

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 402 Developmental Counseling

INSTRUCTOR INFORMATION

name
office
phone number
e-mail

COURSE DESCRIPTION

This course introduces students to the concept of developmentally oriented counseling. It is based upon lifespan theory, which makes the assumption that there is developmental logic to behavior. Counselors learn to assess and understand the client's developmental processes and then provide appropriate helping strategies for clients working through developmental blocks. Students study developmental theories, concepts, and principles including psychosocial, cognitive, moral, emotional, family, career, self, and cultural development. This course contributes to the Human Growth and Development component of the program and is required of all students.

PREREQUISITE

Graduate standing

RECOMMENDED TEXTS

Broderick, P.C. & Blewitt, P. (2005). *The life span: Human development for helping professionals* (2nd ed., Rev.). Englewood Cliffs, NJ: Merrill/Prentice-Hall.

Sigelman, C.K., & Rider, E.A. (2005). *Life span human development*. (5th ed.). Pacific Grove, CA: Brooks/Cole.

Berger, K.S. (2006). *The developing person through childhood and adolescence* (7th ed.). New York: Worth Publishers, Inc.

MODE OF INSTRUCTION

Lecture/discussion supplemented by small group activities

COURSE OBJECTIVES

The objectives of the course support the College of Education Performance Standard #2 Human Development and #13 Diversity. In addition, the course objectives are designed to help students to

1. learn the basic theories, concepts, ethics and principles that comprise the body of knowledge about typical and atypical human development across the life span;
2. become sensitive to cultural and systemic issues and their impact on human development;
3. understand the relationship between individuals' life stages and their developmental crises and transitions;
4. identify ethical interventions designed to enhance maximum personal growth and development;
5. consider the implications of developmental theory for minorities, persons with disabilities, and other special populations;
6. learn to apply lifespan theories by writing a developmental case study.

REQUIRED PROJECTS

Each student will write a developmental case study of a child, adolescent, or adult, focusing on physical, cognitive, emotional, moral, and social aspects of development. This assignment satisfies the performance-based assessment component of the course. Each student will also participate in a small group presentation on an assigned developmental topic.

STUDENT EVALUATION

Midterm exam	25%
Final exam	25%
Case study paper	25%
Group presentation	25%

GRADING POLICY

A = 90-99
 B = 80-89
 C = 70-79
 D = 60-69
 F = below 60

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools (midterm exam, final exam, paper, and presentation) will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES

Students are expected to attend all class sessions, read assigned materials, participate in class discussions, submit a written case study, participate in a group presentation, and take midterm and final examinations.

COURSE SCHEDULE AND TOPICS

Week	Topic	Readings	Standard
1	Introduction to developmental counseling; major issues in development; normal vs. "abnormal" behavior; impact of systemic and cultural issues on development	Chapter 1	CACREP II.K.3.a,d; II K 2 a,e, II K 5 d,
2	The study of human heritage/genetics and prenatal development;	Chap. 2	CACREP II.K.3.a,b
3	Cognitive development in the early years	Chap. 3	CACREP II.K.3.a,b
4	Emotional development and social development in the early years	Chap. 4-5 Group presentation on early childhood topics	CACREP II.K.3.a,b
5	Realms of cognitive development in middle childhood.	Chapter 6	CACREP II.K.3.a,b
6	Middle childhood and early adolescence moral development	Chap. 7	CACREP II.K.3.a,b
7	Gender and peer relationships in middle childhood and early adolescence	Chap. 8 Group presentations on middle childhood topics	CACREP II.K.3.a,b
8	Midterm Examination		
9	Physical, cognitive, and identity development in adolescence	Chap. 9	CACREP II.K.3.a,b
10	The social world of adolescents	Chap. 10 Group presentations on adolescence topics	CACREP II.K.3.a,b
11	Physical and cognitive development in young adulthood social, emotional, and vocational development in young adulthood	Chap. 11-12	CACREP II.K.3.a,b
12	Cognitive, personality, and social development in the middle years of adulthood; gains and losses in late adulthood	Chap. 13-14 Group presentations on adulthood topics	CACREP II.K.3.a,b
13	Sexuality; disability issues across the life span; family life cycle development across the life span	Handout	CACREP II.K.3. a, c, ; II K 5 d
14	Counseling strategies to facilitate growth and development; ethical and legal issues in human development	Handout	CACREP II.K.3.d,e
15	Final examination	Case study due	

BIBLIOGRAPHY

Note: Older sources in this bibliography are of an historical nature and thus contribute to the body of knowledge in human development.

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- Digiovanna, A.G. (1999). *Human aging: Biological perspectives* (2nd ed.). New York: McGraw-Hill.
- Erikson, E.H. (1993). *Childhood and society* (2nd ed., reissue). New York: Norton.
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- Freiberg, K.L. (2005). *Annual editions: Human development 06/07*. New York: McGraw-Hill.
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- Freud, S. (1965). *New introductory lectures on psychoanalysis* (J. Strachey, Ed. & Trans.). New York: Norton.
- Gottman, J.M. (1999). *The marriage clinic: A scientifically-based marital therapy*. New York: W.W. Norton & Company.

- Jones, C.J. & Meredith, W. (1996). Patterns of personality change across the lifespan. *Psychology of Aging*, 2, 57-65.
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- Kearl, M.C. (2001). *Endings: A sociology of death and dying*. New York: Oxford University Press.
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- Wallerstein, J.S., & Blakeslee, S. (1995). *The good marriage*. Boston: Houghton-Mifflin.

Appendix A: Table of Standards

COE Performance Standards #2 Human Development and #13 Diversity

CACREP II.K.3 = Human Growth and Development

CORE C.3 = Human Growth and Development

1. learn the basic theories, concepts, ethics & principles that comprise the body of knowledge about typical and atypical human and family development across the life span;
 COE Performance Standard #2
 CACREP II.K.3.a and II.K.3.b
 CORE C.3.2
2. become sensitive to cultural and systemic issues and their impact on human development;
 COE Performance Standard #2
 CACREP II K 3 c, II K 2 a, d, II K 5 d
 CORE C.3.1
3. understand the relationship between individuals' life stages and their developmental crises and transitions;
 COE Performance Standard #2
 CACREP II.K.3.c
 CORE C.3.3
4. identify ethical interventions designed to enhance maximum personal growth and development;
 COE Performance Standard #2
 CACREP II.K.3.d, e
 CORE C.3.4
5. consider the implications of developmental theory for minorities, persons with disabilities & other special populations;
 COE Performance Standard #13
 CACREP II.K.2 a, e; II 3 a, b
 CORE C.3.2
6. learn to apply lifespan theories by writing a developmental case study
 COE Performance Standards #2 and #13
 CACREP II.K.3.a ,b
 CORE C.3.1 and c.3.2