Course Description

The purpose of this course is to provide an overview of developmental counseling as a way of enhancing human potential through therapeutic interventions based on developmental research. Emphasis is placed on an integrative approach; contemporary constructivist developmental theories; neuroscience, biological science, attachment systems as well as developmental issues and tasks associated with various life stages.

Implications for practice are discussed, giving students the opportunity to apply developmental theories through case conceptualization. Prerequisite: None.

COURSE OBJECTIVES AND COMPETENCIES

1. Demonstrate an understanding of the theories of cognitive, socio-emotional, neurobiological, attachment, physical, learning, and personality development.

2. Demonstrate an understanding of issues around developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

3. Demonstrate an understanding of central developmental issues around identity development, ethnic, gender development, and sexual identity.
4. Demonstrate an understanding of the effects of trauma and abuse on development and the moderating factors of risk and resilience.

5. Demonstrate an understanding of attitudes and behavior of self and others across the life span based on age, race, gender, sexual orientation, socioeconomic status, spirituality and experiences involving issues of oppression and privilege.

6. Demonstrate an understanding of the different research methods and ethical considerations used to study human development and benefits of prevention in counseling.

7. Demonstrate an ability to recognize potential transitional counseling issues and identifying strategies (individual, group, and family) for facilitating healthy, optimum development of diverse individuals over the life span.

Multicultural/Multidisciplinary Focus

MHS 6480 involves readings and discussions that incorporate the influence of cultural characteristics and dynamics such as race/ethnicity, gender, sexual orientation, religious affiliation/spirituality, age, ability, class, language, and nationality within an individual, group, and societal context as they relate to human growth and development. Development of counselor sensitivity and responsiveness to diversity and issues of social justice will be encouraged in the developmental counseling process.

Applicable Professional Standards Addressed

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (2009)

Section II, Subsection 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;

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, 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;

h. Theories for facilitating optimal development and wellness over the life span.

Portions of this course also fulfill in part the following CACREP Standards:

Section II, Subsection 1, PROFESSIONAL IDENTITY:

b. Professional roles, functions, and relationships with other human service providers including strategies interagency/inter-organization collaboration and communications

j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Section II, Subsection 2. SOCIAL AND CULTURAL DIVERSITY
a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
c. Theories of multicultural counseling, identity development, and social justice;
d. Individual, couple, family, group and community strategies for working with and advocating diverse populations, including multicultural competencies.
e. Counselor’s roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind or body;
f. Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination

Subsection A: standards for MARITAL, COUPLE, AND FAMILY COUNSELING/ THERAPY PROGRAMS:

A. FOUNDATIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/ THERAPY
1. Knows the history, philosophy, and trends in marriage, couple, and family counseling.
6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence and related family concerns.

C. CONTEXTUAL DIMENSIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/ THERAPY
1. Understands issues of marriage, couple, and family life cycle dynamics, healthy family functioning, family structures, and family of origin and intergenerational influences in a multicultural society.
2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.
3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning

Florida Accomplished Practices for School Counselors

Key Tasks assess your mastery of knowledge, skills, and dispositions that the State of Florida requires of all entry-level educators (including school counselors). In this course, we will cover Accomplished Practices as follows:

Indicator 7.1(Knowledge)
Knows established human development/learning theories and concepts (including first and second language acquisition

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

Course Requirements

1. **Class attendance and participation.** Since this course focuses on experiential learning, development of self-awareness, knowledge, and skills through lecture, discussion, and group exercises, you must attend on time and participate in class activities. Your contributions to class discussions are a critical indicator of your learning in this class. Critical thinking and application of course material is preferred over memorization. You are permitted one (1) unexcused absence (stuff happens!) Unexcused absences thereafter,
i.e., those that do not involve urgent personal or family crisis, will result in a 5-point reduction in participation points per absence. Chronic tardiness, e.g. two or more times will also result in a reduction of 5 point per incident. (20 points)

I respectfully require that NO texting, or phone calls occur during class time. Please keep your cell phones IN YOUR BACKPACK OR PURSE NOT ON THE DESK TOP OR YOUR LAP!! You may use cell phones during break so long as you return to class on time. Thank you for your kind consideration of your fellow classmates and professor! The only exception to this applies to students whose first language is not English, who need translation assistance.

2. “What I Learned Journal”: You are required to journal your reactions, thoughts, learning, and personal insights in applying what you have read in the text and reserve items, and lecture, to your self. Include also your reactions to class videos. Turn in each week of class. (10 points X 10 classes = 100 total points) PDJ due dates are exempt.

3. Personal Developmental Journal (PDJ): You are to create your personal developmental journal that encompasses your life from pre-birth to the present time. It is a “history” of your life experiences told from both a “horizontal and vertical” perspective. Use Bronfenbrenner’s Ecological Spheres of Influence Model to make sure to cover pertinent areas of influence on your development. The horizontal will include significant experiences occurring in chronological order. The vertical will consider the larger socio-cultural contexts surrounding those events. For example; at the time you were born: (Address those that apply to you – not all will be relevant to your life!) PDJ points 100 pts. Each X 3 = 300

4.
   a. What was happening in your family, your community?
   b. How might these occurrences have affected your parents?
   c. What were the prevailing socio-cultural factors and events that impacted your family’s (and thereby your own):
      i. Identity development,
      ii. Gender expectations,
      iii. Sociopolitical, environmental, economic and geographic factors
      iv. LGBTQ+ issues,
      v. Trauma and abuse,
      vi. Grief and loss,
      vii. Family development, transitions, births, deaths, etc.
      viii. Addiction
      ix. Spiritual development
      x. What changed as you and your family progressed through the various developmental stages?
      xi. What theories pertain to the specific developmental ages and unique cultural contexts?

Your PDJ focus will correspond with the age/stage of development that is the focus of class lectures and readings. For example, as we study infancy through childhood, your journal will focus on your development at birth to age 10. This means you will need to interview parents or caregivers for that information. (Think of this as your life story - pictures are OK!) Your PDJ will include answers to the developmental questions above and your own personal reflections. Please keep your PDJ entries to a maximum of 12 typewritten pages, excluding pictures and references.

4. Critical Incident Paper/Oral report. As part of you personal developmental journal you will pinpoint a critical incident in your development and insert it into the PDJ in the age/developmental period it occurred. A “critical incident” by definition is an event or circumstance that is generally outside your personal control or is some decision you have made in response to a painful or challenging situation. It is often life changing or at least changes the course of your life. For example; your parents divorced when you were 6, you
moved and changed schools when you were 12, or you witnessed a violent act when you were 9, or you were assaulted when you were 19, etc.

This autobiographical writing assignment provides an opportunity for you to reflect on a developmental event in your life and relate that event to at least two (2) developmental theories covered in class.

At the conclusion of your Critical Incident (CI) paper, identify the developmental issue/transition point you experienced. Review the literature in professional journals regarding that issue and discuss current research, interventions, and your own personal experiences in facing the issue. As such, your CI should cover the areas listed below. You will briefly present your CI to the class on the scheduled date. Critical Incident (100 points)

5. **Case Conceptualization.** Students will work in teams to develop their case conceptualization and analysis and treatment plans for the specific cases at the end of each chapter and present orally to the class. *(150 points)*

6. **Quizzes**
   a. Weekly quizzes will consist of questions and short answers to assess your knowledge of theories and concepts from readings, as well as class lectures and discussions. Case studies will be used to assess your ability to apply theory to practice. Some questions will be in short essay form to assess application of theory.
APPENDIX A

GUIDELINES FOR PERSONAL DEVELOPMENTAL JOURNAL (PDJ)
(3 Installments @ 100 points each = 300 points)

Consider that your, PDJ is your memoir! It is a story of your life – lived to date. Select a notebook or binder that is dedicated solely to your PDJ. It should contain pages that are 8.5 X 11, for text and pictures if you wish to use them. Your PDJ will contain contextual information about you prior to your birth – parents, family information, horizontal as well as vertical events that impacted your parents at the time of your birth.

*Do not simply list the events that occurred, such as 9/11 or the Challenger disaster. Rather, **consider how these significant events may have affected you or your parents’ views of life.** For example, your grandparents who lived through the great depression or World War II were greatly affected by these events. Each generation’s unique sociocultural factors affect their worldview, belief systems, expectations, and values, etc. Bronfenbrenner’s Ecological Theory is a useful guide!*

Proceed forward from your birth, describing the facts surrounding your life at each developmental age/stage. Using the theories learned in class, apply the relevant concepts to your development. **Use 2 different theories for each age/stage.** For example: *At age 5, according to my mother, I disliked eating my vegetables, especially spinach. I was not allowed to leave the table until I had eaten all of my spinach. When my mother wasn’t looking, she said I dumped the spinach into the waste can. I was sent to bed early that night. (I still don’t like spinach). According to Erikson’s developmental theory, I was negotiating the second stage of development “Autonomy vs. Shame, a developmental period where independence and autonomy is fostered in children’s lives. Even though my parents’ intentions were positive, being forced to eat a food I did not like and being punished for not doing so may have affected that stage of development. This is an example of the many times I was not permitted to make choices autonomously during childhood. Sometimes, even today I avoid taking risks and doubt my confidence and ability to succeed. (Use examples to illustrate your point(s)). You will, of course need to interview parents or other family members, to help you recall events prior to age 5.*

Adding pictures of your self at different ages and special events makes it very personal. Keep your pictures and other illustrations/decorations on separate pages from the text portion. Remember that your critical incident is to be inserted in the corresponding age/chronological order in which it was experienced.

Have fun with this project as you learn!

**Note: Please upload your PDJ into CANVAS**

APPENDIX B

GUIDELINES FOR CRITICAL INCIDENT PAPER
(100 points)

Section I:

A. Issue/Context - Brief description of sociocultural factors
   a. Events surrounding the critical incident
   b. Relevant circumstances and cultural context, ethnic background
   c. Age, gender
   d. Family, socioeconomic status
e. Oppression/privilege, and other pertinent issues.

B. Developmental Theories
   Relation to at least two (2) developmental theories including stage(s) and implications for further development:

SECTION II:
A. Outcome/Implications - Description of outcome of the critical incident, include A through F below.
   a) Identify the developmental issue/transition point and stage
   b) Resolution - what was learned – how did it affect your worldview, beliefs, etc.
   c) How it contributed to your overall development as a person and professional.
   d) Provide 2 examples of current counseling research on the issue. These must be from counseling journals. **Do not use your text or any course materials as references.**
   e) Summary of implications for counseling with clients experiencing similar developmental issues.
   f) Specific counseling strategies or techniques you would use to resolve this issue with clients.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>&quot;What I Learned Journals”</td>
<td></td>
</tr>
<tr>
<td>(10 X 10 Personal)</td>
<td>100</td>
</tr>
<tr>
<td>Developmental Journal (PDJ)</td>
<td>300</td>
</tr>
<tr>
<td>(3 X 100)</td>
<td></td>
</tr>
<tr>
<td>Critical Incident Paper</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (weekly)</td>
<td>TBA</td>
</tr>
<tr>
<td>Case Studies (in class)</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
</tbody>
</table>

**Note:** All papers are expected to be typed, double-spaced, carefully proofread, and consistent with APA 6th edition style when appropriate. You are expected to complete your assignments on time, and to abide by the UF Honor Code.
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 two comprehensive examinations administered in the class.

**Indicator Number & Description:**
7.1 Knows established human development/learning theories and concepts (including first and second language acquisition).

**MET** | **MET WITH WEAKNESS** | **NOT MET**
--- | --- | ---
The candidate will have achieved a minimum total of 80 score points on the exam. | The candidate will have achieved a minimum total of 70-79 score points on the exam. | The candidate will have achieved a Total of 69 or Fewer score points on the exam.

**Assignment Directions: Exam.** The comprehensive exam at the end of the semester will consist of 100 multiple choice and short answer questions taken from topics covered in the textbook and class discussions.

Task Description: The candidate will correctly identify students developmental levels and implement student service(s) activities and/or interventions consistent with established human development/learning theories through a thorough examination of his or her own development from birth to present and a 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.

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

**MET** | **MET WITH WEAKNESS** | **NOT MET**
--- | --- | ---
The candidate’s paper and oral report for the Assignment contains the Following: (a) selection of a developmental issue pertinent to the Population/age level with whom he or she will be working; (b) discussion of impact of issue on social, cultural, familial, spiritual, and educational spheres of students lives; | The candidate achieves the three criteria but not to the full extent within each criteria. | The candidate achieves fewer than three of the criteria.

Case Enactment and Analysis: Students will develop a case(s) that exemplifies specific developmental stage(s) and typical issues client’s experience during that life stage. Students will work in small groups. Each small group will create cases representative of specific developmental stages and issues. The small groups will “enact” counseling sessions for the class to analyze and discuss from the various developmental theories studied throughout the semester. Students will work in teams to develop their case analysis and their treatment plans for the specific cases.
Assignment Directions: Critical Incident/Oral report. This autobiographical writing assignment provides an opportunity for you to reflect on a developmental event in your life and relate that event to (2) developmental theories covered in class. Select a topic pertaining to some developmental issue that is personally relevant to you. Review the literature in professional journals regarding your topic and write a paper citing current research, interventions, and your own personal experiences in facing the issue. As such, your paper should be no more than 12 pages, and will cover the areas listed below. You will briefly present your critical incident to the class on the scheduled class meeting date that most closely corresponds to the developmental issue you are covering.

| The candidate’s paper and oral report for the assignment contains the following: (a) Introduction with description of the developmental issue; (b) Events/context; (c) Developmental theories; (d) Outcome and implications for working with students in the school setting. | The candidate achieves the four criteria but not to the full extent within each Criterion | The candidate achieves fewer than four of the criteria. |

Professionalism

You are expected to comply with the ACA Code of Ethical Standards found at the following link: [http://www.counseling.org ETHICS MENU BAR](http://www.counseling.org)

You are expected to abide by the University of Florida Academic Honor Code listed in the University Catalog:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my Honor, I have neither given nor received unauthorized aid in doing this assignment."

University Policies For Students

CLASS ATTENDANCE AND MAKE-UP EXAMS

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx).

STUDENTS WITH DISABILITY ACCOMMODATIONS:

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

GRADING POLICIES

Students may obtain current UF grading policies for assigning grade points by accessing the link below. [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx).

COURSE EVALUATION:
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

UF HONOR CODE:
UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/scrc/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

CAMPUS RESOURCES HEALTH AND WELLNESS:
U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).
http://www.police.ufl.edu/

Academic Resources
E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
https://lss.at.ufl.edu/help.shtml

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
http://www.crc.ufl.edu/

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
http://teachingcenter.ufl.edu/


Student Complaints Campus:
On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READ</th>
<th>DISCUSSION GROUP</th>
<th>ASSIGNMENT DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5</td>
<td>Class #1</td>
<td>Introduction to Developmental Counseling; Syllabus, course assignments and structure</td>
<td></td>
<td>Critical Incident presentations Sign-ups</td>
</tr>
<tr>
<td>January 12</td>
<td>Class #2</td>
<td>Organizing Themes in Development</td>
<td>Chapter 1</td>
<td>Due: Journal Entry #1 Chapter Quizzes available on CANVAS following class</td>
</tr>
<tr>
<td>January 19</td>
<td>Class #3</td>
<td>Epigenesis and the Brain</td>
<td>Chapter 2</td>
<td>Journal Entry #2 Chapter Quizzes available on CANVAS following class</td>
</tr>
<tr>
<td>January 26</td>
<td>Class #4</td>
<td>Cognitive Development in the Early Years</td>
<td>Chapter 3</td>
<td>Journal Entry #3 Chapter Quizzes available on CANVAS following class</td>
</tr>
<tr>
<td>February 2</td>
<td>Class #5</td>
<td>Emotional Development in the Early Years</td>
<td>Chapters 4 &amp; 5</td>
<td>Journal Entry #4 Chapter Quizzes available on CANVAS following class</td>
</tr>
<tr>
<td>February 9</td>
<td>Class #6</td>
<td>Realms of Cognition in Middle Childhood</td>
<td>Chapter 6</td>
<td>Journal Entry #5 Chapter Quizzes available on CANVAS following class</td>
</tr>
<tr>
<td>February 16</td>
<td>Class #7</td>
<td>Self and Moral Development: Middle Childhood through Early Adolescence</td>
<td>Chapter 7</td>
<td>1st PDJ Due Early Childhood Ages 0 – 10 Chapter Quizzes available on CANVAS following class</td>
</tr>
<tr>
<td>February 23</td>
<td>Class #8</td>
<td>Gender and Peer Relationships: Middle Childhood through Early</td>
<td>Chapter 8</td>
<td>Critical Incident Sharing</td>
</tr>
</tbody>
</table>

PLEASE STAY CURRENT IN YOUR READING ASSIGNMENTS!
<table>
<thead>
<tr>
<th>Class #8</th>
<th>Adolescence</th>
<th></th>
<th>CANVAS following class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 2</strong>&lt;br&gt;<strong>Class #9</strong></td>
<td>Physical, Cognitive, and Identity Development in Adolescence The Social World of Adolescence</td>
<td>Chapter 9 &amp; 10</td>
<td>Critical Incident Sharing</td>
</tr>
<tr>
<td><strong>March 4-12</strong>&lt;br&gt;<strong>SPRING BREAK</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>March 16</strong>&lt;br&gt;<strong>Class #10</strong></td>
<td>Physical and Cognitive Development in Young Adulthood</td>
<td>Chapter 11</td>
<td>Critical Incident Sharing</td>
</tr>
<tr>
<td><strong>March 23</strong>&lt;br&gt;<strong>Class #11</strong></td>
<td>Socio-emotional and Vocational Development in Young Adulthood</td>
<td>Chapter 12</td>
<td>Critical Incident Sharing</td>
</tr>
<tr>
<td><strong>March 30</strong>&lt;br&gt;<strong>Class #12</strong></td>
<td>Middle Adulthood: Cognitive, Personality &amp; Social Development</td>
<td>Chapter 13</td>
<td>Critical Incident Sharing</td>
</tr>
<tr>
<td><strong>April 6</strong>&lt;br&gt;<strong>Class #13</strong></td>
<td>Living Well: Stress, Coping and Life Satisfaction in Adulthood Gains and Losses in Late Adulthood</td>
<td>Chapters 14 &amp; 15</td>
<td>Critical Incident Sharing</td>
</tr>
<tr>
<td><strong>April 13</strong>&lt;br&gt;<strong>Class #14</strong></td>
<td>Last Class Completion of Critical Incidents Sharing</td>
<td></td>
<td>Critical Incident Sharing</td>
</tr>
</tbody>
</table>