

## **COUN 545: Developmental Issues and Strategies in Counseling Summer II 2012**

**Instructor:** Steve Armstrong, Ph.D., LPC-BAS, RPT-S

**Office:** 201 Henderson

**E-Mail:** steve.armstrong@tamuc.edu

**Office Phone:** 214-536-0860

**Office Hours:** Virtual

### **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:**

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.

Greenspan, S. I. (1993). *Playground politics: Understanding the emotional development of your school-age child*. Cambridge, MA: Perseus Books.

Greenspan, S. I., & Shanker, S. G. (2004). *The first idea: How symbols, language, and intelligence evolved from our primate ancestors to modern humans*. Cambridge, MA: Da Capo Press.

Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4-14* (3rd Ed.). Turner Falls, MA: Northeast Foundation for Children.

### **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. Demonstrate an understanding of personality type and how personality type relates to human growth and development.
13. Become aware of personal wellness and identify how spirituality contributes to wellness.
14. Identify developmental 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.

**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 Rm 132

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

Fax (903) 468-8148

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

"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)

## Course Requirements

- 1. Journal of self-awareness and growth.** You will keep a journal that provides a record of your growth and development in the class. You will be required to make one entry of 10-15 minutes a week. In this entry, you will discuss how any of the concepts that are covered in class or your personal reading and research relate specifically to you. This discussion will include but will not be limited to: your family of origin, self-defeating habits and thoughts, awareness of aspects of your personality that help/hinder you, and feelings related to relationships and current situations. What I am looking for is an incredibly honest and deep look at yourself and your own development. Focus on **yourself** and your feelings in the journal rather than other people and their feelings. The journals will be submitted using the Journal button at the top of the page. You will submit your entries beginning week 1 and submit them weekly throughout the course. I will grade the journals two times during the course. It is very important for you to keep up with the journal. You will submit your journal weekly by clicking on the Journal button at the top of the page.
2. Two **exams** that include objective questions.
3. Prior to participating in some activities you will be required to submit summaries of your reading.
- 4. Discussions.** It is very **important** that you **read** the assigned material. After some of the reading, you will be required to submit a one page summary about the reading or presentation prior to participating in the discussion. You will be expected to participate in all discussion forums. All discussions will last two days. To get a good grade on the discussion, you will be expected to contribute while the discussion is still going. I want you to respond to discussion questions and your classmates. I will open the discussions right after midnight but usually the first contributors do not submit an entry until the next morning. If you contribute anytime on the first day, that is good. In order to receive a grade of A on a discussion, I expect an initial entry no later than midnight local time on the first day of discussion and responses to at least three classmates by that time. I will also be looking for the quality of your responses to fellow students. The more thoughtful the better. Be willing to share your perspective on issues that are covered in the reading.
5. You must have access to a high-speed internet connection to participate in this course. Some of the assignments and activities will probably work with a dial-up connection, but the audio/visual PowerPoint presentations will not work with a dial-up connection and the exam is timed. It would be very risky to take the exam with a dial-up connection. Also, I'm assuming that you have some familiarity with being online. If not, this course is probably not for you.
6. 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. 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.

## Flexible Calendar

**Week 1** Read chapter 1 & 2 in Ivey text and complete Wellness Assignment. Wellness Assignment Due 7-20. Read Perry article, watch video and participate in discussion on attachment. Read Erikson PowerPoint and participate in discussion.

**Week 2** Read Maslow's Hierarchy of Needs and participate in discussion, Listen to Piaget presentation and submit summary. Read chapters 1, 2 & 8 in Playground Politics. Submit summary. Participate in discussion on Playground Politics.

**Week 3** Listen to Play Therapy presentation, Read Adapting Basic Skills, submit summary, Read Revisiting Basic Counseling Skills and participate in discussion. First Exam

**Week 4** Prior to class, read Chapters 1 & 2, *In a Different Voice*, submit summary and listen to presentation. Read Adolescent Development and participate in discussion

**Week 5** Adult development and aging, Counseling older clients, Spirituality, Second Exam and Turn in Papers

## Grading

30 points	Summaries and participation
60 points	Participation and discussion
30 points	Journal
60 points	Exam I
60 points	Exam II
60 points	Major Paper
A 90%	270 points
B 80%	240 points
C 70%	210 points
D 60%	180 points