

Counseling Through the Lifespan COUN 206 ~ 3 units
California State University Fresno Fall, 2010
Master Syllabus in Compliance with CTC Standards 2001

Course Description

Explores developmental issues and life events from infancy through old age and their effect upon individual, couples and family relationships. The impact of gender, race, ethnicity, class and sexual orientation on developmental process is explored.

Departmental Objectives for Counseling 206:

This course is designed to enable students to do the following:

1. Understand and discuss the theories and counseling process relative to various developmental stages for both individuals and families across the lifespan. (CTC 21)
2. Understand theories of learning and personality development.
3. Understand the relationships between the biological (including neurobiological), psychological, familial, and sociological (including community wellness and resilience models; contemporary family systems; premarital, parenting, & relationship enhancement models; and family life-cycle) components of human and family development.
4. Identify the limitations of traditional developmental models with respect to ethnic, cultural, and special populations (including people with exceptional abilities and disabilities). (CTC 6, 18)
5. Become better acquainted with research literature regarding development and be able to engage in discussions regarding normal and dysfunctional behavior on this basis. (CTC 2, 11, 23, 30)
6. Identify the effects of family dynamics, family life cycle events, and socioeconomic factors within a developmental and multicultural framework. (CTC 2, 3, 5, 7, 11, 27)
7. Address issues of crisis, trauma, & disaster recovery as they pertain to development

8. Address issues of addiction (including intervention and treatment) as they pertain to development.
9. Apply principles and concepts presented in class to personal development.
10. Apply ethical principles and concepts to developmental counseling. (CTC 6, 18)

Required Texts

Broderick, P.C. & Blewitt, P. (2010) The life span: Human development for helping professionals. 3rd Edition. Upper Saddle River, New Jersey: Merrill/Prentice Hall ISBN: 0137152477

Course Requirements(Assignments)

- Thorough reading and analysis of all assignments
- Class participation & attendance
 - Thoughtful participation in class discussions
 - It is expected that you will have read the readings for the week and come prepared to discuss them.
 - Come prepared to class to discuss the cases at the end of each chapter and be able to identify the relevant Lifespan or Counseling issues.
 - Since there will be considerable in-class learning experiences, attendance is vital. Two or more absences will result in incremental grade reduction. Credit will be given for classes attended in full.
 - If there is a serious health crisis or other emergency that will require your missing class, please contact me.
 - Refer to the Scoring rubric for Class Participation on Blackboard.
- 3 written assignments. (CTC 29, 31)

General formats for each assignment will be provided. All written assignments need to be graduate level quality.

1. Observation of a child and write-up.
 2. Interview with an adolescent and write up
 3. Life Events Interview and Write-up with an individual who is at least 50 years old
- Due dates for assignments are listed on the course outline. After that time, they are considered late and will result in the loss of a 10 percentage points for each week the assignment is late.
 - 2 exams on the text, lecture and presentation information, with objective and essay items.
 - Class presentation

In groups of 4 or 5 students prepare a presentation on a topic related to course content. Presentations should allow 10 minutes for each student and will be the last 3 weeks of class.

- ❑ Present the class clear and accurate information, that is the result of your in-depth research on your selected topic
- ❑ Present material so it engages students in thinking about the relevant developmental issues and how that would be relevant for counseling.
- ❑ Present information and supplemental materials [like handouts] to assist students in understanding the material more completely and helping them answering test questions on your topic area.
- ❑ If you use Internet resources, make sure they are credible.
- ❑ Just a reminder, your presentation needs to incorporate various research information and be written by you.
- ❑ Make your presentation as interesting and relevant as possible.
- ❑ Submit 2 multiple choice questions requiring critical thinking about your subject area. One of these questions might be included in the final exam.
- ❑ By **9/16/10** submit your proposed topic and your plan for presenting it to the class.
- ❑ By **10/14/10** submit your finalized topic outline and group membership & list of references.

Evaluation of the class presentation will be based on

Quality & comprehensiveness of the information provided	60 %
Organization and clarity of the presentation	20 %
Quality of supplemental materials	10 %
Involvement or level of interest for class members	10 %

Basis for Course Evaluation

	Test 1	20%
	Test 2	20%
	Class Presentation	20%
	Written Assignments	30%
	Class participation	10%

Course Schedule

	Date	Topics for Lecture & Discussion* CTC 19	Assignment Due
1.	8/26	Introduction Models of Lifespan Development	Check every week with Blackboard for announcements, class outlines & study guides http://blackboard.csufresno.edu Use your CSUF login & password
2.	9/2	Major Issues in Development Epigenesis Prenatal considerations	Broderick ~ Chapters 1 & 2
3.	9/9	Brain Development Cognitive Devp & Theories of Learning Language Development Emotion, Attachment & the Brain	Broderick ~ Chapters 3 & 4
4.	9/16	Attachment Emerging Self, Personality Devp Socialization Parenting Models	Broderick ~ Chapter 5 Due ~ Proposed Topic Selection for Presentation
5.	9/23	Middle Childhood Cognitive & Social Self-Efficacy & Resilience	Broderick ~ Chapters 6 & 7 Due ~ Paper #1
6.	9/30	Gender Identity Peer Relationships	Broderick ~ Chapter 8
7.	10/7	Test I – Chapters 1-8	
8.	10/14	Adolescence Cognitive & Emotional Devp Addictions, High Risk Behaviors	Broderick ~ Chapters 9 & 10 Due ~ Final Topic Outline & Group List
9.	10/21	Adolescence Young Adults ~ Work	Broderick ~ Chapters 11 & 12
10.	10/28	Relationships – establishing, maintaining, dissolution Middle Adulthood Living Well – stress, trauma & coping	Broderick ~ Chapter 13 & 14 Due ~ Paper #2
11.	11/4	Late Adulthood, Aging Brain Death & Dying Presentations	Broderick ~ Chapter 15
	11/11	Veteran's Day - Campus Closed	
12.	11/18	Presentations	Due ~ Paper #3
	11/25	Thanksgiving - Campus Closed	
13.	12/2	Presentations	
14.	12/16	Test II – Chapters 9-15	1:15 – 3:15

Course Methods

Lecture, class & small group discussion, video analysis, student presentations

Communications & Assistance

The best way to contact me is via email. alewis@csufresno.edu **Put COUN 206 in subject line.**

If you need any special assistance or accommodation, please contact me early in the semester.

If you are having trouble understanding the material or with any of the assignments please contact me as soon as possible. Alternatives are very limited late in the semester

Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

University Notices

<http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements.doc>