

**FALL 2017**  
**CNS 748: Lifespan Development: Implications for Counseling**  
**Wake Forest University Department of Counseling**

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**Office Hours:** By appointment

**Time and Location:** Tuesdays 12:30 – 3:00, Carswell 205

**Course Content:**

This course provides an examination of major theories of human development, including those from physical, psychological, cognitive, social, and moral perspectives. Development is viewed across the human life span in each of these areas. The course is designed to encourage an integrated concept of these theoretical perspectives, which serves as a developmental framework for the counseling process.

**Course Objectives: Knowledge, Skills and Practices:**

After completion of this course the student will be able to

- Discuss theories of the life-span physiological, intellectual, emotional, attitudinal, and social development of human beings (2.F.3.a.b.c.e.f.h.)
- Provide a perspective on the changes and transitions that take place during an individual's life from birth to death (2.F.3.a.b.c.e.f.)
- Examine possible causes or sources of developmental change and reasons for disturbances in the developmental process including addiction and exceptionalities (2.F.3.c.d.e.f.g.)
- Consider the effects of crisis and trauma across the life span (2.F.3.c.g.)
- Investigate theories of resilience and wellness (2.F.3.h.i.)
- Demonstrate how different theoretical perspectives affect or determine research and applications that arise from them (2.F.3.a.b.c.h.)
- Apply objective techniques and skills for observing human behavior (2.F.3.f.h.)
- Discuss ways in which social, political, and cultural trends affect the individual (2.F.3.f.)
- Recognize the general similarities and differences within and among people of all ages, cultures, and backgrounds (2.F.3.f.h.)
- Apply implications from varying developmental models to the counseling process (2.F.3.h.i.)

**Methods of Instruction:**

Instructional methods in this course include, but are not limited to, lectures, discussions, case studies, videos, experiential activities, and other interactive activities.

**Required Text and Materials:**

- Berk, L. E. (2014). *Development through the life-span (6<sup>th</sup> ed.)*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Pearson's Virtual Child <http://www.myvirtualchild.com> (this may be a part of your text book purchase – if not it can be purchased separately)

**Additional Materials:**

- \*\*\*Additional articles and readings may be assigned throughout the course and will be made available electronically or distributed in class.

**Instructor Expectations****A. Email**

It is the instructor's intention to respond to emails as quickly as possible and within a reasonable time frame. However please be aware that emails received after 5PM Monday-Friday may not be opened until the next working day. Emails received on Saturday, Sunday, or a scheduled WFU break may not be opened until classes resume. Please don't hesitate to send emails at any time (if I am up working late I am happy to respond) but be aware that in an effort to have appropriate boundaries I am not tethered to email 24/7.

- B. Attendance, Preparation, and Participation:** As graduate students, your commitment to learning is manifested in regular class preparation, attendance, and active participation (i.e., appropriate, thoughtful, and meaningful contributions to class discussions). This requires that you come to class having completed the readings and assignments and taken time to consider the application of this knowledge to the counseling process and being willing to share and contribute to discussions.

To participate fully in class, **students must complete all assigned readings and assignments ahead of time** and bring textbooks and other assigned readings to each class meeting. Furthermore, you will need to bring your syllabus with you to class as it will be referenced as assignments are discussed. This class is collaborative and experiential; a place where knowledge is constructed. Your spirit of participation is a key to your success. The focus each week will be emergent based on the current needs of the class.

All course assignments are expected to be completed independently unless the instructor has specified that the assignment is appropriate for group work. If you have questions about an assignment please contact the instructor.

- C. Professionalism:** Due to the nature of this class, we may occasionally deal with personal and sensitive matters. Please remember that any personal information shared by a peer during class time is confidential and should be confined to class. Additionally, it is important that we respect differences in opinion. Furthermore, any information that is shared about clients is to remain confidential. Please do not provide any identifying (e.g., full names) client information when sharing your experiences and work with clients. It is possible to share all the information necessary for proper consultation and collaboration without jeopardizing confidentiality.

**Display of Professionalism:** Licensure as a Professional Counselor carries with it a great deal of responsibility. Whether a counselor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a counseling student's behavior in class is generally an indicator of his or her future behavior as a counselor. Thus, students are appraised based on professionalism displayed during class. Counseling students display professionalism, and build

competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one's ability to convey warmth, genuineness, respect, and empathy in interactions with classmates and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and express feelings appropriately. Part of the instructor's evaluation will be based on your display of professional disposition.

Side private conversations, cell-phone use, and arriving late for class are not acceptable professional behaviors. As a step toward creating healthy boundaries in your life and to demonstrate respect for others, please make sure that all **cellular phones are turned off or placed on silent** for the duration of class. Interruptions to the course from ringing or buzzing cell phones or text-messaging will negatively affect your class participation grade. Additionally, you are more than welcome to bring your **laptop** to class, however the instructor will notify you when and if it is appropriate to use in each class.

**Sometimes problems arise during the semester that can impact a student's ability to be successful in a course. If this happens to you please see the professor as soon as you know you are having problems with an assignment or if other issues may be impacting your ability to be successful in this course. Do not wait until the last minute to get help with an assignment or an issue that is impacting your success in the course or in the program.**

**D. Late Assignments:** You are responsible for turning in assignments on time as indicated by the syllabus. You may be asked to submit an electronic version of your assignment along with a hard copy. Assignments are due by the beginning of class on the date they are due. Otherwise, they are considered late. **Your grade will be reduced by 10% for each day an assignment is late.** Make-up work will not be permitted and no incompletes will be granted, except under exceptional circumstances and at the discretion of the professor. Please see me if you believe you have an exceptional circumstance as soon as any concerns arise.

**E. Disability Services:**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston, NC, 27109. Phone: 336-758-5929. Email: [lacenter@wfu.edu](mailto:lacenter@wfu.edu). Website: [lac.wfu.edu](http://lac.wfu.edu).

**F. Academic Policies and Honor Code:**

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. This policy may be accessed on the Graduate School website at: <http://graduate.wfu.edu/docs/academics/HonorCode.pdf>.

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

*The list that follows includes examples, although not all-inclusive, of academic dishonesty:*

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- **Plagiarism:** appropriating or passing off as one's work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

## **G. Other Academic Policies**

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation termination of enrolment, reinstatement, and student and faculty expectations, see the Wake Forest Student Handbook: <http://college.wfu.edu/counseling/forms/forms-for-current-students/>

## **H. Emergency Contingency Plan:**

If the University is closed for an emergency, students will be able and expected to keep up with their coursework as all documents will be made available online in a Sakai course website. It is suggested that all materials be downloaded. Student work can be submitted via the course website or via email. If Internet access is limited, work can be submitted via snail mail, and access to the instructor's home address and telephone numbers will be provided. If there is a continued need to cancel class, the due dates for assignments may be adjusted.

### Student Performance Evaluation Criteria

Learning Activity	Points	Percent of Grade	Applicable Grading Rubric
10 Quizzes (2.F.3.a-i)	250 pts. _	50%	Individual Quiz Rubrics
Virtual Child Assignments (4) (2.F.3.a-i)	80 pts. (20pts. each)	16%	Individual VC Rubrics Reflection Paper/Journal Rubric
VC Parenting Forums (2.F.3.a-i)	40 pts.	8%	See description below
Service Learning (2.F.2.a.c.f.g)	100 pts.	20%	See description below
Other Activities/Participation	30 pts.	6%	See description below

### Grading Scale

### Corresponding Points

A	93-100	462.5-500
A-	90-92	447.5-462.4
B+	87-89	432.5-447.4
B	83-86	412.5-432.4
B-	80-82	397.5-412.4
C+	77-79	382.5-397.4
C	70-76	347.5-382.4
F	0-69	0-347.4

### Quizzes:

You will take 10 short quizzes over the course of the semester. The quizzes will be multiple choice, possibly some short answer and will be taken in class. These are designed to help you digest smaller chunks of the vast material that will be covered. (25 pts. each)

### Virtual Child: (3a-i)

Throughout the first half of this course, you will work with Pearson's Virtual Child (<http://www.myvirtualchild.com>), a computer application that simulates the decisions that parents make while raising a child. Through your Virtual Child, you will witness first-hand how individuals move through the early stages of development, and be able to apply theoretical models to the "behaviors" that you witness. You will be expected to raise your virtual child in specified increments and complete 4 **Virtual Child Reports** answering questions about your child's development. You will be given a class code which will give me access to your account. I will check your accounts to assure that you are progressing through the program.

**VC Parenting Forums:** These forums will occur during class. You will need to come prepared to discuss your child through a certain age level. In small groups, you will have the opportunity to brag about some of your child's achievements and discuss problems that children or families are having (e.g., poor school performance, disobeying the parent, parental separation or divorce). You will have the opportunity to advise one another based on what you are learning in class.

**Virtual Child Reports:** These reports have clear point expectations embedded within. You are also expected to proof your reports for spelling and grammar correctness before submitting them. Points will be deducted for spelling and grammatical errors. (20 pts. each)

### **Service Learning Project:**

You will have the opportunity to interact and learn from members of the Winston-Salem community through service with an organization of your choosing. You may complete all your service learning at one organization or at different ones. Through service learning, it is my hope that you will observe the many developmental aspects that we will be talking about in class, but more than that, will develop real relationships and greater empathy for others. You will be required to participate in at least **3** times during the semester.

There are **3 main components** to the **Service Learning Project:**

1. **Physical Participation** – you are required to actively participate **at least 3 times** this semester. (45 pts. – 15 pts. per)
2. **Journal** – you are required to make **at least 4 journal entries:** 1 for each of the 3 required visits and 1 final entry tying your experience together. (40 pts. – 10 pts. per)
3. **In-Class Small Group Discussions/Activities** – you are required to participate fully and actively in these discussions and activities. (15 pts.)

### **Other Activities/Participation:**

Throughout the course, we will engage in various experiential activities. At times, you may be asked to bring in something connected to the content we are studying (journal article, newspaper or other media, personal item, etc.) You are expected to participate fully to the best of your ability.

**TENTATIVE Schedule of Classes and Assignments**

DATE	TOPIC	READING & ASSIGNMENTS
8/29	Introductions/Expectations/Syllabus	<ul style="list-style-type: none"> <li>• Have access to syllabus</li> </ul>
9/5	Theory & Foundations of Development <ul style="list-style-type: none"> <li>• Individual development</li> <li>• Family development</li> <li>• Transitions</li> <li>• Learning</li> <li>• Personality</li> </ul>	<ul style="list-style-type: none"> <li>• Berk 1 (pgs. 1-28), 2 (pgs. 59-75)</li> <li>• <b>Quiz #1</b> (Chs. 1 &amp; 2 – only the pgs. assigned)</li> </ul>
9/12	Prenatal, Birth, Newborn Infancy & Toddlerhood – Phys Dev <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul> Special Guest(s)	<ul style="list-style-type: none"> <li>• Berk 3 &amp; 4</li> <li>• <b>Quiz #2</b> (Chs. 3 &amp; 4)</li> </ul>
9/19	Infancy & Toddlerhood – Cognitive, Emotional & Social <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul> Special Guest(s): Amadea Woollacott & Dr. Jamie Crockett	<ul style="list-style-type: none"> <li>• Berk 5 &amp; 6</li> <li>• <b>Quiz #3</b> (Chs. 5 &amp; 6)</li> <li>• <b>VC #1 Due</b></li> </ul>
9/26	Early Childhood – Physical & Cognitive <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul> Special Guest(s): Ava Emerson & Dr. Carla Emerson	<ul style="list-style-type: none"> <li>• Berk 7</li> </ul>
10/3	Early Childhood – Emotional & Social <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul> Special Guest(s):	<ul style="list-style-type: none"> <li>• Berk 8</li> <li>• <b>Quiz #4</b> (Chs. 7 &amp; 8)</li> <li>• <b>VC #2 Due</b></li> </ul>
10/10	Middle Childhood – Physical & Cognitive <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul> Special Guest(s):	<ul style="list-style-type: none"> <li>• Berk 9</li> </ul>

10/17	<p>Middle Childhood – Emotional &amp; Social</p> <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul> <p>Special Guest (s):</p>	<ul style="list-style-type: none"> <li>• Berk 10</li> <li>• <b>Quiz #5</b> (Chs. 9 &amp; 10)</li> <li>• <b>VC #3 Due</b></li> </ul>
10/24	<p>Adolescence – Physical &amp; Cognitive</p> <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul> <p>Special Guest(s): Sam Cashwell (?)</p>	<ul style="list-style-type: none"> <li>• Berk 11</li> </ul>
10/31	<p>Adolescence – Emotional &amp; Social</p> <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul> <p>Special Guest(s): Sam Cashwell (?)</p>	<ul style="list-style-type: none"> <li>• Berk 12</li> <li>• <b>Quiz #6</b> (Chs. 11 &amp; 12)</li> <li>• <b>VC #4 Due</b></li> </ul>
11/7	<p>Early Adulthood – Physical, Cognitive, Emotional &amp; Social</p> <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Berk 13 – 14</li> <li>• <b>Quiz #7</b> (Chs. 13-14)</li> </ul>
11/14	<p>Middle Adulthood – Physical, Cognitive, Emotional, &amp; Social</p> <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Berk 15-16</li> <li>• <b>Quiz #8</b> (Chs. 15-16)</li> </ul>
11/21	<p>Late Adulthood – Physical, Cognitive, Emotional, &amp; Social</p> <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul> <p>Special Guest(s):</p>	<ul style="list-style-type: none"> <li>• Berk 17-18</li> <li>• <b>Quiz #9</b> (Chs. 17-18)</li> </ul>
11/28	<p>Death, Dying, &amp; Bereavement</p> <ul style="list-style-type: none"> <li>• Effects of trauma</li> <li>• Resilience</li> <li>• Wellness</li> <li>• Exceptional Abilities</li> </ul> <p>Special Guest(s): Dr. Carla Emerson</p>	<ul style="list-style-type: none"> <li>• Berk 19</li> <li>• <b>Quiz #10</b> (Ch. 19)</li> </ul>
12/5	<p>TYING IT ALL TOGETHER</p>	