

# **CED 612 - CONTEMPORARY PERSPECTIVES: DEVELOPMENTAL ISSUES in COUNSELING**

**Spring, 2005**

**Wednesdays, 9:00 a.m. – 11:50 a.m., 251 Ferguson**

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## **Course Description:**

A major goal of counseling is to facilitate the optimum development of persons across the lifespan. To accomplish this goal, counselors need to understand developmental theories and processes of individuals, families, and groups. In addition, counselors apply developmental theories using specific assessment and therapy methods. This course provides a foundation for *understanding human development from a counseling perspective* and teaches techniques for developmental assessment and developmental counseling and therapy. The focus of the course is on normal developmental processes and the optimization of development through prevention and wellness. This is not a course on human development, per se, but emphasizes the application of developmental principles in counseling individuals across the lifespan.

## **Catalog description:**

CED 612. Counseling Over the Lifespan (3:3).

Pr. 610, 620; counseling major. Pr. or Coreq. human development/developmental psychology or equivalent or permission of instructor. Coreq. 653. Developmental theories and processes of individuals, families, and groups form the basis for understanding and applying techniques of developmental assessment and intervention. Cognitive-developmental approaches are emphasized.

## **Course Objectives:**

This course includes specific objectives that provide guidelines for developing ourselves as a foundation for facilitating the development and optimum functioning of others. By the end of this course, students will be able to:

- Conceptualize development holistically and from a life-span perspective.
- Conceptualize developmental processes as a basis for counseling interventions and describe counseling goals in terms of developmental processes and wellness.

- Explain age-stage, transition, and contextual theories of human development and change.
- Integrate theories of personality and counseling with developmental theories.
- Explain the critical role of gender and culture in understanding human growth and development.
- Assess the cognitive-developmental style of clients during a clinical assessment or other counseling session.
- Develop goal-oriented treatment plans for working with clients from a cognitive-developmental perspective, specifically to help clients overcome developmental blocks and facilitate developmental growth and change towards a goal of greater wellness across the lifespan.
- Select therapeutic interventions matched (or deliberately mismatched) to the client's cognitive developmental style.
- Examine your own developmental history and current developmental functioning in multiple areas, and articulate how your development affects your behavior and styles in interviews and in establishing treatment goals and plans.

**CACREP Core Curriculum Standards** (CACREP Standards, <http://www.counseling.org/cacrep/>):

This course is designed to meet or exceed the CACREP curriculum standards, Section II-J-3, HUMAN GROWTH AND DEVELOPMENT, by augmenting prerequisite studies in human development by those taking this course - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- a. theories of individual and family development and transitions across the life-span;
- b. theories of learning and personality development;
- c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- d. strategies for facilitating optimum development over the life-span; and
- e. ethical and legal considerations.

### **Required Reading:**

Crain, W. (2005). *Theories of development: Concepts and applications* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Ivey, A. E., Ivey, M. B., Myers, J. E., & Sweeney, T. J. (2005). *Developmental counseling and therapy: promoting wellness over the lifespan*. NY: Houghton-Mifflin/Lahaska.

Additional readings, both required and recommended, are specified on the course schedule and will be provided either through the UNCG electronic library (e-reserves) or Blackboard. Handouts also may be made available electronically.

## Recommended Reading:

Clark, A. J. (2002). *Early recollections: Theory and practice in counseling and psychotherapy*. NY: Brunner-Routledge.

Sweeney, T.J. (1998). *Adlerian counseling: A practitioner's approach*. Philadelphia, PA: Accelerated Development.

Any lifespan developmental psychology text, such as:

Kail, R. V., & Cavanaugh, J. C. (2004). *Human development: A lifespan view* (3<sup>rd</sup> edition). Belmont, CA: Wadsworth.

## Course Requirements:

1. ***Class attendance and participation*** are required. Any absences must be excused based on prior consultation with the instructor, or, in the event of an emergency, consultation as soon as possible based on the student's life circumstances. More than two absences will constitute unacceptable completion of course requirements. Late arrivals to class will be considered partial absences. Three late arrivals will constitute the equivalent of one absence.

Class participation includes active attention to the social climate that will facilitate learning for all. Please turn off cell phones and pagers. In the event of emergencies, please notify the instructor of the need to remain in communication with individuals outside the class so as to minimize disruption to other students.

2. ***Readings and homework assignments*** are to be completed on the dates specified in the course schedule.
3. ***Assessment instruments*** will be completed as part of the process of developing awareness of one's developmental history and developmental processes. Instructions will be provided for test taking and interpretation, and a fee will be assessed to cover the costs of the instruments. A packet of all instruments will be provided through the Clinic and dates for review of scores and discussion noted in the syllabus. All assessment information is confidential.
4. ***Mid-term and final examinations*** (either multiple choice and short answer/essay or oral examination formats will be used). The mid-term will include content from the first half of the class and the final examination will cover the last half of the class. A final essay examination item will include the opportunity to summarize your reactions to the course and its overall meaning in the context of understanding your own development and the developmental processes of others.
5. ***Developmental Interviews***. Using Tomase's Introspective Developmental Counseling protocol (Appendix 1, Ivey, Ivey, Myers & Sweeney), conduct interviews with two adults

over the age of 30. Interviews are to be tape recorded with audio tapes. A five page summary paper describing the individuals and interviews and significant learnings, based in developmental theory, will be prepared. Specific instructions will be posted to Blackboard and discussed in class.

6. ***Blackboard: Questions related to class assignments*** and processes may be posted on a Blackboard discussion forum. Questions may be posted anonymously, and feedback on any part of the class may be posted anonymously or e-mailed anonymously to the instructor.

### **Practicum:**

1. ***A separate practicum is required***, per the practicum syllabus. Grading for the practicum is pass/fail. Grades for the course and practicum are submitted simultaneously; an incomplete in one will result in an incomplete in the other.
2. ***Questions related to the practicum*** will be posted to a separate discussion forum. Both the instructor and practicum graduate assistant supervisors will review all questions related to the practicum. Questions may be posted anonymously.

### **Ongoing Feedback:**

Students are encouraged to ask questions and provide feedback during the semester using a variety of formats. Anonymous feedback may be requested during class periods or non-anonymous feedback may be given during class discussions. Students wishing to post anonymous questions or provide anonymous feedback on any aspect of the course may do so at any time using instructions and a link provided in Blackboard. Anonymous questions may subsequently be posted to Blackboard by the instructor, along with responses, if it is determined that the whole class might benefit from the information. Questions related to the class procedures and practicum also may be posted anonymously. Feedback given during the semester may provide a basis for class changes to better meet student needs.

### **Written Assignments:**

All written assignments are to be typed, double spaced, using 12 point font, Times New Roman or Courier, and using APA style for title page, references, headings, and margins. All students are expected to abide by the academic honor code on all assignments. Page limits may not be exceeded for assignments and five points per page will be deducted from your grade for pages beyond the specified limit. Title pages and references are not included in page counts.

All written assignments must be acceptable graduate quality work or they will be returned for rewriting prior to grading.

Please schedule an appointment to discuss any special learning needs or ways in which your unique learning styles may best be addressed in this class.

## **Grading:**

All assignments will be graded on a point basis. The total number of points for the course is 100. Final grades for the course are typically assigned as follows: 91-100, A; 81-90, B; 71-80, C; 70 - below, failing.

Assignments are due when specified in the syllabus. Late assignments are discouraged; two points per day will be subtracted for late assignments, unless the prior approval of the instructor has been secured.

<u>Course Requirement</u>	<u>Maximum Points</u>
Attendance	Professional Responsibility **
Homework Assignments	Professional Responsibility **
Practicum	Pass/Fail (Separate Grade)
Midterm	30
Final Examination	40
Developmental Interviews & Paper	30
	100 total points

\*\* Requirements marked “Professional Responsibility” are not graded and points are not assigned to contribute to the total points for the course. However, if these responsibilities are not met, points may be deducted from the overall total for the course.

## **Informed Consent:**

The syllabus and practicum syllabus will be discussed during class periods, however, distribution is totally electronic. Therefore, to assure that students are aware of the course requirements and to facilitate dialog in a timely manner, all students are asked to complete the Informed Consent for CED 612 and turn it in at the beginning of the second class meeting.

## **Changes to Syllabus:**

The syllabus for this class is subject to change. In particular, since much of the class will be in discussion format, evidence that readings are not being completed and assimilated in a timely manner will result in the addition of weekly Blackboard postings to the class requirements.

Changes in topics may be made based on student needs as assessed by the instructor.

Additional readings may be added to compensate for deficits in knowledge of human development concepts and principles.

## Inclement Weather Plans

Inclement weather is not uncommon during the first half or two-thirds of Winter semester. Should winter storms (ice or snow) make travel treacherous or otherwise inadvisable, class will not be held in the traditional manner. Rather, a chat room will be set up on Blackboard and students will be able to attend electronically and discuss readings at the regular class time.

### ***MarCED 612 Counseling Over the Lifespan***

#### ***Course Schedule Spring, 2005***

<b>date</b>	<b>Topic(s)</b>	<b>Readings **</b>	<b>Assignments Due</b>	<b>Practicum Sessions</b>
Jan. 12	Introduction & Course Overview		5F-Wel MPD DCT Preferred Styles Life Events Scale	
Jan. 19	Wellness: The Goal of Development	IIMS Before you Start, Ch. 2 Myers, Sweeney, & Witmer, 2000 Myers & Sweeney, 2005 (see note below) <a href="http://www.uncg.edu/~je_myers">http://www.uncg.edu/~je_myers</a> , click on wellness research	Informed Consent Form 5F-Wel	
Jan. 26	Developmental Theories	Crain Ch. 1, 11, 12	MPD	
Feb. 2	Introduction to DCT	Crain Ch. 6 IIMS Ch. 1, 3		
Feb. 9	Developmental Assessment	IIMS Ch. 4 Appendices 2-4	DCT Preferred Helping Styles Inventory	Practice Session
Feb. 16	Seasons: Infancy and Early Childhood	Crain Ch. 2-5, 15-16 IIMS Appendix 1		Supervision
Feb. 23	Developmental Assessment and Treatment Planning Moral Development	IIMS Ch. 5 Crain, Ch. 7-9		
Mar. 2	Seasons: Adolescence Confrontation & Perturbation	Crain Ch. 10, 13 IIMS Ch. 6		Client Session #1

Mar. 9

## Spring Break

Mar. 16 Midterm

## Midterm

Supervision

Mar. 23 Seasons: Adulthood  
Treatment Plans & Style Shifting

TBA  
IIMS Ch. 7-8

Client Session #2

Mar. 30 Transition Theories  
Personality Styles, DSM, & DCT

Schlossberg Ch. 2, 3  
IIMS Ch. 9

Life Events Scale

Supervision

Apr. 6 Seasons: Midlife  
Spirituality

Crain Ch. 16  
Aldwin & Levenson,  
2001  
IIMS Ch. 13

Apr. 13 Special Topics: Infertility  
DCT & Families

Gibson & Myers, 2000  
IIMS Ch. 11

Client Session #3

Apr. 20 Seasons: Later Life  
Early Memories: Recollections &  
Reminiscence

Cohen & Taylor, 1998  
Carstenson, Isaacowitz,  
& Charles, 1999  
IIMS Ch. 10

*Supervision*  
*n*

Developmental  
Interviews Paper  
Due

Apr. 27 Bibliotherapy

IIMS, Ch. 12

## Final Exam TBA

\*\* Ivey, Ivey, Myers & Sweeney

Note: [The Indivisible Self: An Evidence-Based Model of Wellness](#). By: Myers, Jane E.; Sweeney, Thomas J.. Journal of Individual Psychology, Fall2004, Vol. 60 Issue 3, p234, 11p, 2 diagrams; (AN 15266356). This article was printed in error by the journal and is not yet available on-line. A copy is in the documents