

**East Tennessee State University (ETSU) Counseling Program**  
**HDAL 5230: Advanced Developmental Psychology, 3 Credit Hours**  
 Fall 2021 ♦ Thursdays 11:00am – 1:50pm ♦ Warf-Pickel 311

**Instructor Information:**

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**Office Hours:** Wednesdays 9:00am to 11:00am, Thursdays 9:00am to 11:00am, and Thursdays 2:00pm to 4:00pm. I am also happy to schedule a phone call or Zoom meeting at your request. Please reach out to me at any time to schedule a meeting.

**Course Description:** A survey of the principles of human development throughout the life span.

**Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards**

The following table contains course objectives, methods of assessment, and applicable CACREP

<i>Human Growth and Development</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. theories of individual and family development across the lifespan	2.F.3.a	<b>Key assignment: Ecomap</b>
2. theories of learning	2.F.3.b	Observation Reports
3. theories of normal and abnormal personality development	2.F.3.c	Observation Reports
4. theories and etiology of addictions and addictive behaviors	2.F.3.d	Class activity and materials, class discussion, case study discussion
5. biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e	<b>Key assignment: Ecomap</b>
6. systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f	<b>Key assignment: Ecomap</b>
7. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g	Class activity, ecomap, case study discussions
8. a general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h	Weekly class discussions; Case study discussions
9. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i	<b>Key assignment: Ecomap</b> Weekly class materials, activities, & discussion

\*KPIs indicated in bold

**Methods of Instruction:** Small and large group discussion, presentations, experiential learning activities, and lecture will be used in our exploration of this topic.

**Required Reading:** Berger, K. S. (2019). *Invitation to the Life Span* (4<sup>th</sup> ed.). New York, NY: Worth Publishers. (ISBN:9781319140649)

\*Additional reading, video, and audio materials as assigned. All reading, video viewing, and audio listening homework assignments must be completed prior to class meetings.

**Recommended Viewing:** Various supplemental materials provided on D2L and “The Nine Months that Made You” (2016 PBS Series); “Babies” (2010 Documentary; original title "Bébé(s)"); “Bully” (2011 Lee Hirsch Documentary); Jean Kilbourne’s “Killing Us Softly, 4” (2010); “Reviving Ophelia: Saving the Selves of Adolescent Girls” (2002); “Miss Representation” (2011 Jennifer Siebel Newsom Documentary); “The Mask You Live In” (2015 Jennifer Siebel Newsom Documentary); “Growing Up Trans” (2015 Frontline Documentary); “Gender Revolution: A Journey with Katie Couric” (2017 National Geographic Documentary); “Departures” (2008; original title "Okuribito").

**Course Assignments and Evaluation**

ASSIGNMENTS	POINTS
Class Participation and Attendance	20
Observation Report: Early Childhood	15
Key assignment: Ecomap	15
Resource Sheet & Mini-Presentation	15
Observation Report: Late Adulthood	15
Journal Summary of Learning	20
TOTAL	100

**Grading Scale:** Maximum Possible Points: 100

A	94-100	A-	90-93	B+	87-89	B	84-86
B-	80-83	C+	77-79	C	74-76	F	Below 74

**Class Participation and Attendance**

A large focus of this graduate course is on the process of discovery learning. This teaching approach includes the belief that each student can contribute to the understanding of everyone else. Each student’s background, lived experiences, value systems, perceptions, and knowledge are all valuable assets for understanding course content. As a graduate student, each class member is expected to fully participate in the acquisition and integration of knowledge concerning issues essential to functioning as an effective counselor. Each student is expected to come to class prepared for class discussion and activities, which includes completing all assigned reading and assignments. Information presented in the class lectures and discussions will elaborate on and add to the subject as presented in the text and supplemental material. Students are expected to abide by the Professionalism and Class Norms policy included in the syllabus. Be willing to take chances intellectually. Class members are expected to attend regularly and be punctual because sporadic attendance by even a few students can adversely change the dynamics of the large and small groups.

I look forward to discovering where our conversations about the topic of life-span development take us. As noted above, your engagement and participation is essential to the effectiveness of

the course. In addition, as graduate students, you own your education and are responsible for your learning. Assuming you attend class and are engaged, focused, and prepared, your participation score will be worth up to 20 points. Time on your computer or cell phone checking email, texting, working on homework, checking social media, etc. is not time that you are engaged or focused in class. In your class notes, assess your participation and attendance in each of the class meetings, considering the four categories below:

**Preparation:** Preparing for class including completing all readings and assignments.

**Engagement:** Active (behavioral) engagement in class activities.

**Focus:** Active (cognitive) focus in class content.

**Attendance:** Full Class Attendance vs. Late Arrival and/or Early Departure

The deliverable: At the end of the course, in 100-200 words assess your participation and attendance according to the four categories above and specify the number of points you believed you earned. Include a grade deduction per the attendance policy (see below), if applicable. It is due to the designated D2L Dropbox by the date and time noted on the course schedule below.

### Observation Reports

For these assignments, you need to directly observe for a minimum of thirty minutes, members of the early childhood (ages 2-6) and late adulthood (ages 65+) populations, respectively. For each of the observation assignments, go to a place in the community and, being as inconspicuous and respectful as possible, observe and take notes as appropriate. Many students have found that they need longer than thirty minutes of observation time based on the circumstances and/or people chosen for observation. Plan accordingly so that you can sufficiently complete the assignments; it is expected that you will observe long enough to obtain the information that you need for the reports. No credit will be given if you write that you did not observe something that is required for the report. Compose thoughtful answers to the questions on the Observation Report guides (on D2L) that clearly demonstrate the application of learned material to your observations. Please use the online guides as a template for these reports. The observation reports are due to the respective D2L Dropbox folders by the date and time designated on the course schedule below.

\*Here are tips for earning full points on the observation reports: Check to see if you have written generalizations that do not clearly convey the connections you are making to the course material. Specifically relate terms and concepts from the text to what you observe. Just describing your observations or stating your conclusions does not clarify how you are applying the course material to what you have observed—i.e., seeing it come to life, in action!

*Some examples of vague statements that **do not** make clear connections to course material:*

**Ex:** “The child appeared developmentally delayed.” → In what way(s)? What specifically did you observe that prompted you to draw this conclusion?

**Ex:** “I saw different types of play.” → Which kinds of play behavior did you see, how do you know, and did it seem developmentally appropriate?

**Ex:** “I observed the child’s attachment to her caregiver.” → What attachment style do you think it is, and what behavior clued you in to the type of attachment?

**Ex:** “I think intervention would be beneficial.” → What kind of intervention(s)? Why might the intervention(s) be beneficial?

**Ex:** “This will be beneficial to me in the future as a counselor.” → How so? Make the connections explicit.

**Key Assignment: Ecomap**

Students will listen to an audio recording of an individual speaking about their life experiences and complete an ecomap for this individual. A transcript of the interview, ecomap templates, and a grading rubric will be provided. In order to complete the ecomap, students will perform a detailed analysis of the interviewee's narrative and categorize a variety of components, life events, and relationships into a collection of systems (microsystem, mesosystem, exosystem, etc.). Detailed instructions will be provided. The ecomap is due to D2L Dropbox and \*Tevera as indicated on the course schedule below.

The systems approach combined with the rich, complex content in the life story presented during this activity provides opportunities to discuss and address numerous aspects of information and skills related to human growth and development. This activity uses a developmental theory, Bronfenbrenner's Ecological Systems, to conceptualize and explore the complexity of internal and external bio-psycho-social factors that impact development across the lifespan. This theory provides a framework for conceptualizing clients and understanding cultural implications within and across systems. Further, the practical application of theory in the form of an ecomap offers an opportunity to practice an ethical and culturally sensitive intervention for promoting resilience and optimal development across the lifespan.

*\*The ETSU Counseling Program uses Tevera to collect data on Key Assignments. In addition to uploading or completing this assignment via D2L, you will also need to upload a copy of the assignment to Tevera by the due date noted in the syllabus. Failure to upload the assignment to both D2L and Tevera counts as a late submission and will carry the same consequence for late work defined in the syllabus. If you are not in the Counseling Program, then you do not have access to Tevera and are only required to upload your assignment to D2L.*

**Resource Sheet & Mini-Presentation**

"Middle adulthood" spans a big range of ages, with more possible topics pertinent to counseling than we can tackle in just one class. For this assignment, select a topic that is of particular interest to you from the list on the D2L discussion board and "claim" your topic by posting on the discussion board. Create a resource sheet on the topic, upload it to D2L to share the resources with your colleagues, and on the day(s) designated on the course schedule below you will give a 15-20 minute overview presentation on the topic and resources that you are providing for your colleagues. Come to class prepared to present on the designated presentation day(s); resource sheets are due to the D2L discussion board by the start of class on the first designated presentation day. I will review your resources sheets and check resources; prepare a professional, organized resource sheet and be sure that the resources you link are legitimate, appropriate sources of information. Be sure to include the website links to any information you pull from the web and appropriately cite information on your resource sheet and any other optional materials you use or provide as part of your presentation (such as a handout, powerpoint, etc.). Poor quality sources of information will not meet criteria.

\*Resource sheets must be organized, professional, and include citations. They must include (1) a description of common issues, stressors, and symptoms associated with the presenting issue; (2) a current (within the past five years) peer-reviewed journal article (include the APA citation) that provides information relevant to your topic and presentation; and (3) three or more of the following categories:

- ✓ Links to online resources
- ✓ Podcast episode(s)
- ✓ Possible book & article resources for the counselor and/or client (include APA citations)

- ✓ Poem(s)
- ✓ Song(s) (can include link to music videos)
- ✓ Graphic(s) (photos, memes, gifs, charts, etc)
- ✓ Citation with web link(s) to a relevant film/video

### **Journal Summary of Learning**

The process of journaling has value as a way to clarify learning, develop an individual point of view, and provide an ongoing record of self-assessment and personal growth. For this class assignment, use the split-half journaling method during class demonstrations, discussions, activities, presentations, while reading class texts and articles, and any additional class activities. A complete guide to split-half journaling is available on D2L. At the conclusion of the class, write a thoughtful and professional summary of what you have learned throughout the entire course and via your class journaling experience. The summary should be between 900-1200 words and is due to the designated D2L Dropbox by the date and time noted on the course schedule below.

### **Class Policies**

**Attendance:** Students are required to be present for the entirety of each class session. It is a fact of life that due to illness, emergency, or other unforeseen circumstances, sometimes students must miss class. The necessity to miss class is at your discretion, and you are expected to consult with your colleagues about the missed class content. If you need to miss more than one class, your final course grade will drop by one-third letter grade for each additional class missed (e.g., A to an A-; A- to a B+; B+ to a B; etc.). The points deduction will be reflected in your Class Participation and Attendance grade. *For example, if you earn full points on all other assignments (80 points) and you miss two entire class meetings, then the maximum you could earn on your Class Participation and Attendance grade is 13 points (making the final course grade an A-). In this scenario, if you miss two entire class periods and you are texting during class, not paying attention, etc., then your participation & attendance grade would be lower than 13 to account for missed classes plus inattention during classes that you did attend.* Please be aware that significant and/or repeated late arrivals and early departures from class do count toward missed class time.

**Assignments:** Course assignments are due on the date indicated in the syllabus, unless changed by the instructor and discussed with the students (i.e. may be changed to a later date). It is the student's responsibility to turn in assignments by the date and time listed in the syllabus. Late assignments can be submitted to the designated Dropbox folder for reduced points. Ten percent will be deducted for any portion of each 24-hour period an assignment is late. Please contact the instructor with any questions regarding assignments.

**Email:** Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your student/employment record and can be accessed by your university or employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. Also, remember that email is intended as asynchronous communication. Due to the nonprivate nature of email communication, I typically adopt a more formal style in email communication. I am usually able to reply to emails within 48 hours on business days (Monday through Friday) and cannot guarantee that I will check email on

weekends or holidays. If there is a longer delay in replying to an email during weekday normal business hours, there are extenuating circumstances and I will do my best to reply as quickly as possible.

Here are general professional email guidelines, for your consideration:

- ◆ Always include a subject line.
- ◆ Always include a proper greeting or salutation and closing.
- ◆ Use professional grammar.
- ◆ Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- ◆ Use standard fonts.
- ◆ Respect the privacy of other class members.

**Professionalism and Class Norms:** Learning is enhanced through thoughtful reflection, critical discussion, and application of ideas. This requires your attentive presence and respectful participation in class. Plus, it makes class more interesting! Professional behavior is expected in class. This includes arriving on time, being prepared, and demonstrating engagement with the material and your classmates. You are expected to exhibit attitudes and behaviors congruent with the counseling profession, which includes being receptive to new ideas, openness to others, curiosity, the ability to receive/utilize feedback, and respect for others. Respect for others includes respect for diversity and being cognizant of the words you use (e.g. inclusive language). Confidentiality is the norm for all classroom interactions. Occasionally we deal with clinical, personal, and sensitive matters during class. Please show respect for your classmates by keeping confidential any personal/clinical information revealed during class time. If you are concerned about the safety or welfare of a classmate please contact the instructor.

As a class, we will may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, cissexism, heterosexism, racism, colorism, classism, ageism, sizeism, and other forces of inequality, oppression, and/or marginalization that may be discussed throughout the course. It is crucial that:

- ◆ we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression and privilege that may be influencing our experiences and beliefs;
- ◆ we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom; and
- ◆ we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and value of the profession of counseling.

Please respect your peers and your instructor by being vigilant of your use of technology during class. This means, for example, things such as checking emails, being on social media, or working on an assignment for this or other classes takes away from your learning experience, can distract you, your peers, and your instructor, and disengages you from whatever is happening in class. The same is true for phone use (e.g., text, email, social media) during class. If there is an

urgent call you are waiting for you may have your phone out and set to silent mode; otherwise please keep your phone in your bag or pocket, so it does not distract you, your classmates, or your instructor. Students observed to be sleeping, texting, using social media, or otherwise distracted and/or not participating during class may be asked to complete additional assignments related to the course material and/or professional development, in addition to the possibility of a reduction in their participation grade.

Finally, professionalism is also expected in writing and presentations. Presentations, written assignments, and projects should reflect professional quality, which includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points.

## **ETSU Polices**

### **ETSU Syllabus Attachment Link**

Please follow this link for a full listing on pertinent University policies and information, including: face covering policy, important dates, academic integrity and misconduct, discrimination and harassment, student rights and freedoms, diversity statement, prerequisites, academic accommodations for students with disabilities, permits and overrides, class attendance, where to go for help, sexual misconduct and Title IX statement, and technical resources.  
<https://www.etsu.edu/curriculum-innovation/syllabusattachment.php>

### **Academic Conduct**

According to university policy, “plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university’s academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an ‘F’ or a zero (‘0’) for the exercise or examination, or to assign an ‘F’ in the course” (2015-2016 Graduate Catalog, “Academic and Classroom Misconduct”).

### **Candidates with Disabilities**

East Tennessee State University recognizes its responsibility for creating an institutional climate in which candidates with disabilities can thrive. Students with any type of disability that requires special accommodations to promote learning in class is to contact the Disability Services office on campus at 423-439-8346 and subsequently schedule an appointment with the instructor as soon as possible. Please know that I fully support equal educational access.

### **COVID-19 Policies**

ETSU continues to follow the coronavirus pandemic closely and adjusts their policies in accordance with current CDC guideline. For the most up-to-date information, please visit the Bucs are Back page at <https://www.etsu.edu/coronavirus/>.

### **University E-Mail**

According to university policy, “all official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Since this is our primary method of communication, email should be checked at least daily. Although students may choose to

forward university email to an external email account, he or she is responsible for all information, including attachments” (2015-2016 Graduate Catalog, “Electronic Mail”).

### **Campus Services and Resources**

**Bucky’s Food Pantry:** If you find it difficult to afford food, please consider visiting [Bucky’s Food Pantry](#), located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). For additional questions about Bucky’s Food Pantry, call (423) 439-2825 or email at [foodpantry@etsu.edu](mailto:foodpantry@etsu.edu).

**ETSU Counseling Center:** This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The [ETSU Counseling Center](#) provides counseling support services to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, depression, etc.), please contact the [ETSU Counseling Center](#) at (423) 439-3333 or email at [counselingcenter@etsu.edu](mailto:counselingcenter@etsu.edu) about their confidential and professional services. The ETSU Counseling Center is located on the 3<sup>rd</sup> floor of the D.P. Culp Center. The center’s hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press “2” to talk with a counselor 24 hours a day, 7 days a week.

**ETSU Disability Services:** It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through [Disability Services](#), which is located in Suite 390 of the D.P. Culp Center. For additional information, call (423) 439-8346.

**ETSU Office of Equity and Inclusion:** The [Equity and Inclusion](#) website includes information about learning opportunities, articles and resources, and reporting discrimination, harassment, and retaliation.

**ETSU Multicultural Center and PRIDE Center:** In addition to safe, inclusive spaces to gather on campus, these centers offer various events, programming, scholarships, and resources. The [Multicultural Center](#) is located on the second floor of the D.P. Culp Student Center and the [PRIDE Center](#) in nearby in room 215.

**ETSU SafeZone:** The [ETSU SafeZone webpage](#) provides information about SafeZone training opportunities, allies across campus, and LGBTQQIAP+ resources.

**ETSU Services Quick Links:** Additional campus resources can be found at <http://www.etsu.edu/etsuhome/services.aspx>



I am a member of the ETSU Safe Zone Ally community network, and I am available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus (e.g., <https://www.etsu.edu/equity/safezone/resources.php>) to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual and gender



identity. My goal is to help you be successful and to maintain a safe and equitable campus. I will gladly honor your request to address you by your correct name and gender pronouns. Please advise me accordingly when you feel ready to do so.

Sample

**Course Schedule**

*\*This schedule is tentative and subject to change*

DATE	TOPIC	ASSIGNMENTS AND READING DUE
8/26/21	Syllabus and Class Overview Introduction to Course	Syllabus Split-Half Journal Guide
9/2/21	The Science of Human Development Theories of Development Conception to Birth	Chapters 1 & 2
9/9/21	The First Two Years	Chapters 3 & 4
9/16/21	Early Childhood	Chapters 5 & 6
9/23/21	Early Childhood, cont.	Early Childhood Observation Report Due to D2L by 11:30pm
9/30/21	Middle Childhood	Chapters 7 & 8
10/7/21	Entering adolescence: "Eighth Grade"	
10/14/21	Adolescence	Chapters 9 & 10
10/21/21	Emerging Adulthood <i>Ecomaps will be completed during class.</i>	Chapter 11 Key Assignment: Ecomap Due to D2L & Tevera at end of class
10/28/21	Adulthood: Mini-Presentations	Chapters 12 & 13 Resource Sheet (upload to D2L) & Mini-Presentation Due
11/4/21	Adulthood: Mini-Presentations	
11/11/21	<i>No class: Veteran's Day holiday</i>	
11/18/21	Late Adulthood	Chapters 14 & 15
11/21/21	<i>No class: Due date reminder</i>	Late Adulthood Observation Report Due to D2L by 11:30pm
11/25/21	<i>No class: Thanksgiving Break</i>	
12/2/21	Death and Dying Course Conclusion	Epilogue
12/3/21	<i>No class: Due date reminder</i>	Attendance & Participation Assessment Due to D2L by 11:30pm
12/9/21	<i>*Finals week is reserved for a possible class meeting if needed due to unforeseen schedule changes</i>	Journal Summary of Learning Due to D2L by 11:30pm