

CSD 5610
Human Development for Counselors
Fall 2006

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Text

Broderick, P. C. & Blewitt, P. (2003). *The life span: Human development for helping professionals*. Upper Saddle River, NJ: Prentice-Hall

Course Description

This course is designed to introduce students to the concept of developmentally oriented counseling. It is based on lifespan theories of development, which assume that there is developmental logic to behavior. The task of developmentally oriented counselors is to assess and understand their clients' developmental processes and then provide appropriate strategies to help the client work through issues that block growth and adaptation. We will study major theories, concepts, and principles related to physical, psychosocial, cognitive, moral, spiritual, emotional, career, self, and cultural development. Instructional activities will include class discussion, case study, assigned readings, individual and group activities, and use of the Internet.

Course Objectives

- To learn the basic theories, concepts, and principles which comprise the body of research knowledge about normal and abnormal human development throughout the lifespan, including physical, psychosocial, cognitive, moral, spiritual, emotional, family, career, self, and cultural development.
- To apply the theories of lifespan development to class members' personal lives.
- To apply the theories of lifespan development to professional life by integrating these concepts with other courses in each class member's specific area of concentration: school counseling, community counseling, or college student affairs.
- To understand the relationship between a person's life stage and specific

problems they may encounter in that developmental context.

- To identify helping strategies consistent with the person's life stage.
- To apply lifespan developmental knowledge through readings, writing, and class discussion.

Course Requirements

1. **Participation.** ALL students are expected to participate in class discussions and small group work designed to create a cooperative learning environment. A lot of points are devoted to participation because it is so important to your learning in this particular course. I cannot give you points if you are not there. If you have an excused absence from the instructor, you may submit a 5-page paper covering the lecture topics for the class you miss, along with completion of any in-class exercises.
2. **Personal Development Timeline.** This assignment asks you to design a personal timeline of your life, denoting significant transitions from birth to the present. You may design the time-line any way you wish on paper or poster board as long as the chronology of your life is clear. Be sure to denote significant experiences across your lifespan that you believe have impacted who you are and the life you have chosen for yourself today. A 3-5 page commentary will be submitted along with the timeline, explaining the impact of those significant transitions on your life.
3. **Group Project.** Along with two other class members, you will participate in a group that will investigate development via the interview method. An oral presentation by the group will complete the assignment. Your task as a group is to interview three people from a particular developmental stage. In order to cover all the stages, we will choose topics in class and do some negotiating. Your interview will gather data about developmental tasks, stress, gains, losses, normative events and non-normative events.

You will produce a handout for the class that briefly outlines implications for counselors and includes three references that address the developmental stage you have chosen.

In your presentation, which should be from 10-15 minutes, using some form of technology (e.g. Power Point, video, etc.) you will tell the class what it is like to be in that developmental stage in 2006.

4. **Presentation on a Developmental Issue + Handout for class.** Choose a critical developmental issue (any one issue that a person may wrestle with in a lifetime, thus affecting their future development). It is recommended that you choose a topic that you may encounter in your individual professional setting. You will then develop a presentation and handout for your class members to report on your research.

Presentation and Handout should include:

- 1.) Explanation of the developmental issue chosen.
- 2.) Why research in this area is important for counselors to understand.
- 3.) Report research findings regarding counseling clients with this issue.
 - i. How this issue impacts people at the particular time it occurs (how they think, feel, behave), including any variations based on age, race, gender, socioeconomic status, ethnicity, etc.
 - ii. How one may or may not successfully cope with this issue.
 - iii. How successful or poor adaptation may positively or negatively impact later development.
 - iv. Note any limitations to your research (small sample size, reliability, validity problems, etc.)
- 4.) Discuss how therapists can effectively assist clients with this issue (practical applications of your research findings, including specific techniques a counselor would use in sessions).
- 5.) Bibliography (handout only). Use at least five printed scientific resources. They should be solid scientific resources (not whatever you could find that did not require you to go to the library!) Online resources may be used in addition to your five references.

*Your handout is due with your presentation.

*You will be graded on how thoroughly you covered your chosen topic both in oral and written formats, your adherence to the above layout, your bibliography and how well you presented your findings both orally and in your handout.

5. Final Learning Assessment

You will take a final exam during the last day of class covering all the chapters, readings, and class notes. You will be allowed to use your notes during your exam.

Possible topics for group project and/or research presentation are listed below. Please feel free to broaden or narrow your topic as you research your topic. You may also choose another topic with the instructor's approval.

General Topic: Transitions Related to Changes in Family Structure

Transitions from home to elementary school
Transition to junior high/middle school
Transition to high school
Life as a single adult
Transition to marriage
Transition to divorce
Transition to remarriage in families with young children or adolescents
Transition to single parenthood with school-age children
Transition to an inter-religious marriage
Transition to a gay or lesbian relationship

General Topic: Transitions to Parenthood

Interracial or international adoptions
Transition to parenthood for single mothers
Infertility: The inability to transition to parenthood
Fertility Forever: Transition to parenthood in later adulthood

General Topic: Non-normative Transitions

Transition to divorce
Early loss of spouse
Loss of a child
Loss of job
Transition to public aid

General Topic: Transitions Related to Aging

Transition to retirement
Empty nest
Menopause
Chronic illness
Death and Dying

Other possible topics:

Transitions in faith/spirituality
Healthy habits through life's transitions
Military duty
Disability
Transition from any specific developmental stage to the next
Specific mental health disorders as they affect development at specific life stages
Unemployment
Entering the workforce (such as h.s. or college graduate)
Re-entering the workforce (such as after childrearing)
Teen pregnancy
Postpartum depression
Adolescent physical development and/or sexuality
Moving away from home/going to college
Attachment issues from infancy or early childhood
Career change (chosen or forced)
Grief

Course Schedule

| <u>Date</u> | <u>Material covered</u> | <u>Assignments due</u> |
|-------------|--|------------------------|
| Aug. 22 | Introduction to the course | |
| Aug. 29 | Organizing Themes in Human Development | Chapter 1 |
| | Heredity, Environment and the Beginnings of Human Life | Chapter 2 |
| Sept. 5 | Neural and Cognitive Developments in the Early Years | Chapter 3 |
| Sept. 12 | Emotional Development in the Early Years | Chapter 4 |
| Sept 19 | The Emerging Self and Socialization in the Early Years | Chapter 5 |
| Sept. 26 | Realms of Cognitive Development in Early Childhood | Chapter 6 |
| Oct. 3 | Social and Moral Development in Middle Childhood through Adolescence | Chapter 7 |
| Oct. 10 | Gender and Peer Relationships in Middle Childhood through Adolescence Developmental Timeline due | Chapter 8 |
| Oct. 17 | Physical, Cognitive, and Identity Development in Adolescence | Chapter 9 |
| Oct. 24 | The Social World in Adolescence | Chapter 10 |
| Oct. 31 | Physical and Cognitive Development in Young Adulthood <i>Presentations</i> | Chapter 11 |

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| Nov. 7 | Socioemotional and Vocational Development in Young Adulthood <i>Presentations</i> | Chapter 12 |
| Nov. 14 | Middle Adulthood: Cognitive, Personality & Social Development Stress, Coping, & Life Satisfaction in Adulthood <i>Presentations</i> | Chapter 13 Chapter 14 |
| Nov. 21 | Thanksgiving Break— No class | |
| Nov. 28 | Gains & Losses in Late Adulthood <i>Presentations</i> | Chapter 15 |
| Dec. 5 | Wrap-up; Final Learning Assessment (in class) | |

Ethical Standards: As a graduate student, you are expected to exhibit the highest personal and professional standards which reflect the objectives of Eastern Illinois University and our professional ethics. Should you need help with any foundation skills (e.g. writing, resources, public speaking), see me and I will help you seek that assistance. Should any student violate standards of academic honesty, he/she will be held accountable through Eastern Illinois procedures.

Writing Style: All written assignments are to be typed and must use APA style. If you need a reference, you can purchase a copy of the *Manual of the American Psychological Association, Fourth Edition* at the bookstore. If you are typing on a word processor, be sure to back up your work frequently.