
Syllabus

The student is strongly advised to acquire and read the course texts prior to the beginning of the course for the greatest chance of academic success in this course. These texts are available from the Providence Bookstore.

Course Description

A study of physical, social, intellectual, emotional, and moral human development from conception to death from both contemporary research and biblical perspectives. Focus on sociocultural, gender, and family issues salient to relationships. Separation, nontraditional and blended families, geropsychology and wellness. The learner will develop an integrative model of practice/ministry which should be translated into practice. (3 credits)

Course Goals

1. Acquire research-based and theoretical knowledge about normal and abnormal biological, psychological, cognitive, moral and social developmental sequences and issues of adult and aging populations.
2. Acquire reflective, decision-making skills to use with specific client-centered counseling strategies appropriate for adult and aging populations.
3. Understand the effects of cultural and socioeconomic diversity, developmental issues and life events from young adulthood through old age upon individuals, couples, and family relationships.
4. Develop the self as the primary therapeutic tool with adult and aging populations.

Course Objectives

At the end of the course, the student will:

1. Demonstrate awareness of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups.
2. Demonstrate increased awareness of attitudes, beliefs, understandings, and acculturative experiences through learning activities.
3. Understand and describe the major theories of individual and family development across the life span.
4. Understand theories of learning and personality development relevant to development across the life span.
5. Develop and understanding of human behavior including developmental crises, disability, exceptional and addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
6. Describe issues related to normal development and become aware of the major concerns of individuals at different stages including barriers that impede overall development and strategies for facilitating optimum development.
7. Describe developmental approaches to assist during key transitions across the life span.

8. Become aware of the role of systems (school, family, community) and how they effect academic and social development.

Required Text

Broderick, P.C. & Blewitt, P. (2010). *The Life Span: Human Development for Helping Professionals* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Requirements

Attendance & Participation

Each student is expected to attend and engage in the classroom learning experience in a professional and informed manner. **(10 pts)**

Two Case Studies

Students will select two Case Studies from the text and respond to both the Discussion Questions and the Journal Questions in a 5-6 pages paper. **(15 pts x 2 papers=30 pts)**

Paper 1 - Developmental Milestones / Stories of Development Self-Reflection Paper

Reflect on three developmental milestones in your experience, from three different developmental ages. Describe each experience, explaining it from the perspective of “story” in your life. One of the experiences should include involvement with a diverse population or relate to interacting with an individual, group or setting that is of a different ethnicity, race, sexual orientation, or socioeconomic status than you. Describe the social and cultural context in which your experience occurred. Analyze the ways in which the subsequent milestones relate to or were influenced by the first. Speculate on how these milestones might influence your future development in a particular area. Draw on and incorporate into your paper specific developmental theories for your analysis. The paper should be 6-10 pages and is primarily a self-reflection, not a research-based paper **(40 pts.)**.

Paper 2 Naturalistic Observation and Critical Reflection

The student will select a venue or context to observe, at length, a (relatively) developmentally homogeneous group. For example a daycare (with permission), a youth group, a gathering or seniors. Observe the group for at least two hours, taking rich notes on your observations. For a primer on ethnographic data collection consult a qualitative research methods text or see <http://www.fhi.org/nr/ronlyres/ed2ruznpftevg34lxuftzjiho65asz7betpqigbbyorggs6tetjic367v44baysyomnbdjkdtdbsium/participantobservation1.pdf>

Prepare a paper that presents your field data and integrates it with more than one developmental theory. This paper should be integrative in the sense

that both your data and developmental theory are presented and the two are compared and contrasted. For ex. In what ways did your group behave according to theories?; in what ways did they not? In what ways do the theories explain or give meaning to the observed behaviors. This paper should be 10 pages. **(20 pts)**

Miscellany

CONFIDENTIALITY AND PROFESSIONALISM

Throughout the program, it is important for students to remember that they are enrolled in a program designed to train professional counselors. The use of case vignettes, live clients, and student experiences are essential to this process. It is, thus, expected that students will conduct themselves as professionals and maintain the confidentiality of all client or student material generated or presented in any program class. A violation of this ethical requirement of confidentiality will result in faculty review of students' conduct and subsequent progress in the program.

Professional conduct also is expected in regard to all the behaviors and attitudes of students enrolled in the Counsellor training program. Respectful, cooperative, and collegial relationships are considered the norm among mental health professionals, whether they are professionals in the workplace, students in the classroom, or peers in their outside relationships. Attendance is required and, if emergencies arise that may cause an individual to be late or to miss class or any program expectation, an explanatory phone call is expected. Students are expected to make positive contributions to the learning environment and to demonstrate by their attitudes and actions that they are achieving the program standards required for pre-professional development.

SUBMISSIONS

Written submissions may be made in hardcopy or email. They must be posted by the due date. Late assignments will be penalized. Email submissions should have a running header on each page identifying the work. They can be posted to don.russell@prov.ca

Selected Readings

Adler, A. (1959). *Understanding Human Nature* (Trans. J. Wolfe). New York: Premier Books. (Original work published 1927)

American Psychological Association (2001). *APA style manual, 5th edition*. American Psychological Association.

Ansbacher, H. L., & Ansbacher, R. R. (1956). *The individual psychology of Alfred Adler*. New York: Basic Books.

Bitter, J. R. (1991). Conscious motivations: An enhancement of Dreikurs' goals of children's misbehavior. *Individual Psychology, 11*(2), 210-221.

Carter, B., & McGoldrick, M. (1999). *The expanded family life cycle: Individual, family, and social perspectives* (3rd ed.). Boston: Allyn & Bacon.

- Corey, M. S., & Corey, G. (1998). *Becoming a helper* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Crain, W. (2005). *Theories of development: Concept and applications, 5th edition*. Upper Saddle River, NJ: Prentice Hall.
- Degler, C. (1980). *At odds: Women and the family in America from the revolution to the present*. New York: Oxford University Press.
- Dreikurs, R. (1957). Our child guidance clinics in Chicago. In Dreikurs, R., *Collected papers of Rudolf Dreikurs*. Eugene, OR: University of Oregon Press.
- Dreikurs, R., & Soltz, V. (1964). *Children: The challenge*. New York: Hawthorn.
- Egan, G. (1977). *You and me: The skills of communicating and relating to others*. Stamford, CT: ITP.
- Egan, G. (1998a). *Exercises in helping skills: A manual to accompany The skilled helper* (6th ed.). Stamford, CT: ITP.
- Egan, G. (1998b). *The skilled helper: A problem-management approach to helping* (6th ed.). Stamford, CT: ITP.
- Evans, D. R., Ream, M. T., Uhlemann, M. R., & Ivey, A. E. (1998). *Essential interviewing: A programmed approach to effective communication* (5th ed.). Stamford, CT: ITP.
- Ferguson, A. (1983). On conceiving motherhood and sexuality: A feminist materialist approach. In R. Trebilcot (Ed.), *Mothering: Essays in feminist theory* (pp. 153-184). Totowa, NJ: Rowman & Littlefield.
- Fowler, J. (1999). *Becoming Adult, Becoming Christian: Adult Development and Christian faith*. JosseyBass.
- Fowler, J. (1995). *Stages of faith: The psychology of human development*. HarperOne.
- Gilligan, C. (1993). *In a different voice: Psychological theory and women's development* (Reissue ed.). Cambridge, MA: Harvard University Press.
- Hagberg, J. Guelich, R. (2005). *The critical journey, stages in the life of faith*. Salem WI: Sheffield Books.
- Ivey, A. E., & Ivey, M. B. (1999). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (4th ed.). Stamford, CT: ITP.
- Kottler, J. A., & Brown, R. W. (2000). *Introduction to therapeutic counseling: Voices from the field*. Stamford, CT: ITP.
- Kegan, R. (1982). *The evolving self: Problem and process in human development*. Cambridge, MA: Harvard University Press.
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- Loevinger, J., & Blasi, A. (1976). *Ego development: Conceptions and theories*. San Francisco: Jossey-Bass.
- McGoldrick, M., & Giordano, J. (1996). Ethnicity and family therapy: An overview. In M. McGoldrick, J. K. Pearce, & J. Giordano (Eds.), *Ethnicity and family therapy* (2nd ed.) (pp. 1-27). New York: Guilford Press.

McGoldrick, M., Pearce, J. K., & Giordano, J. (Eds.). (1996). *Ethnicity and family therapy* (2nd ed.). New York: Guilford Press.

McNamee, S., & Gergen, K. J. (Eds.). (1992). *Therapy as social construction*. Newbury Park, CA: Sage Publications.

O'Hanlon, W. H. (1994). The third wave: The promise of narrative. *The Family Therapy Networker*, *18*(6),18-29.

Okun, B. F. (1997). *Effective helping: Interviewing and counseling techniques* (5th ed.). Stamford, CT: ITP.

Strupp, H. H. (1967). *An introduction to Freud and modern psychoanalysis*. Woodbury, NY: Barron's Educational Series.

Toman, W. (1994). *Family constellation: Its effects on personality and social behavior* (4th ed.). Northvale, NJ: Aronson.

Welch, I. D. (1998). *Path of psychotherapy: Matters of the heart*. Stamford, CT: ITP .

White, M. (1992). Deconstruction and therapy. In D. Epston & M. White (Eds.), *Experience, contradiction, narrative, and imagination: Selected papers of David Epston and Michael W/rite, 1989-1991* (pp. 109-151). Adelaide, South Australia: Dulwich Centre Publications.

White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: Norton.

Young, M. E. (1992). *Counseling methods and techniques: An eclectic approach*. New York: Macmillan.