

COUN 545.401: Developmental Issues and Strategies in Counseling
Department of Psychology, Counseling and Special Education
Texas A&M University-Commerce
Summer II 2014

Instructor:

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Office Hours: Meeting times may be arranged by e-mail or phone. I will respond within 24 hours to your inquiry and we will schedule a time to meet.

Course Description:

This course provides an overview of theory and research related to human growth and development over the lifespan. In addition to meeting the core curricula objectives required for accreditation, the course provides specific developmentally appropriate interventions and culturally sensitive developmental assessments supported by research that are designed to enhance the growth and development of clients who seek counseling services. Students also will engage in experiential activities designed to enhance their own growth and development.

General Course Information:

This course includes studies that provide an understanding of the nature and needs of individuals at all developmental levels. Building upon this understanding, the course includes strategies that counselors can use to facilitate optimal human development and assess development across the lifespan. Activities to enhance student self-awareness are also incorporated.

Textbooks:

Rathus, S. A. (2013). HDEV (3rd. Ed.). Cengage Learning.

Course Objectives: Students will demonstrate an understanding of:

1. Theories of individual development and transitions across the life-span (including cognitive, emotional, social, physical, and moral)
2. Theories of family development and transitions across the life-span
3. Theories of learning and personality development
4. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior

5. Strategies for facilitating optimum development over the life-span
6. Ethical and legal considerations related to human growth and development.

Students will also:

7. Identify counseling strategies and interventions that facilitate optimum development across the life span.
8. Demonstrate an understanding of assessment of development across the life span.
9. Develop self-awareness and insight into intra-psychic and interpersonal dynamics that limit self-development and personal and professional growth.
10. Increase self-understanding and self-acceptance.
11. Demonstrate knowledge of modifications necessary for counseling children and adolescents.
12. Become aware of personal wellness and identify how spirituality contributes to wellness.
13. Identify developmentally appropriate strategies for children, adolescents, and adults from different cultural backgrounds.

CONTENT AREAS include, but are not limited to, the following:

- I. Individual development and transitions across the life-span
 - A. cognitive
 - B. emotional
 - C. social
 - D. moral
 - E. psychomotor
- II. Family development and transitions across the life-span
- III. Theories of learning
- IV. Personality
 - A. Theories of personality development
 - B. Personality types
 - C. Relationship between personality type and human development
- V. Human behavior in relation to:
 - A. Developmental crises
 - B. Disability
 - C. Exceptional behavior
 - D. Addictive behavior
 - E. Psychopathology
 - F. Situational and environmental factors
- VI. Counselor strategies for facilitating optimum development
- VII. Ethical and legal considerations related to human growth and development

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS AND GRADING

1. **Wellness self-assessment.** This will be the first topic covered in class. In your Ivey et al. book, you will find a wellness assessment. You will rate yourself on each of the 17 components and write a 4 to 5 page paper on your self-assessment. This assignment will be discussed in depth in class. A detailed handout will be provided. **Due June 11.**
2. **Final Exam** that includes approximately 50 objective questions. **July 2-July 6.**
3. An **extensive autobiographical paper** that applies developmental theories to your life. You will be expected to write an honest, in-depth account of your own development. A detailed instruction sheet will be provided. The paper will be in APA format, but also autobiographical. A detailed instruction sheet will be provided that will list all of the issues that need to be covered. **Due July 5.**

Grade Assignment:

Participation 10 points

Wellness assessment 10 points

Final Exam 50 points

Autobiographical Paper 30 points

Total 100 points

A=90 points B=80 points C=70 points D=60 points F=59 or fewer points

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

ATTENDANCE AND LATE POLICY:

While, this is a totally on-line course it is also an experiential class. It is very important that you participate in the paper, and the on-line exam. Turning in the paper late will result in a 10-point deduction for each day the assignment is late. A point will be deducted from each day after the deadline the discussion question is not answered.

Tentative Course Schedule

7/07 Brain and Neurological development and function, Attachment
Reading: Chapters 1-3

7/09 Infancy
Reading: Chapters 4-6

7/14 Early Childhood
Wellness assessment due
Reading: Chapters 7-8

7/16 Middle Childhood
Reading: Chapters 9-10

7/21 Adolescence
Reading: Chapters 11-12

7/23 Early Adulthood
Reading: Chapters 13-14

7/28 Middle Adulthood
Reading: Chapters 15-16

8/04 Late Adulthood
Reading: Chapters 17-18

8/06 Review and Spillover
Autobiographical paper due
Final Exam