



Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
EPC 609: Human Development: A Life-span Perspective
Spring 2025

Instructor:

Office:

Phone:

Email:

Office Hours:

Note: I will respond to email communication within 48 hours Monday through Friday; if you have emailed after 5pm on Friday, I will respond to you the following Monday.

Course Description

This course provides a comprehensive review of human development across the lifespan, including an overview of the biological, neurological, physiological, and sociocultural factors that affect human development. Focus is placed on understanding the contextual, environmental, and systemic factors that affect human development, functioning, and behavior. Theories related to typical and non-typical personality development are discussed. This course will also focus on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan, and the impact of socioeconomic status, ethnic diversity, and gender on human development.

Units: 3

Prerequisite: 1. EPC 430 or equivalent course
2. Admission to master's program in counseling at CSUN

College of Education Conceptual Framework

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

Excellence in professional and academic preparation
Evidence of growth and renewal
Ethical and caring professionals

Collaborative partnerships
Communities of diverse learners
Creative and reflective thinking

Instructional Philosophy

The counseling programs at CSUN are designed based on a learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from the following sources:

1. The California Commission on Teacher Credentialing
2. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP).
3. The Student Learning Objectives developed by the departmental faculty.

How this course meets all of these requirements is outlined below.

CTC School Counseling Performance Expectations Covered in this Class

SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement	
SCPE 6.1	Understanding of theories of individual and family development across the lifespan.
SCPE 6.2	Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum.
SCPE 6.3	Knowledge of systemic and environmental factors affecting human development, function and behavior.

CACREP Standards Covered in this Class

The Counseling programs at CSUN will seek accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation provides numerous benefits to students, such as having their degree readily recognized by other states for licensure, eligibility to take the national counselor examination upon graduation, and a high quality curriculum that is regularly revised by external experts.

The Core CACREP standards covered in this class include:

PROFESSIONAL COUNSELING IDENTITY	
3. Human Growth & Development	a. Theories of individual and family development across the lifespan
	b. Theories of learning
	c. Theories of normal and abnormal personality development
	d. Theories and etiology of addictions and addictive behaviors
	e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
	f. Systemic and environmental factors that affect human development, functioning, and behavior
	g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
	h. A general framework for understanding differing abilities and strategies for differentiated interventions
	i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

The CACREP Specialty standards covered in this class include:

College Counseling/Student Affairs	
Foundations	b. student development theories relevant to student learning and personal, career, and identity development
Contextual Dimensions	k. influence of learning styles and other personal characteristics on learning

School Counseling	
Contextual Dimension	h. common medications that affect learning, behavior, and mood in children and adolescents
Practice	c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
	d. interventions to promote academic development

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. To view life-span perspectives as an integrative approach to development.
2. An appreciation of the impact of context and culture on human development.
3. An understanding of the joint contribution of biology and environment to development.
4. A sense of interdependency of all domains of development- physical, cognitive, emotional and social.
5. An appreciation for the interrelatedness of theory, research and applications.

Course Purpose

This course has two purposes: (1) to explore various developmental stages and life conditions, reviewing how these stages of growth may enhance or impair ones ability to adjust and adapt to various life conditions in certain ways. (2) Redefine how our nature/nurture, as well as cultural experiences create current life conditions.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings. If you miss more than 2 full classes, you may be asked to repeat the course at another time.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (4pm) and must be submitted in hardcopy format. There will be no rewrites of assignments; therefore it is necessary that you submit your best work.

Email Contact

In addition to office hours, I am available by email for course related matters. Emails received by 5pm Monday through Friday will receive a response within 48 hours. Emails received after 5pm on Friday will receive a response the following Monday.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form. See link on following page under the useful links section.

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the first two weeks of class so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 - Note: It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you appear to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade. The professor will not check with you re: your attentiveness or lack thereof during class, the onus is on the student to ensure they are actively engaged and

participating regularly.

- Please – No texting, use of Twitter, Skype, Instagram, SnapChat, etc. or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments well in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.

Zoom specific norms for any online classes:

- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise.
- Limit distractions.
- Avoid multi-tasking.
- Check private messages in the chat before you send them.
- Close Facebook, Twitter, messaging applications, etc. before screen sharing (if applicable).
- For supervision class, camera should be on.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, please notify the professor within the first two weeks of class and contact the university's office for students with disabilities (Disability Resources and Educational Services, 818/677-2684). Only this office can recommend and arrange for accommodations, and no accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a first offense. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the APA Publication Manual, 7th edition. Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 10 points. Any student caught cheating will be referred to the department Student Affairs Committee.

ChatGPT (Adapted from Boston University and George Washington University)

Student exploration and research is connected to how we learn, and this part of the process is critical to your development as a counselor. Assignments in this class are meant for students to engage in the process of completion, think critically, understand the process of conducting research of evidence-based practices and research. Reflections, presentations, and research papers serve a purpose in your professional development, and how we approach problems and find solutions is a necessary part of this development. Therefore, the use of ChatGPT (or other similar tools or software that generate suggested text) is allowed on a limited basis in this class.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your research questions by using this tool <https://labs.packback.co/question/>. Enter a draft research question. The tool can help you find related, open-ended questions.
 - Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts.
 - Check grammar, rigor, and style; help you find an expression.
 - You will be asked to adhere to the following when using ChatGPT or similar tools:
 - Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
 - When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g., ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g., to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g., to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
 - Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
 - Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
 - Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.
 - Violations of this policy could result in failure of the assignment or failure of the course and a notation on your transcript.
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Useful Resources on Campus

CSUN's Computer Support

[CSUN Helpdesk](#)

The IT division is responsible for the delivery of effective, secure, reliable technology infrastructure and technology services that enable, promote, and support students, faculty, and staff to achieve their goals. IT is committed to offer leadership and support in the advancement of technology, working in a collaborative partnership with CSUN's schools, colleges, and administrative divisions.

Request for Incomplete Grade

[Incomplete Grade - Request Form](#)

There are certain criteria that must be met prior to requesting an incomplete grade. Please review this information through the link above.

Disabilities Resources and Educational Services

[DRES](#)

Disability Resources and Educational Services (DRES) is guided by the belief that each individual has strengths, abilities and talents. Through student service, training and education programs, DRES furthers the vision of an inclusive society that supports the attainment of academic, professional and personal goals for persons of all abilities. If you are a student, please take a look at Student Services to learn more about DRES.

Writing Center

[Learning Resource Center \(LRC\)](#)

Since 1973, the mission of the LRC is to enable students to improve their academic performance through a variety of learning programs including workshops, one on one and group tutoring, and supplemental instruction classes.

The Pride Center

[CSUN Pride Center](#)

The Pride Center supports lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual (LGBTQIA+) students, faculty and staff through programming and educational outreach to improve the campus climate for LGBTQIA+ individuals as well as advocate for the respect and safety of all members of the campus community.

Veterans Resource Center

[VRC](#)

The mission of the VRC is to assist CSUN students as they transition from military service to academic success. The VRC promotes the academic, personal and professional development of student veterans, reservists, members of the National Guard and their dependents through supportive services, resources and community building events.

DREAM Center

[USU DREAM Center](#)

The DREAM Center of the University Student Union at CSUN is a welcoming resource center that provides resources and services to undocumented students, mixed status families, staff, faculty, allies and future undocumented students while fostering a more inclusive campus community. DREAM stands for Dreamers, Resources, Empowerment, Advocacy and Mentorship. You can meet with staff by appointment or just walk into their space at the USU.

We provide resources and services to help empower students so that they can become advocates during their educational trajectory.

We increase knowledge of the ever-changing political climate which affect students in their personal and professional lives.

We believe students thrive and undergo a transformation when they feel supported and empowered in their autonomies to confidently pursue their aspirations and goals.

Research and Library Assistance

[Research and Library Assistance](#)

You can request assistance with research and find answers to general library related questions through this link.

CSUN Student Conduct Policies

[Student Conduct Policies](#)

For information about CSUN's student conduct policies, visit the link above.

University Counseling Services

[UCS](#)

24/7 crisis/urgent care services are available for students at (818) 677-2366 (Option 3). In addition, the [urgent care page](#) of our website provides many other crisis services, including the 24/7 suicide prevention hotline (800-273-TALK/8255) and the 24/7 Crisis Text Line – text "START" to 741- 741.

UCS' website also has some helpful resources in our [Videos and Blogs](#) section that includes a variety of videos (including several in Spanish) and 7 different Mindfulness Exercises. They also have a new section called [Resources](#) that has a variety of Wellness Resources, Mental Health & Wellness Apps, and Hotlines and Community Resources.

Matadors Forward (COVID-19 Health, Safety, and Well-being Resources)

[Matadors Forward](#)

For information related to COVID-19, please visit the link above.

[MataCARE Emergency Grant](#)

Qualified students are provided with assistance in the form of single, one-time awards. MataCare crisis relief funding is not intended for recurring monthly expenses. Emergency grant funds are not loans that students are expected to repay. The amount of the grant is up to \$1,100 and depends on the nature of an individual request, the documentation provided, and the availability of funds.

Documentation submitted MUST be related to the current emergency or crisis situation.

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

Instructional Format

This graduate course will include lecture, discussions, experiential activities, research assignments, and self-assessment. The course may also include online components on Canvas (<http://canvas.csun.edu>); use your CSUN user ID and password to log on.

Required Books

- 1) Wong, D. W., Hall, K. R., Justice, C. A., Hernandez, L. W. (2021). Counseling individuals through the lifespan (2nd ed.). Thousand Oaks, CA: Sage.
ISBN: 978-1544343242
- 2) Articles distributed through Canvas.

Overview of Course Activities

1. Developmental Milestones/Stories of Development Self Reflection Paper- 15% of final grade - Addresses substandard 3a). (SCPE 6.1, 6.3)

You are to reflect on three (3) developmental milestones in your life experience, from three (3) different developmental ages. Describe each experience explaining it from a narrative or story-telling perspective. One of the experiences should include involvement with a diverse population or relate to interacting with an individual, group or setting that you considered as “other,” (e.g., of a different ethnicity, race, sexual orientation, or socioeconomic status than you). Describe the social and cultural context in which your experiences occurred. Analyze the ways in which the subsequent milestones relate to or were influenced by the first. You should also speculate about how these milestones might influence your future development in a particular area and also include information pertaining to how, when, and by what age you began thinking of yourself as the kind of person that you are? **Draw on and incorporate into your paper specific developmental theories for your analysis (e.g., the work of Piaget, Erikson, or Kohlberg’s Theory of Moral Development, etc.)** and address how this may have affected your learning, development, and behavior (positively or negatively). The paper should be 6-8 pages (no shorter & no longer; page length does not include the cover or reference page) in length and should be a self-reflection, not a research- based paper. Even though this is not a research paper,

your paper should follow APA formatting rules, and should have a cover page and reference list, be free of spelling and grammar errors, and be typed, double spaced and use 12-point font.

2. Developmental Issues Paper and Presentation/Panel Discussion and Discussion Facilitation-40% of final grade - See Course Activities table for due dates of each element; (Addresses substandard 3a; possibly 3b depending upon the topic of choice; and 3h (SCPE 6.1, 6.2, 6.3)).

Paper (20%): In small groups, choose a topic that interests your group related to a developmental issue (e.g., autism spectrum disorder (ASD), fetal alcohol syndrome, blended families, midlife crises, Alzheimer's disease). The purpose of this project is for you to gain more knowledge and skill in an area that you can use in your current and future work in counseling. The small group will write an 8-10 page research-based paper and include the following sections:

- a) Description of the problem/topic of investigation (literature review)
- b) Why this problem/topic is important
- c) Relevance of this problem/topic to minority populations
- d) How this problem/topic is addressed by community counselors, college counselors, or school counselors (should include a review of most relevant treatment, interventions, counseling strategies supported by the literature)
- e) Learning theories associated with your identified developmental issue and how these theories are utilized in education
- f) A conclusion summarizing the project including your personal perspectives and thoughts about the future of this topic
- g) References (at least 8 scholarly references)

Core Curriculum Presentation or Panel Discussion/Discussion Facilitation (20%): The small groups are also responsible for giving a presentation about the problem/topic (*School Counseling specialization students are required to present a core curriculum model lesson related to the above areas a-e). The presentation should summarize elements a-e listed above and contain a method to engage the class (e.g., case scenario exercise or some other way to make your presentation interactive, be creative). You should also have a question/answer period at the end of your presentation.

Or, your small group may choose to complete a panel discussion with the group members as experts. You will discuss the elements from your paper and focus on the relevance to counseling fields. You will also be required to facilitate a discussion between the panel and the class around your topic area. For both the presentation and panel discussion format, you will be required to distribute to the class a summary of your paper and references. Each presentation or panel discussion should be approximately 45 minutes in length.

3. Developmental Stress Management (15%)

Choose a specific age group and design a detailed stress management program that a clinician could deliver to an individual in this age group.

Your report must be based on developmental factors and considerations of gender, family background, ethnicity, socioeconomic status, and community factors. Cite theories and research literature as applicable.

Report sections:

1. Discuss age group, citing developmental theories and models
2. Discuss common stress experiences of this age group, including how the stress might impact learning. (SCPE 6.2)

3. Discuss appropriate professional stress management strategies that can be utilized and/or adapted for this age group.
 4. Create an individual client case scenario and describe fully including physical, cognitive, and psychosocial aspects
 5. Create an Action Plan for a clinical counselor to implement with this individual to introduce healthy stress management for the client. Why you believe this is a good approach to working with a person who has these concerns?
 6. Include clinician follow up on action plan, including outcome evaluation plan
4. **Final Examination- 20% of final grade (Addresses substandard 3a, 3b, 3c, 3e, 3f, 3h) (SCPE 6.1, 6.2, 6.3):**

The final examination will be an in-class examination that includes true/false, multiple-choice, and matching questions. The final examination will be given during the final examination time determined by the university.

5. **Participation and Professionalism- 10% of final grade**

Active Participation: This portion of the grade covers regular and prompt attendance as well as the quality of student participation in classroom exercises and discussion. Additionally, this grade will also be determined by the student's professional conduct and attitude, which should reflect an understanding of professional ethics codes, such as those set forth by ACA. Lastly, any pop quizzes, quick writes, and/or response requests will count toward this grade. **Note:** Pop quizzes; quick writes, and response requests will occur in the first 20 minutes of class and cannot be made up if missed. See rubric on p. 11 re: grading for participation and professionalism.

Paper Format Instructions

The paper portion of assignments must be typed in accordance with the current edition of the APA Publication Manual (available in the bookstore). Additionally, students should use the following guidelines:

- The papers must be double spaced in 12 point Times New Roman or similar font. Use 1- inch margins on all sides; this is to ensure that everyone has a similar understanding of "one page."
- Papers must be stapled; no binders or plastic covers will be accepted. Please note, the cover page and Reference page(s) are not included when counting paper length.
- Use full APA coversheet format; no additional information should be added (e.g., class number, professor name, etc.)

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. They Say/I Say by Graff and Birkenstein (text may be ordered through Amazon.com or Barnes & Noble [BN.com]) is an excellent resource for academic writing. Students who would like extra assistance may contact the professor for additional university and program resources.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Developmental Milestones	15%
Group Developmental Issues Paper w/Panel Discussion or Presentation	40%
Developmental Stress Management	15%
Final Examination	20%

Participation/Professionalism*	10%
Total	100%

*Participation and professionalism may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA Code of Ethics, department and university student Codes of Conduct, etc.).

Grading System

A 100 point grading scale will be used for assignments in this course; the same scale will also be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted to exceptional work.

Points	Grade	
97+	A+	Reserved for exceptional work; original thought; thorough development of topic; free of technical and stylistic errors; well organized discussion. Note this grade can be given only for assignments; the highest possible grade for the course is A.
93-96	A	Excellent handling of subject; insightful discussion of topic; well-developed ideas; few technical or stylistic errors in writing overall; well-organized discussions.
90-92	A-	Skillful discussions; well-developed ideas; few technical or stylistic errors in writing.
88-89	B+	Skillfully addresses content; strong development of topics; some technical, stylistic, and/or organizational problems with writing.
82-87	B	Competently covers content; topics sufficiently developed; some technical, stylistic, and/or organizational problems.
80-81	B-	Covers content with few errors; topics adequately developed; some technical, stylistic, and/or organizational problems overall.
78-79	C+	Some errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of papers; topics under developed.
72-77	C	Several errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper; topic unclear.
70-71	C-	Numerous errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper. Paper difficult to read.
60-69	D	Serious difficulties with content and form.
Below 60	F	Significant difficulty with content and form; paper/answer not responsive to assigned project. Unacceptable graduate-level work.

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a "C" can be counted in the formal program. Any grade of "C-" or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a "C" or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Tentative Course Schedule

*The professor reserves the right to modify the course schedule and content to meet course goals when needed.

Date	Weekly Course Activities	Readings/Films	Assignments Due
Week 1: 01/27	Introductions; Course Overview and syllabus review; Icebreaker; Professional Identity-Counseling, Theory review – Vygotsky; Kegan; Freud; Erikson; Bronfenbrenner; Piaget (SCPE 6.1)	Chapters 1 & 2	
Week 2: 02/03	Fostering resilience in children experiencing developmental disruptions; Counseling issues – parenting, family support	Article: <i>Lifespan Development of Self-Esteem and its Effects on Important Life Outcomes</i> – Article in Canvas	
Week 3: 02/10	Anxiety in toddlers, social skills; Development in early school age, temper tantrums, discipline; Middle childhood, social development, moral development, cultural diversity issues; Promoting healthy relationships among school-aged children and youth.	Chapter 5	Developmental Milestones Paper Due
Week 4: 02/17	Asynchronous Activity:	Chapter 8	
Week 5: 02/24	Adolescence; Counseling Issues – Eating disorders, Peer Pressure, Bullying, promoting healthy lifestyles among adolescents; Health disparities and help-seeking behavior of girls and boys. (SCPE 6.3)	Article: <i>Increasing Severity of Psychopathology at Counseling Centers</i> – Article in Canvas Chapter 9	Developmental Stress Management Paper Due
Week 6: 03/03	Late Adolescence (19-25), emotional and social development, substance use, fostering adolescent work and career readiness. (SCPE 6.2, 6.3)	Article: <i>Reexamining Theories of Adult Learning and Adult Development Through the Lenses of Public Pedagogy</i> – Article in Canvas Chapter 10	
Week 7: 03/10	Early Adulthood (26-35), positive parenting and child rearing; Risks to healthy early adulthood development. (SCPE 6.3)	Article: <i>Constructive Development and Career Transitions</i> - Article in Canvas	Group Paper Due
Spring Break			
Week 8: 03/24	Middle Adulthood- physical, cognitive changes, balancing life, promoting positive career change in midlife; Navigating work and family connections across the lifespan- Preventing and managing role strain and conflicts. (SCPE 6.3)	Chapter 11	
Cesar Chavez Day			
Week 9: 04/07	Midlife crisis and/or transition; supporting adaptation to new family roles in middle age- Cultural identity, increasing self-awareness, microaggressions. (SCPE 6.3)	Article: <i>Gender Role Conflict Attitudes</i>	Presentation or Panel Discussion 1
Week 10: 04/14	Late Adulthood	Article: <i>Personality Plasticity</i> - Article in Canvas Chapter 12	Presentation or Panel Discussion 2

Week 11: 04/21	Older adulthood- Positive aging framework for counseling older adults, understanding the aging process, life goals, longevity expectations. Facilitating transitions through retirement; Prevention and treatment- how to work therapeutically with older adults; Culturally based concepts of aging.	Article: <i>Engendering Health</i> – Article in Canvas	Presentation or Panel Discussion 3
Week 12: 04/28	Elder-hood – understanding quality of life; adjustment to advanced aging; counseling strategies for the dying and their loved ones; Psychosocial crisis; final exam study guide handed out.	Chapter 13	Presentation or Panel Discussion 4
Week 15: 05/05	Final content review, Wrap-up; evaluations.		Final Exam
Week 16: 05/12			

*The professor reserves the right to modify the course schedule and content to meet course goals when needed.

Participation & Professionalism Rubric

	Excellent	Adequate	Fair	Poor
Attendance	Attends all classes, arrives on time and stays for the entire class	Misses one full class; or arrives late to class twice; and/or leaves early twice	Misses two full classes; or arrives to class late three or more times; and/or leaves early three or more times	Misses more than two full classes without communication with professor re: extenuating circumstance
Professionalism	Meets all areas listed on pp. 4-5 (10)	Meets at least 8 areas listed on pp. 4-5 (7)	Meets at least 7 areas listed on pp. 4-5 (5)	Meets 6 or fewer areas listed on pp. 4-5 (3)
Class and small group participation	Regularly asks/answers questions and/or makes observations that are indicative of reflective practices and critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all quick writes, pop quizzes, and/or response requests. (5)	Occasionally asks/answers questions and/or makes observations that are somewhat indicative of reflective practices and some critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all but 1 quick write, pop quiz, and/or response request. (3)	Rarely asks/answers questions or makes comments; some familiarity with topic, lecture, or assigned readings. Missing two quick writes, pop quizzes, response requests, or a combination of two. (1)	Never asks/answers questions or makes comments that indicate any familiarity with the topic, lecture, or assigned readings. Misses all quick writes, pop quizzes, and response requests, or more than 3 combined. (0)

Total points possible: 15

Note: I will track your attendance, however, attendance will not be calculated as part of the participation and professionalism grade. As a reminder, students can miss up to two (2) classes before being asked to repeat the course at a later time.

EPC 609 INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow, Practiced in blue, Assessed in green

SCPE	Introduced	Practiced	Assessed
6.1	12	8	9,10
6.2	12	9	9,10
6.3	12	8	9, 10