

**University of North Texas at Dallas  
Summer 2014  
SYLLABUS**

<b>COUN 5670 Developmental Processes &amp; Strategies (3 hrs)</b>					
Department of		Counseling	Division of		Education and Human Services
Instructor Name:		Dr. Cyndi Matthews (Dr. Cyndi)			
Office Location:		Building 2, Room 305			
Office Phone:		Please email for best results			
Email Address:		Cynthia.matthews@unt.edu			
Office Hours:		By appointment – I am also available both before and after class in room 306 Dal 2			
Virtual Office Hours:		By appointment			
Classroom Location:		Dal 2 Room 306			
Class Meeting Days & Times:		Tuesday & Thursday 5:30pm-9:30pm June 2 – July 3, 2014 Meet in class on Tuesdays, online Thursdays			
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. &amp; Blewitt, P. (2010). <i>The life span, human development for the helping professionals</i> (3rd Ed). 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 Resources:		<p>UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p>			

<b>Course Goals or Overview:</b>	
	The goal of this course is to...
<b>Learning Objectives/Outcomes:</b> 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 <b>promote wellness</b> .	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 – by week
<p>1. Course Orientation Social Constructivism Introduction to Classic Developmental Theories <b>QUIZ 1 at middle of class</b></p> <p>2. Psychoanalytic Personality Development Theory and Ericksonian Theory Read: Kraus, Ch. 6, 7 Read Broderick &amp; Blewitt, Ch.1 <b>QUIZ 2 &amp; Discussion Question Due online at midnight, June 5</b></p>	<p><b><u>1. Tuesday, June 3, 2014</u></b></p> <p><b>QUIZ 2 &amp; Discussion Question Due online at midnight, June 5</b></p>
<p>3. Neurology, Heredity, Environment, and Genetics Read: Broderick &amp; Blewitt Ch. 2 (34-67), Ch. 3 (68-76) <b>QUIZ 3 &amp; Discussion Question due online at midnight, June 5</b></p>	<p>Thursday, June 5, 2014 <b>Online – power point, quiz, readings, discussion question by midnight Thursday June 5</b></p>
<p>4. Parenting and Attachment Theory, Early Social Relationships, and Childhood Development Read: Broderick &amp; Blewitt, Ch. 4 <b>QUIZ 4 due in class in class over material by Tuesday, June 11, 5:30 p.m.</b></p> <p>5. Cognitive Development in the Traditions of Piaget and Vygotsky; Kegan’s Subject-Object Theory, Exceptionality Read: Broderick &amp; Blewitt, Ch. 3 (76-111), Read: Kraus, Ch. 4, 5 <b>QUIZ 5 due in class in class over material by Tuesday, June 11, 5:30 p.m.</b></p> <p><b>Erikson/Social Relationships Paper Due Thursday, June 13 by midnight</b></p>	<p><b><u>2. Tuesday, June 11, 2014</u></b></p>
<p>6. Adolescence and Young Adulthood Read: Broderick &amp; Blewitt, Ch. 9,11 <b>QUIZ 6 &amp; Discussion question due by Thursday, June 13, midnight online</b></p>	<p>Thursday, June 13, 2014 <b>*Online – power point, quiz, readings, discussion question by midnight Thursday June 13</b> <b>*Erikson/Social Relationships Paper Due Thursday, June 13 by midnight</b></p>

<p>7. Middle and Late Adulthood, End of Life  Read: Broderick &amp; Blewitt, Ch.13, 15  <b>QUIZ due in class Tuesday, June 17, 5:30 p.m.</b></p> <p>8. Impact of Crisis and Trauma on Human Development  Read Selected handouts  <b>QUIZ due in class Tuesday, June 17, 5:30 p.m. in class</b></p> <p><b>Piaget/Vygotsky/Kegan Paper due Tuesday, June 17 by midnight (short paper)</b></p>	<p><b><u>3. Tuesday June 17, 2014</u></b></p> <p><b>*Piaget/Vygotsky/Kegan Paper due Tuesday, June 17 by midnight (Short paper)</b></p>
<p>9. Wellness, Resiliency, and Prevention  Read Selected Handouts  Read: Broderick &amp; Blewitt, Ch. 14  <b>QUIZ and Discussion Question due Thursday, June 19, midnight online</b></p> <p><b>*Wellness/Trauma paper due Sunday, June 22, by midnight online</b></p>	<p>Thursday, June 19, 2014  <b>*Online – power point, quiz, readings, discussion question by midnight Thursday June 19</b>  <b>*Wellness/Trauma paper due Sunday, June 22, by midnight online</b></p>
<p>10. Moral and Spiritual Development: Parks &amp; Fowler, Kohlberg, Gilligan  Read Broderick &amp; Blewitt, Ch. 7  Read: Kraus, Ch. 14  <b>QUIZ due in class Tuesday, June 24, 5:30 p.m.</b></p> <p>11. LGBT  Read Kraus, Ch. 9, 10  Read: Assigned Readings  <b>QUIZ due in class Tuesday, June 24, 5:30 p.m.</b></p> <p><b>Moral/Spiritual Paper Due online Thursday, June 26 by 11:59 p.m.</b></p>	<p><b><u>4. Tuesday, June 24, 2014</u></b></p>
<p>12. Developmental Issues for Women  Male Identity Development and Counseling  Read: Kraus, Ch. 8  Read: Assigned Readings found on blackboard  <b>QUIZ and Discussion Questions due online Thursday, June 26, midnight</b></p>	<p>Thursday, June 26, 2014  <b>*Online – power point, quiz, readings, discussion question by midnight Thursday June 19</b>  <b>Moral/Spiritual Paper Due Thursday, June 26 by 11:59 p.m.</b></p>

<p>13. Black, Latino, and White Racial Identity Development; Developmental Read: Kraus, Ch. 11, 12, 13 Read: Assigned readings <b>QUIZ due in class or online over material by Tuesday, July 1, by 5:30 p.m.</b></p> <p><b>R/CID Paper due by Midnight, July 3, 2014</b></p>	<p><b><u>5. Tuesday, July 1, 2014</u></b></p>
<p>No Class</p>	<p>Thursday, July 3, 2014 <b>R/CID Paper due by Midnight, July 3, 2014</b> <b>FINAL PAPER DUE by Midnight, July 3, 2014 – include R/CID in final paper</b></p>
<p><b>FINAL PAPER DUE</b> <b>* Individual Project Due by midnight July 3, 2014</b> Course Evaluations</p>	<p><b>* Individual Project Due by midnight July 3, 2014</b> <b>*Course Evaluation Certificates to Professor due Tues. July 1, 2014</b></p>

## 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.

**Short Research papers** – These short papers provide research (APA 6 style) surrounding certain theories and application to self. At the end of the term you will combine the papers, include an introduction and conclusion and submit on blackboard.

**Individual Project/Research Project** – Case conceptualization: Students will complete a case conceptualization from a child, adolescent, or adult case study. This paper will also provide a comprehensive treatment of a developmental theory will be turned in utilizing APA 6 style

**Quizzes:** All classes will begin with quizzes that will be completed outside of class. You are encouraged to work with your peers on these quizzes. The lowest score will be dropped. Quizzes will be over assigned readings for the week. **Quizzes cannot be made up.**

**Discussion Questions:** Discussion questions will be given for those days when we do not meet in class. Each question is expected to be responded to utilizing readings from the class or outside sources. Make sure you cite your sources utilizing APA 6. You also need to respond to at least two classmates. Please be sure to use appropriate internet decorum.

### Grading Matrix:

Instrument	Value (points or percentages)	Total
Individual Project – Case Conceptualization Paper <b>Due July 3/2014 (midnight)</b>	100	100
Participation	50	50
Quizzes (each unit)	12 (drop lowest) (x10)	120
5 short papers <b>Due by stated dates (midnight)</b> <b>Turn in final combination of all papers with corrections</b>	40 x 5 30	200 30
4 Discussion Questions	4 x 25 (20 for your initial response, 5 per response to peers)	100
Extra Credit: Complete Course evaluation and turn in certificate (either in person or via email by July 2, midnight)	10	
<b>TOTAL POSSIBLE</b>		610

### FINAL Grade Determination:

**A = 90-100%**

**B = 80-89%**

**C = 70-79%**

**D = 60-69%**

**F = Below 60%**

## 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 day late, **20%** deduction for two days late, etc. Please plan ahead.*

### **Exam/Quiz Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). The quizzes will be open book. The exams taken online will be open book, open note, and open-neighbor.*

### **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](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](http://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 any class meeting; Students should not miss any class as this is a 5 week term. 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, and additional class materials will be available on the site.*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom: Electronic gadgets, phones, etc. will be allowed in the classroom. You MUST be using your electronics for class purposes. BUT: You will not be permitted to text or take phone calls during class – unless they are an emergency.*
- *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: *Temple Grandin*, *Away From Her*, *Prayers for Bobby*, (10 points each). These extra credit opportunities will be available up until the last day of the semester.

**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/Research Projects**  
**Case Study Conceptualization**  
**Due Date Thursday, July 3, 2014 (midnight online)**

- (1) Select a case study from one of the following groups
  - a. Childhood case study (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 Erikson'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. Moral/Spiritual: Choose either Kohlberg/Gilligan/Perry/Fowler model to describe the stage you believe your client is in and what you would expect from them.
  - d. Racial/Cultural Identity, Gender Identity models to describe client
  - e. Wellness/Trauma Models to discuss client
  - f. 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.**
  
- (4) Be sure to use APA 6 formatting, references, style, headings, cover page (no abstract)
  
- (5) Mechanics will also be graded (spelling/grammar/punctuation)

## **Five Personal Research Papers for COUN 5670D Developmental Processes in Counseling**

- Purpose: Each student will write five short papers 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.
  
- Each paper will demonstrate your knowledge of the stages of
  - early childhood,
  - middle childhood,
  - adolescence,
  - young adulthood,
  - middle adulthood,
  - and late adulthood

as 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
  
- Also included will be a
  - Consideration of the **impact of crisis and trauma** on development,
  - **Counseling implications** for your life experiences – at present and in the future,
  - As well as a **personal wellness plan**.
  
- 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.

	<b>Meets Expectation (10)</b>	<b>Occasionally Below Expectation (5)</b>	<b>Consistently Below Expectation (0 points)</b>
<b>1. Attendance</b>	Attends all class with no absences.		Misses one or more classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
<b>2. Punctual</b>	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.*
<b>3. Quality Contribution</b>	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.
<b>4. Attentive Behavior</b>	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.
<b>5. Responsible Behavior</b>	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 percentage: 10% or 50 points

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