

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education
Counselor Education Program

Fall 2009

COURSE TITLE: COUN 6620 – Human Growth and Development for Counseling

CREDIT: 3 semester hours (3-0-3)

PREREQUISITES: Admission to Counselor Education program and/or College of Education

Saturdays 8:30 AM – 4:30 PM; 10/10, 10/24, 11/7, 11/21, 12/5

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COURSE DESCRIPTION: The course is designed to broaden understanding of human growth and development across the life-span with emphasis on the interwoven domains of development (physical, cognitive, social, and emotional) and the contextual factors influencing each. Theoretical, practical, and research perspectives will be examined.

TEXTBOOK REQUIREMENTS:

Broderick, P. C & Blewitt, P. (2010). *The life span: Human development for helping professionals* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

AND one of the following:

Levinson, D. J. (1996). *The seasons of a woman's life*. New York, NY: Random House.

OR

Levinson, D.J. (1978). *The seasons of a man's life*. New York, NY: Random House.

LIVETEXT: All students enrolled in programs in the College of Education are required to purchase the LiveText system through the bookstore. LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload portfolio and other documents to the LiveText system prior to graduation. The Live Text system works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to your computers.

COURSE OBJECTIVES

Knowledge/Skills/Practices

Upon completion of this course, students will be able to demonstrate that he/she can comprehend, define, synthesize, compare/contrast constructs related to:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

CONCEPTUAL FRAMEWORK: UNDERSTANDING FOR TEACHING, TEACHING FOR UNDERSTANDING

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce prepared, able, and responsive professionals to teach diverse learners.

Element: Prepared (PD)

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning

opportunities and support for these opportunities.

P6: Demonstrate a knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

The conceptual framework principles guide the program objectives that are aligned with the Georgia Professional Standards Commission Principles for the Preparation of Counselors (PSC), the University System of Georgia Board of Regents' Principles and Actions for the Preparation of Counselors (BoR), and the Council on the Accreditation of Counseling and Other Related Educational Programs (CACREP). The program matrix of standards, that assists students and professors to assess student progress through the program and to prepare their final portfolio of best work, is found in Appendix C of your Counselor Education Program Handbook. The standards addressed for each institutional body above in this particular course are:

PSC: Standard III: The knowledge of human development theory and research.

BoR: COUN II-A (8); II-A(9) (see Handbook page 68)

CACREP: Core areas 1-8, which include (see Handbook page 53):

- | | |
|----------------------------------|---------------------------------|
| 2. Social and Cultural Diversity | 3. Human Growth and Development |
| 5. Helping Relationships | 7. Assessment |

CACREP (2009) STANDARDS

HUMAN GROWTH AND DEVELOPMENT (Section II, G)—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

TECHNOLOGY COMPETENCIES

Students will:

- 1. Demonstrate ability to operate a computer system in order to successfully utilize software.
- 2. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision-making.
- 3. Use computer-based technologies to access information to enhance personal and professional productivity.

METHOD OF INSTRUCTION: This course will utilize lecture, discussion, role-playing, videos, research, and demonstration of skills.

COURSE OUTLINE

Date	Reading Assignment	Topics and Activities	Assignments Due
DAY 1 <i>Oct. 10</i>		Course introduction; student introductions; review syllabus; Human Development Intro; Group discussions and exercises	
DAY 2	Broderick/Blewitt (Chapters 1, 2, 3, 4, 5)	1. Organizing Themes in Development	*Quiz 1

Oct. 24	& Levinson	<ul style="list-style-type: none"> 2. Heredity, Environment, and the Beginnings of Human Life 3. Neural and Cognitive Development in the Early Years 4. Emotional Development in the Early Years 5. The Emerging Self and Socialization in the Early Years 	
DAY 3 Nov. 7	Broderick/Blewitt (Chapters 6, 7, 8) & Levinson	<ul style="list-style-type: none"> 6. Realms of Cognition in Middle Childhood 7. Self and Moral Development: Middle Childhood Through Early Adolescence 8. Gender and Peer Relationships: Middle Childhood Through Early Adolescence 	*Quiz 2
DAY 4 Nov. 21	Broderick/Blewitt (Chapters 9, 10, 11, 12) & Levinson	<ul style="list-style-type: none"> 9. Physical, Cognitive, and Identity Development in Adolescence 10. The Social World of Adolescence 11. Physical and Cognitive Development in Young Adulthood 12. Socioemotional and Vocational Development in Young Adulthood 	<ul style="list-style-type: none"> *Quiz 3 *Developmental Interview Paper *Developmental Interview Presentation
DAY 5 Dec. 5	Broderick/Blewitt (Chapters 13, 14, 15) & Levinson	<ul style="list-style-type: none"> 13. Middle Adulthood: Cognitive, Personality, and Social Development 14. Living Well: Stress, Coping, and Life Satisfaction in Adulthood 15. Gains and Losses in Late Adulthood <p>Levinson (Man): Chapters 1-19 Levinson (Woman): Chapters 1-16</p>	<ul style="list-style-type: none"> *FINAL EXAM * Life Review and Reflection

***Important Note:** The instructor reserves the right to amend syllabus requirements depending on the needs and evaluation of students as well as extraneous circumstances.

PERFORMANCE ASSESSMENT:

Grades

240 pts	3 Quizzes (80 pts each)
175 pts	Developmental Interview Paper
125 pts	Developmental Interview Presentation
260 pts	Life Review Reflection
200 pts	Final Exam

1000 pts **Total**

The grading scale is: A=900-1000 B=800-890 C=700-790 D=600-690 F=590 or below

All assignments are to be written in APA style according to the 6th edition manual (2009).

SPECIFIC COURSE REQUIREMENTS:

Attendance/Participation/Assignments

Due to the nature and structure of this class, attendance, punctuality, and participation are essential to the learning process. Your absence prevents your full participation in this learning process, as there is obviously no way to “make up” for practice and demonstration time lost. Therefore, FIVE points will be deducted from final grades for each absence. Being tardy by more than 15 minutes will equate an absence for that course session. **Complete and submit assignments by the assigned date.** Students are expected to submit assignments by their designated due dates and no later than the end of class on those days. Any assignments that are submitted after the due date will incur a point deduction of 5% per each day it is late.

Quizzes

Each quiz will be taken directly from textbook readings as well as classroom handouts, videos, and discussions. The approximate range regarding the number of quiz questions may vary from 10 to 50 questions.

Final Exam

The final exam may consist of multiple choice questions, essay questions (long and/or short), and true/false questions. The final exam will be comprehensive and will be taken from

textbook readings, classroom lectures/handouts/videos, and discussions.

Developmental Interview and Presentation

You will be responsible for conducting an interview with extended adult family members, adult friends of friends, and/or adult strangers. The individual must be in a different stage of human development than you AND must be the same gender emphasized in the Levinson book that you chose to read for the class. Furthermore, the individual must be at least a young adult in terms of human development. Each interview should be 45 minutes to 1 hour in length and should preferably occur in their natural setting in order to assess a holistic understanding of their human development. The purpose of the interview is to assess the social, cognitive, physical, emotional, psychological, cultural, and moral developmental levels and functioning of the individual. Your interview should contain questions related to BUT NOT LIMITED TO life events, circumstances, significant events, milestones, relationships, love/marriage, hardships, transitions, accomplishments, culture, goals (achieved and not achieved), career, education, strength and weaknesses, religion and/or spirituality, family, community, Life Motto, and Life Song (we will discuss in class). The interview paper should include a complete timeline description of the development of your interviewee with specific dates and times and a designated section devoted to implications of what you discovered. Furthermore, you must include your questions that were used in the interview. Papers should be 4-6 pages in length and in APA format. Further discussion will be provided during the first class.

Each student will pair up with a classmate and present their findings to the class using PowerPoint presentation materials for one interview (it doesn't matter which interview is chosen to present between the two classmates). Each pair of classmates will be graded as a pair rather than individually. Presentations should be approximately 10 minutes in length. In your presentations, please use alias names in order to protect the confidentiality of your interviewees. Papers and presentations will be graded according to whether you selected appropriate questions for the interview, whether you included significant terms from the texts, whether you explained the individual coherently and adequately, and whether you processed implications adequately utilizing concepts and issues discussed in our texts.

Life Review and Reflection

You will be responsible for conducting your own introspective reflection and life review paper similar to the requirements for the previous interview assignment. Again, the purpose of the interview is to assess your social, cognitive, physical, emotional, psychological, cultural, and moral developmental levels and functioning. Your interview must contain questions related to BUT NOT LIMITED TO life events, circumstances, significant events, milestones, relationships, love/marriage, hardships, transitions, accomplishments, goals (achieved and not achieved), career, education, strength and weaknesses, religion and/or spirituality, family, community, Life Motto, and Life Song (we will discuss in class). The interview paper should include a complete timeline description of your development with specific dates and times. Also, you must include a designated section devoted to implications of what you discovered. As such, you will discuss the implications related to who you are as a person and who you will be as a counselor/helping professional. In this section, you will integrate at least FIVE peer-reviewed web or journal articles in order to support

your findings (see below). Papers should be 7-10 pages in length and in APA format.

Papers will be graded according to whether you included an organized description of events and circumstances, included significant terms and scholars from the texts and journals, whether you explained yourself coherently and adequately, and whether you processed implications adequately.

In writing this paper you should adhere to guidelines for research papers in the *American Psychological Association (APA) Manual*. Your paper will be typed and double-spaced. It will include at least five references that may be peer-reviewed web or journal articles. All articles should be published within the last seven years and preferably issued from American Counseling Association (ACA) journals. The ACA journals include the following:

Journal of Counseling and Development
Counseling and Values
Counselor Education and Supervision
Elementary School Guidance and Counseling
Journal of Addictions and Offender Counseling
Journal of College Student Development (published by ACPA, a former ACA division)
Journal of Humanistic Education and Development
Journal of Employment Counseling
Journal of Mental Health Counseling
Journal of Multicultural Counseling and Development
Journal for Specialists in Group Work
Measurement and Evaluation in Counseling and Development
Rehabilitation Counseling Bulletin
The Career Development Quarterly
The Family Journal: Counseling and Therapy for Counseling and Families
The Professional School Counselor
The School Counselor

Note: All assignments are due on the date specified unless alternative arrangements have been discussed with the instructor prior to the due date. Those assignments turned in late without prior notification will receive a five point reduction for every day past due.

OTHER IMPORTANT INFORMATION

Written Assignment Guidelines:

All written assignments, with the exception of weekly reflections, are to follow APA 6th edition guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in 12 point Times New Roman font.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.

- A reference page should accompany each assignment when citations or references occur within the assignment text.
- Neither the title page nor reference page may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

Due Dates

Unless otherwise indicated, any assignment may be submitted before the due date. All assignments are expected to be completed and submitted no later than 5:00 p.m. on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent grade reduction per day past the due date, in accordance with program guidelines.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

Pipeline Accounts

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at www.aug.edu/clinical and the Counselor Education Program website at www.aug.edu/counselor_ed/. A variety of forms, some interactive, may be downloaded from the websites. There also are newsletters, registration information, and announcements, which students will find useful. Most forms are in Adobe Acrobat format. All campus computers have Adobe Acrobat Reader software installed, and students can download Adobe Acrobat Reader software for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Assistance

Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

Additional writing support is offered through the ASU Writing Center, located in University Hall 235. The Writing Center is open Mondays through Thursdays (9-3 and 5-8) and Fridays (9-2) and may be contacted at 706-737-1402. For additional support with APA guidelines, refer to the APA website (www.apastyle.org). A handout on APA Guidelines is available on the Department of Educational Leadership, Counseling, and Special Education under Student Resources (http://www.aug.edu/clinical/ELCSE_APA_Guidelines.pdf).

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let your instructor know promptly about problems or concerns with assignments or requirements of the course.

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones/Laptop Computers

Use of cell phones for calls, text messaging or other tasks is prohibited in class. Laptop computers may be used for note taking as long as they are not a distraction to students.

BIBLIOGRAPHY

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- Schmidt, J. J. (1999). *Counseling in schools* (3rd ed.). Boston: Allyn and Bacon.
- Somers-Flanagan, J. & Somers-Flanagan, R. (1997). *Tough kids, cool counseling: User-friendly approaches with challenging youth*. Alexandria, VA: American Counseling Association.
- Stone, L. A. & Bradley, F. O. (1994). *Foundations of elementary and middle school counseling*. White Plains, NY: Longman.
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- Wehrly, B. (1996). *Counseling interracial individuals and families*. Alexandria, VA: American Counseling Association.
- Wood, M. M. & Long, N. J. (1991). *Life space intervention*. Austin, TX: Pro-Ed.