Master of Arts in Counseling
Course Syllabus

Course Information	**Location/Date/Time**
COUN517 - HUMAN GROWTH & DEVELOPMENT	Room: SB003
Fall 2019	Thursdays, 12:30 - 3:10
3 Semester Hours	

INSTRUCTOR'S INFORMATION:
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Office Hours: by appointment

COURSE DESCRIPTION:

This course provides an advanced overview of current research and theory in life-span human development. The course will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on standard physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development. Professional, clinical, legal, and ethical issues will also be addressed.

COURSE GOALS AND OBJECTIVES:

Participants who successfully complete this course will have an understanding of:

1. theories of individual and family development across the life span (meets CACREP competency 2.F.3.a.)
2. theories of learning (meets CACREP competency 2F3.b)
3. theories of normal and abnormal personality development (meets CACREP competency 2F.3.c)
4. biological, neurological, and physiological factors that affect human development, functioning, and behavior (meets CACREP competency 2F.3.e.)
5. systemic and environmental factors that affect human development, functioning, and behavior (meets CACREP competency 2F.3.f)
6. effects of crisis, disasters, and trauma on diverse individuals across the lifespan (meets CACREP competency 2F.3.g)
7. general framework for understanding differing abilities and strategies for differentiated interventions (meets CACREP competency 2F.3.h)
8. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (meets CACREP competency 2F.3.i)
9. self-care strategies appropriate to the counselor role (meets CACREP competency 2.F.1.l; this requirement is met through frequent in-class mindfulness and meditation activities, journaling and discussion about self-care)
10. multicultural counseling competencies (meets CACREP competency 2.F.2.c; this competency is met through discussions about culturally relevant perspectives on development and intervention as well as through required readings)
11. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (meets CACREP competency 2.F.2.d; this requirement is met through journaling, discussion, and required reading)
12. impact of crisis and trauma on individuals with mental health diagnoses (meets CACREP competency 5.C.2.f; this topic is covered through student presentation, and required readings)
13. cultural factors relevant to clinical mental health counseling (meets CACREP requirement 5.C.2.j; this requirement is met through discussion/lecture as well as through required reading of the textbook)

TEACHING APPROACH:

This course combines experiential activities, class discussion, student and instructor presentation and select media for exploring developmental psychology. It is important that you come to class having read all assignments and responded to journal prompts in order to gain the most from this course.

The class structure will generally include lecture, student-led discussion and student presentation for much of the class. Class periods will frequently include the exploration of tools and activities designed to lend personal insight and offer practice opportunities for intervention activities related to the topic or topics of the day.

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXTS:

Please have all readings completed by the day listed on the syllabus.

Greenspan, S. I. & Benderly, S. L. (1998). *The growth of the mind and the endangered origins of intelligence.* New York, NY: Da Capo Press.
Siegel, D. J. (2012). *The developing mind: How relationships and the brain interact to shape who we are (2nd ed.).* New York, NY: Guilford.

Additional readings will be assigned throughout the semester.

REQUIRED COURSE MATERIALS:

Journal: you will want to select a journal with pages suitable for drawing and holding media such as watercolor, markers and glue. Sketching journals are available for as little as $7 at local bookstores such as Barnes and Noble. **Please no lined notebooks designed for note taking.**

RECOMMENDED READING:

Angrosino, M. V. (2007). *Naturalistic observation.* Walnut Creek, CA: Left Coast Press.
Armstrong, T. (2007). *The human odyssey: Navigating the Twelve stages of life.* New York: Sterling Publishing.
Arnett, J. J. (2001). The transition to adulthood: Perspectives from adolescence through midlife. *Journal of Adult Development, 8, (2), pp. 133-143.*
Berlin, L. J., Ziv, Y., Amaya-Jackson, L., & Greenberg, M. T. (2005). Enhancing early attachments: Theory, research, intervention and policy. NY: Guilford Press.
Brazelton, T. B. (1992). *Touchpoints.* New York, NY: Harper Collins.

Chapman, G. (2010). *The five love languages of teenagers: The secret to loving teenagers effectively.* NY: Norton.

Conway, J. K. (1989). *The road from Coorain*. New York, NY: Random House.

Galster, G., Marcotte, D.E., Mandell, M., Wolman, H. (2007). The influence of neighborhood poverty during childhood on fertility, education, and earnings outcomes. *Housing Studies, 22 (5), pp. 723-751.*

Greenspan, S. & Salmon, J. (1994). *Playground Politics: Understanding the emotional life of your school-aged child.* NY: Da Capo Press.

Hollis, J. (2006). *Finding meaning in the second half of life: How to finally, really grow up.* NY: Gotham.

Hollis, J. (1993). *The middle passage: Studies in Jungian psychology by Jungian analysts.* NY: Inner City Books.

Hughes, D. (2000). *Facilitating developmental attachment: The road to emotional recovery and behavior change in foster and adopted children.* NY: Jason Aronson.

Kindlon, D. J. (2000). *Raising Cain: Protecting the emotional life of boys.* New York, NY: Ballantine.

LaDoux, J. (2003). *The synaptic self: How our brains become who we are.* NY: Penguin Books.

McLeod, B.D., Wood, J.J., & Weisz, J.R., (2007) Examining the association between parenting and childhood anxiety: A meta-analysis. *Clinical Psychology Review, 2, 155-172.*

Monette, P. (1992). *Becoming a man*. San Francisco, CA: Harper.

Montgomery, A. (2013). *Neurobiology essentials for clinicians: What every therapist needs to know.* NY: Norton.

Pipher, M. B. (1995). *Reviving Ophelia: Saving the selves of adolescent girls.* New York, NY: Ballantine.

Sears, J., Sears, M., Sears, R., & Sears, W. (2003). *The baby book* (rev. ed.). New York, NY: Little Brown.

Sheehy, G. (1995). *The silent passage: Menopause* (rev.ed.). New York, NY: Pocket Books.

Shore, A. (2012). *Pocket guide to interpersonal neurobiology: An integrative handbook of the mind.* NY: Norton and Company.

Siegel, D. J. (2014). *Brainstorm: The power and purpose of the teenaged brain.* NY: Tarcher.

Sroufe, L.A., Egeland, B., Carlson, E.A., & Collins, W.A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood.* New York, NY: The Guilford Press.

Wallin, D. (2007). *Attachment in psychotherapy.* NY: Guilford.

Walls. J. (2006). *Glass Castle: A memoir.* New York, NY: Scribner.

In addition: 17 Studies that Revolutionized Child Psychology
Culled from: Dixon, W.E. (2002). *Society for Research in Child Development: Developments, 45* (2).

Anastasi, A. (1958). Heredity, environment, and the question "How?" *Psychological Review, 89,* 976 - 984.

Baillageon, R. (1987). Object permanence in 3.5- and 4.5-month-old infants. *Developmental Psychology, 23,* 655-664.

Bandura, A., Ross, D., & Ross, S. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology, 63*, 375-382.

Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monographs, 4* (1, part 2).

Bell, R. Q. (1968). A reinterpretation of the direction of effect in studies of socialization. *Psychological Review, 75*, 81-95.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Brown, R. (1973). *A first language: The early stages.* Cambridge, MA: Harvard University Press.

Chomsky, N. (1957). *Syntactic structures.* The Hague: Mouton.

Fantz, R. L. (1961). The origin of form perception. *Scientific American, 204*, 66-72.

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development.* Cambridge, MA: Harvard University Press.

Harlow, H., & Harlow, M. (1965). The affectional systems. In A. Schrier, H. Harlow, & F. Stollnitz (Eds.), Behavior of non-human primates. New York, NY: Academic Press.

Hubel, D. H., & Wiesel, T. N. (1965). Receptive fields of cells in striate cortex of very young, visually inexperienced kittens. *Journal of Neurophysiology, 26*, 944-1002.

Piaget, J. (1952). *The origins of intelligence in children.* New York, NY: International Universities Press.

Premack, D., & Woodruff, G. (1978). Does the chimpanzee have a theory of mind? *The Behavioral and Brain Sciences, 1,* 515-526.

Sameroff, A. J., & Chandler, M. J. (1975). Reproductive risk and the continuum of caretaker causality. In F. D.

Horowitz (Ed.), *Review of child development research (Vol. 4).* Chicago, IL: University of Chicago Press.

Thomas, A., Chess, S., & Birch, H.G. (1968). *Temperament and behavior disorders in childhood.* New York, NY: New York University Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Werner, E. E., & Smith, R. S. (2001). *Journeys from childhood to midlife: Risk, resiliency, and recovery.* Ithaca, NY: Cornell University Press.

SCHEDULE AND TOPICS:

Course Schedule

G = Greenspan; S = Siegel

Date	Subject	Reading/Assignments Due
8/29/18	Introduction/Course Organization	**G. Ch. 1** **JP:** *Finish any reflections you many have about today's Maori circle. Describe the implications of your circle. What are your hopes for the coming year? How will you know if these hopes are realized? How was it for you to engage the activity (are art and symbols natural modalities for you or did you find this to be a new challenge)?* *Also, how open are you to revising your assumptions about the way development works? How might this influence you throughout your graduate experience?*
9/5/18	Theories of Human Development & Interpersonal Neurobiology	**S. Ch. 1** **JP:** *What pictures in your own "quality world" album show your needs being fulfilled? Are there pictures you are still holding onto that may not be able to provide you the fulfillment they once did? Interview your caregivers, if possible, about your prenatal developmental period. What about this important period of your development stands out for you and informs who you are today?*
9/12/18	Infancy and Toddlerhood: Physical and Cognitive Development Presentation Proposal Due	**S. Ch. 2; G. Ch. 2-3** **JP:** *How might cultural differences impact your own assumptions about parenting especially around issues like how discipline, co-sleeping, elimination communication, etc.? Reflect upon the connection between your own emotional experiencing and what you sense in your body. Are you able to easily identify bodily sensations and their connections to your feeling states or are these connections less evident to you?*
9/19/18	Infancy and Toddlerhood: Emotional and Social Development	**S. Ch. 3; G. Ch. 4** **JP:** *Present five adjectives that describe your early childhood relationship to each caregiver,. (1) Why did you choose these adjectives?, (2) To which parent did you feel the closest?, (3) What did you do as a child when you were upset, hurt, or ill?, and (4) What do you remember about any separation that you experienced as a child? (These questions come from the Adult Attachment Interview). Which of the four temperaments do you identity with and how would you describe yourself in terms of the nine categories of temperament? What life experiences have encouraged or discouraged aspects of your temperament?*
9/26/18	Preschool and Early Childhood	**S. Ch. 4; G. Ch. 5 & 10** **JP:** *How would you describe your caregivers' parenting style? What kinds of discipline were used in your family of origin and how does that inform who you are today? As a child, how were messages about what it means to be a boy or a girl communicated to your through your family and culture? What were some of those messages?*

10/3/18	Middle Childhood	**S. Ch. 7; G. Ch. 11** **JP:** *If you can remember struggling with some subject or concept in school, describe the impact of this experience on your sense of competence and industry. Rate your level of self-esteem on a scale of 1 (low) to 10 (high) in the following areas: academic, physical appearance, relationships, athletic, and career success. How rate each on a scale in terms of 1 (not important) to 10 (very important) in terms of their significance to you. Where are the biggest discrepancies? How do these discrepancies affect your overall self-esteem?*
10/10/18	Adolescence	**S. Ch. 6** **JP:** *Were you an early, an on-time, or a late-maturing adolescent? What impact did your physical development have on your adjustment and your peer group relationships? Recount an example of the imaginary audience or the personal fable from your own adolescence. Consider your own level of media consumption. What portion of your day is spent consuming media? What are its benefits to you? What are its drawbacks? How does the prevalence of media in our culture affect our ability to focus, sustain attention, and be connected?*
10/17/18	Fall Break – No class	
10/24/18	**Midterm Exam** Group Presentation	
10/31/18	Young Adulthood: Physical and Cognitive Development Group Presentation	**S. Ch. 8; G. Ch. 12** **JP:** *Give examples of your own thinking, at one or more points in your life, that reflected dualism, multiplicity, and relativism. In what respect and in what areas have you achieved the states of committed relativism? Discuss this process from your personal experience.*
11/7/18	VCA – No class	
11/14/18	Young Adulthood: Social, Emotional, and Career Development	**S. Ch. 8 (continued)** **JP:** *Describe how you solve conflicts in your closest relationship. How do you deal with stress in this relationship? Explain how these patterns relate to what you experienced in your family of origin. What potential for growth do you see in your ability to connect deeply and fully with others? How have your career plans changed over time? What were the influences (both internal and external) on your career trajectory?* **Developmental Interview Due TODAY**
11/21/18	Thanksgiving Break – No class	
11/28/18	Middle Adulthood Group Presentation	**S. Ch. 9** **JP:** *Most people's ideal age happens to be around 40 years of age, which marks the beginning of middle adulthood. Why do you think people consider this the ideal age? Do you think people "normally" go through a midlife crisis? Why or why not? Does gender play a role in the way you think about midlife crises?*
12/5/18	Late Adulthood Group Presentation	**G. Ch. 14** **JP:** *Rabbi Zalman Schachter-Shalomi describes the late adulthood developmental process as "saging," in which a person has the potential to become "…spiritually radiant, physically vital, and socially responsible 'elders of the tribe'." Describe someone known to you who seems to reflect a life well-lived. What do you imagine the "saging process" would*

		look like for you? If you could live to be as old as you want, how old would that be and under what conditions?
12/12/18	Death & Dying/Review and Reflect Group Presentation	**JP:** *Most Americans are reluctant to talk about death, dying, and bereavement. What does this topic bring up for you? What kind of ceremony or ritual would you like when you die? Explain its importance to you.* **Turn in Journals**

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

GRADING & BREAKDOWN OF EVALUATION:

A+ = 437-450 A= 419-436 A- = 405-418 B+ = 392-404 B = 374-391 B- = 360-373 C = 315-359

Classroom Participation & Discussion	100	
Group Presentation	100	
Midterm	50	450 points possible
Journal	100	
Development Interview	100	

ASSIGNMENTS:

Classroom Participation & Discussion (100 points): In this class we will learn from one another. It is important that everyone participate meaningfully in all class activities and discussion in order for the class to gain a richer understanding of the diversity of developmental experiences and in order to gain greater insight and perspective. To this end, each of you is required to bring with you to class *notes you have taken on your reading* which may be used earn up to 10 points per class of participation credit. You should plan to offer at least TWO (2) substantive comments each class period that reflect your understanding of the material from your texts and/or from assigned articles; at times, I may ask to see your notes. An absence of observable notes will result in a grade of "1" (out of 10) for that day's participation. Mutual respect, honesty and authenticity are all highly valued in this course. Part of being respectful to one-another is being on time, attending regularly, and maintaining one another's confidences as we share our own experiences. **Please plan to leave your cell phones and your laptops turned off** as texting or attending to social media is not conducive to classroom participation.

Group Presentation (100 points and constitutes a competency):
You will work in groups of 4-5 to develop and present a 60 minute group presentation designed to enhance the classes' understanding of a particular developmental stage or milestone.
Part I: Observational Research – Explore a particular developmental stage or milestone and search through popular media to gather images, sounds, videos, phrases, anecdotes, and any representation that you believe captures the essence of that stage or milestone as seen through the eyes of society. Consider what societal institutions are communicating to and about members of this group as well as what members are communicating about themselves.
Part II: Formal Research – Compare and contrast your popular media findings with recent research publications (a minimum of four) from *peer-reviewed* sources about your topic. According to the research, how accurately does the media represent your topic? What misconceptions are presented in the media and how might those misconceptions affect members of this developmental stage?
Part III: Group Presentation – Each of you will participate in a presentation of about 60 minutes. The presentation should be *conference ready*. Your presentation should include handouts, media, and interactive components. Guidelines for developing a conference ready presentation can be found at the end of this syllabus. Groups that don't follow the guidelines tend to score much lower than those who do. **Please place your presentation materials and a copy of your presentation feedback in your competency portfolio.** This assignment fulfills CACREP standards: 2.F.3.i.; 2.F.3.g.; 2.F.3.f.; 2.F.3.e.; 2.F.3.a-c.

***Midterm (50 points)*:** You will be given a Midterm that covers the material in your books, classroom discussion, and media. This exam will be multiple choice and short answer. CACREP standard: 2.F.3.a-i.

Journal (100 points)*:* You will be given a series of activities, many in-class and some out-of-class, designed to help bring the content of the course to a more personal level. Your Journal, will include your responses to the weekly journal prompts as well as explorations and reflections of your personal journey. Additionally, I would encourage you to use your journal to actively engage with the reading and learning process; write about things that you find interesting, confusing, doubtful, or incredible throughout the semester. We will share elements of our journal during our final reflection day and you will turn it in for my review (this will be a process review not a product review). Ultimately, this journal is for you; you are encouraged to make it into something meaningful to you. Again, you may want to find a journal that is visually and tactilely appealing to you. This assignment will demonstrate competency in CACREP standards: 2.F.3.a.; 2.F.3.e-g.; 2.F.3.i.

Developmental Interview (100 points)*:* For this activity you will need to find someone outside of class who is willing to participate in an interview about his or her development over the life span. Guidelines for the interview are included in the syllabus packet. This assignment is **due on 11/14/19.** Late papers will be assigned a deduction. CACREP standards: 5.C.2.f.; 5.C.2.j.; 2.F.2.d.; 2.F.3.a-g.

Presentation Guidelines

(This assignment is a Competency Assignment. Your presentation feedback as well as your handouts should be placed in your competency folder. This assignment meets CACREP Standards: 2.F.3.i.; 2.F.3.g.; 2.F.3.f.; 2.F.3.e.; 2.F.3.a-c.)

The following are some questions to ask yourselves as you prepare your presentations:

1. Does your media synthesis include an in-depth exploration of a particular developmental stage or milestone?
    a. Have you included a variety of current representations of images that reflect a through exploration of your topic?
    b. Does your media presentation lead the class to a logical hypothesis or conclusion based on the representations presented?
2. Did you compare and contrast your media findings to relevant current research?
    a. Does your research include at least four or more peer-reviewed sources?
    b. Does your presentation lead the class to a logical hypothesis or conclusion based on the research presented?
3. Is your presentation engaging and interesting and easy to follow?
4. Are your handouts useful and easy to understand and apply?

Below is a compiled a list of suggestions drawn from feedback given to past presenters in a number of classes. If you have any questions, please let me know!

Presentation:

a. If you are working as group presenters, each of you should understand all of what you are presenting. Sometimes busy students collaborate by splitting the presentation down the middle and some of the cohesiveness is lost. While you can "pass the baton" back and forth in terms of discussing your topic, avoid giving a presentation that looks like each of you knows half or a quarter of your topic and you are "taking turns" at presenting.

b. Consider merely referencing information that the group should know by this point of the class (ex: information in your book that has been assigned prior to your presentation) rather than using precious time to review basic information.

c. Presenters often talk about issues and concerns that have directly impacted their own lives. A mistake some presenters make is to draw too heavily on their own experiences to illustrate their topics rather than on the experiences of others, or on eliciting experiences from the audience. It is fine to talk about your own experiences, but remember that in order to reach your audience best you need their participation.

d. Work on smooth and intuitional transitions from one topic to the next

e. Strong presentations integrate clear counseling implications into the presentation. Sometimes this is as simple as saying something about why the information is important/foundational knowledge for working with a particular population, it may require a more thorough discussion of counseling interventions that are recommended in light of the information provided, or may feature the counseling implications with concepts and themes woven into it.

f. Watch your time! At a conference you will probably have about 50 minutes from start to finish. If you go over, you don't leave enough time for the person who follows you to set up and you don't leave your participants time to get to another session on time. Going over will irritate everyone at the conference and reflect badly on you.

PowerPoint/Keynote:

1. Be prepared for the possibility that your PowerPoint would not run and you would have to "fly solo." Consider making an "Emergency Outline" that will guide you through your most important points. Remember that at conferences, the overhead projectors are often unreliable and sessions run back to back and you will have almost no set-up time. You won't have time to fumble around with your PPT and projectors, if something isn't working you need to be able to start your discussion before losing too much time!

2. Be sure that your slides are not "too full" of information and that each slide can be read easily from the back of the room.

3. Some "action" on the slides is nice, but too much action (like move in bullets for every point throughout your 60 minute presentation) is too much and takes up your time. Think balance.

4. Never read from your slides. Your audience will assume you don't know your topic and will be annoyed.

5. Be sure that your slide background is easy to read. Darker backgrounds look very nice and show up somewhat better on plasma screens, lighter ones with darker print show up better on white screens.

6. Be sure to include in-text citations in your slides and a reference page handout.

Discussion:

1. Some topics bring up strong emotions for participants, such as death and dying. Be prepared to "hold" the emotions that might come up during the discussion. You might even consider mentioning that the topic sometimes evokes strong emotion, so that participants are not caught off guard.

2. Use your developing reflection skills to acknowledge and link participant comments to one another and to your topic. Avoid "leaving people hanging."

3. Decide how formal you want your presentation to look. If you want to encourage more discussion and a less formal tone, you might consider sitting in front of your audience and talking in a more casual tone. If you have a very structured presentation and a lot of information you may want to take on a more formal, but accessible disposition.

4. Sometimes a discussion question brings more discussion than you really have time to accommodate. Consider thinking of some responses that will help you to transition from open discussion and back to your presentation points such as, "So we can see from the excitement in the room that this topic raises a lot of important questions. But there is more to this puzzle that we would like you to consider. If we can draw your attention to ..."

5. Sometimes we expect a lot of discussion but instead we can hear the crickets chirping in the corner every time we pause. Consider having an emergency activity or add-on information for "quiet" groups. Be sure that this activity or added information is something that you can do without if things run more smoothly.

Handouts:

1. Consider whether creating a handout, rather than using powerpoint note pages, is better for your presentation. Sometimes the slides printed on handouts are impossible to read because the print is so small—which is frustrating to your audience. (Consider the average age of attendees— professional conferences tend to have older people may see less well than younger people ...)

2. Consider using full sentences in your handouts so that people who return to the handout later can remember the context and meaning of the ideas you presented.

3. Excellent handouts provide needed resources, brief discussions of information that people should know but you may not have time to present in your 60 minutes, as well as full citations for all information in your slides.

4. Sometimes, at a conference people will walk out of the session if they realize the handout has all the information that will be presented and they don't need to stay for the session—it is rude but not uncommon. You can address this by controlling when you pass out your handouts or by creating handouts that are not obvious scripts for your presentation.

5. For group presenters: your handouts should represent your work together (rather than two handouts that have been pasted together). Decide on a format, font etc. and use that throughout. Remember that everyone is responsible for what goes into the handout as far as your audience is concerned, so please read all information on the handout and ask questions of your co-presenters if something is unclear to you.

6. For a conference you will want to put your name and contact information on the handout.

Activities:

Activities can be helpful to illustrate the complexity or meaning of your topic and to orient your audience to the tone and content of the ideas you will explore. However, activities take time and should be used optimally. Here are some things to think about that will help you maximize the use of activities:

1. Make the connections between your activity and your topic clear to your audience.

2. When planning your activity consider the time it will take for people to arrange themselves, if the activity involves movement, for you to give directions, and to summarize briefly what happened in the activity (process).

3. If your activity raises emotion, be prepared to process that emotion with your participants.

4. If your activity is one that you recommend that your audience do with others (children in the school setting, for example) consider providing instructions and materials list (if relevant).

Media:

1. Check, double check and triple check your media to be sure it is working. Have a plan for an event when the media is not working. Think about how you would engage your audience while you make adjustments if something were to go wrong while the media is playing. You can't plan for every crisis, but you can look like you did!

2. Be sure that you don't over-use media; 30 minutes of video in a 60 minute presentation does not leave enough time to discuss your topic. Consider showing a key part of the clip if it is too long to show in its entirety. Don't forget to reference your media and to include a link somewhere in your handouts.

3. Don't forget that music, art, poetry, and other forms of media as interesting ways of adding meaning and interest to your presentation.

Group Presentation
Self-Evaluation

Your Name:

Describe your role in your group:

What ideas did you contribute to the creation and development of the presentation:

What research were you responsible for in the presentation:

To what part of the handout did you contribute?

How many of the total group sessions did you attend? If you missed one or more sessions please explain why and what you did to make it up:

Were the contributions of all members of the group equitable? Did all members attend all sessions? Explain:

What grade do you feel you deserve?   **Your group members?**

How do you feel your peers would evaluate your contribution?

Developmental Interview Rubric
(This assignment meets CACREP Standards: 5.C.2.f.; 5.C.2.j.; 2.F.2.d.; 2.F.3.a-g.)

Purpose of this assignment:

In our work, understanding the typical developmental trajectory is an essential component of assessing the typicality of the clients we work with. It is also essential that we understand the role of key shaping experiences of the parenting an individual received, critical and crisis events in their lives, influences of peers and of the communities in which they live. This assignment will provide you with an opportunity to practice gathering and making sense of this kind of information.

For this activity you will need to find someone outside of class who is willing to participate in an interview about his or her development over the life span (you may choose yourself as the subject). If you work with another person, please protect this individual's identity by changing names and refraining from naming specific geographic data. Using the interview data, write a critical analysis of the interviewee's physical, cognitive, emotional, and social development. Include a minimum of four references to developmental theory. This paper should be 10-12 pages in length and be written in APA style with correctly formatted references.

GATHER INTERVIEW DATA ABOUT THE FOLLOWING TOPICAL AREAS:

Experiences of the Body & Physical development:

Discuss briefly aspects of your interviewee's salient physical development:
- Birth (was your birth a difficult one, were you born earlier than expected, for example)
- Early development (crawling, walking, talking, etc. were these on time, were there aspects that concerned your parents or created a difference in dynamic of care?)
- Middle childhood (experiences of physical development such as advancing coordination, learning to ride a bike, swim, and other experiences that stand out to you as important)
- Challenges you faced over the life span with your physicality (declining hearing, difficulties with movement, illness, significant allergies or dietary needs)
- Talents and strengths (strengths in physicality that have helped to define who you are, such as athletics, yoga and so on)
- Aging (challenges specifically related to decline in body function related to aging)

Experiences of Parenting and Family:
- Describe the parenting you received as a child. What were the strengths and weaknesses of this parenting?
- Describe your sibling relationships and how those have shaped the person you have become.
- Describe the importance of extended family in your life growing up and now.

Experiences of Mind:
- Describe your early experiences of school. What feelings did you experience about the prospect of school? How did you experience your teachers and peers? How did this change over time?
- What expectations were made of you by parents, teachers and peers for your academic achievement? How did you experience these expectations?
- What were your strengths? Where did you struggle? Has this shifted for you?
- What long term learning goals do you have for yourself—do you see yourself as a life-long learner and what do you hope to learn one day that you have not yet learned (to play the banjo, speak another language, etc.)

Experiences of Emotion:
- Describe your early emotional temperament (shy, reflective, somewhat/very sad, joyful, unflappable, highly anxious)

- What emotions were expressed most openly in your home/community? Which were less acceptable or expressed in more subtle ways?
- What emotions are you most comfortable with in yourself and in others? Which are least comfortable? How do you see this shifting over time?

Experiences of Community:
- Describe your community as you grew up. Describe any community tensions that you were aware of, such as racial/ethnic tension, religious differences or other schisms that you were aware of and how these influenced your experience of your community.
- Describe your community now. Describe any community tensions that you are aware of, such as racial/ethnic tension, religious differences or other schisms that you were aware of and how these influence your experience of your community.
- Describe aspects of community that have offered a sense of affirmation and welcoming.

Experiences of Love and Belongingness:
- Describe the significant events that have shaped the person you are today relative to the love you have received (or was withheld) and your sense of belongingness.
- When and where do you feel the most comfortable? Where do you feel the least belonging?
- When is it easy to offer love to others? What stands in your way of giving love freely to others? How has this changed over time?

Experiences of the Spiritual & Religious:
- Describe early memories of spiritual or religious experiences that had an influencing affect on you
- Describe the religious/spiritual education you had. How did you experience it? How did it influence your beliefs today?
- Describe the role of faith or religious practice in your life today.
- How would you like this aspect of your experiencing to look as you get closer to the end of your life?

ADDITONAL CONSIDERATIONS:
Consider major influences (e.g., individuals, family/sibling constellation, personal responsibilities, and roles in family/institutions, and circumstances), role models (e.g., at school, at home, in extended family, in neighborhood/community), and nodal life events (e.g., moves, injuries, trauma, illness, death of someone close, changes/losses, successes, failures). Be sure to write about personal risk factors as well as protective factors. The following questions are offered as jumping off points for the analysis of your data (none are required nor are they conclusive):
- Keeping in mind that "typical" is a social construct, what aspects of the interviewee's development represent typical or atypical development?
- What evidence indicates that the interviewee is moving forward, on hold, or stuck with regard to developmental tasks?
- What was the easiest developmental phase?
- What was the most difficult developmental phase?
- What were some of the questions, feelings, or concerns that you experienced during an especially difficult phase?
- What were some of the "problems" that were related to developmental issues that comfortable access to counseling might have been alleviated or lessened?
- What kinds of counseling interventions might have been helpful?
- What developmental theoretical perspectives are reflected in these interventions?
- Where is the interviewee now developmentally?
- If the interviewee could go back and traverse a particular stage or phase again, when would it be and what, if anything, would you wish to be different?

Tips for Success on This Assignment

The following may help you to be more successful on this assignment:

- Understand that some of the questions may evoke uncomfortable memories and emotions. If you decide to do a self-interview, it will be important to allow yourself time to have and experience these feelings, wonder about them and then allow them to pass. If you are interviewing another person, be prepared to hold emotions that may arise during your discussion.

- Do not wait until the last moment to write this paper. It will show.

- Make the assignment your own. Ask yourself, how can I make this assignment one in which I learn more about myself and my becoming process?

- Avoid mechanical descriptions that lack reflective quality. This is not an objective psychological report but a written mosaic of the past, present, and dreams of the future.

- Include an introduction and a conclusion section to help set up your paper and to tie key themes together. Consider pointing out anything that you learned or realized from writing the paper.

- Unless it significantly interferes with the flow of your paper include headings that match the required elements of your paper. This will make it clear that you have addressed these elements and met basic requirements.

- Feel free to ask questions if you are unclear about an element of the assignment or uncertain about your work. I will be happy to talk with you about it.

Note: CACREP Standards 2.F.2.c.; 2.F.2.d. are embedded in all discussions; standard 2.F.1.l. is met in self-care activities embedded in the class environment.

PROFESSIONAL BEHAVIOR:

Attendance This class will abide by program standards for attendance. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence. More than two absences per semester will result in a reduction in the overall course grade.

Participation. Your full participation is requested. Role-plays and discussion are integral components of this class and require your attention and presence. You are expected to demonstrate a professional attitude and participate in a way that is respectful of yourself and others.

During this course, as a student, a future counselor, and as a person, you will be exposed to various sensitive/challenging topics, discussions, videos and other material that will require you to do some personal exploration/evaluation. You are also encouraged to share your personal views and experiences with class/group members, and disclose some personal information if you wish to do so. Your contributions may involve personal challenge and risk, may create discomfort and a sense of vulnerability. In essence, there is risk involved in being a class/group member. It is the same risk and vulnerability that we as facilitators will embrace as members of this class. I see this personal exploration and process as an essential component of your education and your personal growth and also recognize the potential for others to grow as professionals and as human beings.

I have chosen the materials, speakers, texts, and readings for this course very carefully and professionally. However, we cannot control who will be personally offended or uncomfortable with what is presented. If

you feel any discomfort, you may always bring it up to the group to be evaluated or with us outside of class. You may also choose to stay silent or leave the classroom environment. However, I encourage you to evaluate your discomfort and face the challenging issues for your personal and/or professional growth. Practicing being immediate has the potential to enlighten those around you, as well as yourself, in addition to informing your future work as a clinician.

UNIVERSITY AND DEPARTMENTAL POLICIES:

Writing Guidelines: Writing *will* be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP): Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Turnitin: Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see:http://turnitin.com/en_us/features/demos.

Moodle: Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Academic Support Center: If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. http://emu.edu/academics/access/

Please refer to the Student Handbook, which can be found at http://www.emu.edu/studentlife/student-handbook/ for additional policies, information, and resources available to you.

The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. These resources are accessible from the library home page: **https://emu.edu/library/**

Institutional Review Board: All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: http://www.emu.edu/irb/.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training

is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

Graduate Writing Center: Please take advantage of the free individual tutoring from graduate student tutors (see http://www.emu.edu/writing-program/ for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: https://emu.mywconline.com/index.php. See Academic Program Coordinator for more information about available services and tutoring times.

Course Extensions and Outstanding Grades: For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by   ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on   the work completed.

Academic Program Policies:
http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf
http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf

Title IX: *The following policy applies to any incidents that occur (on or off campus) <u>while you are a student registered at EMU.</u> It does not apply if you are talking about incidents that happened prior your enrollment at EMU.* It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). <u>That means that faculty cannot keep information about sexual violence confidential if you share that information with them.</u> For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Irene Kniss, Title IX Coordinator, can be reached at 540-432-4302 or irene.kniss@emu.edu.

Additionally, you can also report incidents or complaints through our online portal at http://emu.edu/safecampus/. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Core 3: Human Growth and Development
Human Development: Professional Presentation

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Category	Criterion	1 (Needs work)	2 (Meets minimum expectations)	3 (Demonstrates competence)	4 (Demonstrates proficiency)	5 (Illustrates mastery)
1) Content	Presentation explores the developmental issues associated with a particular stage or milestone	Presentation does not describe an issue related to a developmental stage	Presentation makes brief tie to human development	Presentation articulates the tie between developmental stage well	Presentation offers some insights into developmental stages and related concerns	Presentation offers deep insights into developmental stages and related concerns
	Presentation includes a synthesis of media images representing a particular stage or milestone	Presentation does not include a variety of images	Presentation includes minimal images but they are limited, dated, or narrow in scope	Presentation includes relevant images but focus on only one aspect of a particular stage or milestone	Presentation includes a variety of images that provide a basic representation of a particular stage or milestone	Presentation includes a variety of media images that indicate an in-depth exploration of a particular stage or milestone
	Presentation compares and contrasts media findings to research	Presentation does not make comparison between media finding and current research and/or includes less than two peer-reviewed sources	Presentation makes a minimal comparison between media findings and research but uses inadequate resources	Presentation makes a comparison between media findings and research but is overly simplistic	Presentation makes a reasonable comparison between media findings and current research indicating a basic understanding	Presentation compares and contrasts media findings to relevant current research from four or more peer-reviewed sources indicating a depthful understanding
	Presentation is engaging	Presentation is not engaging	Presenters read from notes or slides or seem disengaged or uninterested	Presenters know their topic well but do not involve participants	Presenters demonstrate a strong knowledge base of the topic and share enthusiasm for their topic	Presenters are knowledge-able, engaging and involve participants in participatory learning
	Presenters provide useful resources and materials for	Materials are not provided	Materials are unclear	Materials provided represent a helpful	Materials clearly summarize presentation and provide	Materials serve as potential resource for later work,

	the participants			summary of presentation	helpful resources	offer insights, and comprehensive resources
2) Synthesis	Makes clear connections across relevant topics	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
3) Rhetoric	Written with a coherent, clear structure that supported the review	Poorly conceptualized and haphazardly written	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
	Followed APA v. 6	Does not follow APA for citation management, paper style, etc. Makes many errors.	Conveys a hint of knowledge regarding APA format, makes several errors in documentation style	Makes a valiant attempt to follow APA for citation management, paper style, etc.	Cites sources for all quotations and makes minimal errors in APA format and style	Makes virtually no errors in APA documentation

Student name: _____

Faculty Reviewer: _____

Date: _____

Total Grade: _____ /5