

# ANTIOCH UNIVERSITY

SEATTLE

## Human Growth and Development Across the Lifespan

### Institutional Information

Antioch University Seattle

Master of Arts in Clinical Mental Health Counseling (CMHC) Program

### Basic Course Information

COUN 5231

Human Growth and Development Across the Lifespan

(credits per quarter)

(Term, 2019)

Required prerequisites: (COUN 5060 Communication and Counseling Skills)

(First and last day of the course)

(Meeting times and locations (On Campus, Hybrid (w/ ASYNC & SYNC) and/or Online denoted per date)

### Instructor Information

(Instructor's name)

2400 3<sup>rd</sup> Avenue, Suite 200, Seattle, WA 98121

(Individual campus phone number or leave blank for adjunct)

(Antioch email address (*only - Do not include personal or other email address.*))

Office hours/instructor availability:

(ZOOM Drop-in Hours and link)

### Course Owner and Course Liaison Information

- **Primary Course Owner/Liaison:**  
Leah Batty-Hibbs, MA: [lbattyhibbs@antioch.edu](mailto:lbattyhibbs@antioch.edu)
- **Secondary Course Owner/Liaison:**  
Kim McBride, MA: [kmcbride@antioch.edu](mailto:kmcbride@antioch.edu)
- **Course Consultant:**  
Mary Roberts, MA: [mroberts3@antioch.edu](mailto:mroberts3@antioch.edu)

### Course Description

This course presents current theories and perspectives about lifespan development. Within an interdisciplinary perspective, students explore the psychological, physical, interpersonal, and societal issues related to identity (e.g., gender, ethnicity, race, religion, and sex) growth and development across the lifespan in Western cultures and beyond. Considerations for counseling individuals, couples, families, and groups are addressed as well as multicultural and social justice issues related to lifespan development.

## Teaching and Learning Methods

This is a didactic/experiential class. Class sessions will include lectures, discussions of the readings and their application to particular scenarios, selected film(s), student presentations, experiential exercises, and reflection papers. ***Please be aware that this syllabus is a 'living document' and is eligible for change and alteration at ANY TIME (at the Instructor's discretion).***

## Methods of Course Instruction

1. Synchronous and Asynchronous Learning Environment
2. Dyadic and Group Discussions (using Zoom and Sakai)
3. Lecture (PPX, Videos, Documentaries, Film)
4. Group Work Readings and Presentations From Textbook's
5. Readings From Professional Journals
6. Writing Assignments (including journal reflections and a cumulative final paper)
7. Interactive, Reflective, and Guided Learning (personal, professional, and clinical reflection)

## Program Competencies & Outcomes

This course is designed to meet **CACREP Core Standards (2.F.3. HUMAN GROWTH AND DEVELOPMENT)**.

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas:

- 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.

This course is designed to meet **CACREP Core Standards (2.F.2. SOCIAL AND CULTURAL DIVERSITY)**.

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas:

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
- e. the effects of power and privilege for counselors and clients

- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

**Primary Learning Objectives (PLOs):**

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

- Understand and implement theories of individual and family development across the lifespan (F-3-a)
- Apply theories of learning, theories of normal and abnormal personality development, and understand bio-psychosocial factors that affect overall development and functioning across the lifespan (F-3-b, c, e)
- To demonstrate knowledge and proficiency as well as describe the etiology of addictions and addictive behavior (F-3-d)
- Understand systemic and environmental factors that affect human development, functioning, and behavior (F-3-f)
- Evaluate the role that lifespan events and life transitions play in the lives of individuals and their families at each level of development (micro/meso/macro) (F-3-f)
- To understand effects of crisis, disasters, and trauma on diverse individuals across the lifespan (F-3-g)
- Have a general framework for understanding differing abilities and strategies for differentiated interventions (F-3-h)
- To understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (F-3-i)
- To learn self-care strategies appropriate to the counselor role (F-1l)
- Critique current research in the field of human growth and development (8.a.1.)
- Understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (F-4-b)

Related 2016 CACREP Standards:	Key Performance Indicators (KPIs)	Student Learning Objectives (SLOs)	Primary Learning Objectives (PLOs)	Evaluative Methods  Direct (D)  Indirect (I),  Evidence & Assignment (A)
<p><b>2.F.3.a:</b> Theories of individual and family development across the lifespan</p> <p><b>2.F.3.b:</b> Theories of learning</p> <p><b>2.F.3.c:</b> Theories of normal and abnormal personality development</p> <p><b>5.C.1.b:</b> Theories and models related to clinical</p>	<p><b>1).</b> Completed Course Readings</p> <p><b>2).</b> Active in-class Participation. Small and Large Group Experiences.</p> <p><b>3).</b> Thorough discussion of the theory's use and application in weekly journal, and oral research presentation, demonstrating master's level analysis and critique of lifespan theories.</p>	<p>Counseling students will demonstrate an understanding of the various theories of individual and family development and transitions across the lifespan, including theories of (normal/abnormal) personality development and theories of learning</p>	<p>Understand and implement theories of individual and family development across the lifespan (2.F-3-a)</p> <p>Compare and contrast the main concepts and theories of human development and wellness across the lifespan (2.F.3.a)</p> <p>Apply theories of learning,</p>	<p><b>D:</b> <i>Journals/Wellness Assignment</i></p> <p><b>I:</b> <i>Case Studies/Oral Presentation</i></p> <p><b>A:</b> <i>Final Paper</i></p>

<p>mental health counseling</p>	<p><b>4).</b> Integration of Theory in All Reflection Papers, Presentations and Wellness assignment</p> <p><b>5).</b> Summation and integration of theory in final paper.</p>		<p>theories of normal and abnormal personality development, and understand bio-psychosocial factors that affect overall development and functioning across the lifespan (F-3-b, c, e)</p>	
<p><b>2.F.3.d:</b> Theories and etiology of addictions and addictive behaviors</p> <p><b>2.F.2.d:</b> The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p> <p><b>2.F.2.e:</b> The effects of power and privilege for counselors and clients</p>	<p><b>1).</b> Thorough investigation of addictions and addictive behaviors expressed in the final paper.</p> <p><b>2).</b> Thorough investigation of addictions and addictive behaviors expressed in journal articles and documented in the journal reflections.</p> <p><b>3.)</b> Exploration of personal experiences and reflections in weekly journal.</p>	<p>Counseling graduate students will demonstrate knowledge and proficiency as well as describe the etiology of addictions and addictive behavior.</p> <p>Students will learn about their own cultural experiences, biases, power, and privilege and the impact of these views on others (counselor and client).</p>	<p>To demonstrate knowledge and proficiency as well as describe the etiology of addictions and addictive behavior (2.F-3-d)</p> <p>To understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (F-3-l, F.2.d, e)</p>	<p><b>D:</b> <i>Chapter Review (Cultural) and Presentation</i></p> <p><b>I:</b> <i>Journal articles and reflections</i></p> <p><b>A:</b> <i>Final Paper</i></p>
<p><b>2.F.3.e:</b> Biological, neurological, and physiological factors that affect human development, functioning, and behavior</p> <p><b>2.F.2.f:</b> Help-seeking behaviors of diverse clients</p>	<p><b>1).</b> Thorough investigation of addictions and addictive behaviors expressed in the readings and documented in the final paper.</p> <p><b>2.)</b> Exploration of personal experiences and reflections in weekly journal.</p>	<p>Students will recognize the various characteristics of human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both human development and functioning, normal and abnormal behavior.</p>	<p>To demonstrate knowledge and proficiency and understanding in biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F-3-e)</p> <p>Understand help-seeking behaviors of diverse clients (2.F.2.f)</p>	<p><b>D:</b> <i>Journals/Final Paper</i></p> <p><b>I:</b> <i>Case Studies/Oral Presentation</i></p> <p><b>A:</b> <i>Wellness Assignment (Journals, Wellness Plan, and Wellness Activity)</i></p>

<p><b>2.F.3.f:</b> Systemic and environmental factors that affect human development, functioning, and behavior</p> <p><b>2.F.2.g:</b> The impact of spiritual beliefs on clients' and counselors' worldviews</p> <p><b>2.F.2.h:</b> Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p>	<p><b>1).</b> Thorough investigation of multicultural application of a lifespan theory in the final paper.</p> <p><b>2).</b> Thorough exploration of personal experiences and reflections in weekly journal.</p> <p><b>3):</b> Thorough exploration of potential indications and contraindications of lifespan theories for diverse client populations in weekly journals.</p>	<p>Students will recognize and understand the systemic and environmental factors that affect human development, functioning, and behavior and apply their understanding of human growth and development theories in culturally appropriate ways to improve client understanding, well--being, and enhance resiliency from a multicultural and social justice framework.</p> <p>Students will also articulate the intersections between human development and a social justice perspective.</p>	<p>Evaluate the role that lifespan events and life transitions play in the lives of individuals and their families at each level of development (micro/meso/macro) (2.F-3-f)</p> <p>Recognize one's spiritual belief and understand the impact on counselor's and client's worldview (2.F.2.g)</p> <p>Have awareness and strategies for eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2.F.2.h)</p>	<p><b>D:</b> <i>Journals/Final Paper</i></p> <p><b>I:</b> <i>Case Studies/Oral Presentation/Cultural Chapter Readings</i></p> <p><b>A:</b> <i>Wellness Assignment (Journals, Wellness Plan, and Wellness Activity)</i></p>
<p><b>2.F.3.g:</b> Effects of crisis, disasters, and trauma on diverse individuals across the lifespan</p>	<p><b>1).</b> Thorough investigation of crisis, disasters, and trauma on diverse individuals across the lifespan expressed in the readings and documented in the final paper.</p> <p><b>2.)</b> Thorough exploration of personal experiences and reflections in weekly journal.</p>	<p>Students will understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.</p>	<p>Delineate systemic and environmental factors that affect human development, functioning, and behavior as well as understanding effects of trauma on diverse individuals (2.F.3.g)</p>	<p><b>D:</b> <i>Chapter Review and Presentation</i></p> <p><b>I:</b> <i>Journal articles and reflections</i></p> <p><b>A:</b> <i>Final Paper</i></p>
<p><b>2.F.3.h:</b> A general framework for understanding differing abilities and strategies for differentiated interventions</p> <p><b>2.F.2.b, c:</b> Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy and multicultural counseling competencies</p>	<p><b>1).</b> Through active participation in classroom discussions, demonstrating master's level understanding of course readings and materials.</p> <p><b>2).</b> Through engaging in scholarly research and presenting this to peers.</p>	<p>Students will develop a general framework for understanding differing abilities and strategies for differentiated interventions.</p> <p>Students will understand theories and models of multicultural counseling, multicultural competence, cultural identity development, and social justice and advocacy and how it applies to human growth and development across the lifespan.</p>	<p>To understand the implementation of differentiated Interventions and why they are used (2.F.3.h)</p>	<p><b>D:</b> <i>Journals/Final Paper</i></p> <p><b>I:</b> <i>Class interaction and case studies, multicultural text readings.</i></p> <p><b>A:</b> <i>Research Presentation and Oral Presentation</i></p>

<p><b>2.F.3.i:</b> Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.</p>	<p><b>1).</b> Through critically evaluating ethical and legal issues that relate to lifespan development.</p> <p><b>2).</b> Engaging in ethical and culturally relevant strategies that promote resilience and optimum wellness across the lifespan</p>	<p>Students will express and demonstrate increased self-awareness of the developmental processes relevant to your own life and personal development, including self-care needs in order to counsel clients ethically and with multicultural competency.</p>	<p>To understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (F-3-i)</p>	<p><b>D:</b> <i>Journals/Final Paper</i></p> <p><b>I:</b> <i>Case Studies/Research Presentation</i></p> <p><b>A:</b> <i>Wellness Assignment (Journals, Wellness Plan, and Wellness Activity)</i></p>
<p><b>F-1i:</b> To learn self-care strategies appropriate to the counselor role.</p>	<p>1). Through engaging in a weekly journal ritual and learning how to implement specific coping tools.</p> <p>2). Understand the reasoning behind self-care strategies and which one's have positive outcomes.</p>	<p>Students will write a weekly journal and reflect on their progress and insight.</p>	<p>To understand and implement self-care strategies appropriate to the counselor role, in order to aid compassion fatigue. Encourage culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (F-3-i)</p>	<p><b>D:</b> <i>Wellness Journals</i></p> <p><b>I:</b> <i>Wellness Activity</i></p> <p><b>A:</b> <i>Wellness Plan</i></p>
<p><b>8-a-1:</b> Critique current research in the field of human growth and development.</p>	<p><b>1).</b> By engaging in a thorough research project on a lifespan development stage and supporting findings with published research.</p>	<p>Students will plan, research, and present a human growth and development stage with culture as a theme, in an oral presentation.</p>	<p>To understand, implement, and critique current research in the field of human growth and development. (8.a.1.)</p>	<p><b>D:</b> <i>Group Research Project</i></p> <p><b>I:</b> <i>Final Paper</i></p> <p><b>A:</b> <i>Oral Research Presentation</i></p>

**Required Textbook's**

<p><b>REQUIRED:</b> Broderick, P (2019) <i>The life span: human development for helping professionals, 5<sup>th</sup> ed.</i> Boston: Pearson.</p>	<p><b>ISBN 13:</b> 978-0-13-522776-3 <b>ISBN 10:</b> 0-13-522776-3</p>
<p><b>REQUIRED:</b> Gardiner, H. W. (2017). <i>Lives across cultures: Cross-cultural human development</i> (6th ed.). Boston: Pearson Education.</p>	<p><b>ISBN-13:</b> 978-0134629445 <b>ISBN-10:</b> 0134629442</p>

**Supplemental Reading's**

<p><b>FURTHER READING:</b> Barrett, L. (2018). <i>How emotions are made.</i> Houghton Mifflin Harcourt. Boston: MA</p>	<p><b>ISBN-10:</b> 9781328915436 <b>ISBN-13:</b> 978-1328915436</p>
--	---

<b>FURTHER READING:</b> Hickok, G. (2014) <i>The myth of mirror neurons: The real neuroscience of communication and cognition</i> . W. W. Norton & Company: New York: NY	<b>ISBN-13:</b> 978-0393089615 <b>ISBN-10:</b> 0393089614
*Other required readings (articles, chapters, etc.) will be posted on Sakai on a weekly basis.	

**Learning Experiences** (FILL IN YOUR TEACHING STYLE/PHILOSOPHY HERE)

**Andragogical Design:** This course is a mix of didactic and experiential learning using asynchronous and synchronous learning. Students will learn via lecture, reading, discussion, demonstration and practice. Much of the class time will be involved with experiential and self-reflective activities, including group and dyadic discussion.

The instructor of this course calls upon andragogy (Malcolm Knowles), a theory of adult learning, to inform their approach to teaching. They employ andragogy and its six assumptions (the learners' self-concept, the role of experience, readiness to learn, orientation to learning, motivation, and the need to know) as a guiding framework for the selection and development of instructional tools, thus creating an individualized learning experience for adult learners. Andragogy makes the following assumptions about the design of learning: (1) Adults need to know why they need to learn something (2) Adults need to learn experientially, (3) Adults approach learning as problem-solving, and (4) Adults learn best when the topic is of immediate value.

In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role-playing, simulations, and self-evaluation are most useful. Instructors adopt a role of facilitator or resource rather than lecturer or grader (Knowles, 1984). Because of the experiential learning inherent in this course, the instructor uses an emergent design process, which means that the instructor may change the design of the course depending upon group and class development needs. The instructor will discuss this process with student participants.

Finally, due to the nature of this work, it is particularly important that we establish an atmosphere of safety and trust. The extent of personal disclosure is at the discretion of each student (be your own gate-keeper), and personal boundaries are honored; at the same time, engagement with personal aspects of your family of origin and lifespan experiences are considered an essential part of the learning in this class, and within the framework of confidentiality, sharing of experience is considered a valuable contribution to the learning process.

**Course Requirements:** To obtain credit for this course, all students must meet minimum attendance, scholarship, and competency standards. The specific course criteria and assessment standards for obtaining credit and competency are delineated below.

**Attendance:** Each student is expected to be on time and attend all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the minimum standard of attendance (90%), it is the student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work or credit will be granted in those cases where 80% or more of the class meeting time has been missed.

**Completion and Timeliness of Work:** Students are expected to complete their work by the due date, unless prior arrangements have been made with the instructor. All assignments should be completed thoroughly, addressing each prompt or element of the assignment. Participation in in-class activities is considered an important component of the coursework.

**Scholarship:** All written papers must conform to APA writing standards of graduate-level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. Students will be permitted one opportunity to re-write a paper that fails to meet APA scholarship standards. **No rewritten final papers will be accepted beyond the end of the eleventh week of the quarter.**

**Final Assessment:** All students will receive a final assessment of their overall competency for this course based on a mastery model of accomplishment—on student’s ability to demonstrate an increased capacity to understand and apply the learning material as they progress through this course. Hence, as students demonstrate this progression, they will receive a level of competency attainment for the course that is commensurate with the quality of their final demonstration of learning. Refer to the Appendices and APA Writing Style Rubrics.

### **Assessment Criteria for CMHC Students**

In addition to the competencies specific to each course, CFT/CMHC students are also evaluated on 5 areas of **Professional Core Competencies (PCC)**, with subsidiary **Skill or Knowledge Domains (SKD)**, to be demonstrated in each course and throughout their graduate counseling or therapy experience with peers, faculty, clients, and colleagues. These Professional Core Competencies are:

**PCC – Professionalism and SKD – Professional:**

Adheres to the ethical guidelines of AAMFT/ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

**PCC - Reflective Practice and SKD – Perceptual:**

Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.

**PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:**

Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations, which require flexibility in thinking and creative solutions.

**PCC - Diversity and Social Justice and SKD – Executive:**

Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in micro-aggressions. Micro-aggressions for these purposes are defined as;



subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally

**PCC - Written Communication and SKD – Conceptual/Evaluative:**

Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master’s level technical writing skills and APA style. Does not engage in plagiarism of any type.

**Competency Attainment Levels**

All students are expected to demonstrate *Required Competency* in order to receive credit for the course.

The levels of competence that will be assessed for this course are as follows:

1. **Below Competency (BC)** – demonstrates an insufficient understanding of modern and postmodern theories and practice of counseling by failing to meet *Required Competency*. See Appendix A for rubrics.
2. **Required Competency (RC)** – demonstrates a proficient understanding of modern and postmodern theory and practice of counseling by meeting all requirements for each assignment. See Appendix A for rubrics.
3. **Intermediate Competency (IC)** – demonstrates strong understanding of modern and postmodern theory and practice of counseling and applies critical analysis on all assignments. See Appendix A for rubrics.
4. **The level of Advanced Competency** – granted only to students in internship.

**Counselor Competency & Fitness**

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, Section F.5.b. states, that “students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

Section F.8.d. states Addressing Personal Concerns Counselor that “educators may require students to address any personal concerns that have the potential to affect professional competency.” Further, Section F.9.b. states “Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

In this course, you are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

- Reading assignments with due dates
- Assignments (papers, projects, exams, presentations) with due dates

### **Antioch University Policies**

In addition to the above Course Requirements, Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. Student policies are available on the AUS website under Resources/Student Policies:

<https://www.antioch.edu/seattle/resources/students/student-policies/>

#### **Specific attention should be given to the following:**

**Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes. See specific course requirements above.

**Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.

**Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.

**Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

**Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students. Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

### **Audio- or Video-recording of Classes**

This course includes recordings of class sessions for educational and academic purposes. The recordings will

be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Questions about policies may be directed to Shana Hormann, Dean of Students, [shormann@antioch.edu](mailto:shormann@antioch.edu) or 206.268.4714.

### **Library Services and Research Support**

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or [bstuart@antioch.edu](mailto:bstuart@antioch.edu).

### **Writing Support at Antioch University**

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

**Academic Support Lab (room 323 Library/CTL):** The ASL offers *free* peer-based writing consultations through appointments (schedule directly on line at <https://antiochctl.mywconline>, call: 268-4416 or email: [asl.aus@antioch.edu](mailto:asl.aus@antioch.edu)) and drop in hours as well as workshops and resources for successful writing at AUS. ASL tutors are graduate assistant students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check their website for future workshops on topics related to academic writing.

**The Virtual Writing Center (VWC):** The VWC is located on the AU Drive at [antioch.edu/vwc](http://antioch.edu/vwc) and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing [vwc@antioch.edu](mailto:vwc@antioch.edu).

### **The Writers' Exchange (WEX): fee-based writing support**

The **Writers' Exchange** (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at [wex.antioch.edu](http://wex.antioch.edu).

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

### **Reasonable Accommodation of Students with Disabilities**

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

Students in need of accommodation should contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4151 or [dss.aus@antioch.edu](mailto:dss.aus@antioch.edu) to request reasonable accommodations.

Students are responsible for requesting their faculty members acknowledge an electronic Letter of Accommodation from the DSS office as soon as possible in the quarter. In cases that the disability accommodation of extended time on assignments is granted, each assignment must be discussed and specific due dates agreed upon in advance between student and faculty.

### **ASSIGNMENTS**

#### **1. Wellness Assignment:**

You will write one wellness plan (**3-5 pages**) and keep a weekly journal for five weeks (**5x2-3 pages**) to monitor your wellness and self-care for the rest of the quarter. Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. The 2014 American Counseling Association *Code of Ethics*, in Section C.2.g, states in part, "Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired." Maintaining a holistic lifestyle when working through life struggles for both yourself and your clientele is not only a reminder of the difficulty associated with personal change, but illustrates the importance of wellness when promoting the same for others. Understanding your own personal developmental milestones and lifespan development is imperative to your success as a clinician.

Take detailed notes after lectures and dyad/discussions in order to write a weekly journal reflection (for five weeks) that is based on your own personal wellness. Your musings will be written up (**2-3 pages**) and presented to the class in varying forms on a weekly basis. **APA NECESSARY!**

**This assignment has three parts:**

- a. Wellness Plan: Write a **3-5 page** wellness plan to reflect on your wellness and your self-care plan for this quarter. (\***Due: Week 3**, upload to Sakai Dropbox, and you will share briefly about your plan with the class) **10-15 minutes. Handout would be helpful for your own notes/presentation.**
- b. Wellness Activity: You will bring one wellness activity (**5-10 minutes**) to the class to help your peers learn about self-care and wellness. (\***Due: Assigned schedule-Instructor will assign a slot**)
- c. Wellness Journal Entry: You will write a (**2-3 page**) wellness journal every week, for **five weeks (Weeks: 2, 4, 6, 8, 10)**. The purpose of the journal is to help you monitor your progress of self-care and to incorporate what you have learned from the class (reading materials, class discussion, activities, journal questions).

#### **2. Developmental Reflection Paper**

You will write an 8-10 page reflection paper (APA format, not including title page and references). Utilize your learning from this class (readings, class activities, discussion) from week 1 to week 9 to write this paper.

- a. Choose a **period of your own lifespan development** (i.e. early childhood, middle childhood, adolescence, young adulthood, emerging adulthood, middle adulthood, late adulthood etc.) and address **significant issues and life events** that occurred within bio-psychosocial and development. If there are addictive patterns/tendencies within your family of origin, please speak to that family pattern.
- b. Utilizing one or a blend of developmental theories (Piaget/Vygotsky/Erikson/Bowlby/Ainsworth etc.) presented in your reading (or not mentioned), the paper will present theoretical context specifically related to this period of personal development.
- c. Culture is a broad concept. **Identify ONLY ONE idea, belief, OR value (one of these cultural themes)** that you learned as an individual that came from:
  - the culture of your family
  - one that came from the culture of your community or neighborhood
  - one that came from your broader cultural or ethnic background
  - one that came from your religious culture.

**\*Developmental Reflection Paper Due: Week 9 UPLOAD TO SAKAI DROPBOX**

All reflection papers are due ELECTRONICALLY into your Sakai Dropbox (paper versions will NOT be accepted).

### **3. A: Group Research Project-Part 1:**

Participate in a small group (**approximately 3 students**) research project. Each group will select a lifespan development stage, chosen together with the Instructor (**early childhood, adolescence etc.**) and a developmental issue (**e.g., Cultural, developmental, socio-emotional, etc.**), researching relevant developmental, social and clinical issues. Research must identify/contextualize issue using one relevant theory on prevention and wellness and include interventions based on those theories. No two groups will research the same issue. This will be discussed in class, ahead of time (**think about this assignment during week 1-6 and discuss in class, then groups will be assigned by the instructor to begin research During week 6**). Selections of topic will be made on a first come, first served basis.

**DUE: Please notify instructor of your choice by email no later than in Week 6's class. Instructor's choice is final.**

### **3. B: Group Research Project-Part 2:**

Each group will make a 45-60-minute (**TBC**) oral presentation to the class summarizing their research findings (see part 1). Each member of the group will participate in a portion of the presentation. (a minimum of 20 minutes per person). Your presentation must address: 1) The implications of your learning for your work as a counselor, including your thoughts and feelings, what you learned about yourself and how you will integrate this learning into your personal life and professional work. 2) Additionally, the presentation should address the possibilities/challenges of working with this lifespan development stage/developmental issue, suggested interventions, and potential treatment outcomes, including cultural considerations. **DUE: These presentations will be scheduled for the last two weeks of classes – Week's 9&10. Instructor will decide on order of presentation.**

#### **4. Chapter Group Cultural Presentations (2-4)**

Students will be assigned in groups of approximately 2-4 (**Weeks 2 through 8**) and will break down the readings for that specific week and present the information in a cohesive manner to your peers. Complete a chapter presentation with curiosity, flexibility, and an openness, to the material. Make sure the overall presentation demonstrates interpersonal learning, clinical insight/perspective, self-awareness, self-compassion, and professional depth. Identify strengths and challenges in the text (multi-cultural awareness and competency).

**The Instructor will support students in the facilitation of the group discussion after the 20-30 minute presentation.**

- **Chapter Group #1 (Cultural Group) 1 through 4 (Gardiner, 2017)**
- **Chapter Group #2 (Early Childhood) Chapter's 1 through 5 (Broderick, 2019)**
- **Chapter Group #3 (Middle Childhood) Chapter 6/7/& 8 (Broderick, 2019)**
- **Chapter Group #4 (Adolescence) Chapter 9&10 - (Broderick, 2019) AND Chapter 5&6 – (Gardiner, 2017)**
- **Chapter Group #5 (Young Adulthood & Emerging Adulthood) Chapter 11&12 (Broderick, 2019) AND Chapter 7&8 – (Gardiner, 2017)**
- **Chapter Group #6 (Middle Adulthood) Chapter 13&14 - (Broderick, 2019) AND Chapter 9 – (Gardiner, 2017)**
- **Chapter Group #7 (Late Adulthood Moving Towards End of Life) Chapter 15 - (Broderick, 2019) AND Chapter 10 – (Gardiner, 2017)**

#### **COURSE SCHEDULE**

- 1) **The schedule assignments and course content are subject to change at the discretion of the faculty**

member(s).

2)

<u>Week/Date</u>	<u>Due</u>	<u>Class Session</u>	<u>Readings/Homework</u>
<u>Week 1</u> <b>DATE</b>		<u>Topic: Introduction to Cross-Cultural Human Lifespan Development.</u> <ul style="list-style-type: none"> <li>• <u>Introductions –dyads/experiential</u></li> <li>• <u>Discussion of Syllabus/Course</u></li> <li>• <u>Expectations/Course Assignments</u></li> <li>• <u>Wellness Expectations</u></li> </ul>	Readings due:  Chapter 1&2 (Broderick, 2019) Chapter 1 (Gardiner, 2017)  Read Syllabus  Check Sakai’s Weekly Resources Folder
<u>Week 2</u> <b>DATE</b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Journal Log Entry Due</li> <li>• Wellness Activity-Leah</li> <li>• Chapter Group #1 (Cultural Group-Gardiner Text)</li> </ul>	<u>Topic: The Early Years</u> <ul style="list-style-type: none"> <li>• <u>Readings discussion: dyads/group</u></li> <li>• <u>PowerPoint/lecture/video clip</u></li> <li>• <u>Babies Discussion/small groups/post online/Sakai</u></li> <li>• <u>Case Study: Chapter 1 and/or 2</u></li> </ul>	Readings due:  Chapter 2,3&4 (Gardiner, 2017)  Check Sakai’s Weekly Resources “In Class Resources” Folder for in class materials needed.
<u>Week 3</u> <b>DATE</b>	<ul style="list-style-type: none"> <li>• Wellness Plan’s Due</li> <li>• Wellness Activity-Leah</li> <li>• Chapter Group #2 (Early Childhood)</li> </ul>	<u>Topic: Early Years Continued</u> <ul style="list-style-type: none"> <li>• <u>Readings discussion: dyads/group</u></li> <li>• <u>PowerPoint/lecture/video clip</u></li> <li>• <u>Case Study: Early Childhood</u></li> </ul>	Readings due:  Chapter 3,4,& 5 (Broderick, 2019)  Check Sakai’s Weekly Resources “In Class Resources” Folder for in class materials needed.
<u>Week 4</u> <b>DATE</b>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Journal Log Entry Due</li> <li>• Wellness Activity Begins (3 per week)</li> <li>• Chapter Group #3 (Middle Childhood)</li> </ul>	<u>Topic: Middle Childhood</u> <ul style="list-style-type: none"> <li>• <u>Readings discussion: dyads/group</u></li> <li>• <u>PowerPoint/lecture/video clip</u></li> <li>• <u>Case Study: Middle Childhood</u></li> </ul>	Readings due:  Chapter 6/7/&8 (Broderick, 2019)  Check Sakai’s Weekly Resources “In Class Resources” Folder for in class materials needed.

<p><u>Week 5</u></p> <p><b>DATE</b></p>	<ul style="list-style-type: none"> <li>Wellness Activity</li> <li>Chapter Group #4 (Adolescence)</li> </ul> <p><i><u>Mid-Quarter Evaluations Due</u></i></p>	<p><u>Topic: Adolescence</u></p> <ul style="list-style-type: none"> <li><u>Readings discussion: dyads/group</u></li> <li><u>PowerPoint/lecture/video clip</u></li> <li><u>Case Study: Adolescence</u></li> <li><u>Guest Speaker: Jake Sapp “Building Awareness: “Neurocounseling and Brain Injuries”</u></li> </ul>	<p>Readings due:</p> <p>Chapter 9&amp;10 - (Broderick, 2019)</p> <p>Chapter 5&amp;6 – (Gardiner, 2017)</p> <p>Check Sakai’s Weekly Resources “In Class Resources” Folder for in class materials needed.</p>
<p><u>Week 6</u></p> <p><b>DATE</b></p>	<ul style="list-style-type: none"> <li>3<sup>rd</sup> Journal Log Entry Due</li> <li>Wellness Activity</li> <li>Chapter Group #5 (Young Adulthood &amp; Emerging Adulthood)</li> </ul> <p><i><u>Group Research Project Final Topic Due to Instructor via E-mail</u></i></p>	<p><u>Topic: Young Adulthood &amp; Emerging Adulthood</u></p> <ul style="list-style-type: none"> <li><u>Readings discussion: dyads/group</u></li> <li><u>PowerPoint/lecture/video clip</u></li> <li><u>Case Study: Emerging Adulthood/Young Adulthood</u></li> </ul>	<p>Readings due:</p> <p>Chapter 11&amp;12 (Broderick, 2019)</p> <p>Chapter 7&amp;8 – (Gardiner, 2017)</p> <p>Check Sakai’s Weekly Resources “In Class Resources” Folder for in class materials needed.</p>
<p><u>Week 7</u></p> <p><b>DATE</b></p>	<ul style="list-style-type: none"> <li>Wellness Activity</li> <li>Chapter Group #6 (Middle Adulthood)</li> </ul>	<p><u>Topic: Middle Adulthood</u></p> <ul style="list-style-type: none"> <li><u>Readings discussion: dyads/group</u></li> <li><u>PowerPoint/lecture/video clip</u></li> <li><u>Case Study: Middle Adulthood</u></li> </ul>	<p>Readings due:</p> <p>Chapter 13&amp;14 - (Broderick, 2019)</p> <p>Chapter 9 – (Gardiner, 2017)</p> <p>Check Sakai’s Weekly Resources “In Class Resources” Folder for in class materials needed.</p>
<p><u>Week 8</u></p> <p><b>DATE</b></p>	<ul style="list-style-type: none"> <li>4<sup>th</sup> Journal Log Entry Due</li> <li>Wellness Activity</li> <li>Chapter Group #7(Late Adulthood Moving Towards End of Life)</li> </ul>	<p><u>Topic: Topic: Late Adulthood Moving Towards End of Life</u></p> <ul style="list-style-type: none"> <li><u>Readings discussion: dyads/group</u></li> <li><u>PowerPoint/lecture/video clip</u></li> <li><u>Case Study: Late Adulthood/End of Life</u></li> </ul>	<p>Readings due:</p> <p>Chapter 15 - (Broderick, 2019) Chapter 10 – (Gardiner, 2017)</p> <p>Check Sakai’s Weekly Resources “In Class Resources” Folder for in class materials needed.</p>



<u>Week 9</u> <b>DATE</b>	<u>Developmental Reflection Paper Due</u>	<u>Group Oral Presentations Week 1</u>	Group PPX's will be uploaded to this week's resource file for your future reference.  Check Sakai's Weekly Resources "In Class Resources" Folder for in class materials needed.
<u>Week 10</u> <b>DATE</b>	<u>End of Quarter Evaluations Due</u> <u>5<sup>th</sup> and Final Journal Log Entry Due</u>	<u>Group Oral Presentations Week 2</u>	Group PPX's will be uploaded to this week's resource file for your future reference.  Check Sakai's Weekly Resources "In Class Resources" Folder for in class materials needed.
<u>Week 11</u> <b>DATE</b>	<u>RESERVE DATE</u>		
<b>**WEEK 11is RESERVED IN CASE OF UNFORESEEN CIRCUMSTANCES</b> <b>This syllabus is subject to change in extenuating circumstances and at Instructor's Discretion</b>			

### Audio- or Video-recording of Classes

- Audio- or Video-recording of Classes  
Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

### Evaluation Procedures

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.

3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.

4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

## University Policies

- Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: [http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)

Questions about policies may be directed to Jane Harmon Jacobs, Academic Dean, [Jharmonjacobs@antioch.edu](mailto:Jharmonjacobs@antioch.edu) or 206.268.4714.

## Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or [dss.aus@antioch.edu](mailto:dss.aus@antioch.edu).

## Library Services and Research Support

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or [bstuart@antioch.edu](mailto:bstuart@antioch.edu).

## Writing Support at Antioch University

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

**Writing Lab (room 323 Library/CTL):** The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <https://antiochctl.mywconline>; call 206-268-4416; or email [writinglab.aus@antioch.edu](mailto:writinglab.aus@antioch.edu)) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their [website](#) for future workshops on topics related to academic writing.

**The Virtual Writing Center (VWC):** The VWC is located at [antioch.edu/vwc](http://antioch.edu/vwc) and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations

with peer e-tutors may also be arranged by emailing [vwc@antioch.edu](mailto:vwc@antioch.edu).

**The Writers' Exchange (WEX): fee-based writing support**

The [Writers' Exchange](#) (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at [wex.antioch.edu](http://wex.antioch.edu).

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

## Appendix A

### GUIDELINES FOR FEEDBACK

*(Modified with Wood, 2017)*

Feedback is information that flows between people that has to do with their interaction in the here and now. Effective feedback is information that:

1. Can be heard by the receiver (as evidenced by the fact that s/he does not get hurt, defensive, etc.).
2. Keeps the relationship intact, open, and healthy (though not devoid of conflict and pain).
3. Validated the feedback process in future interaction (rather than avoiding it because “last time it hurt”).

#### Giving Feedback

Effective Feedback	Ineffective Feedback
Comes as soon as possible after the behavior.	Is delayed, saved up or dumped.
Refers to behavior the receiver can do something about.	Refers to behaviors over which the receiver has little or no control. “Your southern accent is very annoying.”
Direct, objective, from sender to receiver.	Indirect; ricocheted (“Tom, how do you feel when Jim cracks his knuckles in session?”)
Describes the behavior specifically: “I observed your voice is louder when you were telling the client...”	Uses judgmental statements: “You were being rude to the client.”
Uses “I” messages – the sender takes responsibility for his or her own thoughts, feelings, and reactions. “I think,” “I observed...”	“Ownership” is transferred to “people,” “everybody,” “we,” etc: “Everybody thinks you ask too many closed questions in session.”
Recognizes that this is a “process,” that an interaction between the sender and receiver can occur at any moment.	No recognition of the need to process the feedback.
Be sensitive with cultural dynamic between sender and receiver and be curious in addressing your cultural awareness. “I wonder if that was influenced by cultural difference...,” “I am curious how your culture perceive ...”	Ignore cultural dynamic between sender/receiver or counselor/client.

## Receiving Feedback

Effectively Receiving Feedback	Ineffectively Receiving Feedback
<b>Open:</b> listens without frequent interruption or objections.	<b>Defensive:</b> defends personal action, frequently objects to feedback given.
<b>Responsive:</b> willing to hear what's being said without turning the table.	<b>Attacking:</b> verbally attacks the feedback giver and turns the table.
<b>Accepting:</b> accepts the feedback, without denial.	<b>Denies:</b> refutes the accuracy or fairness of the feedback.
<b>Respectful:</b> recognized the value of what is being said and the speaker's right to say it.	<b>Disrespectful:</b> devalue the speaker, what the speaker is saying, or the speaker's right to give feedback.
<b>Engaged:</b> interacts appropriately with the speaker, asking for clarification when needed.	<b>Closed:</b> ignores the feedback, listening blankly without interest.
<b>Active listening:</b> listens carefully and tries to understand the meaning of the feedback.	<b>Inactive listening:</b> makes no attempt to "hear" or understand the meaning of the feedback.
<b>Thoughtful:</b> tries to understand the personal behavior that has led to the feedback.	<b>Rationalization:</b> finds explanations for the feedback that dissolve any personal responsibility.
<b>Interested:</b> is genuinely interested in getting feedback.	<b>Patronizing:</b> listens but shows no real interest.
<b>Sincere:</b> genuinely wants to make personal changes if appropriate.	<b>Superficial:</b> listens and agrees. But gives the impression that the feedback will have little actual effect.
<b>Appreciate:</b> willing to consider multiple perspectives.	<b>Dismiss:</b> ignore or unwilling to consider multiple perspective.

## Appendix B

### 1. Wellness Assignment:

You will write one wellness plan (**3-5 pages**) and keep a weekly journal for five weeks (**5x2-3 pages**) to monitor your wellness and self-care for the rest of the quarter. Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. The 2014 American Counseling Association *Code of Ethics*, in Section C.2.g, states in part, "Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired." Maintaining a holistic lifestyle when working through life struggles for both yourself and your clientele is not only a reminder of the difficulty associated with personal change, but illustrates the importance of wellness when promoting the same for others. Understanding your own personal developmental milestones and lifespan development is imperative to your success as a clinician.

Take detailed notes after lectures and dyad/discussions in order to write a weekly journal reflection (for five weeks) that is based on your own personal wellness. Your musings will be written up (**2-3 pages**) and presented to the class in varying forms on a weekly basis. **APA NECESSARY!**

#### This assignment has three parts:

**a. Wellness Plan:** Write a **3-5 page** wellness plan to reflect on your wellness and your self-care plan for this quarter. (\***Due: Week 3**, upload to Sakai Dropbox, and you will share briefly about your plan with the class) **10-15 minutes. Handout would be helpful for your own notes/presentation.**

**b. Wellness Activity:** You will bring one wellness activity (**5-10 minutes**) to the class to help your peers learn about self-care and wellness. (\***Due: Assigned schedule-Instructor will assign a slot**)

**c. Wellness Journal Entry:** You will write a (**2-3 page**) wellness journal every week, for **five weeks (Weeks: 2, 4, 6, 8, 10)**. The purpose of the journal is to help you monitor your progress of self-care and to incorporate what you have learned from the class (reading materials, class discussion, activities, journal questions).

## Appendix C

### **2. Developmental Reflection Paper**

You will write an 8-10 page reflection paper (APA format, not including title page and references). Utilize your learning from this class (readings, class activities, discussion) from week 1 to week 9 to write this paper.

- d. Choose a **period of your own lifespan development** (i.e. early childhood, middle childhood, adolescence, young adulthood, emerging adulthood, middle adulthood, late adulthood etc.) and address **significant issues and life events** that occurred within bio-psychosocial and development. If there are addictive patterns/tendencies within your family of origin, please speak to that family pattern.
- e. Utilizing one or a blend of developmental theories (Piaget/Vygotsky/Erikson/Bowlby/Ainsworth etc.) presented in your reading (or not mentioned), the paper will present theoretical context specifically related to this period of personal development.
- f. Culture is a broad concept. **Identify ONLY ONE idea, belief, OR value (one of these cultural themes)** that you learned as an individual that came from:
  - the culture of your family
  - one that came from the culture of your community or neighborhood
  - one that came from your broader cultural or ethnic background
  - one that came from your religious culture.

**\*Developmental Reflection Paper Due: Week 9 UPLOAD TO SAKAI DROPBOX**

All reflection papers are due ELECTRONICALLY into your Sakai Dropbox (paper versions will NOT be accepted).



## Appendix D

### **3. A: Group Research Project-Part 1:**

Participate in a small group (**approximately 3 students**) research project. Each group will select a lifespan development stage, chosen together with the Instructor (**early childhood, adolescence etc.**) and a developmental issue (**e.g., Cultural, developmental, socio-emotional, etc.**), researching relevant developmental, social and clinical issues. Research must identify/contextualize issue using one relevant theory on prevention and wellness and include interventions based on those theories. No two groups will research the same issue. This will be discussed in class, ahead of time (**think about this assignment during week 1-6 and discuss in class, then groups will be assigned by the instructor to begin research During week 6**). Selections of topic will be made on a first come, first served basis.

**DUE: Please notify instructor of your choice by email no later than in Week 6's class. Instructor's choice is final.**

### **3. B: Group Research Project-Part 2:**

Each group will make a 45-60-minute (**TBC**) oral presentation to the class summarizing their research findings (see part 1). Each member of the group will participate in a portion of the presentation. (a minimum of 20 minutes per person). Your presentation must address: 1) The implications of your learning for your work as a counselor, including your thoughts and feelings, what you learned about yourself and how you will integrate this learning into your personal life and professional work. 2) Additionally, the presentation should address the possibilities/challenges of working with this lifespan development stage/developmental issue, suggested interventions, and potential treatment outcomes, including cultural considerations. **DUE: These presentations will be scheduled for the last two weeks of classes – Week's 9&10. Instructor will decide on order of presentation.**

---

## Appendix E

#### **4. Chapter Group Cultural Presentations (2-4)**

Students will be assigned in groups of approximately 2-4 (**Weeks 2 through 8**) and will break down the readings for that specific week and present the information in a cohesive manner to your peers. Complete a chapter presentation with curiosity, flexibility, and an openness, to the material. Make sure the overall presentation demonstrates interpersonal learning, clinical insight/perspective, self-awareness, self-compassion, and professional depth. Identify strengths and challenges in the text (multi-cultural awareness and competency).

**The Instructor will support students in the facilitation of the group discussion after the 20-30 minute presentation.**

- **Chapter Group #1 (Cultural Group) 1 through 4 (Gardiner, 2017)**
- **Chapter Group #2 (Early Childhood) Chapter's 1 through 5 (Broderick, 2019)**
- **Chapter Group #3 (Middle Childhood) Chapter 6/7/& 8 (Broderick, 2019)**
- **Chapter Group #4 (Adolescence) Chapter 9&10 - (Broderick, 2019) AND Chapter 5&6 – (Gardiner, 2017)**
- **Chapter Group #5 (Young Adulthood & Emerging Adulthood) Chapter 11&12 (Broderick, 2019) AND Chapter 7&8 – (Gardiner, 2017)**
- **Chapter Group #6 (Middle Adulthood) Chapter 13&14 - (Broderick, 2019) AND Chapter 9 – (Gardiner, 2017)**
- **Chapter Group #7 (Late Adulthood Moving Towards End of Life) Chapter 15 - (Broderick, 2019) AND Chapter 10 – (Gardiner, 2017)**

**Assignments Rubric:**

	INTERMEDIATE COMPETENCY	REQUIRED COMPETENCY	BELOW COMPETENCY
<b>Wellness Assignment</b>	Addresses all aspects of the assignment; each prompt and/or question/s are responded to with complete, thoughtful reflections. Integrates reading/learning/citations into journal reflections. Presents wellness activity in a thoughtful and planned manner. Provides a handout for peers/wellness activity. APA style is followed.	Addresses all aspects of the assignment; each prompt and/or question/s are responded to. Completes journal reflections but does not integrate learning from readings/citations. Does not provide a handout for wellness activity. APA style is followed.	Some prompts or questions are not addressed. APA is not followed. Lack of reflection and integration of learning.
<b>Developmental Final Paper</b>	Addresses all aspects of the assignment; each prompt or question are responded to with complete, thoughtful reflections. Main ideas are clear and well developed. Paper has minimal APA errors, demonstrating exemplary graduate level knowledge of APA guidelines. 8-10 pages. More than three recent, scholarly sources, beyond the textbook, are cited.	Addresses all aspects of the assignment; each prompt or question are responded to fully. Main ideas are developing. Paper has recurring APA errors, demonstrating developing graduate-level knowledge of APA guidelines. 8-10 pages. One to three scholarly sources.	Some prompts or questions are not addressed. Main ideas are unclear. Paper has extensive APA errors, demonstrating below graduate-level understanding of APA requirements. Less than 8 pages. No scholarly sources.
<b>Oral Presentation</b>	Addresses all aspects of the assignment; theory is well thought out and well researched. Main ideas are clear and well developed. Though process is well articulated and verbally presented. Intermediate level cited handout given to peers.	Addresses all aspects of the assignment; well thought out but more research needed. Main ideas are developing. Oral Presentation was adequate.	Some prompts or questions are not addressed. Research not appropriate. Main ideas are unclear in vernacular. Oral presentation was not at a graduate level standard. No handout given to peers.
<b>Research Presentation</b>	Addresses all aspects of the assignment; theory is well thought out and well researched. Main ideas are clear and well developed. Citations are used appropriately from books and journal articles.	Addresses all aspects of the assignment; well thought out but more research needed. Main ideas are developing.	Some prompts or questions are not addressed. Research not appropriate. Main ideas are unclear. No citations.

## Appendix G

Below Minimum Competency	Required Competency	Intermediate Competency	<b>Chapter Group Cultural Presentations</b>  <b>Weeks 2-8</b>
1	2	3	
			Completed a chapter presentation with curiosity, flexibility, and an openness to the material.
			Completed Cultural Chapter presentation with thorough notes (clearly shown through presentation of material). Stayed within the suggested 20-30 minutes <b>(not including the Instructor supported and student facilitated discussion)</b> .
			Identified strengths and challenges in the text (multi-cultural awareness and competency).
			Addressed the assignment description - Overall the presentation demonstrated interpersonal learning, clinical insight/perspective, self-awareness, self-compassion, and professional depth.

**Comments:**