



**MAC 568 Human Growth and Development
Saint Martin's University - Master of Arts in Counseling
Foundations Level**

Leticia Nieto, PsyD. LMFT. TEP

SAINT MARTIN'S UNIVERSITY MISSION AND CORE THEMES

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service. The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

Faith	Reason	Service	Community
Counseling interventions are effective when developmentally attuned. This course examines Faith Development and Moral Development theories among others.	Students develop the ability to think in developmental terms at various levels of abstraction, including: the counselor's own developmental moment, the client's developmental range (in various lines of development), and the precise elements that will support the emergence of the next developmental skills set.	Listening ever more deeply and with increasingly informed 'ears' is the key to good counseling. Students refine their ability to listen to themselves and others in their specific life-moment.	The life-cycle is studied in the context of relationships; both the relational contexts that have supported earlier developmental truces and the current connections influencing emerging ones. Students participate in dyads, small groups, and outside-of-class community contacts.

COLLEGE OF EDUCATION AND COUNSELING MISSION STATEMENT

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

MASTER OF ARTS IN COUNSELING (MAC) PROGRAM MISSION STATEMENT

The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC Faculty areas of interest include: anti-oppression, appreciative inquiry, access and technology, authentic leadership, collaboration, conflict as opportunity, decolonization, depth work, faith and community, indigenous wisdom, love, military families, professional identity, relational approaches to

research, social change, spontaneity and creativity, subtle activism, and vulnerability. Our work strives to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic framework, we recognize the dominance of white/eurocentric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

COURSE DESCRIPTION AND CLASS FORMAT

This course examines the Meta-theoretical perspectives and systemic approaches to human development over the lifespan, including learning, personality, differing abilities, and factors affecting development.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

STUDENT LEARNING OBJECTIVES	LEARNING OUTCOME MEASURES
1. To become familiar with the major theories/theorists of individual and family development across the lifespan.	Students will make an entry on the online platform using the contributions of major theories of development across the lifespan
2. To understand the major theories of learning.	Students will contrast counseling interventions from behaviorist, cognitivist, connectivist, and constructivist perspectives.
3. To understand the theories of normal and abnormal personality development.	Through creation of a psychograph, students will identify variance within stages of development and differentiate lines of development.
4. To understand the biological, neurological, physiological factors and other agents of influence that affect human development, functioning, and behavior.	In action method class activities, students will identify 4 arenas of factors and agents of influence through the lifespan.
5. To understand the systemic and environmental factors that affect human development, functioning, and behavior.	Students will demonstrate an expanded understanding of systemic factors in relation to human development through role-playing.
6. To acquire ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Students will engage ethical and culturally relevant strategies in their autobiographical and self-evaluative writing pieces.

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

HUMAN GROWTH & DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

LICENSURE REQUIREMENTS

MAC 568 will meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area (6) Developmental Psychology, WAC 246-809-221. The course may meet WA licensure requirements for marriage and family therapy in area (3) Individual Development, WAC 246-809-121. This course will meet WA licensure requirements for marriage and family therapy in area (8) Electives, WAC 246-809-121.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

MAC 568 may meet WA chemical dependency professional certification in areas (O) Developmental Psychology, (K) Individual counseling, and (U) Adolescent Chemical Dependency Assessment and Treatment. WAC 246-811-030.

SECTION TWO

INSTRUCTOR: Dr. Leticia Nieto

CONTACT INFORMATION: 360-438-4567, Cuetzpalin@aol.com

OFFICE HOURS: Appointments available by arrangement.

CLASS DAY AND TIME: TBA

BUILDING AND ROOM: TBA

REQUIRED TEXTS AND READINGS

You are welcome to use either paper or electronic versions when electronic version is available. You may use any edition of the book.

Lenses: Applying Lifespan Development Theories in Counseling, Kurt Kraus (2008) ISBN-10: 0618370307

A Guide to Integral Psychotherapy: Complexity, Integration, and Spirituality in Practice (SUNY series in Integral Theory), Mark Forman (2010) State University of New York Press; ISBN-10: 1438430248

Knowledge, Difference, and Power: Essays Inspired by Women's Ways of Knowing, Nancy Goldberger, et al. (1998). ISBN-10: 046503733x

King, Warrior, Magician, Lover: Rediscovering the Archetypes of the Mature Masculine, Robert Moore and Doug Gillette (1991) HarperOne: ISBN-10: 0062506064

Recommended Texts:

Women's Ways of Knowing: The Development of Self, Voice, and Mind, Mary Belenky et al. (1997) Basic Books; ISBN-10: 0465090990

Discover Your Woman Within: Journey to Wholeness, Charlene Bell Tosi (2012) Tosi & Associates Incorporated; ISBN-10: 0985949902

The Heroine's Journey, Maureen Murdock (1990) ISBN-10: 0877734852

Deep Secrets: Boys' Friendships and the Crisis of Connection, Niobe Way (2013) Harvard University Press; ISBN-10: 0674072421

Women's Growth in Diversity: More Writings from the Stone Center, Judith Jordan (1997) The Guilford Press; ISBN-10: 1572302062

Push: A Novel, Sapphire (1997) Vintage; ISBN-10: 0679766758

Optional (A useful book, but out of print):

Revisioning Men's Lives: Gender, Intimacy, and Power, Terry Kuppers (1993) ISBN: 0898622719

METHODS OF INSTRUCTION

MAC classes have a significant class-webpage component. Methods include: lectures, dyad and group discussions, student presentations, skills practice in small groups and dyads, observations (outside of class), guest speakers, use of media (films, music, etc.). The MAC program places significant emphasis on role playing to insure skills mastery and self-confidence.

STUDENT EVALUATION AND GRADING POLICY

GRADING SYSTEM: A word about grading of all written and oral projects and final class grades in the MAC program: we do not use the deficiency model of a baseline grade for graduate students being an "A"

with a lowered grade representing "something wrong." Rather, the baseline (average) grade for graduate students is a "B." Students performing above the average earn a "B+" and those showing second-mile excellence earn an "A-" (an excellent grade). A grade of "A" will be awarded only in the case of unusual distinction.

A = 95-100 Exceptional. The student has demonstrated a quality of work and outstanding accomplishment well beyond the normal requirements and shows originality of thought and mastery of material. The student's performance exceeds MAC behavioral expectations.

B = 85-94 Excellent. The student's academic achievement exceeds satisfactory accomplishment showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts. The student's performance meets MAC behavioral expectations. This level represents the standard expected of all students.

C = 75-84 Unsatisfactory for Graduate Level. While the student has met the formal requirements, the student has not demonstrated comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

D = 65-74 Not a Passing Grade. The student's accomplishment leaves much to be desired. Requirements may have been cursorily met but without indicating minimal comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

F = Below 65 Failure. The student has not met the minimum requirements. The student's performance does not meet MAC behavioral expectations.

Grade	Points
A+	98
A	96
A-	95
B+	92
B	86
B-	85
C+	82
C	76
C-	75
D+	72
D	66
D-	65
P	0
F	0

Information about an Incomplete Grade

The policy for requesting an incomplete grade is in the Graduate Catalog. Incompletes have to be processed prior to Finals Week. Please note that the work in the class must have been completed satisfactorily. That means if a student has not completed work at the time of the request, it is the instructor's judgment whether to base the decision on whether the student was making satisfactory progress on the work that was expected to be completed at the time of the request or the work that was actually completed. For this reason, among others, it is important for the student to request the incomplete as early as possible.

COURSE SCHEDULE**SESSION 1**

Please be aware that attendance at the first class is **MANDATORY**. If you miss the first class, you run the risk of being dropped from the course.

The last day to add or drop a class for main campus is <ENTER DATE>

Introductions and Definitions
Theories of individual and family development across the lifespan
Sociometric Constructive Developmentalism
TRUST/mistrust
Freud's Stages Overview
Theories of learning

For SESSION 2:

- Developmental Handout Packet (with spirals and charts)
- Please rent, view, and respond in Moodle Film forum to film:
 - *The Story of the Weeping Camel*
 - *and 56 Up*
- *Lenses: Applying Lifespan Development Theories in Counseling, Kraus (first half of book)*
- *The Helical Model* https://www.youtube.com/watch?v=0jHsq36_NTU – our solar system is a vortex
- Listen to On Being with Krista Tippett – Arthur Zajonc & Michael McCullough: Mind and Morality <https://onbeing.org/programs/arthur-zajonc-michael-mccullough-mind-and-morality-a-dialogue/>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 2

AUTONOMY/doubt
Piaget's Theory of Cognitive Development
Theories of normal and abnormal personality development

For SESSION 3 :

- *King, Warrior, Magician, Lover*. Robert Moore and Douglas Gillette --
- Please rent, view, and respond in Moodle Film forum to film:
 - *Fairytale: A True Story*
- Please view *Earth from space* - <https://vimeo.com/55073825>
- Please watch: *Sex and Gender: Is It Important to Make Distinctions?* http://www.huffingtonpost.com/2012/04/13/sex-and-gender_n_1423588.html By Santa Maria
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 4

INITIATIVE/guilt
Perry's Theory of Cognitive Development
Biological, neurological, and physiological factors that affect human development, functioning, and behavior

For SESSION 5:

- Please rent, view, and respond in Moodle Film forum to film:
 - *My Left Foot*

- RSA - Building Adult Capabilities to Improve Child Outcomes: A Theory of Change https://www.youtube.com/watch?v=urU-a_Fs5Y, Jack Shonkoff
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 5

INDUSTRY/inferiority

Kohlberg's Moral Development Theory

Theories & etiology of addictions & addictive behavior

For SESSION 6:

- *Discover Your Woman Within*, Charlene Bell Tosi --
or highly recommended, foundational book published in 1990: The Heroine's Journey, Maureen Murdock - Please rent, view, and respond in Moodle Film forum to film:
 - *Stand By Me*
- Nancy Hanks Lecture 2013: Yo-Yo Ma <http://www.youtube.com/watch?v=TWsdrjUhol4>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 6

Due: Journal, please email to the professor at cuetzpalin@aol.com

AFFILIATION/abandonment

Gilligan's Moral Development Theory

Systemic and environmental factors that affect human development, functioning, and behavior

For SESSION 7:

- Please rent, view, and respond in Moodle Film forum to films:
 - *Cast Away*
AND
 - *Life as a House*
- Meet with your reading partner (in person, email, phone, Skype, etc.)
- *Women's Growth in Diversity*, Judith V. Jordan (optional)

SESSION 7

Due: Option 6b - Experiential/therapeutic presentation based on Murdock or Moore and Gillette books

IDENTITY (ideology)/role confusion

Chickering's Identity Development Theory

Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

Theories Review

Understanding differing abilities and strategies for differentiated interventions

Presentations and discussion

For SESSION 8:

- *Women's Ways of Knowing*, Belenky et al.
or for those who already read this text as undergraduates: *Knowledge, Difference, and Power*, Nancy Goldberger, et al.
- Please rent, view, and respond in Moodle Film forum to film:
 - *Mindwalk*
 - *Grand Canyon*
 - *and What Dreams May Come*
- *What is Moral Injury* <http://moralinjuryproject.syr.edu/about-moral-injury/>
- *Signature Wound of Today's Veterans* <http://www.npr.org/2014/11/11/363288341/moral-injury-is-the-signature-wound-of-today-s-veterans>

- 'Moral Injury': When Soldiers Betray Their Sense Of Right And Wrong <http://www.wbur.org/2013/06/21/moral-injury-illustration>, Bebinger et al
- Meet with your reading partner (in person, email, phone, Skype, etc.)
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 8

Due: Option 6c - Reverse Analysis of an autobiography, please email to the professor at cuetzpalin@aol.com

INTIMACY/isolation
Belenky Women's Development

For SESSION 9:

- *Deep Secrets: Boys' Friendships and the Crisis of Connection*, Niobe Way --
- Please watch BBC Short Documentary Nature/Nurture <http://www.youtube.com/watch?v=R6hF3-obvNA>
- Meet with your reading partner (in person, email, phone, Skype, etc.)
- Please rent, view, and respond in Moodle Film forum to film: *Antonia's Line*
- Keen - Stages of Loving <http://www.spiritualityandpractice.com/books/excerpts.php?id=14414> - An Excerpt from *The Passionate Life*

SESSION 9

Due: Autobiographical Sketch Paper, please email to the professor at cuetzpalin@aol.com

GENERATIVITY/stagnation
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
Discuss Autobiographies

For SESSION 10:

- Chart of James Fowler's Stages of Faith <http://www.psychologycharts.com/james-fowler-stages-of-faith.html> Meet with your reading partner (in person, email, phone, Skype, etc.)
- Please rent, view, and respond in Moodle Film forum to the film: *Precious* (optional)
- *Push*, Sapphire (Due to strong language and content this book is optional)
- *A Guide to Integral Psychotherapy*, Mark Forman
- The Quest to Understand Consciousness http://www.ted.com/talks/antonio_damasio_the_quest_to_understand_consciousness.html, Antonio Damasio.
- *Lenses: Applying Lifespan Development Theories in Counseling*, Kraus --
- Please rent, view, and respond in Moodle Film forum to film: *Delivering Milo*
- Please view online The Power of Outrospection - Introspection is out, and outrospection is in. Philosopher and author Roman Krznaric explains how we can help drive social change by stepping outside ourselves. <http://www.youtube.com/watch?v=BG46lwVfSu8>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 10

NOTE: <DATE> is the Last Day to withdraw from a class for spring semester.

Please turn in work on time to avoid an impact on your grade. I will not accept any work after the last day of class. Work turned in on the last day of class will not receive any comments.

Due: Journal, please email to the professor at cuetzpalin@aol.com

MAC 568: Human Growth and Development

Due: Option 6a - Developmental Model presentations & Post handout to Moodle

Due: Option 6d- Developmental Bridges Poem/Song project, please email to the professor at Inieto@stmartin.edu

Due: Self-Evaluation, Reading Partner Evaluation, Course and Instructor Evaluation, please email to the professor at Inieto@stmartin.edu

INTEGRITY/despair
 Fowler/Keen - Faith Development
 Integral Theory
 Chalice of Repose
 Diller's Four Level Model
 Review Closure and Celebration

SMU ACADEMIC CALENDAR

Memorial Day (Holiday)	May 27, Monday
Classes Begin	May 28, Tuesday
Add/Drop Deadline (No Notation)	June 03, Monday
<i>Attendance Accounting Due</i>	
<i>Mid-Term Grades Due to Registrar</i>	June 24, Monday
Independence Day (University Closed)	July 04, Thursday
Last Day for Withdrawal (W grade)	July 08, Monday
Summer 05 & 07 Sessions End	July 20, Saturday
Final Grades Due to Registrar	July 22, Monday

COURSE AGREEMENT

Please fill this out completely before our first class.

Name _____ Course Name, Semester, Year _____

Preferred Pronoun (optional) _____ Age (optional) _____ Ethnicity (optional) _____

Address _____ Zip _____ Email _____

Phone Numbers: work _____ home _____
 (Please indicate which numbers can be placed on a class list for students in this class.)

Relational Status (optional) _____ Children _____ Ages _____

Presently employed? _____ Place of Employment _____

B.A. Degree from _____ Major _____

1. What do you hope this course will help you accomplish? What is your curricular /learning agenda? What are your learning goals? Please be specific.
2. Please describe yourself as a learner. How do you learn best? What is your learning style? Have you taken the Myers-Briggs test? (If so, please list type.)
3. Please describe your previous exposure, training or education in human development.
4. How will you know, at the end of this semester, if you have reached your goals for this course? (Please be as specific as you can.)
5. What do you bring to this course? What will you contribute?
6. Self-care is an important part of a good learning experience. Are you prepared to monitor your levels of challenge and support? How? (Please be as specific as you can.)
7. Are you willing to commit to being a supportive learning partner with all of us in this class? How will you do that?
8. There may be a class assistant offering support in this class. Will you take the opportunity to talk with them and the faculty about any concerns, challenges, or support that you might need? Is there anything you want faculty to know?
9. I have read the syllabus and schedule. I understand it to be a contractual agreement.

Signed: _____ Date: _____

Please review and return week two

Ground Rules and Agreement

1. We want to create an atmosphere that lends itself to open discussion. Respect and confidentiality support the creation of a space where open discussion can happen.
2. Acknowledge that racism and sexism, as well as other forms of oppression, exist.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. We will assume that people are always doing the best they can.
5. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
6. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

(Note: These guidelines are adapted from guidelines initially developed by Lynn Weber Cannon, Professor of Sociology, Memphis State University)

Please answer and discuss the following:

1. What three values do you think it is most important for us to uphold as a group?
2. What behaviors will support these values?
3. What behaviors will detract from these values? What behaviors would you see as unacceptable in the context of this class?
4. How do you think conflict should be handled in this class?
5. What does respect mean to you? What has characterized your best classroom experience?

SECTION THREE**Goal:**

To empower students to recognize optimum and dysfunctional human patterns and address them from a developmental perspective.

Marriage and Family Theory within this course: In MAC 568, students learn to think in systems terms on a number of levels across a wide variety of family structures, and regarding a diverse range of presenting problems. Models are taught which integrate information regarding the couple, sibling, and individual subsystems, as well as the family of origin and external societal influences. Developmental aspects of family functioning will also be considered.

Psychodrama Credential:

The Certified Practitioner (CP) credential in Psychodrama is granted by the American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy (psychodramacertification.org). Their training and certification model involves 780 hours of training, written examination and an on-site examination. The 780 hours must be done with an approved trainer (TEP). Leticia Nieto currently holds that credential. In MAC 568, there will be 6 hours of training relevant for the CP, and the following topics will be reviewed: Therapeutic factors, John Mosher's "Healing Circle," Matrix, Encounter, Warm up, Concretization, Locus nascendi, Role theory (role playing, role stages, role taking, role creating, role creation).

Requirements: (Each item has a point value. Maximum points: 100)

Please submit your work electronically. **Include: course #, your last name, assignment title, and date on the subject line of the email AND as the name of your attachment.** For example: 568 Smith Journal 1 June 9. Notice there are no dots or hyphens or slash marks or commas – just spaces. Please use the cuetzpalin@aol.com email.

In all of your written work, please include *quotes* from the required reading as well as other sources. In order to receive credit, please use levels of learning 4, 5, and 6 (see Levels of Learning later in this syllabus). In all of your writing please explicitly apply the Constructive-Developmental models. When making presentations, engaging your fellow students, being clear, specific and precise all are important to make the experience valuable. The following will negatively impact credit: simply reading from notes or powerpoint, handing out papers for other students to read aloud, going over time, guided imagery or guided meditations.

Please turn in work on time to avoid an impact on your grade. I will not accept any work after the last day of class. Work turned in on the last day of class will not receive any comments. If you would like comments on your work, submit it all by **SESSION 6**.

Please work on these assignments in order. If certain competencies are demonstrated, some later assignments may be cancelled. Your best use of time is to focus on writing reflectively every session. That will provide material that you can then "harvest" into posts, journals, or other assignments.

1. Reading Dyads and Moodle Posts: (20 points – 10 for reading & dyads, 10 for films & Moodle)

- Complete all assigned reading.
- Participate in regular reading discussion dyads. For your dyad, meet once per session. Be prepared to individually report on your learning by bringing selected quotes to share and comment on each session. At the end of the course, you will write a paragraph evaluating your reading partner including attendance, participation, and level of learning with a suggested point-value. You can use dyad time in many ways, for example: discuss readings, share insights from your journal, find quotes to share in class or to add to your quote outline, review, create, or discuss Moodle activities.
- View films as listed on the syllabus and participate in Moodle sessions (9 hours of Moodle participation required – equivalent to two film comment preparations and postings for each hour, for a total of 14 posts). In the Film Forum on Moodle, read all previous posts to ensure that you are

not repeating a point that was already made. You have the following options (in descending order of value) in what you post: Connect the film with a developmental bridge, a quote from the readings, or, a panel (or other class activity). Keep your posts short (these are not meant to be paper-length posts) and try to do only one of the options above for each post. As always, make sure your Moodle work is at Levels of Learning 4, 5, or 6.

2. Participation in class: (10 points)

Attend class sessions. Attendance and being on time for class and after breaks are essential aspects of any graduate-level class. In fall and spring semesters, one missed class is equal to an entire week of class time. In the summer, it is equal to two. Absences caused by illness, family emergencies, and professional opportunities happen. Such absences, even for reasonable causes, always involve loss of course content. Absences cannot be made up by extra papers or assignments. Attendance is mandatory at the first session, otherwise your attendance record could impact your grade significantly.

Class participation also involves adequate self-monitoring: if your tendency is to speak in class, make room for others' voices and vice-versa. Students will be evaluated on their verbal and non-verbal expressions of engagement.

3. Guided Journals Due: Session 6 & Session 10 (10 points, 5 each)

Prepare a guided journal entry for each class session with questions, reactions, and responses to the reading material, experiences, and class discussions. Harvesting from your first 5 journals, you will create a Synthesis Journal to submit on Session 6. Harvesting from your next 3 journals, you will create a Synthesis Journal to submit on Session 10. Please use this assignment for introspection rather than critique. Use levels of learning 4, 5, and 6. I strongly suggest using the Writing Center. Please edit for clarity, conciseness, and specificity.

4. Developmental Observations THIS ASSIGNMENT IS IN CLASS

Participate in a discussion of **developmental observations** of an interview with a person sixty-five years or more in age using the Belenky model. Please refer **EXPLICITLY** to the model in your comments. Notice that you are tracking the development of voice/cognition. Examine the ways of making meaning, rather than the external characteristics of your subject's life story.

5. Autobiographical Sketch Due: Session 9 (10 points)

Complete a brief (one page) **autobiographical sketch paper** focusing on **one** important developmental transition (bridge). What is needed is for you to identify a moment in your life and to locate it on one of the earlier "bridges" presented in lectures. It needs to be a moment from a bridge before the Identity to Intimacy Bridge. Your task is to show a "snapshot" of your autobiography (a mere moment, not a long season) and to place it correctly on one of the bridges. It does not matter if it is early, middle, or late on the bridge. In your description of your developmental snapshot, please use the metaphors from lectures.

6. Choose one of the following (10 points)

a. Integrate Models Due: Session 10 .

Prepare and present a developmental model

- **integrating** Erickson plus three additional theories (indicate which) and
- clearly defining your **assumptions** about human development.

On **Session 10** please submit a very brief plan that includes 1) the 3 theories you plan to integrate with Erickson, and 2) which physical materials you will use, and 3) what will be your central metaphor. Submit this outline on Moodle.

On **Session 10**, in your presentation, please stick to the five-minute time limit. It is your responsibility to prearrange a timekeeper. You will be graded on: creativity, accuracy, degree of involvement of students, presentation and time keeping, visual aids, thoroughness, and posted Moodle handout.

b. Experiential/therapeutic presentation Due: TBD

Make an **experiential/therapeutic** presentation (seven minutes maximum) in class based on an aspect of the Murdock or Moore and Gillette books. Please do not: a) do a guided imagery based intervention, b) read your presentation aloud. This presentation involves you demonstrating a strategy with the help of one of your classmates in the role of your client. Submit a written summary of your presentation and post this summary on Moodle. Please stick to the time limit. It is the student's responsibility to prearrange a timekeeper. You will be graded on: creativity, accuracy, degree of involvement of students, presentation and time keeping, visual aids, thoroughness, and posted Moodle summary.

c. Developmental analysis in reverse chronology Due: Session 8

Write a one-page **developmental analysis in reverse chronology** of one of the **following** autobiographies: Blackberry Winter, Margaret Mead; The Words, Jean-Paul Sartre; In My Mother's House, Kim Chernin's; A Portrait of the Artist as a Young Man, James Joyce; Under the Eye of the Clock, Christopher Nolan; This Boy's Life, Tobias Wolff; Dust Tracks on a Road, Zora Neale Houston; The Autobiography of Malcolm X, Malcolm X; Autobiography, Ben Franklin.

d. Developmental Bridges Due: Session 10

Find a poem and a song for **each** of the developmental bridges discussed in class. Please submit typed content for both songs and poems and a CD (for songs). Indicate clearly how you see the poetry and songs illustrating transition to a new way of making meaning.

7. Report of Readings Due Dates Will Be Posted on Moodle (10 points)

Prepare a one-page written report of required readings. Please post on Moodle for review by others in the class. This report should include a selection of quotes from the reading that you found particularly interesting, useful, and insightful. **The date for you to post your quotes will be noted on the syllabus or in Moodle.** These will be used by reading dyads to guide discussions and may be used in class as well.

8. Evaluations Due: Session 10 (10 points)

- Prepare a reflective self-evaluation. This is a significant paper. Use the Self-Evaluation worksheet included in this syllabus to guide your work, so that you cover all the elements. When developing your statements about Student's Professionalism and Person of the Counselor, refer to the rubrics included in the syllabus to inform your reflection as you respond to the Self-Evaluation worksheet questions, but you do not need to submit the rubrics themselves.
- Also write an evaluation of your reading partner and give them a copy by **Session 10**.
- Also, please submit a brief evaluation of the course and instructor by **Session 10**.

9. Student's Professionalism (10 points)

Student's Professionalism: Please refer to the Student's Professionalism Evaluation form. Do a self-assessment at the start of class and another at the end. Choose two elements to write about in your self-evaluation.

10. Person of the Counselor (10 points)

Person of the Counselor: Please refer to the Person of the Counselor Evaluation form. Do a self-assessment at the start of class and another at the end. Choose two elements to write about in your self-evaluation

Levels of Learning (please try to use levels 4, 5, and 6 as much as possible).

1. I did it (i.e. completed the assignment)/I didn't do it.
2. I liked it/I didn't like it. I can react with attraction or repulsion to the material but cannot substantiate my opinions.

3. I can personally relate to it by noticing what it reminds me of in my personal life or by noticing emotions that come up for me.
4. I can make a thoughtful statement about it. I can use critical thinking skills to engage meaningfully with the material. I can use a quotation from the text and use it to support or contrast with my argument. I can integrate feelings and opinions with observations about what is valuable in the material.
5. I can show comprehension of the material. In my own words, I can synthesize the main points or key ideas in the material. I can use examples, metaphors, and illustrations to effectively explain the content to someone else.
6. I can demonstrate mastery of the material. I am able to elicit the biases and theoretical principles in the material and apply them to other course content. For example, I can use one theory to analyze another theory.

Regarding written work, here are some ideas that may help:

- Consider whether your work is Reactive, Responsive, or (Self) Reflective

Reactive - does not include quotes from the course material, expresses an opinion, refers to your experience or feelings exclusively (Levels 2 & 3)

Responsive - includes quotes from the course material, if an opinion is given it is supported by a quote from a text, balances emotion and thought (Level 4)

(Self) Reflective - uses quotes from the course material (at least 80% from our texts, up to 20% from outside sources), focuses on applying course content to self through "bridge" analysis, finds points of connection between different texts, applies theory to other course content. (Levels 5 & 6)

- Another way to shift your work up one level is to find generalization statements (those including words like: all, most, many, people) and bring *specificity* to them.

Be aware that unethical, inappropriate, or other behavior unbecoming to the Person of the Counselor will also be considered in assessing the grade. Also, the following will have a definite and significant impact on final grades:

- Whether work is submitted in a timely manner – submitting work late (after due date).
- Failure to check SMU email (be aware that you can arrange for email to be forwarded)
- Degree of professionalism in demeanor and self-presentation
- Attendance at all class sessions - especially with non-excused absences
- Involvement in out-of-class events (such as dyad meetings, group participation, Moodle)
- Degree of promptness to class either at the beginning of class or coming back from breaks, etc.
- Extent of enthusiastic and positive exchange with fellow students and the teacher
- Ability to ask questions and offer comments that further class discussions
- Degree to which work is edited, proofread, free of style errors, and fully meets the standards of a graduate program.

SMU AND MAC POLICIES

GRADE REQUIREMENT

MAC students are expected to maintain a grade point average of 3.0 ("B") or better in their coursework and to receive a grade of at least a "C+" in any MAC course. Students whose cumulative grade point average falls below 3.0, or who receive a grade of "C" in any single class, will be placed on immediate academic probation and their candidacy reviewed by the MAC faculty. A student who: 1) fails to return the grade point average to a 3.0 by the end of the next semester, or 2) receives two grades of "C," or 3) receives any grade lower than a "C" in any class may be withdrawn from the MAC Program and from Saint Martin's University.

CONFIDENTIALITY POLICY

Confidentiality is an essential principle in all MAC courses. Because at times we may discuss highly personal material and actual clients, we will hold to standards of strict confidentiality. This means that what is said in class must stay in class.

IN CASE OF EMERGENCY OR SCHOOL CLOSURE

In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check my website/Moodle. In case of inclement weather or school closure emergency – please review status on the university website.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to me. If you have already established accommodations with Disability Support Services for Students (DSS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DSS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 360-438-4580, dss.testing@stmartin.edu, or smu.dss@stmartin.edu. DSS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of the Saint Martin's University to create inclusive and accessible learning environments consistent with federal and state law.

ACADEMIC INTEGRITY POLICY

Saint Martin's University is a community of faculty, students and staff engaged in the exchange of ideas in the ongoing pursuit of academic excellence. Essential to our mission is a focused commitment to scholarly values, intellectual integrity and a respect for the ideas, beliefs and work of others. This commitment extends to all aspects of academic performance. All members are expected to abide by ethical standards both in their conduct and their exercise of responsibility to themselves and toward other members of the community. As an expression of our shared belief in the Benedictine tradition, we support the intellectual, social, emotional, physical and spiritual nurturing of students.

Acts of academic dishonesty, plagiarism and cheating are considered unethical actions and a violation of university's academic policy. Please make sure you are citing all sources and doing your work individually unless otherwise instructed. Students in the MAC Program are expected to hold the highest ethics which includes ethics in writing. Plagiarism, intentional or unintentional, will result in consequences. Copying another student's paper or helping another student write a paper are examples of academic dishonesty. Consequences will range from a 0 on the assignment to dismissal from the MAC Program.

ATTENDANCE POLICY

Attendance is an important aspect of overall professionalism. In fall and spring semesters, one missed class is equal to an entire week of an undergraduate class. In the summer it is equal to 2 weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems/opportunities always involve costs and academic grades may be part of that cost. It is unrealistic to hope that

absences, even “legitimate” ones will have no consequences since they represent lost classroom work, missed lectures and group/class process. Nor can absences be made up by extra papers or assignments which would not be fair to other students. We expect students to monitor their own attendance as part of overall professionalism. Please do not shift the burden to the faculty, putting them into the position of police or judges. Please do not come to class ill, especially if you are contagious. You can arrange with a classmate to skype or facetime in. There may be times that format will have to be turned off.

POLICY ON BABIES IN CLASS

It is the policy of the MAC Program to not have babies or children in classes. We do, however, want to support parents of infants. If you have someone to be on campus with your baby, you can leave class to tend to the baby when needed.

SEXUAL MISCONDUCT/SEXUAL HARASSMENT REPORTING

Saint Martin’s University is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. There are Title IX/sexual harassment posters around campus that include the contact information for confidential reporting and formal reporting. Confidential reporting is where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Confidential Reporters at Saint Martin’s include – Dr. Emily Coyle, Assistant Professor of Psychology, Angela Carlin, Director of Campus Ministry, and Kelly Simmons, Director of the Counseling Center. This confidential resource can help you without having to report your situation formally unless you request that they make a report. The formal reporting process is through the following individuals: Dean of Students – Ms. Melanie Richardson, Associate VP of Human Resources – Ms. Cynthia Johnson, Director of Public Safety – Mr. Will Stakelin, or the Interim Provost |Vice President of Academic Affairs – Dr. Kate Boyle. Please be aware that in compliance with Title IX and under the Saint Martin’s University policies, all educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, on papers, or to me personally, I am required to report it.

CENTER FOR LEARNING, WRITING, & ADVISING

The Center for Student Learning, Writing and Advising offers free academic services for all Saint Martin’s students at all levels of achievement in pursuit of intellectual growth and academic excellence. The Learning Center is home to the STEM Study Center which provides subject area peer tutoring (science, technology, engineering, and math as well as business/ accounting/economics, and world languages). At the Writing Center, students meet with trained peer readers to discuss their academic, personal and professional writing. The Advising Center works with students with academic advising, connecting with campus support resources, transition and self-exploration guidance, personalized academic improvement plans, learning workshops, and support major change. The Advising Center staff also works closely with the University’s Early Alert Program — a referral system that supports student success. Saint Martin’s Disability Support Services is located in the Center for any student with a disability who is interested in using their accommodations. These students can connect with the Disability Support Services Coordinator who will evaluate the documentation, determine appropriate accommodations, and serve as a learning resource and advocate with assisting students in meeting their academic goals.

<https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising>

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center (CWC) is committed to helping you meet the challenges of life you may experience during college. The CWC promotes and enhances the health and development of students through professional mental health services, education and training. Integrating faith, reason and service, we empower you to develop self-awareness, knowledge and skills, necessary to make healthy choices and build relationships in a multicultural world. Integrating faith, reason and service, the CWC empowers students to develop self-awareness, knowledge and the skills necessary to make healthy choices and build relationships in a multicultural world. <https://www.stmartin.edu/directory/counseling-and-wellness-center>.