

PORTLAND STATE UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
DEPARTMENT OF COUNSELOR EDUCATION  
615 SW Harrison

*"Preparing professionals to meet our diverse communities' lifelong educational needs"*

***Diversity & Inclusiveness***

- to work in diverse settings
- to promote inclusive and therapeutic environments

***Research-Based Practices & Professional Standards***

- to critically analyze and implement research-based practices
- to demonstrate appropriate professional values, knowledge, and skills

***Impact on Learning and Development / Personal and Professional Growth***

- to ensure students and clients succeed
- to influence policy and provide leadership for organizations

***Evidence-Informed Decision Making***

- to use evidence to solve problems of practice and enhance therapeutic decisions

**COUN 569: Developmental Foundations of Counseling**  
**FALL Quarter, 2009**

INSTRUCTOR: RACHEL STONE, MS, NCC

OFFICE HOURS: By appointment

EMAIL: rstone@pdx.edu

COURSE TIME: MONDAYS, 4:00PM - 6:30PM

CRN:10832, 3 CREDITS

COURSE LOCATION: ED, 414

If you require accommodations (e.g., interpreter, note-taker, etc.), please see me immediately. I will work with you to facilitate getting any needed supports through Disability Services for Students. To receive accommodation you must be registered with Disability Services.

**COURSE DESCRIPTION:**

COUN 569 provides a theoretical and research overview of life-span human development emphasizing the cognitive-intellectual, cognitive-moral, emotional-self, and social aspects of developmental growth in the human being. Emphasis is given to application of developmental knowledge to counseling practice.

**TEXTS: Required text:** Sigelman, Carol K. & Rider, Elizabeth A. (2009). *Life-Span Human Development* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth Cengage Learning.

**Recommended:** Textbook website, link available through Blackboard

**Required Access:** **Blackboard** is used for the online quiz, to download assignments/ PowerPoint outlines, and Exam-I and Exam-II. You will use your PSU Odin account login to access Blackboard. Login at <https://bb.pdx.edu/webct/entryPageInns.doweibct>  
If you need technical help accessing Blackboard call or email the student helpdesk. (503) 725-4357 or (800) 547-8887 x4357 or help@pdx.edu

**ESSENTIAL PRACTICES ADDRESSED IN THIS COURSE:**

- Use and update research and knowledge to enhance professional practices
- Identify client needs in family, work, and community contexts
- Identify, teach and model life enhancing and behavioral health skills
- Promote diversity, inclusiveness, resiliency and sound mental health

### COURSE OBJECTIVES:

1. Gain a basic understanding of life-span development research and their attending strengths and weaknesses for theory building.
2. Gain a basic understanding of structural theories of human development with priority emphasis given to: cognitive development (moral; ethical; intellectual), "normal" self/personality development, and social-emotional development over the life-span. Contrast "abnormal" developmental patterns and pathology with normal developmental behavior.

### CACREP and TSPC Standards addressed:

CACREP: Human Growth & Development (a, b, c, d, & e)

TSPC: Develop and implement plans which promote social and emotional development

Establish programs appropriate for group, individual, and family counseling

### COURSE REQUIREMENTS:

The reading load for this class is more demanding. Keep up with the reading schedule and read in advance whenever possible. For a more thorough preparation for the licensing exam you should review *all of the Life-Span Human Development* text and thoroughly review the study guide. Using the Power Point lecture slides and other materials on the Blackboard website will also enhance your learning.

Class attendance and participation (20 points): I see this as critical to your learning and I expect each of you to be here for all classes and on time. If you must miss class, no more than one absence for any reason\* is acceptable without an automatic reduction in your course grade (e.g., A to A-). Email me if you are going to miss class. Students will not lose points if they have the flu.

\***FLU** - PSU is practicing social distancing in order to decrease the spread of flu viruses. If you think you have the flu, stay home until your fever naturally subsides for 24 hours. Contact me before class by email if you have the flu. Utilize Blackboard to keep up with class work. Should you be too sick to work on assignments, contact me early to make arrangements. This will be handled on a case by case basis. If you arrive to class sick, I will send you home. If I am sick and I cannot get a substitute, I will post information on Blackboard to keep us on track. We meet once a week in this course, so if you are sick, it is my expectation that it will not affect your attendance in a significant way. Please act with integrity and honesty with regards to absences. Any concerns I have about absences may be discussed with the program director.

Coursework: You are responsible for all the material in each of the assigned chapters of the text. Class lecture will selectively emphasize key concepts from each chapter and provide examples and illustrations for counseling practice. Make up work is not accepted so plan accordingly. Your course grade will be based on the following point distribution:

Practice Quiz	Multiple Choice	Required Blackboard practice	<i>0 to 20 points</i>
Exam 1	Multiple Choice	Blackboard	<i>60 Points</i>
Exam 2	Multiple Choice	Blackboard	<i>90 Points</i>
Article Critique		Blackboard	<i>30 Points</i>
Attendance	See attendance policy		<i>20 Points</i>
Total Points Possible			<i>200 Points</i>

**Note:** No incompletes (I) unless clearly medically necessary

SCHEDULE OF TOPICS AND READINGS:

	<u>Lecture</u>	<u>Reading</u>	<u>Due Date</u>
9/28	Ch 1 Understanding Human Development	Full Chapter	
10/5	Ch 2 Theories	Full Chapter	
10/10	<b>Due - Online Conduct Agreement Chapter 2 Quiz</b>		<b>10/10</b>
10/12	Ch 7 Cognition	Full Chapter	<b>10/12</b>
	<b>Article Submission</b>		
10/19	Ch 10 Language & Education	Full Chapter	
<b>Test, Chapters 1, 2, 7, &amp; 10, given on Blackboard</b>			<b>Due – 10/23</b>
10/26	Ch 11 Self & Personality	Full Chapter	
<b>Discussion 1: First 2 due 10/28, Closes 11/1</b>			<b>Open 10/26 – 11/1</b>
11/2	Ch 12 Gender Roles & Sexuality	Full Chapter	
11/9	Ch 13 Social Cognition & Moral Development	Arnett Article Full Chapter	
11/16	Ch 14 Attachment & Social Relationships	Full Chapter	
<b>Discussion 2: First 2 due 11/18, Closes 11/22</b>			<b>Open 11/16 – 11/22</b>
11/23	Ch 16 Developmental Psychopathology	Full Chapter	
11/30	Ch 17 Death & Dying - Guest Speaker	Full Chapter	
<b>Discussion 3: First 2 due 12/2, Closes 12/7</b>			<b>Open 11/30– 12/7</b>
<b>Test, Chapters 11 – 14, 16, &amp; 17 given on Blackboard</b>			<b>12/7</b>

**ALL ITEMS CLOSE BY 11:59 PM ON THE FINAL DUE DATE.**

**CLASS RULES:**

1. Check your PSU email on a weekly basis.
2. Be respectful towards others in the class at all times.
  - a. No texting, emailing, internet surfing, or online chatting during class time or other disruptive behavior. The first incident will result in lost participation and attendance points for the day. If it happens again, it will be handled according to PSU's policy on disruptive behavior.
  - b. Turn off your cell phones before class starts.
  - c. Avoid talking over other people, interrupting, or discounting other's opinions.
  - d. No side conversations during lecture.
3. Attend class regularly and on time (see attendance policy).
4. Be courteous online! You will complete an online conduct agreement that outlines expectations of conduct. *There will be a 20 point deduction from your grade if fail to complete the agreement.*

**PROGRAM POLICY STATEMENT:**

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm>

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.