

University of North Texas at Dallas
Spring 2011
SYLLABUS

COUN 5670 Developmental Processes & Strategies (3 hrs)

Department of	Counseling	Division of	Education and Human Services
Instructor Name:	Ryan Holliman		
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Office Hours:			
Virtual Office Hours:	5:00-7:00pm Thurs		
Classroom Location:	Dal2 213		
Class Meeting Days & Times:	Thursday 7:00pm-10:00pm		
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</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: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com</p>		
Course Goals or Overview:			
	The goal of this course is to...		

Learning Objectives/Outcomes: At the end of this course, the student will
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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:

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| 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	
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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

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, and Ecological Theory, and Introduction to Classic Developmental Theories	Week of 1/20
Psychoanalytic Personality Development Theory and Ericksonian Theory Read Kraus Chp.6, 7 Read Broderick & Blewitt, Chp.1	Week of 1/27
Neurology, Heredity, Environment, and Genetics Broderick & Blewitt Chp. 2 (34-67), 3 (68-76)	Week of 2/3
Parenting and Attachment Theory, Early Social Relationships, and Childhood Development Read Broderick & Blewitt Chp 4	Week of 2/10
Cognitive Development in the Traditions of Piaget and Vygotsky; Kegan's Subject-Object Theory, Exceptionality Read Broderick & Blewitt Chp. 3 (76-111), Kraus 4, 5	Week of 2/17
Adolescence and Young Adulthood Read Broderick & Blewitt, 9,11	Week of 2/24
Middle and Late Adulthood, End of Life Read Broderick & Blewitt 13, 15	Week of 3/3
Impact of Crisis and Trauma on Human Development Read Selected handouts,	Week of 3/10
Spring Break; Classes do not Meet	Week of 3/17
Wellness, Resiliency, and Prevention Read Selected Handouts, Broderick & Blewitt, Chp 14	Week of 3/24
Moral and Spiritual Development: Parks & Fowler, Kohlberg, Gilligan Read Broderick & Blewitt 7, Kraus 14	Week of 4/7
Student Presentations on Developmental Topics and Lifespan Developmental Issues for Women Read Kraus 8	Week of 4/14
Student Presentations on Developmental Topics and Lesbian and Gay Male Identity Development and Counseling Read Kraus, 9, 10	Week of 4/21
Black, Latino, and White Racial Identity Development; Developmental	Week of 4/28

Assessment Read Kraus 11, 12, 13	
Practicum in Development and Skills Practice; Review for Final Examination	Week of 5/5
Final Examination, Course Evaluations	Week of 5/12

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. (provide any necessary details of the instruments – examples given)

Exams – A comprehensive final exam in the format of multiple choice will be administered on the last class

Papers- A written paper providing a comprehensive treatment of a developmental theory will be turned in utilizing APA style

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

Quizzes: 10 out of 16 weeks of class will begin with quizzes that will be administered at the beginning of class.

Etc.

Grading Matrix: (sample given)

Instrument	Value (points or percentages)	Total
Developmental Conceptualization Paper	100	200
Participation	25	10
Quizzes	10 (x10)	100
Group Intervention Presentations	75	75
Final Exam	200	200
Developmental Skills Practicum	15	15

Grade Determination:

Final Grade: A = 540-600 B = 539-480 C =420-479 F = 413 and Below

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 will automatically receive a 20-point reduction. Late assignments will be penalized an additional 5 points for every additional date that it is not turned in.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

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.

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. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. 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. Students will not miss more than 2 classes. Students missing more than 2 classes will receive a penalty on their final grade. This class will not differentiate between excused absence and unexcused absences.

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 not require the use of webct/ecampus/blackboard, but 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.*
- *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.*