

University of North Texas at Dallas
Spring 2014
SYLLABUS

COUN 5670 Developmental Processes & Strategies (3 hrs)			
Department of	Counseling	Division of	Education and Human Services
Instructor Name:		Dr. Cyndi Matthews	
Office Location:		In classroom before class	
Office Phone:		Please email for best results	
Email Address:		Cynthia.matthews@unt.edu	
Office Hours:	Before and after class in Dal2 336 or by appointment		
Virtual Office Hours:	By appointment		
Classroom Location:		Dal1 326	
Class Meeting Days & Times:		Tuesdays 5:30-8:20 p.m.	
Course Catalog Description:		COUN 5670. Developmental Processes and Strategies. 3 hours. Principles and practices of human development as they relate to counseling processes and strategies. Opportunity for practical application of strategies is provided.	
Prerequisites	N/A		
Co-requisites	N/A		
Required Text:	<p>Broderick, P., C. & Blewitt, P. (2010). <i>The life span, human development for the helping professionals (3rd Ed)</i>. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.</p> <p>Kraus, K.L. (2008). <i>Lenses: Applying lifespan development theories in counseling</i>. Boston, MA: Lahaska Press.</p>		
Recommended Text and References:	<p>Comstock, D. (Ed.). (2005). <i>Diversity and development: Critical contexts that shape our lives and relationships</i>. Belmont, CA: Thomson Brooks/Cole.</p> <p>Ferrara, F. F. (2002). <i>Childhood sexual abuse: Developmental effects across the lifespan</i>. Canada: Brooks/Cole</p> <p>Pennington, B. F. (2002). <i>The development of psychopathology: Nature and nurture</i>. New York: Guilford</p>		
Access to Learning		UNT Dallas Library:	

Resources:	phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com
Course Goals or Overview:	
	The goal of this course is to...
Learning Objectives/Outcomes: At the end of this course, the student will	

Core Curricular Experiences	CACREP
1. self-care strategies appropriate to the counselor role;	IIG1d
2. theories of individual and family development and transitions across the life span;	IIG3a
3. theories of learning and personality development, including current understandings about neurobiological behavior;	IIG3b
4. effects of crises, disasters, and other trauma-causing events on persons of all ages;	IIG3c
5. theories and models of individual, cultural, couple, family, and community resilience;	IIG3d
6. a general framework for understanding exceptional abilities and strategies for differentiated interventions;	IIG3e
7. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;	IIG3f
8. theories for facilitating optimal development and wellness over the life span.	IIG3h
9. an orientation to wellness and prevention as desired counseling goals;	IIG5a

I. Student Learning Outcomes (SLOs) Assessed: The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. SLOs for this course are as follows:

- | | |
|--|----|
| 1. Understands the impact of crises, disasters, and other trauma-causing events on people. | A9 |
| 2. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. | D3 |
| 3. Knows theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. | G1 |

SACC Outcomes

CACREP Evaluation

1. Knows theories of human development and concepts of normalcy and psychopathology leading to referral or to the development of appropriate counseling treatment plans.	G1	
2. Understands student development theories, including holistic wellness.	A6	
3. Participates in the design, implementation, and evaluation of programs that promote wellness .	D6	
4. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions.	B7	
5. Understands the impact of crises, disasters, and other trauma-causing events on people in the postsecondary education community.	A11	

1. Knows the theories and processes of wellness programs for individual students and groups of students. C1
2. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools. C6
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level. D3
4. Assesses barriers that impede students' academic, career, and personal/social development. H5

Tentative Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by class announcement and email.

TOPICS	TIMELINE
Course Orientation Social Constructivism Introduction to Classic Developmental Theories QUIZ at end of class	Week of 1/14
Psychoanalytic Personality Development Theory and Ericksonian Theory Read: Kraus, Ch. 6, 7 Read Broderick & Blewitt, Ch.1 QUIZ due at beginning of class	Week of 1/21
Neurology, Heredity, Environment, and Genetics Read: Broderick & Blewitt Ch. 2 (34-67), Ch. 3 (68-76) QUIZ due at beginning of class	Week of 1/28
Parenting and Attachment Theory, Early Social Relationships, and Childhood Development Read: Broderick & Blewitt, Ch. 4 QUIZ due at beginning of class	Week of 2/4
Cognitive Development in the Traditions of Piaget and Vygotsky; Kegan's Subject-Object Theory, Exceptionality Read: Broderick & Blewitt, Ch. 3 (76-111), Read: Kraus, Ch. 4, 5 QUIZ due at beginning of class Eriksonian/Social Relationships Paper Due Tuesday, 2/11 by midnight online	Week of 2/11
Adolescence and Young Adulthood Read: Broderick & Blewitt, Ch. 9,11 QUIZ due at beginning of class Piaget/Vygotsky/Kegan Paper due Tuesday, 2/18 by midnight online	Week of 2/18
Middle and Late Adulthood, End of Life Read: Broderick & Blewitt, Ch.13, 15 QUIZ due at beginning of class	Week of 2/25
Impact of Crisis and Trauma on Human Development Read Selected handouts QUIZ due at beginning of class	Week of 10/4
Spring Break – No Class	Week of 3/11

Wellness, Resiliency, and Prevention Read Selected Handouts Read: Broderick & Blewitt, Ch. 14 QUIZ due at beginning of class	Week of 3/18
Moral and Spiritual Development: Parks & Fowler, Kohlberg, Gilligan Read Broderick & Blewitt, Ch. 7, pp. 467 - 468 Read: Kraus, Ch. 14 QUIZ due at beginning of class Trauma/Wellness Paper due Tuesday, 3/25, by midnight online	Week of 3/25
Developmental Issues for Women/Male development Read: Kraus, Ch. 8 Read selected articles QUIZ due at beginning of class Moral/Spiritual Paper Due Tuesday, 4/1 by midnight online	Week of 4/1
LGBT/Gender Identity Read Kraus, Ch. 9, 10 Read Assigned Readings QUIZ due at beginning of class	Week of 4/8
Black, Latino, and White Racial Identity Development; Developmental Assessment Read: Kraus, Ch. 11, 12, 13 Read: Assigned readings QUIZ due at beginning of class	Week of 4/15
Group Developmental Projects Due Catch up Gender/RCID Paper due Tuesday, 4/22 by midnight online	Week of 4/22
Final Exam	Week of 4/29
Individual Project Due: 5/6 midnight online Course Evaluations: EC	Individual Project Due 5/6 by midnight Course Evaluation Certificates to Professor due by 5/6/2014

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Descriptions of assignments are at the end of this syllabus.

Final Exam – A comprehensive final exam in the format of multiple choice, short answer, and true/false questions will be administered on the last day of class

Research paper – A written paper providing a comprehensive treatment of a developmental theory will be turned in utilizing APA style. Five short papers will be turned in throughout the semester that will comprise part of the final paper that will be turned in at the beginning of the semester.

You will be required to turn the five papers (together in one paper) in to TK20 by the end of the semester 5/6/2014 in order to receive the grade for your papers (your combined total for the five papers out of 200 points)

Group Project – A group project covering developmentally appropriate interventions for a specific age group will be detailed.

Individual Project – Case conceptualization: Students will complete a case conceptualization from a child, adolescent, or adult case study.

Quizzes: 12 out of 16 weeks of class will be begin with quizzes that will be graded at the beginning of class. The lowest score will be dropped. Quizzes will be over assigned readings for the week. Quizzes cannot be made up.

Instrument	Value (points or percentages)	Total
Individual Project – Case Conceptualization Paper Due 5/6/2014	100	100
Participation See Rubric at end of syllabus	25	25
Quizzes (each week)	12 (drop lowest) (x10)	120
Group Intervention Presentations Due 4/22	80	80
Final Exam 4/29	100	100
5 short papers Due by stated dates in syllabus Turn 5 papers in together into TK20 by 5/6/14 in order to receive total points from this assignment	40 x 5	200
Extra Credit:	10 possible	

Complete Course evaluation and turn in certificate (either in person or via email by 5/6/2014) Movie Reviews (5 possible)		
TOTAL POSSIBLE		625

FINAL Grade Determination:

A = 90% (562 to 625)

B = 80% (500 to 561)

C = 70% (437 to 499)

D = 60% (375 to 436)

F = Below 60% (Below 375)

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Late Assignments: *In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason (family death, hospitalization, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.*

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). The quizzes will be taken each week before class and they are open book, open note, and open-neighbor. The final exam will be posted on-line and will not be open-neighbor, but will be open book, open note.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Plagiarism:

Students should be aware of an available service called "SafeAssignment" and "Turnitin" to detect plagiarism. University of North Texas-Dallas has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment or turnitin. If plagiarism is found, the student will automatically receive an F in the course and will immediately be brought to the faculty's attention regarding fitness to proceed in the program.

Professional Demeanor:

Students are expected to behave in a professional manner. Elements of professionalism include the following:

- 1) *personal and academic integrity*
- 2) *responsibility for one's own behavior, tasks, assignments and life lessons*
- 3) *consideration, caring and sensitivity to peers/instructor and appropriate interactions*
- 4) *maturity, including the capacity to accept "no"*
- 5) *evidence of a continuous process of self exploration, resulting in enhanced self-awareness*
- 6) *practice of ethical and moral professional behavior*
- 7) *openness to constructive feedback*
- 8) *willingness to try new behaviors and to make suggested changes*
- 9) *lack of complaining, badgering, whining, etc., especially over points or half-points*
- 10) *positive and enthusiastic attitude and engagement in the class activities and discussions*
- 11) *consistent meeting of deadlines*
- 12) *use of technology in an appropriate manner (laptops are encouraged, but only for academic purposes – checking FB, email, etc., is only appropriate during breaks)*

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Weekly Class Attendance, Timeliness, and Constructive Participation is a professional responsibility. Students will have 5% deducted from their total points if they

- (a) *Miss more than one class meeting for other than an emergency reason (death in family, hospitalization, severe illness); Students should not miss more than 1 class. This class will not differentiate between excused absence and unexcused absences. Each additional absence will result in another 5% deducted from the student's overall grade.*
- (b) *Are tardy more than 10 minutes or leave class early more than twice a semester; or*
- (c) *Consistently interact in a non-professional or disruptive manner with peers or professors. Additional missed classes or chronic tardiness will result in another 5% deduction.*

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:

- *This class does require the use of webct/ecampus/blackboard. Power points, quizzes, discussion questions, and additional class materials will be available on the site.*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom: No electronic gadgets, phones, etc. will be allowed in the classroom. You will not be permitted to text or take phone calls during class – unless they are an emergency. Computers are allowed if you are accessing texts, power points, writing lecture notes.*
- *Food & Drink in the Classroom: Food and drink are allowed in classroom provided they do not interfere with the educational process.*
- *The Professor for this course will neither ask for nor utilize your personal email for course communications. Students have been issued eagle mail accounts, and all course communication will occur through that email account.*

Extra Credit Opportunities:

*Extra credit opportunities are only available to those who have completed all quizzes and discussion questions. There will be two extra credit opportunities – you may choose one or all of these options. They will add up to 40 points to your overall quiz grade. 1) submit to the professor, either via email or in person, the certificate from UNT-D that shows you completed and submitted the teacher evaluation at the end of the semester (10 points); 2) write up a **review** related to textbook and **class learning** from one or more of the following movies: *Babies, Temple Grandin, Away From Her, Prayers for Bobby, Crash* (10 points each). These extra credit opportunities will be available up until the last day of the semester (12/6/2014).*

Syllabus Change Policy:

- *Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.*

Individual Projects
Case Study Conceptualization
Due Date 5/6/2014

- (1) Select a case study from one of the following groups
 - a. Childhood case studies (from blackboard) you must only select one of the provided case studies
 - b. Adolescent case study (from blackboard)
 - c. Adult case study (from blackboard)
 - d. You may also create/select your own case study provided it is not a family member/friend/coworker. In other words it must be either your own creation, selected from another text, or something you have experienced as a clinician/educator.
- (2) Conceptualize the client using developmental principles
 - a. Cognitive: discuss what cognitive level you believe your client is operating at according to Piaget's stages of cognitive development. Discuss what evidence leads you to believe that, and what you would expect about them based on their cognitive development.
 - b. Social: Choose either Erik's Life-Phases or Kegan's Subject-Object theory and conceptualize your client. Discuss what evidence leads you believe the stage in which your client is in, and what that would lead you expect about them.
 - c. You may add any additional information that you may know about their specific state (e.g. attachment information about children, information about hormones or identity issues from adolescence, etc...)
- (3) Discuss developmentally sensitive techniques/approaches you would use, and why you would use them.

Group Intervention Project
Due 4/22/2014

Each group must develop a developmentally appropriate presentation or guidance lesson for a certain age group. I have listed the available groups to choose from below. You must choose a specific topic which is appropriate to your group (e.g. grief for middle/late adulthood, drug use for adolescents/young adults, etc...). The presentations will be prepared as if they are being presented directly to the age group you choose.

The presentations will contain the following information

- *Developmental Issues that are important for the age group.
- *Issues related to wellness/prevention of problems for this particular group.
- *Interactive activities to engage in with the group.

A good presentation will have the following qualities

- *Demonstrate you both know developmental principles and how to apply them.
- *Demonstrate you know how to capture the attention and speak to persons from various age groups.

Age Groups

Early Childhood
Middle childhood
Pre-Adolescence
Adolescence
Young Adulthood
Middle Adulthood
Late Adulthood

Projects should be 30-45 minutes in length. Presentations should include Power Points, discussion, and age appropriate activities for the selected age group

Research Papers for COUN 5670D Developmental Processes in Counseling

- Purpose: Each student will write a page term paper using APA 6 style. The purpose of this paper is for you to analyze and understand your own developmental journey in a way that will enhance your understanding of human development that may be applied to your future counseling practice.

- Your paper will demonstrate your knowledge of the stages of
 - early childhood,
 - middle childhood,
 - adolescence,
 - young adulthood,
 - middle adulthood,
 - and late adulthoodas they apply to you as well as your understanding of the major theories discussed in class.

- The paper will be broken down into 5 short papers that will be due throughout the semester (see syllabus for dates). At the end of the semester, the 5 papers will be submitted, with an overall introduction and conclusion, and changes made to reflect learning since originally submitted.

- Students must choose at least one of the following theories from each category through which to view their own development:
 - Social: Psychoanalytic/Erikson/Kegan's Subject-Object
 - Cognitive: Piaget/Vygotsky
 - Moral and or Spiritual: Gilligan/Perry/Fowler/Kohlberg
 - Trauma **and** Wellness: The impact of crisis and trauma on your development; personal wellness plan
 - Gender **and** Racial/Cultural Identity

- In parts of this paper, students need to describe events or **stages of development that they have yet to experience**. In these cases, students should make hypotheses regarding the possible content of a stage or how a certain event could potentially impact their development or may have impacted development differently. You can use hypothetical examples to strengthen various aspects of your paper for which you may have less lived experience.

UNT Dallas
Department of Counseling and Human Services
Class Attendance and Participation Rubric

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department. Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose.

	Meets Expectation (5 points)	Occasionally Below Expectation (2.5 point)	Consistently Below Expectation (0 points)
1. Attendance	Attends all class with one or less excused absence.	Misses one class with excused absence and one absence due to emergency (family member death, hospitalization, or something involving police or firefighters).	Misses two or more classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
2. Punctual	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*
3. Quality Contribution	Questions and comments are on topic, indicate reflection and knowledge of readings, and contribute to a deeper understanding .	Questions and comments are occasionally (2 times) tangential, do not indicate knowledge of readings, and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times), do not indicate knowledge of readings, and do not contribute to a deeper understanding.
4. Attentive Behavior	Pays attention and does not engage in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) twice a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) more than twice a semester.
5. Responsible Behavior	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.

Total possible points or percentage: 25

* Results in drop in the final letter grade in class. If four or more, then drops another letter grade.