual and family development across the lifespan (S2.F.3.a.)
Theories of learning (S2.F.3.b.) – 5%.	Paper meets exemplary criteria for theories of learning (S2.F.3.b.)	Paper meets proficient criteria for theories of learning (S2.F.3.b.)	Paper meets progressing criteria for theories of learning (S2.F.3.b.)	Paper meets emerging criteria for theories of learning (S2.F.3.b.)
Theories of normal and abnormal personality development (S2.F.3.c.) – 5%	Paper meets exemplary criteria for theories of normal and abnormal personality development (S2.F.3.c.)	Paper meets proficient criteria for theories of normal and abnormal personality development (S2.F.3.c.)	Paper meets progressing criteria for theories of normal and abnormal personality development (S2.F.3.c.)	Paper meets emerging criteria for processes for theories of normal and abnormal personality development (S2.F.3.c.)
Theories and etiology of addictions and addictive behaviors (S2.F.3.d.) – 5%	Paper meets exemplary criteria for theories and etiology of addictions and addictive	Paper meets proficient criteria for theories and etiology of addictions and addictive behaviors (S2.F.3.d.)	Paper meets progressing criteria for theories and etiology of addictions and addictive	Paper meets emerging criteria for theories and etiology of addictions and addictive behaviors (S2.F.3.d.)

Written Assignment Rubric (Human Growth & Development Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing Criteria	Emerging Criteria
	behaviors (S2.F.3.d.)		behaviors (S2.F.3.d.)	
Biological, neurological, and physiological factors that affect human development, functioning, and behavior (S2.F.3.e.) – 5%	Paper meets exemplary criteria for biological, neurological, and physiological factors that affect human development, functioning, and behavior (S2.F.3.e.)	Paper meets proficient criteria for biological, neurological, and physiological factors that affect human development, functioning, and behavior (S2.F.3.e.)	Paper meets progressing criteria for biological, neurological, and physiological factors that affect human development, functioning, and behavior (S2.F.3.e.)	Paper meets emerging criteria for strategies for biological, neurological, and physiological factors that affect human development, functioning, and behavior (S2.F.3.e.)
Systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f.) – 5%	Paper meets exemplary criteria for systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f.)	Paper meets proficient criteria for systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f.)	Paper meets progressing criteria for systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f.)	Paper meets emerging criteria for systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f.)
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g.) – 5%	Paper meets exemplary criteria for effects of crisis, disasters, and trauma on diverse individuals across the	Paper meets proficient criteria for effects of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g.)	Paper meets progressing criteria for effects of crisis, disasters, and trauma on diverse individuals across the	Paper meets emerging criteria for effects of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g.)

Written Assignment Rubric (Human Growth & Development Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing Criteria	Emerging Criteria
	lifespan (S2.F.3.g.)		lifespan (S2.F.3.g.)	
A general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h.) 5%	Paper meets exemplary criteria for a general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h.)	Paper meets proficient criteria for a general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h.)	Paper meets progressing criteria for a general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h.)	Paper meets emerging criteria for a general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h.)
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (S2.F.3.i) – 5%	Paper meets exemplary criteria for ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (S2.F.3.i)	Paper meets proficient criteria for ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (S2.F.3.i)	Paper meets progressing criteria for ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (S2.F.3.i)	Paper meets emerging criteria for ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (S2.F.3.i)

Written Assignment Rubric (Human Growth & Development Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing Criteria	Emerging Criteria
QUALITY OF WRITING – 10%	Writing is scholarly and exceeds graduate-level writing expectations. The paper: Uses language that is clear, concise, and appropriate; has few if any errors in spelling, grammar, and syntax; is extremely well organized, logical, clear, and never confuses the reader; uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.	Writing is scholarly and meets graduate-level writing expectations. The paper: Uses language that is clear; has a few errors in spelling, grammar, and syntax; is well organized, logical, and clear; uses original language and uses direct quotes when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.	Writing is somewhat below graduate-level writing expectations: The paper: Uses language that is unclear and/or inappropriate; and/or has more than occasional errors in spelling, grammar, and syntax; and/or is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or sometimes lacks information about a source when citing or paraphrasing it.	Writing is well below graduate-level writing expectations: The paper: Uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax; and/or lacks organization in a way that creates confusion for the reader; and/or contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or lacks information about a source when citing or paraphrasing it.

Written Assignment Rubric (Human Growth & Development Paper)				
CACREP Standards	Exemplary Criteria	Proficient Criteria	Progressing Criteria	Emerging Criteria
RESEARCH, SCHOLARSHIP AND PROF. STYLE – 15%	The paper represents exceptional research, scholarship, and professional style. Paper content: Significantly contributes to the knowledge in the field; is well supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of primarily primary, peer-reviewed sources (rather than textbooks and websites); and consistently uses correct APA style (including citations, refers, use of nonbiased language, clear org., good editorial style) w/ few or no errors.	The paper meets graduate-level expectations for research, scholarship, and professional style. Paper content: Contributes to knowledge in the field; is supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of peer-reviewed books and journals (rather than textbooks and websites); uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with only a few errors.	The paper is somewhat below graduate-level expectations for research, scholarship, and professional style. Paper content: does little to contribute to knowledge in the field; is often supported by research older than 5 years, secondary sources (textbooks and websites), and sources that lack in variety; and/or uses APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.), but has frequent errors.	The paper is substantially below graduate-level expectations for research, scholarship, and professional style. Paper content: Does not contribute to knowledge in the field; is, for the most part, unsupported by current (within the past 5 years), primary, and pertinent research/evidence from a variety of peer-reviewed books and journals; and/or does not use or contains pervasive errors in APA style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.).

XI. Class Schedule and Outline

	WEEK	Reading Assignments	Written Assignments and quizzes	CACREP Standards
1	Module 1 Introduction to Lifespan Development	Chapter 1	Moodle Discussion #1 due by September 6	S2.F.3.a S2.F.3.b S2.f.3.c
2	Module 2 Heredity, Prenatal Development, and Birth	Chapter 2	Moodle Discussion #2 due by September 6	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
3	Module 3 Infancy and Toddlerhood	Chapter 3	Moodle Discussion #3 due by September 13	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
4	Module 4 Early Childhood	Chapter 4	Moodle Discussion #4 due by September 20	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
5	Module 5 Middle and Late Childhood	Chapter 5	Moodle Discussion #5 due by September 27 Observation Report due Sept. 27	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
6	Module 6 Adolescence	Chapter 6	Moodle Discussion #6 due by October 4	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
7	Module 7 Emerging and Early Adulthood	Chapter 7	Moodle Discussion #7 due by October 11	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
8	Module 8 Middle Adulthood	Chapter 8	Moodle Discussion #8 due by October 18	S2.F.3.d S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
9	Module 9 Late Adulthood	Chapter 9	Moodle Discussion #9 due by October 24 (Sunday)	S2.F.3.d S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
October 25 – 29 Fall Break – No Classes				

10	Module 10 Death and Dying	Chapter 10	Moodle Discussion #10 due by November 8 Interview Paper due Nov. 8	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
11	Module 11 Emotional changes throughout the lifespan.	Students led Discussion 1	Moodle Discussion #11 due by November 15	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
12	Module 12 Cognitive changes throughout the lifespan.	Students led Discussion 2	Moodle Discussion #12 due by November 22 Final Paper due Nov. 15	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
13	Module 13 Physical changes throughout the lifespan.	Students led Discussion 3	Moodle Discussion #13 due November 29	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
14	Module 14 Social and cultural changes throughout the lifespan.	Students led Discussion 4	Moodle Discussion #14 due December 6	S2.F.3.e S2.F.3.f S2.F.3.g S2.F.3.h
15	Module 15	Finals week	December 13	

I. Attendance Policy

A. UP Policy:

Students are expected to attend all classes and complete all assigned work. Attendance includes attending on-campus classes and logging on a minimum of 3 times per week for on-line courses. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies." (University of Providence Graduate Catalog: "Academic Policies"), UP Academic Policies - Website:

<https://www.uprovidence.edu/become-a-student/academic-information/academic-policies/>

B. Instructor's additions to the attendance policy

II. Academic Misconduct

UP Policy:

“Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct.

To view the complete University of Providence Academic Misconduct policy please see the Graduate Catalog found on the University of Providence website. <https://www.uprovidence.edu/wp-content/uploads/2020/09/2020-2021-Catalog.pdf> (REQUIRED)

A. The University of Providence strives to maintain an environment of trust, respect, and integrity that facilitates the pursuit of scholarly goals. As such, students are expected to exhibit high standards of academic conduct.

Cheating: Use or attempted use of unauthorized material, information, study aid, or electronic data that the student knows or should know is unauthorized in any academic assignment, exercise, paper, or examination. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing or copying another student's examination or assignment, making or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student.

Plagiarism: Representation of another's work as one's own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both. *(To see the full wording please visit the Graduate Catalog on the University of Providence Website: Academic Policies and Procedures section).*

Initial Procedure regarding Academic Misconduct

The course instructor meets with the student (either in person or video conferencing) to discuss the incident. The student will be informed of the course instructor's suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The course instructor is the initial judge of whether a student is guilty of academic misconduct and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

The student shall be provided written notification of the course instructor's decision and sanction, normally within five business days. The minimum penalty for an act of academic misconduct shall be a grade of “F” (failure) on the paper, assignment, or examination involved. More severe penalties may

be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course.

Copies of plagiarized work or other written evidence of the academic misconduct will be placed on file with the Coordinator of Student / Faculty Relations. This file is separate from the student's permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case-by-case basis and will become part of the student's academic file only in those instances when subsequent offenses are serious enough to warrant inclusion.

Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion. Appeal Should a student disagree with an instructor's judgment; the student may appeal the instructor's decision by following the "Academic Related Appeals Process". (University of Providence Catalog: "Academic Policies")

B. Instructor's additions to the Academic Conduct policy.

III. Provision for Special Needs

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit with Kay Seilstad, Disability Counselor, in the Sullivan Hall, Phone: 406-791-5212.

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit the Center for Academic Excellence on the first floor of Sullivan Hall to complete the Testing Accommodations Form."

IV. Tentative Class Schedule and Outline

See last page of this syllabus

V. Policy on Diversity:

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. With this in mind, the participants in this class are encouraged to bring their own life experiences and viewpoints to accept on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, principle, religion, gender, sexual orientation, marital-status, or political ideology. In other words: you must be kind. Intolerance is never acceptable.

VI. Student Responsibilities and Tips for How to Do Well

- The "rule of thumb" for graduate courses is 3 or 4 hours of out of class work for each credit hour assigned to the course. For this 3-hour course, you should allocate at least 9 hours per week for reading, participating in the Moodle portion of the course, and writing papers.

- Please be sure to read the assigned chapters **prior** to answering the discussion board questions. Remember, points are earned based on your presentation of factual material.
- Some of the lecture time for this course comes from participating in the discussion boards. Please make sure that you allocate at least 3-4 hours/week to reading the assigned chapters and at least 2-3 hours/week to participating in the discussion boards.
- At a minimum, log into the Moodle component of the course every other day. This is one of the ways that you “come to class”. I encourage you to ask questions and voice your opinions! Treat this class as a live seminar with an online component. Sign in, think deeply, participate, and always be kind in your interactions with others. Remember, written words are much more likely to be misconstrued because of all of the non-written cues that are missing. Please be careful and considerate.
- Come to the meetings with the class via videoconferencing “Collaborate Meeting” on Moodle (CMM) whenever you can. The meetings will provide you the opportunity to know one another personally and learn together. If you are not doing as well as you would like: please make an appointment to consult with Dr. Jain about how you can excel in this course.
- Due to the nature of discussions involved in this class, it is important that we respect each other’s opinions and values. You are expected to participate in online discussions in such a manner as to maximize learning for yourself and your classmates while maintaining a safe environment for open and free expression of ideas by adhering to professional guidelines becoming of a clinical mental health counselor.

Academic Support Centers

This is a great, FREE resource for students. <https://www.uprovidence.edu/become-a-student/academic-information/academic-support/>

- Trio Support Services
- Mathematics Center
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

Counseling Service

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers at the YWCA to provide mental health counseling for any MSC students regardless of their ability to pay for services. Counseling services can be access by calling (406) 252-1315.

The University of Providence also offers within the Academic Success Center mental health counseling on campus. The RENEW Wellness Center is committed to provide

high quality counseling and wellness services to help our community achieve their highest potential and discover total wellness. Phone: 406-453-WELL (9355)
<https://www.uprovidence.edu/become-a-student/academic-information/academic-support/academic-success-center/>

About the Instructor

Diversity is appreciated and welcome in this classroom. I define myself as a global citizen and I believe in a collaborative learning environment and embrace diversity. It is my concern to meet each student's individual need. My door is usually open and if you are unable to meet during my office hours, additional hours can be requested. You may also email me with any questions or concerns. I look forward to working with you! Because it will assist you in becoming an effective mental health counselor, you should become aware of your personal issues and bias. Awareness is key to developing insight and reflecting on your own experiences. Counseling service may help you to address your personal issues during your graduate program.

I. The Grid - Goals & Objectives from the University:

Master degree requirement	Competency objectives CACREP Standards	MSC 516 (Research in Counseling: Behavioral/course objectives	Assessment / Measurements
Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications	To gain an understanding Research and Program Evaluation Implementation of research in advancing the counseling profession, including how to critique research to inform counseling practice (S2.F.8.a)	1. Identifying appropriate basic research methods and statistical tools to advance the counseling profession, including how to critique research to inform counseling practice (S2.F.8.a)	Readings in textbooks Moodle forum participation Annotated Bibliography ARTICLE REVIEWS (2 papers) RESEARCH PROPOSAL Paper that outlines student's proposed research in the field of counseling. PP Presentation that represents student's proposed study in the field of counseling.
	Identification of evidence-based counseling practices (S2.F.8.b)	2. Applying the terminology and concepts used in reference to research methods and statistics to identify evidence-based counseling practices (S2.F.8.b)	RESEARCH PROPOSAL Paper that outlines student's proposed research in the field of counseling. ARTICLE REVIEWS (2 papers)
	Evaluate and implement needs assessments (S2.F.8.c)	3. Interpreting the statistical results in the literature to evaluate and develop needs assessments (S2.F.8.c)	RESEARCH PROPOSAL Paper that outlines student's proposed research in the field of counseling.
	Evaluation of counseling interventions and programs (S2.F.8.e)	4. Interpreting the statistical results in the literature to evaluate and develop counseling interventions and programs (S2.F.8.e)	RESEARCH PROPOSAL Paper that outlines student's proposed research in the field of counseling.
Reflective Practice: To reflect and act on one's own ideas,	Development of outcome measures for counseling programs (S2.F.8.d)	5. Utilizing and applying basic statistical formulas and graphically display statistical results of outcome measures for counseling programs (S2.F.8.d)	RESEARCH PROPOSAL Paper that outlines student's proposed research in the field of counseling.

analyses, values, and personal and organizational interests in relation to one's field of study	Analyze qualitative, quantitative, and mixed research methods (S2.F.8.f) Evaluate designs used in research and program evaluation (S2.F.8.g)	6. Identifying qualitative, quantitative, and mixed research methods and designs used in research and program evaluation (S2.F.8.f) (S2.F.8.g)	RESEARCH PROPOSAL Paper that outlines student's proposed research in the field of counseling.
	Identifying statistical methods used in conducting research and program evaluation (S2.F.8.h)	7. Identifying statistical methods used in conducting research and program evaluation (S2.F.8.h)	RESEARCH PROPOSAL Paper that outlines student's proposed research in the field of counseling.
Reflective Scholarship: Understand the major theoretical perspectives within their field of study	Analysis and use of data in counseling (S2.F.8.i)	8. Analyzing and using data in counseling (S2.F.8.i)	RESEARCH PROPOSAL Paper that outlines student's proposed research in the field of counseling.
	Developing ethical and culturally relevant strategies for conducting, interpreting, & reporting the results of research and/or program evaluation (S2.F.8.j)	9. Designing a viable research proposal based on ethically and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (S2.F.8.j)	RESEARCH PROPOSAL Paper that outlines student's proposed research in the field of counseling.