HDCN 6320 Life Span Development

January 2014
Wednesday 10:00 – 2:15pm

Lecturer:
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✧ **Office Hours:** By appointment

REQUIRED TEXTS

Feldman, R. (2013). Development Across the Life Span (7th ed.). Pearson
ISBN-10: 0205940072

Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

Supplemental reading may be required. Instructor will provide hard copies or direct students to electronic resources.

COURSE PURPOSE & GOALS

To gain a working knowledge of life span development principles for use in an applied counseling setting.

LEARNING OBJECTIVES	OBSERVABLE OUTCOMES
Identify key theorists and describe their contributions to developmental psychology in terms of psychodynamic, behavioral, cognitive, ecological, ethological, and eclectic perspectives	Students will demonstrate mastery of key developmental theories by answering questions on midterm and final quizzes.
Discuss themes that dominate research and the application of developmental principles in practice such as the continuity and discontinuity of age related changes across the life span.	Students will demonstrate knowledge of prevailing developmental themes by writing reflections on current news issues and sharing these findings in class discussions.
Communicate orally and in writing the defining physical, cognitive, social, and emotional features of infants, toddlers, early childhood, middle childhood, adolescence, and adulthood.	Students will demonstrate an understanding of major physical, cognitive, social, and emotional milestones across the lifespan by answering questions on midterm and final quizzes and through additional class assignments.

Identify basic human anatomy including the central nervous system, along with structures and functions of the neuron and brain.	Students will demonstrate knowledge of basic human anatomy and brain functions/structures by answering questions on midterm and final quizzes.
Integrate life span developmental theories with other psychology disciplines.	Students will demonstrate an integrated knowledge of prevailing developmental themes by writing reflections, sharing these findings in class discussions, as well as including this information in a book and additional readings.

General Courtesy Reminders

No internet/email use on laptops during class

No disruptive eating during class/lecture

No talking while others "have the floor"

ASSIGNMENTS & GRADING CRITERIA

There are six areas in which your work will be evaluated, as shown in the table below. A grading scale is also provided depicting the grade structure accepted by SMU and the number of course points equivalent to letter grades. Assignments, grading rubrics, and expectations for attendance and participation are described in the Appendix to this syllabus.

Grading and Evaluation	
Assignment/Activity	**Possible Points**
Class Attendance, participation and leadership (own the learning experience in the class. Be active participant and contributor. Lets share the vision of gaining the most from our class time and work together to achieve it.)	10
In the news write-up (2 per person) 10 points each	20
Developmental period review	30
Midterm Exam	20
Final Exam	20
Mock counseling session (details below)	CR
TOTAL POSSIBLE POINTS	**100**

Students will sign up for 2 news write-up reports during the first week of class (For this assignment students will select a developmental period that is different from their period they will review).

During the first class period students will sign up for the developmental period they will be responsible for and we will discuss the format of this assignment.

Developmental periods that we will cover:

1. Infancy
2. Preschool years
3. Middle childhood years
4. Adolescence
5. Early adulthood
6. Middle adulthood
7. Late Adulthood
8. Endings

Note: Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantial changes concerning examinations, the grading or attendance policies and changes in project assignments.

Grade	Performance Description	Range %
A	Exceptional	93 – 100
A-		90 – 92
B+	High Pass	87 – 89
B		83 – 86
B-	Pass	80 – 82
C+	Failure, any C or below	77 – 79
C		73 – 76
C-		70 – 72
D+		67 – 69
D		63 – 66
D-		60 – 62
F		59≥

Late & Make-Up Work Policy

In general, there is a 10% penalty for each day an assignment is late. If an assignment is more than three days late (≥30%), it will not be accepted and a grade of "0" will be entered. Students who are absent on the day an assignment is due may submit the assignment electronically (as an email attachment) by 2:00 pm on the due date. If extreme, unavoidable circumstances (such as prolonged illness) prevent completion of an assignment by the due date, the student should contact the instructor as far in advance of the due date as possible to determine whether an extension may be offered. Most in-class (participation) grades cannot be made up. Jeopardy questions may be turned in electronically on date they are due. If illness or an emergency make this impossible, the student may bring make-up questions (extra questions from the current week's readings). This make-up assignment is due on the student's first day returning to class.

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Academic Integrity

Students must adhere to the SMU Honor Code as described in the Student Handbook. Students in counselor training are dually responsible for abiding by all applicable ethical standards, as mandated by University policy and professional codes of ethics. Please review the University policies on the responsibilities, policies, and penalties regarding academic honesty found at http://www.smu.edu/studentlife/PCL_05_HC.asp. Ignorance of academic and/or professional ethical standards does not excuse ethical infractions. Unethical practices are determined by behavior, not by students' intentions. Any incidents of academic or clinical ethics infractions will be reported for investigation. Additional guidelines for academic integrity are included in the Appendix to this syllabus.

Unless otherwise specified in the syllabus, all course assignments and exams must be the student's original work, produced by the individual to whom the work is assigned. Working with partners or groups to complete any coursework is not allowed unless the coursework is specifically designated as group work. Additional information regarding academic integrity is provided in the Appendix.

Disability Accommodations

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

In addition, if you have difficulty that does not qualify as a recognized disability but which affects your ability to succeed in the course, please meet with the instructor within the first two weeks of the semester or as quickly as possible to see if reasonable accommodations can be made. I try to be sensitive to issues such as extreme fear of public speaking, shyness, cultural traditions, or upsetting personal events that can affect a student's success, and am willing to work with you to help you overcome obstacles or find legitimate ways to go around them.

Changes to Course Structure & Schedule

Changes to the course structure, content, or schedule may be made as needed to enhance students' learning experiences and/or to make up classes missed due to holidays. In addition, changes to course requirements, deadlines, and grading percentages may be subject to change due to major campus emergencies at SMU such as widespread flu outbreaks, weather emergencies, or collective traumatic events. The University and the instructor will provide updates, information, and resources as needed in such emergencies.

COURSE SCHEDULE			
CLASS #	**DATE**	**TOPIC**	**READING** **Students are expected to read the chapters before the class and actively participate in class discussions and activities related to the subject.**
1	**01/22**	Syllabus Introduction to Lifespan development Sign up for in the news reports and developmental period review	Chapters 1; 2; 3
2	**01/29**	Infancy forming the foundations of life Sign up for the book review discussion	Chapters 4; 5; 6
3	**02/05**	The preschool years	Chapters 7; 8
4	**02/12**	The middle childhood years	Chapter 9; 10
5	**02/19**	Adolescence Midterm exam	Chapter 11; 12
6	**02/26**	Early adulthood	Chapter 13; 14
7	**03/05**	Middle adulthood	Chapter 15; 16
8	**03/12**	Late adulthood	Chapter 17; 18
9*	**03/19**	Endings	Chapter 19
10	**03/26**	Final Exam (online)	

CLASS ATTENDANCE & PARTICIPATION
(10 points possible)

The class participation grade is based on attendance, punctuality, preparation, and the quality and degree of student participation and discussion. Each of you are strongly encouraged to contribute to class discussions and activities. This is your class, be active participant in creating it.

Class Attendance & Punctuality

Regular attendance and participation in this course are required and considered essential. If you are unable to attend:

- Instructors should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.

All class periods will involve class discussion and activities that cannot be made up due to absence. Students may not request make-up work for missed in-class activities or class notes from the instructor. In the event an unavoidable absence causes a student to miss an exam, the student should contact the instructor in advance and arrange for a make-up exam date.

Absences will result in reduction of the class participation grade based on **2 criteria: advance notification, and approved circumstances**. Advance notification may take the form of phone calls/voice mails or emails sent to the instructor prior to the start of class. Approved circumstances include

unavoidable events such as student or family member illness, death of a close family member, car accidents, University-recognized religious holidays, injuries requiring medical attention, and so on. Circumstances that will not be approved include vacations, attendance at weddings, family gatherings, conference travel, rest days, and so on. Approval of the circumstances of any absence is a matter of the instructor's discretion. Clearly, emergencies cannot be foreseen in advance. In such instances, please notify the instructor as soon as possible. Participation grade reductions for each absence are described below:

- Approved circumstance + advance notice = 1 point reduction
- Emergency + ASAP notification = 1 point reduction
- Approved circumstance + no advance notice = 1.5 point reduction
- Non-approved circumstance + advance notice = 2 point reduction
- Non-approved circumstance + no advance notice = 2.5 point reduction

A student missing more than two classes may, at the instructor's discretion:

- receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
- receive a failing grade for the course
- drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at http://smu.edu/education/counseling/AcademicCalendar2011-12.asp then consult with the Program Specialist if they believe this option is a possibility.)

Punctuality

Students are expected to arrive to class on time, return from breaks in the time specified, and to remain in class for the entire period or until dismissed by the instructor. If a student is aware that he/she will be unavoidably delayed, he/she should notify the instructor or a peer by phone prior to the start of the class period. Repeated lateness at the beginning of the class period and/or returning from breaks will be addressed in a meeting with the instructor and grade reductions not exceeding 5 points may apply.

Religious Observance

Religiously observant students whose practices require them to miss class should notify the instructor in writing at the beginning of the semester, and will not be penalized for missed in-class discussions, exercises, or quiz questions. If an exam is missed due to a religious observance, advance arrangements should be made with the instructor for making up the exam (University Policy 1.9)

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled university extracurricular activity will not be penalized for missing class discussions, exercises, or quiz questions. It is the responsibility of the student to make arrangements with the instructor in advance to make up any missed exam.

Class Preparation, Participation, & Decorum

Preparation & classroom environment. Students should arrive at each class meeting having completed all of the assigned reading, and sufficiently familiar with the readings to engage knowledgably in discussions. All students are responsible for participating in class discussions and activities, and for maintaining a respectful and courteous demeanor toward other students and the instructor. All students (and the instructor) are expected to contribute to a safe classroom climate free from judgment, derision, or marginalization, and conducive to a productive exchange of ideas. Any student who finds the conduct of other students or the instructor offensive is encouraged to respectfully voice such concern in class, or privately with the instructor. Any student who has particular difficulty participating should discuss this privately with the instructor within the first two weeks of the semester.

Electronic media & distractions. Please turn off (or set on silent/vibrate) all cell phones or other electronic devices, including laptops. Please do not read newspapers, books for other classes, or other outside reading material during class. Notes should be written by hand and may be transcribed into electronic form outside of class time.

Breaks & meals. Light snacks and soft drinks or water may be consumed in the classroom. Breaks will be provided for meals; However, breaks will not be long enough to allow students to leave the building to obtain food. Students will need to bring their own food and consume meals in the student lounge area or other acceptable areas in or around the building.

Professionalism & courtesy. Please be prepared to begin class on schedule by arriving on time, having materials ready, and stopping casual conversation at the time class is to begin. Display kindness and respect to fellow students and the instructor. When discussing case or client issues (even fictitious ones), speak professionally and respectfully as if the client were in the room. Please keep voices low in hallways to avoid disturbing others.

Assignment #1: "In the News" write-up

Students will sign up for this project

Each week, a portion of class time will be spent in brief student presentations (10 -15 minutes each). The purpose of this assignment is for you to relate to real life situations where there is an impact on human development across some of the topics discussed in your text. Find a news article or TV report (it may be interesting to compare how different media sources present the same story) that examines a lifespan concept related to the readings due the week of your discussion. The assignment is to

1. Find a topic that pertains to some aspect of human development and discuss it in terms of how it relates to the material covered in this course. You can choose material from articles from newsprint, journals or web sources. Here are the topic examples from November 2013 news: Syria's children – effects of war; U.N. report: too many girls too young to give birth; morning-after pill may not work for overweight women; Belgium: Lawmakers back allowing minors to request euthanasia.
2. Relate this topics to theories like Piaget's theory of cognitive development or other material covered in the textbook.
3. Initiate a class discussion topic for us to explore.
4. Turn in a 1- 2 page summary that includes – developmental period that the topic relates to, short (a couple paragraphs) summary of the article, specific information (theories, concepts, research) from the textbook that you use to analyze the article, questions for class discussion.

Grading Rubric:

Each written assignment ("In the News") graded using the following rubric:

	Full Points Earned	**At least ¼ Points Deducted**	**At least ½ Points Deducted**
Depth of Thought & Analysis 40%	Groundwork for argumentation clearly established at the onset. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit focused topic. No indication author applied much thought to the paper.
Synthesis & Congruency 20%	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have minimal to no direction, with subtopics appearing disjointed.
Thoroughness 20%	The appropriate content is covered in depth without redundancies.	Pertinent content is not covered in sufficient depth, or as explicitly, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.

Clarity of Writing and Mechanics 20%	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. Little to no spelling, grammar, or punctuation errors in the text.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing in convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.

Assignment #2: Developmental period review

Students will be responsible to create a learning environment and work with their peers to have a better understanding of the developmental period that each student will select during the first week of class.

Grading Rubric:

Delivery	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes, Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	Consistent use of direct eye contact with audience, but still returns to notes, Speaks with satisfactory variation of volume and inflection	Displays minimal eye contact with audience, while reading mostly from the notes. Speaks in uneven volume with little or no inflection	Holds no eye contact with audience, as entire report is read from notes, Speaks in low volume and/or monotonous tone, which causes audience to disengage
	7 points	**5 points**	**3 points**	**1 points**
Content/ Organization	Demonstrates full knowledge by answering all class questions with explanations and elaboration, Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	Is at ease with expected answers to all questions, without elaboration; Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	Is uncomfortable with information and is able to answer only rudimentary questions; Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence	Does not have grasp of information and cannot answer questions about subject; Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
	8 points	**6 points**	**4 points**	**2 points**
Enthusiasm/ Audience Awareness	Demonstrates strong enthusiasm about topic during entire presentation; Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	Shows some enthusiastic feelings about topic; Raises audience understanding and awareness of most points	Shows little or mixed feelings about the topic being presented; Raises audience understanding and knowledge of some points	Shows no interest in topic presented; Fails to increase audience; understanding of knowledge of topic
	7 points	**5 points**	**3 points**	**1 points**
Creativity	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention	Some originality apparent; good variety and blending of materials/media	Little or no variation; material presented with little originality or interpretation	Repetitive with little or no variety; insufficient use of multimedia
	8 points	**6 points**	**4 points**	**2 points**

MIDTERM – Chapters 1-10 (20 points)
FINAL EXAM – Chapters 11–19 (20 points)

There will be one in-class and one online evaluation in this course, one at mid-term and a final at the end of the term. The mid-term exam will cover material from readings and class lecture-discussions over the first half of the semester, and the final will cover material from the second half of the semester. Details will be discussed in class.

ACADEMIC INTEGRITY GUIDELINES

Most academic integrity infractions on University campuses involve two problems: plagiarism or cheating. It is ***essential*** for students (and professionals) to understand that ***intentions have no bearing*** on whether a person is guilty of plagiarism or cheating. Ethical infractions caused by ignorance, naïveté, or sloppy work habits can (and often do) result in the same consequences as deliberate efforts to deceive.

Plagiarism

The SMU Honor Code, the American Counseling Association, the American School Counselor Association, and the Association for Marriage and Family Therapy all provide information regarding the ethical guidelines for academic and clinical work, including plagiarism. The APA Publication Manual provides details about what constitutes plagiarism. Students should familiarize themselves with the University, APA, and other applicable ethical guidelines for their profession.

Put simply, plagiarism is the act of passing off others' work as one's own, usually by not giving proper credit to the authors of their sources. Here are some examples:

- Dave worked with another student from his class to complete a homework assignment that should have been done individually. His work and his classmate's are strikingly similar.
- Alissa cut and pasted sentences, phrases, and passages from articles she found online to create a report on her assigned topic. She did not put these passages in quotation marks.
- Jorge paraphrased passages from books and articles by changing some of the words. Since they were not verbatim quotes, he generally just put a citation with the author and year at the end of the sentence.
- Lee found a paper on his assigned topic online and downloaded it. He changed it up a bit and turned it in.

<u>Similar common issues (that are unethical or poor practice):</u>

- Quoting an author out of context, making it look as though the author said something he/she didn't (this often happens through careless reading).
- Citing and listing as references sources that were not actually obtained and read, but were copied out of other articles or books.
- Using so much quoted material that none of the student's original thinking is evident.

Students are expected to have a high degree of familiarity with the APA manual and its requirements. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines (from the 2005 5th edition) include:

1. Always cite the source of a quote or paraphrase.
2. When quoting:
   - Copy the original material word-for-word. Reproduce punctuation exactly.

- If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text.
- Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s)

3. When paraphrasing:
   - Restate concepts in *substantially different words* than the original material
   - Immediately after paraphrased material, cite author(s) and year. If the paraphrase is close to the author's language, include page numbers in the citation
   - If paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph.

The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Cheating

Cheating is generally easy to recognize, and students are usually aware of cheating (whereas plagiarism can be inadvertent). Cheating is the use of any source, person, or method that gives the user an unfair advantage. Cheating often involves accessing information (e.g., notes, test answers) in unsanctioned ways such as bringing written notes to an exam, texting test answers, stealing test keys, using work from students who have already taken the class, and so on.

Resources

SMU Honor Code
http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp

American Counseling Association Code of Ethics
http://www.counseling.org/Resources/aca-code-of-ethics.pdf

Ethical Principles of Psychologists and Code of Conduct
http://www.apa.org/ethics/code/index.aspx

Ethical Standards for School Counselors
http://www.tea.state.tx.us/couseling_job_desc.html

AAMFT Code of Ethics
http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx

MOCK COUNSELING INSTRUCTIONS

Mock counseling between the Practicum student counselor and the Life Span student is to be used as a personal growth opportunity and provide Practicum students with the ability to practice new interventions and further develop novice clinical skills. Each Life Span student will complete a Personal Growth Plan to be used as a basis for session discussions and personal and/or professional progress during the term.

All Life Span Mock Counseling activities used by the student counselor are being implemented with the goal of practicing basic microskills prior to using them with a real client. Thus, full participation by the Life Span student is expected and required as part of the Life Span course, and the Student Counselor should not rush through activities, processing or the session, which should last the full 50 minutes.

Mock counseling sessions will begin the third week of the term. Five mock counseling sessions, one per week, must be scheduled by each Life Span student no later than the second week of the term. Life Span students may either call the Center for Family Counseling at 972-473-3456 or drop by the office to schedule a standing appointment for the five sessions.

Practicum student counselor's role:

(1) introduce and complete with the Life Span student the Life Span Personal Growth Plan during the first session; discuss progress on the Life Span Personal Growth Plan the following sessions

(2) practice/implement basic microskills when implementing activities or techniques

(3) take the last 10 minutes of each session and process with the Lifespan student any suggestions they have for the implementation of the intervention from their perspective in the role of the "client"

(4) save all of the products the Life Span student creates from the activities and put them in a file along with a copy of the activity description so that the Life Span student can keep them for future use.

(5) complete the Life Span Mock Counseling Verification Form at the completion of the sessions and provide a signed copy to the Life Span student

(6) log all hours seeing a Life Span student as "Direct Client Contact" in Time2Track

*Not every Practicum student counselor will be scheduled with a Life Span student due to student availability.

Life Span student's role:

(1) sign the Life Span Student's Mock Counseling Agreement Statement below and submit to the Life Span instructor before scheduling mock counseling sessions

(2) schedule with the Clinic Coordinator five session times to meet with a Practicum student counselor

(3) attend five mock counseling sessions, complete the Life Span Personal Growth Plan, and participate in the student counselor's counseling techniques and selected activities

(4) understand the potential results of disclosing any information from the referral criterion topics

(5) offer the Practicum student counselor helpful feedback at the end of the session regarding the experience participating in the activity and suggestions on the implementation of the activity to be used for the future

(6) obtain a signed copy of the Life Span Mock Counseling Verification Form at the completion of the sessions and provide it to the Life Span course instructor

Every session will be supervised by a licensed professional of the SMU Masters of Counseling faculty and staff and may be viewed by those who are affiliated with the SMU Center for Family

Counseling. If you discuss any items on the referral criterion list, it may be within our obligation to intervene through legal and ethical codes as a counseling professional. If a Life Span student has concerns that warrant counseling/therapy treatment, it is that student's obligation to arrange for those services at another facility (e.g., student counseling on main campus). If the Life Span student discloses issues such as those topics on the referral criterion list below that are beyond the scope of mock counseling and the services offered by the Center for Family Counseling, the student counselor may discontinue mock counseling and refer the Life Span student for appropriate therapeutic services elsewhere.

Referral Criterion:

- Substance use and abuse
- Process addictions
- Illegal behaviors
- Suicidal or homicidal ideation or intention
- Self-injurious behavior
- DSM diagnoses and medications
- History of abuse (domestic violence or child abuse)
- Inpatient or residential treatment history
- Grievances against peers, faculty, or SMU Masters of Counseling program
- Mental health issues that illicit the need for long-term treatment provided by one seasoned therapist

Life Span Student's Mock Counseling Agreement Statement

I understand that the purpose of this assignment is for the Practicum student to practice new interventions and further develop their clinical skills, and I should only use this experience as an opportunity for personal growth and not for treatment of serious personal and/or clinical issues in the form of psychotherapy.

I acknowledge that if any information is shared with the practicum student that is of concern to the practicum student and their supervisor, I agree with the terms that I may be referred to the SMU Counseling Center on the main campus and will be required to complete the remaining sessions through actual psychotherapy counseling by a licensed clinical professional. An Incomplete will be received as a grade for the Life Span course until proof of counseling sessions has been demonstrated on my behalf.

_____

Life Span Student Printed Name

_____ _____

Life Span Student Signature Date