



Master of Arts in Counseling

COU 635 - Human Development Across the Lifespan

Summer Term, 2016

Course Description

This course examines human development throughout the lifespan, birth to death, with a focus on developmental psychopathology and psychoneuroimmunology. Developmental psychopathology views human development as an ongoing process and provides a framework to explore the interaction of biological, psychological, and socio-contextual aspects of both normal and abnormal development. Theories of stage development explored include: Freud's psychosexual stages of development; Erikson's psychosocial stages of development; Piaget's cognitive stages of development; Selman's stages of friendship and levels of perspective-taking skills; and Kohlberg's stages of moral development. Students will examine critical domains that serve as risk factors for psychopathology i.e. temperament, attachment, parenting style, socioeconomic status and explore current intervention strategies.

This course focuses on 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 CACREP standards:

HUMAN GROWTH AND DEVELOPMENT

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

Learning Objectives

At the conclusion of this course, students will be able to:

- Demonstrate knowledge of individual and family development across the lifespan, birth to death; theories of personality development, cognitive development, moral development and life transitions.
- Demonstrate knowledge of human behavior including an understanding of psychopathology and the biological, psychological and socio-contextual factors that affect both normal and abnormal development.
- Demonstrate knowledge of current theories of optimal development and wellness over the life span.
- Demonstrate the ability to read and evaluate current research in the field.

Required Text

Broderick, P.C., & Blewett.P. (2010) *The Life Span: Human Development for Helping Professionals*, 4th ed. Boston: MA Pearson.
ISBN: 9780132942881 (FOURTH Edition ISBN).

Reading Assignments

Article critique/summary and critical question

Students are required to complete assigned readings from the textbook, typically two chapters each week, and a critique of a research article. The articles on the reading list are posted on Blackboard. Students will post a critique of their selected research article on the Discussion Board on Black board. The critique should include: the population included in the research, the hypothesis, and the key findings. Students will discuss/present at least three article critiques in class. ***The article critique must be posted before midnight the night before each class meeting.***

Quizzes

There will be weekly quizzes during the term focused on the readings. Students will be allowed to drop the lowest two quiz scores. If you miss a class, you also miss the quiz. There are no “make-up” quizzes.

Presentation

Each student will give a 15- 20 minute presentation on a selected topic that is linked to developmental psychopathology or psychoneuroimmunology. Students do not need to submit an article summary the week of their scheduled presentation.

Final Paper

Students will select a topic of interest in the field of developmental psychopathology or psychoneuroimmunology. The paper must follow APA guidelines and should be a *minimum* of 12 pages in length and include a *minimum* of five peer-reviewed, research articles. The paper should review the current research in the selected topic and summarize how it impacts mental health clinical practice or school counseling. The paper topic and general idea must be e-mailed to the instructor by the third class meeting.

Participation/Attendance

A high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

- Integrates class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand and,
- Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view, and, is respectful of others' differences and always fosters a classroom climate of safety and inclusion.
- Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.
- Student is "present"/available and open/vulnerable for the entire class session.
-

There is no way a student can "makeup" missing a class. If you need to miss a class, notify the instructor as soon as possible. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or withdraw from the course.

Grading

1. Class attendance	5%
2. Participation and contribution to class discussions	10%
3. Quizzes	15%
4. Timely submission of research article reviews	20%
5. Presentation	15%
6. Timely submission of paper during term	10%
7. Final paper	25%

Professional Writing

Written communication is the development and expression of ideas in writing. The counseling profession demands the practitioner have proficiency in writing skills in several formats including APA writing style, reflective writing skills, and written professional communication. APA writing style demands clarity and structure for the ease of communicating in papers, brief assignments, or wherever concepts are to be expressed. Demonstration of a professional writing style which is concise with tasks such as: psycho-social diagnoses, treatment plans, and personal professional identity development statements, is expected of the Doane graduate. As the student progresses in the Doane program, writing proficiency is expected to grow and develop with the feedback of the instructors who will utilize professional judgment as well as a scoring rubric.