# COUN 646 DEVELOPMENTAL COUNSELING

**Instructor**

Enter Instructor Name

**Phone**

Enter Phone

**Email**

Enter Email

**Office Location**

Enter Building, Room

**Office Hours**

Enter Hours, Days

## Course Description

This course examines the psycho-bio-social tasks in human developmental stages through the life span from a culturally responsive counseling perspective. Developmental counseling recognizes there are normative patterns of human development that can be impacted by a range of contextual variables, for example abuse and neglect. Understanding development is important when assessing client functioning and in designing developmentally appropriate helping strategies.

## Methods of Instruction

Methods of instruction primarily feature in-class, face-to-face learning, with some asynchronous online work.

## Course Objectives and Relationship to Program Goals

This course addresses the following program goals: to prepare counselors who are reflective, collaborative, and justice-oriented practitioners, who 1) engage in multiple contexts to promote the social emotional growth and development of individuals, groups, families, and organizations, and 2) critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change.

Instructional objectives are for each student to:

- Demonstrate knowledge and understanding of patterns of human development across the life span considering key characteristics of physical, cognitive and social-emotional development.

- Demonstrate understanding of how individual differences and barriers to learning can impact psycho-social development.

- Demonstrate ability to design, apply and evaluate effectiveness of developmentally appropriate counseling strategies for clients of different ages and life stages.

- Be able to identify signs and risk factors related to physical and sexual abuse and neglect of children.

Spring 2021
• Demonstrate understanding of the counselor’s responsibilities under the law as mandated reporters of child abuse and neglect.

CACREP Standards Addressed in COUN 646

3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan*

b. theories of learning

c. theories of normal and abnormal personality development

d. systemic and environmental factors that affect human development, functioning, and behavior

e. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

f. a general framework for understanding differing abilities and strategies for differentiated interventions

g. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

h. developmentally relevant counseling treatment or intervention plans

5. COUNSELING AND HELPING RELATIONSHIPS

d. procedures for identifying trauma and abuse and for reporting abuse

7. ASSESSMENT AND TESTING

d. procedures for identifying trauma and abuse and for reporting abuse

*KPI 2.F.3.a: theories of individual and family development across the lifespan

Key Performance Indicators

In COUN 646, the KPI 2.F.3.a “theories of individual and family development across the lifespan” is assessed in the Self-Reflection Paper. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Readings/Assignments Due</th>
<th>CACREP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Introductions</td>
<td>•</td>
<td>F.3.a* F.3.i</td>
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<tr>
<td></td>
<td>• Course Expectations</td>
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<td>• Assignment Expectations</td>
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<td></td>
<td>• Historical Perspectives on Development</td>
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<td></td>
<td>• Development across the lifespan</td>
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<tr>
<td>Week 2</td>
<td>• The Early Years</td>
<td>• Broderick &amp; Blewitt, Chapters 1-5</td>
<td>F.3.a F.3.b F.3.f</td>
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<tr>
<td></td>
<td>• Heredity and Environment</td>
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<td></td>
<td>• Neural/cognitive development</td>
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<tr>
<td></td>
<td>• Social/Emotional development</td>
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Spring 2021
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Readings/Assignments Due</th>
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</tr>
</thead>
</table>
|      | • Intervention strategies for working with 0-5-year-old children | | F.3.h  
F.5.h |
|      | **Week 3**  
• **The Middle Years**  
  • Physical/Cognitive Development  
  • Social/Emotional Development  
  • **Child Abuse and Neglect:** Film “Making a CPS Referral”  
  • Intervention Strategies for working with school age children | • Broderick & Blewitt, Chapters 6-8 | F.3.a  
F.3.b  
F.5.h  
F.7.d |
|      | • **Adolescence**  
  • Social/Emotional Development  
  • Physical/Cognitive Development  
  • Intervention strategies for working with adolescence | • Broderick & Blewitt, Chapters 9-10 | F.3.a  
F.5.h |
|      | **Week 5**  
• **Young Adulthood**  
  • Socio-emotional and vocational development  
  • Physical and cognitive development  
  • Intervention strategies for working with young adults | • Self-reflection paper due (F.3.a* - KPI artifact)  
• Broderick & Blewitt, Chapters 11-12 | F.3.a  
F.3.g  
F.5.h |
|      | **Week 6**  
• **Middle Adulthood**  
  • Cognitive, Personality, and Social Development  
  • Intervention strategies for working with middle-age adults | • Broderick & Blewitt, Chapters 13-14 | F.3.a  
F.3.c  
F.5.h |
|      | **Week 7**  
• **Late Adulthood**  
  • Gains and Losses in late adulthood  
  • Intervention strategies for working with older adults | • Group Case Study due  
• Broderick & Blewitt, Chapter 15 | F.3.a  
F.3.f  
F.5.h |
|      | **Week 8**  
• Resource Sharing | • Resource due | F.3.a |

*KPI F.3.a: theories of individual and family development across the lifespan*

**Key Performance Indicators**

In COUN 646, the KPI F.3.a “theories of individual and family development across the lifespan” is assessed in the Self-Reflection Paper. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

**Course Activities and Expectations**

Spring 2021
Requirements and Evaluation

Written Assignments (70% of final grade):

Self-Reflection Paper (KPI F.3.a Artifact) 35% of grade

In this assignment, students will demonstrate understanding of their personal developmental history, including current developmental stage; past developmental stages of growth and their influence on current development tasks; and the ways in which family and cultural messages influenced and continue to influence development. The student will reflect on his or her own developmental history in the context of a developmental theory.

This assignment has three components: First, students will describe who he or she was as a child, including information about personality, social behaviors, school behaviors, and family interactions. Students will consider the impact of genetics and neurobiology on their childhood development. Second, the student will select one of the developmental theorists discussed in this class and describe one significant event from childhood and one significant event from adolescence. For each selected example, students will answer the following questions: 1) Which areas of development were supported the most during this period of time; 2) How was the support offered and how did the support impact that area of development; 3) How did the support (or lack thereof) impact future growth and development; and 4) In which developmental stage were the parents and/or siblings in during this time. Third, students will reflect on the ways in which his or her early development has impacted adult beliefs, behaviors, decision-making, and attitudes by responding to the following: 1) How did childhood and adolescence influence later decision-making; 2) Describe any significant departures from the family of origin (values, attitudes, beliefs, etc.); 3) How do these significant departures influence interactions with family, friends, or colleagues; and 4) Describe current functioning from a developmental perspective.

This paper should be six to eight double-spaced pages in length. APA Style format is required, and students will use a minimum of two sources.

Aligned CACREP standards: F.3.a, F.3.b, F.3.f

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>At Standard</th>
<th>Developing Standard</th>
<th>Below Standard</th>
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<tbody>
<tr>
<td>Organization</td>
<td>Paper is well organized with a clear thesis or assertion and extensive supporting evidence.</td>
<td>Paper is well organized with a clear thesis or assertion and supporting evidence. Minor flaws in organization do not interfere with understanding.</td>
<td>Minor flaws in organization, but these do not impact understanding.</td>
<td>There are significant flaws in organization that make the paper not understandable.</td>
</tr>
<tr>
<td>References</td>
<td>References to texts or articles are correct, relevant and show expanded research.</td>
<td>Assigned readings are referenced correctly.</td>
<td>Incomplete reference list</td>
<td>No readings are referenced.</td>
</tr>
<tr>
<td>APA style</td>
<td>Paper conforms to APA format standards.</td>
<td>Paper generally conforms to APA format standards.</td>
<td>There are minor variations from APA format standards.</td>
<td>There are major variations from APA format standards.</td>
</tr>
</tbody>
</table>
Academic writing

| Writing is professional and polished. | Grammatical or other errors are sufficiently infrequent so as not to detract from the overall quality. | Writing is approaching standard for graduate-level work. Errors are infrequent and only detract slightly from overall quality. | Writing is not up to standard for graduate-level work. Errors are frequent and distracting. |

Content of the reflection

| Student reflects on their personal history and current experiences in a poignant manner that conveys depth and new insights. | Student reflects on their personal history and current experiences in a poignant manner that conveys depth and new insights. | Student reflects on either their (a) personal history or (b) current experiences related to the topic, but not both. | Student does not reflect on their personal history and current experiences related to the topic. |

KPI: 2.1.2.a: Theories of individual and family development across the lifespan

| Student provides an advanced description and a critical analysis of theories of individual and family development and transitions across the lifespan. | Student provides an adequate description and analysis of theories of individual and family development across the lifespan. | Student provides an adequate description of theories of individual and family development across the lifespan. | Student provides an inadequate description of theories of individual and family development across the lifespan. |

Evidence and Support

| The evidence provided was synthesized from multiple sources, supports the topic, and all details were relevant to the topic. | The evidence provided supports the topic, and all details were relevant to the topic. | The evidence provided does not support the topic. The evidence provided supports the topic, though irrelevant details were also present. | The evidence provided does not support the topic. |

**Group Case Study (25% of grade)**

This project will involve students working in groups, reading a brief case study and determining the developmental stages of each individual described in the case, and how the developmental stages influence the presenting problem. Recommendations for interventions or clinical care should follow from developmental perspectives and developmental reasoning.

Students will work together to answer the following questions:

1) Identify each person in the case study. Describe that person’s current stage of development.
2) How does each person’s developmental stage influence the presenting problem.
3) How might professionals approach the presenting problem from a developmental framework.
   a) What interventions would be beneficial. Why.
   b) What theoretical framework might be helpful in understanding the presenting problem from a developmental perspective.
4) What developmental concepts might be important considerations while working with these clients.

Each group will submit a 2-4-page written report of their work. Students will evaluate participation of the other group members upon completion of the project. This assignment will be graded on “analysis and use of course concepts” and group participation.

**Group Case Study Rubric**

<table>
<thead>
<tr>
<th>Exceeds Standard</th>
<th>At Standard</th>
<th>Developing Standard</th>
<th>Below Standard</th>
</tr>
</thead>
</table>

Summer 2021
Group work

- Group members move group work forward with proactive communication, and following through on tasks and agreements.
- Group members are cooperative and display respectful communication; follow through on tasks and agreements.
- Group members minimally or belatedly contribute their assigned tasks.
- Group members fail to contribute to the project, or contribute in ways that place additional burden on other group members.

Analysis/use of course concepts

- Incorporates course concepts accurately, consistently, and frequently. Analysis shows a strong relationship between the evidence and the topic.
- Incorporates many course concepts but sometimes does not develop them. Analysis explains how the evidence supports the topic in most cases.
- Incorporates some course concepts, but accuracy and development are not consistent. Some new ideas and insight, but lacks depth and detail.
- Little or no connections are made to course concepts. Superficial and poorly developed analysis.

Aligned CACREP Standards: F.3.a, F.3.b, F.3.f, F.3.h, F.3.i,F.5.h

Resource Sharing (10% of grade)

For this assignment, students will choose one of the developmental levels (i.e., early childhood, middle childhood, adolescence, young adulthood, middle adulthood, late adulthood) and prepare a 5-minute presentation on a counseling intervention that could be used with the identified developmental level. In the presentation, students will (1) summarize major developmental tasks of the identified developmental level, (2) provide a rationale for the selected intervention, (3) describe the intervention, and (4) provide a printed or electronic resource for classmates that summarizes the presentation.

This assignment will be graded on use of course concepts and presentation skills.

**Presentation Rubric**

<table>
<thead>
<tr>
<th>Use of course concepts</th>
<th>Exceeds Standard</th>
<th>At Standard</th>
<th>Developing Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporates course concepts accurately, consistently, and frequently.</td>
<td>Incorporates many course concepts but sometimes does not develop them.</td>
<td>Incorporates some course concepts, but accuracy and development are not consistent.</td>
<td>Little or no connections are made to course concepts.</td>
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<table>
<thead>
<tr>
<th>Presentation skills</th>
<th>Exceeds Standard</th>
<th>At Standard</th>
<th>Developing Standard</th>
<th>Below Standard</th>
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<tbody>
<tr>
<td>Speaks clearly and audibly, uses humor, pauses, rhetorical questions and/or other verbal tactics that enhance delivery; makes frequent eye contact and adjusts style in response to audience reaction.</td>
<td>Speaks clearly and audibly, makes eye contact and demonstrates awareness of the audience reaction.</td>
<td>Can be mostly heard and understood; makes brief, infrequent eye contact; has little sense of audience reaction.</td>
<td>Speech is inaudible or difficult to understand; makes no eye contact; Has little sense of audience reaction.</td>
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</tr>
</tbody>
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Aligned CACREP Standards: F.3.h, F.3.i, F.5.h

**Participation (30% of final grade):**

Attendance and active participation are necessary and a vital part of the course. Active participation includes: attending each class session, completing reading assignments prior to class sessions, classroom discussions/activities and class presentations. If you are not able to attend class, you must let me know. Frequent absences will result in missed points, and potentially a lower grade.
Participation points will be awarded as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>2 point per class X 8</td>
<td>16</td>
</tr>
<tr>
<td>Active participation in group case study</td>
<td>4 points</td>
<td>4</td>
</tr>
<tr>
<td>Resource presentation</td>
<td>10 points</td>
<td>10</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**Required Texts**


**Bibliography**


Herman, J. (2015). *Trauma and recovery*. Basic.


**Additional Resources**

https://www.goodtherapy.org/learn-about-therapy/types/filial-therapy

Gesellinstitute.org

Innerkids.org

www.lianalowenstein.com  Play therapy resources and activities

MindfulSchools.org

The Incredible Years Parenting Program

http://tfcbt.muse.edu (Trauma Focused Cognitive Behavior Therapy)

www.helpguide.org

www.responsiveclassroom.org

RiseVanFleet.com  Filial Therapy

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**UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES**

**University Mission Statement**

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students
capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives."

**Classroom Emergency Response Guidance**

Please review university emergency preparedness response procedures and a training video posted at [www.pugetsound.edu/emergency/](http://www.pugetsound.edu/emergency/). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

**Office of Accessibility and Accommodations**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**University Diversity Statement**

The university is committed to building a learning community based on a respect and appreciation for all persons.

We Acknowledge

- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
to foster a spirit of openness to active engagement among all members of our campus community.

We Act

to achieve an environment that welcomes and supports diversity.
to ensure full educational opportunity for all who teach and learn here.
to prepare effectively citizen-leaders for a pluralistic world.

Names and Pronouns

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

Student Bereavement Policy

Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

Copyright and Fair Use

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

Academic Integrity

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University’s Academic Integrity Policy at http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/.

Student Religious Accommodations

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/. If you need a reasonable accommodation due to a religious holiday or organized religious activity, you must give me written notice within the first two weeks of class so that we can coordinate the accommodation. If you have questions about the policy, you may contact the University Chaplain. If you have a grievance about the application of the policy or the handling of your request for an accommodation, you may contact the Dean of the Faculty.