



**ROSEMONT COLLEGE**  
**1400 MONTGOMERY AVENUE**  
**ROSEMONT, PA 19010**

**Course Title:** Development Across the Lifespan  
**Course Number:** CNS-6082  
**Course Date:** Fall 2020  
**Course Meeting Times:** Tuesdays, 7:30 P.M. – 9:30 P.M.  
**Course Location:** Lawrence Hall – Room 303  
**Course Designation:** Level II Course (Required for Clinical Mental Health Counseling and School Counseling)  
**Semester Hours:** 3  
**Prerequisites:** Level I Courses  
**Limitation on Enrollment:** 18

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**Office Hours:** W (2:00 P.M. – 5:00 P.M.);  
R (2:00 P.M. – 5:00 P.M.)

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**Course Description:** This course is an advanced theoretical examination of physical, cognitive, social, moral and personal development during infancy, childhood, adolescence, and adulthood.

The process and stages of development throughout the lifespan form the context for the study of human behavior. Theories and models of human development will be reviewed from a historical and modern-day perspective.

**Rosemont Mission Statement:** Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

**Professional Performance Evaluation:** Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course

content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

**Note:** The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

### **I. Student Learning Outcomes**

Upon completion of this course, students will be able to:

- A. Comprehend internal (e.g., intellectual and emotional functioning) and external barriers (e.g. environmental variables) that exist for individuals across the lifespan to assess how these barriers impact past, present, and future development and well-being Identify sociocultural factors that influence human development across the lifespan (e.g., race, ethnicity, culture, and socioeconomic status) as a means to advocate for underserved populations
- B. Understand and apply theories and models of human development across the lifespan in order to appropriately conceptualize the presenting problem(s) of individuals and develop effective forms of intervention
- C. Analyze the subjective experience of normative and non-normative events (e.g., grief and loss, crisis events, absentee parent) for individuals across the lifespan to determine elements that may hinder and/or support human development
- D. Examine ethical and multicultural considerations for individuals across the lifespan to promote positive development and employ effective and culturally sensitive counseling strategies and techniques
- E. Demonstrate knowledge of career developmental theories to evaluate how career complications affect the development of the individual across the lifespan as well as the family unit
- F. Determine developmentally appropriate counseling strategies and therapeutic techniques to implement in sessions with individuals across the lifespan to engage in effective services and intervention planning
- G. Differentiate between developmentally appropriate and inappropriate forms of assessment for individuals across the lifespan to employ effective forms of

intervention

## **II. Course Content**

### **A. Internal and External Barriers to Human Development**

1. The concept of developmental stages
  - a. Personality development: Freud
  - b. Erickson's eight psychosocial stages
  - c. Cognitive development: Piaget
  - d. Moral Development: Kohlberg and Gilligan
2. Multidimensional and Systems Views
  - a. U. Bronfenbrenner's Bio-ecological Model
  - b. Lifespan development theories
  - c. Family Development Theory
3. Contemporary Theories
  - a. Relational Cultural Model of Development: Baker Miller
  - b. Racial/Cultural Identity Development

### **B. Sociocultural Factors Influencing Human Development**

1. Learning Theories
  - a. Behavioral learning theories
    - i. Classical conditioning: Pavlov
    - ii. Operant conditioning: Skinner & Watson
    - iii. Social learning theory: Bandura
  - b. Constructivist theories: Kegan
  - c. Cognitive theories & neural network theories
  - d. Vygotsky's Sociocultural Theory
2. Personality Development
  - a. Ego Development: Loevinger

### **C. Developmentally Appropriate Conceptualization of Presenting Problems**

### **D. Normative and Non-Normative Events**

1. Resilience defined
  - a. Strength focused
    - i. Reserve Capacity Model: Gallo
  - b. Subjective Context
2. Crisis Events

3. Protective factors
  - a. Compensatory Model: Garmezy
4. Hindering factors
5. Masten's four stages of resilience
  - a. Primary prevention
  - b. Limiting stressors
  - c. Increasing resources
  - d. Mobilizing protective processes

**E. Multicultural Considerations**

1. Age
2. Social-Emotional Functioning
3. Intellectual Functioning
4. Race and Ethnicity
5. Culture
  - a. Gender Orientation
  - b. Sexual Orientation
  - c. Spirituality and Religion

**F. Career Decision-Making in Human Development**

1. Developmental crises
2. Disability
3. Psychopathology
4. Impact of situational and environmental factors
5. Holistic view of wellness
6. Parenting Styles

**G. Developmentally Appropriate Counseling Strategies**

1. Emotional/Psychological (i.e. eating disorders)
2. Cognitive (i.e. ability level, ADHD)
3. Physical (i.e. atypical growth and development)
4. Social (i.e. abuse)
5. Environmental (i.e. violence)
6. Multicultural issues (i.e. prejudice and oppression)

**H. Developmentally Appropriate Assessment**

1. Physical development
  - a. Glandular changes

- b. Behavioral changes
- c. Early and late maturation
- d. Sexuality
- 2. Cognitive development
  - a. Operational thought processes
  - b. Problem solving
  - c. Metacognitive skill
  - d. Logical thinking
- 3. Social development
  - a. Identity development
  - b. Identity crisis
  - c. Racial and ethnic identity
  - d. Autonomy
  - e. Peer relationships
  - f. Risk-taking and social deviance
- 4. Assessment tools
  - a. Tests
  - b. Observation techniques
  - c. Rating scales
  - d. Self-assessment

### **III. Methods of Instruction**

- A.** Lecture and Classroom Discussion
- B.** Assigned Readings
- C.** Audio-Visual Presentations
- D.** Peer Processing
- E.** Case Study Presentations

#### IV. Methods of Assessment

Assessment	Points
A.) Attendance Questions	10-Points
B.) Current Events Readings	3 X 5 = 15-Points
C.) Case Study Presentation	15-Points
D.) Contrasting Model Paper	20-Points
E.) Timeline Project	40-Points
<b>Total</b>	<b>100-Points</b>

- A. **Attendance Questions:** 5-Questions will be posed at the start of each class session. Each student will respond to all questions as a means to determine whether students are reviewing the assigned readings and comprehending the material. Students will not be penalized for responding incorrectly to the questions. The questions will only function to track attendance as it applies to points towards your final grade.

**Total Points:** 10-Points

**Student Learning Outcomes:** A - H

- B. **Current Event Readings (3):** Students will access current articles from 2015-2017 from one of two scholarly journals: Journal of Counseling & Development (JCD) or Adultspan Journal. Students will read one article from one of these journals on a monthly basis to review modern-day research in human development. Students will have the opportunity to read articles of interest to him/her. Please select an article that focuses on a specific life stage of human development as well as a specific barrier to human development. After reading the article, students will create a post on Canvas within a discussion forum addressing the following:

- (1) Title of the article
- (2) Author(s) of the article
- (3) Main insight gained from the article.

**Total Points:** 3 X 5 = 15-Points

**Student Learning Outcomes:** A, B, E, G

C. **Case Study Presentation:** Students will be responsible for presenting one 15-minute oral presentation on a case study assigned to them. Students will conceptualize the case study based on the model or theory of human development covered during a previous class session. Students will be required to submit the presentation 24-hours prior to the date of the presentation. The presentation must cover the following main content areas:

- (1) Key aspects of the case study
- (2) Presenting problem(s) of the individual within the case study
- (3) Clinical impression of the individual (DSM symptomatology and diagnosis), taking into consideration developmental stage
- (4) Conceptualization of the case study based on the developmental model or theory
- (5) Two thought-provoking questions to be posed to peers
- (6) Appropriate APA Formatting (in-text and reference slide.)

**Total Points:** 15-Points

**Student Learning Outcomes:** A, B, C, E, F, G, H

D. **Contrasting Model Paper:** Students will utilize their case study presentation to compare and contrast the developmental model or theory incorporated within their previous case study (oral presentation in class – Assignment C) with a second developmental model or theory of the student's choosing. Students will make a second conceptualization based on the case study assigned with the second developmental model or theory selected. This assignment will be presented within a 3 to 5-page paper (title page and references will not be included within the page count) addressing the following content areas (sub-headings encouraged).

- (1) Introduction explaining the key aspects of both developmental models and theories
- (2) Rationale for choosing the second developmental model or theory
- (3) Review of similarities and differences among the two developmental models or theories
- (4) Case Conceptualization based on the second model selected
- (5) Appropriate APA Formatting

**Total Points:** 20-Points



**Student Learning Outcomes:** A, B, C, E, F, G, H

E. **Timeline Project:** Students will create a personal timeline of significant life events addressing critical events of the past, present, and projected future. This assignment may be in the form of bulleted short paragraphs or an outline. Please email a copy to professor and bring a hard copy to class for discussion. The assignment must address the following main points:

- 1) You will identify at least five significant events that you believe have/will impacted/impact your development (do not include your actual birth as an event).
- 2) Of these, at least one must have occurred during childhood, one during adolescence, and one during adulthood.
- 3) Your fifth and final significant event must relate to a personal aspiration for the future. For this specific event, you must include an intervention plan that will assist you in obtaining this goal.
- 4) You must include personal biases and multicultural considerations within your discussion of life events and how they influenced/will influence your personal development.
- 5) Your timeline should include references to your text, i.e. models and theories of human development (APA Formatting) and class discussion, and include a brief explanation of why each event was significant.

**Total Points:** 40-Points

**Student Learning Outcomes:** A, B, C, E, F, G, H

## V. Final Grade Scale

**Note:** All students in the Graduate Counseling Program MUST receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program**.

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

**Attendance Policy:** Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

**Academic Integrity:** Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

**Class Assignments:** Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

**Communications:** Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

**Disability Statement:** If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

**Student Concerns:** Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

**Cell Phone Use:** In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

**Use of Laptops or Other Electronic Devices:** The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

**Recording Lectures:** Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

**Inclement Weather:** The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

**Course Website:** Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

**Submitting Papers Electronically:** Writing assignments for this course are to be submitted electronically via the course website.

**Rosemont College 2018-2019 Graduate Academic Calendar:**

[https://rosemont.edu/\\_resources/site-pdfs/registrar/2018-2019\\_sgps\\_academic\\_calendar.pdf](https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf)

**VI. Required Textbook and Equipment**

Broderick, P.C. & Blewitt, P. (2014). *The Life Span: Human Development for Helping Professionals* (4th ed.) Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 978-0132942881

Additional reading and video materials will be provided and/or used according to the instructor's discretion – see assignment schedule for details. Reading assignments must be completed prior to the class session in which they will be discussed.

**VII. Tentative Course Schedule**

<b>Date</b>	<b>Topics/Activities</b>	<b>Assignments Due</b>
Week 1:	<b>Introduction</b> <b>Syllabus Review</b> <b>Freud's Personality Development</b>	<b>Kapustin Article</b>
Week 2:	<b>Piaget's Constructivism</b> <b>Child Identity Development</b>	<b>Barrouillet Article</b> <b>Current Event Submission (1)</b>
Week 3:	<b>Ann Masten: Resiliency in Human Development</b> <b>Fostering Resilience in Children</b>  <b>Case Study Presentations</b>	<b>Chapin Article</b>
Week 4:	<b>Erikson's Psychosocial Stage Theory</b> <b>Psychosocial Adjustment for Children with Chronic Disorders</b>  <b>Case Study Presentations</b>	<b>Knight Article</b>

Week 5:	<b>Vygotsky's Sociocultural Theory Treating Childhood Mental and Behavioral Health Concerns</b>  <b>Case Study Presentations</b>	<b>Vandervert Article</b>
Week 6:	<b>Kohlberg's Moral Development Theory Gilligan's Moral Development Theory Promoting Healthy Lifestyles Among Adolescents</b>	<b>Jorgensen Article</b>  <b>Current Event Submission (2)</b>
Week 7:	<b>Loevinger's Stages of Ego Development Promoting Positive Identity Development in Adolescents</b>  <b>Case Study Presentation</b>	<b>Duffy Article</b>
Week 8:	<b>Developmentally Appropriate Conceptualization of Presenting Problems</b>  <b>Case Study Presentation</b>	
Week 9:	<b>Normative and Non-Normative Events</b>	<b>Current Event Submission (3)</b>
Week 10:	<b>Multicultural Considerations</b>  <b>Case Study Presentation</b>	<b>Timeline Due</b>
Week 11:	<b>Parenting Styles: Impact on Development Fostering Adolescent Career Readiness</b>	<b>Kimmes Article</b>  <b>Contrasting Model Paper</b>
Week 12:	<b>Ivan Pavlov: Classical Conditioning B.F. Skinner: Operant Conditioning Common Adolescent Mental and Behavioral Health Concerns</b>	<b>Wolpe Article</b>
Week 13:	<b>Joseph Wolpe Systematic Desensitization Albert Bandura Social Learning Theory Healthy Relationships in Young Adults</b>	<b>Özerk Article</b>  <b>Timeline Project</b>

## VIII. Bibliography

### A. Print Resources

- Alexander, P., Schallert, D. L., & Reynolds, R. E. (2009). What is learning anyway? A topographical perspective considered. *Educational Psychologist, 44*(3), 176-192.
- Belsky, J & Pluess, M. (2009). The Nature (and Nurture?) of Plasticity in Early Human Development. *Perspectives on Psychological Science, 4*, 345-351.
- Bergen, D. (2007). *Human development: Traditional and contemporary theories*. Upper Saddle River, NJ: Prentice Hall.
- Berger, K. S. (2008). *The Developing Person through the Lifespan*. New York: Worth.
- Berk, L. E. (2007). *Development through the lifespan*, (4th ed.) Boston: Pearson/Allyn and Bacon.
- Bjorklund, B. R., & Bee, H. L. (2008). *The Journey of Adulthood* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Boyd, D. & Bee, H. (2006). *Lifespan development* (4th Ed.). New York: Allyn and Bacon.
- Carter, B., & McGoldrick, M. (1999). *The expanded family life cycle: Individual, family, and social perspectives* (3rd ed.). Boston: Allyn & Bacon.
- Crain, W. (2005). *Theories of development: Concept and applications*, (5th ed). Upper Saddle River, NJ: Prentice Hall.
- Gilligan, C. (1993). *In a different voice: Psychological theory and women's development* (Reissue ed.). Cambridge, MA: Harvard University Press.
- Hattie J. A., Myers, J. E., & Sweeney, T. J. (2004). A facture structure of wellness: Theory, assessment, analysis, and practice. *Journal of Counseling and Development, 82*, 354-364.
- Kail, R. V., & Cavanaugh, J. C. (2004). *Human development: A lifespan view* (3rd ed.). Belmont, CA: Wadsworth.
- Kail, R. V., & Cavanaugh, J. C. (2006). *Human development: A lifespan view* (4th ed.). Belmont, CA: Wadsworth.
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- Loevinger, J., & Blasi, A. (1976). *Ego development: Conceptions and theories*. San Francisco: Jossey-Bass.
- Masten, A.S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227-238.
- Meyers, J. & Sweeney, T. (2005) *Counseling for Wellness: Theory, Research and Practice*. Alexandria, VA: American Counseling Association
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- Newman & Newman (2009). *Development Through Life: A Psychosocial Approach (10th Ed)*. Belmont, CA: Wadsworth/Cengage Learning.
- Purdy & Dupey (2005). Holistic flow model of spiritual wellness. *Counseling and Values*, 49(1). p. 95-106.
- Schlossberg, N. (1984). *Counseling Adults in Transition*. New York: Springer.
- Schlossberg, N. (1994). *Overwhelmed: Coping with Life's Ups and Downs*. New York: Lexington Books.
- Sigelman, C.K. & Rider, E.A. (2008) *Life-Span Human Development (4th ed.)* Pacific Grove, CA: Thomson/Wadsworth
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- Sue, D.W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice (5th ed.)*. New York: Wiley.
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Sweeney, T. J., & Witmer, J. M. (1991). Beyond social interest: Striving toward optimum health and wellness. *Individual Psychology*, 47, 527-540.

Vygotsky, L.S. (1978). *Mind in Society*. Cambridge, MA: MIT Press.

Walsh, F. (1996). The concept of family resilience: Crisis and challenge. *Family Process*, 35, 261-281.

Walsh, F. (2003). Family resilience: A framework for clinical practice. *Family Process*, 42, 1-18.

Witmer, J. M., & Sweeney, T. J. (1992). A holistic model for wellness and prevention over the lifespan. *Journal of Counseling and Development* 71, 140-148.

### C. Non-Print Resources

American Counseling Association: <http://www.counseling.org>

Mental Health Counseling Association <http://www.mhca.org>

New Jersey Counseling Association: <http://www.njcounseling.org>

National Board of Certified Counselors (NBCC): [www.nbcc.org](http://www.nbcc.org)

National Child Traumatic Stress Network: [http://nctsn.org/nccts/nav.do?pid=hom\\_main](http://nctsn.org/nccts/nav.do?pid=hom_main)

## IX. CACREP Standards Assessment Crosswalk

CACREP Standard	Assessment	Learning Outcomes
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients ( <b>1e. Professional Counseling Orientation and Ethical Practice</b> )	Attendance Questions, Current Events Readings, & Case Study Presentation	(A) (B) (E)
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. ( <b>1i. Professional Counseling Orientation and Ethical Practice</b> )	Attendance Questions & Timeline Project	(E)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally ( <b>2a. Social and Cultural Diversity</b> )	Case Study Presentation & Timeline Project	(A) (B) (E)
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy ( <b>2b. Social and Cultural Diversity</b> )	Attendance Questions, Case Study Presentation, & Contrasting Model Paper	(B) (C) (D) (E)



The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others <b>(2d. Social and Cultural Diversity)</b>	Attendance Questions, Case Study Presentation, Contrasting Model Paper, & Timeline Project	<b>(B) (D) (E) (F)</b>
The impact of spiritual beliefs on clients' and counselors' worldviews <b>(2g. Social and Cultural Diversity)</b>	Case Study Presentation, Contrasting Model Paper, & Timeline Project	<b>(B) (D) (E)</b>
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination <b>(2h. Social and Cultural Diversity)</b>	Case Study Presentation, Contrasting Model Paper, & Timeline Project	<b>(A) (B) (C) (E)</b>
Theories of individual and family development across the lifespan <b>(3a. Human Growth and Development)</b>	Attendance Questions, Case Study Presentation, Contrasting Model Paper, & Timeline Project	<b>(A) (B) (F)</b>
Theories of Learning <b>(3b. Human Growth and Development)</b>	Attendance Questions, Current Events Readings, & Case Study Presentation	<b>(A) (C)</b>
Theories of normal and abnormal personality development <b>(3c. Human Growth and Development)</b>	Attendance Questions & Case Study Presentation	<b>(A) (C) (E)</b>
Theories of etiology of addictions and addictive behaviors <b>(3d. Human Growth and Development)</b>	Attendance Questions, Current Events Readings, & Case Study Presentation	<b>(A) (C) (E)</b>
Biological, neurological, and physiological factors that affect human development, functioning, and behavior <b>(3e. Human Growth and Development)</b>	Attendance Questions, Current Events Readings, & Case Study Presentation	<b>(A) (D)</b>
Systemic and environmental factors that affect human development, functioning, and behavior <b>(3f. Human Growth and Development)</b>	Attendance Questions, Case Study Presentation, Contrasting Model Paper, & Timeline Project	<b>(A) (B) (D) (E) (F)</b>
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan <b>(3g. Human Growth and Development)</b>	Attendance Questions, Current Events Readings, Case Study Presentation, & Contrasting Model Paper	<b>(A) (D)</b>

General framework for understanding differing abilities and strategies for differentiated interventions <b>(3h. Human Growth and Development)</b>	Attendance Questions, Current Events Readings, Case Study Presentation, Contrasting Model Paper, & Timeline Project	<b>(A) (C) (D) (E)</b>
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan <b>(3i. Human Growth and Development)</b>	Attendance Questions, Case Study Presentation, & Timeline Project	<b>(B) (C) (E) (G)</b>
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors <b>(4b. Career Development)</b>	Attendance Questions & Case Study Presentation	<b>(A) (B) (C) (D) (F)</b>
Ethical and culturally relevant strategies for addressing career development <b>(4j. Career Development)</b>	Attendance Questions & Case Study Presentation	<b>(B) (C) (D) (E) (F) (G)</b>
A systems approach to conceptualizing clients <b>(5b. Counseling and Helping Relationships)</b>	Attendance Questions, Case Study Presentation, Contrasting Model Paper, & Timeline Project	<b>(A) (B) (C) (F)</b>
Developmentally relevant counseling treatment or intervention plans <b>(5h. Counseling and Helping Relationships)</b>	Case Study Presentation, Contrasting Model Paper, & Timeline Project	<b>(C) (E)</b>
Use of assessments for diagnostic and intervention planning purposes <b>(7e. Assessment and Testing)</b>	Case Study Presentation & Timeline Project	<b>(A) (E) (H)</b>
Use of assessments relevant to academic/educational, career, personal, and social development <b>(7i. Assessment and Testing)</b>	Case Study Presentation & Timeline Project	<b>(A) (E) (H)</b>
Use of environmental assessments and systematic behavioral observations <b>(7j. Assessment and Testing)</b>	Case Study Presentation & Timeline Project	<b>(A) (E) (H)</b>
Use of assessment results to diagnose developmental, behavioral, and mental disorders <b>(7l. Assessment and Testing)</b>	Case Study Presentation & Timeline Project	<b>(A) (E) (H)</b>
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice <b>(8a. Research and Evaluation)</b>	Attendance Questions & Current Events Readings	<b>(H)</b>

<b>CACREP Specialty Standards (Clinical Mental Health Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>1. Foundations</b>		
B. Theories and models related to clinical mental health counseling	Attendance Questions, Current Events Readings, Case Study Presentation, & Contrasting Model Paper	(C)
<b>2. Contextual Dimensions</b>		
D. Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Case Study Presentation	(A) (H)
J. Cultural factors relevant to clinical mental health counseling	Case Study Presentation & Timeline Project	(A) (B) (D) (E) (F)
L. Legal and ethical considerations specific to clinical mental health counseling	Case Study Presentation & Timeline Project	(B) (E)
<b>3. Practice</b>		
A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Attendance Questions & Case Study Presentation	(E) (H)
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Case Study Presentation & Timeline Project	(A) (C) (D) (G)

<b>CACREP Specialty Standards (School Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>1. Foundations</b>		
E. Assessments specific to P-12 education	Case Study Presentation & Timeline Project	(A) (E) (H)

<b>2. Contextual Dimensions</b>		
G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Attendance Questions & Case Study Presentation	(A) (B) (D) (E)
I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse	Attendance Questions & Case Study Presentation	(A) (B) (D) (E)
<b>3. Practice</b>		
E. Use of developmentally appropriate career counseling interventions and assessments	Case Study Presentation & Timeline Project	(A) (C) (E) (G) (H)
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Attendance Questions, Case Study Presentation, Contrasting Model Paper, & Timeline Project	(A) (B) (G)