

Kansas State University
College of Education
Special Education, Counseling & Student Affairs

Development Across the Lifespan for School Counselors
16470 (3 credit hours)
Asynchronous

Dr. Jessica Lane
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Online Office Hours:
 Wednesdays 4-5 p.m. CST

Catalog Description

This course covers advanced studies in physical, intellectual, emotional, social, and personality development across the lifespan with the focus on the importance of these factors to the educational process. As an online course, this class is designed to promote learning through online study.

Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP standards addressed within each objective. At the completion of this course, students will be prepared to:

Learning Objective	CACREP Standard(s)
Recognize theories of individual and family development across the lifespan	II.F.3.a
Demonstrate basic theories of learning	II.F.3.b
Explain biological, neurological, and physiological factors that affect human development, functioning, and behavior	II.F.3.e
Consider systemic and environmental factors that affect human development, functioning, and behavior	II.F.3.f

Counseling Program Key Performance Indicator(s)

KPI 6- K	Student is able to demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	My Developmental Life Video
KPI 8- K	Student is able to demonstrate knowledge of theories of individual and family development across the lifespan	Theoretical Critique

Mission Statement

The Counseling Programs at Kansas State University are committed to “Preparing knowledgeable, ethical, caring counselors who positively contribute to student/client learning, development, and well-being.”

Our mission is fulfilled through: delivery of exemplary instruction; clinical and experiential field-based experiences, production and dissemination of sound and useful research and scholarship; leadership, engagement, collaboration, and service within the profession; and promotion, understanding, and celebration of diversity.

K-State College of Education Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

- I. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
- II. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
- III. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
- IV. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.

- V. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Class Delivery and Structure

This course is delivered asynchronously, which allows you to complete coursework on your own schedule within a given timeframe. You will use Canvas to watch lectures, complete activities and assignments, and take assessments throughout the semester. Class modules and corresponding assignments open Monday mornings at 7:00 a.m. and are available until 11:59 p.m. on Sunday evenings. *Assignments will close and will not be accepted after the deadline.* Staying on pace and remaining attentive to the schedule is vital to your success in this class.

Technology

Technical Support. For all technical questions, contact the IT Help Desk at 785-532-7722 or 1-800-865-6143. Students who have difficulty accessing the course website should contact IT help desk *first* before contacting the professor. Student professionals can answer most of your technology questions.

K-State Canvas. All class materials and supplemental resources are located in the course website. Students will use K-State Canvas to take their class exams.

COE Catalyst Center. College of Education students can contact the *Catalyst Center* at 785-532-5926 for some types of technical assistance and instructional support. The *Catalyst Center*'s hours of operation are Mondays through Fridays, 8:00 a.m. to 5:00 PM during the June-July summer session. Students are encouraged to check their website for at <http://coe.ksu.edu/catalyst/> for additional technical support resources.

Class Materials Copyright Information. Jessica J. Lane, Ph.D., Associate Professor, has copyrighted all EDCEP 824 course materials, except where indicated. This copyright pertains to the syllabus, online lectures, notes and lecture materials developed in all formats including electronic, oral and print communication.

Evaluation Plan

Your final grade is based on the total number of points that you earned throughout the semester. The various ways in which you earn points are listed below:

Activity	Description	Points
Class Participation	To be successful in this course, you must actively participate in each module. Class participation includes reading the textbook and corresponding videos, responding to relevant questions and activities, and providing thoughtful comments and feedback to module questions. During this class, online discussion and participation will be assessed using two elements: <i>content and expression</i> . These elements are adapted from the work of Bauer and Anderson (2000) and involve the use of rubrics for assessing each element.	100 points

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	Participants will self-score on online content and expression with faculty review.	
Quizzes	Six multiple-choice quizzes will be administered throughout the course to determine retention of course content knowledge.	100 points
In the News	Students will choose a relevant news story and apply how such an event could impact a child or adolescent's developmental state. See the rubric.	30 points
Theoretical Critique	Students will select ONE of the assigned developmental theories and will explain the theory, its hallmark components, and critique the theory in a 3-4-minute self-created video. KPI 8	20 points
Developmental Interview	Students will interview two individuals at various developmental milestones and synthesize their findings in a 2-3-page reflection.	20 points
My Developmental Life Video	Students will choose personal events and apply developmental theories to their life to help make meaning. Videos will be 6-8 minutes in length. KPI 6.	30 points
TOTAL		300 points

Grading Scale

The minimum number of points for each grade is listed below:

A= 300 points

B= 270 points

C= 240 points

F= less than 240 points

Course Activities and Requirements

***Extra Credit Activity.** Students can earn 5 extra credit points (added at the end to the final course grade) for joining the optional informational Zoom meeting on **Wednesday, January 17th, at 7:00 PM CST (Zoom number: 785-532-5938).**

***Optional Message Board Alternative Opportunities.** As an alternative to completing the module's assigned message boards, students may elect to participate in Zoom discussions with Dr. Lane on the provided evenings. Attendance and participation will be recorded in lieu of the module message board.

Message Board Alternative Zoom meetings: **Zoom number: 785-532-5938).**

02/28/24	Optional Message Board Alternative Zoom	7:00-8:00 p.m. CST
04/03/24	Optional Message Board Alternative Zoom	7:00-8:00 p.m. CST

Academic Honesty Policy

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor System website can be reached by going to www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge that applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Academic Accommodations for Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, Number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Class courtesy and respect is important especially when course material is likely to elicit strong personal opinions. Please remember that others may not share your opinions and each student's points of view are to be respected. Disrespect of others will not be tolerated in the class.

Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the [student code of conduct](#) can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

Statement Regarding Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a duty to report any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment ([PPM 3010](#)).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's Office for Institutional Equity (OIE) using the online reporting form. Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the Kansas State University Police Department or the Riley County Police Department. Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the K-State Center for Advocacy, Response, and Education (CARE). Confidential mental health services can be found with Lafene Counseling and Psychological Services (CAPS). Academic support can be found with the Office of Student Life (OSL). OSL is a non-confidential resource. A comprehensive list of resources is available here. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

K-State Email Account & Canvas

Please check your K-State email account and our course Canvas page regularly throughout the semester. Important information and class announcements will be shared through these electronic platforms.

Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse. If you are struggling with these issues, do not wait to seek assistance

- K-State Online students have free access to mental health counseling with My SSP – 24/7 support via chat and phone (<https://www.k-state.edu/lafene/programs/myssp.html>).
- The Office of Student Life (k-state.edu/studentlife) can direct you to additional resources.

Rubric for Online Content

Content includes the degree to which students acquire an understanding of the essential material presented within the course. This content rubric evaluates the degree to which a student can apply this material to applied counseling settings. This assessment is demonstrated by the depth and sophistication in understanding. Online content means module postings, responses to class readings, and other class activities to determine your online content assessment. **50 points are awarded for this activity.**

Points	Skills
45-50	Demonstrates excellence in grasping key concepts of developmental theory; shows ability to apply these concepts to practical situations; can apply these concepts during case analysis; provides strong evidence in support of the applications of developmental theory concepts; readily offers new interpretations of developmental discussion materials while being professional. Engages in critical thinking of the readings and research. Shows a high level of support for opinions.
40-44	Shows evidence of understanding most of the major developmental counseling concepts; can agree or disagree with ideas when asked; shows a basic level of support for opinions; offers a divergent opinion about multicultural counseling concepts occasionally.
35-39	Has a shallow knowledge of developmental counseling concepts; rarely takes a position or stand on discussion issues; offers inadequate levels of support for opinions. Responds with limited understanding or reference of developmental counseling content in postings.
30-34	Shows little to no significant understanding of developmental counseling material; makes few comments about discussion topics; offers weak support for opinions.
25-29	Shows no understanding of the developmental counseling material. Shows naiveté or ignorance regarding developmental counseling concepts. Postings present a narrow worldview.
< 25	Failing.

Online assessment rubrics adapted from: Bauer, J. F., & Anderson, R. S. (2000). Evaluating Students' Written Performance in the Online Classroom. *New Directions for Teaching and Learning*, (84), 65-71. <https://doi.org/10.1002/tl.849>

Rubric for Online Expression

Expression involves two components: 1) formal postings, assignments, and projects and 2) online discussion. In general, expression can provide a degree of clarity to content (Bauer & Anderson, 2000). Great ideas are lost if they are not expressed well. Bean & Peterson (1998) note that good writing is tied closely with good scholarship. *In this assessment rubric, writing style, grammar, and language are important assessment criteria. Students should use appropriate grammar when composing comments for posting or when preparing formal postings such as projects and assignments.* Success in demonstrating expression required that you communicate counseling concepts clearly and concisely to others. **50 points are awarded to this activity.**

Points	Skills
45-50	Uses complex, grammatically correct sentences on a regular basis; expresses ideas and concepts clearly, concisely, and cogently in a logical manner; uses words and phrases that demonstrate a high level of vocabulary; no misspellings. Communicates concepts to others with clarity and sophistication.
40-44	Sentences are grammatically correct; ideas are readily understood. Counseling ideas and concepts are presented in a logical and professional manner. Some misspellings and confusing phrases.
35-39	Sentences are grammatically correct; ideas are understood but show signs of disorganization; some transitions between concepts are missing; there are occasional misspellings. Counseling concepts are communicated to others, but are underdeveloped or with some confusion.
30-34	Poor use of language confuses and garbles much of the message; only an occasional idea is presented clearly; language is disjointed; there is an overuse of the simple sentence and repetition of words; paragraphs or phrases are often unrelated to each other. Counseling concepts are communicated to others poorly.
25-29	Writing is largely intelligible. There are incomplete sentences and frequent misspellings. There is a poor organization to paragraphs and to ideas presented therein. Counseling concepts are not communicated to others.
< 25	Failing.

Online assessment rubrics adapted from: Bauer, J. F., & Anderson, R. S. (2000). Evaluating Students' Written Performance in the Online Classroom. *New Directions for Teaching and Learning*, (84), 65-71. <https://doi.org/10.1002/tl.849>

Rubric for In the News

This assignment assesses the student's ability to practically apply concepts from a developmental theory to conceptualize the impact of real-world events on child and adolescent development. This content rubric evaluates the degree to which a student can apply this material to the age group with which they desire to or currently work [critical thinking]. This assessment is demonstrated by the depth and sophistication in understanding a developmental theory. **30 points are awarded to this activity.**

Points	Skills
Developmental Content	
18-20	Demonstrates excellence in grasping key concepts on one or more developmental theories; shows ability to explain the scenario and apply developmental concepts to practical, current-event situations that have occurred within the last year; provides strong evidence in support of application of developmental theory concepts. Engages in critical thinking of the readings and research. Shows a high level of support for opinions.
15-17	Shows evidence of understanding most of the key concepts of one or more developmental theories; applies concepts with some consistency to news event; or does not have a current event, offers some evidence in support of application of developmental theory concepts.
12-14	Has a shallow knowledge of the key concepts of a developmental theory and its relation to current events; has an older news article, or offers inadequate levels of support for relationship between chosen theory and current event.
0-11	Shows little to no significant understanding of developmental theory in relation to current event; makes few meaningful connections; offers weak support for opinions. Shows naiveté or ignorance regarding current events impact on development.
APA and Writing	
8-10	A 2-3-page APA paper with strong command of and appropriate APA writing. Includes proper paper format, cover page and abstract, APA 7 th references and textbook and news article citations.
4-7	Paper does not meet the full requirements. Either offers developing skills of writing an APA paper with APA 7 th references and citations, or missing cover page, abstract, textbook or news article citations.
0-3	Underdeveloped or weak knowledge of APA 7 th writing and references.

Rubric for My Developmental Life Video Assignment

This assignment assesses the degree to which a student can apply this material to applied counseling settings and show an ability to analyze the impact of developmental stage across multiple domains. This assessment is demonstrated by the depth and sophistication in understanding developmental theories as well developing meaning and awareness from one’s own experiences. **30 points are awarded to this activity.**

Points	Skills
Theoretical Application	
18-20	Demonstrates excellence in explaining personal events (3-5) and applying key concepts of multiple developmental theories; shows ability to apply relevant descriptions of the stages of development and integrates at least 3 developmental theories (Freud, Erikson, Vygotsky, Piaget, Bowlby, Bandura, Bronfenbrenner, and Kohlberg) to support their thoughts and beliefs in relation to personal events provides strong evidence in support of the applications of developmental theory concepts. Engages in critical thinking of the experiences and their developmental impact. Shows a high level of support for case conceptualization.
15-17	Shows varied evidence of applying most of the key concepts of developmental theories; applies some relevant descriptions of the character’s stages of development across multiple domains or applies relevant description in some but not all domains; shows a basic level of support for opinions and case conceptualization.
10-14	Has a shallow knowledge of developmental theories; makes limited meaningful connections between experiences and developmental theories; offers inadequate levels of support for case conceptualization.
0-9	Shows little to no significant understanding or application of developmental theories; makes few meaningful connections between personal experiences and developmental theories; offers weak support for opinions. Shows naiveté or ignorance regarding developmental theories.
Video Presentation	
8-10	The video stayed within the 6-8-minute mark. It included a PowerPoint or visual to illustrate the events and theories. The video was visually appealing, personal, and professional.
4-7	The video was under or over the 6-8-minute timeframe by a minute or less. A visual presentation was not offered or the video did not include 3-5 personal events and theoretical review.
0-3	Underdeveloped or weak presentation. The video exceeded or was under the 6-8-minute time frame by over 1 minute. It was not visually supported or accurate.

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Course Schedule – EDCEP 824 SPRING 2024

Details regarding each module, quiz, and assignment will be outlined on Canvas. This syllabus is subject to change as class learning needs may dictate- *please review each module's page or announcements on Canvas to see if changes have been made.*

Weeks	Dates	Topic	Readings	Assignments	CACREP Standards
MODULE 1					
1 & 2	01/16/24- 01/28/24	Introduction to Course Counseling Ever-Changing Person	Chap.1	Message Board Introduction	II.F.3.a II.F.3.e II.F.3.f
	01/17/24	Extra Credit Syllabus Review Zoom 7:00-8:00 p.m. CST			
		Theories of Human Development	Chap. 2		
MODULE 2					
3 & 4	01/29/24- 02/11/24	Spiritual and Moral Developmental Theories	Chap. 3	Message Board QUIZ 1 Theoretical Critique	II.F.3.b II.F.3.e II.F.3.f
		Cross-Cultural Counseling & Human Development	Chap. 4		
MODULE 3					
5 & 6	02/12/24 02/25/24	Birth and Infancy: Physical & Cognitive	Chap. 5	Message Board QUIZ 2 Introduce	II.F.3.a II.F.3.b II.F.3.e
		Birth and Infancy: Emotional & Social	Chap. 6	Interview Assignment	
MODULE 4					
7 & 8	02/26/24- 03/10/24	Early Childhood: Physical & Cognitive	Chap. 7	Message Board QUIZ 3 In the News	II.F.3.a II.F.3.b II.F.3.e
	02/28/24	Optional Message Board Alternative Zoom 7:00-8:00 p.m. CST			
		Early Childhood: Emotional & Social	Chap. 8		
	03/11/24	SPRING BREAK NO CLASS ENJOY!			
MODULE 5					
9 & 10	03/18/24-	Middle	Chap. 9	Message Board	II.F.3.a

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	03/31/24	Childhood: Physical & Cognitive		QUIZ 4	II.F.3.b II.F.3.e
		Middle Childhood: Emotional & Social	Chap. 10		
MODULE 6					
11 & 12	04/01/24- 04/14/24	Adolescence: Physical & Cognitive	Chap. 11	Message Board QUIZ 5	II.F.3.a II.F.3.b II.F.3.e
	04/03/24	Optional Message Board Alternative Zoom 7:00-8:00 p.m. CST			
		Adolescence: Emotional & Social	Chap. 12		
MODULE 7					
13 & 14	04/15/24- 04/28/24	Young Adulthood: Physical & Cognitive	Chap. 13	Message Board QUIZ 6 Interview	II.F.3.a II.F.3.b II.F.3.e
		Young Adulthood: Emotional & Social	Chap. 14	Assignment	II.F.3.f
MODULE 8					
15	04/29/24- 05/05/24	Middle Adulthood Late Adulthood	Chap. 15 -18	Development Video Class Participation TEVALs	II.F.3.a II.F.3.b II.F.3.e II.F.3.f

