Department of Psychology, Counseling, and Special Education

PSY/COUN 545: Developmental Issues/Strategies for Counseling
Wednesdays 4:30pm-7:10pm
Course Syllabus: Spring 2015

Instructor: Tia Crossley, Ph.D., LP, LSSP

Email Correspondence: Available through email M-F
** When sending an email please include PSY/COUN 545 with your first and last name in the subject heading.

E-mail: Tia.Crossley@tamuc.edu

Textbook: Rathus, S. (2014). HDEV (3rd Edition). Belmont, CA: Wadsworth.

Course Description: This class will explore the developmental growth of humans across the lifespan. It will focus on theories of human development as it pertains to cognitive and social and emotional development. In addition to development, this course will explore developmentally appropriate counseling strategies.

Class Format: This course includes discussion formats as well as group activities. Each student is expected to come to class prepared to discuss the assigned readings.

Course Objectives: The primary purpose of this course is to familiarize you with the stages of human development across the lifespan as well as enhance your knowledge of psychotherapy strategies.

Professional Conduct: All students are expected to conduct themselves as mature adults while in the classroom. Please refrain from using cell phones while in class. Please place all cell phones on vibrate prior to entering class. If you must take a call, please leave the classroom first. Also, NO children will be allowed in class. Students are allowed to use their computers while in class to take notes, however, if it interferes with class participation or becomes a distraction in any way, the **ENTIRE** class will not be allowed to use computers during class.
Academic Integrity: Cheating will not be tolerated. Any student found cheating will be subject to disciplinary processes described by the Code of Student Conduct. This also includes plagiarism. Do not use the words or ideas of another without giving that person credit.

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

Grade Determinations

Evaluation Breakdown:

	Total Percentage
Attendance	**10%**
Participation	**20%**
Group Activities	**35%**
Final Exam	**35%**

Attendance: Class attendance is mandatory and critical to your success in the course. Students are expected to attend class as scheduled. Students are also expected to arrive on time and stay for the entire class. Excused absences may be allowed under extreme circumstances with documentation (i.e. emergency room report). If you are absent for any reason, please make arrangements with a classmate to get any missed notes or assignments. Please note that attendance makes up 10% of your final grade.

Class Participation: Class participation is mandatory and a vital component to class discussion. All students are expected to contribute to the topic of discussion. Please note that class participation makes up 20% of your final grade.

Group Activities: Group activities are graded role-play activities where students will work together to put counseling strategies into practice. Please note that group activities make up 35% of your final grade.

Final Exam: The final exam is worth 100 points. The exam will assess your understanding of the material covered in class. Please be on time for the exam. If you are late, you will not be allotted extra time.

Exam Absence Policy: Students should make arrangements to be present on the day of the exam. Make-up exams will be given only if the absence is excused under university policy. Students who miss exam day, must notify the instructor prior to the exam. Please note that documentation is required for make-up exams. Make-up exam format and scheduling will be at the instructor's discretion.

Final Grade Determination:

Percentage	Final Grade
90-100%	**A**
80-89%	**B**
70-79%	**C**
60-69%	**D**
59% or less	**F**

Course Schedule

WEEK	DATE	TOPIC	ASSIGNED READING
1	Jan. 21	Class Introduction/Theoretical Orientations	
2	Jan. 28	Theories/Infancy/Psychodynamic Approaches	Ch. 1 (Chs. 1,2-6 discussed in class)
3	Feb. 4	Early Development/Adlerian/Person-Centered Approaches	Ch. 7&8
4	Feb. 11	Early Development/Cognitive Behavioral & Behavioral Approaches	Ch. 7&8; **Group Activity**
5	Feb. 18	**NO CLASS - NASP**	
6	Feb. 25	Middle Childhood/Rational Emotive Approaches	Ch. 9&10
7	Mar. 4	Middle Childhood/Reality Therapy Approaches	Ch. 9&10; **Group Activity**
8	Mar. 11	Adolescence	Ch. 11&12
9	Mar. 18	**SPRING BREAK**	
10	Mar. 25	Adolescence/Systemic Approaches	Ch. 11&12
11	Apr. 1	Adolescence/Gestalt Approaches	Ch. 11&12; **Group Activity**
12	Apr. 8	Early Adulthood	Ch. 13 & 14
13	Apr. 15	Early Adulthood	Ch. 13&14; **Group Activity**
14	Apr. 22	Middle Adulthood/Late Adulthood	Ch. 15-18
15	Apr. 29	Middle Adulthood/Late Adulthood	Ch. 15-18; **Group Activity**
16	May 6	**Wrap-Up/Final Exam**	**Final Exam**

Please be advised that this syllabus serves as a guide for the course and can be subject to changes as the instructor sees fit.