COUN 545: Developmental Issues and Strategies for Counseling  
Spring 2018  
Web Based Course

INSTRUCTOR  
Erika L. Schmit, Ph.D., LPC  
Assistant Professor

Office: Binnion 219  
Email: Erika.Schmit@tamuc.edu

OFFICE HOURS  
Monday 4:30-6:30; by appointment (CHEC)  
Wednesday 7:10-8:00 (after class) by appointment only (CHEC)  
Friday by appointment only (CHEC/Commerce)

TEXTBOOK(S)

Required:  

Additional readings as assigned.

Recommended:  

CATALOG DESCRIPTION OF COURSE  
517. Assessment in Counseling. Three semester hours. 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.

**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 learning and personality development
3. 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
4. Strategies for facilitating optimum development over the life-span
5. Ethical and legal considerations related to human growth and development.
6. Identify counseling strategies and interventions that facilitate optimum development across the life span.
7. Develop self-awareness and insight into intra-psychic and interpersonal dynamics that limit self-development and personal and professional growth.
8. Increase self-understanding and self-acceptance.
9. Demonstrate knowledge of modifications necessary for counseling children and adolescents.
10. Become aware of personal wellness and identify how spirituality contributes to wellness.
11. 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.

METHOD OF INSTRUCTION

Online Instruction, lecture, threaded discussions

COURSE REQUIREMENTS

Attendance, participation, assignments, and activities

This is an online class, so the expectations are a bit different than courses taught face-to-face. Students need to feel comfortable working from a computer, using the Internet, and being self-motivated to work on the course content throughout the week. In a 15-week semester, students may spend 2 hours and 40 minutes per week in a lecture class plus additional time for driving and study/preparation. During a 5-week summer semester, students may spend up to 8 hours per week in a lecture class plus additional time for driving and study/preparation. During a 2.5-week May-mini, students may spend up to 17.5 hours per week in a lecture class plus additional time for driving and study/preparation.

So, for an online class, it is important to schedule your time wisely. While you do not have the driving time, it is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different. The lectures are quite a bit shorter, and will not take up the amount of time as it does face-to-face.

IMPORTANT: Please use the eCollege e-mail system. E-mails sent outside the provided secure system are not confidential, and I assume no responsibility for protecting the information within them. All my announcements and initial contact to you will be through eCollege.

Other requirements

Students need to have access to and be proficient in navigating the Internet. Furthermore, students should check their Leo email often, and ensure that they have access to their e-
college account. This is crucial, as myself and other members of the department periodically update these platforms on any changes or issues. Also, please frequent the department website as updates are posted here as well.

**Minimal Technical Skills Needed**
You will need to utilize such technology as e-college, Microsoft Word, PowerPoint, etc.

**Communication with Professor**

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, calls will be returned at my earliest convenience. Therefore, email is the best way to reach me. I will attempt to answer all emails within 24 hours Monday-Friday. When emailing, please use your university email and address me with courtesy and respect.

**Student Responsibilities or Tips for Success in the Course**
As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Because this is an online course, you may feel overwhelmed with readings. Keep in mind you have the whole week to prepare.
9. Do work ahead of time. I realize this may not always be possible; however, when you can, do so. Everything in this course is open for you to complete. Due dates are just that…due dates. You are always welcome to complete work ahead of time.
10. Be open to the process. This degree takes time, work, effort, and growth.

**Overview of Assignments and Rubrics**

1. **Discussion Boards (Attendance; 100 points total).** You will have a total of 5 discussion boards (5 initial postings and 10 response postings) during the semester. You are expected to give a thorough and thoughtful response to each prompt. In addition to the initial discussion, you will also respond to two of your classmate’s discussion posts. The rubrics for these are below. During the weeks that discussions
are due **the initial posting is due by Thursday at midnight and the response postings due by Sunday at midnight.** No late postings will be accepted.

### Discussion

<table>
<thead>
<tr>
<th>Discussion</th>
<th>0-4 points</th>
<th>5-6 points</th>
<th>7-8 points</th>
<th>9-10 points</th>
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<tbody>
<tr>
<td>Post is not complete, not written in a clear manner, and inconsistent with graduate standards.</td>
<td>Post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors and not consistent with graduate standards.</td>
<td>Post presents most elements of the question OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors.</td>
<td>Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors.</td>
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### Responses

<table>
<thead>
<tr>
<th>Response</th>
<th>0-4 points</th>
<th>5-6 points</th>
<th>7-8 points</th>
<th>9-10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response is not complete, not written in a clear manner, and inconsistent with graduate standards. Student gives no feedback to peer.</td>
<td>Response is missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and not consistent with graduate standards.</td>
<td>Response presents most requirements in a brief manner. Response is evident of graduate level work with some grammatical/APA errors.</td>
<td>Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate level work with few to no grammatical/APA errors.</td>
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2. **Quizzes (100 points).** During the semester, you will have a total of 10 quizzes. Each quiz will have 5 questions, 2 points per question. The quizzes will be open all semester. Once you open a quiz, you will have 30 minutes to complete the 5 questions. You can complete these at any point throughout the semester; however, I give suggestions on best timing included in the calendar below. The following are chapters included on each quiz:

- Quiz 1: Chapters 1-2
- Quiz 2: Chapter 3
- Quiz 3: Chapter 4
- Quiz 4: Chapter 5
- Quiz 5: Chapter 6
3. **Autobiography (150 points)**. For this autobiographical paper, you will apply developmental theories to your life and then develop a thorough, personal wellness plan. Your paper must be written in APA formatting; however, as an autobiography first person language is permitted. In this paper, you are to include each major stage of life as they apply (i.e., early childhood, middle childhood, adolescence, young adulthood, middle adulthood, and late adulthood). If you cannot recall certain stages of life, you may wish to consult with family members. You must choose a theory from your text to apply to your own development (i.e., psychoanalytic, Erikson, Piaget, Vygotsky, Brofenbrenner, Fowler, Kohlberg, Gilligan, Kegan). Lastly, you will discuss the effects of trauma, crisis, and/or disasters on your differing stages of life and develop a wellness plan. The length of this paper needs to be at least 10 pages of text, not including the title and reference page. Details of this will be included in doc sharing.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Autobiography</td>
<td>150</td>
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</tbody>
</table>

Total points possible = 350

90%-100%  A
80%-89%  B
70%-79%  C
60%-69%  D
< 59%  F

Assignments are due on the day noted in the syllabus. All assignments are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

**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, Polices 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).

Students are expected to maintain integrity at all times. Plagiarism is presenting others’ work as your own and will not be tolerated in this course. Please remember to always cite authors’ work and never directly copy from any source. When in doubt please do not be afraid to ask.
Any act of academic dishonesty may result in a grade of “0” on the assignment and/or course and will be reported to the department chair.

As a courtesy to your professor and peers please refrain from using your cell phone in this class. If you have a family emergency, please step outside of class to address it. You are allowed to use laptops for professional use only (i.e., taking notes). You are not allowed to utilize your laptop for checking personal emails, Facebook, Twitter, etc. This is disrespectful to your professor and those around you.

**APA Style and Formatting**

All assignments submitted should follow APA 6th edition guidelines. I strongly suggest students to buy the APA manual. There are also many Internet sites that can be utilized if you are not familiar with APA style.

**DISCRIMINATION FREE ENVIRONMENT**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**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

**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).

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<thead>
<tr>
<th>Date</th>
<th>Chapter/Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>2/1 Week 1</td>
<td>Course Introduction</td>
<td>Introduction</td>
</tr>
<tr>
<td>2/5 Week 2</td>
<td>Introduction to Development</td>
<td>Discussion Board One</td>
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<td></td>
<td>Behavioral Development Chapters 1-2</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>2/12 Week 3</td>
<td>Cognitive Development Chapter 3</td>
<td>Begin working on final paper Quiz 2</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Topic</td>
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<td>2/19</td>
<td>Fall 2017</td>
<td>Emotional Development Chapter 4</td>
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<tr>
<td>2/26</td>
<td>Week 5</td>
<td>Early Years Chapter 5</td>
</tr>
<tr>
<td>3/5</td>
<td>Week 6</td>
<td>Cognition in Middle Childhood Chapter 6</td>
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<tr>
<td>3/12</td>
<td>Week 7</td>
<td>Spring Break</td>
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<tr>
<td>3/19</td>
<td>Week 8</td>
<td>Middle Childhood and Early Adolescence</td>
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<tr>
<td>3/26</td>
<td>Week 9</td>
<td>Final Project Work Week</td>
</tr>
<tr>
<td>4/2</td>
<td>Week 10</td>
<td>Development in Adolescence Chapters 9-10</td>
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<tr>
<td>4/9</td>
<td>Week 11</td>
<td>Young Adulthood Chapters 11-12</td>
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<tr>
<td>4/16</td>
<td>Week 12</td>
<td>Middle Adulthood Chapter 13</td>
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<tr>
<td>4/23</td>
<td>Week 13</td>
<td>Wellness in Adulthood Chapter 14</td>
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<tr>
<td>4/30</td>
<td>Week 14</td>
<td>Final Project Work Week</td>
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<tr>
<td>5/7</td>
<td>Week 15</td>
<td>Late Adulthood Chapter 15</td>
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Syllabus may be amended by the professor throughout the semester as necessary.

**SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:**


http://www.surgeongeneral.gov/library/mentalhealth/
TECHNOLOGY REQUIREMENTS

• To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.

• You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  o 512 MB of RAM, 1 GB or more preferred
  o Broadband connection required courses are heavily video intensive
  o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

• You must have a:
  o Sound card, which is usually integrated into your desktop or laptop computer
  o Speakers or headphones.
  o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

• Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

• Current anti-virus software must be installed and kept up to date.


Running the browser check will ensure your internet browser is supported.
  Pop-ups are allowed.
  JavaScript is enabled.
  Cookies are enabled.

• You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  o Adobe Reader https://get.adobe.com/reader/
  o Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/
  o Adobe Shockwave Player https://get.adobe.com/shockwave/
  o Apple Quick Time http://www.apple.com/quicktime/download/

• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment
submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see:
  https://secure.ecollege.com/tamuc/index.learn?action=technical

**ACCESS AND NAVIGATION**

**Pearson LearningStudio (eCollege) Access and Log in Information**

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo.
http://www.tamuc.edu/myleo.aspx

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the “My Courses” tab, and then select the “Browser Test” link under Support Services.

**Pearson LearningStudio Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site
http://247support.custhelp.com/

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the ‘Tech Support’ icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with
these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

**Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number.
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number.
4. At that time, I will call the helpdesk to confirm your problem and follow up with you.

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

**myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).

**Learner Support**

Go to the following link [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/)- focused on providing academic resources to help you achieve academic success.