dCOUN 565 Lifespan Developmental Counseling W 9:10-12:00, Fall 2012

Department of Counselor Education Mission Statement

The Department of Counselor Education at the University of Montana strives to provide an academically stimulating learning environment which engenders healthy intellectual and emotional development. We prepare students to function as competent, ethical professional counselors who work sensitively with a diverse array of needs and people in a wide range of school and mental health settings. Our department recognizes the need for professional advocacy and the importance of social justice. We also support the College of Education and Human Sciences conceptual frame into our program. The conceptual frame emphasizes: integration of ideas, cooperative endeavors, and respect for diversity.

COUN 560 Instructor: Cathy Jenni, Ph.D. Office Hours M 10:00-Noon & 4:00 to 4:30, Tuesdays 1:00-3:00, and by appointment at other times during the week. Email: cathy.jenni@mso.umt.edu
Cell: (406) 544-8247; Office 243-2608.

COURSE DESCRIPTION

This course introduces the graduate student to human development across the lifespan with a focus on normal and atypical development, developmental transitions, the socio-economic context of development and wellness at each stage of development. We will consider developmental challenges and the counseling applications of human development theory and research. Human development occurs in critical contexts, such as family themes and traditions, a person’s race, ethnicity, religion and factors such as poverty, loss, developmental and physical trauma and access to resources. This course provides counseling students with a foundation from which to conceptualize and apply developmental theory and research. A clear and detailed understanding of human development is foundational to professional counseling practice!

COURSE OBJECTIVES: The overall purpose of this course is to introduce you to current research in lifespan development and related counseling approaches used by professional counselors. Specific course objectives include, but are not limited to:

- Achieving a broad, research-based understanding of human development across the lifespan, including theories of individual and personality development.
- Achieving an understanding of biopsychosocial development across the lifespan.
- Achieving an understanding of a developmental and wellness-based approaches to professional counseling, including strength-based approaches and the enhancement of resiliency.
- Understanding the effects of atypical development, multicultural factors, gender, and diversity as these relate to human development—including the effects of power, privilege, and poverty on human development across the lifespan.
- Understanding of the effects of physical and relational trauma on human development at various stages of development and the legacies of trauma and extreme stress on future development.
- Understanding the effects of attachment security and insecurity as it plays out across the lifespan.
- Understanding life transitions and challenges as these affect the practice of professional counseling.
CACREP Standards Covered in COUN 560, Lifespan Developmental Counseling

Core Standards: 3a, 3b, 3d, 3e, 3f, 3h.


COURSE DELIVERY METHODS:

1. Lecture and discussion.
2. Internet and commercially produced video.
3. Small group work.
4. Interview assignment and discussion.
5. Student presentations.

DISABILITY ACCOMMODATIONS: If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at http://life.umt.edu/dss.

ACADEMIC INTEGRITY: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/AS/APSA/index.cfm/page/1321.

IN-CLASS BEHAVIOR STANDARDS AND LEARNING ENVIRONMENT: In the Department of Counselor Education and The University of Montana we strive to establish and maintain a positive learning environment. The expectation is that we will treat one another with utmost respect even when we disagree. This also means that students (and faculty) will turn off their cell phones and not engage in Internet shopping or surfing during class. If calls and texting are necessary, then either do not attend class or take care of your calling and texting at class break.

COURSE READINGS AND WEEKLY TOPICS: Please note that there is a lot of reading in this course. There will be a chapter-based worksheet for class meeting to help you stay current in your readings, assess your understanding of the assigned chapters, and to aid in small group and class discussion and participation.

August 29, 2012 Explanation of syllabus and assignments; History of developmental theory (Chapter 1 should be read shortly after this class). Please also read the provided Handouts on the effects of poverty on development. Your text, like other similar texts, tends to neglect the context of poverty and other adverse life experiences (ACE factors).

September 5, 2012 The beginnings of life, Chapter 2
September 12, 2012  Neural and cognitive development in the early years, Chapter 3
   Case-based Quiz on the first three chapters of the book and handouts
September 19, 2012  Emotional development in the early years, Chapter 4
September 26, 2012  The emerging self and socialization in the early years, Chapter 5
   Case-based Quiz on Chapters 4 and 5
October 3, 2012    Cognitive development in middle childhood, Chapter 6
   Self and moral development in middle childhood, Chapter 7
October 10, 2012   Gender and peer relationships in middle childhood, Chapter 8
   Case-based Quiz on Chapters 6, 7, 8
October 17, 2012 First paper due: Analysis of a Conversation Using The Adult Attachment
   Interview approach Development in adolescence: physical, cognitive and
   identity development, Chapter 9
October 24, 2012   Adolescence: The Social World, Chapter 10
   Case-based quiz on Chapters 9 & 10
October 31, 2012   In-class discussion of research paper topics Young adulthood: physical
   and cognitive development, Chapter 11
November 7, 2012   Socio-emotional and vocational development in young adulthood, Chapter
   12
   Case-based Quiz on Chapters 11 & 12
November 14, 2012 Middle Adulthood: cognitive, personality, and social development, Chapter
   13
November 22, 2012 Thanksgiving Holiday for Students
November 28, 2012 Living well: stress, coping and life satisfaction in adulthood, Chapter 14
   Case-based Quiz, Chapters 13 & 14
December 5, 2012  Gains and losses in later adulthood, Chapter 15
   Case-based Quiz, Chapter 15. First research paper presentations (8
   students) This is a research topic of your choice developmentally-informed
   professional counseling practice.
December 12, 2012 Second paper due and class paper presentations (9 students)

Descriptions of quizzes and assignments:

1) Approximately every other week you will have a short quiz at the beginning of class based
   on the reading assigned for that class meeting. Each quiz will be worth 20 points, for a total
   of 140 points.
2) There are two papers required in the course (described below). Each paper is worth 200 points.

3) The total number of points available is 540 points. A = 496 points or higher; A- = 485 points or higher; B+ = 470 points or higher; B = 448 points or higher; B- = 432 points or higher; C+ = 415 points or higher; C = 394; C- = 378 points or higher. Below 378 means you would need to retake the course and would receive a grade of “D.”

**Adult Attachment Interview Approach, Due October 17; 200 points**

**Detail for this assignment:**

Please read the American Counseling Associate Code of Ethics, Section G. You can find it online at www.counseling.org. *Please come to class before you conduct your interview with any questions you may have.*

This assignment focuses on how primary caregivers, usually parents but sometimes others, represent their relationship with and understanding of their child during an interview or conversation with you. The interview itself should take about 30 minutes, plus a few minutes for introductions and terminating the interview, so allow for 45 minutes total. Record the interview and listen to it carefully afterwards. Give the interviewee two copies of the informed consent, one for the interviewee and one for you to turn in with your paper. Please have the interviewee sign both forms. Do not interview a person experiencing major life stressors such as domestic violence, recent or planned divorce/separation, severe illness in self or child, homelessness, etc. Please talk to me if you have questions about a particular situation your interviewee may be experiencing prior to arranging an interview.

Here are the questions you will ask the primary caregiver of a particular child:

1) Tell me about what you first noticed about _________ when she/he was born or in the first few weeks. (Or, if the child is adopted or a foster child, “when you first met.”)
2) What kind of child is ____________? Or what do you notice about his/her personality?
3) Follow up, if necessary, with “what are his/her strengths and/or challenges?”
4) How would you characterize your relationship with _________? Has this changed over time?
5) What kind of adult do you hope _______________ will become?
6) Do you notice anything about your childhood or upbringing that affects your parenting?
7) Can you provide me with two adjectives that describe your mother when you were little and give me an example of why you chose these words?
8) Can you provide me with two adjectives that describe your father when you were little and give me an example of why you chose these words?
9) Did this conversation stimulate other thoughts that you might want to add before we finish?

The analysis of the interview, after you have listened to it carefully two or three times, should include the following:

1) What themes are present in your interviewee’s view of his/her child? Support your analysis with short non-identifying quotes from the interview.
2) Do you see any connection between attachment theory and the comments the interviewee made during the interview? Why or why not? Give examples to support your thoughts.
3) Include other non-attachment comments as needed. Be sure to include a short introduction, including the general setting and non-identifying information about the person you interviewed.

Destroy or erase the audio of the interview when you finish your paper, as promised in the consent form, unless the interviewee requests it. Use pseudonyms (the interviewee choose names) in your paper.

Note: For a person who is in the last trimester of pregnancy (baby is due by the end of January, 2012), you will need to modify the above questions. Question 1 would focus on fetal movements, reactions to sounds, maternal stress, etc. Questions 2 & 3 should be eliminated. Question 4 would focus on maternal joys and challenges right now. Question 5 “What, if anything, do you noticed about your developing relationship with your baby?” Questions 6-7 remain the same.

Research Paper, Due December 12 (or earlier) 200 points. Please note that you can present to the class and turn in this research paper any time during the semester though the syllabus indicates that this assignment is due in the last two weeks of the Fall Semester.

This assignment includes several parts.

1) Choosing a topic. The topic should relate to lifespan development with a focus on emotional/psychological development and the implications for professional counseling, social policy, family and/or parenting concerns. This is a broad range of possibilities. To narrow it down, talk with me.

2) Identify resources. These will primarily be journal articles or book chapters, though they could be entire books. They must be scholarly, which means publication in academic journals or books. You should have at least eight references that are in addition to your assigned readings. You may include assigned readings where these are relevant, but these won't count as one of the eight references. Likewise, if a reference you plan to include is assigned reading from another course you are taking or have taken, it doesn’t count as one of the eight. You may include references that are not scholarly (e.g. something from the popular press or the Internet), but these also don't count in the eight required. It can help to have a hard copy of your resource materials to write on as you read and develop your ideas. If you are borrowing material from me, please either make a copy of what you borrowed to write on (if it is a book chapter) and return the book to me. You can’t receive a grade for the course until I receive borrowed material back from you.

3) Think about a theme. Your paper should have an introduction, development of ideas through analysis of the readings and their dialogue with each other, and a conclusion. This assignment requires more than describing what the authors of your resources have written. Are there agreements and/or differences of opinion? What’s perhaps left unsaid or assumed? What are the suggestions in your readings that have implications, direct or indirect for professional counseling? Are there social and/or cultural issues implicated? Where might future research, professional practice or public policy go? Where is the evidence in the papers you read for any of the above? (This involves going into some detail.) Before you begin writing, you may want to make notes (or an outline) and then expand these in the paper itself.

4) Write the paper. When you are finished, read it out loud to yourself and/or a friend or family member. This is a quick way to clear up your language and discover areas that are vague or weak. This means you will need to get the first draft completed in time to edit, read and edit again. Your paper must be in APA editorial style!
5) Prepare to present your paper to the class. Plan for about 10-15 minutes of class presentation with another 5-10 minutes of discussion (20 minutes total).

6) Questions as to length: Most developmental counseling topics could be a book and many have been the topic of several books! Thus the topic doesn’t necessarily determine the length. Most papers will be 13-15 pages with references, not counting the title page. Yours might be a little longer, but not a lot shorter. You must use APA format throughout. Your font size should be equivalent to Times Roman 12, margins of one inch all around and page numbers inserted.

CACREP Standards Included in COUN 560, Lifespan Developmental Counseling

In this course student performance will be evaluated in many ways. Below are the Core, School and Clinical Mental Health Counseling standards that are evaluated in this course. Although your competence with respect to the following standards will undoubtedly be related to your final grade in the course, the particular areas included below are also designed for faculty to systematically evaluate our effectiveness in teaching these areas. We provide this information because it may be useful to you to know what sorts of standards we’re covering in the program and how we’re going about addressing these standards in this course. If you find this process confusing or overwhelming, then you can feel free to ignore this section because if you do a good job completing the assignments described above, then you’ll be doing a good job in this class!

**CACREP Core Standards**

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<th>Core Standards: HUMAN GROWTH AND DEVELOPMENT—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:</th>
<th>Learning Activity or Assignment: Each chapter in the assigned book has a weekly quiz as one of several learning activities. Students will also be responsible on quizzes for material presented via video format, by guest speakers or in additional assigned readings.</th>
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<tr>
<td>3a. theories of individual and family development and transitions across the lifespan;</td>
<td>Readings, class discussion, commercial and Internet video recordings, small group discussion.</td>
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<tr>
<td>3b. theories of learning and personality development, including current understandings about neurobiological behavior;</td>
<td>In addition to the above, readings focused on the Adverse Childhood Experiences research and readings focused on attachment experiences early in life and across the lifespan.</td>
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<td>3d. theories and models of individual, cultural, couple, family, and community resilience;</td>
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<td>3e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;</td>
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<td>3f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;</td>
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<td>3h. theories for facilitating optimal development and wellness over the lifespan.</td>
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School Counseling Specialty Standards
### Clinical Mental Health Counseling Specialty Standards

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<th>Standard</th>
<th>Learning Activities and Assignments</th>
<th>Where SLO is assessed</th>
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<td><strong>D3:</strong> Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.</td>
<td>Readings, class discussion, commercial and Internet video recordings, small group discussion. In addition to the above, readings focused on the Adverse Childhood Experiences research and readings focused on attachment experiences early in life and across the lifespan. Research paper and Parent attachment interview.</td>
<td>COUN 585 (Internship)</td>
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<td><strong>E5:</strong> Understands the implications of concepts such as internalize oppression and institutional racism, as well as historical and current political climate regarding immigration, poverty, and welfare.</td>
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<td>COUN 585 (Multicultural Counseling)</td>
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<td><strong>G1:</strong> Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.</td>
<td></td>
<td>COUN 589 Oral Comprehensive Examination (Clinical Mental Health Counseling)</td>
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- **A6:** Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
- **D3:** 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, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

- **COUN 566**
- **COUN 589 Oral Comprehensive Examination (School)**
Informed Consent: Interview with a Parent or Primary Caregiver

Thank you for agreeing to a short interview with a Counselor Education graduate student. We value your contribution to our student’s learning experience and very much appreciate your time and your thoughts.

This brief interview focuses on your experience of your child as a developing person, your relationship with your child, your hopes and dreams of this child, and any of your childhood or personal upbringing experiences that you notice are important to your parenting style.

Should any question the graduate student asks you be one you do not wish to answer, please feel free to decline to respond. Should you wish to terminate the interview at any time, you are encouraged to do so. The graduate student will immediately respect your wishes.

The graduate student will record your interview for the sole purpose of listening to it carefully. The student will erase or destroy the recording after listening to it unless you want the copy for yourself. The graduate student will be happy to give you the copy.

The student will prepare a short paper analyzing your conversation, based on principles of human development and attachment/relationship theory. Cathy Jenni, Ph.D., the course instructor, will read the student’s paper. To protect your privacy and confidentiality, we ask that you give yourself and your child a pseudonym. The student will change these two names in the written paper, as well as any other real names you may use during the conversation. This interview is a graduate course assignment. The student will also make a brief presentation or summary of this conversation with all identifying information removed.

This exercise is a learning experience for Counselor Education graduate students. As such, the graduate student is not qualified to offer comments, suggestions or advice on any matter you bring up during your interview. Should you wish a referral for parenting or other personal assistance, please tell the graduate student. The student and the course instructor, Cathy Jenni, will provide you with appropriate referrals.

By signing below, you are indicating that you have read the Informed Consent information above and consent to its conditions. Should anything be unclear to you, please ask the graduate student for more information and/or contact the course instructor, Cathy Jenni at 243-2608.

Again, many thanks for your contribution to the development of a Counselor Education graduate student.

Your name___________________________________________________

Date_______________________________

Student name __________________________________________________

Date_______________________________