COURSE DESCRIPTION

Developmental Counseling Over the Lifespan is a course intended to give students a broad overview of human nature/behavior through knowledge of life-span developmental theory, personality development, modern & post-modern approaches to the study of human nature/behavior, and learning theory. Throughout the course, close attention will be given to human ecology or those social/historical/cultural/environmental forces furthering or impeding development. The course approaches foundational works of developmental theory through both a chronological and conceptual complexity progression. Rather than examining human development from the perspective of the human lifespan, this course will follow the evolution of developmental theory itself as it pertains to the human lifespan. Learning any new field involves learning its vernacular, and thus each class will contain a lesson in language. The semester is divided into four parts: foundations of developmental counseling, theories with a biological-maturation emphasis, theories with a cognitive-structural emphasis, and theories with a social-contextual emphasis.

PREREQUISITES

There are no prerequisites for this course. This is a core requirement for all Counselor Ed students, and it designed for master’s level work. The course may be an appropriate elective to graduate students in nursing, special education, divinity, human resource development, psychology, leadership, and education.

TEXTBOOKS AND MATERIALS

Required Textbooks. Estimated cost ranges are based on prices used copies found online and expected cost to buy new at the bookstore.

**Video Rental.**

Throughout this course, you will be required to watch at least one movie outside of class. The movies are available on amazon and Netflix if you already have a subscription. The videos are also available on amazon got a rental fee of $2.99.

**Recommended texts.**


Additional optional readings will be posted on either Moodle or E-Reserve through ARES under each week of the course.

**COURSE OBJECTIVES**

Standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) are adhered to in this class as well as all Counselor Education courses. Human Growth and Development is one of the eight common core areas required of all students in CACREP accredited graduate programs.

- Understanding of individual development theories and transitions across the life-span (CACREP Section II.G.3a).
- Understanding of learning and personality development theories, including current understandings about neurobiological behavior (Core Section II.G.3b).
- Understanding of the effects of crises, disasters, and other trauma-causing events on persons of all ages (Core Section II.G.3c).
- Understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including (d) theories and models of individual, cultural, couple, family, and community resilience and (h) theories for facilitating optimal development and wellness over the life span (Core Section II.G.3d).
- Understanding of developmental crises as well as situational and environmental factors that affect normal behavior (CACREP Section II. G.3f).
- Understanding of theories for facilitating optimal development and wellness over the life span (CACREP Section II.G.3g).
- Theories for facilitating optimal development and wellness over the life span (CACREP Section II.G.3h).

**Florida Accomplished Practices for School Counselors**

**Indicator 7.1 (Knowledge)**

Knows established human development/learning theories and concepts (including first and second language acquisition).
**Task Description:** The candidate will demonstrate knowledge of established human development/learning theories and concepts (including first and second language acquisition) through successful performance on one comprehensive examination administered in the class and quizzes on readings in each class period.

**Assignment Directions: Exam/Quizzes.** The comprehensive exam at the end of the semester will consist of discussion answers to questions taken from topics covered in the textbook and class discussions worth 100 points and 15% of the total grade. The candidate receives up to 10 points for being a questioner and up to 90 points for being an answerer during the Warrior Exam. If the candidate does not pass the answerer portion of the oral examination, a written paper of 5 pages in length must be done. The paper will be 5 pages, and will allow the student to pass the exam. However, Warrior Exam papers can earn a maximum of 75 points (of a possible 90 points for that portion of the exam), and thus cannot earn an “A” for that portion of the exam.

Quizzes are administered in each class period beginning the second week of class and are worth a total of 15 percent (75 points) of the grade.

**Met:** The candidate will have received a total score between the cumulative final exam and in class quizzes of 140 or higher.

**Met with Weakness:** The candidate will have received 123 - 139 of the total points between the cumulative final exam and the course quizzes.

**Not Met:** The candidate would have received less than 123 of the total points between the course quizzes and cumulative final exam.

**Indicator 7.2 (Skill)**
Correctly identifies students’ developmental levels and implements student service(s) activities consistent with established human development/learning theories.

**Task Description:** The candidate will correctly identify student’s developmental levels and implement student service(s) activities and/or interventions consistent with established human development/learning theories through a developmental facts sheet assignment and description of a critical developmental incident. With each respective assignment, the candidate will apply the guidelines for working with developmental issues, including to: (a) identify the critical developmental issue(s), (b) identify critical contextual elements, (c) apply knowledge of life span development to formulate and implement a counseling activity and/or intervention, and (d) assess consequences (both positive and negative) of implementing the activity or intervention.

**Assignment Directions:** Candidates will prepare two papers for assessment. (1) Personal Case Conceptualization Paper – 30 percent, 150 points. This paper will be a personal developmental case conceptualization applying theories with a biological-maturation emphasis: Social-Ecological Theory, Psychosocial Theory, and Attachment Theory to the student; and (2) Structural Case Conceptualizations – 30 percent, 150 points. Study groups will create cases embodying issues salient to the topics, and then each student will create their own conceptualization of the case.

**Met:** The candidate receives a total of 240/300 or higher on the combined scores of the Personal Case Conceptualization Paper and the Structural Case Conceptualization.
**Met with Weakness:** The candidate receives a total of 210/300 to 237/300 points on the combined scores of the Personal Case Conceptualization Paper and the Structural Case Conceptualization.

**Not Met:** The candidate receives below 210/300 points on the combined scores of the Personal Case Conceptualization Paper and the Structural Case Conceptualization.

Following Anderson and Krathwohl’s\(^1\) (2001) revision of Bloom’s taxonomy, students will build knowledge of these areas across four dimensions:

- **Factual Knowledge** – terminology and specific details/elements
- **Conceptual Knowledge** – classifications and categories, principles, and theories, models, & structures
- **Procedural Knowledge** – conceptualization skills, specific techniques & methods, and application criteria
- **Meta-cognitive Knowledge** – evaluation of existing theories/models, variable contexts & conditions, and personal biases & beliefs

**METHOD OF INSTRUCTION**

This is a foundational course, thus the class has a didactic component at its base, as well as experiential activities. As learning is a co-construction between the “teacher” and the “learner”, an emphasis will be placed on elements of both a seminar and a workshop depending on the topic at hand. Films, group activities, and guest speakers will complement didactic presentations. It is expected that students will actively participate in all activities and discussions. Personal exploration and openness to new realms of conceptual complexity are necessary for thorough comprehension and application of the material. The course will utilize a philosophical discourse, placing human development across the following categories. Students should question what each posits about the following philosophical or psychological disciplines\(^2\) (most theories/models will focus on one or two more than the others):

- Ontology: the study of beings or their being — what “is”/what exists and features of what exists.
- Epistemology: the study of knowledge — how we know.
- Logic: the study of valid reasoning — how to reason.
- Ethics: the study of right and wrong — how we should act/moral reasoning.
- Phenomenology: the study of our experience — how we experience/how we are “in the world”.

**METHOD OF COMMUNICATION**

As a student taking this course online, it is important that we discuss communication between the instructor and between peers. **All communication with the instructor should be through Canvas - not email.**

Canvas communication allows me to track all class activity, which is a great asset for an online class. Please also communicate with your peers through the online Canvas system. You will have discussions and posts online, but you may also create your own discussions if you want to engage the class in a conversation or a question about a topic.

---


GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

Papers with the potential to earn less than 70 must be resubmitted.

**Instructional Modifications.** To receive reasonable accommodations for a disability at The University of Florida, students are to meet with a support coordinator through the Disability Resource Center (DRC) in the Dean of Students Office and develop a support strategy. Please keep in mind that a specific process must be completed before the DRC staff can make any accommodation recommendations to faculty. On average, the process takes at least two weeks to complete; however, if the student’s documentation does not meet all of the requirements listed from the documentation guidelines, the process will be delayed. For more detailed information about our services, please see below or contact the DRC Monday – Friday between 8:00 a.m. and 5:00 p.m. at (352) 392-8565.

**Confidentiality.** We will occasionally deal with very personal and sensitive matters. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal information revealed is confidential and should be confined to the class.

**Scheduling Appointments.** Please contact the instructor to schedule appointment times within scheduled office hours.

Appointments will either be in Face-to-Face format or Skype for additional availability. If none of the appointment times meet your needs, contact the instructor, and individual arrangements may be made.

**ASSIGNMENTS**

An assignment sheet will be created for each project, and a grading rubric will be designed based on the components of the assignment. *Late papers will lose five points for the first day late, and one point for each additional day.* The UF Honor Code applies to all assignments. Class requirements and their weight in terms of your course grade are as follows: Note, both papers total 100 points on the rubric, this is converted to a 150 point system for your final grade.

1) Biological-Maturation Personal-Case Paper. **Due October 8** 30 percent, 150 pts.
2) Structural Case Conceptualizations. **Due November 19** 30 percent, 150 pts.
3) Weekly Quizzes. **Due Tuesdays at 11:59pm** 5 percent, 25 pts.
4) Weekly Group Discussions. **Due Tuesdays & Saturdays** 10 percent, 50 pts.
5) Warrior Exam. **On Dec 6 at 4:00pm** 15 percent, 75 pts.
6) Product Posts. **Due Saturdays at 11:59pm** 10 percent, 50 pts.

Assignments should be typed, double-spaced, and use 12-point New Times Roman font, unless the assignment is a direct post online or a PDF upload. Assignments not meeting these minimum standards will be returned and counted as late. All course assignments must be submitted electronically on Canvas.
I understand not all canvas postings can be double-spaced. You will be penalized by 5 points for 1 day late, and 1 additional point per day after that for any late assignments.

Please check the rubrics at the end of the syllabus for a summary of what to include in your papers.

1. Biological-Maturation Personal Case Conceptualization Paper (30% of final grade, 150 pts)

This paper (6 - 8 pgs.) will be a personal developmental case conceptualization applying theories with a biological-maturation emphasis: Social-Ecological Theory, Psychosocial Theory, and Attachment Theory to you. Papers must be submitted electronically via email by 11:59pm on date due.

Due October 8, Saturday at 11:59pm

2. Structural Case Conceptualization Paper (30% of final grade, 150 pts)

Study groups will create cases embodying issues salient to the topics of Cognitive-Structural Theories (1 - 2 pgs), and then each student will create their own conceptualization of the case (5 - 7 pgs.). I will create these groups in Canvas. Be sure to attach the case you and your group created to the beginning of your paper. Papers must be submitted electronically via email by 11:59pm on date due.

Due November 19, Saturday at 11:59pm

3. Weekly Quizzes (5% of final grade, 25 pts)

A series of short quizzes on readings will be administered. Each quiz will contain multiple choice and/or short-answer questions.

Due every Tuesday at 11:59pm

4. Weekly Group Discussions (10% of final grade, 50 pts)

In order to assist with completion and comprehension of reading material, but also to foster evaluation of the concepts and analysis of the material, students will be randomly assigned to study groups of four or five students. Students must post at least 1 initial posting about the weekly material by Tuesday at 11:59pm and respond to 2 of your peers’ responses by Saturday at 11:59pm. You may post academic or personal responses to the material. Please be respectful of others and be mindful of differences in worldviews. Canvas allows us to post text, video, and audio responses. I strongly encourage you to use the multimedia format to enhance the sense of community in the class. I will be reading these posts and engaging in conversation as well. I will also create a questions for the instructor page, where you can post questions about content directly to me that you think other students might benefit from reading too.

Initial Posts due Tuesday at 11:59pm; responses to 2 of your peers due Saturdays at 11:59pm

5. “Warrior” Exam – (15% of final grade, 75 pts)

The final exam, to be administered during our regularly scheduled finals period utilizes an altered version of the “Warrior Exam” approach used at the Naropa Institute. Questions for the Warrior Exam will be distributed during Week 12 and the Exam will be administered during Exam Week. Since we do not meet in person for this
class, you must take your exam over Conference in Canvas or Google Hangout as a backup (if the conference option gives us trouble). You must have access to both of these formats in order to take the oral final exam. You will be given all questions ahead of time and asked 1 question during the examination period. You cannot use your notes and the exam is pass/fail. There is an alternative assignment for those that do not pass for some of the points. We will discuss the exam more as it gets closer.

Due: Warrior Exam Live on Tuesday, December 6 at 3:00pm, 4:00pm, and 5:00pm (groups)

6. **Product Posts (10% of final grade, 50 pts – 3.33 points each)**

Product posts are due weekly on Saturdays at 11:59pm. You will be directed below with the expectations of your weekly postings. You do not have to respond to your peers’ postings; however, the purpose of this assignment is for you and your peers to learn from one another. **Late Product Posts are not accepted.**

The descriptions of product posts are below:

**Product Post 1:** Read the article “In Grave Danger of Growing.” Create a 1-2 page double spaced paper about your responses to this article, specifically addressing your own development and changes throughout your graduate program here at UF.

**Product Post 2:** Read the case study of Lucy. Discuss in 1-2 pages how might you see a developmental and cultural framework guiding your own theory of change with Lucy. Include in your discussion, how identity complexity and cultural competency are factors in the counselor’s effectiveness. How might you as counselor conceptualize this case? How might helping Lucy become aware of competing commitments to two cultures be helpful in the work you do? What might be power relations that impact Lucy’s wellness and ability to differentiate in connection impacting her experience of identity?

**Product Post 3:** Use the Ecological Handout to create your own ecological system. You can use the video/taping option in the discussion to post a video of your system and your explanation of what you included in your model.

**Product Post 4:** Read the case of The Odd Couple. In 1-2 pages, discuss how Freud’s psychodynamic theory could be used to inform your approach to and conceptualization of the case. Also include a commentary on the ease or difficulty (or somewhere in between) of using Freud as a theoretical framework.

**Product Post 5:** Take the “Attachment Style Quiz”. Post your results and post a 1-2 page discussion of your results and the experiences (only those you are willing to share with the class) that might have influenced these results. Also discuss whether you agree or disagree with the test results.

**Product Post 6:** Please write 1-2 pages about counseling interventions and strategies that correlate with today’s topic. Does neuroscience have a place in counseling? Why or why not? If it does have a place, what can that look like?

**Product Post 7:** Post two video examples of different Piaget stages. Please name the stage that coincides with the video.

**Product Post 8:** Read the Heintz Dilemma and Responses. Next, read the Morality Play and post your responses and the reasoning for them. What stage of development might you be in based on your responses? Try to be honest and not respond based on knowing people might see this.
**Product Post 9:** Pick a level of development from Loevinger. Imagine you are working with a client in this stage of development (or a parent with a child in this stage). As a group, brainstorm and make notes on the following areas:

- Treatment considerations based on stage
- Techniques or interventions that fit
- Techniques or interventions that do not fit
- If working with a parent, how would you advise the parent regarding discipline for this stage of development?

**Product Post 10:** Read “Pilgrim in Progress by Mahoney.” This was also available for audio listening in the PowerPoint. Write your personal reactions and experiences that relate to this poem. (1-2 pages)

**Product Post 11:** Read the case of Helena. Write 1-2 pages on the following: how can you use Kegan’s developmental theory to understand Helena (e.g., name her developmental stage) and to treat her (e.g., what types of interventions are appropriate).

**Product Post 12:** Create a rough treatment plan congruent with what we have learned about social learning theory to include: (a) develop a short scenario (can be a famous person or fictitious person) for the presenting problem, and (b) social learning theory goals and interventions.

**Product Post 13:** Discuss how the ZPD and scaffolding might apply to the following topics: reading and 12 step sponsorship. After this, create/discuss an additional two topics that the ZPD and scaffolding might apply and explain how you can use this notion in your work with clients.

**Product Post 14:** NONE - yippee!

**Product Post 15:** Watch the movie Crash (starring Sandra Bullock). Discuss the movie as it relates to cultural identity development in 1-2 pages.

*Due weekly on Saturdays at 11:59pm*
COURSE CALENDAR (Subject to Change by Instructor)

In order to fulfill the above-mentioned course objectives, this course is divided into four parts, called modules. The modules are as follows:

**MODULE I: FOUNDATIONS OF DEVELOPMENTAL COUNSELING**

**Week 1: Introduction to Human Development Psychology**
- Task 1: Syllabus; Reading (on syllabus calendar below)
- Task 2: Quiz 1 Syllabus due Tuesday at 11:59pm
- Task 3: Groups:
  - a. Introduction - Introduce yourself to the group with two fun facts about you. I would like for your to make a video introduction and post it to the group, but I will also accept text posts, as not all students have the technology for videos.
  - b. Respond to *at least two* of your peers’ posts
- Task 4: PowerPoint Review Lecture 1 (*audio is available on PowerPoints if you click on the speaker in the top right corner of slides with audio attached*)
- Task 5: Product Post 1 due Saturday at 11:59pm

**Week 2: Using Developmental Psychology in Counseling**
- Task 1: Reading
- Task 2: Quiz 2 due Tuesday at 11:59pm
- Task 3: Groups:
  - a. Post one time about our weekly topic
  - b. Respond to *at least two* of your peers’ posts about their posting of the weekly topic
- Task 4: PowerPoint Review Lecture 2
- Task 5: Product Post 2 due Saturday at 11:59pm

**Week 3: Social-Ecological Model of Development**
*Foundational Theorists: Uri Bronfenbrenner*
- Task 1: Reading
  1) *E-RESERVE:* Ellen P. Cook, “Behavior is Contextual”
  2) *E-RESERVE:* Gloria Ladson-Billings, “From the Achievement Gap to the Education Debt”
- Task 2: Quiz 3 due Tuesday at 11:59pm
- Task 3: Groups:
  - a. Post one time about our weekly topic
  - b. Respond to *at least two* of your peers’ posts about their posting of the weekly topic
- Task 4: PowerPoint Review Lecture 3
- Task 5: Product Post 3 due Saturday at 11:59pm

**MODULE II: BIOLOGICAL-MATURATION EMPHASIS**

**Week 4: Psychodynamic Theories & Psychosocial Theory**
*Foundational Theorists: Sigmund Freud & Erik Erikson*
- Task 1: Reading
  1) *CRAIN:* Chapter 11 – “Freud’s Psychoanalytic Theory”
  2) *E-RESERVE:* Erik H. Erikson, “Eight Ages of Man”
  3) *E-RESERVE:* James Marcia, “Identity, Psychosocial Development, and Counseling”
  4) *E-RESERVE:* James Arnett, “Emerging Adulthood”
Task 2: Quiz 4 due Tuesday at 11:59pm
Task 3: Groups:
   a. Post one time about our weekly topic
   b. Respond to at least two of your peers’ posts about their posting of the weekly topic
Task 4: PowerPoint Review Lecture 4
Task 5: Product Post 4 due Saturday at 11:59pm

Week 5: Attachment Theory
Foundational Theorists: John Bowlby and Mary Ainsworth
Task 1: Reading
   1) CRAIN: Chapter 3 – “Ethological Theories: Darwin, Lorenz, Tinbergen, Bowlby & Ainsworth”
   2) E-RESERVE: Ross A. Thompson, “The Legacy of Early Attachments
Task 2: Quiz 5 due Tuesday at 11:59pm
Task 3: Groups:
   a. Post one time about our weekly topic
   b. Respond to at least two of your peers’ posts about their posting of the weekly topic
Task 4: PowerPoint Review Lecture 5
Task 5: Product Post 5 due Saturday at 11:59pm

Week 6: Neurobiological Development
Task 1: Reading
   1) E-RESERVE: Dan J. Siegel, “Brain Basics”
   2) E-RESERVE: Dan J. Siegel, “An Interpersonal Neurobiology Approach to Psychotherapy”
   3) E-RESERVE: Bessel A. van der Kolk, “The Neurobiology of Trauma and Abuse”
Task 2: Quiz 6 due Tuesday at 11:59pm
Task 3: Groups:
   a. Post one time about our weekly topic
   b. Respond to at least two of your peers’ posts about their posting of the weekly topic
Task 4: PowerPoint Review Lecture 6
Task 5: Product Post 6 due Saturday at 11:59pm

MODULE III: COGNITIVE-STRUCTURAL EMPHASIS

Week 7: Cognitive Developmental Theory
Foundational Theorist: Jean Piaget
*Due: Biological Maturational Paper
Task 1: Reading
   1) CRAIN: Chapter 6 – “Piaget’s Cognitive-Developmental Theory”
   2) E-RESERVE: David Elkind, “Child Development and Counseling”
   3) E-RESERVE: Brian Whitelaw, “A Piagetian Perspective for the Practicing Counselor”
Task 2: Quiz 7 due Tuesday at 11:59pm
Task 3: Groups:
   a. Post one time about our weekly topic
   b. Respond to at least two of your peers’ posts about their posting of the weekly topic
Task 4: PowerPoint Review Lecture 7
Task 5: Product Post 7 due Saturday at 11:59pm

Week 8: Theory of Moral Reasoning
Foundational Theorist: Lawrence Kohlberg
Task 1: Reading
   1) CRAIN: Chapter 7 – “Kohlberg’s Stages of Moral Development”
   2) E-RESERVE: Lawrence Kohlberg & Rochelle Mayer, “Development as the Aim of Education”
Task 2: Quiz 8 due Tuesday at 11:59pm
Task 3: Groups:
   a. Post one time about our weekly topic
   b. Respond to at least two of your peers’ posts about their posting of the weekly topic
Task 4: PowerPoint Review Lecture 8
Task 5: Product Post 8 due Saturday at 11:59pm

Week 9: Ego Development
Foundational Theorist: Jane Loevinger
Task 1: Reading
   1) E-RESERVE: Jane Loevinger, “Stages of Ego Development”
Task 2: Quiz 9 due Tuesday at 11:59pm
Task 3: Groups:
   a. Post one time about our weekly topic
   b. Respond to at least two of your peers’ posts about their posting of the weekly topic
Task 4: PowerPoint Review Lecture 9
Task 5: Product Post 9 due Saturday at 11:59pm

Week 10: Constructive Developmental Theory Part 1
Foundational Theorist: Robert Kegan
Task 1: Reading
   1) KEGAN (In Over Our Heads): Chapter 1-4
Task 2: Quiz 10 due Tuesday at 11:59pm
Task 3: Groups:
   a. Post one time about our weekly topic
   b. Respond to at least two of your peers’ posts about their posting of the weekly topic
Task 4: PowerPoint Review Lecture 10
Task 5: Product Post 10 due Saturday at 11:59pm

Week 11: Constructive Developmental Theory Part 2
Foundational Theorist: Robert Kegan
Task 1: Reading
   2) KEGAN (In Over Our Heads): Chapter 1-4
Task 2: Quiz 11 due Tuesday at 11:59pm
Task 3: Groups:
   c. Post one time about our weekly topic
   d. Respond to at least two of your peers’ posts about their posting of the weekly topic
Task 4: PowerPoint Review Lecture 11
Task 5: Product Post 11 due Saturday at 11:59pm
MODULE IV: SOCIAL-CONTEXTUAL EMPHASIS

Week 12: Social Learning Theory & Self-Efficacy
Pass Out Warrior Exam Questions

*Foundational Theorist: Albert Bandura*

Task 1: Reading
1) **CRAIN:** Chapter 9 – “Bandura’s Social Learning Theory”
2) **E-RESERVE:** Leon Festinger, “A Theory of Cognitive Dissonance”
3) **E-RESERVE:** Albert Bandura, “Clinical Functioning” (only pp. 323-343)

Task 2: Quiz 12 due Tuesday at 11:59pm
Task 3: Groups:
   a. Post one time about our weekly topic
   b. Respond to *at least two* of your peers’ posts about their posting of the weekly topic

Task 4: PowerPoint Review **Lecture 12**
Task 5: Product Post 12 due Saturday at 11:59pm

Week 13: Cognitive-Mediation Theory

*Foundational Theorist: Lev Vygotsky*

**Due:** Structural Case Conceptualization Paper (due by 11:59pm, Nov 19)

Task 1: Reading
1) **CRAIN:** Chapter 10 – “Vygotsky's Social-Historical Theory of Cognitive Development”
2) **E-RESERVE:** Lev Vygotsky, “Interaction between Learning and Development”
3) **E-RESERVE:** Robert Selman, “Fostering Intimacy & Autonomy”

Task 2: Quiz 13 due Tuesday at 11:59pm
Task 3: Groups:
   a. Post one time about our weekly topic
   b. Respond to *at least two* of your peers’ posts about their posting of the weekly topic

Task 4: PowerPoint Review **Lecture 13**
Task 5: Product Post 13 due Saturday at 11:59pm

Week 14: Thanksgiving Break - No Class

No Group Postings
No Product Post

Week 15: Cultural Identity

Task 1: Reading
1) **E-RESERVE:** Christine Robb, *This Changes Everything*: Ch. 1, “Difference”
2) **E-RESERVE:** Mei Tang and Huma Bashir, “Diversity from the Ecological Perspective”
3) **E-RESERVE:** Joseph G. Ponterotto and Jennie Park-Taylor, “Racial and Ethnic Identity

Theory, Measurement, and Research in Counseling Psychology: Present Status and Future Directions

Task 2: Quiz 15 due Tuesday at 11:59pm
Task 3: Groups:
   1) Post one time about our weekly topic
   c. Respond to *at least two* of your peers’ posts about their posting of the weekly topic

Task 4: PowerPoint Review **Lecture 15**
Task 5: Product Post 15 due Saturday at 11:59pm

**Week 16: Exam Week**

You will be broken into small groups (if need be), and prepared to take the Warrior Exam. Please remember that you must have the ability to use Conference on Canvas. We can test this ahead of time. If you would like to test your capability to use this format, please let me know.

No Group Postings
No Product Post
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Aug 22 - Aug 27 | **Lecture 1: Developmental Counseling Over the Lifespan** | 1. **Article on E Reserve:** Roger F. Aubrey, “Technology of Counseling and the Science of Behavior”  
2. **Article on E-RESERVE:** William G. Perry, “Intellectual & Ethical Forms of Development” |                 | 3                |
|            | Review syllabus / Overview of course                                   |                                                                              |                 |                  |
| Week 2     |                                                                        |                                                                              |                 |                  |
2. **E-RESERVE:** Philip A. Cowan, “Developmental Psychopathology”  
|            |                                                                        |                                                                              |                 |                  |
| Week 3     |                                                                        |                                                                              |                 |                  |
| Sept 4 - Sept 10 | **Lecture 3: Ecological Theory**                                      | 1. **E-RESERVE:** Ellen P. Cook, “Behavior is Contextual”  
2. **E-RESERVE:** Gloria Ladson-Billings, “From the Achievement Gap to the Education Debt” |                 | 1, 2, 4, 5, 10 |
4. E-RESERVE: James Arnett, “Emerging Adulthood” | 4, 6 |
| --- | --- | --- | --- |
2. E-RESERVE: Ross A. Thompson, “The Legacy of Early Attachments” | 4, 6, 7, 8, 10 |
2. E-RESERVE: Dan J. Siegel, “An Interpersonal Neurobiology Approach to Psychotherapy”  
3. E-RESERVE: Bessel A. van der Kolk, “The Neurobiology of Trauma and Abuse” | 3, 4, 6, 7, 8, 10, 11 |
| Week 7 | Lecture 7: Cognitive Developmental Theory | 1. **CRAIN:** Chapter 6 – “Piaget’s Cognitive-Developmental Theory”  
2. **E-RESERVE:** David Elkind, “Child Development and Counseling”  
3. **E-RESERVE:** Brian Whitelaw, “A Piagetian Perspective for the Practicing Counselor” |  
**Due:** Biological-Maturation Personal Case Conceptualization Paper (due by 11:59pm, Oct, 8) | 1 - 8, 10 (Midterm) |
| --- | --- | --- | --- |
| Week 8 | Lecture 8: Theories of Moral Reasoning | 1. **CRAIN:** Chapter 7 – “Kohlberg’s Stages of Moral Development”  
2. **E-RESERVE:** Lawrence Kohlberg & Rochelle Mayer, “Development as the Aim of Education” | --- |
| Week 9 | Lecture 9: Theory of Ego Development | 1. **E-RESERVE:** Jane Loevinger, “Stages of Ego Development”  
2. **E-RESERVE:** Michael D’Andrea, “The Counselor as Pacer”  
3. **E-RESERVE:** Clifford H. Swensen, “Ego Development and a General Model for Counseling & Psychotherapy” | 2, 3, 4, 8, 9 |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Oct. 23 - Oct. 29</th>
<th>Lecture 10: Constructive Developmental Theory Part 1</th>
<th>1. KEGAN (<em>In Over Our Heads</em>): Chapter 1-4</th>
<th>2, 3, 4, 5, 6, 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Happy Halloween!</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Oct. 30 - Nov. 5</td>
<td>Lecture 11: Constructive Developmental Theory Part 2</td>
<td></td>
<td>4, 8, 9</td>
</tr>
<tr>
<td>Week 14</td>
<td>Nov. 20 - Nov. 26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy Thanksgiving!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Nov. 27 - Dec. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 15: Cultural Identity Development</td>
<td></td>
</tr>
</tbody>
</table>

1. **E-RESERVE**: Christine Robb, *This Changes Everything*: Ch. 1, “Difference”

2. **E-RESERVE**: Mei Tang and Huma Bashir, “Diversity from the Ecological Perspective”


<table>
<thead>
<tr>
<th>Week 16</th>
<th>Dec. 4 - Dec. 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam Week</td>
<td></td>
</tr>
</tbody>
</table>
**Appendix A**

**Assignment 1: Developmental Counseling Psychology Personal Case Conceptualization Rubric**

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
</table>

**Knowledge & Comprehension of Each Theory 45 points**
Paper shows basic comprehension of each theory and is factually accurate.

<table>
<thead>
<tr>
<th>Theory</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Ecological</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychosocial</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Attachment</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

**Application 60 points**
Paper applies the concepts of each theory appropriately and reasonably. Each conceptualization is clearly supported by life experiences and theoretical concepts.

<table>
<thead>
<tr>
<th>System</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Salient Ecological Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Psychosocial Stage: Erikson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Identity Status: Marcia (NOTE: Can be within psychosocial section.)</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Attachment Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis & Evaluation of Theories 15 points**
Paper provides a critical analysis of the theories, noting what fits and what does not fit well with conceptualizing your personal development.

<table>
<thead>
<tr>
<th>Analysis</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your case, what works, what does not, why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Synthesis & Integration of Concepts 15 points**
Paper has a discussion section that integrates and synthesizes main points of the paper. Should be clearly and succinctly written and show depth of insight.

<table>
<thead>
<tr>
<th>Discussion/summary section</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
</table>

**Academic Proficiency & Organization 15 points**

<table>
<thead>
<tr>
<th>Component</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Citations &amp; reference page</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Flow, typos, succinctness, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### Assignment 2: Developmental Counseling Psychology: Structural Case Conceptualization Rubric

#### Part 1: Case Description (same grade for each group member)

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orienting Information – includes thorough identifying information and description of client.</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Presenting Problem – presents a believable and relevant reason for counseling. Includes clear problem descriptors and considers consequences.</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Current Coping &amp; Supports – presents a thorough consideration of client’s present situation and evaluates how he or she is coping with a broad range of life’s issues. Considers both internal coping mechanisms and external supports/holding environments and how they facilitate and/or impede development. Shows understanding &amp; application of ecological theory.</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>d. Developmental History - conveys details of client’s developmental history.</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

#### Part 2: Case Analysis (grade is for individual student only)

<table>
<thead>
<tr>
<th>Summary</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Summary - Shows accurate comprehension/application of each theory.</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Piaget - Cognitive Developmental</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Kohlberg – Moral Reasoning</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Loevinger – Ego Development</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Kegan – Constructive-Developmental</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

Recommendations – Paper suggests treatment and goals that align/flow from the developmental conceptualization of the case.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Resources/Strengths/Resiliencies</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Natural Therapy Possibilities</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Holding Environments to Engage</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**Academic Proficiency & Organization**

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Citations &amp; reference page</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Flow, typos, succinctness, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Points /150
Final Assessment: The Warrior Exam

Process

The Warrior Exam is an oral exam in which each student is asked a single question. Since the class format is online, we have to do this a bit differently than usual. Students will meet online at the same time (split into small groups) using the Conference Format in Canvas (Google Hangouts as a backup plan). Be sure you have a gmail account in case we must use this format. I will draw the names of the first questioner and answerer. I will also use draw the question out of a bowl for students to answer. During the conference call, I will name the first answerer and questioner, and we will begin the exam. You must have a list of all the questions in front of you in order to take the exam.

The Questioner Role

The Answerer gets the option to throw back a question and randomly get assigned a second question. As such, if you are the answerer, I will say the question out loud to you, and you may keep the question or ask me to draw a separate question. If the Answerer decides to keep the question, the Answerer will tell the group the official question he/she will answer. At this time, the Questioner then re-reads the number and the question aloud to the whole class. It is imperative that you have the questions available to you during this time. Silence and "holding the space" is very important for this exam. The job of the Questioner is to help draw out the answer from the person answering the question. The Questioner is NOT to answer the question for the Answerer, but rather to ask precise questions that will elicit the answer without giving the answer away. A student’s grade is mostly dependent upon when the student is the Answerer, but as a Questioner, a student needs to know the answer of the question the other person drew. If the Questioner does not know the answer and cannot help the Answerer, or if the Questioner leads the Answerer astray, the Questioner’s (i.e., “Question Performance”) grade will reflect this. This does not mean that the Questioner’s grade is dependent on whether the Answerer actually articulates the correct answer. It is usually obvious when a Questioner knows what she or he is talking about or not. It is important for the Questioner to allow the Answerer space and room to think during this process and not jump immediately to helping him or her. Also, Questioners should avoid having Answerers add details if the answer given is already sufficient.

The Answerer Role

Once the Questioner has asked the question, the Answerer has **three minutes** to answer the question. If Answerers cannot verbalize a complete answer in that time, they probably do not know the answer, and thus, they fail this part of the exam. The Answerer should ask for help if needed. There are times when an Answerer will just pause and breathe and try to relax in order to retain the answer. Sometimes, an Answerer may get stuck and say, "I am stuck..." or give the Questioner a look like "Help me!" Other times, all that is needed to jump start the Answerer’s memory is for the Questioner to start asking a question about the answer, and the Answerer will be fine the rest of the way. The Answerer is not to be dependent upon the Questioner. The intent is for students to study **all** the questions and to comprehend all the answers, thus eliminating most “regurgitation”.

**HONOR CODE:** I cannot be at each student’s home to view whether or not you have the answers in front of you. However, if there is any indication you are reading an answer or have answers in front of you, I will consider this a violation of the honor code. You cannot use any pre-recorded answers or hints during the exam.
You must clear your desktop off your computer and only have the sheet with questions (no answers) available to you. You are not allowed to write during the exam.

The Grade

**Warrior Exam Answer** - 90 points (all or nothing)
**Questioner Performance** - 10 points (based on performance, and not all or nothing)

Those who do not pass the Warrior’s Exam will earn a “0” and will be asked to write a paper about a topic incorporating the question they miss. The paper will be about 5 pages, and will allow the student to pass the exam. However, Warrior Exam papers can earn a maximum of 75 points (of a possible 90 points for that portion of the exam), and thus cannot earn an “A” for that portion of the exam.