

**Portland State University  
Graduate School of Education  
Department of Counselor Education**

**COUN 569: DEVELOPMENTAL FOUNDATIONS IN COUNSELING**

**Instructor:** Kathryn van Asselt, Ph.D., LPC (CO)

Pronounced: von ah salt

*Revised 10.9.13*

**Term:** Fall 2013

**CRN#:** 10956

**Office:** ED 504b

**Location:** BHB 222 The Broadway

**Phone:** 503-725-4651

**Time:** Monday 4:00-6:30 p.m.

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**Office hours:** By appointment via email

**DISABILITY ACCESS INFORMATION:** If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform me immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

<b>Vision - Preparing professionals to lead life-long learning and development within our diverse communities.</b>			
			
<p><b>Diversity and inclusiveness—Advocacy for fairness and respect</b></p> <p>Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p><b>Research-based practices and professional standards—Professionalism</b></p> <p>Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p><b>Impact on learning and development—Commitment to learning</b></p> <p>Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p><b>Evidence-informed decision making—Reflection</b></p> <p>Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

**Vision**

Our vision is to be an internationally recognized urban university known for excellence in student learning, innovative research, and community engagement that contributes to the economic vitality, environmental sustainability, and quality of life in the Portland region and beyond.

**Mission**

Portland State University’s mission is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

**Values**

The pursuit of our vision rests on our success in transforming undergraduate education, our growing research programs, our strong collaboration with the community, and the core values we hold. These values describe not only what PSU is now, but what it will be in the future: Learning and Discovery, Access to Learning, A Climate of Mutual Respect, Openness and Reflection and Community and Civic Engagement.

**Learning and Discovery**

PSU values intellectual inquiry in its undergraduate and graduate programs, provides leadership in the development of knowledge, and creates opportunities for the application of knowledge to real-world problems. We maintain a welcoming and stimulating environment that is conducive to success for students, faculty, and staff. We value tenure as an essential component of this environment.

### **Access to Learning**

PSU is committed to providing access and opportunity to learners from regional, national, and international communities in their pursuit of lifelong learning and diverse educational goals.

### **A Climate of Mutual Respect**

PSU values diversity and fosters a climate of mutual respect and reflection that supports different beliefs and points of view and the open exchange of ideas.

### **Openness and Reflection**

PSU endeavors to improve continuously as a university through reflection and open assessment of our activities.

### **Community and Civic Engagement**

PSU values its identity as an engaged university that promotes a reciprocal relationship between the community and the University in which knowledge serves the city and the city contributes to the knowledge of the University. We value our partnerships with other institutions, professional groups, the business community, and community organizations, and the talents and expertise these partnerships bring to the University. We embrace our role as a responsible citizen of the city, the state, the region, and the global community and foster actions, programs, and scholarship that will lead to a sustainable future.

### **Equal Opportunity Statement**

Portland State University supports equal opportunity in admissions, education, employment, housing, and use of facilities by prohibiting discrimination in those areas based on age, color, disability, marital status, national origin, race, religion or creed, sex or gender, gender identity or gender expression, sexual orientation, veteran status, or any other basis in law. This policy implements state and federal laws. Inquiries about it should be directed to the Office of Equity and Compliance, 1600 SW 4th Avenue, Suite 830, Portland, OR 97201, 503-725-5919, [diversity@pdx.edu](mailto:diversity@pdx.edu).

### **DEPARTMENT 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. Please see class policy noted in this syllabus under: Missed class (or assignment deadlines).

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 department 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 in the department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>. Failure to do so can result in termination from the department.

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 department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the department.

### **COURSE DESCRIPTION**

Theoretical overview of life-span growth and development, emphasizing cognitive-intellectual, cognitive-moral, emotional-self, and social aspects of developmental growth in the human being. Emphasis on translating theory into practice through a "person-environment interaction" conception of counseling, consultation, and educational intervention. 3.00 credit hours

**NATIONAL PROFESSIONAL STANDARDS:** The divisions of the American Counseling Association, Association for Adult Development and Aging (AADA) and Association for Child and Adolescent Counseling (ACAC) provide resources for adult, adolescent, and child development and a set of best practices resources for those providing counseling services; the website addresses are <http://www.aadaweb.org/> and <http://acachild.com/>. AADA and ACAC members adhere to the ACA Code of Ethics located at <http://www.counseling.org/Resources/aca-code-of-ethics.pdf> while being guided in specific development practices and frameworks.

Academic journals can be identified through the library search engine, PsychInfo (found on the library website or put in: <http://library.pdx.edu/>). The AADA association journal (*Adultspan Journal*) provides articles on human development throughout the lifespan. You should be able to find any number of articles on your areas of interest that will be available thru EBSCO or other search engines like Google Scholar. If you are unsure how to search our database, set an appointment with the research support librarian.

### **REQUIRED READING**

Broderick, P. C. & Blewitt, P. (2010). *The Life Span: Human Development for Helping Professionals* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

### **RECOMMENDED READING**

Sigelman, C. & Rider, E. (2012). *Life-Span Human Development* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning.

## **COURSE OBJECTIVES**

Upon completion of this course, participants will be able to:

- Understand theories of individual and family transitions across the lifespan
- Understand theories of learning and personality development, including understanding of neurobiological behavior
- Understand the effects of crises, disasters, and other trauma-causing events on persons of all ages
- Understand models of individual, cultural, couple, family, and community resilience
- Understand a general framework for understanding exceptional abilities and strategies for differentiated interventions
- Understand human behavior, including developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
- Understand theories for facilitating optimal development and wellness over the lifespan

## **CACREP STANDARDS ADDRESSED**

3. 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:
  - a. theories of individual and family development and transitions across the life span; *As assessed by Developmental Application paper, mid-term exam, final exam*
  - b. theories of learning and personality development, including current understandings about neurobiological behavior; *As assessed by mid-term exam, class participation*
  - c. effects of crises, disasters, and other trauma-causing events on persons of all ages; *As assessed by Developmental Application paper*
  - d. theories and models of individual, cultural, couple, family, and community resilience; *As assessed by class participation, mid-term exam, final exam*
  - e. a general framework for understanding exceptional abilities and strategies for differentiated interventions; *As assessed by class participation, mid-term exam, final exam*
  - f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; *As assessed by Developmental Application paper, final exam*
  - g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; *As assessed by As assessed by class participation, final exam*
  - h. theories for facilitating optimal development and wellness over the life span; *As assessed by Developmental Application paper*

## **CORE STANDARDS ADDRESSED**

**C.3.1** Human growth and development across the life span:

- a. Articulate a working knowledge of human development and the needs of individuals with disabilities across the life span; *As assessed by class participation*
- b. Describe approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability; *As assessed by class participation*

**COURSE SCHEDULE\* Flexible and may be modified as needed by the instructor.**

Date	Reading Assignment	Seminar Topic & Assignment Due
Monday, September 30		Course Overview; Introductions
Monday, October 7	Broderick Ch. 1, 2	Developmental theories, Beginning human life
Monday, October 14	Broderick Ch. 3	Neurobiological behavior, Abnormal behavior
Monday, October 21	Broderick Ch. 4, 5	Early years
Monday, October 28	Broderick Ch. 6, 7, 8	Middle Childhood <b>Mid-term Exam due 5:00 pm Sunday, October 27</b>
Monday, November 4	Broderick Ch. 9, 10	Adolescence
Monday, November 11	<i><b>Veterans Day – University Closed</b></i>	
Monday, November 18	Broderick Ch. 11, 12	Young Adulthood
Monday, November 25	Broderick Ch. 13, 14, Schlossberg	Middle Adulthood, Adulthood
Monday, December 2	Broderick Ch. 15	Late Adulthood <b>Developmental Application Assignment due</b>
Monday, December 9		<b>Final Exam</b>

**COURSE REQUIREMENTS & EVALUATION CRITERIA**

**Attendance & Participation:** It is expected that all classes will be attended. Respectful participation is anticipated, including experiential activities.

**1. Developmental Application (100 points):** Examine physical, social-emotional, and cognitive milestones and events that have influenced who you are today. Topics may include: social referencing, the play years, family diversity, temperament, gender roles and norms, sexual orientation, cultural values, family/self disability, psychopathology, or resilience.

**Demonstrate your understanding of individual transitions across the lifespan.**

A. Select **three events or milestones** from your life and analyze, synthesize, and evaluate them using an appropriate **developmental concept (3 total concepts)**. Ideas for *events* include: birth, school transition, divorce, marriage, nonevents, moving, and so forth. Ideas for *concepts* include: Freud, Erikson, Bandura, Kohlberg, Big 5, Havinghurst, Piaget, Ainsworth, Maslow, resiliency, wellness, mental disorder, family development, parenting influences, gender development, and so forth.

This is designed to demonstrate your ability to differentiate between, manage, and evaluate theory to inform your understanding of human development. In this case, it also highlights personal insight and awareness. You may be as creative as needed, so long as you address the requirements stated in the assignment and assessed via the rubrics.

**One event or milestone must address models of resilience.**

**One event or milestone must address optimal development and wellness.**

**One event or milestone must address crises, disaster, or other trauma-causing events.**

**One concept/theory must address learning development (e.g., classical conditioning [Watson], operant conditioning [Skinner])**

**One concept/theory must address personality development (e.g., trait [Big Five], social learning [Bandura])**

**One concept/theory must address family development (e.g., married without children, new parenthood)**

B. Describe how **situational and environmental factors** may affect both **normal and abnormal behavioral development**. You can use the same examples from your paper or different experiences to demonstrate your understanding across the lifespan (e.g., genetic influences, crises, cultural norms, psychopathologies).

**Paper outline:**

Introduction to paper

Introduction to event 1 (*1 paragraph*)

Developmental concept 1 (*1-2 pages*)

Normal/Abnormal development (1 page)

Conclusion (Interpret personal and professional insights, 1 paragraph)

Introduction to event 2 (*1 paragraph*)

Developmental concept 2 (*1-2 pages*)

Normal/Abnormal development (1 page)

Conclusion (Interpret personal and professional insights, 1 paragraph)

Introduction to event 3 (*1 paragraph*)

Developmental concept 3 (*1-2 pages*)

Normal/Abnormal development (1 page)

Conclusion (Interpret personal and professional insights, 1 paragraph)

Summary of paper (Appraise personal and professional insights overall, 1 paragraph)

**Example Introduction to event 1:** My mother (age 57) passed away from an aneurysm when I was 22. At the time, I said to my older siblings (ages 24, 26, and 29), “Well, at least I am an adult and not losing her as a kid.” As I assess and reflect on this trauma today (age 39), I understand how my perception of adulthood has changed. Using Erikson’s Psychosocial personality theory I will interpret how this event influenced my adult development. Finally, examining the identified trauma, I will appraise how situational and environmental factors may influence someone across the lifespan, exploring both potential normal and abnormal outcomes.

**Specific Requirements:** *7 pages of content, 1 title page, 1 reference page, 1.5-spaced, one-inch margins, size 12 Times New Roman font, APA grammar and writing style. Use 3<sup>rd</sup> person or 1<sup>st</sup> person as deemed appropriate for readability. No abstract. Four citations. See rubrics in Appendix A for further information.*

**2. Mid-term Exam: multiple choice, 30-items (60 points):** Comprehensive, covering the text, book, class lectures, discussions, and videos that have been covered from the start of the course to the examination period. Complete online. Turn in via TK20 by **Sunday, October 27<sup>th</sup> at 5:00 pm.**

**3. Final Exam, 50-item questionnaire (100 points):** Comprehensive, covering the text, book, class lectures, discussions, and videos that have been covered from the start of the course to the examination period. You may have two in-class attempts; the highest score will be retained.

## GRADES

A	90-100%	B	80-89%	C	70-79%	F	<60%
A	234-260	B	208-233	C	182-232	F	<231

**Late Assignments:** Typically not accepted and/or may receive point deductions.

**Incomplete Grades:** Typically not permitted. Reasons for assigning an Incomplete must be acceptable to the instructor. The student does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work in order to raise a deficient grade. See complete policy at: <http://www.pdx.edu/ogs/incomplete-grades>

**Academic Integrity:** In the PSU Student Conduct Code # 577-031-0136

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

## WHAT YOU CAN EXPECT OF ME

- My teaching style tends to be supportive, positive, experiential, and respectful. When I see opportunities for correction, I will provide them. At times, I may prompt you with further questioning to create a sense of dialogue and conversation. I may also redirect the conversation to see if we can shape the discussion; I may highlight another concept for consideration.
- It is my intention to grade assignments within 72 hours of the date due. One week at the maximum.
- Private concerns are to be made via email or personally.
- I will attempt to respond to an email request within 48 hours. I work Monday-Friday so please keep that in mind if you email on Friday. If you have not heard back from me within that time period, I imagine something has happened and it is appropriate to follow up with a second email. Please *be explicit in the subject line* so as to increase your response time. Include your course number.
- The best way to communicate with me is during class or via email.

## ADDRESSING ISSUES AS THEY ARISE

Ultimately, I want to ensure a positive learning experience and your successful completion of the course. I am clear with my expectations so that you can see a direct path to earn the grade you want.

If you ever have any concerns or questions, please ask me in class or via an email. We can work together to find a solution.

**Appendix A: Developmental Application (100 points)**

<b>Theory &amp; Developmental Concepts:</b> Demonstrate your ability to differentiate between, manage, and evaluate concepts and theory to inform your understanding of lifespan development.			
<b>Non-performance 0 points</b>	<b>Basic 15 points</b>	<b>Proficient 25 points</b>	<b>Exemplary 30 points</b>
Does not demonstrate key knowledge about learning, personality, and family development.	Demonstrates limited knowledge/comprehension about learning, personality, and family development.	Analyzes and synthesizes personal experiences and applies them to topics including learning, personality, and family development.	Evaluates personal experiences; applies them to topics including learning, personality, and family development.
<b>Effects of Events:</b> Demonstrate your ability to examine and judge events and how they may affect development across the lifespan			
<b>Non-performance 0 points</b>	<b>Basic 5 points</b>	<b>Proficient 10 points</b>	<b>Exemplary 15 points</b>
Does not demonstrate knowledge about the affect of events.	Demonstrates limited comprehension and understanding with some examples but not with complete recognition of resilience, wellness, and trauma events.	Analyzes, synthesizes, and formulates insights regarding resilience, wellness, and trauma-causing events.	Evaluates personal insights and understandings while appraising models of resilience, optimal development, wellness, and trauma-causing events across the lifespan.
<b>Factors and Outcomes:</b> Demonstrate your understanding of situational and environmental factors. Interpret possible normal and abnormal outcomes.			
<b>Non-performance 0 points</b>	<b>Basic 5 points</b>	<b>Proficient 10 points</b>	<b>Exemplary 15 points</b>
Does not demonstrate understanding of factors and possible outcomes.	Demonstrates some understanding of factors and possible outcomes.	Analyzes and synthesizes situational and environmental factors including normal and abnormal outcomes.	Evaluates situational and environmental factors including normal and abnormal outcomes across the lifespan.
<b>Personal and Professional Insight:</b> Demonstrate your evaluation of personal and professional insights to future work with clients or students. Interpret influences across the lifespan.			
<b>Non-performance 0 points</b>	<b>Basic 5 points</b>	<b>Proficient 15 points</b>	<b>Exemplary 20 points</b>
Does not demonstrate key understanding about personal and professional insights across the lifespan.	Demonstrates limited understanding and basic awareness of possible personal and professional insights across the lifespan.	Analyzes and synthesizes personal and professional insights and understandings across the lifespan	Evaluates personal and professional insights across the lifespan and justifies application of developmental concepts to effectively work with future clients or students
<b>Specific Requirements:</b> Apply effective academic writing that demonstrates critical thinking and the proper use of APA writing and grammar guidelines			
<b>Non-performance 0 points</b>	<b>Basic 5 points</b>	<b>Proficient 15 points</b>	<b>Exemplary 20 points</b>
Does not apply effective academic writing	Applies effective academic writing but does not demonstrate critical thinking and/or has multiple errors	Applies effective academic writing that demonstrates critical thinking and has minor errors	Applies effective academic writing that demonstrates critical thinking and has < 2 errors

