



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

**BIG ORANGE. BIG IDEAS.**

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING  
COUNSELOR EDUCATION PROGRAMS**

**COUN 545 CRITICAL ISSUES IN COUNSELING  
LIFESPAN DEVELOPMENT  
SPRING 2017**

<b>Course Section:</b>	COUN 545.001, 3 credits
<b>Course Meetings:</b>	Thursdays 9:40 AM – 12:25 PM
<b>Course Location:</b>	BEC 238
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**CMHC & SC PROGRAM MISSION & OBJECTIVES**

The mission of the **Clinical Mental Health Counseling Program** is to make the world a better place for persons in need through educating excellent counselor-scholars. Our graduates excel in providing healing therapeutic relationships, optimally efficient and effective counseling services, and leading our field to better help persons in need through their work in clinical mental health counseling settings and beyond. The mission of the **School Counseling Program** is to equip graduate students with the competencies to excel as prek-12 professional school counselors. The faculty in this flagship, land-grant institution expects our graduates to serve as leaders in the profession through advocacy, collaboration, and consultation while attending to the changing, diverse educational community.

1. Graduates will have foundation knowledge necessary for success as professional counselors
2. Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.
3. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.
4. Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.
5. **CMHC Graduates** will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.  
**SC Graduates** will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.

## COURSE DESCRIPTION

Addresses themes and issues affecting clients' development with relevance to counselor interventions, including family and personality development, crises and trauma, addiction and addictive behaviors.

## PURPOSE AND FOCUS

The counseling profession is built upon a dedication to understanding normal human development and promoting optimal growth. This course is designed to provide professional counselors with foundation understanding of child, adolescent, and adult development through the lens of major theories. We will explore central concepts related to physical, social, emotional, and cognitive development and review emerging research regarding complex interactions among systems, including the brain. The course will include attention to experiences and events (i.e., crisis, trauma, and addiction) that influence human development. Most importantly, you will learn strategies for conceptualizing through a developmental lens AND applying this understanding to your work with a broad range of clients.

## CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c
theories of individual and family development across the lifespan	2.F.3.a
theories of learning	2.F.3.b
theories of normal and abnormal personality development	2.F.3.c
theories and etiology of addictions and addictive behaviors	2.F.3.d
biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e
systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f
effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g
a general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	2.F.4.b
developmentally relevant counseling treatment or intervention plans	2.F.5.h
crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	2.F.5.m
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d
neurobiological and medical foundation and etiology of addiction and co-occurring disorders	5.C.1.d
potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	5.C.2.e
impact of crisis and trauma on individuals with mental health diagnoses	5.C.2.f
impact of biological and neurological mechanisms on mental health	5.C.2.g
school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	5.G.2.e
signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	5.G.2.i

## STUDENT LEARNING OUTCOMES

SLO	STANDARDS	EVALUATION
develop a working understanding of theories of individual and family development, learning, and normal personality development.	2.F.3.a-c	Group Lead Theory Snapshot Dev History
apply foundation theories and understanding of biological, neurological, physiological, systemic, and environmental factors that impact human growth and development	2.F.3.a-c,e-f, 2.F.4.b	Group Lead Dev History IDC
articulate foundation understanding of interpersonal neurobiology and implications for counseling.	2.F.3.e, 2.F.3.g, 2.F.3.i, 2.F.5.m, 2.F.7.d, 5.C.2.f-g	Mini-Comp
utilize understanding of addictions and addictive behaviors to identify treatment implications for their work settings	2.F.3.d, 5.C.1.d, 5.G.2.i 5.C.2.e	Mini-Comp
understand roles and responsibilities for responding to crisis, disaster, and trauma in their work settings.	2.F.1.c, 2.F.3.g, 2.F.5.m, 2.F.7.d, 5.C.2.f, 5.G.2.e	Mini-Comp
formulate developmentally relevant counseling plans with attention to differentiated interventions and strategies for promoting resilience and wellness	2.F.3.h-i, 2.F.5.h	DCT Dev Issue Guide

## PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ Respect to self and others, including honoring diversity, self-care, and wellness
- ◆ Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ Self-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

## METHODS OF INSTRUCTION

Instructional methods include readings, group presentations, personal reflection exercises, mini-lectures, video examples, large and small group discussion, and experiential activities including practice sessions.

## REQUIRED TEXTS & MATERIALS

Broderick, P. C., & Blewitt, P. (2015). *The life span: Human development for helping professionals* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Siegel, D. J. (2010). *Mindsight: The new science of personal transformation*. New York: Bantam.

### Available via Canvas and/or UT Library

- Barden, S. M., Conley, A. H., & Young, M. E. (2015). Integrating health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental Health Counseling, 37*, 152-163.
- McAdams, C. R., & Keener, H. J. (2008). Preparation, action, recovery: A conceptual framework for counselor preparation and response in client crises. *Journal of Counseling & Development, 86*, 388-398.
- Myer, R. A., Lewis, J. S., & James, R. K. (2013). The introduction of a task model for crisis intervention. *Journal of Mental Health Counseling, 35*, 95-107.
- Myers, J. E., & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling & Development, 86*, 482-493.
- Myers, J. E., & Young, J. S. (2012). Brain wave biofeedback: Benefits of integrating neurofeedback in counseling. *Journal of Counseling & Development, 90*, 20-28.

### Weblinks

- Center for Parenting Education  
<http://centerforparentingeducation.org/library-of-articles/child-development/>
- ed.gov Practical Information on Crisis Planning: A guide for Schools and Communities  
<http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>
- Psychological First Aid (PFA) Online <http://learn.nctsn.org/enrol/index.php?id=38>
- The Teen Brain: Still Under Construction  
[https://www.nimh.nih.gov/health/publications/the-teen-brain-still-under-construction/teen-brain\\_141903.pdf](https://www.nimh.nih.gov/health/publications/the-teen-brain-still-under-construction/teen-brain_141903.pdf)
- The Teen Years Explained: A Guide to Healthy Adolescent Development  
<http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/ includes/ pre-redesign/Interactive%20Guide.pdf>
- Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) Web  
<https://tfcbt.musc.edu/>
- NIH Drugs, Brains, & Behavior: The Science of Addiction  
[https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/soa\\_2014.pdf](https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/soa_2014.pdf)
- NIDA Preventing Drug Use among Children & Adolescents  
[https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/preventingdruguse\\_2\\_1.pdf](https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/preventingdruguse_2_1.pdf)
- NIDA Principles of Drug Addiction Treatment: A Research Based Guide  
[https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/podat\\_1.pdf](https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/podat_1.pdf)
- NIDA Principles of Adolescent Substance Use Disorder Treatment: A Research-Based Guide  
[https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/podata\\_1\\_17\\_14.pdf](https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/podata_1_17_14.pdf)
- SAMHSA Trauma-Informed Care in Behavioral Health Services  
<http://store.samhsa.gov/shin/content//SMA15-4912/SMA15-4912.pdf>

## STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Grading Scale		Min	Max
A	Superior	93	100
A-	Intermediate	90	92.9
B+	Very Good	87	89.9
B	Good	83	86.9
B-	Intermediate	80	82.9
C+	Less than Satisfactory	77	79.9
C	Well below Standard	70	76.9
D	Clearly Unsatisfactory	60	69.9
F	Extremely Unsatisfactory	0	59.9

Assignment	Points	Due
Personal Reflections	Priceless	Personal Accountability
Group Leadership & Guide	20	1/26, 2/2, 2/9, 2/16, or 2/23
Developmental Theory Snapshot	10	2/9 or 2/16
Developmental History	30	3/9
Developmental Applications Portfolio		
IDC Clinical	15	Draft 2/23, Final 3/2
DCT Clinical	5	3/30
Trauma, Crisis, Addiction Mini-Comps	10	4/20
Developmental Issue Guide	10	4/27
Taskstream Upload	N/A	4/27

### ASSIGNMENT SNAPSHOTS

(SEE CANVAS FOR COMPLETE DESCRIPTIONS, MATERIALS, AND RUBRICS)

#### PERSONAL REFLECTIONS (NOT SUBMITTED, STRONGLY RECOMMENDED)

In preparation for class each week, take time to reflect on, evaluate, and synthesize assigned reading for the week. See class preparation tips that follow.

#### GROUP LEADERSHIP & GUIDE (20 POINTS)

We will divide into five teams to facilitate deeper understanding of take-home messages. Presentations will focus on a developmental period, be about 60 minutes in length, and include study resources.

#### DEVELOPMENTAL THEORY SNAPSHOT (10 POINTS)

Each student will be assigned a developmental theory and create a summary sheet peers can use for later reference.

#### DEVELOPMENTAL HISTORY (30 POINTS)

You will write an autobiographical paper in which you apply major theories of human development to your own development, discuss developmental transitions, and identify factors contributing to your own journey into adulthood. The paper will include attention to implications for your development as a counselor.

#### DEVELOPMENTAL APPLICATIONS PORTFOLIO (40 POINTS TOTAL)

- IDC Clinical (15 points) – series of three peer interviews and written conceptualization
- DCT Clinical (5 points) – a semi-structured interview, case note, and self-assessment
- Trauma, Crisis, & Addiction Mini-Comps (10 points) – timed, written application exam
- Developmental Issue Guide (10 points) – a consumer-focused guide to understanding a specific population and concern



*Dear Student,*

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please*

*observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience. I want to wish you the best for a successful and productive semester.*

*Interim Provost John Zomchick*

#### UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus”  
<http://civility.utk.edu/>.

#### EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

#### ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

#### YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

#### DISABILITIES THAT CONSTRAIN LEARNING:

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

#### WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

## INSTRUCTOR POLICIES

### PROFESSIONALISM

Enrollment in this course is limited to graduate students who are preparing for professional careers; thus, attendance is required and participation is expected as one component of professional responsibility. I expect you will **demonstrate CORIS in all interactions**; I will request a meeting if I am concerned regarding your demonstration of CORIS in our work together. Please consider the following examples of professionalism in our course:

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectations</i>
<ul style="list-style-type: none"> <li>▪ 0 – 1 absences</li> <li>▪ Rarely tardy/late from break</li> <li>▪ Contributes more days than not</li> <li>▪ Contributions reflect routine, careful preparation</li> <li>▪ Attentive and respectful toward others when not contributing directly</li> <li>▪ Actively engages in small group activities</li> <li>▪ No concerns regarding CORIS</li> </ul> <p style="text-align: center;"><i>Indicators show potential for continued success in graduate school and beyond.</i></p>	<ul style="list-style-type: none"> <li>▪ 1-2 absences*</li> <li>▪ Frequent, minor tardiness</li> <li>▪ Sometimes contributes to class</li> <li>▪ Contributions reflect occasional preparation</li> <li>▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texting, surfing, sidebars)</li> <li>▪ Routinely engages in small group activities</li> <li>▪ Occasional or minor CORIS concerns</li> </ul> <p style="text-align: center;"><i>Final grade adjustment of 5-10 points, conference with instructor, and/or PIM.</i></p>	<ul style="list-style-type: none"> <li>▪ 2-3 absences</li> <li>▪ Persistent, minor tardiness</li> <li>▪ Recurrent, major tardiness</li> <li>▪ Contributions rare or not productive</li> <li>▪ Contributions reflect lack of preparation</li> <li>▪ Behaviors detract from safe, scholarly learning environment</li> <li>▪ Limited engagement in small group activities</li> <li>▪ Serious concerns regarding CORIS</li> </ul> <p style="text-align: center;"><i>Final grade adjustment of 10-20 points, conference with instructor, and/or PIM. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course, or other remediation.</i></p>

### ABSENCES

I expect you will attend class each week, and I have built in a “flex” day in case of illness, family obligation, or emergency. If you miss more than one class period, for whatever reason, I will consider your attendance to be below professional expectations. **You may request “forgiveness” of a second absence** by reviewing at least three hours of instructional videos regarding the topic missed and writing a critical review of the videos. **Students who miss the equivalent of three or more class periods will need to repeat the course.**

### DUE DATES & INCOMPLETES

As adult, professional learners, you are responsible for pacing yourself and submitting assignments on or before class on due dates. If you are concerned about your ability to complete quality work as described in the schedule, please **make an appointment** as soon as possible so we discuss how to support your learning in our course. In most cases, I will adjust **late assignments** as follows: 25% reduction up to one week late, 50% reduction more than one week late. I will not accept assignments more than one month past deadline. Per UT Policy, **a grade of incomplete** will only be issued during the last portion of the semester if you are passing at the time and unable to complete requirements due to the most extenuating and unforeseeable of circumstances.

**FORMAT GUIDELINES**

Unless otherwise indicated, assignments should be written in accordance with APA style (6<sup>th</sup> ed.). Even when you complete a template or casenote that is not in traditional paper format, you must cite and reference all sources used for all assignments in APA format.

**CANVAS**

We will be using Canvas as a course management tool this semester. You may access the course using your NetID and password via <http://utk.instructure.com>. Once within Canvas, you will be able to view announcements, download copies of class materials, submit assignments, and post resources for your peers. All assignments will be submitted via Canvas this semester. Please do not bring hard copies to class.

**OBSERVATION OF RELIGIOUS HOLY DAYS**

If you plan to observe a religious holy day that coincides with a class day, please notify the instructor in advance.

**INCLEMENT WEATHER**

In most cases, we will follow UT announcements for weather cancellations and delays; however, there may be times the university is officially open but we meet online due to safety concerns or a delayed start that falls during our class meeting time. In the event that we do not meet in person due to weather, we will hold class via Zoom, UT's videoconferencing software. I will post join instructions via a Canvas announcement, and I will ask the system to send a copy to your VolMail account. Please consult me if you do not have internet access at home; I can record the session so it will be available to you at a later time.



## TENTATIVE COURSE CALENDAR

DATE	TOPICS	READINGS & ASSIGNMENTS DUE
<b>DEVELOPMENTAL FOUNDATIONS</b>		
1/12	Introductions & orientation Wellness foundations Team assignments	Syllabus Rec: Barden et al. (2015), Myers & Sweeney (2008)
1/19	Organizing themes Major theories Nature, nurture, & epigenesis	B&B Ch 1-2 <b>Theory Snapshot Top 5 Preferences Due</b>
1/26	Infancy & Early Childhood (1)	B&B Ch 3-5 Weblink: Center for Parenting Education
2/2	Middle Childhood (2)	B&B Ch 6-8 Weblink: Center for Parenting Education <i>Complete IDC Interview 1 this week</i>
2/9 AY	Adolescence (3)	B&B Ch 9-10 Weblink: Center for Parenting Education Weblink: The Teen Brain Rec: The Teen Years Explained <b>Theory Snapshot Due (Teams 1, 2, 4, 5)</b>
2/16 AY	Young Adulthood (4)	B&B Ch 11-12 <b>Theory Snapshot Due (Team 3)</b> <i>Complete IDC Interview 2 this week</i>
2/23	Mid & Late Adulthood (5)	B&B Ch 13-15 <i>Complete IDC Clinical Draft &amp; Processing this week</i>
3/2	Developmental threads Consolidating learning	<b>Final IDC Clinical Due</b>
<b>DEVELOPMENTAL APPLICATIONS</b>		
3/9	DCT Part 1	<b>Developmental History Due</b> Begin Reading <i>Mindsight</i>
3/16	<b>SPRING BREAK – NO CLASS MEETING</b>	
3/23	Applied Neurobiology DCT Part 2	<b><i>Mindsight</i> Completed</b> Rec: Myers & Young (2012)
3/30	Crisis	Weblink: Crisis Planning McAdams & Keener (2008) Myer et al. (2013) <b>DCT Clinical Due</b>
4/6	Crisis Guest: Trauma-Informed Care	Weblink: Trauma-Informed Care Rec: TF-CBT <u>or</u> PFA Module
4/13 AY	Addiction	Weblink: The Science of Addiction Weblink: Prevention
4/20 AY	Addiction	Weblink: Adult <u>or</u> Adolescent Treatment <b>Development, Addiction, &amp; Crisis Mini Comps</b>
4/27	Consolidating learning Sharing resources	<b>Developmental Issue Guide Due</b> Complete Course Evaluations Upload all but IDC & DCT assignments to Taskstream

*B&B = Broderick & Blewitt (2015)*

*Rec = indicates recommended reading – if you don't have time now, bookmark for later*

*Calendar is tentative. Instructor may alter to address emerging class needs.*

## **DEVELOPMENTAL FOUNDATIONS: PREPARATION FOR 1/12 – 3/2**

This course is divided into two main segments: developmental foundations and developmental applications. In order for our applications time to be meaningful and productive, we need to build understanding of developmental foundations. You are responsible for preparing for class in such a way that you arrive prepared to ask for clarification, discuss material, and delve into applications or examples.

In preparation for class each week, reflect on the material as it relates to your lived experience. Take time to evaluate and synthesize assigned reading for the week. Consider what the reading means to you personally and how it (dis)connects to your own developmental journey and the journeys of others close to you. Identify unanswered questions, problems, or quandaries you will bring to class. Consider implications for your development as a counselor.

In other words:

1. Read assigned chapters (we uploaded powerpoint guides to help you structure reading and look for key points)
2. Engage in personal reflection
3. Consider completing optional quizzes for a learning check (these will be auto-graded, but are not required or monitored by instructors)
4. Formulate questions and comments for class discussion

By completing these steps prior to class, we will be free to explore material in deeper, more meaningful ways.

## GROUP LEADERSHIP & GUIDE (20 POINTS)

*We will divide into five teams to facilitate deeper understanding of take-home messages. Presentations will focus on a developmental period, be about 60 minutes in length, and include study resources.*

One of the best ways to learn something is to teach it. Teaching also helps us learn how to learn. Our class will divide into 5 teams of 3-4 members each, and each team will present a lecture for a developmental period. Groups will be responsible for carefully reading the 2-3 assigned chapters for the developmental period and preparing a lecture that covers major concepts from those chapters. With the time allotted, it would be impossible to cover all of the content. As a group, determine **the most important themes and concepts** from the chapters and create a presentation focusing on those themes and concepts.

### Guidelines

- Presentations should be 55-65 minutes long (aim for 60 minutes)
- Each presentation should include *at least one* strategy for promoting audience involvement (i.e., an experiential activity, audiovisual media, etc.)
- Teams should provide the class with handouts outlining presentation highlights and defining main themes and concepts
- Teams must use the course textbook as a primary source; you should use additional resources to supplement your understanding. Include citations and references for all resources used
- Upload presentation materials to Canvas for instructor feedback. You may choose whether to share materials with classmates via Canvas or hard copy.

### Tips

- We **strongly encourage** teams to email the instructors with draft materials and lesson plans for formative feedback one week prior to your presentation (the first group can submit materials through end of day on 1/23); I am also happy to meet with teams or team representatives during office hours leading up to the presentation
- Although you will need to divide responsibility for preparing and presenting the session, do not simply assign certain group members to cover a chapter or a specific part of a chapter – the presentation should be integrated and connected
- Limit reading from slides and other material
- In the event of weather closure, we will roll the scheduled presentation to the next scheduled class day (thus - two presentations that week)

### Evaluation Considerations (see Canvas for rubric)

- Identification of key themes and concepts
- Accuracy of material
- Integrated attention to diversity
- Professional presentation style (clarity of voice, planfulness, timing)
- Audience engagement
- Quality of supporting materials / handouts

## DEVELOPMENTAL THEORY SNAPSHOT (10 POINTS)

*Each student will be assigned a developmental theory and create a summary sheet peers can use for later reference.*

Templates will be provided and will attention to theorist(s), context of theory development, scope of theory, fundamental concepts, ages/stages, empirical support, cultural considerations, strengths, limitations, and additional resources. We will share snapshots with peers for later study and reference.

Theorist(s)	Theory
Sigmund Freud	Psychosexual stages of development
John B. Watson	Behavioral developmental theory
Jean Piaget	Constructivist (Cognitive) theory
Lev Vygotsky	Cognitive sociocultural theory
John Bowlby	Attachment theory
Erik Erikson	Psychosocial development
Robert Selman	Friendship development
Albert Bandura	Social learning theory
Jane Loevinger	Ego development
Robert Kegan	Evolution of the self
Lawrence Kohlberg	Theory of moral development
Carol Gilligan	Ethics of care
James Marcia	Theory of Identity achievement and identity status
William Perry	Cognitive development during college years
Abraham Maslow	Self-actualization hierarchy of needs
Urie Brofenbrenner	Ecological systems theory
James Fowler	Stages of faith development
Sue & Sue	Racial/cultural identity development
Downing & Roush	Feminist identity development
Helm	White Identity Development
Rowe et al.	White Racial Consciousness Model
Cross & Fhagen-Smith	Black Identity Development
Ferdman & Gallego	Latino Identity Development
Kim	Asian American Identity Development
Horse	American Indian Identity Development
Cass	Sexual Orientation Formation
Fassinger	Gay and Lesbian Identity Development
D'Augelli	Lesbian, Gay, and Bisexual Development
Worthington et al.	Heterosexual Identity Development Theory
Evans et al.	Gender & Gender Identity Development

- **Theory assignment:** Rank-order your top five choices, instructors will assign
- **Assignment completion:** Complete the template on Canvas
- **Assignment submission:** Submit your materials on Canvas and post a copy for classmates
- **Evaluation considerations:** See Canvas for rubric

## DEVELOPMENTAL HISTORY (30 POINTS)

You will write an autobiographical paper in which you apply major theories of human development to your own development, discuss developmental transitions, and identify factors contributing to your own journey into adulthood. The paper will include attention to implications for your development as a counselor.

This assignment will give you the chance to demonstrate your understanding of course material, as well as your ability to apply, think, and respond critically to what you are learning. The autobiography will reflect your knowledge of human development as it applies to your own life and will also allow you to come to know yourself in a deep, meaningful way which will enhance your insight into your value and belief systems. Such a deep understanding will help course concepts come alive and enhance your ability to apply understanding of human development to your future counseling practice. *Note: If you engage fully in weekly reflection (journaling recommended) and the IDC interview process, we suspect you will create a strong foundation for your paper.*

The developmental history should be presented in a 12-15-page, APA-style paper (approximate, no minimum or maximum, although papers less than 10 pages will likely lack depth). In this paper, please demonstrate your knowledge of the major developmental constructs through at least the stages of early childhood, middle childhood, adolescence, and young adulthood (if you are in middle or later adulthood, please include these as well). Within each developmental period, include attention to

- key people and events
- specific, focused connections with developmental theories
- major developmental tasks, challenges, milestones, or issues experienced

Conclude the paper with attention to focused implications for your growth and development as a professional counselor.

**A special note:** This paper requires that you make sense of your developmental experiences (what) through application and synthesis (so what). It must include specific attention to how you will bring your developmental history into the counseling room with you (now what). “Simply” telling your life story will not fulfill assignment requirements. Rather, we expect you will be selective about information presented, attend to major developmental themes, and connect these elements to what you have been learning.

As with many assignments within the program, this assignment requires self-reflection and exploration. You are in control regarding what and how you disclose in your paper. The content of your paper is confidential from peers; however, there may be times during which your developmental journey connects with your success in other academic or skill requirements of the program (e.g., when a student has a trauma history and simultaneously demonstrates difficulty attending to intense client feelings during practicum). In these instances, instructors may need to share elements of your paper with other faculty members as part of our program’s ongoing review process. In all cases, we will uphold ACA (2014) *Code of Ethics* when working with your personal information and supporting your growth within the program.

### **Evaluation Considerations** (see Canvas for rubric)

Evaluation considerations will include attention to

- Connection to developmental *theories*
- Holistic attention to *elements* of human development (e.g., physical, cognitive, emotional, spiritual, cultural, etc.)
- Holistic attention to *factors impacting* development (e.g., physiological, systemic, and environmental, etc.)
- Implications for development as a professional counselor
- Organization, structure, APA style, and writing style

## DEVELOPMENTAL APPLICATIONS PORTFOLIO (40 POINTS TOTAL)

- **IDC Clinical** (15 points) – series of three peer interviews and written conceptualization
- **DCT Clinical** (5 points) – semi-structured interview, case note, and self-assessment
- **Trauma, Crisis, & Addiction Mini-Comps** (10 points) – timed, written application exam
- **Developmental Issue Guide** (10 points) – consumer-focused guide to understanding a specific population and concern

### INTROSPECTIVE DEVELOPMENTAL COUNSELING (IDC) CLINICAL (15 POINTS)

You will serve as counselor and volunteer peer for this assignment. You can decide whether to work in groups of 2 (interview each other) or in larger groups where you rotate rolls. You should serve as counselor for one set of interviews and volunteer peer for a second set of interviews. When you are counselor:

1. ***Interview 1 (60 minutes) - Tamase's IDC Protocol Sessions 1-2***  
***Interview 2 (60 minutes) - Tamase's IDC Protocol Sessions 3-4***

Use IDC protocols and essential counseling skills to facilitate interviews as presented in Tamase's protocols. Note that you can (and should) go beyond questions to inquire about major developmental experiences and events; work toward open-ended questions. Please conduct these sessions using counseling rooms (to schedule: <http://utkcounseling.skedda.com/>) and record your sessions. Although you will not submit recordings for feedback, keep recordings until you have completed the entire assignment. Then, destroy recordings to preserve confidentiality.

2. ***Draft written conceptualization***

Write draft conceptualization regarding major themes and content shared by your peer. Be sure to include sub-sections as follows:

- Identifying information (you will redact for final paper)
- Infancy & early childhood
- Middle childhood
- Adolescence
- Adulthood

After identifying major themes and content, connect this material to textbook readings and theories as discussed in class. Bring a copy of this draft conceptualization to your final feedback session.

3. ***Final feedback session (30-60 minutes)***

Share overall impressions and connections with your peer. Seek feedback regarding points of accuracy, misunderstanding, and overall implications. Attend to both content of the report and process of the discussion.

4. ***Final written conceptualization***

For the final graded conceptualization, redact your peer's personal identifiers (initial, age, gender, race/ethnicity), update content as necessary, and add one "final reflections" section in which you share your overall experience of the assignment.

An evaluation rubric is available on Canvas. Primary considerations include holistic attention to elements of human development, factors impacting development, and connections with developmental theories.

### **DEVELOPMENTAL COUNSELING & THERAPY (DCT) CLINICAL (5 POINTS)**

You will serve as counselor and volunteer peer for this assignment. Please conduct these sessions using counseling rooms (to schedule: <http://utkcounseling.skedda.com/>); record your sessions. Although you will not submit recordings for feedback, keep recordings until you have completed all elements of the process. Then, destroy to preserve confidentiality.

1. Conduct a DCT Standard Cognitive Developmental Interview (SCDI) with a peer
2. Review your session using the **DCT Interview Feedback Form**
3. Complete a **DCT Session Summary Form**

*Note: the focus of this exercise is your development of counseling skill. I have constructed the assignment to protect your privacy as a "volunteer peer" for this exercise. This is most meaningful if you select to explore a topic that holds at least some meaning to you; however, I trust you to manage your own sharing in a way that is most comfortable for you.*

An evaluation rubric will be posted on Canvas at least two weeks in advance of the due date. Evaluation criteria will include application of DCT concepts, quality of clinical writing, and depth of self-reflection.

### **TRAUMA, CRISIS, & ADDICTION MINI-COMPREHENSIVE EXAM (10 POINTS)**

This timed writing assignment will require you to pull together learning in much the same way as the comprehensive exam you will take at the end of the program. During the mini-comp, you will be provided with a case study including elements of trauma, crisis, and addiction. You will be asked to conceptualize the case, apply developmental theory and concepts to the material, and formulate counseling implications appropriate for your setting. We will discuss more specific details as time for the examination approaches.

An evaluation rubric will be posted on Canvas at least two weeks in advance of the due date. Evaluation criteria will include application of key course concepts (development, crisis, trauma, addiction), application to setting, and integration of response.

### **DEVELOPMENTAL ISSUE GUIDE (10 POINTS)**

This assignment will require that you create a consumer-focused guide to understanding a specific population and concern. In so doing, you will demonstrate the ability to use conceptual and research literature to inform counseling and consulting practice. The strongest topics will likely include attention to both developmental period and issue. For example: trauma in early childhood, parent-child relationships in early childhood, responding to adolescent risk-taking behaviors, or relational aggression in middle school.

Prior to constructing your guide, review *at least* 6 current, scholarly resources (e.g., books or journal articles) with a goal of identifying themes in findings and implications. Then, create a guide (e.g., pamphlet, website, fact-sheet) you might use to help consumers (e.g., clients, parents, teachers, fellow counselors) understand the issue and related implications. When you upload to Canvas, please also attach a reference sheet outlining the sources you utilized to create the guide. Be prepared to provide a brief (2-3 minute) synopsis to your classmates on the due date.

An evaluation rubric will be posted on Canvas at least two weeks in advance of the due date. Evaluation criteria will include accuracy of information, appropriateness of implications, visual attractiveness, and quality of sources.